

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		12-106b	AP-4/2/13	App-4/30/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person P. Michael Kosicek	Email Address kosicek@iup.edu
Proposing Department/Unit Business/Management	Phone (724) 357-6229

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change

Mgmt 462/562 Applied Business Leadership Skills

Current Course prefix, number and full title

Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	

3. Program Proposals

<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Program Revision
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	<input type="checkbox"/> Other

Current program name

Proposed program name, if changing

4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Jetta Whelan</i>	3-13-12
Department Chair(s)	<i>Ramesh Sani</i>	3/13/2012
College Curriculum Committee Chair	<i>C. Whelan</i>	3/15/2012
College Dean		
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	4/2/13

Received
APR 22 2013
Liberal Studies

Received
MAR 26 2013
Liberal Studies

Course description for back of Undergraduate Catalog

MGMT 462 Applied Business Leadership Skills

3c-01-3cr

Prerequisite: Junior standing, MGMT 461 or instructor permission

Focuses on current leadership styles and applications in business. The effectiveness of these styles will be critically examined and evaluated with a cross-culture emphasis. Advanced, innovative and exploratory business leadership topics and their effect on the behavior of employees, cooperation and productivity will be discussed.

3 lecture hours, 0 lab hours, 3 credits

(The course is dual listed with MGMT 562)

Course Analysis Questionnaire
Mgmt 462/562
Applied Business Leadership Skills

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (business majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

Leadership is a critical topic for all college students, including business students. University students need to be exposed to the positive attributes of effective leaders as well as the negative methods used by those covered in the scandals. Students will discuss the leadership skills of many current leaders and those in the past. Students will conduct self-assessments of their own leadership styles. They will be assigned a number of mini-cases with the objective of analyzing the leaders involved in a cross-cultural environment. Students will also participate in several leadership activities throughout the semester. This offering is designed as the second course for any university student. The content is not offered in other courses at IUP. An existing course would not have time or room to cover the advanced, innovative and exploratory topics and disciplines of leadership.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

No. No change to existing courses, programs or catalog descriptions.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

No.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

Yes.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This is a three credit course and cannot be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Not within the SSHE schools, but various colleges/universities do across the nation.

Duquesne University
MGMT 452 Leadership in Teams

Indiana University
Z447 Leadership, Teamwork and Diversity

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

Does not apply.

Section B: Interdisciplinary Implications

- B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

No. Just the Department of Management

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved.

Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

Since this course is offered as a new Leadership course as it relates to the business environment, no overlaps are expected. Attached are the emails sent to both the Sociology Department and the College of Education. The emails inquired about potential conflicts; no response was received from either Sociology or Education. A second reminder yielded no response as well.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

Will not be cross-listed.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Current faculty resources are adequate. Only 1 section will be offered in the Fall semester. The course will be an elective course rotated with other electives in the Department of Management.

A faculty member in the department has a doctorate in the Leadership area.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

Current resources are adequate. No additional resources are needed.

*Space

*Equipment

*Laboratory Supplies and other Consumable Goods

*Library Materials

*Travel Funds

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No grant funding.

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

We expect to offer this course once every year (Fall or Spring). No seasonal restrictions.

- C5 How many sections of this course do you anticipate offering in any single semester?

Only one section per year.

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

This is a senior-level elective and just as any senior elective in our program, we expect to accommodate 35-40 students.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No such restrictions.

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

At this point, we don't plan to offer as an online course.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

Department of Management
Indiana University of Pennsylvania
Applied Business Leadership Skills (MGMT 462/562) section 001

I. Catalog Description

MGMT 462/562 Applied Business Leadership Skills

3c-01-3cr

Prerequisites: Junior standing, MGMT 461 or instructor's permission

Focuses on current leadership styles and applications in business. The effectiveness of these styles will be critically examined and evaluated with a cross-culture emphasis. Advanced, innovative and exploratory business leadership topics and their effect on the behavior of employees, cooperation and productivity will be discussed.

3 class hours, 0 lab hours, 3 credits

II. Course Outcomes:

The objective of this course is to foster an understanding of the process of leadership and leadership effectiveness. In particular, students will be able to:

- a. Recognize issues and problems related to the process of leadership.
- b. Analyze the management problems stemming from a leader's behavior and action in organizations.
- c. Compare and contrast the concepts and theories in the area of leadership.
- d. Understand the organizational and macro environment level issues facing today's leaders in their cross-cultural environments.
- e. Assess the different approaches taken by leaders in effectively managing their entities.
- f. Graduate Objective: Analyze/synthesize the leadership styles of selected top business executives and assess the effectiveness of styles within specific industries.
- g. Graduate Objective: Will integrate conceptual material through lectures, cases, readings, discussions, teamwork and presentations with their own experiences.

III. Course Outline

The outline of the major course topic below presumes the course will be offered once a week (Assume 1 hour = 50 min lecture).

1. Good to Great (8 hours)
 - a. Good is the Enemy of Great

- b. Level 5 Leadership
 - c. A Culture of Discipline
 - d. Technology Accelerators
 - e. From Good to Great to Built to Last
2. The 7 Habits of Highly Effective People (6 hours)
- a. Be proactive
 - b. Begin with the end in mind
 - c. Put first things first
 - d. Think win-win
 - e. Seek first to understand, then to be understood
 - f. Synergize
 - g. Sharpen the saw
3. Jack: Straight From the Gut (8 hours)
- a. Early Years
 - b. Building a Philosophy
 - c. Ups and Downs
 - d. Game Changers
4. The Toyota Way to Lean Leadership (7 hours)
- a. The Roots of Toyota's Global Business Leadership
 - b. Leading in the Toyota Way: A Lifelong Journey
 - c. Self-Development: Reliably Identifying and Coaching Developing Leaders at the *Gemba*
 - d. Daily *Kaizen*: Continually Developing Leadership from the Bottom Up.
5. Guest speakers from the business sector to present on various leadership topics. (4 hours)
6. Associated (short) video clips will accompany most of the units from the books listed above. (3 hours)
7. Group presentations on journal articles and selected case studies. (6 hours)

Total = 42 + 2 final activity (Individual summary presentations of each student’s self-assessment exercises completed throughout the term)

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

Activity	Under-grad.	Grad.	Obj
<p><u>JA Leadership Summary/Presentation project.</u> The student will search for and select a journal article <u>on leadership and an area of interest</u> such as: the auto industry, accounting, pharmaceutical sales, the food industry, hotel/motel administration, manufacturing, the service sector, human resources, etc. The student will prepare a summary (with a cover page) and brief present of the findings. The working copy of the article will be attached to the written summary.</p>	30%	30%	a,b,c
<p><u>Chapter Presentations.</u> Students in groups of 3 will be randomly assigned chapters/units from the 4 required books. Groups will prepare presentations on their assessment of the material.</p>	30%	20%	c,d
<p><u>Leadership Self-Assessment Exercises.</u> Students will complete several self-assessment instruments throughout the semester. Interactive discussions will take place after each exercise. Individual summaries are presented as during finals.</p>	25%	20%	a,e
<p><u>Role-playing based on Global Business Cases</u> Professor will work closely with the <u>graduate students</u> on this project. Each graduate student will be assigned a case (for example, Darden School Cases or other sources) to analyze and lead the role-playing exercise.</p>	NA	10%	e,f,g
<p><u>Participation.</u> This course is structured as participative-intensive. Participation cards are available for students to submit each class period. It includes their name and banner ID. They check on the card whether they asked a question, answered a question posed in class or initiated a discussion in class based on assigned readings or other current topics. The student submits after each session and the professor records the entry in the participation log.</p>	15%	20%	a,b,c,d,e grad only f,g
TOTAL	100%	100%	

V. Grading Scale

Undergraduate Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% D: 60-69% F: $< 60\%$

Graduate Grading Scale: A: $\geq 90\%$ B: 80-89% C: 70-79% F: $< 70\%$

VI. Attendance Policy

As indicated in the undergraduate/graduate catalog.

VII. Required textbook and readings

Collins, J. (2001). *Good to Great: Why some companies make the leap....and others don't*. Harper Business.

Covey, S.R. (1990). *The 7 Habits of Highly Effective People*. Free Press.

Byrne, J. A. (2001). *Jack: Straight from the Gut*. Warner Business Books.

Liker, J.K. & Convis, G. L. (2012). *The Toyota Way to Lean Leadership*. McGraw-Hill.

Additional readings: current journal articles will be assigned throughout the semester.

VIII. BIBLIOGRAPHY

Argyris, C. (1998). *Empowerment: The emperor's new clothes*. Harvard Business Review.

Beach, L. R. (2006). *Leadership and the art of change: a practical guide to organizational transformation*. Sage Publications.

Bernhard, Fabian & O'Driscoll, Michael P. (2011). *Psychological Ownership in Small Family-Owned Businesses: Leadership Style and Nonfamily-Employees' Work Attitudes and Behaviors*. Group & Organization Management.

Berrett. (2010). *Leadership and Self-Deception: Getting out of the Box*. Arbington Institute.

Bisoux, T. (2009). 'Outsourcing' the Curriculum, BizEd.

Burns, J. (1979). *Leadership*. Harper Torchbooks.

Byrne, J. A. (2001). *Jack: Straight from the Gut*. Warner Business Books.

Chereches, Catalin, Toader, Rita, & Radulescu, Michaela et al. (2011). *Business Strategies Regarding the Evaluation of Leadership Styles*. Annals of DAAAM & Proceedings.

Chopra, D. (2010). *The Soul of Leadership: Unlocking Your Potential for Greatness*. Crown Publishing Group.

- Cohen, E. B. (1997). *The leadership engine: how winning companies build leaders at every level*. Wiley.
- Collins, J. (2001). *Good to Great: Why some companies make the leap....and others don't*. Harper Business.
- Cooper, C. L., (2005). *Leadership and Management in the 21st century: business challenges of the future*. Oxford University Press.
- Covey, S.R. (1990). *The 7 Habits of Highly Effective People*. Free Press.
- Csokasy, D. (2009). – *SME's Manufacturing Leadership Institute*. Manufacturing Engineering.
- Dervitsiotis, Kostas N. (2011). *The Challenge of Adaptation Through Innovation Based on the Quality of the Innovation Process*. Total Quality Management & Business Excellence.
- Doss, Michelle. Y. (2011). *Evaluating Profiles of African American Women Executives in Leadership*. Dissertation Abstracts International Section A.
- Eriksen, M. (2009). Authentic Leadership. *Journal of Management Education*.
- Flynn, G. (2008). *Leadership and business ethics*. Springer.
- Gitomer, J., & Hersey, P. (2011). *The Little Book of Leadership: The 12.5 Strengths of Responsible, Reliable, Remarkable Leaders that Create Results, Rewards, and Resilience*. John Wiley & Sons.
- Hamm, J. (2011). *Unusually Excellent: The Necessary Nine Skills Required for the Practice of Great Leadership*. John Wiley & Sons.
- Harris, Sally. (2007). *Supporting Leaders Through Change*. Strategic Communication Management.
- HBR's 10 Must Reads on Leadership. (2011). Harvard Business Review.
- Kotter, J. (1988). *The leadership factor*. New York: The Free Press.
- Liker, J.K. & Convis, G. L. (2012). *The Toyota Way to Lean Leadership*. McGraw-Hill.
- Linsky, M. & Heifetz, R. A. (2002). *Leadership on the line: staying alive through the dangers of leading*. Harvard Business School Press.
- Maeda, J. (2011). *Redesigning Leadership*. MIT Press.
- Manikandaan, P. (2010). *Change Management- Where Do Leaders Make Difference?* Advances in Management.

- Nitsche, Robert. (2011). *Tailoring a Leadership Style to Fit Your Business*. Baylor Business Review.
- Palmer, D. (2009). Business Leadership: Three levels of ethical analysis. *Journal of Business Ethics*.
- Palmer, R. (2011). *Ultimate Leadership: Winning Execution Strategies for your Situation*. Wharton School Publication.
- Pardey, David. (2008). *Next Generation Leaders*. Strategic HR Review.
- Pellegrini, Ekin K. & Scandura, Terri A. (2010). *Cross-Cultural Generalizability of Paternalistic Leadership: An Expansion of Leader-Member Exchange Theory*. Group Organization Management.
- Prokesch, S. (2009). *How GE Teaches Teams to Lead Change*. Harvard Business Review.
- Reingold, Jennifer. (2008). *Meet Your New Leader*. Fortune International (Europe).
- Scott, S. (2011). *Fierce Leadership: A Bold Alternative to the Worst "Best" Practices of Business Today*. Piatkus Books.
- Smallwood, W. N., & Sweetman, Kate (2008). *The Leadership Code: five rules*. Harvard Business Press.
- Stephenson, J. (2009). Getting down to business, BMJ: *British Medical Journal*.
- Swindall, C. (2011). *Engaged Leadership: Building a Culture to Overcome Employee Disengagement*. John Wiley & Sons.
- Tuleja, E. A., & Greenhalgh, A. M. (2008). *Communicating across the Curriculum in an undergraduate business program: management 100 - Leadership and communicating in groups*. Business Communication Quarterly.
- Vecchio, R. P. (2007). *Leadership: understanding the dynamics of power and influence in organizations*. University of Notre Dame Press.
- Ward, A. (2003). *The leadership lifecycle: matching leaders to evolving organizations*. Palgrave Macmillan.
- Zand, D. E. (1997). *The leadership triad: knowledge, trust, and power*. Oxford University Press.
- Zenger, Jack, Folkman, Joe, & Stinnett, Kathleen. (2010). *Coaching Excellence*. Leadership Excellence.

Appendix A

**Examples of Leadership courses at
Other higher education institutions**

PRESIDENT'S MESSAGE

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REQUEST INFO

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MBA in Healthcare Management Courses

The Union Graduate College MBA in Healthcare Management curriculum is designed around what today's healthcare executives need to know. The program begins with a set of core MBA courses that overlap with the General MBA program: Accounting, Finance, Marketing, Economics, Operations and Statistics. Health Management students continue through a set of advanced Healthcare Management courses that build competency in the "business of healthcare" such as Healthcare Marketing, Healthcare Law, Healthcare Organization Structure, etc.

MBA Healthcare Management Courses (for additional information please refer to the [Union Graduate College Catalog](#) or contact the [Health Management Program Director, Professor John Huppertz](#), 518-831-9995).

HCM 500. Introduction to Health Systems (Cross-listed as LIM 502)

This course examines the determinants of health, illness, and medical care utilization, institutional arrangements and settings for the delivery of acute and chronic care, the doctor-patient relationship, resource allocation and financing, and measuring and evaluating system performance. This is a prerequisite to all advanced health courses.

HCM 501. Health Systems Management

This course examines the various aspects of managing in the modern health care environment. A variety of methods including lectures, case studies, in-class exercises, and student presentations will be used. Topics covered include quality improvement, ethical management, managing diversity, communications, leadership, motivation, team building, and conflict resolution.

Prerequisite: HCM 500.

HCM 505. Health Operations Management

This course instructs the students in quantitative methods useful for analysis, improvement, and design of efficient and effective organizational processes within a health-care organization. Operations management (OM) is concerned with evaluating the performance of operating units, understanding why they perform as they do, designing new or improved operating procedures and systems for competitive advantage, making short-run and long-run decisions that affect operations, and managing the work force. Health systems OM is the analysis, design, planning, and control of all steps necessary to provide a service for a client. The course will involve readings from a selected text, review of published studies, exercises in internal and external benchmarking, and exploration of the tools and methods promoted at the national level.

MBA 652. High Performance Leadership

This course emphasizes cognitive skills and experiential practicum learning applied to ongoing leadership and organizational problems. Students learn about leadership roles and competencies essential for building and supporting organizational capabilities and business strategies in global markets. The course also enables students to learn a method to diagnose their strengths and weaknesses in leadership capacities and measure their proficiencies against benchmarked models of high performance leadership.

Prerequisite: MBA 551 or HCM 501.

MBA 653. Organizational Development and Transformation

This course considers the theory and practice of planned organizational change. Students are exposed to a variety of intervention techniques applicable in a wide range of organizational settings. Lectures are complemented with participatory exercises and interactive discussions.

Prerequisite: MBA 551 or HCM 501.

DEGREE PROGRAMS

Masters of Business

Administration >

- Description >

- Curriculum >

- Courses >

- Admission Prerequisites >

MBA in Healthcare

Management >

- Description >

- Curriculum >

- Courses >

- Admission Prerequisites >

MBA - Accounting Focus >

Accelerated MBA with
Union College >

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Certificate Programs >

Joint Programs >

- Albany College of Pharmacy >

- Albany Law School >

- Albany Medical College >

- Leadership in Medicine >

- Union College >

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FRANKLIN P. PERDUE SCHOOL OF Business

MBA Program

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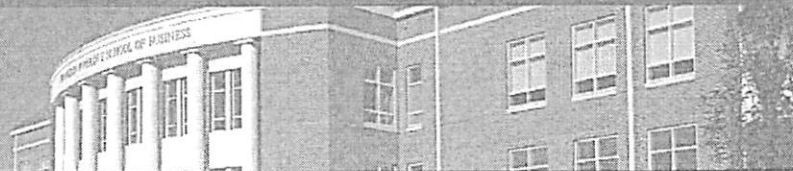
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Office Information

Contact us:

410-548-3377

Email MBA Staff

1101 Camden Avenue
Perdue Hall 360 Salisbury,
MD 21801

Course Descriptions

ACCT 604 ACCOUNTING FOR DECISION MAKING A study of accounting for decision making. Includes topics such as: ethics; cost management concepts; understanding costing systems including activity-based systems; understanding management accounting systems and how they impact behavior, decision making, budgeting, pricing, motivation and performance measurement. Prerequisites: Admission to the MBA program; completion of Ivy Software Assessment; ACCT 201 or equivalent with a C or better. Four hours per week for half a semester.

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ACCT 618 STRATEGIC ISSUES IN ACCOUNTING AND FINANCE An exploration of the financial planning, information and reporting issues that are critical to organizational success in the time of Sarbanes-Oxley, heavy international competition, and outsourcing. Some key areas include: ratio analysis, capital budgeting, performance reporting, financial planning, integrated information systems, and current best practices. Prerequisites: ACCT 604 and Admission to the MBA program. Four hours for half a semester.

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BUAD 599 INTRODUCTION TO MANAGERIAL SKILLS Assists students to self-assess personal strengths and weaknesses in selected business behavioral skills (oral presentation, team-building and facilitation) and business content knowledge (accounting, finance and Excel spreadsheets). Assists the student in developing strategies to improve skill sets by creating an individualized plan for long and short-term planning. Prerequisite: Admission to the MBA program. Equivalent to two hours per week for half a semester.

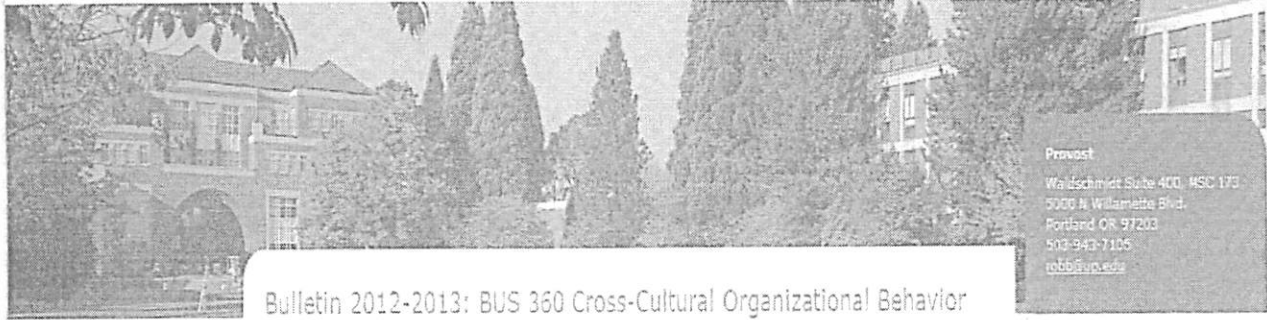
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BUAD 686 GLOBAL BUSINESS Study of the global aspects of business within its environment. Topics selected from international finance, the economics of international trade, environmental factors (e.g., cultural, legal, political) and the major aspects of business operations within its global environment (including accounting, human resource management, marketing, production and strategic management). Part or all of the course will be held in another country. Prerequisites: Admission to M.B.A. program. Three hours per week.

MGMT 624 ORGANIZATIONAL TEAMWORK, LEADERSHIP AND CHANGE Focuses on developing effective teaming, managerial, and leadership skills. Initiates the development of an effective organizational culture and structure; and exploring the role that effective human resource management plays in developing organizations that can respond to ever-changing conditions. Prerequisites: Admission to the MBA program; MGMT 320 or equivalent with a C or better. Four hours per week for half a semester.

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MGMT 628 MANAGING STRATEGICALLY A capstone to the formal business program which provides an internal thought process for continuing an informal business education. Focuses on demonstrating previous course work in accounting, finance, economics, management, and marketing into a useful and congruent pattern for problem solving. Learn how to analyze any given situation, separate facts from opinion, and separate self-serving opinion from thoughtful evaluation. Prerequisites: Admission to the MBA program. Course must be taken in the final spring semester of the student's MBA requirements. Four hours per week for half a semester.



Provost
Walischmidt Suite 400, MSC 173
5000 N. Willamette Blvd.
Portland, OR 97203
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rob@up.edu

Bulletin 2012-2013: BUS 360 Cross-Cultural Organizational Behavior

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 - BUS-354

Increases student understanding of human behavior in organizations and across cultures. Students gain a systematic understanding of cultural differences across and within nations and the impact thereof on business practice and managerial behavior. Topics include cultural sensitivity, communication, negotiations, values, motivation, teamwork, conflict management, decision-making, and leadership.

Credits

3

Prerequisites

Junior status.

Catalog Search

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APPENDIX B

E-mails to Sociology & Education

Subject: Re:

From: P. Michael Kosicek <kosicek@iup.edu>

Date: 11/09/11 10:54 AM

To: Alex Heckert <aheckert@iup.edu>

Attached files

• catdescl.docx (13 KB)

Alex,

Attached are the two catalog descriptions.

On Tue, 8 Nov 2011 22:37:57 -0500

"Alex Heckert" <aheckert@iup.edu> wrote:

Mike,

I am consulting with John Anderson and Susan Baser about this. Could you please send me information about the 2 courses (e.g., catalogue description at a minimum)? Thanks,
Alex

-----Original Message ----- From: "P. Michael Kosicek" <kosicek@iup.edu> To:
"Heckert, Daniel A" <Alex.Heckert@iup.edu> Sent: Monday, November 07, 2011
3:55 PM

Alex,

Per our conversation, see the attached. Your efforts are appreciated.

Subject:

From: P. Michael Kosicek <kosicek@iup.edu>

Date: 11/07/11 03:55 PM

To: "Heckert, Daniel A" <Alex.Heckert@iup.edu>

Attached Files

- Soclead.docx (13 KB)

Alex

Per our conversation, see the attached. Your efforts are appreciated.

I'm in the process of completing the proposal forms for two Business Leadership courses to be offered through the Eberly College of Business and Information Technology. They are planned for the 2012-2013 academic year. Both classes are dual listed courses focus on historical and current Business and corporate leadership.

In the Course Analysis Questionnaire, Section B: Interdisciplinary Implications, B2 inquires to the relationship between the content of these courses and the content of courses offered by other departments.

Please provide your response by Friday, November 18 so I can continue with the process. Your efforts are greatly appreciated. Please feel free to call if you have questions.

I do not see a conflict with the course offerings of Sociology

I do see a conflict with the course offerings of Sociology (explanation below):

Subject: Proposed Business Leadership classes
From: P. Michael Kosicek <kosicek@iup.edu>
Date: 11/16/11 04:20 PM
To: "Heckert, Daniel A" <Alex.Heckert@iup.edu>
Cc: rgsoni@iup.edu <rgsoni@iup.edu>

Attached Files

- Soclead.docx (13 KB)

Alex,
Just a reminder of the prior email inquiring of any conflict of the proposed business leadership courses and that of the Sociology offerings. A reply by Friday, November 18 would be greatly appreciated.
Please see the attached.

Subject: Business Leadership courses From: P.
Michael Kosicek <kosicek@iup.edu> Date:
11/07410330 PM
To: "Millard, Vicki A <V.A.Millard@iup.edu>

Attached Files

- EDlead.docx (13 KB)

Dr. Millard,

I spoke with Dr. Black this morning and she recommended I send the attached memo to you.
Your efforts are appreciated.

Subject: catalog descriptions

From: P. Michael Kosicek <kosicek@iup.edu>

Date: 11/09/11 10:55 AM

To: "Millard, Vicki A <V.A.Millard@iup.edu>

Attached Files

• catdescl.docx (13 KB)

Dr. Millard,

Attached are the catalog descriptions for the pro^osed business leadership courses.

On

wrote:

Subject: Proposed Business Leadership courses From:

P. Michael Koniock<kosicck@iup.edu> Date:

11/06/01 04:16 PM

To: "Millard, Vicki A"<V.A.MiUard@iup.edu>

Cc: rsoni@iup.edu<rsoni@iup.edu>

Attached Files

- EDlead.docx (13 KB)
-

Dr. Millard,

Just a reminder of the prior email inquiring of any conflict of the proposed business leadership courses and that of the Education offerings. A reply by Friday, November 18 would be greatly appreciated.

Please see the attached.

Subject: Re: Proposed Business Leadership classes

From: P. Michael Kosicek <kosicek@iup.edu>

Date: 10/16/12 01:26 PM

To: "Heckert, Daniel A <Alex.Heckert@iup.edu>

Cc: rgsoni@iup.edu

Alex,

Hope all is well. Wanted to keep you in the loop. We have moved forward in this process.
Mike

On Wed, 16 Nov 2011 16:20:28 -0500

"P. Michael Kosicek" <kosicek@iup.edu> wrote:

Alex,

Just a reminder of the prior email inquiring of any conflict of the proposed business leadership courses and that of the Sociology offerings. A reply by Friday, November 18 would be greatly appreciated. Please see the attached.

Subject: Re: Business Leadership courses

From: P. Michael Kosicek <kosicek@iup.edu>

Date: 10/16/12 01:38 PM

To: "Millard, Vicki A <V.A.Millard@iup.edu>

Dr. Millard,
I should have stated we have moved forward since we have not heard back from you.
Dr. Kosicek

On Tue, 16 Oct 2012 13:34:14 -0400
"P. Michael Kosicek" <kosicek@iup.edu> wrote:

*Dr. Millard,
I wanted to keep you in the loop on this project. We continued to move forward
with the approval process.
Dr. Kosicek*

On Mon, 07 Nov 2011 15:50:43 -0500
"P. Michael Kosicek" <kosicek@iup.edu> wrote:

Dr. Millard,
I spoke with Dr. Black this morning and she recommended I send the attached
memo to you. Your efforts are appreciated.

Subject: MGMT 461 and MGMT 462
From: "Shari A Robertson" <srobert@iup.edu>
Date: 3/26/2013 10:41 AM
To: "Sharon Aikins" <saikins@iup.edu>
CC: <kosicek@iup.edu>

HI Sharon: I have been in contact with Mike Kosicek in ECOB. He indicated that somehow two dual level proposals he authored got sent directly to the grad committee rather than going through undergrad first. I have attached electronic copies of the proposals and will send the paper copies via campus mail (unless you want to send someone to pick them up). We were unaware that the undergrad committee had not seen these proposals. As you know there is LOTS of curriculum and only so many man hours to manage it! Let me know if you need anything else.

Best wishes, Shari
Dr. Shari Robertson, Ph.D., CCC-SLP
Dean's Associate
School of Graduate Studies and Research
Professor of Speech-Language Pathology
Indiana University of PA
724 357-4507 (Stright) 724 357-5683 (Davis) 724 599-4746 (cell)

— Attachments: —

MGMT 461_561.pdf	27 bytes
MGMT 462_562.pdf	27 bytes



**APPENDIX D
GRADUATE CURRICULUM AUTHORIZATION FORM**

Check As Appropriate:

- Expedited Review
 Level I ⇒ New Program or Program Revision
 Level II ⇒ Degree Program Revision or New/Revised COR
 Level III Minor Program Revision
 Application for COR Renewal
 Deletion Course or Track or Minor or Program
 Variability in Program Delivery
 Program Reactivation
 New Course ⇒ Enter CIP Code (Contact Registrar's Office): 999999
 Major Course Revision
 Minor Course Revision
 Dual-Level or Cross Listing
 Distance Education

Description of Proposal: MGMT 462/562 Applied Business Leadership Skills
(New dual level offering)

Department: Management

Author or Contact Person: P. Michael Kosicek (kosicek@iup.edu)
(name and email address)

SIGNATURES OF APPROVAL

Academic Integrity Resource Implications† Email Address Date

Department Curriculum

Committee Chair: Hussam Alshamy - hussam@iup.edu 11/15/12

Department Chair: [Signature]

TECC Chair: _____

College Curriculum

Committee Chair: Bhagat bhagat@iup.edu 11/14/12

College Dean: [Signature] bobcamp@iup.edu 11/16/2012

Graduate Dean: [Signature] 12/18/12

Provost: _____

Graduate Com. Chair: [Signature] mbaumer@iup.edu 2/4/13

COMMENTS:

APPROVE EXPEDITED REVIEW _____

Dean's Associate, SGSR Dean, SGSR Provost UWGC Chairs

If any signatory above wishes to decline expedited review, write "Decline" on the appropriate signature line and return the proposal to the SGSR Dean's Associate.

† To sign off on resource implications, confirm that detailed justification of resource sufficiency has been made and approved.

B. Proposal Format and Content

B1. Graduate Curriculum Authorization Form (Appendix D)

Attached as cover page.

B2. Course Description and Particulars

- a. Attachments:
 - i. Course Syllabus: Attached
 - ii. Bibliography: provided in the attached syllabus of record

- b. Rationale: Leadership has become an important aspect of management. Leadership skills have evolved as an essential component for an organization's success. Offering this course in the Business Management program will better prepare students for leading and following in their careers.
This course will be one of the electives of the MBA program. The four hundred level of the course will be offered as an elective for undergraduate business majors.
- c. Other courses or programs:
 - (i)The course content will not overlap with any course offered by other departments.
 - (ii)No other department is planning to use this course as a requirement or elective.
- d. Variable credit: This course will not be offered as variable credit.
- e. Teaching Plans: It will be primarily a lecture-based course and will be taught by one instructor.
- f. Special Topics: This course has not been offered as a Special Topic class.
- g. Comparisons: attached
- h. Standards: the association to Advance Collegiate Schools of Business International (AACSB) recommends, but does not require, this course in its accreditation standards.

B3. Implementation

- a. Resources: The corresponding proposed undergraduate course will be offered once a year. The dual listed course will follow the same pattern without impacting any resource issue.
- b. Frequency: the course will be offered once a year as a dual-level course.
- c. Enrollment: about 35 students. There are not additional constraints on class size.

B4. Catalog Description

Attached

B5. Logistics

- a. START TERM : Fall 2013
- b. The registrar's office has confirmed that the course number is available.
- c. CIP code is 999999.
- d. CATALOG TERM is Fall2013

B6. Miscellaneous None