**Directions:**

# Instructor: All gray fields are interactive. When complete, select “save as” and save to your computer. Then e-mail form, syllabus and other required documentation (see page 3 of this document) as attachments to your area chair for electronic endorsement.

# Area chair: After review, submit this form, the syllabus, and other required documentation as attachments to ross.curriculum@umich.edu.

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| --- | --- |
| Name of Course (in bold):  |  |
| Name of instructor: |       |

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| Date Submitted:  | Effective Term:  |  Year:  | Session:  |

**A. Indicate the type of action requested:** *(see page 3 of this document for details regarding required supporting documentation for each action)*

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| [ ]  Approval of new experimental course  |
| [ ]  Approval of experimental course to be a regular course |
| [ ]  Approval of additional offerings of existing experimental course |
| [ ]  Modification of an existing course (experimental or regular) as described below, or to change a course number to accommodate different students. |
| [ ]  Approval of a one-time Special Topics course [742 (1.5 cr hrs); 745 (3 cr hrs)]. |
| [ ]  Approval of International Business Immersion Course [BA 685 (3.0 cr hrs)]. (Please note that International Business Immersion course syllabus must be approved by the Faculty Council after course proposal is selected by the Dean’s Office/WDI.) |
| [ ]  Delete from the course catalog |

**B. Course Information. If course exists, indicate proposed changes ONLY and mark** **[x] .**

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| Request for Approval/ Modification of Course: Subject: Course No.  |
| * If new course, suggested course number:

(Note: 0-499 for BBA, 500-799 for MBA, 800-899 for PhD) |
| [ ]  Cross listed with (list all that apply): Department: Course No. Department: Course No.  |
| [ ]  Graduate credit hours: |  | Undergraduate credit hours: |  |
| [ ]  Course Title (up to 100 characters):  |
| [ ]  Condensed Title (up to 20 characters. **Required for new Courses**):  |
| [ ]  Enforced Prerequisites (Note: prevents registration for students who have not completed the listed courses):  |
| [ ]  Advisory Prerequisites:  |
| [ ]  Enrollment Open To: (check all that apply) |
| [ ]  BBA Sophomore[ ]  BBA Junior[ ]  BBA Senior[ ]  Minor in Business (MiB)[ ]  Non-Business undergraduates (Jr or Sr)[ ]  Full-time MBA/Global MBA[ ]  Evening MBA (regardless of class timing) | [ ]  Master of Accounting (MAcc)[ ]  Master of Supply Chain Management (MSCM)[ ]  Master of Management (MM)[ ]  Any graduate-level student[ ]  Other (specify):  |
| [ ]  Enrollment by instructor consent only?:  |
| [ ]  Repeat for credit? If yes, max # of repeats: |
| [ ]  Alternative enrollment cap required? (Default cap = 68; requests are reviewed by the Dean’s Office for approval.) Please explain:  |
| [ ]  Catalog Description *(Please attach. Word min/max = 50-200 words)* |
| [ ]  Current course content overlap and/or complement? If yes, identify:  |
| [ ]  Additional notes:  |

**C. Course Workload:**

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| **Assignment Type** | **Description** | **% Weighting** |
| Reading (average pages per week): |  |  |
| Writing assignments (number, length): |  |  |
| Exams (number and type (final/midterm): |  |  |
| Presentations (number and duration): |  |  |
| Projects (briefly describe): |  |  |
| Other activities (briefly describe): |  |  |

**D. Instructor Information:**

|  |  |
| --- | --- |
| First Instructor’s Name, Faculty Type, Department: |  |
| Second Instructor’s Name, Faculty Type, Department (if applicable): |  |

**E. Assurance of Learning:**

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| Please identify up to 3 learning goals that this course may accomplish (refer FTMBA learnings goals document attached in appendix.) | 1.
2.
3.
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| Please briefly describe how you would achieve the stated learning goals. In particular, please describe a “sentinel” assignment or project that provides direct measures of students’ learning vis-à-vis program learning goals and sub-goals.  |  |

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| Endorsed by: |       |

 Area Chair signature

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| Endorsed by: |       |

Additional Area Chair signature

(as needed for cross-listed requests)

**Note:** Submission by Area Chair via e-mail is also sufficient for endorsement.

**Required Documentation**: For each request, please submit the Course Approval Form signed by the appropriate Area Chair(s), along with the following:

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| New Experimental Course:\*Note that, if approved, Experimental Courses are typically offered twice before they are required to come back to the Faculty Council for approval as a Regular Course or additional experimental offerings.  | *[ ]* ***Course Syllabus:*** The syllabus should include a detailed class schedule with assignments and their weighting, and a description of the grading policy.*[ ]* ***Course Description:*** This should be a brief explanation of your course, and will be used as the official course description in the University Course Catalog.*[ ]* ***Statement:*** explaining why this course should be added to the curriculum. Your explanation should include a description of the relationship of this course to other courses in the curriculum, including (1) complementing core courses or other electives and (2) the role of this course in your Area’s overall plan for course offerings. If there is overlap, or the potential for overlap, with courses offered by other Areas, please discuss how you have addressed this.  |
| Request as Regular Course OfferingOR Additional Offerings of Existing Experimental Course: | *[ ]* ***Course Syllabus:*** The syllabus should include a detailed class schedule with assignments and their weighting, and a description of the grading policy.*[ ]* ***Course evaluations:*** from the prior experimental offerings.*[ ]* ***Course grade distributions:*** from the prior experimental offerings *[ ]* ***Statement:*** from the instructor reporting on the results of having taught the course on an experimental basis. |
| Modification of an existing Regular Course:  | *[ ]* ***Statement:***outlining the request and reasons for the requested change. *[ ]* ***Course Syllabus:*** The syllabus should include a detailed class schedule with assignments and their weighting, and a description of the grading policy.*[ ]* ***Course evaluation history:*** from the most recent 2 years. *[ ]* ***Course grade distributions:*** from the most recent 2 years.[ ]  ***The old and new course descriptions:***(if it is being modified). |
| Special Topics Course:  | *[ ]* ***Paragraph description:*** from the instructor along with a statement from the Area Chair on how the course complements the Area’s other courses.*[ ]* ***Course Syllabus:*** The syllabus should include a detailed class schedule with assignments and their weighting, and a description of the grading policy. |
| International Business Immersion Course: | *[ ]* ***Course Syllabus:*** The syllabus should include a detailed class schedule with assignments and their weighting, and a description of the grading policy. |
| Deletion of Course from the Course Catalog: | *[ ]* ***Statement:*** outlining the reasons why a course should no longer be included in the curriculum. |

**Guidance for Faculty on Providing an Informative Course Proposal**

Revised October 2017

At times, the Faculty Council may have to table course proposals and request further information from the faculty who submitted the proposal. This can delay the timing of the course offering as well as creating extra work for the faculty and the Council. The purpose of this informal memo is to provide constructive advice on the type of information that is useful when the Council is considering a proposal. This is not a list of required information or an expanded course proposal form. Rather, it is meant to help faculty be as effective and efficient as possible when submitting a proposal and an explanatory statement to the council.

1. **Explain the number of credit hours required for the material:** The proposal form requires a statement of the number of credit hours. It is helpful for faculty to explain how the number of credit hours requested match the quantity and challenge of the material presented. This is particularly an issue for classes that meet on a non-standard basis.
2. **Explain the number of credit hours in terms of student work/deliverables:** There are often questions regarding whether enough is expected of students in relation to the number of credit hours earned. It is helpful to understand how the student deliverables will be evaluated and what is expected of students. A useful explanation goes beyond just providing page length of an assignment or stating there is a group presentation. For project-based courses in particular, it helps to provide an understanding of what is expected of students to successfully complete a project. For example, is a project limited to students collecting information from the library and analyzing it, or will students be expected to collect some sort of raw data and use that as a basis of a report? If a final presentation is due, what will be handed in? How will it be evaluated? To reiterate what was said above, the Council would like to see evidence that both the quantity and challenge of the material, and the quantity and challenge of the course deliverables (e.g. reports and presentations), are approximately equivalent to those for other existing courses in that area (e.g., other 3-credit MBA electives in the faculty member’s area).
3. **Explain the mix of deliverables, the related grading, and how assurance of learning is implemented:** Many classes include both individual and group work. It is helpful to understand why a particular mix of the two was chosen. How does it tie into the learning objectives of the course? If the grade is primarily based on group work, how will the instructor assure that all students are participating? Also, most courses have some mix of in-class performance evaluation (participation and presentations) and written evaluations (projects and exams). It is useful for the Council to know why this mix was chosen, how it fits into the subject matter and what it means for workload. We are not suggesting a given mix is optimal in all situations. However, it is very helpful for us to understand why the mix in the proposal makes sense for the course. In addition, Assurance of Learning (AoL) is an increasingly important topic that the council will help oversee and also a key measurement used in accreditations evaluations. The council would find it helpful to understand how the course assignments evaluate student learning, including any pre and post assessments of student learning tied to learning objectives (see the learning objectives discussed below).
4. **Explain less traditional modes of managing the classroom:** We understand that not all classes are most effective when presented via traditional teacher led sessions based on our normal calendar. However, we also know that deviating from this model might impose costs on students and the school in terms of managing the class with other schedules and assuring the students receive a similar quality experience. Thus, it is very important that proposing faculty explain why a potential course deviates from our more traditional formats. For example, if a large portion of the course involves watching on-line presentations, let us know why this is the optimal way to provide the learning to students. Also explain how the faculty will manage any potential costs to assure that students receive a high-quality and rigorous learning experience.
5. **Explain the role of practitioners who will be co-teaching or providing a large portion of the content:** We often see proposals with a statement that the course must be heavily practitioner led as no “academic” material exists for these ideas. We understand that this is the case in some situations. However, it is important that we understand how such material will meet the level of rigor required in the Michigan Ross class room setting. We also must feel comfortable that the practitioners can deliver the material in a way that will be effective to our students. Ideally, a proposal that includes a large portion of practitioner participation will have a very clear explanation of the faculty role and how oversight will be maintained.
6. **Explain the process for selecting field sites and assuring consistent field experiences:** There is no doubt that some topics are best taught using a component of field experience for the students. However, courses either based primarily on or culminating with field experience also run the risk of being high variance based on the quality of the field experience in any given year. It is important that we can assure students consistently receive a high-quality experience. Accordingly, it is important that we understand how the faculty will consistently identify field settings that will provide a high quality experience. We also will need to understand how that experience will be managed by the faculty throughout the course.
7. **Explain how the course is based on research:** It is often helpful to receive some insight into the role of research (by the faculty instructor or others) in generating the course perspective and theme. For example, one course may be based on a specific research viewpoint and draw heavily on literature in that area. Another course may be designed to provide an overview of several perspectives in the literature, in some cases even providing students an opportunity to consider conflicting views. It is helpful to understand the academic basis for the point of view of course and the degree to which this basis will be made clear to the students.
8. **State and explain the course learning objectives and how these connect to the program-level objectives**: The Council and the Area Chair should understand the learning objectives of the course to see how the course fits into the overall Area and Program course offerings and curriculum. This topic is closely related to the Assurance of Learning discussion (above) in that the Council will need to evaluate what students are intended to learn in the course in terms of skills and content as a prerequisite for how that learning progress is evaluated, tracked, and eventually measured. The course-level learning objectives should have some clear relationship to one or more of the attached program-level learning objectives . Upper-level offerings should demonstrate a connection to the higher-level learning objectives expected of those advanced offerings.

**FTMBA Assurance of Learning: Program Learning Goals**

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| **Learning Goals** | **Sub-goals**(based on revised Bloom’s Taxonomy) |
| **1. Core Business Concepts and Frameworks** *The capacity to demonstrate literacy in the foundational areas of business (e.g. Accounting, Economics, Finance, Marketing, Management, Organizations, Operations, and Strategy* | 1.1 - Students will demonstrate an understanding of the foundational business concepts and frameworks used in Accounting, Economics, Finance, Marketing, Management, Operations |
| 1.2 - Students will develop an understanding of how markets work |
| 1.3 - Students will learn how to adapt and apply relevant business concepts and frameworks to “real-life” situations and contexts (e.g. within different firms, industries, organizations, and markets) |
| 1.4 – Students will be able to evaluate and synthesize insights gained from the application of business concepts and frameworks for various contexts and purposes |
| **2. Evidence-Based Decision-Making** *The capacity to engage individuals, teams, and/or organizations in processes that generate data-driven problem-solving, insights and decision-making* | 2.1 - Students will be able to recognize how various types of data and information can be used for different kinds of problem solving, decision-making and strategizing |
| 2.2 – Students will learn to collect multiple forms of data to address ambiguous situation(s), problem(s) and/or questions |
| 2.3 – Students will be able to employ a disciplined approach to analyzing and interpreting data |
| 2.4 – Students will learn how to evaluate the impact and efficacy of data-driven decisions and actions on a market, organization, firm, or business issue |
| **3. Strategic and Integrative Thinking***The capacity to understand how firms work in a global context, incorporating a broad, systems-based approach that incorporates data, information and insights from diverse perspectives and sources.* | 3.1 – Students will learn to recognize how firms and business issues are influenced by larger systems (e.g., organizational, political, cultural, social, economic, and legal)  |
| 3.2 – Students will demonstrate an understanding of principles of effective strategic thinking and decision-making, in a global context  |
| 3.3 – Students will be able to apply strategic thinking principles to business issues in a global context, including problem-scoping, competitive advantage, and so on  |
| 3.4 – Students will learn to seek feedback and input from divergent sources and diverse perspectives, making sure to account for cultural, economic and other difference |
| 3.5 – Students will be able to identify and test assumptions in order to formulate effective decisions and recommendations |
| 3.6 – Students will demonstrate that they can synthesize and apply information and feedback garnered from diverse sources |
| **4. Effective Managerial Communication***The capacity to appropriately apply a broad repertoire of communication skills in business, professional, and social contexts* | 4.1 – Students will become familiar with elements of effective written and oral messages that inform, motivate, and/or persuade others |
| 4.2 – Students will become familiar with the elements of high-quality feedback |
| 4.3 – Students will learn to ask questions thoughtfully and listen deeply to responses in order to understand the needs, goals, and perspectives of others |
| 4.4 – Students will engage in giving and receiving high-quality feedback (both written and oral) |
| 4.5 – Students will learn to create and present written and oral messages that effectively inform, motivate, and/or persuade others) |
| 4.6 – Students will be able to evaluate the efficacy of written and oral messages |
| 4.7 – Students will be able to integrate feedback in order to improve written and oral messages |
| **5. Reflective Leadership***The capacity to continually reflect on one’s learning and growth, including the ways in which one’s behaviors and decision-making impacts others*  | 5.1 – Students will become familiar with the foundational principles and skills of effective leadership  |
| 5.2 – Students will learn how to identify one’s own underlying values and motivating forces, including how these inform one’s perceptions, decision-making and actions |
| 5.3 – Students will be able to conduct a candid self-assessment regarding their personal strengths and opportunities for growth  |
| 5.4 – Students will demonstrate curiosity and resilience in adapting to new situations |
| 5.5 – Students will be able to sense and act on opportunities in ethical and socially responsible ways |
| 5.6 –Students will learn to experiment with different approaches to personal and/or organizational development  |
| 5.7 – Students will learn how to continually seek feedback regarding the impact of one’s decisions and actions on others |
| **6. Working with Others***The ability to create and maintain high quality connections and collaborations that produce successful outcomes and results* | 6.1 – Students will learn to recognize the elements of high-functioning teams and effective professional relationships |
| 6.2 – Students will become familiar with one’s strengths and challenges in regards to building and participating in effective teams |
| 6.3 – Students will demonstrate an understanding of effective negotiation strategies for different contexts |
| 6.4 - Students will learn to apply the elements of high-functioning teams and effective professional relationships |
| 6.5 - Students will seek to identify and build upon the strengths of others |
| 6.6 - Students will be able to apply effective negotiation strategies and skills to relevant situations |
| 6.7 – Students will be able to create processes that foster teams and relationships that deliver effective results |
| 6.8 - Develop organizational culture that seeks to build upon the strengths and skills of others  |
| **7. Creativity and Innovation***The capacity to generate creative solutions and alternatives to existing business issues* | 7.1 – Students will learn to select tools, processes and methods that can be creatively used to solve business and social issues |
| 7.2 – Students will be able to develop an initial vision in response to emergent needs or goals |
| 7.3 – Students will begin to apply methods, processes and tools that foster idea generation and creative thinking with individuals and groups |
| 7.4 – Students will learn how to seek guidance, feedback and/or buy-in from others on developing vision or approach to problem-solving |
| 7.5 – Students will be able to create processes and structures that capture knowledge, learning and insights as they emerge |