**General Education Course Inclusion Proposal**

**PERSPECTIVES ON SOCIETY**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** MGT 121 Introduction to Business

**Home Department:** Business

**Department Chair Name and Contact Information** (phone, email): Dr. Dave Rayome, Dean, ext 2947 [drayome@nmu.edu](mailto:drayome@nmu.edu)

**Expected frequency of Offering of the course** (e.g. every semester, every fall): Both fall and winter semesters

**Official Course Status**: Has this course been approved by CUP and Senate? Yes

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

**A. Overview of the course content**

MGT 121 is a survey course that provides an introduction to the major functional areas of business—management, marketing, accounting, finance, economics, finance, information technology—as well as covers such core topics as ethics and social responsibility, forms of ownership, small business, entrepreneurship, and international business. The course explores the role that business plays in society, the diverse cultures that presently exist in organizations and discusses the social and ethical responsibilities of business today. (A current winter 2017 syllabus from is attached).

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

MGT 121 fits the *Critical Thinking* and the *Perspectives on Society* learning outcomes as defined by NMU’s General Education requirements. In the financial, organizational and economic analysis performed in this course and the various applications the two learning outcomes have a great degree of overlap.

*Critical Thinking:*

Critical thinking is the basis of organizational behavior and financial analysis, and is demonstrated through the application of scenario analysis of real-world business events as well case study discussions conducted in groups within the classroom setting as well as by student responses on tests and quizzes. The *Evidence* dimension is of great importance, because fundamentally sound business activities are based on data driven decisions where facts are determined and variables are identified. MGT 121 students are expected to determine which facts serve as important information for explaining or predicting a business and economic event and which may be deemed less important or even misleading.

Which leads directly into the *Integration* dimension. MGT 121 students learn that facts and data provide a foundation for analysis. This analysis helps students develop a broad perspective rather than a narrow viewpoint. It takes a systematic point of view – a theory of cause and effect among the events that are to be explained – that links the relevant facts together into a coherent, testable whole. MGT 121 requires that students develop the ability to see and interpret data and events through the lens of basic business principles and theory, to understand and apply the totality of business thinking to complex social and organizational issues.

Students being required to use strategic analysis (a conceptual framework, rather than their own mere opinion) to critically evaluate business policies and economic effects address the third dimension, Evaluation, in MGT 121. These students are expected to develop enough understanding of basic business principles to evaluate real-world issues (see next section) proficiently.

***Perspectives on Society:***

MGT 121 broad course perspective enables students to experience the business “discipline” as an important element in today’s society. Students learn about the dynamic business environment and the organizational adaptations required in the business world today. Students are taught to apply business and economic principles to real-world environment. Furthermore, study includes discussion of the evolution of social responsibility, concern for the environment, consumerism, employment practices, global economic challenges, exporting and importing as a basis for international business and the diversity of trade agreements. More specifically, students are taught the management process, basic leadership skills, and components of flexible and dynamic organizations. Finally, students are expected to understand cultural diversity in human resources as well as the regulatory and legal environment.

Many of these topics carry significant content in the *Ethical Issues* dimension. MGT 121 students are expected to understand that business and its activities have wide sweeping implications. Issues of fairness and honesty are critically debated and often situational. Furthermore, ethical considerations as they pertain to the diverse organizational relationships, conflicts of interest and communication are taught. Students are introduced to individual factors affecting ethics, social factors affecting ethics, the concept of “opportunity” as a factor affecting ethics. Finally, the government’s role in encouraging ethics is explored and individual business professional standards for ethical behavior are analyzed. MGT 121 students are required to make sound business decisions while considering ethics. The *Development and Context of Society* dimension is addressed in several ways in the MGT 121 course. Specifically, this course discusses how the economy (which is driven by business dealings) affects social responsibility and vice versa. Students are expected to identify the “pros and cons” of social responsibility as it relates to the business environment. For example, what are the effects of environmental legislation (Who should pay for a clean environment?), how does affirmative action influence the business world and the implications of developing social responsibility within a business model. The general focus here is largely on themes that relate to the nature and development of commercial society, and the ways that the market system, financial institutions, and the legislative and regulatory structures of government interact with one another. Finally, social and economic changes that arise through international trade and globalization topics are also discussed.

**C. Describe the target audience (level, student groups, etc.)**

MGT 121 is intended to serve as a student’s first introduction to business as college-level academic course. MGT 121 is designed to attract a wide variety of students who are unsure and unclear about the variety of business topics covered in this course. Course composition is from across majors and programs. Undeclared students are encouraged to take this course in an effort to provide the maximum exposure to business, terminology and practice in the world today. Students completing this course are amazed at the depth and breadth of materials presented in the course. The College of Business is committed to providing students with the opportunity to complete an introductory course that exposes students to the diverse world that we generalize as “business.” In fact, the course is will be required for all business majors beginning in the fall 2018 semester. Professors teaching this course will utilize a common syllabus, learning objectives and outcomes measurements. MGT 121 will be delivered in both the traditional face-to-face environment and in asynchronous web format.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

* MGT 121 Introduction to Business is now the first business course freshmen are scheduled to complete and have made it part of the UN100 Freshmen Seminar block scheduling complement.
* The College of Business is exploring the idea of adding MGT 121 to the Business Core that is required by all business majors to enhance all student’s overall business background. If the course is approved as a GEC course, all students will have the opportunity to complete this course that will expose more students to the diverse nature of business, act as a recruitment tool and fulfill the GEC requirement.

**E. Provide any other information that may be relevant to the review of the course by GEC**

Currently, a senior Assistant Professor in Management teaches this course with over 30 years of teaching experience. Her focused education background has enabled her to develop the teaching materials to achieve the course’s learning objectives that include all majors, not just business. In addition, she utilizes the “MindTap” publisher supported reinforcement materials for this course. Three sections are scheduled this fall with each section capped at 30 students. Faculty in the College of Business have identified this course as critically important to our mission of “connecting” with students early in their academic experience, and providing an opportunity to expose all NMU students to basic business principles, topics and disciplines.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | *Task type:* Objective quizzes/examinations. Students will be tested and evaluated on their ability to exhibit critical thinking skills on the quizzes and examinations by demonstrating their understanding of basic business principles and how such principles are applied and apparent in business organizations today. In addition, evaluation of student comprehension of business vocabulary is included. Finally, student’s ability to apply proper business principles to diverse situational analysis provides evidence of critical thinking skill competency.  *Frequency:* Minimum 4 times per semester  *Overall grading weight:* 20-40%  *Expected proficiency rate:* The department expects 70% or greater student proficiency upon course completion. This is a reasonable goal given the wide range of student aptitudes and analytical abilities in this course, and is consistent with average grades among our MGT 121 courses in general. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | *Task type:* Objective quizzes/examinations. Students will be tested and evaluated on their ability to exhibit critical thinking skills on the quizzes and examinations by demonstrating their understanding of basic business principles and how such principles are applied and apparent in business organizations today. In addition, evaluation of student comprehension of business vocabulary is included. Finally, student’s ability to apply proper technique in diverse situational analysis further demonstrates critical thinking skill competency.  *Frequency:* Minimum 4 times per semester  *Overall grading weight:* 20-40%  *Expected proficiency rate:* The department expects 70% or greater student proficiency upon course completion. This is a reasonable goal given the wide range of student aptitudes and analytical abilities in this course, and is consistent with average grades among our MGT 121 courses in general. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | *Task type:* Objective quizzes/examinations. Students will be tested and evaluated on their ability to exhibit critical thinking skills on the quizzes and examinations by demonstrating their understanding of basic business principles and how such principles are applied and apparent in business organizations today. In addition, evaluation of student comprehension of business vocabulary is included. Finally, student’s ability to apply proper technique in diverse situational analysis provides evidence of critical thinking skill competency.  *Frequency:* Minimum 4 times per semester  *Overall grading weight:* 20-40%  *Expected proficiency rate:* The department expects 70% or greater student proficiency upon course completion. This is a reasonable goal given the wide range of student aptitudes and analytical abilities in this course, and is consistent with average grades among our MGT 121 courses in general. |

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PERSPECTIVES ON SOCIETY**

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Analysis of society** | Analysis of social issues, structures and processes or events as they relate to the business environment | *Task type:* Objective quizzes/examinations, essay exams/assignments.  Students will be tested and evaluated in their ability to use basic business principles to analyze, predict, and explain a wide variety of current social issues and policy proposals that include, but also go well beyond, matters of purely “financial” interest.  *Frequency:* Exams and essays minimum 4 times per semester, student project (if adopted by instructor) once a semester  *Overall grading weight:* 20-40%  *Expected proficiency rate:* The department expects 70% or greater student proficiency upon course completion. This is a reasonable goal given the wide range of student aptitudes and analytical abilities in this course, and is consistent with average grades among our MGT 121 courses in general. |
| **Ethical Issues** | Addressing ethical issues in society | *Task type:* Objective quizzes/examinations, essay exams/assignments.  Students will be tested and evaluated in their ability to apply basic business principles to explore both the intended and unintended consequences of actions, policies and organizations that promote a variety of normative stances and justice-related concerns and objectives.  *Frequency:* Exams and essays minimum 4 times per semester, student project (if adopted by instructor) once a semester  *Overall grading weight:* 20-40%  *Expected proficiency rate:* The department expects 70% or greater student proficiency upon course completion. This is a reasonable goal given the wide range of student aptitudes and analytical abilities in this course, and is consistent with average grades among our MGT 121 courses in general. |
| **Development and context of society** | Explore themes in the development of human society | *Task type:* Objective quizzes/examinations, essay exams/assignments.  Students will be tested and evaluated in their ability to apply basic business principles and economic concepts to understand and explain the broader organizational context of corporate structures, arrangements that are impacted by diverse commercial and economic systems in the global environment.  *Frequency:* Exams and essays minimum 4 times per semester, student project (if adopted by instructor) once a semester  *Overall grading weight:* 20-40%  *Expected proficiency rate:* The department expects 70% or greater student proficiency upon course completion. This is a reasonable goal given the wide range of student aptitudes and analytical abilities in this course, and is consistent with average grades among our MGT 121 courses in general. |