

Master Course Syllabus

Course Discipline and Number: BUAD 290

Year: 2021-2022

Course Title: Strategic Management

Credit Hours: 3

I. Course Description: This is a capstone course that requires students to draw on insights from core business courses they have completed (such as marketing and management) to understand how top-level executives make the strategic decisions that determine an organization's success. Emphasis is on ethical principles, core values, and socially responsible management practices needed to manage and lead an organization successfully. Prerequisites: BUAD 204; BUAD 208; prior completion of, or concurrent enrollment in, ENGL 101. 3 Cr. (3 Lec.) Fall and spring semesters.

II. Additional Course Information:

1. For this course, it is recommended that assignments be posted in Blackboard.
2. Students need basic computer skills, such as word processing, spreadsheets, and web browsing...
3. Required readings may be in print or from on-line resources.
4. This course can be used to fulfill a BUAD elective requirement for those students who are not Business Administration A.A.S. majors.
5. This course may be offered online, in class, or as a Hy-flex course (students may attend on-line, in class, or a combination of both).
6. This course may be offered as an OER course, for which textbooks are provided electronically for a nominal fee charged to the tuition bill.

III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe the basic elements and activities required to manage successfully as a top-level executive.
2. Communicate effectively with customers, suppliers, managers, the community, and employees.
3. Identify specific employment opportunities that are available in the management profession at the corporate level.
4. Evaluate whether being a top-level manager might be an option for them in the future.

IV. Tompkins Cortland General Education & SUNY Competency Goals

Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)

In this course, students will write in various formats (essays, note taking, and correspondence) and for various purposes (informing, explaining, persuading, defending, and teaching). Assignments, videos, and activities will require an application of academic concepts and principles.

Social/Global Awareness

Top-level management is a critical segment of the global economy. Students will better understand how top-level managers lead and manage organizations and how that plays a vital role in making our global economy grow.

Information Management

In this course, students will learn the importance of using various management tools to enhance their decision-making and improve their relationships with their customers, employees, and the community.

This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

V. Essential Topics/Themes

1. Understanding the Strategic Management Process
2. Leading Strategically
3. Evaluating the External Environment
4. Managing the Firm's Resources
5. Selecting Business-Level Strategies
6. Competing in International Markets
7. Selecting Corporate-Level Strategies
8. Executing Strategies
9. Leading and Managing Ethically

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Quizzes, Exams	0% - 60%
2. Assignments and Written Reports	25% - 90%
3. Class Participation	0% - 15%

VII. Texts: REQUIRED

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| 1. <i>Mastering Strategic Management</i> . University of Minnesota library. (Author and publisher do not want recognition). This is an OER text. |
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VIII. Bibliography of Supplemental Materials

1. YouTube video links available in Blackboard
2. Suggested readings available in Blackboard

IX. Other Learning Resources

Audiovisual: None specified

Electronic: None specified

Other: None specified

Attendance Policy: *To maintain good grades, regular attendance at the place of work is necessary. Absence from scheduled work is considered a serious matter. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of the internship. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from the internship for religious reasons should discuss the absence in advance with their instructors, or the business owner/manager. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.