1. **Discussion Items**
   a. Graduate Faculty Membership Changes – Dr. Karen Butler-Purry

2. **New Course Requests:**
   a. ACCT 705 Accounting for Business Results
   b. ACCT 710 Accounting for Managerial Decision Making
   c. BIOL 653 Digital Biology
   d. BUAD 700 Value Creation
   e. BUAD 701 Business Collaboration
   f. BUAD 702 Career Management
   g. BUAD 705 Business Communications and Professional Presence
   h. BUAD 710 Ethical Decision Making and Conduct
   i. BUAD 715 International Business Environment
   j. BUAD 720 Integrated Business Experience
   k. EDCI 710 The Hispanic Learner in Urban Settings
   l. ENTO 631 Principles of Integrated Pest Management
   m. FINC 705 Corporate Finance
   n. FINC 710 Entrepreneurial Finance
   o. ISYS 705 Information Management for Decision Making
   p. MGMT 705 Market and Customer Insights
   q. MGMT 705 Strategic Human Capital
   r. MGMT 710 Crafting Business Strategy
   s. MKTG 710 Strategic Marketing Decisions
   t. POLS 673 Seminar in Gender and Politics in Comparative Perspective
   u. SCMT 705 Global Operations

3. **Course Change Requests:**
   a. MTKG 670 Marketing Leadership

4. **Special Consideration Items:**
   a. New Graduate-Master’s Degree Program Proposal - Executive Master of Public Service and Administration
   b. New Graduate-Master’s Degree Program Proposal – Master of Science in Business
New Courses
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Course request type:  
   □ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  
   Mays Business School

3. Course prefix, number and complete title of course:  
   ACCT 705 Accounting for Business Results

4. Catalog course description (not to exceed 50 words): Interpretation of annual reports; financial statement creation; assessment of company financial health; identification of factors that impact company earnings quality; valuation model implementation.

5. Prerequisite(s):  
   For Master of Science in Business students only
   Cross-listed with:  
   Stacked with:  
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes  □ No  
   If yes, from ___ to ___

7. Is this a repeatable course? □ Yes  □ No  
   If yes, this course may be taken ___ times.
   Will this course be repeated within the same semester? □ Yes  □ No

8. Will this course be submitted to the Core Curriculum Council? □ Yes  □ No
   □ P/F (CLMD)

9. How will this course be submitted to the Core Curriculum Council?  
   □ Grade  □ S/U

10. This course will be: 
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history) 
      Master of Science in Business
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) 
      N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix | Course # | Title (excluding punctuation)
   --- | --- | ---
   ACCT  | 705 | ACCT FOR BUSINESS RESULTS

   Lect. | Lab | Other | SCH | CRIP and Fund Code | Admin. Unit | Acad. Year | HCR Code
   2.00 | 0.00 | 2.00 | 5203010016 | 0010 | 16 | 17 | 0 0 3 6 3 2

   Approval recommended by: 
   Department Head or Program Chair (Type Name & Sign)  
   Date

   Department Head or Program Chair (Type Name & Sign)  
   (if cross-listed course)  
   Date

   Department Chair, Review Committee  
   Date

   Chair, College Review Committee  
   Date

   Dean of College  
   Date

   Submitted to Coordinating Board by:  
   Chair, GC or UCC  
   Date

   Date  
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
ACCT 705 - ACCOUNTING FOR BUSINESS RESULTS

Section TBD
Time TBD
Classroom TBD

Instructor: TBD
Office: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

Financial accounting examines accounting concepts, the accounting model; measurement processes; creation and analysis of financial statements; financial analysis; the accounting cycle; monetary and fixed assets; inventory; current and long-term liabilities; and equity structures of partnerships, proprietorships, and corporations.

COURSE LEARNING OUTCOMES

At the completion of the course, successful students should be able to:

- Interpret company annual reports and explain how financial statements were derived.
- Critically evaluate judgments made by management when creating their annual reports.
- Effectively assess the financial health of companies and identify factors that might affect their earnings quality.
- Implement valuation models to assess whether or not a company is under- or over-valued in the market.

CATALOG DESCRIPTION

Interpretation of annual reports; financial statement creation; assessment of company financial health; identification of factors that impact company earnings quality; valuation model implementation.

COURSE PREREQUISITES

Enrollment is limited to Master of Science in Business students only.

COURSE MATERIALS

A course packet will be available at the MSC Bookstore.

Readings and practice problems will be available on eCampus.
GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Midterm Exam 30%
Final Exam 30%
Semester Project 30%
Quizzes and Class Participation 10%
Total 100%

Midterm and Final Exam:
You may bring any and all materials to the final. The exam questions will be based on actual financial statements of a real-world company (or companies) and will be similar to the quiz questions and case questions we cover in class. The final will also cover material from the midterm.

Semester Project:
Specific details will be posted on eCampus.

Quizzes:
Four quizzes will be given throughout the term. Each quiz will take about 20 minutes and will be given at the end of class. You will be allowed to use your textbook as a reference, but nothing else. The schedule at the end of the syllabus indicates what days a quiz will be given. The quiz can include questions that test you on material covered in class that day.

ATTENDANCE POLICY

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

MAKE-UP WORK POLICY

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).
Students with unexcused absences will receive no credit for missed deliverables.

**LATE WORK POLICY**

Any course deliverable turned in late will be discounted by 10% per day. “Late” means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

**Exception:** Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 -- http://student-rules.tamu.edu).

**STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

**AGGIE HONOR CODE**

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.” (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)
I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

**STATEMENT ON PLAGIARISM**

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under "Plagiarism" (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehrer Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehrer Building classrooms.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus and Introduction to Accounting Procedures and Financial Reporting</td>
<td>Module 1 and Module 2-22 to 2-30</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Balance Sheet Income Statement</td>
<td>Module 2-1 to 2-11 and Appendix 2A and Appendix 4B Module 2-12 to 2-15, 2-20 to 2-22, and Module 4</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Return on Equity Statement of Cash Flows</td>
<td>Appendix 4A and 4C Module 2-16 to 2-20</td>
<td>#1</td>
</tr>
<tr>
<td>4</td>
<td>Revenue Recognition Trade Receivables and Transfers</td>
<td>Module 5-1 to 5-12 Module 6-1 to 6-13</td>
<td>No</td>
</tr>
<tr>
<td>5</td>
<td>Midterm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Cost of Sales and Inventory Investments in Operating Assets</td>
<td>Module 6-13 thru 6-26 Module 6-26 to 6-37, Module 5-12 to 5-15, Module 9-22 to 9-27</td>
<td>No</td>
</tr>
<tr>
<td>7</td>
<td>Investments in Financial Instruments Time Value of Money Concepts</td>
<td>Module 9 Module 7-27 thru 7-34</td>
<td>#2</td>
</tr>
<tr>
<td>8</td>
<td>Accrued Liabilities Financing with Debt and Leases</td>
<td>Module 7-1 thru 7-11 Module 7-12 thru 7-21; Module 10-1 thru 10-11</td>
<td>No</td>
</tr>
<tr>
<td>9</td>
<td>Retirement Obligations</td>
<td>Module 10-12 thru 10-25</td>
<td>#3</td>
</tr>
<tr>
<td>10</td>
<td>Emerging Liability Issue: Emission Rights Financing with Equity</td>
<td>NA Module 8-1 thru 8-9; Module 8-15 thru 8-24</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Stock Based Compensation Forecasting Financial Statements</td>
<td>Module 8-9 thru 8-15 Module 11</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------</td>
<td>---------------------------------</td>
<td>----</td>
</tr>
<tr>
<td>11</td>
<td>Cost of Capital</td>
<td>Module 7-21 thru 7-26</td>
<td>No</td>
</tr>
<tr>
<td>12</td>
<td>Valuation – Discounted Cash Flow Model</td>
<td>Module 12</td>
<td>No</td>
</tr>
<tr>
<td>13</td>
<td>Course content review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The date and time of the final is TBD by the Office of the Registrar.
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  
   □ Undergraduate  ☑ Graduate  □ First Professional  ☑ M.S.  ☑ Ph.D.  □ Div. of Mktg.  □ Indiv.  Date

2. Request submitted by (Department or Program Name):  
   Mays Business School

3. Course prefix, number and complete title of course:  
   ACCT 710 Accounting for Managerial Decision Making

4. Catalog course description (not to exceed 50 words):  
   Use of accounting information for managerial decision making; cost behavior and control; budgeting; performance measurement: application of accounting data in managing organizational production activities and operation processes.

5. Prerequisite(s):  
   For Master of Science in Business students only
   Cross-listed with:  
   Stacked with:  
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  
   □ Yes  ☑ No  
   If yes, from _____ to _____

7. Is this a repeatable course?  
   □ Yes  ☑ No  
   If yes, this course may be taken _____ times.

   Will this course be repeated within the same semester?  
   □ Yes  ☑ No

8. Will this course be submitted to the Core Curriculum Council?  
   □ Yes  ☑ No  
   □ P/F (CLMD)

9. How will this course be graded?  
   □ Grade  ☑ S/U

10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      Master of Science in Business
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.  
   Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controlexamples-for-distance-education).

13. Prefix  
    Course #  
    Title (excluding punctuation)
    ACCT  
    710  
    ACCT FOR MANAGERIAL DECISIONS

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCL Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2.00</td>
<td>5203010016</td>
<td>0010</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign)  Date  
Chair, College Review Committee  Date

Department Head or Program Chair (Type Name & Sign)  Date  
(If cross-listed course)

Dean of College  Date

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
ACCT 710 — ACCOUNTING FOR MANAGERIAL DECISION MAKING
Section TBD – Fall 2016
Time TBD
Wehner – TBD Classroom

Instructor:  TBD
Office:     TBD
Phone:      TBD
E-Mail:     TBD
Office Hours: TBD

Managerial accounting is an organization’s internal language, and is used for decision-making, production management, product design/pricing, and employee motivation/evaluation. Unless you understand managerial accounting, you cannot have a thorough understanding of a company’s internal operations. What you learn in this course will help you understand the operations of your future employer (and enable you to be more successful at your job), and help you understand other companies you encounter in your role as competitor, consultant, or investor.

COURSE LEARNING OUTCOMES

At the completion of the course, successful students should be able to:

- Apply accounting methods to understand cost drivers and cost control
- Analyze and interpret managerial accounting reports
- Analyze and interpret cost behavior
- Describe and illustrate income analysis under various costing assumptions
- Prepare a differential analysis report for decision making
- Apply cost allocation methods for the calculation of product service cost

CATALOG DESCRIPTION

Use of accounting information for managerial decision making; cost behavior and control; budgeting; performance measurement: application of accounting data in managing organizational production activities and operation processes.

COURSE PREREQUISITES

For Master of Science in Business students only.

COURSE MATERIALS

Readings and practice problems will be available on eCampus.

Course packet with cases is available at the MSC Bookstore.

GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Assignments 30%
Individual Cases (3) 30%
Group cases (2) 30%
Class Participation 10%
Total 100%

Individual Assignments

Individual assignments must be submitted at the beginning of the session in which they are due. They are composed of the discussion problems in the course content section of the syllabus. Keep a copy for your reference during class. Show all the work if your response requires a calculation.

Cases & Problems

There are two types of deliverables: cases and class assignments. Class assignments are graded based on effort only and are due at the start of the related class period.

Specific questions to be addressed for each graded case will be distributed in advance. With regard to group cases, team members are mutually responsible for the quality and accuracy of the deliverables. The team may choose how to delegate portions of the assignment among the members, but each team member is responsible for all parts of the deliverables.

The group cases are broader in scope than the individual cases and are intended to help consolidate and integrate learning across chapters in the textbook.
Class Participation

Class attendance and participation are vital components of this course. You are responsible for attending each class session on time and prepared to participate in class activities and discussions. I expect that each student has completed the assigned reading for each class and is prepared to discuss it. If you are unprepared, it is your responsibility to let me know before class starts.

Your participation in this course is as important as mine. You can earn full points by participating in class discussions, activities, and small groups.

ATTENDANCE POLICY

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

MAKE-UP WORK POLICY

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

LATE WORK POLICY

Any course deliverable turned in late will be discounted by 10% per day. “Late” means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

Exception: Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 – http://student-rules.tamu.edu).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.
AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.” (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

STATEMENT ON PLAGIARISM

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under “Plagiarism” (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

FOOD AND DRINK IN THE CLASSROOM

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Study &amp; Discussion Problems &amp; Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chapter 1</td>
<td>1.36, 1.37, 1.38, 1.39, 1.50, 1.56</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 2</td>
<td>2.47, 2.49, 2.52, 2.53, 2.59</td>
</tr>
<tr>
<td>3</td>
<td>Chapter 3</td>
<td>3.36, 3.38, 3.42, 3.50</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 4</td>
<td>4.52, 4.54, 4.58</td>
</tr>
<tr>
<td>5</td>
<td>Chapter 5</td>
<td>5.43, 5.51, 5.57</td>
</tr>
<tr>
<td>6</td>
<td>Chapter 6</td>
<td>6.31, 6.32, 6.36, 6.40, 6.50, 6.56</td>
</tr>
<tr>
<td>7</td>
<td>Chapter 7</td>
<td>7.37, 7.40, 7.43, 7.45</td>
</tr>
<tr>
<td>8</td>
<td>Chapter 10</td>
<td>10.32, 10.33, 10.43, 10.49</td>
</tr>
<tr>
<td>9</td>
<td>Chapter 9</td>
<td>9.45, 9.47, 9.50, 9.54</td>
</tr>
<tr>
<td>10</td>
<td>Chapter 8</td>
<td>8.58, 8.59,</td>
</tr>
<tr>
<td>11</td>
<td>Chapter 8 cont.</td>
<td>8.60, 8.65</td>
</tr>
<tr>
<td>12</td>
<td>Chapter 11</td>
<td>NA</td>
</tr>
<tr>
<td>13</td>
<td>Chapter 12</td>
<td>12.34, 12.36, 12.39, 12.40, 12.42</td>
</tr>
<tr>
<td>14</td>
<td>Chapter 12 cont.</td>
<td>NA</td>
</tr>
</tbody>
</table>

The date and time of the final is TBD by the Office of the Registrar.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate  □ Graduate  □ First Professional (DoS, M/A, JF, PharmD, DVM)
2. Request submitted by (Department or Program Name): DEPARTMENT OF BIOLOGY
3. Course prefix, number and complete title of course: BIOL 653 DIGITAL BIOLOGY
4. Catalog course description (not to exceed 50 words): Digital Biology teaches students how to obtain, organize, process, and analyze genome and genome-related data. Students learn how to ask and answer biologically relevant questions by designing and performing experiments using computers.

5. Prerequisite(s): Graduate classification or approval from instructor
Cross-listed with: Stacked with:

6. Is this a variable credit course? □ Yes  □ No
If yes, from ________ to ________
7. Is this a repeatable course? □ Yes  □ No
If yes, this course may be taken ________ times.
8. Will this course be repeated within the same semester? □ Yes  □ No
9. Will this course be submitted to the Core Curriculum Council? □ Yes  □ No
10. How will this course be graded: □ Grade  □ S/U  □ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Ph.D. and M.S. in any biological and computer science discipline

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    BIOL  653  DIGITAL BIOLOGY

    Lecture  Lab  Other  S/EI  CIP and Fund Code  Admin. Unit  Acad. Year  HCF Code
    4.00  0.00  0.00  4.00  261103  0449  15 - 16  0  0  3  6  3  2

    Approval recommended by:

    Wayne Versaw  2/11/15

    Department Head or Program Chair (Type Name & Sign)  Date
    Chair, College Review Committee  Date
    Dean of College  Date

    Submitted to Coordinating Board by:

    Chair, GC or UCC  Date

    Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Course title and number  BIOL 653 - Digital Biology
Term (e.g., Spring 2012)  Summer 2015
Meeting times and location  
Tuesday:  12:00 PM to 05:00 PM
Thursday:  12:00 PM to 05:00 PM
106 Biochemistry
http://aggie.map.tamu.edu/Init.asp?Bldg=1507

Course Description and Prerequisites

Description:

- Digital Biology teaches students how to obtain, organize, process and analyze genome and genome-related data Big in Biology
- Digital Biology hands on Students learn how to ask and answer biologically relevant questions by designing and performing experiments using computers

Pre-requisites:

- A strong desire to understand biology, a fearless attitude towards computers, strong work ethics and an open mind
- Students will be both expected and required to use computers extensively throughout the semester
- We also need students that are capable of doing independent work to supplement their background knowledge as needed, when needed, if needed
- In addition, we will assume that students are familiar with the basic operational knowledge of computers and willing and able to learn how to use new software

Organization

- Class meetings will take place twice every week (see schedule below)
- Each class meeting will be ~5.0 hours
- Teaching will be highly interactive and will involve as little formal lecturing as possible
- Lectures will consist of:
  - Highly interactive discussion that will be heavily focused on the theory behind the s topic
  - Practical application of the theory being studied or better yet, to one of the research projects the students will be developing lecture
Learning Outcomes or Course Objectives

- The instructor will emphasize the logic behind the different genomic approaches, and their capabilities and limitations when used to investigate biological processes
- The instructor will also train students in the use and logic of a series of computational tools required to manipulate genome data
- In the end, students are expected to understand how to use genomics and genomic techniques to answer important biological questions
- After completing this course students will be able to:
  - Understand Next Generation Sequencing methodology and data
  - Understand the basis of NGS data mapping
  - Understand the basis of Genome Assembly
  - Understand the basis of Transcriptome Assembly
  - Understand different strategies for finding genes in genome sequences
  - Understand the basics of data display
  - Master Galaxy

Instructor Information

Name: Dr. Rodolfo Aramayo, PhD
Telephone number: 979-862-4354
Email address: raramayo@tamu.edu
Office hours: By appointment
Office location: Department of Biology
Room 412A, Biological Sciences Building West (BSBW)
Texas A&M University
College Station, TX 77843-3258

Grading Policies

Letter graded:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>59 or below</td>
</tr>
</tbody>
</table>

Grades will be based on:

- Attendance to class
- Preparation for each lecture and participation in the discussions
- In-class individual and group quizzes
- Lab homework
- Class project presentation and final paper
- There will be no opportunity to earn extra credit by doing extra work.
- The class project is likely to be challenging.

Points Distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>100</td>
</tr>
<tr>
<td>Exam II</td>
<td>100</td>
</tr>
<tr>
<td>Exam III</td>
<td>100</td>
</tr>
<tr>
<td>Exam IV</td>
<td>100</td>
</tr>
<tr>
<td>Research Project</td>
<td>500</td>
</tr>
<tr>
<td>Attendance</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
</tbody>
</table>
• All exams are cumulative

• There are no make-up exams. If you miss an exam based on an excused absence (http://student-rules.tamu.edu/rule07), your grade will be calculated from the average of your other exams scores. If you miss an exam without a proper university-authorized excuse you will get zero points (0 points) for that particular exam. You must contact the instructor within few days and provide documentation of a University-authorized excuse to avoid receiving a score of zero. Missing the last exam during finals week may result in a grade of incomplete unless the student contacts the instructor as soon as possible because grades are due at the registrar the next day.

• Challenges. Exam grading problems should be brought to the instructor’s attention within 2 to 3 days of receiving the grade.

• Exams I, II, III, IV and V: 100 points/each

• Exams will each be designed to test students understanding of the material

• Research Project: 400 points
  • The research project is a central element of this course
  • Developing a project is vital to your success in Computational Genomics, as a large fraction of your grade depends on it

<table>
<thead>
<tr>
<th>Course Topics, Calendar of Activities, Major Assignment Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day/Date</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>0</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>9</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity

For additional information please visit: http://student-rules.tamu.edu/aggiecode

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   ☐ Undergraduate ☒ Graduate ☐ First Professional (MD, DVM, DDS, PharmD, OD)
2. Request submitted by (Department or Program Name): DEPARTMENT OF BIOLOGY
3. Course prefix, number and complete title of course: BIOL 653 DIGITAL BIOLOGY

4. Catalog course description (not to exceed 50 words):
   Digital Biology teaches students how to obtain, organize, process, and analyze genome
   and genome-related data. Students learn how to ask and answer biologically relevant questions
   by designing and performing experiments using computers.

5. Prerequisite(s):
   Graduate classification or approval from instructor
   Cross-listed with: Stacked with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☐ Yes ☒ No If yes, from _____ to _____
7. Is this a repeatable course? ☐ Yes ☒ No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? ☐ Yes ☒ No
8. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☒ No
9. How will this course be graded: ☒ Grade ☐ S/U ☐ P/F (CLMD)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       Ph.D. and M.S. in any biological and computer science discipline

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☒ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control-basics-for-distance-education).

13. Prefix | Course # | Title (excluding punctuation)
   --- | --- | ---
   BIOL | 653 | DIGITAL BIOLOGY

<table>
<thead>
<tr>
<th>Lect</th>
<th>Lab</th>
<th>Other</th>
<th>STH</th>
<th>CIP and Fund Code</th>
<th>Admin Unit</th>
<th>Acad Year</th>
<th>HCE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
<td>0.00</td>
<td></td>
<td>4.00</td>
<td>261103</td>
<td>0440</td>
<td>-15</td>
<td>-16</td>
</tr>
</tbody>
</table>

Approval recommended by:
Wayne Versaw 2/11/15
Chair, College Review Committee
2/23/15

Department Head or Program Chair (Type Name & Sign)
Date

Submitted to Coordinating Board by:
Chair, GC or UCC
Date

Associate Director, Curricular Services

Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course title and number: BIOL 653 - Digital Biology
Term: Summer 2015
Meeting times and location:
- Tuesday: 12:00 PM to 05:00 PM
- Thursday: 12:00 PM to 05:00 PM
- 106 Biochemistry
- http://aggieaggie.tamu.edu/it/ascii?Bidg=1507

Course Description and Prerequisites:

- Digital Biology teaches students how to obtain, organize, process and analyze genome and genome-related data.
- Digital Biology hands on: Students learn how to ask and answer biologically relevant questions by designing and performing experiments using computers.

Pre-requisites:

- A strong desire to understand biology, a fearless attitude towards computers, strong work ethics and an open mind.
- Students will be both expected and required to use computers extensively throughout the semester.
- We also need students that are capable of doing independent work to supplement their background knowledge as needed, when needed.
- In addition, we will assume that students are familiar with the basic operational knowledge of computers and willing and able to learn how to use new software.

Organization:

- Class meetings will take place twice every week (see schedule below).
- Each class meeting will be ~5.0 hours.
- Teaching will be highly interactive and will involve as little formal lecturing as possible.
- Lectures will consist of:
  - Highly interactive discussion that will be heavily focused on the theory behind the topic.
  - Practical application of the theory being studied or better yet, to one of the research projects the students will be developing.
Learning Outcomes or Course Objectives

- The instructor will emphasize the logic behind the different genomic approaches, and their capabilities and limitations when used to investigate biological processes.
- The instructor will also train students in the use and logic of a series of computational tools required to manipulate genome data.
- In the end, students are expected to understand how to use genomics and genomic techniques to answer important biological questions.
- After completing this course students will be able to:
  - Understand Next Generation Sequencing methodology and data
  - Understand the basis of NGS data mapping
  - Understand the basis of Genome Assembly
  - Understand the basis of Transcriptome Assembly
  - Understand different strategies for finding genes in genome sequences
  - Understand the basics of data display
  - Master Galaxy

Instructor Information

Name: Dr. Rodolfo Aramayo, PhD
Telephone number: 979-862-4354
Email address: raramayo@tamu.edu
Office hours: By appointment
Office location: Room 412A, Biological Sciences Building West (BSBW)
Texas A&M University
College Station, TX 77843-3258

Grading Policies

Letter graded:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>899+</td>
<td>1000</td>
</tr>
<tr>
<td>B</td>
<td>799+</td>
<td>898</td>
</tr>
<tr>
<td>C</td>
<td>699+</td>
<td>798</td>
</tr>
<tr>
<td>D</td>
<td>699+</td>
<td>698</td>
</tr>
<tr>
<td>F</td>
<td>598+</td>
<td>598 or below</td>
</tr>
</tbody>
</table>

Grades will be based on:

- Attendance to class
- Preparation for each lecture and participation in the discussions
- In-class individual and group quizzes
- Lab homework
- Class project presentation and final paper
- There will be no opportunity to earn extra credit by doing extra work.
- The class project is likely to be challenging.

Points Distribution:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
<td>100</td>
</tr>
<tr>
<td>Exam II</td>
<td>100</td>
</tr>
<tr>
<td>Exam III</td>
<td>100</td>
</tr>
<tr>
<td>Exam IV</td>
<td>100</td>
</tr>
<tr>
<td>Research Project</td>
<td>500</td>
</tr>
<tr>
<td>Attendance</td>
<td>50</td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
</tr>
</tbody>
</table>
All exams are cumulative

- There are no make-up exams. If you miss an exam based on an excused absence (http://student-rules.tamu.edu/rule07), your grade will be calculated from the average of your other exams scores. If you miss an exam without a proper university-authorized excuse you will get zero points (0 points) for that particular exam. You must contact the instructor within a few days and provide documentation of a University-authorized excuse to avoid receiving a score of zero. Missing the last exam during finals week may result in a grade of incomplete unless the student contacts the instructor as soon as possible because grades are due at the registrar the next day.

- Challenges. Exam grading problems should be brought to the instructor's attention within 2 to 3 days of receiving the grade.

- Exams I, II, III, IV and V: 100 points/each

- Exams will each be designed to test students' understanding of the material

- Research Project: 400 points
  - The research project is a central element of this course
  - Developing a project is vital to your success in Computational Genomics, as a large fraction of your grade depends on it.

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Module</th>
</tr>
</thead>
</table>
| 0 Tuesday, 2013-06-02 | Introduction(s)  
|                | Course organization and learning objectives  
|                | Set up accounts  
|                | Git 101  
|                | Unix 101  |
| 1 Thursday, 2013-06-04 | Genome Analysis 101  
|                | Gene Models 101  
|                | Gene Files 101  |
| 2 Tuesday, 2013-06-06  | Next Generation DNA Sequencing  
|                | Exam I due  |
| 3 Thursday, 2013-06-11 | Small Reads 101  |
| 4 Tuesday, 2013-06-16 | Small Reads Genome Mapping  
|                | Exam II due  |
| 5 Thursday, 2013-06-18 | Small Reads Genome Assembly 101  |
| 6 Tuesday, 2013-06-23  | Data Display 101  
|                | Exam III due  |
| 7 Thursday, 2013-06-25 | Transcriptome Mapping 101  |
| 8 Tuesday, 2013-06-30 | Genome Analysis: Galaxy VII: Fundamentals of Transcriptome Mapping  
|                | Exam IV due  |
| 9 Thursday, 2013-07-02 | Transcriptome Assembly 101  
|                | Final Presentations and Summary  |
Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1837. For additional information visit http://disability.tamu.edu

Academic Integrity

For additional information please visit: http://student-rules.tamu.edu/aggiecode

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Form Instructions

1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Mays Business School Master of Science in Business

3. Course prefix, number and complete title of course: BUAD 700 Value Creation

4. Catalog course description (not to exceed 50 words): Value creation process in business sectors; relationships among the partners in the value chain; theory and frameworks underlying successful business strategies.

5. Prerequisite(s): For Master of Science in Business students only

6. Is this a variable credit course?  □ Yes  □ No  If yes, from ___ to ___

7. Is this a repeatable course?  □ Yes  □ No  If yes, this course may be taken ___ times.

8. Will this course be repeated within the same semester?  □ Yes  □ No

9. Will this course be submitted to the Core Curriculum Council?  □ Yes  □ No

10. How will this course be graded?  □ Grade  □ S/U  □ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      Master of Science in Business
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controles-basics-for-distance-education).

13. Prefix Course # Title
   BUAD 700 VALUE CREATION

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CHF and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td>0.00</td>
<td></td>
<td>2.00</td>
<td>5201010016</td>
<td>0490</td>
<td>16</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) 2/13/15

Chair, College Review Committee 2/13/15

Dean of College 2/13/15

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
BUAD 700 – VALUE CREATION
Sections TBD – Summer 2016
Time TBD
Location TBD

Instructor: TBD
Office: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

COURSE LEARNING OUTCOMES

At the completion of the course, successful students should be able to:

- Understand and articulate the relationships between the primary and support activities of a business
- Analyze the nature of U.S. businesses and identify its main goals and functions
- Develop basic understanding of the steps in the value creation process

CATALOG DESCRIPTION

Value creation process in business sectors; relationships among the partners in the value chain; theory and frameworks underlying successful business strategies.

COURSE PREREQUISITES

Enrollment is limited to Master of Science in Business students only.

COURSE MATERIALS

Course packet will be available on eCampus.

GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.
<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Individual Assignments  20%
Final Project  70%
Class Participation  10%
Total  100%

Individual Assignments

There are six individual assignments, which must be submitted at the beginning of the session in which they are due. Keep a copy for your reference during class. Assignments will be posted in eCampus.

Final Project

Specific details will be posted on eCampus.

Class Participation

Class attendance and participation are vital components of this course. You are responsible for attending each class session on time and prepared to participate in class activities and discussions. I expect that each student has completed the assigned reading for each class and is prepared to discuss it. If you are unprepared, it is your responsibility to let me know before class starts.

Your participation in this course is as important as mine. You can earn full points by participating in class discussions, activities, and small groups.

Attendance Policy

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Make-Up Work Policy

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the "make-up" policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.
Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the "make-up" policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

**LATE WORK POLICY**

Any course deliverable turned in late will be discounted by 10% per day. "Late" means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

**Exception:** Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 -- http://student-rules.tamu.edu).

**STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

**AGGIE HONOR CODE**

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that
student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.” (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

**STATEMENT ON PLAGIARISM**

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under “Plagiarism” (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Value Creation Process</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Business Ethics and Social Responsibility</td>
<td>Individual Assign. #1</td>
</tr>
<tr>
<td>3</td>
<td>Organizing the Business</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Economics</td>
<td>Individual Assign. #2</td>
</tr>
<tr>
<td>5</td>
<td>People in Organizations</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Leadership and Decision Making</td>
<td>Individual Assign. #3</td>
</tr>
<tr>
<td>7</td>
<td>Midterm</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Marketing Process and Consumer Behavior</td>
<td>Individual Assign. #4</td>
</tr>
<tr>
<td>9</td>
<td>Managing Information</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Time to work on project</td>
<td>Individual Assign. #5</td>
</tr>
<tr>
<td>11</td>
<td>Financial and Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Business Statistics and Math Concepts</td>
<td>Individual Assign. #6</td>
</tr>
<tr>
<td>13</td>
<td>Financial Management; Presentations</td>
<td>Team Presentation</td>
</tr>
<tr>
<td>14</td>
<td>Presentations</td>
<td></td>
</tr>
</tbody>
</table>

The date and time of the final is TBD by the Office of the Registrar.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   [ ] Undergraduate  [x] Graduate  [ ] First Professional  [ ] M.A.T. Early Admit
2. Request submitted by (Department or Program Name):
   Mays Business School Master of Science in Business
3. Course prefix, number and complete title of course:
   BUAD 701 Business Collaboration
4. Catalog course description (not to exceed 50 words):
   Project management collaboration tools and practices, business communication tools and practices, and other commonly used business software and applications.

5. Prerequisite(s): For Master of Science in Business students only
   Cross-listed with: ____________________________  Stacked with: ____________________________
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  [x] Yes  [ ] No
   If yes, from ___ to ___

7. Is this a repeatable course?  [x] Yes  [ ] No
   If yes, this course may be taken ___ times.
   Will this course be repeated within the same semester?  [ ] Yes  [x] No

8. Will this course be submitted to the Core Curriculum Council?  [x] Yes  [ ] No
   [ ] P/F (CLMD)

9. How will this course be graded?  [x] Grade  [ ] S/U

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       Master of Science in Business
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
   BUAD  701  BUSINESS COLLABORATION

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>1.00</td>
<td>1103010019</td>
</tr>
</tbody>
</table>

   Admin. Unit  Year  HCE Code
   0490  16-17  003632

   Level 6

   Approval recommended by:

   [Signature]  2/23/15

   Department Head or Program Chair (Type Name & Sign)  Date

   Chair, College Review Committee  Date

   [Signature]  2/23/15

   Department Head or Program Chair (Type Name & Sign)  Date
   (if cross-listed course)

   Dean of College  Date

   [Signature]  2/23/15

   Submitted to Coordinating Board by:

   Chair, GC or UCC  Date

   Associate Director, Curricular Services  Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 07/14
BUAD 701 – BUSINESS COLLABORATION  
Sections TBD – Summer 2016  
Time TBD  
Wehner TBD

Instructor: TBD  
Office: TBD  
Phone: TBD  
E-Mail: TBD  
Office Hours: TBD

COURSE LEARNING OUTCOMES

At the completion of the course, successful students should be able to:

- Execute basic functions within Excel  
- Apply Excel skills to real world problems  
- Learn techniques to enhancing PowerPoint presentations and Prezis  
- Gain confidence in public speaking abilities through in-class practice  
- Learn and practice an online project management collaboration tool, Smartsheet

CATALOG DESCRIPTION

Project management collaboration tools and practices, business communication tools and practices, and other commonly used business software and applications.

COURSE PREREQUISITES

Enrollment is limited to Master of Science in Business students only.

COURSE MATERIALS

- Presentation Zen, by Garr Reynolds, 2007  
- Prometheus Series: Microsoft Excel 2013  
- Smartsheet account
GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Exam 30%
Homework 30%
Presentations 30%
Class Participation 10%
Total 100%

Exam

The exam will be completed individually and/or in groups. They consist of a real world situation in which each group is challenged to use skills developed in class to solve the problem. Afterwards, each group will give a brief presentation to explain how they solved the problem at hand. All notes, previous spreadsheets, and the Internet are free for each group to use as resources. However, groups may not work collaboratively with other group(s) within the class or contact others outside the class (cell phones, email, instant messenger, and other forms of communication are prohibited.) Each group member will evaluate each other after the exam.

Homework

You will have homework assignments that allow you to demonstrate your skills in using the technologies. Homework assignments for Excel will be completed in the Prometheus training software.

Presentations

Details on the presentation will be posted on eCampus.

Class Participation

Class attendance and participation are vital components of this course. You are responsible for attending each class session on time and prepared to participate in class activities and discussions. I expect that each student has completed the assigned reading for each class and is prepared to discuss it. If you are unprepared, it is your responsibility to let me know before class starts.
Your participation in this course is as important as mine. You can earn full points by participating in class discussions, activities, and small groups.

**ATTENDANCE POLICY**

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

**MAKE-UP WORK POLICY**

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the "make-up" policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

**LATE WORK POLICY**

Any course deliverable turned in late will be discounted by 10% per day. "Late" means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

**Exception:** Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 – http://student-rules.tamu.edu).

**STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

**AGGIE HONOR CODE**

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu
For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case." (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

**STATEMENT ON PLAGIARISM**

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under “Plagiarism” (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Business Collaboration Tools; Smartsheet</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Basic Excel Shortcuts, tools, and model building</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Pivot tables and charts</td>
<td>Homework 1</td>
</tr>
<tr>
<td>4</td>
<td>Lookup, find, and subtotals; solver; introduction to basic macro coding</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Naming variables and input boxes</td>
<td>Homework 2</td>
</tr>
<tr>
<td>6</td>
<td>Loops</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>IF statements and variations</td>
<td>Homework 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>PowerPoint – design</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>PowerPoint – content</td>
<td>Homework 4</td>
</tr>
<tr>
<td>10</td>
<td>PowerPoint – style</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Prezi</td>
<td>Homework 5</td>
</tr>
<tr>
<td>12</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Course content review</td>
<td></td>
</tr>
</tbody>
</table>

The date and time of the final is TBD by the Office of the Registrar.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  Mays Business School Master of Science in Business
3. Course prefix, number and complete title of course:  BUAD 702 Career Management
4. Catalog course description (not to exceed 50 words):  Career management tools, self-assessment, goal development, career planning development, and skill building for ongoing career management.

5. Prerequisite(s):  For Master of Science in Business students only
Cross-listed with:  
Stacked with:  
Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  □ Yes  □ No  If yes, from ___ to ___
7. Is this a repeatable course?  □ Yes  □ No  If yes, this course may be taken ___ times.
8. Will this course be repeated within the same semester?  □ Yes  □ No
9. Will this course be submitted to the Core Curriculum Council?  □ Yes  □ No  □ P/F (CLMD)
10. How will this course be graded?  □ Grade  □ S/U
11. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Master of Science in Business
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      N/A
12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
13. Prefix  Course #  Title (excluding punctuation)
    BUAD  702  CAREER MANAGEMENT

    Lect.  Lab  Other  SHI  CIP and Fund Code  Admin. Unit  Acad. Year  HCE Code
    1.00  1.00  5210050016  0490  16  17  0  0  3  2

    Approval recommended by:  2/23/15
    Department Head or Program Chair (Type Name & Sign)  Date
    Chair, College Review Committee  Date
    Dean of College  Date

    Submitted to Coordinating Board by:  2/23/15
    Chair, GC or UCC  Date

    Submitted to Curricular Services by:  2/23/15
    Associate Director, Curricular Services  Date
    Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services — 07/14
BUAD 702 – Career Management
Sections TBD – Summer 2016
Time TBD
Wehner – TBD Classroom

Instructor: TBD
Office: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

This professional development course is designed to assist students in transforming interests into professional goals, and these goals into a graduate level, candidate-driven job search. The career management course integrates a set of complementary resources and activities: self-assessment, career management tools, skill building opportunities, and active involvement in a career development community.

The course will help students to determine professional goals; develop and implement a plan for achieving them; acquire the specific skills and experiences needed to become market ready; build a personal brand and professional network.

Course Learning Outcomes

At the completion of the course, successful students should be able to:

- Identify a set of principles which guide career decision-making
- Develop and implement strategies and tactics for achieving your post-MS-BiZ career goals
- Reflect on your personality and values

Catalog Description

Career management tools, self-assessment, goal development, career planning development, and skill building for ongoing career management.

Course Prerequisites

Enrollment is limited to Master of Science in Business students only.

Course Materials


GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Self-Assessment Paper 30%
Career Development Presentation 30%
Assignments 30%
Class Participation 10%
Total 100%

Self-Assessment

We will use various instruments to generate personal data and then use cases to discuss those data and what they mean for each individual. Value will be placed on reducing personal blind spots and on using self-assessment data effectively. Instructions for the paper will be posted on eCampus.

Summarize your self-assessment results: Myers Briggs, Career Interests Profile (Holland), Birkman, Strengths Finder, and Standout and explain what each of these results mean for identifying your career options. Based on these results, describe the characteristics of your ideal career that you would apply to now (i.e. HR reps/ campus recruiters NOT CEO or HR managers unless you have qualified experiences).

Career Development Presentation

Alternative strategies for managing one’s own career will be addressed and explored in the second half of the course. Although there will be no one right strategy, we will seek consistency and rigor in establishing strategies from carefully generated self-assessment data.

Create an action plan for your next career move. Specifically indicate what your primary career goal is and why this is a good fit for you (refer to personality, interests, values, etc.). Identify the specific steps you plan to take to pursue this goal. Use PowerPoint or Prezi to present your plan.
Assignments

Resume

Write a professional resume following the guidelines reviewed in class. Make sure to include contact information, summary, relevant experience and educational background. Double check for any typos or grammatical errors.

Cover Letter

Write a professional cover letter to a targeted company (a real job you would have interest in) following the guidelines reviewed in class. Make sure to include contact information (yours and employer), introduction, body, and closing action statement. Can be creative with how you write your cover letter.

Mini-Bio

Create a Mini-Bio with a picture following the guidelines reviewed in class and the template posted on Sakai. Maximum 11 lines for elevator pitch and 5 lines for “tell me about yourself.” Picture will be taken in class.

Recruitment

For your two different career options that you are qualified for (i.e. Entry-level positions, HR reps, HR generalists, recruiter), identify two recruiting firms, two targeted job boards, two professional organizations, and two professional journals. Explain connections between career options and targeted recruiting firms/job boards/professional journals/professional organization

O*Net

Visit O*Net and select My Next Move. Go to “Tell us what you want to do” (Holland) and identify two different career options that you would apply to now (i.e. HR reps/campus recruiters NOT CEO or HR managers unless you have qualified experiences) based on your results. Next enter your career options in “search careers with key words” and review the position profiles. Next go to O*Net online (bottom of profile) and review the summary report. Explain in detail how these position profiles match with your self-assessment results. Visit the Occupational Outlook Handbook and enter your two career options from assignment 6 and write a summary of the Job Outlook including employment change, job prospects, top industries, and earnings. Also, for each career option identify five targeted firms/organizations (total of 10 firms/organizations).

Class Participation

Class attendance and participation are vital components of this course. You are responsible for attending each class session on time and prepared to participate in class activities and discussions. I expect that each student has completed the assigned reading for each class and is prepared to discuss it. If you are unprepared, it is your responsibility to let me know before class starts.
Your participation in this course is as important as mine. You can earn full points by participating in class discussions, activities, and small groups.

**Attendance Policy**

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

**Make-Up Work Policy**

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7—http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

**Late Work Policy**

Any course deliverable turned in late will be discounted by 10% per day. “Late” means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

**Exception:** Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7—http://student-rules.tamu.edu).

**Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

**Aggie Honor Code**

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu
For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.”
(http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

**STATEMENT ON PLAGIARISM**

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under “Plagiarism” (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview of course; resume and cover letters</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Job interviews/salary negotiations</td>
<td>Resume and Cover Letter</td>
</tr>
<tr>
<td>3</td>
<td>Job search strategies</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Creating a positive professional brand</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Self-assessment theories</td>
<td>Mini-bio</td>
</tr>
<tr>
<td>6</td>
<td>Self-assessment interpretations</td>
<td>Self-Assessment paper</td>
</tr>
<tr>
<td>7</td>
<td>Career Exploration/Career Jungle</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Person-Organization Fit and Org. Culture</td>
<td>Recruitment paper</td>
</tr>
</tbody>
</table>

Page 5 of 6
<table>
<thead>
<tr>
<th></th>
<th>Relocation, Global Mobility; Developing Skills and Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Performance Management</td>
</tr>
<tr>
<td>10</td>
<td>Employment Test</td>
</tr>
<tr>
<td>11</td>
<td>Career goals</td>
</tr>
<tr>
<td>12</td>
<td>Presentations</td>
</tr>
<tr>
<td>13</td>
<td>Presentations</td>
</tr>
<tr>
<td>14</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

O*Net paper

The date and time of the final is TBD by the Office of the Registrar.
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
• Submit original form and attach a course syllabus.

Form Instructions:

1. Course request type:  
   - [ ] Undergraduate  
   - [x] Graduate  
   - [ ] First Professional

2. Request submitted by (Department or Program Name):  
   Mays Business School Master of Science in Business  

3. Course prefix, number and complete title of course:  
   BUAD 705 Business Communications and Professional Presence

4. Catalog course description (not to exceed 50 words):  
   Communication theory; written and oral communication skills practice; professional presence; corporate communication; and professional development.

5. Prerequisite(s):  
   For Master of Science in Business students only  
   Cross-listed with:  
   Stacked with:  
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  
   - [x] Yes  
   - [ ] No  
   If yes, from 1 to 4

7. Is this a repeatable course?  
   - [x] Yes  
   - [ ] No  
   If yes, this course may be taken ________ times.

8. Will this course be repeated within the same semester?  
   - [x] Yes  
   - [ ] No

9. Will this course be submitted to the Core Curriculum Council?  
   - [x] Yes  
   - [ ] No

10. How will this course be graded?  
    - [x] Grade  
    - [ ] S/U  
    - [ ] P/F (CLMD)

11. This course will be:  
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)  
       Master of Science in Business
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)  
       N/A

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

13. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).

Prefix  Course #  Title (excluding punctuation)
BUAD  705  BUS COMM AND PROF PRESENCE

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.00</td>
<td></td>
<td>0.00</td>
<td>4.00</td>
<td>5205010016</td>
<td>0490</td>
<td>16</td>
<td>003632</td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign)  Date: 2/23/15

Chair, College Review Committee  Date: 2/23/15

Dean of College  Date: 2/23/15

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Seal

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
BUAD 705 – BUSINESS COMMUNICATIONS AND PROFESSIONAL PRESENCE
Sections TBD
Time TBD
Location TBD

Instructor: TBD
Office: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

The most important ideas in business must be communicated effectively and efficiently, and because communication can frequently become a career sifter, this course emphasizes the written word and spoken word as a principal means of implementing business strategy and solving managerial problems.

This course stresses the basics of written expression in a business context, including the communication process, critical thinking, audience analysis, message development, correspondence, and document design. The course also instructs students about communication skills in a variety of settings from informal meetings to large, formal presentations.

COURSE LEARNING OUTCOMES

At the completion of the course, successful students should be able to:

- Apply basic principles of critical thinking, problem solving, and technical proficiency to develop effective oral and written communication
- Use appropriate models of expression to reach the target audience through written and oral communication
- Analyze your emotional intelligence
- Describe your personal leadership skills and professional presence

CATALOG DESCRIPTION

Communication theory; written and oral communication skills practice; professional presence; corporate communication; and professional development.

COURSE PREREQUISITES

Enrollment is limited to Master of Science in Business students only.
COURSE MATERIALS


GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Individual Communication Development Plan 30%
Reflection Papers 30%
Team Presentations 30%
Class Participation 10%
Total 100%

Individual Communication Development Plan

We must each take responsibility for managing our own development as communicators. In my role as your communication coach, my goal is not to simply deliver content, but rather to help you analyze your own writing and speaking, establish clear goals for improvement, customize a plan for achieving those goals, and periodically evaluate and revise your goals. With this in mind, you will create and maintain, with my input, an Individual Communication Development Plan (“ICDP”).

I base the ICDP on the Individual Development Plan (“IDP”), which is a customized written plan devised to evaluate, articulate, and map an individual’s career goals. The United States Department of Defense, for example, “strongly recommends” that its employees create an IDP in order to help the “employee and supervisor clarify things that are important to them and plan to achieve them. In the IDP are career objectives, and the knowledge, skills, and abilities needed to achieve these objectives, as well as, activities that will provide employees the opportunity to learn and apply the knowledge and skills” (http://www.usuhs.mil/chr/doc/idp.pdf).

So, in your Individual Communication Development Plan, you will identify (with my help) areas of weakness in your communication, areas in which you want to develop excellence, and specific plans to achieve your goals.
Reflections

You will have a reflection paper due at the beginning of each class, except for the first and last two classes.

Each reflection paper has three parts:

(A) Summarize

Select the ideas most significant to you from the class periods and/or readings preceding the due date. Summarize what you learned about these ideas.

(B) Personalize

Apply these ideas to your own life. Have you learned something similar before? Have you experienced something connected to these ideas? Do you have a personal example that illustrates these ideas?

(C) Take it forward

What have these readings/class periods made you curious about? What else would you like to learn? How do you envision using or building on these ideas in your future?

Team Presentations

Team projects will be graded based on the quality of the material and their presentation based on what you learn throughout the course. All team members and expected to participate in case preparation and presentation, and will receive an equal grade for the team project.

Class Participation

Class attendance and participation are vital components of this course. You are responsible for attending each class session on time and prepared to participate in class activities and discussions. I expect that each student has completed the assigned reading for each class and is prepared to discuss it. If you are unprepared, it is your responsibility to let me know before class starts.

Your participation in this course is as important as mine. You can earn full points by participating in class discussions, activities, and small groups.

Attendance Policy

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Make-Up Work Policy

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the "make-up" policy
requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

**Late Work Policy**

Any course deliverable turned in late will be discounted by 10% per day. “Late” means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

**Exception:** Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 -- http://student-rules.tamu.edu).

**Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

**Aggie Honor Code**

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work,
should the instructor request it, is sufficient grounds to initiate an academic dishonesty case." (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

**STATEMENT ON PLAGIARISM**

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under “Plagiarism” (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus</td>
</tr>
<tr>
<td></td>
<td>Introduction to Business Communication and Reflection</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to Business Writing</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to Business Writing cont.</td>
</tr>
<tr>
<td>4</td>
<td>Revising</td>
</tr>
<tr>
<td>5</td>
<td>Professional Presence</td>
</tr>
<tr>
<td>6</td>
<td>Introduction to Business Presentations</td>
</tr>
<tr>
<td>7</td>
<td>Introduction to Business Presentations cont.</td>
</tr>
<tr>
<td>8</td>
<td>Introduction to Business Presentations cont.</td>
</tr>
<tr>
<td>9</td>
<td>Emotional Intelligence – Self</td>
</tr>
<tr>
<td>10</td>
<td>Emotional Intelligence – Relationships</td>
</tr>
<tr>
<td>11</td>
<td>Leadership</td>
</tr>
<tr>
<td>12</td>
<td>Leadership cont.</td>
</tr>
<tr>
<td>13</td>
<td>Final Presentations</td>
</tr>
<tr>
<td>14</td>
<td>Final Presentations</td>
</tr>
</tbody>
</table>

The date and time of the final is TBD by the Office of the Registrar.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type:  
   - □ Undergraduate  □ Graduate  □ First Professional (MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Mays Business School Master of Science in Business

3. Course prefix, number and complete title of course: BUAD 710 Ethical Decision Making and Conduct

4. Catalog course description (not to exceed 50 words): Role of ethical reasoning, objectivity, independence and other core values to the development of a leader; critical analysis of ethical dilemmas; assimilation of ethical thinking and behavior into personal and professional life.

5. Prerequisite(s): For Master of Science in Business students only
   Cross-listed with:  
   Stacked with: Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  
   - □ Yes  □ No  
   If yes, from ___ to ___

7. Is this a repeatable course?  
   - □ Yes  □ No  
   If yes, this course may be taken ___ times.

Will this course be repeated within the same semester?  
   - □ Yes  □ No

8. Will this course be submitted to the Core Curriculum Council?  
   - □ Yes  □ No  
   □ P/F (CLMD)

9. How will this course be graded:  
   - □ Grade  □ S/U

10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      Master of Science in Business
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    BUAD  710  ETHIC DECSN MAKING AND CONDUCT

<table>
<thead>
<tr>
<th>Lect</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CRP and Fund Code</th>
<th>Admin Unit</th>
<th>Year</th>
<th>NCAA</th>
<th>MCL Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td></td>
<td></td>
<td>2.00</td>
<td>3801040001</td>
<td>0490</td>
<td>16</td>
<td>17</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:  
   Date  

Department Head or Program Chair (Type Name & Sign)  
   Date  

Chair, College Review Committee  
   Date  

Dean of College  
   Date

Submitted to Coordinating Board by:  
   Date  

Chair, GC or UCC  
   Date  

Effective Date  

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
BUAD 710 - ETHICAL DECISION MAKING AND CONDUCT
Sections 501
Time TBD
Wehner TBD

Instructor: TBD
Office: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

Every day in life and work we're confronted with small ethical decisions – and most of us accept that sometimes we'll do the right thing and other times we'll have ‘harmless’ lapses.

We have all asked ourselves, “What's the harm?” when we make small ethical compromises for “good” reasons: We lie to a customer because our boss asked us to. We exaggerate our accomplishments on our résumé to get an interview or inflate our sales numbers to impress a potential client. We get comfortable with transgressions. Temptation blindsides us. And we make snap decisions we later regret.

Minor ethical lapses may seem harmless, but they instill in us a hard-to-break habit of distorted thinking. We make up the rules as we go. We lose control of our decisions, fall victim to the temptations and pressures of our situations, taint our characters, and sour business and personal relationships.

COURSE LEARNING OUTCOMES

At the completion of the course, successful students should be able to:

- Describe and discuss ethical lapses in business
- Generate alternatives and apply models of ethical analysis and decision making to resolve ethical dilemmas
- Identify the impact of various approaches to moral reasoning on moral behavior in business
- Identify sources of ethical guidance
- Apply moral reasoning to identify and confront unethical behavior
- Identify potential comprises in your personal life
- Commit in advance to ethical principles

CATALOG DESCRIPTION

Role of ethical reasoning, objectivity, independence and other core values to the development of a leader; critical analysis of ethical dilemmas; assimilation of ethical thinking and behavior into personal and professional life.
COURSE PREREQUISITES

Master of Science in Business student

COURSE MATERIALS

- Course packet available at the MSC Bookstore.

GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Personal Reflections                     30%
Ethical Decision Analysis                 30%
Team Presentation Project                 30%
Class Participation                       10%
Total                                      100%

Personal Reflections

At different times in the course, you will be handing in a total of three reflection papers examining your experiences with (1) moral disengagement, (2) ethical leadership, and (3) ethical organizational cultures. Papers should be no more than 1000 words and should be in Times New Roman, 12 point font, double spaced with 1 inch margins. We will discuss these reflections in class as well. The goal of the reflection papers is to help you think about some of the core issues in class as they apply to your own life.

Reflection Paper #1: Moral Disengagement

Identify a time you either (a) morally disengaged or (b) witnessed someone else morally disengaging. Discuss precisely why what happened qualifies as moral disengagement. Identify some of the consequences of moral disengagement. Think about a few ways disengagement could have been averted. Try to focus on interventions – how could the situation have been structured differently to mitigate the risk of moral disengagement? If you can’t recall a time this involved you, you can interview another person about their experiences.
Reflection Paper #2: Ethical Leadership
Identify a leader you have worked with in the past who you would consider to be an ethical leader. Discuss why you think this person is an ethical leader. Back up your opinion with specific anecdotes detailing times he/she acted in a way you consider to be ethical. If none of the people you have worked for fit this description, you can interview another person about their experiences.

Reflection Paper #3: Organizational Culture Analysis
Assess the culture of the organization you would like to work for, using the framework discussed in class on NASCAR day. Consider the full range of the organization’s culture, from its formal policies to its myths and stories. Would you say that the organization has a strong ethical culture in all areas? In some areas but not others? Back up your opinion with specific facts and anecdotes about the organization. You might need to talk to a few people to fill in the details. If the organization you worked for doesn’t lend itself to an organizational culture analysis (e.g. it was a startup with you and your roommate), you can interview another person about their experiences.

Ethical Decision Analysis
You will be individually responsible for conducting a four corners analysis of an ethical dilemma. The final document will include a full-page table that presents a succinct analysis using the assigned framework and no more than 1700 words that justify your final decision (double-spaced, 12-point Times New Roman font, 1inch margins – this ends up being about 5 pages). Papers will be graded based on their clarity, comprehensiveness, and persuasiveness.

The purpose of this paper is for you to obtain further practice in dissecting the issues associated with ethical dilemmas. Toward this goal, your task is to select a difficult ethical dilemma in business and provide a comprehensive analysis of the issues involved, and come to a conclusion on what should be done. Papers will be graded based on their clarity, comprehensiveness, and persuasiveness, out of a maximum of 30 points. A few key points:

1. The final document should be a succinct analysis of the issue at hand. You must consider both sides of the issues and come to a final decision on the correct course of action.
2. Text should not exceed 1700 words (double-spaced, 12-point Times New Roman font, 1inch margins – this ends up being about 5 pages).
3. Submit, as an appendix, a four corners analysis. The appendix should guide your ideas. You must discuss whatever you include in the table (e.g. a duty to a specific stakeholder group) in the paper itself. The appendix is not included in the word count.
4. You are free to select any business dilemma that you find interesting. It can be a famous historical case, a personal experience, or even an ethical dilemma from a movie. However, the issue you select must:
   a. Be in a business context. Yes, there are lots of other times you face tough dilemmas, but we’re in business school, so let’s stick with business.
   b. Be a true dilemma. Our goal here is to practice making tough decisions. If the decision isn’t tough, you aren’t practicing. It’s like an Olympic weight lifter using 10 pound weights – not challenging or helpful. Try to pick something where reasonable people can disagree about two potential courses of action, just like in our cases (think back to Peter Green, World Class Bull, and Kathryn McNeill). A right-versus-right dilemma.
5. The paper will be graded based on three criteria:
a. Clarity. Paper incorporates the most important facts of the case and communicates them effectively. Writing style is professional, free from grammatical/spelling errors, and adheres to the prescribed formatting guidelines.

b. Comprehensiveness. Paper utilizes key themes and concepts from the course and applies them to all relevant aspects of the dilemma.

c. Persuasiveness. Paper effectively examines and contrasts both potential courses of action to build a clear logic for your recommendation.

Team Presentation Project Assignment: Role-Play Video

Teams of six or seven students will be formed to develop an 8 to 10 minute role-play presentation based on characters, concepts, or situations related to corporate governance and business ethics.

For example, a team may base the presentation on a scene from the textbook or an article or another book, such as the following book on reserve in the West Campus Library:

The Bottom Line is Betrayal, L. Murphy Smith, Katherine T. Smith, D. Larry Crumbley
Custom Publishing, 2005

At the time of the presentation, each team shall submit a typed report and a video of the presentation. The report shall include the following:

(1) working title of the presentation (e.g., “My Trouble with the Foreign Corrupt Practices Act”)
(2) group number,
(3) names of group members,
(4) screenplay of the presentation (including props to be used),
(5) objective of the presentation (e.g., to demonstrate importance of an ethics codes to corporate governance), and
(6) explanation of how the objective is achieved by the presentation.

EACH TEAM SHALL SUBMIT AN OUTLINE OF THE PRESENTATION PRIOR TO SUBMISSION OF THE REPORT AND VIDEO. The date for submission of the outline is set forth the Class Schedule section of this Syllabus. The outline shall be in the same format as the report.

The video shall stimulate interest in the subject matter in a manner more captivating than a simple lecture. The content of video and the screenplay shall be suitable for a "G" or "PG" rating. Inoffensive humor and action are encouraged. The screenplay and the video shall not include copyrighted or otherwise protected material. All characters and names shall be fictional.

The video shall include the title of the presentation and the names of group members at the beginning of the video (you may write this information on paper and film it for 8 to 10 seconds). Position the light source above or behind the subject. For optimum sound, (1) avoid zooming in and (2) move the camera close to the subject(s). Close shots also highlight action and facial expressions.

The class will view and evaluate the video. Both the report and video will be evaluated for:

- educational merit (50%),
- creativity (10%),
- drama/humor (10%),
- technical production (Can you hear it? Can you see it?) (15%), and
originality (15%).

Class Participation

Class attendance and participation are vital components of this course. You are responsible for attending each class session on time and prepared to participate in class activities and discussions. I expect that each student has completed the assigned reading for each class and is prepared to discuss it. If you are unprepared, it is your responsibility to let me know before class starts.

Your participation in this course is as important as mine. You can earn full points by participating in class discussions, activities, and small groups.

ATTENDANCE POLICY

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

MAKE-UP WORK POLICY

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

LATE WORK POLICY

Any course deliverable turned in late will be discounted by 10% per day. “Late” means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

Exception: Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 – http://student-rules.tamu.edu).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.
**Aggie Honor Code**

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case."

(http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

**Statement on Plagiarism**

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under “Plagiarism” (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

**Food and Drink in the Classroom**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The ethics of business</td>
<td>Store Wars&lt;br&gt;Bangladesh Safety Accord</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Where do ethics come from?</td>
<td>Values in Tension&lt;br&gt;Google in China</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Decision Making</td>
<td>Peter Green&lt;br&gt;World Class Bull</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Why do people do bad things?&lt;br&gt;Inspiration and persuasion</td>
<td>James Fray&lt;br&gt;Moral Disengagement&lt;br&gt;How to win friends&lt;br&gt;Learning charisma</td>
<td>Reflection paper due: Moral disengagement</td>
</tr>
<tr>
<td>5</td>
<td>Two extreme views: stakeholders vs. shareholders&lt;br&gt;Investors</td>
<td>The social resp. of business&lt;br&gt;Putting customers ahead&lt;br&gt;Starbucks&lt;br&gt;Mall of America&lt;br&gt;Martha Stewart</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Employees: Compensation system and employment at will</td>
<td>Sears Auto Centers&lt;br&gt;CEO Comp. at GE&lt;br&gt;Employment at will&lt;br&gt;China’s labor laws</td>
<td>Reflection paper due: ethical decision analysis</td>
</tr>
<tr>
<td>7</td>
<td>Customers</td>
<td>Unilever’s Mission&lt;br&gt;H&amp;R Block</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Best practices for ethical leadership</td>
<td>Moral Mazes&lt;br&gt;We Don’t need another hero</td>
<td>Reflection paper due: Ethical leadership</td>
</tr>
<tr>
<td>9</td>
<td>Changing the culture&lt;br&gt;Recovering from failures</td>
<td>Federal Sentencing Guidelines&lt;br&gt;NASCAR&lt;br&gt;When should a leader apologize&lt;br&gt;Worldcom</td>
<td>Presentation Outline</td>
</tr>
<tr>
<td>10</td>
<td>Environmental Sustainability</td>
<td>Sustainability and Innovation&lt;br&gt;Fiji</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Human Rights and globalization</td>
<td>IKEA</td>
<td>Reflection paper due: organizational culture</td>
</tr>
<tr>
<td>12</td>
<td>Speaking up for values</td>
<td>Building Character&lt;br&gt;Cynthia Cooper</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Team presentations</td>
<td></td>
<td>Presentation slides and execute summaries from ALL teams</td>
</tr>
<tr>
<td>14</td>
<td>Team presentations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  □ Undergraduate  □ Graduarte  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Mays Business School Master of Science in Business
3. Course prefix, number and complete title of course: BUAD 715 International Business Environment
4. Catalog course description (not to exceed 50 words): Issues, problems, challenges, and opportunities facing organizations competing in a global economy; environment of international business; international finance and accounting; international strategies; forms of organization design used by multinational firms; human resources in an international context; cultural and control issues facing the international leader.

5. Prerequisite(s): For Master of Science in Business students only
   Cross-listed with:  Stacked with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  □ Yes  □ No  If yes, from ___ to ___.
7. Is this a repeatable course?  □ Yes  □ No  If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester?  □ Yes  □ No
8. Will this course be submitted to the Core Curriculum Council?  □ Yes  □ No
9. How will this course be graded?  □ Grade  □ S/U  □ P/F (CLMD)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       Master of Science in Business
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Controls for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    BUAD  715  INTL BUSINESS ENVIRON

<table>
<thead>
<tr>
<th>Lec.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCL Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td>2.00</td>
<td></td>
<td>5211010016</td>
<td>0490</td>
<td>16</td>
<td>-</td>
<td>17</td>
</tr>
</tbody>
</table>

Approval recommended by:  

Department Head or Program Chair (Type Name & Sign)  Date
Chair, College Review Committee  Date
Dean of College  Date

Submitted to Coordinating Board by:  

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services = 67/14
BUAD 715 – INTERNATIONAL BUSINESS ENVIRONMENT
Sections TBD – Spring 2017
Time TBD
Wehner TBD

Instructor: TBD
Office: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

COURSE LEARNING OUTCOMES

At the completion of the course, successful students should be able to:

- Describe how to formulate and implement global strategy
- Explain how different facets of the international environment create strategic challenges and opportunities for the firm
- Demonstrate competence in applying techniques and frameworks in the analysis of the multinational firm
- Gain sensitivity to social issues in global strategy.

CATALOG DESCRIPTION

Issues, problems, challenges, and opportunities facing organizations competing in a global economy; environment of international business; international finance and accounting; international strategies; forms of organization design used by multinational firms; human resources in an international context; cultural and control issues facing the international leader.

COURSE PREREQUISITES

Enrollment is limited to Master of Science in Business students only.

COURSE MATERIALS

- Course packet available for purchase at the MSC Bookstore.
- Readings on eCampus.
GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Case Analysis (team and individual) 30%
Peer evaluations 30%
MNC firm project report and presentation 30%
Class Participation 10%
Total 100%

1. CASE ANALYSIS

Written team case analyses are required for two cases and a written individual analysis is required for one case.

You may choose any two out of nine cases (indicated in bold in the syllabus) for your team analysis and any one of out of these cases for your individual analysis. You cannot do an individual analysis and team analysis for the same case.

Grades will be assigned based on:

1. Application of reading concepts and frameworks to the case
2. Rigor of case analysis
3. Specific recommendations supported by well thought out arguments and financial evaluation
4. Quality, professionalism and clarity of writing and presentation

More details regarding the cases will be posted on eCampus.

2. MULTINATIONAL FIRM PROJECT

The multinational firm project assignment is to be done in your assigned groups by the MS-Biz staff. Firms that are listed in either the Fortune Global 500 or the Business Week Global 1000 are good options. The firm may be of any nationality and from any industry but should be one that has adequate information available for the assignment. Choosing a company that you are interested in pursuing a career with, is a good mechanism to create synergies between your academic experience and professional aspirations.
The purpose of this assignment is to allow an in-depth investigation and evaluation of the issues that confront a particular multinational firm in its worldwide efforts rather than a mere documentation of facts. Fundamentally, the project allows you to use both the art and science of strategic management by developing your research skills in multinational context analysis, applying the concepts learned in class, and using your imagination and judgment to develop insights and formulate recommendations.

a) Written project
The written analysis should be between 20 – 30 pages (double-spaced, 12 point font, not including exhibits). The paper should describe and evaluate the multinational firm’s current context, and include an analysis of the relevant issues. The paper should be able to apply ideas from class readings to the multinational firm selected and should also draw analogies or point to dissimilarities in strategies adopted by the multinational firm vis-à-vis firms examined in the cases. Finally, the paper should conclude with a discussion of insights and recommendations for the future of the firm. Papers are required to be fully referenced within the body of the paper and with a complete bibliography of sources.

The paper should have the following components:

1. Firm description – Brief introduction and overview of the firm
2. Final assessment and recommendations on critical actions the multinational firm must take to deal with the global context, based on your analysis of the components below. And any five of the following (please be sure to make your discussion relevant to the global context):
   3. Expanding abroad - Making the decision, managing the expansion, pioneering new ideas
   4. International context - Managing differences
   5. Firm global strategy - Building competitive advantage, expansion and divestment
   6. Transnational organization - Organization structure
   7. Global innovation - Clusters and national differences
   8. Firm strategies to manage global innovation - Managing the innovation process
   9. Firm strategies for cross border collaboration - Managing partnerships
   10. Firm strategies to adopt new roles for the future- Creating shared value

The first two components are required, you may select any five out of the remaining eight depending on availability of information and your preference. The final report must have a total of 7 components.

b) Presentation
Oral presentations will be conducted at the end of the semester in class. The presentation should focus on the key recommendations. Additional guidelines regarding length of presentation will be indicated in class, depending on number of groups. Order of presentation will be determined by a random draw. All members of the team are expected to attend the session, in order to receive the team presentation score. Absence at the session will lead to a score of zero, on the presentation, for the individual member. Students should use visual materials such as overhead slides or power point to support their presentations.

3. PEER EVALUATION OF TEAM MEMBERS
Each individual is required to complete a single peer evaluation form indicating the levels of contributions and commitment of each member of their team on the team case analyses and multinational firm project. A copy of the peer evaluation form is available on eCampus. Evaluations are
confidential and will not be seen by your team members and should provide your frank and independent assessment. A blank template of the peer evaluation in Excel is available on eCampus.

Class Participation

Class attendance and participation are vital components of this course. You are responsible for attending each class session on time and prepared to participate in class activities and discussions. I expect that each student has completed the assigned reading for each class and is prepared to discuss it. If you are unprepared, it is your responsibility to let me know before class starts.

Your participation in this course is as important as mine. You can earn full points by participating in class discussions, activities, and small groups.

ATTENDANCE POLICY

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

MAKE-UP WORK POLICY

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

LATE WORK POLICY

Any course deliverable turned in late will be discounted by 10% per day. “Late” means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

Exception: Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 – http://student-rules.tamu.edu).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.
AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.” (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

STATEMENT ON PLAGIARISM

As commonly defined, plagiarism consists of passing off as one’s own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under “Plagiarism” (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

FOOD AND DRINK IN THE CLASSROOM

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.
# Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Globalization</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Expanding abroad – managing effectively</td>
<td>Case: Walmart’s African expansion</td>
</tr>
<tr>
<td>3</td>
<td>Expanding abroad – pioneering new ideas</td>
<td>Case: The unfinished dream of MBA China</td>
</tr>
<tr>
<td>4</td>
<td>Understand the international content – mindsets</td>
<td>Case: United Cereal</td>
</tr>
<tr>
<td>5</td>
<td>Global strategy</td>
<td>Company choice due Case: Tesco’s Fresh and Easy</td>
</tr>
<tr>
<td>6</td>
<td>Developing a transnational org.</td>
<td>Case: Kent Chemical</td>
</tr>
<tr>
<td>7</td>
<td>Global Innovation</td>
<td>Case: 3M Taiwan</td>
</tr>
<tr>
<td>8</td>
<td>Global innovation – strategies</td>
<td>Case; Global product development strategy at Bosch</td>
</tr>
<tr>
<td>9</td>
<td>Global innovation – strategies</td>
<td>Case: Applied Research Technology</td>
</tr>
<tr>
<td>10</td>
<td>Cross-border collaboration</td>
<td>Case: Shenzhen Filtrol</td>
</tr>
<tr>
<td>11</td>
<td>International business roles for the future</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Cultural barriers</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Team presentations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Team presentations</td>
<td></td>
</tr>
</tbody>
</table>

The date and time of the final is TBD by the Office of the Registrar.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional

2. Request submitted by (Department or Program Name): Mays Business School Master of Science in Business

3. Course prefix, number and complete title of course: BUAD 720 Integrated Business Experience

4. Catalog course description (not to exceed 50 words): Practical application of value creation process; business model development; financial projections; market validation; evaluation of business opportunities and entrepreneurial ventures.

5. Prerequisite(s): For Master of Science in Business students only

   Cross-listed with: ____________________________  Stacked with: ____________________________

   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? [ ] Yes [ ] No If yes, from _____ to _____

7. Is this a repeatable course? [ ] Yes [ ] No If yes, this course may be taken ______ times.

   Will this course be repeated within the same semester? [ ] Yes [ ] No

8. Will this course be submitted to the Core Curriculum Council? [ ] Yes [ ] No

9. How will this course be graded: [ ] Grade [ ] S/U [ ] P/F (CLMD)

10. This course will be: a. required for students enrolled in the following degree program(s) (e.g., B.A. in history) Master of Science in Business

      b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

      N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)

   BUAD 720 INTEGRATED BUSINESS EXPERIENCE

   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year HCF Code
   4.00 4.00 5202010016 0490 16 - 17 0 0 3 6 3 2

   Approval recommended by: ____________________________  2/23/15

   Department Head or Program Chair (Type Name & Sign) Date

   Chair, College Review Committee ____________________________  2/23/15

   Dean of College ____________________________  2/23/15

   Department Head or Program Chair (Type Name & Sign) Date

   (if cross-listed course)

   Submitted to Coordinating Board by: ____________________________  Date

   Chair, GC or UCC ____________________________  Effective Date

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.

Curricular Services – 07/14
BUAD 720 — INTEGRATED BUSINESS EXPERIENCE
Sections TBD — Spring 2017
Time TBD
Wehner TBD

Instructor: TBD
Office: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

COURSE LEARNING OUTCOMES

The Integrative Business Experience (IBE) offers a special way of introducing students to the big picture of how businesses operate. Traditionally, business schools have attempted to build these skills by having students get real-world exposure through analyzing cases and/or engaging in consulting projects of existing business organizations by. IBE takes exactly the opposite approach. Instead of having students focus on what is inevitably a limited exposure to someone else’s organization, we have them create and operate two organizations of their own.

In the IBE, students work in companies of 20-30 students each. Each company must:

1. Create and run a real, start-up business. This involves (a) developing an idea for a product or service they can sell, (b) applying for a real bank loan for up to $5,000, (c) creating and implementing a plan to market their product or service, and (d) closing out the business — all within one semester.
2. In addition, each company must select a community organization for which the company members organize and carry out service activities and to which they contribute the profit from their company.

At the completion of the course, successful students should be able to:

• Write and present a business plan to develop a viable business
• Build and evaluate new product and business opportunities as both an entrepreneur and investor
• Develop strong working knowledge of entrepreneurial strategies

CATALOG DESCRIPTION

Practical application of value creation process; business model development; financial projections; market validation; evaluation of business opportunities and entrepreneurial ventures.
COURSE PREREQUISITES

Enrollment is limited to Master of Science in Business students only.

COURSE MATERIALS

- Case reading packet handout for this course available at MSC Bookstore.

GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written Business Plan</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Plan Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Class Preparation</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Business Plan and Presentation

**Assignment 1:** Submit the business opportunity you will be pursuing. Each opportunity needs to be reviewed in a maximum of two pages, double spaced, one inch margins. Include a description of the product or service, the size and growth rate of the market with source references, and analysis of competitors.

**Assignment 2:** Your team, assigned by the MS-BIZ staff, needs to present your Ready Plan. Your peers will evaluate the quality of your plans and their feedback will be provided to you. Similar to an investor presentation, there is no fixed format, and you will be given approximately 10 minutes to present and 10 minutes for questions and answers. The only constraint you are under is you cannot discuss your company, your product, or your features. There is nothing to hand in for this assignment.

**Assignment 3:** Submit your team written business plan electronically via eCampus; instructions will be provided.
Provide a complete and detailed business plan for a growth-oriented, new business venture. It should address all appropriate elements of a well-constructed business plan. In the process, it should show the application of the course material.

Plans are to be submitted as a single, printable PDF file. Plans are limited to no more than 16 pages (not including a single cover page or single table of contents page). The 16 pages are limited to a maximum of ten pages of text and 6 pages of appendices. Page format is 1½ line spacing with 1 inch top, bottom, left and right margins, and 12 point font. This line spacing and font requirement applies to the textual content of the document and not to titles and descriptions accompanying pictures, graphs, tables, or worksheets. All pages must be numbered excluding the cover page. You should include a page that lists your team members.

Spreadsheets and appropriate appendices can be added after the text portion of the plan, not exceeding an incremental 6 pages. Appendices should be included only if they are referenced in the written plan. This is your final business plan and what the outside judges will receive. Based on respect for outside judges’ commitment to evaluating these plans, no extensions are ever granted as there is no slack time in this due date.

Assignment 4: Deliver a formal presentation of your business plan to a panel of experienced business professionals for evaluation. You will have 15 minutes to make your presentation. After your presentation, the judges will conduct a 15 minute question and answer session. The judges’ input will have a major impact on your team presentation grade. Your PowerPoint presentation does not need to be handed in before your final presentation.

Individual Class Preparation:

This is a case based course, so the majority of effort will be dedicated to case review. During each class there will be a combination (based on the syllabus) of lectures, summarizing of readings, analyzing written business plans using a case analysis format, reviewing video of the formal presentations of these business plans, and guest speakers. Your class and homework preparation will be graded during each class, and this represents 40% of your course grade.

A hard copy written evaluation of the business plan(s) that are being covered (if any) will be due at the start of the class. If a case(s) is being reviewed for a class, you need to submit a two page (no title pages, just two pages of written material), double spaced (12 point font, one inch margins, etc.), and individually prepared analysis of the case. This summary is as an investor and must include a definitive investment decision based on the material as presented. “Definitive” means a clear yes or no; “based on the material as presented” means under the terms the entrepreneurs are asking for. Each deliverable will be graded. Your scores on these deliverables will make up your class preparation grade.

Students should always be prepared to be called on randomly to provide summaries of the readings and business plans throughout the semester.

USE OF MENTORS

We will do our best to match you with an outside mentor that has domain knowledge in the category of business you are pursuing. We can typically match 80% of the teams with these mentors. You will be contacted mid-semester about the status of finding you a mentor. You are responsible for professionally
managing your communications and relationship with this mentor and your ability to do this will be part of your business plan and presentation grade.

**CLASSROOM PROTOCOL**

This class is run using the protocol of a board meeting. This means full respect for people’s input, while still challenging people in a professional manner. This also means if you have the floor, you are concise, present new or compelling material, and back your position up with facts versus opinions.

Participating in a board meeting means arriving on time, being fully engaged, no use of laptops, no cell phone interruptions, and expectations of being asked to participate at any time. Class participation and written assignments are graded on a 1-3 scale.

As in a board meeting, attendance is considered mandatory in all but the most major of life or business circumstances. With the majority of you grade coming from class participation, all classes are critical to the course content. If you do not attend a class, assuming both I receive 24 hours’ notice, you will be given a -3 for class participation and any written materials that are due that day. You have the option of keeping that class participation score or submitting a ten page, double space paper covering the material for that class before the next class meeting. This effort will be graded for your combined class participation and homework grade and is designed to represent the equivalent amount of work for preparing and participating in class.

A summary of the boardroom protocol is below:

1. Arrive on time and post your name card (no name card, no class participation grade)
2. Be prepared to open the case and summarize the readings
3. Listen respectfully
4. Build on previous points
5. Direct comments to your classmates
6. State your assumptions
7. Speak concisely
8. Articulate your argument systematically
9. Give evidence to support your claims
10. Participate wholeheartedly
11. No cell phones or laptops

This protocol also means you follow the written assignment directions, include your name, or team name and members on each assignment. Any assignments not meeting this and following generally accepted protocol for professional business standards will be returned without grading and you will receive a 0 for that assignment.

**ATTENDANCE POLICY**

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.
MAKE-UP WORK POLICY

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

LATE WORK POLICY

Late work will not be accepted.

Exception: Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 – http://student-rules.tamu.edu).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.
“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.” (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

**STATEMENT ON PLAGIARISM**

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under “Plagiarism” (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Market Validation I</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Case: Lo Drag</td>
<td>Adams 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Case: uShip</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Market Validation II</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Case: KidSmart</td>
<td>Assignment 1</td>
</tr>
<tr>
<td></td>
<td>Case: Halsa</td>
<td>Adams 7 &amp; 8</td>
</tr>
<tr>
<td></td>
<td>Business Models</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Market Validation Presentations</td>
<td>Assignment 2</td>
</tr>
<tr>
<td>5</td>
<td>Case: Phurnace</td>
<td>Adams 4 and 6</td>
</tr>
<tr>
<td></td>
<td>Case: MacuClear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Financials</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Case: Qceu</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communications</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Module A: The Venture Business</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Module B: Legal Issues of Start-Ups</td>
<td>Assignment 3</td>
</tr>
<tr>
<td>9</td>
<td>Business Plan 8: Style High</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Business Plan 9: Neurolife</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Module C: Board of Directors</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Module D: Negotiating Financing</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Semi-final Presentations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Final Presentations</td>
<td></td>
</tr>
</tbody>
</table>

Assignment 4

The date and time of the final is TBD by the Office of the Registrar.
Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   - ☐ Undergraduate
   - ☑ Graduate
   - ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Teaching, Learning and Culture
   EDCL 710: The Hispanic Learner in Urban Settings

3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Overview of demographic, social, psychological, cultural, political, and historical issues that impact the school achievement of Hispanics in urban settings in the U.S.; analyzes methodological approaches of current research that guides common perceptions about Hispanics in education.

Graduate classification

5. Prerequisite(s):
   - n/a

Cross-listed with:
   - n/a

Stacked with:
   - n/a

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?
   - ☐ Yes
   - ☑ No
   - If yes, from ________ to ________

7. Is this a repeatable course?
   - ☐ Yes
   - ☑ No
   - If yes, this course may be taken ________ times.

   Will this course be repeated within the same semester?
   - ☐ Yes
   - ☑ No

8. Will this course be submitted to the Core Curriculum Council?
   - ☐ Yes
   - ☑ No

9. How will this course be graded?
   - ☑ Grade
   - ☐ S/U
   - ☐ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      - n/a
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      - M.Ed, M.S., Ph.D in EDCL

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix   Course #   Title (excluding punctuation)
   EDCL   710   HIS  LEARN  U R S  S E T T I N G S

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>S/U</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>ECU Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>1314010001</td>
<td>2804</td>
<td>16 - 17</td>
<td>0 0 3 6 3 2</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Yeping Li
Department Head or Program Chair (Type Name & Sign) : Date

George Cunningham
Chair, College Review Committee : Date

George Cunningham
Dean of College : Date

Mark Zoran
Chair, GC or UCC : Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
EDCI 710  The Hispanic Learner in Urban Settings  
LOCATION:  Online via eCampus and “live” (optional) class sessions using Blackboard  
Collaborate  
SCHEDULE:  Live (Optional) Weekly Sessions on Wednesdays, 4-7pm  
CREDIT:  3 SEMESTER HOURS  

Instructor: Mónica Vásquez Neshyba, Ph.D.  
Email: neshyba@tamu.edu or mneshyba@gmail.com  
(I will work to answer all emails within 48 hours Mondays-Fridays).  

Office: 350 Harrington Tower  
Office Hours: Online via Blackboard  
Collaborate on Wednesdays – 3:00-4:00pm, or by appointment.  
Phone: (512) 827-9202 (Google Voice)  

PREREQUISITE: Graduate Classification  

COURSE DESCRIPTION:  
This course provides an overview of demographic, social, psychological, cultural, political, and historical issues that impact the school achievement of Hispanics in urban schools in the US. We will also analyze methodological approaches of current research that guides common perceptions about Hispanics in education.  

COURSE OBJECTIVES:  
Students in this course will read materials, watch films, discuss and discover, reflect, and do research projects that will help them understand:  
- Who the “Hispanics” in urban schools are using a historical and demographic approach.  
- Educational issues for “Hispanics” in urban schooling, including school achievement and identity development  
- A developmental view of “Hispanics” in the U. S. – Who we are, who we were, and who we are becoming and considering patterns of cultural, psychological, and social change among Hispanics in relation to students’ achievements.
REQUIRED TEXTS:


Articles (Will be posted on eCampus)

Recommended Texts:
Reyes, M. (2011). *Words were all we had: Becoming biliterate against the odds*. New York, NY: Teachers College Press

*PLEASE NOTE: Week 1 Readings need to be completed prior to the first day of class*

STUDENTS’ EXPECTATIONS AND ASSIGNMENTS:

1. Participate in weekly class discussions either via a Wednesday “live” class using Blackboard Collaborate or via Discussion Boards on eCampus. “Live” class discussion attendance is optional, however you must choose either to participate in the live class session or the eCampus discussion board.

If you do not attend the “live” class session, you will be required to use the Discussion Board on eCampus to respond to at least one question discussed during class time each Wednesday, as well as respond to one other classmate’s posting. These questions will be posted on the Discussion Board on eCampus immediately following class time each Wednesday. There is no word requirement for your posts. (4pts each x 5 weeks = 20 points)
## Live Class Participation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0-1</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Engagement</strong></td>
<td>Candidate is diengaged (e.g., silent for the whole class). Candidate is not following along with the discussion or activities. His/her tone of voice and body language are discouraging and/or disrespectful to the efforts of his/her classmates (e.g., rolling his/her eyes, etc.). If asked a question, he/she is unable to respond.</td>
<td>Candidate is following along with discussion and activities, but either not listening attentively to others OR not contributing. He/she is not discouraging or rude, and if asked a direct question, he/she can respond appropriately. In other words, he/she is responsive, but not taking the initiative – passive, rather than active.</td>
<td>Candidate is “firing on all cylinders.” Candidate is physically and mentally invested in discussion and activities. You can see it and hear it. His/her tone of voice and body language are encouraging of others. Candidate listens attentively and contributes thoughtfully at various points and in various ways during class.</td>
</tr>
<tr>
<td><strong>Quality of Discourse</strong></td>
<td>Candidate details discussion and/or engages in a way that is not constructive (e.g., overly critical, tangential, excessively verbose, judgmental, unkind, etc.). His/her actions and comments suggest that some people’s contributions “count” more than others. Candidate excludes people from discussions or activities. <strong>Candidate does not leave or create space for others to participate:</strong> in fact, candidate often dominates social interactions, interrupts/silences others, and/or uses inaccessible language.</td>
<td>Candidate adds information that is relevant, but does not necessarily further the conversation and/or is not substantiated with evidence from readings or life. Sometimes candidate does not persist to understanding – Candidate just gives up when it comes to explaining him/herself and/or understanding others. Candidate openly acknowledges the need for others’ perspectives to be heard, but sometimes he/she does not demonstrate behavior consistent with his/her statements. In other words, candidate does not always leave or create space for others to participate. Sometimes, despite his/her best intentions, he/she uses inaccessible language and/or dominates social interactions and/or interrupts/silences others, and/or uses inaccessible language. Candidate tends to take responsibility for his/her learning, but not for the learning of others.</td>
<td>In dialogue, candidate adds information that is relevant, substantiated with evidence and/or examples from readings, can make connections between the content and examples from his/her life, and furthers the conversation by building on previously discussed concepts or taking discussion in a new and useful direction. Candidate makes every effort to be understood, to understand others, and to push their thinking through thoughtful questioning. Candidate’s actions and comments reflect his/her belief that everyone has something to contribute. Candidate openly acknowledges the need for others’ perspectives to be heard. <strong>Candidate leaves and creates space for others to participate.</strong> Candidate uses accessible language. Candidate shares responsibility for his/her learning and for others’ learning. He/she treats all classmates with respect. He/she holds him/herself accountable for his/her role in ensuring equitable participation, and candidate holds others accountable for ensuring equity as well (e.g., by trying to name and/or interrupt inequitable patterns of participation).</td>
</tr>
</tbody>
</table>

Live class participation is worth up to 4 points.
Discussion Board Rubric (alternative to Live Class Participation)

<table>
<thead>
<tr>
<th>Points</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Postings:</td>
<td>Meets all of the following criteria:</td>
<td>Is missing any one of the following criteria:</td>
<td>Is missing any two of the following criteria:</td>
<td>Does not post at all to the weekly discussion board or not by the due date and time.</td>
</tr>
<tr>
<td>a) Thoughtfully answers the questions for the week</td>
<td>a) Thoughtfully answers the questions for the week</td>
<td>a) Thoughtfully answers the questions for the week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Shows evidence of engaging with the assigned readings, including citing authors</td>
<td>b) Shows evidence of engaging with the assigned readings, including citing authors</td>
<td>b) Shows evidence of engaging with the assigned readings, including citing authors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Gives compelling examples and/or reasons</td>
<td>c) Gives compelling examples and/or reasons</td>
<td>c) Gives compelling examples and/or reasons</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Keep a weekly reflective journal on eCampus (listed under “Assignments”) documenting your response to the materials in this class in relation to your perception of Latina/o students and your classroom practices. There is no word requirement, although I do expect you to respond thoughtfully and critically. You will share this with the instructor only via the journal tool on eCampus. (4pts each x 5 weeks = 20 pts).

3. Create a 30-minute class presentation with narration on one of the weekly topics with your own literature review (must include at least 2 articles in addition to class readings). This can be done via Power Point, Prezi, or another format of your choosing, with approval from Dr. Neshyba. You are responsible to turn in a handout of your presentation to the instructor at least a week before your presentation. PhD students must do this presentation independently, while other students may do this in groups of 2. Sign up for a topic via Google Docs: https://docs.google.com/forms/d/1g7SHYzD6YyEa9NR8vL2Vk-PFMC465KOOxIRQaM1ao/viewform?usp=send_form (20 points).
Presentation Rubric

<table>
<thead>
<tr>
<th>Topic (Weight)</th>
<th>Unacceptable (0-1)</th>
<th>Marginal (2-3)</th>
<th>Acceptable (4)</th>
<th>Exceptional (5)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization &amp; Structure</td>
<td>Not possible to understand presentation due to absence of structure.</td>
<td>Difficult to follow presentation due to erratic topical shifts and jumps.</td>
<td>Most information is presented in logical order which is easy to follow.</td>
<td>All information is presented in a logical, interesting and novel sequence, which is easily followed.</td>
<td></td>
</tr>
<tr>
<td>Weight: x1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content &amp; Knowledge</td>
<td>No grasp of information. Little to no detail given.</td>
<td>Uncomfortable with information. Capable only of addressing topic in a minimal way.</td>
<td>At ease with content and able to elaborate and explain to some degree.</td>
<td>Demonstration of full knowledge of the subject with explanations and elaboration.</td>
<td></td>
</tr>
<tr>
<td>Weight: x2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Aids &amp; Neatness</td>
<td>No visual aids.</td>
<td>Occasional use of visual aids, however they barely support text or presentation. Several misspellings and/or grammatical errors on slides.</td>
<td>Visual aids are related to text and presentation. Minor misspellings and/or grammatical errors.</td>
<td>Text and presentation are reinforced by the use of visual aids. Negligible misspellings and/or grammatical errors.</td>
<td></td>
</tr>
<tr>
<td>Weight: x1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERALL PERFORMANCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POINTS REQUIRED</td>
<td>Unacceptable</td>
<td>Marginal</td>
<td>Acceptable</td>
<td>Exceptional</td>
<td>TOTAL</td>
</tr>
<tr>
<td>0-5</td>
<td>6-10</td>
<td>11-15</td>
<td>16-20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Write a 10-12 page research paper on a topic of your choosing that relates to those discussed in this course. (40 points)

Rubric for Research Paper

<table>
<thead>
<tr>
<th>Topic</th>
<th>Grading Criteria</th>
</tr>
</thead>
</table>
| **Introduction (5 points)** | • Introduction should be engaging as well as informative. Topic should be introduced in a way that makes the reader understand why this topic is important.  
• Introduction should clearly link your topic to the Latino/a learner.  
• Anecdotes and personal experience are de-emphasized in formal writing and should be presented briefly if you choose to add them.  
• Sources for all facts should be clearly cited. |
| **Content (25 Points)** | • Available information on the topic should be completely explored. If you choose to present only one approach/method, you should explain the reason for that choice.  
• Key aspects of topic should be explained. If appropriate, you should relate what you are describing about this topic to class material.  
• Relevant cultural and/or demographic information should be presented in a |
nonjudgmental manner. It should be clear if findings or approaches are appropriate for only some ages or demographic groups.

- Empirically documented information should be clearly differentiated from theoretical information.
- Any conclusions or recommendations should be clearly supported by explicit logic or empirical findings. This includes recommendations regarding educational strategies.

| Conclusion (5 Points) | The conclusion should summarize the key points of the paper, and relate back to the key ideas presented in the introduction (i.e., available information on the topic, the choice of topic, etc.).
- The conclusion should be clear and follow logically from the preceding information.
- The conclusion should not introduce any new information or sources. |

| Clarity and Style (5 Points) | Language should be appropriate for formal, written work.
- Sentence style should be similar throughout the document.
- Grammar, spelling, and punctuation should be correct.
- When using quotes, make connections to your topic.
- Ideas should follow a logical progression, so that paragraphs have a topic sentence and different paragraphs and ideas are related to a central theme.
- Information should be easy to understand.
- Detail should be appropriate; not too simplistic or too detailed. The amount of detail about any study or idea should match the importance of that idea, so that a larger portion of the paper is dedicated to important ideas and smaller portions to less important ideas.
- It should be clear when “new” information is being presented and when ideas are being reviewed.
- APA-style should be used throughout the paper, including in-text citations of sources.
- You may use pictures or diagrams if appropriate. |

| 40 Points Total |
**Late Work Policy:**
Assignments that are not submitted by the due date will not receive full credit. An assignment will not be accepted if submitted one week after the due date, unless you have received prior approval from the instructor (with the exception of the final paper, which will not be accepted late).

If a student does not make prior arrangements with the instructor and fails to turn individual work in on time, the following penalties may be applied:

Work that is submitted –
1-2 days after due date – grade will be reduced a maximum 4 points
3-4 days after due date – grade will be reduced a maximum of 8 points
5-6 days after due date – grade will be reduced a maximum of 12 points
7 days after due date – grade will be a zero

Students with excused absences will have the opportunity to make up any missed assignments or exams without penalty by making arrangements with the professor.

**Excused Absences**
Students are responsible for providing satisfactory evidence to the instructor to substantiate the reason for their absence (which includes failing to log into eCampus and/or submit assignments). For more information on excused absences, please refer to [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

**GRADING:**

1. Participation (Live or via Discussion Board) that demonstrates knowledge of reading materials
   Points
   20

2. Weekly journal reflections
   20

3. Topic’s literature review presentation
   20

4. Final paper on topic
   40

Total possible points = 100

**LETTER GRADES:**
A= 90-100 points, B= 80-89 points, C= 70-79 points, D= 60-69 points, F= 59 points and below
### CLASS SCHEDULE:

<table>
<thead>
<tr>
<th>Class Time</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1           | Introductions                                    | **Read:**
| Optional         | The Bilingual Tradition                          | 1. Blanton, Ch. 1-3                                                         |
| “live session”   | History, Politics and Economics                  | 2. Darder & Torres, Ch. 1, 3-5                                             |
| Wed. 4-7pm       | Critical Pedagogy and Latino Education            | **Assignments:**                                                            |
|                  | Constructing Identities                           | - Weekly journal reflection due Friday, 11:59 PM                             |
|                  |                                                   | - Class participation during Wednesday’s “live” session or post to discussion board on eCampus by Sunday, 11:59 PM |
| Week 2           | English-Only Education                            | **Read:**                                                                  |
| Optional         | Language and Schooling                            | - Blanton, Ch. 4-6                                                          |
| “live session”   | View Video: Los Angeles Walk Out (11 minutes)    | - Darder & Torres, Ch. 8, 9, 11                                             |
| Wed. 4-7pm       | View Movie: Walkout (110 minutes)                 | **Assignments:**                                                            |
|                  |                                                   | - 4 topic presentations due Wednesday, 11:59 PM                             |
|                  |                                                   | - Weekly journal reflection due Friday, 11:59PM                              |
|                  |                                                   | - Class participation during Wednesday’s “live” session or post to discussion board on eCampus by Sunday, 11:59 PM |
| Week 3           | Modern Bilingual Education                       | **Read:**                                                                  |
| Optional         | Latino Immigrant Youth                            | - Blanton, Ch. 7-9                                                          |
| “live session”   | View Documentary: The Dream is Now (30 minutes)  | - Darder & Torres, Ch. 18-20                                               |
| Wed. 4-7pm       | View Film: The Graduates – The Boys (55 minutes)  | **Assignments:**                                                            |
|                  | View Film: The Graduates – The Girls (55 minutes) | - 2 topic presentations due Wednesday, 11:59 PM                             |
|                  |                                                   | - Weekly journal reflection due Friday, 11:59PM                              |
|                  |                                                   | - Class participation during Wednesday’s “live” session or post to discussion board on |
| Week 4 Optional “live session” – Wed. 4-7pm | Transforming Epistemologies Emancipatory Pedagogies Critical Voices in Bicultural Parent Engagement Connecting Bicultural Parents and Schools View Movie: La Educación Prohibida (turn on captions for subtitles) 145 minutes | eCampus by Sunday, 11:59 PM |
| Read: | Darder & Torres, Ch. 13, 16, 17 |  |
| Assignments: | Olivos, et. al, Ch. 1-4 |  |
| | 4 topic presentations due Wednesday, 11:59 PM |  |
| | Weekly journal reflection due Friday, 11:59PM |  |
| | Class participation during Wednesday’s “live” session or post to discussion board on eCampus by Sunday, 11:59 PM |  |
| Week 5 Optional “live session” – Wed. 4-7pm | Community, Resistance and Activism Operationalizing Transformative Parent Engagement |  |
| Read: | Darder & Torres, Ch. 7, 21 24 |  |
| Assignments: | Olivos, et. al, Ch. 7-9 |  |
| | FINAL PAPER DUE Thursday, 11:59 PM |  |
| | Final journal reflection due Friday 11:59 PM |  |
| | Class participation during Wednesday’s “live” session or post to discussion board on eCampus by Sunday, 11:59 PM |  |
4. Catalog course description (not to exceed 50 words):
IPM history, conceptual foundations and basic principles. Currently, several human practices are aimed to reduce human carbon and chemical footprints in our planet. IPM constitutes a series of pect control efforts towards a more sustainable agriculture.

5. Prerequisite(s):

Cross-listed with: 

Graduate classification or approval of instructor

Stacked with: 

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☐ Yes ☑ No
   If yes, from _______ to _______.

7. Is this a repeatable course? ☐ Yes ☑ No
   If yes, this course may be taken ________ times.

8. Will this course be repeated within the same semester? ☐ Yes ☑ No

9. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No

10. How will this course be graded: ☑ Grade ☐ S/U ☐ Pass/Fail (CLMD)

11. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix    Course #    Title (excluding punctuation)
    ENTO 631    PRNCL OF INTGRNT PST MGMT

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Core</th>
<th>S/U</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>ICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td>3.00</td>
<td>3.00</td>
<td>2607020002</td>
<td>1050</td>
<td>15 - 16</td>
<td>0 0 3 6 3 2</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:
David Ragdale [Signature]
Department Head or Program Chair (Type Name & Sign) Date

David Reed [Signature]
Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:
Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
ENTO 631-Principles of Integrated Pest Management

SYLLABUS

Dr Raul F. Medina
110 Biological Control Building
Email: rfmedina@tamu.edu
Office Ph: 845-8304; Departmental Ph: 845-2516

Course Description: An introduction to Integrated Pest Management (IPM): Concepts, principles, development and application of IPM. IPM constitutes a series of pest control tactics and strategies toward more sustainable agriculture, natural resources, and urban and rural health and well-being.

Number of credit hours: Three (3) (2 for the lecture, 1 for the lab)
Days and times of lectures: Tuesday and Thursday 11:10-12:25
Days and Times of Discussions: Monday 1:50- 4:40
Room: 205 Heep Center (HPCT) (Lectures)
107 Biocontrol Facility (Discussions)
Office hours: by appointment;
Class website: http://insects.tamu.edu/students/undergrad/ento401/


This book is also available online at NetLibrary (http://www.netlibrary.com). However, electronic access may be limited depending on server use. This course has been created collecting information from many sources (e.g. book chapters and journal articles). The accompanying readings for each lecture are indicated in between parentheses after each lecture title in this syllabus. All the readings are available on reserve in the west campus library. And most required readings will be posted as PDFs in the course website.

Book to discuss: Silent Spring by Rachel Carson.

Course Format: Information will be presented by lectures supplemented with computer presentations. Readings associated with the lectures will enforce lecture materials and provide supplemental information. Students are STRONGLY encouraged to read the material associated with each lecture.
Course Rationale: As concerns about environmental safety increase worldwide, ways to control agricultural pests with the least possible environmental impact are actively being pursued. Integrated Pest Management (IPM) is a relatively new practice that combines an array of strategies to combat pests in an effective yet environmentally friendly manner. The present course will define IPM and its main components and discuss the ecological underpinnings behind it.

Course Objective and Learning Outcomes:

The main goal of this course is that students understand how sound IPM practices rely on an understanding of ecological interactions among crops, pests and their natural enemies and to breach the illusionary gap between applied and basic research.

After taking this course, students are expected to:

- Identify gaps in IPM knowledge so they can pinpoint needed research venues
- Identify appropriate stakeholders or groups of interest for a particular pest problem
- Identify groups of interest affected by different IPM strategies.

Teaching Assessment:

We will assess the fulfillment of the course goals and learning outcomes by using exams, quizzes, a written assignment (i.e., a book review), a debate and a 10-minute oral presentation. In addition, graduate students are asked to act as judges of undergraduate 10-minute oral presentations in a panel and are asked to provide a written report to each undergraduate student. Graduate students taken this class are asked to give a 10-minute presentation about what they consider a novel aspect of IPM or about their own research (if it has a connection with IPM) at the beginning of a lab session of their choice.

Participation in classroom and laboratory discussions is strongly encouraged – students will occasionally be called upon in class and asked to work together in groups.

Discussion Sessions

This course is complemented by a discussion session in which current topics in IPM are addressed. The discussion sessions use a book review format as an excuse to address issues in IPM. Books are picked to motivate discussion on controversial issues so students can explore the complexities associated with each of the views discussed. In the past we have use Rachel Carson’s book “Silent Spring” and Jeffrey Smith’s book “Seed of Deception” to discuss different topics in IPM. Every semester a different book is discussed.
Grading:

A = 315 – 350 points  
B = 280 – 314 points  
C = 245 – 279 points  
D = 210 – 244 points  
F = 0 – 209 points

**Lecture** = 70% of total grade (245)
- Exam 1 = 60 points
- Exam 2 = 60 points
- Exam 3 = 60 points
- Exam 4 = 60 points
- Participation = 5 Points

**Discussion** = 30% of total grade (105)
- Book Review = 40 points
- Oral Presentation 1 = 20 points
- Oral Presentation 2 = 20 points
- Participation = 25 points

**Attendance:** Since my lectures are based on several sources, in order to succeed in this class it is strongly recommended you attend all lectures and discussions.

**Lecture Exams:** Exam dates are annotated on the syllabus. Please note there is no exam during finals week.

**Book Review:** A relevant book related to IPM is discussed each semester. Discussion sessions are schedule throughout the semester to explore and contrast the views in the book with student's positions on selected topics (see course content below). Graduate students are asked to write a book review paper explaining why the book read is important (or not) and which aspects of IPM practices have positively or negatively been influenced by the ideas exposed in the book.

**Make-up Exams and quizzes:** Make-up exams and quizzes will only be given for valid excuses. Missing exams or quizzes without valid excuses will be graded as zeroes. Excused absentees should be accompanied with a doctor note or any document that could attest the validity of your excuse. Religious holiday absentees or any other kind of conflicting commitment should be notified to me at least a week in advance.
Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall or call 845-1637.

Laboratory Safety: The Department of Entomology is committed to the safety of all students and employees participating in teaching laboratories. To ensure that a safe environment is maintained in our teaching laboratories, it is expected that all students will adhere to general safety guidelines and emergency procedures, as well as course-specific and activity-specific safety instructions provided by faculty and teaching assistants. Laboratory safety and emergency procedures will be reviewed during the first class period and on a regular basis thereafter.

Academic Integrity Statements: AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do”.

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System

For additional information, please visit www.tamu.edu/aggiehonor/
Course Content

week 1. Lecture 1. Introduction
   Lecture 2. Pest management. Definition and history

week 2. Discussion: Organic agriculture.
   Lecture 3. IPM implementation. Economic Injury and Economic Threshold levels
   Lecture 4. Ecology and IPM

week 3. Discussion: Book discussion
   Lecture 5. Ecology and IPM
   Lecture 6. Biological control

week 4. Discussion: Book discussion
   Lecture 7. Classical biological control
   Exam 1

week 5. Discussion: Book discussion
   Lecture 8. Augmentative biological control
   Lecture 9. Conservation biological control

week 6. Discussion: Guest Speaker. IPM in the real world
   Lecture 10. Safe biological control
   Lecture 11. Chemical control

week 7 Discussion: Guest Speaker. Microbiome research and its potential in IPM
   Lecture 12. Insecticide resistance and eco-toxicology
   Exam 2

week 8 Discussion: Student Presentations. Who are you guys?
   Lecture 13 Is IPM working?
   Lecture 14 Host-plant resistance

week 9 Discussion: The transgenic crops controversy (Debate)
   Lecture 15. Genetically modified organisms: Challenges and opportunities
   Lecture 16. Behavior modifying chemicals. Prospects and constrains

week 10 Discussion: Book discussion
   Lecture 17. Research and development and its role in IPM
   Exam 3

week 11 Discussion: Book discussion
   Lecture 18 Cultural control
   Lecture 19 Systematics and IPM

week 12 No Discussion: ESA meeting
   Lecture 20 Microevolution and IPM Part 1 (Huffbauer and Roderick 2005)
   Lecture 21 Microevolution and IPM Part 2 (Huffbauer and Roderick 2005)

week 13 Discussion: No Discussion. Thanksgiving break
   No class: Thanksgiving break
   No class: Thanksgiving break
week 14 Discussion: Student presentations. IPM case studies.
Lecture 22 Manipulation of Tri-Trophic interactions for IPM
Lecture 23 Market forces and its role in IPM

week 15 Discussion: The future of food
Exam 4. Book review due

Bibliography and Suggested readings

1. Natural Enemies: An Introduction to Biological Control

2. Integrated Pest Management: Potential, Constraints and Challenges (Text)

3. Insect Pest Management

4. Introduction to Insect Pest Management

5. Insect Pest Management: Techniques for Environmental Proteccion

6. Insect Pest Management and Ecological Research

If this class has motivated you into knowing more about IPM, you should also read:

Larry P. Pedigo, Entomology and Pest Management.

Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  □ Undergraduate  □ Graduate  □ First Profession
2. Request submitted by (Department or Program Name): Mays Business School Master of Science in Business
3. Course prefix, number and complete title of course: FINC 705 Corporate Finance
4. Catalog course description (not to exceed 50 words): Investment and financing decisions in corporations; principles, techniques, and applications in corporate finance; time value of money; risk and return; capital budgeting; role of debt and equity; discounted cash flow valuation, capital structure, and payout policy.

<table>
<thead>
<tr>
<th>Prerequisite(s):</th>
<th>For Master of Science in Business students only</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cross-listed with:</th>
<th>Stacked with:</th>
</tr>
</thead>
</table>

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  □ Yes  □ No  If yes, from ___ to ___.
7. Is this a repeatable course?  □ Yes  □ No  If yes, this course may be taken ___ times.
8. Will this course be repeated within the same semester?  □ Yes  □ No
9. Will this course be submitted to the Core Curriculum Council?  □ Yes  □ No
10. How will this course be graded?  □ Grade  □ S/U  □ P/F (CLMD)
11. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Master of Science in Business
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      N/A
12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
13. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINC</td>
<td>705</td>
<td>CORPORATE FINANCE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CLP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>ECE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td></td>
<td></td>
<td>2.00</td>
<td>5208010016</td>
<td>1110</td>
<td>16 - 17</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign)  2/23/15

Chair, College Review Committee  Date

Department Head or Program Chair (Type Name & Sign)  Date
(if cross-listed course)

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Chair, GC or UCC  Date

Effective Date  2/3/15
FINC 705 — CORPORATE FINANCE
Sections TBD — Fall 2016
Time TBD
Wehner TBD

Instructor: TBD
Office: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

This course focuses on the financial management of both publicly held and private corporations. Students are presented with a conceptual framework for understanding and addressing problems commonly faced by corporate decision makers and are provided opportunities to apply these concepts to contemporary business situations. Topics covered include, but are not limited to: time value of money, the relationship between risk and return including the capital asset pricing model, the valuation and role of debt and equity, capital budgeting/project evaluation techniques, cost of capital, cash flow estimation, project risk analysis, real options, company valuation, and capital structure decisions.

COURSE LEARNING OUTCOMES

At the completion of the course, successful students should be able to:

- Describe how firms make financial decisions
- Differentiate among four approaches to project selection: discounted payback, payback, internal rate of return (IRR), and net present value (NPV)
- Apply three important valuation methods: discounted cash flow (DCF), liquidation value, and multiples
- Employ financial modeling and Excel skills to solve financial decision making problems
- Describe the role of assumptions in financial decision making
- Have a deeper understanding of how strategic decisions impact firm value.

CATALOG DESCRIPTION

Investment and financing decisions in corporations; principles, techniques, and applications in corporate finance; time value of money; risk and return; capital budgeting; role of debt and equity; discounted cash flow valuation, capital structure, and payout policy.

COURSE PREREQUISITES

Enrollment is limited to Master of Science in Business students only.
COURSE MATERIALS

1. Required Textbook

2. Coursepack
   The Coursepack contains all the overheads. I will post the Coursepack in parts on eCampus.

3. Newspaper / magazine articles
   Links to newspaper and magazine articles will be posted on eCampus. Please purchase a subscription to the Wall Street Journal (e.g., 15 weeks for $15).

4. Financial Calculator
   It is necessary that you have a financial calculator to use throughout the course and that you bring it to each class. Many problems we work in class require complex arithmetic operations, and a financial calculator is necessary to solve these problems efficiently. Recommended financial calculators are the Texas Instruments BA II Plus, the Hewlett Packard 10B or 12C, and similar models.

GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Semester Project</td>
<td>30%</td>
</tr>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>
Exams

There will be two exams. The final will cover the material from the entire term. Both exams are (partially) done on a computer. You are responsible for ensuring that you will be able to bring a computer that has Excel to class on exam days. I will make the Excel file to be used available at the beginning of the exam and you have to upload it on eCampus when you are done. The exams are closed book, but you may bring one 8.5 x 11 page with handwritten notes on one side.

Semester Project

The semester project provides a means for students to apply the concepts learned throughout the semester. Specific instructions will be posted in eCampus later in the semester.

Homework

The homework is designed to help you understand and directly apply the material discussed in class. In these assignments, you will, for example, project financial statements to calculate free cash flows and value a firm, perform sensitivity analysis, or use various Excel functions.

You will be required to hand in your own solutions although you may discuss homework with your peers. I expect that there will be a high correlation between your ability to solve the homework questions and your performance on the exams. Therefore, I strongly encourage you to make sure that you know how to solve the questions before you hand them in. I also encourage you to take full advantage of office hours if you have any trouble completing the homework.

You must upload your Excel file on eCampus by midnight the evening BEFORE class; if the Schedule of Classes mentions a different time, upload it by the indicated time. Make sure that your Excel file prints out neatly. For example, a table should generally print out as one table on a single sheet of paper.

You must give me a hard-copy of your work at the beginning of class on the due date indicated in the syllabus; if the Schedule of Classes mentions a different time, hand it in by the indicated time. The hard-copy should contain your write-up (if any) and a print-out of (relevant parts of) your Excel file. The hard-copy should show all your calculations, including intermediate steps.

**Attendance Policy**

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

**Make-Up Work Policy**

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.
LATE WORK POLICY

Any course deliverable turned in late will be discounted by 10% per day. “Late” means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

Exception: Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 -- http://student-rules.tamu.edu).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.” (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).
**STATEMENT ON PLAGIARISM**

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under “Plagiarism” (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due:</th>
</tr>
</thead>
</table>
| 1    | **Course Policies and Overview**  
      | Introduction to Corporate Finance  
      | - Goals of Financial Management  
      | - Conflicts between Company Stakeholders  
      | - Financial Markets  
      | **Time Value of Money**  
      | - FV/PV of Cash Flows and Cash Flow Streams  
      | - Compounding/Discounting |  
| 2    | **Time Value of Money**  
      | - Multiple Compounding and Discounting  
      | - Different compounding periods  
      | - Amortized Loans | Homework 1  
| 3    | **Bonds and their valuation**  
      | - Terminology and characteristics of bonds  
      | - Bond valuation  
      | - Bond yields |  
| 4    | **Stocks and their valuation**  
      | - Terminology and characteristics of stocks  
      | - Stock valuation models  
      | - Growth opportunities & PVGO model |  
| 5    | **Risk and Return**  
      | - Expected Rate of Return  
      | - Standard Deviation of Returns  
<pre><code>  | - Relationship between Risk and Return | Homework 2 |
</code></pre>
<table>
<thead>
<tr>
<th>6</th>
<th>The Capital Asset Pricing Model</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Measuring Portfolio Risk</td>
</tr>
<tr>
<td></td>
<td>- Diversification</td>
</tr>
<tr>
<td></td>
<td>- The Capital Asset Pricing Model (CAPM)</td>
</tr>
<tr>
<td>7</td>
<td>Mid Term Exam</td>
</tr>
<tr>
<td></td>
<td>(based on material covered so far)</td>
</tr>
<tr>
<td>8</td>
<td>Risk, Cost of Capital, and Capital Budgeting</td>
</tr>
<tr>
<td></td>
<td>- Cost of Debt</td>
</tr>
<tr>
<td></td>
<td>- Cost of Equity</td>
</tr>
<tr>
<td></td>
<td>Weighted Average Cost of Capital</td>
</tr>
<tr>
<td>9</td>
<td>Investment Rules</td>
</tr>
<tr>
<td></td>
<td>- Capital budgeting decision rules</td>
</tr>
<tr>
<td></td>
<td>- NPV versus IRR</td>
</tr>
<tr>
<td></td>
<td>- Independent and Mutually exclusive Projects</td>
</tr>
<tr>
<td>10</td>
<td>Capital Investment Decisions</td>
</tr>
<tr>
<td></td>
<td>- Cash Flow Estimation</td>
</tr>
<tr>
<td></td>
<td>- Identifying Relevant Cash Flows</td>
</tr>
<tr>
<td></td>
<td>- Evaluating Capital Budgeting Projects</td>
</tr>
<tr>
<td>11</td>
<td>Capital Budgeting and Risk</td>
</tr>
<tr>
<td></td>
<td>- Sensitivity Analysis, Scenario Analysis</td>
</tr>
<tr>
<td></td>
<td>- Real Options</td>
</tr>
<tr>
<td></td>
<td>- Decision Trees</td>
</tr>
<tr>
<td>12</td>
<td>Cost of Capital / Capital Budgeting</td>
</tr>
<tr>
<td></td>
<td>- Examples and Application</td>
</tr>
<tr>
<td></td>
<td>Capital Structure Decisions</td>
</tr>
<tr>
<td></td>
<td>- Financial Leverage and Firm Value</td>
</tr>
<tr>
<td>13</td>
<td>Capital Structure Decisions</td>
</tr>
<tr>
<td></td>
<td>- Financial Distress Costs</td>
</tr>
<tr>
<td></td>
<td>- Estimating the Optimal Capital Structure</td>
</tr>
<tr>
<td></td>
<td>- Capital Structure Theory</td>
</tr>
<tr>
<td>14</td>
<td>Special Topics</td>
</tr>
<tr>
<td></td>
<td>Review and Synthesis</td>
</tr>
</tbody>
</table>

The date and time of the final is TBD by the Office of the Registrar.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Course request type: □ Undergraduate □ Graduate □ First Professional (MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Mays Business School Master of Science in Business

3. Course prefix, number and complete title of course: FINC 710 Entrepreneurial Finance

4. Catalog course description (not to exceed 50 words): Financing small and medium sized business from the perspective of the entrepreneur and investors; estimation of cash flow needs; sources of financing for new ventures, including angels and various types of private equity; models for structuring venture capital contracts.

5. Prerequisite(s): For Master of Science in Business students only

6. Is this a variable credit course? □ Yes □ No If yes, from ___ to ___

7. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ______ times.

8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No

9. How will this course be graded? □ Grade □ S/U □ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Master of Science in Business
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)

   FINC 710 ENTREPRENEURIAL FINANCE

   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year HIC Code
   2.00 2.00 5208010016 1110 16 - 17 0 0 3 6 3 2

   Approval recommended by:
   2/23/2015

   Department Head or Program Chair (Type Name & Sign) Date

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)

   Submitted to Coordinating Board by:
   Chair, GC or UCC Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
FINC 710 – ENTREPRENEURIAL FINANCE
Sections TBD – Fall 2016
Time TBD
Wehner TBD

Instructor: TBD
Office: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

In this course, we apply the theory and methods of finance and economics to the field of entrepreneurial finance. We examine a wide variety of situations and problems that stakeholders (e.g., entrepreneurs, venture capitalists, and outside investors) might confront in an entrepreneurial venture.

Students will learn about the influences of risk and uncertainty on new venture success, devoting substantial attention to methods of financial modeling and contract design. In addition, students learn about different approaches to new venture valuation.

**COURSE LEARNING OUTCOMES**

At the completion of the course, successful students should be able to:

- Recognize an opportunity worthy of funding
- Value an opportunity
- Evaluate criteria for a successful entrepreneurial endeavor
- Describe private equity finance from seed stage through growth equity to recapitalization
- Understand the importance of options

**CATALOG DESCRIPTION**

Financing small and medium sized business from the perspective of the entrepreneur and investors; estimation of cash flow needs; sources of financing for new ventures, including angels and various types of private equity; models for structuring venture capital contracts.

**COURSE PREREQUISITES**

Enrollment is limited to Master of Science in Business students only.
COURSE MATERIALS


The following cases will be made available in a course packet in the book store.

Harvard Business School Cases

5-299-069    NSK Software Technologies Ltd.
9-200-046    Martin Smith: May 2000
9-396-067    Pathfinder Capital
9-898-188    The Band of Angels
9-808-069    D2Hawkeye: Growing the Medical IT Enterprise
9-808-048    Pinnacle Ventures
9-805-090    Gobi Partners: October 2004
9-803-080    Epicentric
9-202-118    Ocular
9-288-006    A Method for Valuing High Risk, Long-Term Investments
9.108.010    Lightspeed Venture Partners-International Expansion
9.801.167    Return Logic, Inc. (A)

Stanford Graduate School of Business Cases

E214        EndoNav
E218        Benchmark Europe: Bringing Silicon Valley Venture Capital To The Continent
E251(A)     Daksh (A): 1999 Business Plan
E251(B)     Daksh (B): 2002 Business Plan

GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>
Midterm Exam 30%
Final Exam 30%
Homework 30%
Class Participation 10%
Total 100%

Exams

Exams will be closed book, however a formula sheet will be provided for the exams. A sample formula sheet will be issued early in the semester so that students can familiarize themselves with it. The format of the exams will include multiple choice, work-out problems, and short-answer essays.

Homework

There will be weekly assignments that will be turned in via eCampus. The assignments will be due each Wednesday by 11:55 p.m. I will drop your lowest assignment score at the end of the semester. Assignments will be graded on a 10 point scale. Students are responsible for uploading a readable PDF format file in eCampus by the due date.

Class Participation

Class attendance and participation are vital components of this course. You are responsible for attending each class session on time and prepared to participate in class activities and discussions. I expect that each student has completed the assigned reading for each class and is prepared to discuss it. If you are unprepared, it is your responsibility to let me know before class starts.

Your participation in this course is as important as mine. You can earn full points by participating in class discussions, activities, and small groups.

Attendance Policy

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

Make-up Work Policy

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.
LATE WORK POLICY

Any course deliverable turned in late will be discounted by 10% per day. “Late” means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

Exception: Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 -- http://student-rules.tamu.edu).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honors Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.” (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).
STATEMENT ON PLAGIARISM

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under “Plagiarism” (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

FOOD AND DRINK IN THE CLASSROOM

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and new venture financing</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Methods of financial forecasting: Revenue</td>
<td>Homework 1</td>
</tr>
<tr>
<td>3</td>
<td>Methods of financial forecasting: Integrated</td>
<td>Homework 2</td>
</tr>
<tr>
<td>4</td>
<td>Assessing financial needs</td>
<td>Homework 3</td>
</tr>
<tr>
<td>5</td>
<td>Foundations of new venture valuation</td>
<td>Homework 4</td>
</tr>
<tr>
<td>6</td>
<td>Valuation in practice</td>
<td>Homework 5</td>
</tr>
<tr>
<td>7</td>
<td>The entrepreneur’s perspective on value</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Deal structure</td>
<td>Homework 6</td>
</tr>
<tr>
<td>9</td>
<td>Value creation and contract design</td>
<td>Homework 7</td>
</tr>
<tr>
<td>10</td>
<td>Choice financing</td>
<td>Homework 8</td>
</tr>
<tr>
<td>11</td>
<td>Harvesting</td>
<td>Homework 9</td>
</tr>
<tr>
<td>12</td>
<td>New venture strategy</td>
<td>Homework 10</td>
</tr>
<tr>
<td>13</td>
<td>Venture capital</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Future of entrepreneurship</td>
<td></td>
</tr>
</tbody>
</table>

The date and time of the final is TBD by the Office of the Registrar.
Texas A&M University
Departmental Request for a New Course
Undergraduate  Graduate  Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (MED, MD, JD, PharmD, DSpA)
2. Request submitted by (Department or Program Name):  Mays Business School Master of Science in Business
3. Course prefix, number and complete title of course:  ISYS 705 Information Management for Decision Making
4. Catalog course description (not to exceed 50 words):  Policies, practices, and procedures for managing corporate information; relational database theory and relational database management systems; data modeling; structured and unstructured data management; structured query language; secure data practices; information management for managerial decision making.

5. Prerequisite(s):  For Master of Science in Business students only
Cross-listed with:  Stacked with:
Cross-listed courses require the signature of both department heads.
6. Is this a variable credit course?  □ Yes  □ No  If yes, from ___ to ___
7. Is this a repeatable course?  □ Yes  □ No  If yes, this course may be taken ______ times.
Will this course be repeated within the same semester?  □ Yes  □ No
8. Will this course be submitted to the Core Curriculum Council?  □ Yes  □ No
9. How will this course be graded?  □ Grade  □ S/U  □ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Master of Science in Business
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      N/A
11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).
13. Prefix  Course #  Title (excluding punctuation)
    ISYS  705  INFO MGT FOR DECISION MAKING
    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | HCE Code |
    |-------|-----|-------|-----|------------------|-------------|------------|---------|
    | 2.00  | 0.00|       | 2.00| 1104010002       | 1634        | 16         | 17      | 0 0 3 6 3 2 | Level 6 |

Approval recommended by:

[Signature]
Department Head or Program Chair (Type Name & Sign) Date 2/14/15

Chair, College Review Committee
[Signature]
[Name]
Date 2/13/15

Dean of College
[Signature]
[Name]
Date

Submitted to Coordinating Board by:

[Signature]
[Name]
Chair, GC or UCC Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
ISYS 705 — INFORMATION MANAGEMENT FOR DECISION MAKING
Sections TBD — Fall 2016
Time TBD
Wehner TBD

Instructor: TBD
Office: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

Information has a fundamental effect on the structure, process, and success of all organizations. Those who can manage the tools of information acquisition, use, retention, and transfer can enable their organizations to develop and leverage strategic advantages based upon information. Along with these advantages comes also the responsibility to set forth and manage policies for the use and protection of information resources at all levels across the enterprise.

COURSE LEARNING OUTCOMES

At the completion of the course, successful students should be able to:

- Design databases using entity relationship modeling
- Convert entity relationship diagrams into normalized relational databases
- Formulate queries in SQL
- Understand the principles of big data
- Describe various data management technologies (e.g., Hadoop, MapReduce, columnar databases, etc.)

CATALOG DESCRIPTION

Policies, practices, and procedures for managing corporate information; relational database theory and relational database management systems; data modeling; structured and unstructured data management; structured query language; secure data practices; information management for managerial decision making.

COURSE PREREQUISITES

Enrollment is limited to Master of Science in Business students only.

COURSE MATERIALS
• Class readings packet
• Course workbook

**GRADING AND COURSE REQUIREMENTS**

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Midterm Exam 30%
Final Exam 30%
Semester Project 30%
Homework and Class Participation 10%
Total 100%

**Exams**

The exams will consist of questions to assess students’ understanding of the conceptual issues related to data management and will assess the extent to which students can apply proper systems modeling techniques to solve a database problem.

Each exam will cover any material previously discussed in class. The exams are not comprehensive; however, they are cumulative. Knowledge is cumulative and material discussed at the end of the semester will draw from earlier course material.

Exam grades are FINAL one week after the instructor posts them on the course website. Students may review the results of an exam within one week of posting of exam grades.

**Semester Project**

The semester project will give you hands-on experience manipulating data in a computer-based database system. Details on the project will be provided on the course website.

**Homework and Class Participation**
We will work a number of data modeling, SQL, and other problems in the classroom. I expect students to participate in and to contribute to all classroom discussions and activities. I will assign some problems as homework problems. At times, I will ask you to complete these homework assignments outside of the classroom (we will subsequently discuss these problems in class). In other situations, you will have in-class time to complete the assignment.

Some assignments will be individual work. Other homework will be team assignments. I will make it explicitly clear whether the assignment is an individual assignment or a team assignment.

I may periodically give unannounced quizzes and/or in-class assignments. These activities will be used to facilitate that day’s class discussion and/or to enable me to collect feedback on your understanding of course concepts.

The quizzes and assignments will typically cover material from prior class discussions or from the assigned reading for the current class period. Completion of the chapter review questions and review of the key terms for each chapter are strongly recommended as preparation for each class period.

Participation may also include both assigned and no-notice brief presentations of the material assigned for the current class period. These presentations may be on an individual or team basis. Presentations are expected to go beyond just summarizing or restating material and will be used to conduct the class discussion for the day’s assigned materials. Presentations often include sharing individual or group solutions to assigned homework problems.

**ATTENDANCE POLICY**

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

**MAKE-UP WORK POLICY**

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

**LATE WORK POLICY**

Any course deliverable turned in late will be discounted by 10% per day. “Late” means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

**Exception:** Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 – http://student-rules.tamu.edu).
STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case." (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

STATEMENT ON PLAGIARISM

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under “Plagiarism” (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).
**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Discussion</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The database environment and development process</td>
<td>Reading 1*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HTR 1**</td>
</tr>
<tr>
<td>2</td>
<td>Modeling data in the organization</td>
<td>HTR 2</td>
</tr>
<tr>
<td>3</td>
<td>The enhanced E-R model</td>
<td>HTR 3</td>
</tr>
<tr>
<td>4</td>
<td>Logical database design and the relational model</td>
<td>HTR 4</td>
</tr>
<tr>
<td>5</td>
<td>Physical database design and performance</td>
<td>HTR 5</td>
</tr>
<tr>
<td>6</td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Introduction to SQL</td>
<td>HTR 6</td>
</tr>
<tr>
<td>8</td>
<td>Introduction to SQL cont.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Advanced SQL</td>
<td>HTR 7</td>
</tr>
<tr>
<td>10</td>
<td>Advanced SQL cont.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>SQL wrap up</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Data warehousing</td>
<td>HTR 9</td>
</tr>
<tr>
<td>13</td>
<td>Big data</td>
<td>Reading 3</td>
</tr>
<tr>
<td>14</td>
<td>Recommendation systems</td>
<td>Reading 4</td>
</tr>
<tr>
<td></td>
<td>Course wrap up</td>
<td></td>
</tr>
</tbody>
</table>

*See Reading List below

**HTR = Chapter from the Hoffer, Topi, and Ramesh “Essentials of Database Management” text

The date and time of the final is TBD by the Office of the Registrar.

**READING LIST**

Reading 1


Reading 2

Reading 3

Reading 4
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  
   [ ] Undergraduate  
   [x] Graduate  
   [ ] First Professional (DVM, MD, JD, Pharm, DVM)

2. Request submitted by (Department or Program Name):  
   Mays Business School Master of Science in Business

3. Course prefix, number and complete title of course:  
   MGMT 705 Strategic Human Capital

4. Catalog course description (not to exceed 50 words):  
   Human resource management (HRM); staffing, performance management, work and job design; training; compensation and labor relations; employee engagement; applying human capital strategies to accomplish business objectives.

5. Prerequisite(s):  
   For Master of Science in Business students only

   Cross-listed with:  
   Stacked with:  

   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  
   [x] Yes  
   [ ] No  
   If yes, from ___1___ to ___4___ times.

7. Is this a repeatable course?  
   [ ] Yes  
   [x] No  
   If yes, this course may be taken ______ times.

   Will this course be repeated within the same semester?  
   [ ] Yes  
   [x] No

8. Will this course be submitted to the Core Curriculum Council?  
   [ ] Yes  
   [x] No  
   [x] P/F (CLMD)

9. How will this course be graded?  
   [x] Grade  
   [ ] S/U  
   [ ] P/F

10. This course will be:  
    a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)  
       Master of Science in Business
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)  
       N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. [x] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  
   Course #  
   Title (excluding punctuation)  

<table>
<thead>
<tr>
<th>MGMT</th>
<th>705</th>
<th>STRATEGIC HUMAN CAPITAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>2.00</td>
<td>SUG 5210010016</td>
</tr>
<tr>
<td>Lab</td>
<td>2.00</td>
<td>SCH</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Admin. Unit 1780</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acad. Year 16 - 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eff. Code 00 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:  

Department Head or Program Chair (Type Name & Sign)  

Date  

Chair, College Review Committee  

Date  

Dean of College  

Date  

Submitted to Coordinating Board by:  

Chair, GC or UCC  

Date  

Effective Date  

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu. 
Curricular Services – 07/14
MGMT 705 — STRATEGIC HUMAN CAPITAL
Sections TBD — Fall 2016
Time TBD
Wehner TBD

Instructor: TBD
Office: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

The purpose of this course is to enhance your understanding of human capital in organizations to assist in your development as an effective organizational leader. Your “people skills” will impact your ongoing, long-term success in the workplace. In this course, we focuses on the essential practices of human capital and how those practices impact organizational performance.

Human capital is becoming increasingly important to business success. As such, future corporate leaders must be as adept at competing for talent, building talented employees, and deploying talent resources. Leaders must connect investments in human capital management (such as training, leadership, career development, staffing and organizational design) to the critical success factors that influence the organization’s strategic success. Effective leaders achieve organizational success by skillfully using the leverage provided by human capital management.

COURSE LEARNING OUTCOMES

At the completion of the course, successful students should be able to:

- Assess practical skills for the general manager who seeks to manage both other people and his or her own career with optimal effectiveness
- Analyze best practices in the design of recruiting, performance evaluation, and compensation systems
- Evaluate how to develop people, manage workforce reductions, and have difficult conversations; and how to manage corporate culture and change

CATALOG DESCRIPTION

Human resource management (HRM); staffing, performance management, work and job design; training; compensation and labor relations; employee engagement; applying human capital strategies to accomplish business objectives.


COURSE PREREQUISITES

Enrollment is limited to Master of Science in Business students only.

COURSE MATERIALS

- Course packet will be available for purchase at the MSC Bookstore.

GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Reflective Exercise</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Midterm and Final Exam

Details about the exam will be discussed in class later in the semester.

Reflexive Exercise

In addition to regular class participation, students will also be asked to engage in a reflexive exercise. You will be asked to write a short one page (12 font, single-spaced) obituary about yourself. The obituary should be composed at the time you think it might appear in print (in other words, pick your date).

Please consider this a thought experiment meant to encourage you to “look backwards.” Also, please be prepared to share your obituary with other members of the class. It will allow students to reflect on how their human capital might evolve and how their careers unravel over an extended period of time.
Class Participation

Class attendance and participation are vital components of this course. You are responsible for attending each class session on time and prepared to participate in class activities and discussions. I expect that each student has completed the assigned reading for each class and is prepared to discuss it. If you are unprepared, it is your responsibility to let me know before class starts.

Your participation in this course is as important as mine. You can earn full points by participating in class discussions, activities, and small groups.

ATTENDANCE POLICY

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

MAKE-UP WORK POLICY

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the "make-up" policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

LATE WORK POLICY

Any course deliverable turned in late will be discounted by 10% per day. "Late" means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

Exception: Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 – http://student-rules.tamu.edu).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.
AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case." (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

STATEMENT ON PLAGIARISM

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under “Plagiarism” (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

FOOD AND DRINK IN THE CLASSROOM

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Syllabus, Creating overall dynamic human systems</td>
</tr>
<tr>
<td>2</td>
<td>Achieving internal and external alignment</td>
</tr>
<tr>
<td>3</td>
<td>Understanding the economics of effective human-capital processes</td>
</tr>
<tr>
<td>4</td>
<td>Focusing on how human resource systems influence customer service</td>
</tr>
<tr>
<td>5</td>
<td>Creating effective organizational levers: optimal recruiting system</td>
</tr>
<tr>
<td>6</td>
<td>Creating effective organizational levers: performance management and measurement systems</td>
</tr>
<tr>
<td>7</td>
<td>Midterm</td>
</tr>
<tr>
<td>8</td>
<td>Creating effective organizational levers: how to reduce the labor force in your organization</td>
</tr>
<tr>
<td>9</td>
<td>Creating effective organizational levers: socializing new employees</td>
</tr>
<tr>
<td>10</td>
<td>Creating effective organizational levers: career development and work/life balance</td>
</tr>
<tr>
<td>11</td>
<td>How to achieve organizational change through the human dimension</td>
</tr>
<tr>
<td>12</td>
<td>How to have difficult conversations</td>
</tr>
<tr>
<td>13</td>
<td>How to manage your own human capital and career</td>
</tr>
<tr>
<td>14</td>
<td>Course content review</td>
</tr>
</tbody>
</table>

The date and time of the final is TBD by the Office of the Registrar.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
- Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: ☐ Undergraduate ☑ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Mays Business School Master of Science in Business

3. Course prefix, number and complete title of course: MGMT 710 Crafting Business Strategy

4. Catalog course description (not to exceed 50 words): Analysis, decisions, and actions taken by companies to create sustainable competitive advantages; environment, competitor, and stakeholder analysis; strategy formulation; strategy implementation and control; corporate governance; diversification; mergers and acquisitions; innovation and market share; nature of strategy and its relationship with performance.

5. Prerequisite(s): For Master of Science in Business students only

Cross-listed with: ____________________________ Stacked with: ____________________________

Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☑ Yes ☐ No If yes, from ___ to ___

7. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _____ times.

Will this course be repeated within the same semester? ☐ Yes ☑ No

8. Will this course be submitted to the Core Curriculum Council? ☑ Yes ☐ No

9. How will this course be graded: ☑ Grade ☐ S/U ☐ P/F (CLMD)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

    Master of Science in Business
    
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

    N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix: MGMT Course #: 710 Title (excluding punctuation): CRAFTING BUSINESS STRATEGY

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HUC Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td>2.00</td>
<td></td>
<td>5202010016</td>
<td>1780</td>
<td>16</td>
<td>17</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.

Curricular Services – 07/14
MGMT 710 — CRAFTING BUSINESS STRATEGY
Sections TBD — Spring 2017
Time TBD
Wehner TBD

Instructor: TBD
Office: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

Business strategy is the set of objectives and policies that collectively determine how a company generates wealth for its stakeholders. In this course, you will be introduced to concepts and frameworks used to analyze and formulate business strategies. You will learn practical analytical techniques for diagnosing a firm’s competitive position, identifying managerial issues, evaluating alternative plans of action, and anticipating the consequences of specific decision options.

The course will focus on two main questions:

- Why do some companies in certain industries succeed — that is, earn positive economic profits — while other companies fail?
- How do some companies maintain economic profits over long periods of time, while other companies see these profits quickly disappear?

The frameworks, analytical tools, and skills you learn in this course rest upon the principle that companies exist to create and capture wealth, above and beyond the cost of capital, for their stakeholders. The ability of a particular company to succeed depends on a number of factors, such as, resources the company has at its disposal, the overall profitability of its industry, and whether the company maintains an industry position where its resources enable it to compete successfully. The ability of a company to sustain success depends on whether other companies can emulate its strategies and whether the company can adapt to changing environmental conditions through time.

COURSE LEARNING OUTCOMES

At the completion of the course, successful students should be able to:

- Identify and assess industry characteristics and environmental factors affecting a company
- Identify and assess corporate resources and capabilities
- Distinguish among functional-, business-, and corporate-level strategies and structures
- Identify potential sources of firms’ competitive advantages and disadvantages
- Prepare and present professional analyses and recommendations (both written and oral)
CATALOG DESCRIPTION

Analysis, decisions, and actions taken by companies to create sustainable competitive advantages; environment, competitor, and stakeholder analysis; strategy formulation; strategy implementation and control; corporate governance; diversification; mergers and acquisitions; innovation and market share; nature of strategy and its relationship with performance.

COURSE PREREQUISITES

Enrollment is limited to Master of Science in Business students only.

COURSE MATERIALS


The Harvard Business Publishing Coursepack is available for purchase at: https://cb.hbsp.harvard.edu/cbmp/access/27762508

GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Midterm Exam 20%
Final Exam 20%
Team Project - Presentation 25%
Team Project – Research Paper 25%
Case Evaluation and Class Participation 10%
Total 100%

Exams

You will demonstrate your grasp of issues covered in the course. The exams will be closed book, closed notes, with a combination of multiple choice and essay-type questions.
Team Project Topic: Local Service Firms

Choose a local Bryan/College Station firm that is engaged in providing a service (as you can imagine, this could cover a wide potential set of industries – auto detailing/repair, accounting, computer programming, banking, legal services, and many others!). Drawing from concepts and strategic analysis tools learned in the course, your project must address the following questions:

1. What is the competitive structure of your firm’s industry in Bryan/College Station? (Hint: you might consider how/whether the market is regulated, divided into different segments, lends itself to different marketing strategies, appeals to ranges of potential customers, etc.)
   a. What are the implications of this structure for the ability of local firms in this industry to recover their cost of capital and make an economic profit?
   b. Based on your understanding of consumer, economic, and other environmental trends, how do you see the competitive structure of the Bryan/College Station market evolving over the next five years in your firm’s industry?

2. Focusing specifically on your firm:
   a. Describe its current strategy.
   b. Critique this strategy in light of your answers to question 1.
   c. Recommend what the firm’s strategy should be going forward.

Fieldwork – I have set aside during one class period for group project fieldwork, an opportunity for teams to visit a local firm engaged in a service industry, interview the owner and/or staff, etc. To compensate for this time commitment, class will not meet for this week.

Research Paper

Your team must assign your own roles, meeting times and deadlines, do the research, and write a 20-25 page paper. Your paper will be graded on your team’s depth of understanding of the topic area, the quality of your analysis, and the professionalism of the written report (writing, neatness, etc.). Please use one of the conventional paper styles for your format and references – for example the American Psychological Association (APA) style works well.

Presentation

Your team will present the results of your project to the class as a 10 minute business presentation, with an additional 5-10 minutes of Q&A. The format of the presentation is up to you, but I strongly recommend the use of PowerPoint or Prezi, visual aids, or other creative presentation techniques. The presentation will be graded on professionalism, how well you communicate the material, and the degree to which you keep your audience involved and interested.

Case Evaluation and Class Participation

This is largely a case-based, experiential course; consequently, active participation in class and case discussions is critical in meeting the course learning objectives. You will serve as a member of the “Board of Directors” for all case discussions in which your team is not presenting the case as the “Executive Staff.” This involves:
a. Reading the case in advance,
b. Asking probing (but professional) questions of the executive staff,
c. Sending me a short email with your evaluation of the strengths and limitations of the executive staff presentation, along with whether you would ratify their recommendations. Bullet-form is ok, please email your evaluation within 3 days after the case session.

ATTENDANCE POLICY

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

MAKE-UP WORK POLICY

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

LATE WORK POLICY

Any course deliverable turned in late will be discounted by 10% per day. “Late” means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

Exception: Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 – http://student-rules.tamu.edu).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from
the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case." (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

**STATEMENT ON PLAGIARISM**

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under "Plagiarism" (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro, Syllabus, and Case Method; Strategic Management, Competitiveness</td>
</tr>
<tr>
<td>2</td>
<td>External Environment; Case 1: Apple</td>
</tr>
<tr>
<td>3</td>
<td>Internal Organization; Case 2: Toyota Prius</td>
</tr>
<tr>
<td></td>
<td>Group Project Fieldwork</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------</td>
</tr>
<tr>
<td>5</td>
<td>Magnetic Sentences Exercise; Business-Level Strategy</td>
</tr>
<tr>
<td>6</td>
<td>Competitive Rivalry and Dynamics; Case 3: Aldi</td>
</tr>
<tr>
<td>7</td>
<td>Midterm</td>
</tr>
<tr>
<td>8</td>
<td>Management of Technology; Cola Wars</td>
</tr>
<tr>
<td>9</td>
<td>Vertical integration exercise; Case 5: Video Games</td>
</tr>
<tr>
<td>10</td>
<td>Corporate Level Strategy; Case 6: Virgin</td>
</tr>
<tr>
<td>11</td>
<td>Merger and Acquisition Strategies; Case 7: Disney/Pixar</td>
</tr>
<tr>
<td>12</td>
<td>International Strategy; Case 8: IKEA</td>
</tr>
<tr>
<td>13</td>
<td>Strategy Entrepreneurship; Presentations</td>
</tr>
<tr>
<td>14</td>
<td>Presentations; course content summary</td>
</tr>
</tbody>
</table>

The date and time of the final is TBD by the Office of the Registrar.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Mays Business School Master of Science in Business

3. Course prefix, number and complete title of course: MKTG 705 Market and Customer Insights

4. Catalog course description (not to exceed 50 words): Strategic challenges in understanding customers, both in consumer and business markets: customer decision-making, buyer behavior, market segmentation, marketing environment, and marketing research.

5. Prerequisite(s): For Master of Science in Business students only
   Cross-listed with: [Blank]
   Stacked with: [Blank]
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes □ No If yes, from ___ to ___

7. Is this a repeatable course? □ Yes □ No If yes, this course may be taken _____ times.

Will this course be repeated within the same semester? □ Yes □ No

8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No

9. How will this course be graded? □ Grade □ S/J □ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   Master of Science in Business
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix | Course # | Title (excluding punctuation)
        MKTG 705 | MARKET AND CUSTOMER INSIGHTS

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCh</th>
<th>CR and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>EIC Code</th>
<th>Level</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.00</td>
<td>2.00</td>
<td></td>
<td>5214010016</td>
<td>1830</td>
<td>16</td>
<td>0 0 3 6 3 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

2/23/15
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee
Dean of College

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
MKTG 705 – MARKET AND CUSTOMER INSIGHTS
Sections TBD – Fall 2016
Time TBD
Wehner TBD

Instructor: T3D
Office: T3D
Phone: T3D
E-Mail: T3D
Office Hours: T3D

Students will learn about the scope, terminology, and procedures of marketing. Course topics include the analysis of the marketing environment and competition, target market segmentation and analysis, quantitative and qualitative marketing research, and business and consumer behavior. The student will complete a comprehensive market assessment.

COURSE LEARNING OUTCOMES

At the completion of the course, successful students should be able to:

- Define fundamental marketing terms, concepts, and principles
- Employ qualitative and quantitative marketing research techniques
- Demonstrate knowledge of target market segmentation, selection, and positioning
- Apply analytical tools and appropriate marketing theories

CATALOG DESCRIPTION

Strategic challenges in understanding customers, both in consumer and business markets: customer decision-making, buyer behavior, market segmentation, marketing environment, and marketing research.

COURSE PREREQUISITES

Enrollment is limited to Master of Science in Business students only.

COURSE MATERIALS


There is a required course packet that can be purchased online at Harvard Publishing online. A link to the site where course materials can be downloaded will be sent via email shortly before the first class day. These materials will be the foundation for all in-class discussions. Please read all articles very
carefully and come prepared to discuss them. In addition, you are encouraged to read current articles relating to marketing that appear in publications such as Business Week, Fortune, and The Wall Street Journal.

**Grading and Course Requirements**

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Group Case Write-up 30%
Marketing Project 30%
Final Exam 30%
Class Participation 10%
**Total** 100%

Group Case Write-Up

Your group can choose any one of four cases to complete a case write-up. Each write-up should address all of the discussion questions listed in the syllabus for that case and is restricted to 5 double-spaced pages. (Exhibits are not included in the page limit but should be used sparingly.) The case write-ups are due at the beginning of the class where the case is discussed.

The Marketing Project

In the final project, your group is expected to analyze the market environment for a product of your choice. You will use your learning from the course, along with your analytical and problem-solving skills to understand and evaluate the marketing environment, identify key market segments, and conduct research to evaluate the product’s strengths, weaknesses, and positioning. The product can be from any industry, including nonprofit, and can either be a good or a service.

The project will culminate in a written report and a class presentation. The written report should be 8-12 pages in length, double-spaced, with one-inch margins all around and a font size of 12. If you have other supplementary materials (such as tables, figures, screenshots), you can present them in appendices that are not included in the page limit, but their contribution to the report should be integrated within the main text.
The PowerPoint presentation (10-12 minutes) shares the highlights of your group project with the rest of the class. Not every group member has to speak during the presentation (but anyone may be asked a question). Groups will be randomly chosen to present. The sequence of presentations will be announced one week in advance. Note that these presentation sessions are mandatory and constitute a major learning module.

A brief progress report (1-2 pages) will also be due. The report should identify the topic of your project and explain why it is interesting, describe what sources of information and data are used for the project, and lay out the tasks you have completed and those you plan to complete in the next few weeks. This progress report is not graded but serves as a key check-point.

Final Exam

There will be a take-home exam. The exam will be made available at a pre-specified time and due 3 days later (exact times will be notified later). The exam questions may be based on lectures, case discussions, required readings, and guest speaker presentations. The "Marketing Management Toolkit" note, which will be handed out towards the end of the class, will offer a study guide to all the essential topics you are responsible for in the final exam. No make-up exam will be offered and you will not be permitted to take the exam early.

ATTENDANCE POLICY

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

MAKE-UP WORK POLICY

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the "make-up" policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

LATE WORK POLICY

Any course deliverable turned in late will be discounted by 10% per day. "Late" means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

Exception: Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 – http://student-rules.tamu.edu).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation
requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

AGGIE HONOR CODE

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case." (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

STATEMENT ON PLAGIARISM

As commonly defined, plagiarism consists of passing off as one’s own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under “Plagiarism” (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).
**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Items Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Marketing</td>
<td></td>
</tr>
</tbody>
</table>
| 2    | Analyzing the Marketing Environment  
     | Understanding Consumer Behavior (I) |          |
| 3    | The Technological Environment |          |
| 4    | The Legal and Regulatory Environment |          |
| 5    | Product and Brand Analysis  
     | Competitive Analysis  
     | Market Research I  
     | Market Research II |          |
| 6    | Competitor Analysis |          |
| 7    | Case discussions | Case write up due |
| 8    | Target Market Segmentation and Analysis |          |
| 9    | Qualitative Marketing Research Techniques | Marketing Project progress report due |
| 10   | Quantitative Marketing Research Techniques |          |
| 11   | Consumer Behavior I |          |
| 12   | Consumer Behavior II |          |
| 13   | Marketing Project Presentations | Final Project Reports due |
| 14   | Course Content Review |          |

The date and time of the final is TBD by the Office of the Registrar.
Texas A&M University
Departmental Request for a New Course
Undergraduate  Graduate  Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  ☑ Undergraduate  ☑ Graduate  ☑ First Professional (MPA, MPA/PhD, PHD)

2. Request submitted by (Department or Program Name):  Mays Business School Master of Science in Business

3. Course prefix, number and complete title of course:  MKTG 710 Strategic Marketing Decisions

4. Catalog course description (not to exceed 50 words):  Key decisions made by marketing managers: development and management of goods and services, product position, pricing of offerings, managing brand portfolios and communication strategies, structuring and managing channels of distribution.

5. Prerequisite(s):  For Master of Science in Business students only

Cross-listed with:  
Stacked with:  
Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  ☑ Yes  ☑ No  
If yes, from ___ to ___

7. Is this a repeatable course?  ☑ Yes  ☑ No  
If yes, this course may be taken ___ times.

Will this course be repeated within the same semester?  ☑ Yes  ☑ No

8. Will this course be submitted to the Core Curriculum Council?  ☑ Yes  ☑ No

9. How will this course be graded?  ☑ Grade  ☑ S/U  ☑ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in History)
      Master of Science in Business
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th>MKTG</th>
<th>710</th>
<th>STRATEGIC MARKETING DECISIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lec.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>2.00</td>
<td>2.00</td>
<td>5214010016</td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign)  Date
Chair, College Review Committee  Date
Dean of College  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
MGMT 710 – CRAFTING BUSINESS STRATEGY
Sections TBD – Spring 2017
Time TBD
Wehner TBD

Instructor: TBD
Office: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

Business strategy is the set of objectives and policies that collectively determine how a company generates wealth for its stakeholders. In this course, you will be introduced to concepts and frameworks used to analyze and formulate business strategies. You will learn practical analytical techniques for diagnosing a firm’s competitive position, identifying managerial issues, evaluating alternative plans of action, and anticipating the consequences of specific decision options.

The course will focus on two main questions:

- Why do some companies in certain industries succeed — that is, earn positive economic profits — while other companies fail?
- How do some companies maintain economic profits over long periods of time, while other companies see these profits quickly disappear?

The frameworks, analytical tools, and skills you learn in this course rest upon the principle that companies exists to create and capture wealth, above and beyond the cost of capital, for their stakeholders. The ability of a particular company to succeed depends on a number of factors, such as, resources the company has at its disposal, the overall profitability of its industry, and whether the company maintains an industry position where its resources enable it to compete successfully. The ability of a company to sustain success depends on whether other companies can emulate its strategies and whether the company can adapt to changing environmental conditions through time.

COURSE LEARNING OUTCOMES

At the completion of the course, successful students should be able to:

- Identify and assess industry characteristics and environmental factors affecting a company
- Identify and assess corporate resources and capabilities
- Distinguish among functional-, business-, and corporate-level strategies and structures
- Identify potential sources of firms’ competitive advantages and disadvantages
- Prepare and present professional analyses and recommendations (both written and oral)


**CATALOG DESCRIPTION**

Analysis, decisions, and actions taken by companies to create sustainable competitive advantages; environment, competitor, and stakeholder analysis; strategy formulation; strategy implementation and control; corporate governance; diversification; mergers and acquisitions; innovation and market share; nature of strategy and its relationship with performance.

**COURSE PREREQUISITES**

Enrollment is limited to Master of Science in Business students only.

**COURSE MATERIALS**


The Harvard Business Publishing Coursepack is available for purchase at: [https://cb.hbsp.harvard.edu/cbmp/access/27762508](https://cb.hbsp.harvard.edu/cbmp/access/27762508)

**GRADING AND COURSE REQUIREMENTS**

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

- Midterm Exam: 20%
- Final Exam: 20%
- Team Project - Presentation: 25%
- Team Project – Research Paper: 25%
- Case Evaluation and Class Participation: 10%
- Total: 100%

**Exams**

You will demonstrate your grasp of issues covered in the course. The exams will be closed book, closed notes, with a combination of multiple choice and essay-type questions.
Team Project Topic: Local Service Firms

Choose a local Bryan/College Station firm that is engaged in providing a service (as you can imagine, this could cover a wide potential set of industries – auto detailing/repair, accounting, computer programming, banking, legal services, and many others!). Drawing from concepts and strategic analysis tools learned in the course, your project must address the following questions:

1. What is the competitive structure of your firm’s industry in Bryan/College Station? (Hint: you might consider how/whether the market is regulated, divided into different segments, lends itself to different marketing strategies, appeals to ranges of potential customers, etc.)
   a. What are the implications of this structure for the ability of local firms in this industry to recover their cost of capital and make an economic profit?
   b. Based on your understanding of consumer, economic, and other environmental trends, how do you see the competitive structure of the Bryan/College Station market evolving over the next five years in your firm’s industry?

2. Focusing specifically on your firm:
   a. Describe its current strategy.
   b. Critique this strategy in light of your answers to question 1.
   c. Recommend what the firm’s strategy should be going forward.

Fieldwork – I have set aside during one class period for group project fieldwork, an opportunity for teams to visit a local firm engaged in a service industry, interview the owner and/or staff, etc. To compensate for this time commitment, class will not meet for this week.

Research Paper

Your team must assign your own roles, meeting times and deadlines, do the research, and write a 20-25 page paper. Your paper will be graded on your team’s depth of understanding of the topic area, the quality of your analysis, and the professionalism of the written report (writing, neatness, etc.). Please use one of the conventional paper styles for your format and references – for example the American Psychological Association (APA) style works well.

Presentation

Your team will present the results of your project to the class as a 10 minute business presentation, with an additional 5-10 minutes of Q&A. The format of the presentation is up to you, but I strongly recommend the use of PowerPoint or Prezi, visual aids, or other creative presentation techniques. The presentation will be graded on professionalism, how well you communicate the material, and the degree to which you keep your audience involved and interested.

Case Evaluation and Class Participation

This is largely a case-based, experiential course; consequently, active participation in class and case discussions is critical in meeting the course learning objectives. You will serve as a member of the “Board of Directors” for all case discussions in which your team is not presenting the case as the “Executive Staff.” This involves:
a. Reading the case in advance,
b. Asking probing (but professional) questions of the executive staff,
c. Sending me a short email with your evaluation of the strengths and limitations of the executive staff presentation, along with whether you would ratify their recommendations. Bullet-form is ok, please email your evaluation within 3 days after the case session.

ATTENDANCE POLICY

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

MAKE-UP WORK POLICY

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

LATE WORK POLICY

Any course deliverable turned in late will be discounted by 10% per day. “Late” means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

Exception: Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 – http://student-rules.tamu.edu).

STUDENTS WITH DISABILITIES

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from
the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.”
(http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

**STATEMENT ON PLAGIARISM**

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under "Plagiarism" (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro, Syllabus, and Case Method; Strategic Management, Competitiveness</td>
</tr>
<tr>
<td>2</td>
<td>External Environment; Case 1: Apple</td>
</tr>
<tr>
<td>3</td>
<td>Internal Organization; Case 2: Toyota Prius</td>
</tr>
</tbody>
</table>

Page 5 of 6
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Group Project Fieldwork</td>
</tr>
<tr>
<td>5</td>
<td>Magnetic Sentences Exercise; Business-Level Strategy</td>
</tr>
<tr>
<td>6</td>
<td>Competitive Rivalry and Dynamics; Case 3: Aldi</td>
</tr>
<tr>
<td>7</td>
<td>Midterm</td>
</tr>
<tr>
<td>8</td>
<td>Management of Technology; Cola Wars</td>
</tr>
<tr>
<td>9</td>
<td>Vertical integration exercise; Case 5: Video Games</td>
</tr>
<tr>
<td>10</td>
<td>Corporate Level Strategy; Case 6: Virgin</td>
</tr>
<tr>
<td>11</td>
<td>Merger and Acquisition Strategies; Case 7: Disney/Pixar</td>
</tr>
<tr>
<td>12</td>
<td>International Strategy; Case 8: IKEA</td>
</tr>
<tr>
<td>13</td>
<td>Strategy Entrepreneurship; Presentations</td>
</tr>
<tr>
<td>14</td>
<td>Presentations; course content summary</td>
</tr>
</tbody>
</table>

The date and time of the final is TBD by the Office of the Registrar.
Texas A&M University
Departmental Request for a New Course
Undergraduate □ Graduate ☑ Professional □ Professional (DGS, MD, JD, PharmD, DVM)

Submit original form and attach a course syllabus.

1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DGS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Political Science

3. Course prefix, number and complete title of course:
   POLS 673 Seminar in Gender and Politics In Comparative Perspective

4. Catalog course description (not to exceed 50 words):
   Seminar in political science theories of gender and politics as developed and tested in comparative politics; world wide topics with an emphasis on representation of women in democratic regimes.

5. Prerequisite(s):

<table>
<thead>
<tr>
<th>Graduate classification</th>
<th>Stacked with: NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-listed with: NA</td>
<td>Stacked with: NA</td>
</tr>
</tbody>
</table>

   Cross-listed courses require the consent of both department heads.

6. Is this a variable credit course?
   - Yes
   - No
   If yes, from ______ to _______

7. Is this a repeatable course?
   - Yes
   - No
   If yes, this course may be taken ______ times.

8. Will this course be repeated within the same semester?
   - Yes
   - No

9. Will this course be submitted to the Core Curriculum Council?
   - Yes
   - No

10. How will this course be graded?
    - Grade
    - S/U
    - P/F (CLMD)

11. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in History)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography)

12. Ph.D in Political Science

13. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

   ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title</th>
<th>Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 673</td>
<td>Gender Pol Comparative</td>
<td>✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text</th>
<th>Lab</th>
<th>Other</th>
<th>S/C</th>
<th>CIP and ETS Code</th>
<th>Credit Unit</th>
<th>Acad. Year</th>
<th>HC Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td></td>
<td>3.0</td>
<td>4510010001</td>
<td>2340</td>
<td>15</td>
<td>0</td>
</tr>
</tbody>
</table>

Approval recommended by:

William Clark 3/4/15

Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee 2/10/14

Dean of College 2/10/14

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-3201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
POLS 673: Seminar in Gender and Politics in Comparative Perspective

Fall 2015

Dr. Taylor-Robinson
Meeting time: TBD
Meeting place: TBD

Office: ALLN 2118
Office Hours: TBD
& by appointment
Office Phone: 845-2525
e-mail m-taylor11@tamu.edu

Course description: Seminar in political science theories of gender and politics as developed and tested in comparative politics. Course topics will be global in coverage, with an emphasis on representation of women in democratic regimes. Prerequisite: graduate classification.

Learning outcomes: By the end of this course you will:

- be able to define gender vs. sex and employ these concepts in comparative politics research designs
- have a diverse knowledge of the literatures about how culture, socio-economic development and political institutions affect representation of women in government
- be able to address the challenges of developing cross-nationally applicable indicators for research about gender and politics

Course requirements:

- 10% -- 1st seminar where you serve as in-depth discussion leader
- 10% -- 2nd seminar where you serve as in-depth discussion leader,
- 10% -- weekly talking points and class discussion participation on days when you are not the in-depth discussion leader (NOTE: 2 talking points based on the readings must be submitted to the professor via e-mail by 9pm the evening before the seminar meets).
- 30% -- 3 essays to simulate comprehensive exams (10% each)
- 40% -- research paper addressing a question pertaining to the gender and politics literature utilizing a comparative research design.

Grades will be assigned based on final averages as follows: A = 89.5 – 100; B= 89.4 – 79.5; C = 79.4 – 69.5; D = 69.4- 59.5; F = below 59.4

Penalties for late work:

- All work must be submitted on time unless the student has a university accepted excuse for a delay. In the case of a university accepted reason for delayed submission of the paper the professor must receive documentation of the excuse. See TAMU Student Rule 7 for university policy about excused absences, http://student-rules.tamu.edu/rule07.
- The penalty for late papers lacking a university accepted excuse is one letter-grade off per day, beginning with papers that are not turned in by 5pm on the paper due date. Talking points are considered late if they arrive via e-mail after 9pm.
- The penalty for missing the seminar meeting on a date for which you are scheduled to be the in-depth discussion leader is a “0” for that part of the grade. If you have a university
acceptable excuse for missing the in-depth discussion leader assignment you must contact the professor so that arrangements can be made for an alternative assignment.

- **Policy on assignment length**: Papers may not be longer than the assigned page limit and font so that all students must fit their arguments/proposals into the same amount of space. If a paper is too long it will be returned to you and the paper will receive a letter grade off per day late.

**Required Readings:**
- All readings are available via Evans library

**Talking points:**
Each week you will submit 2 talking points related to the assigned reading, and possibly also relating to assigned readings from other weeks.
- The two talking points combined can be no more than a single page in length (12 point Times Roman font, 1 inch margins).

**Research paper assignment:**
- The purpose of this assignment is for you to prepare a new work of individual research that can later be submitted to a political science journal.
- Papers should address a topic of interest to the gender and politics literature and must utilize a comparative research design.
- Papers should conform to the journal submission requirements of the *American Journal of Political Science*.
- Paper proposals should be submitted to the instructor by [insert date], and you are strongly advised to make an appointment with me to discuss your paper idea before developing the formal proposal.
- Each student will present their paper to the class as an opportunity for feedback before turning in the final paper. Paper presentation will take the format of a conference presentation and another member of the seminar will serve as the discussant for each paper.

**Course Outline and Reading Assignments:**
Week 1  Sex vs. gender and what is meant by women’s interests?

*Suggested further reading:*


**Week 2** Where are the women, and where are woman not found in politics? Why does representation of women matter? Cross-national sources of data


*Suggested further reading:*


**Week 3** Parties as gatekeepers – getting women into politics, keeping women out

- Escobar-Lemmon, Maria and Michelle M. Taylor-Robinson. 2008. – chapter in Peter & Scott’s edited volume

*Suggested further reading:*


**Week 4** Impact of electoral rules on election of women – descriptive representation

The Case of Women, eds. Maria C. Escobar-Lemmon and Michelle M. Taylor-Robinson. New York: Oxford University Press. (pp.79-102)


Suggested further reading:

Week 5  Gender quotas – when do they work? what are their pros & cons?

Suggested further reading:

Week 6  Women in the executive branch – descriptive representation


Suggested further reading:


Week 7  How are women perceived in politics? Attitudes about gender equality


Suggested further reading:

Week 8  What do women do once they are in government? Challenges of studying substantive representation in comparative politics
- Annesley, Claire and Francesca Gains. 2010. “Gender Power and Change: The Core Executive in the US.” Political Studies 58(5).

Suggested further reading:

Week 9 Critical mass, critical actors or critical acts?

Suggested further reading:

Week 10 Are institutions gendered? How this topic is studied in comparative politics

**Suggested further reading:** Krook, Mona Lena and Fiona Mackey (eds.). 2011. *Gender, Politics and Institutions: Towards a Feminist Institutionalism*. New York: Palgrave Macmillan

**Week 11** Women and regime change (transitions to democracy, conflict resolution)


**Week 12** Women working from outside government


Suggested further reading:

Week 13  Presentations of research papers

Week 14  Representation of women – is the job complete?
  
  • Final research papers due no later than ___.

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Copyright on course materials: All handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, exams, and in-class materials. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Definition of plagiarism: As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Academic Dishonesty: Students should be aware that academic dishonesty involves acts other than plagiarism. Please consult the Aggie Honor Code, which takes effect September 1, 2004 at the Aggie Honor System Office website (http://aggiehonor.tamu.edu) for more information.

  “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

Diversity Statement: The Department of Political Science supports the Texas A&M University commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality. (See http://diversity.tamu.edu/). In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students and the instructor, and will engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional/MD, JD, DVM, PhD

2. Request submitted by (Department or Program Name):  Mays Business School Master of Science in Business

3. Course prefix, number and complete title of course:  SCMT 705 Global Operations

4. Catalog course description (not to exceed 50 words):  Concepts, techniques, and tools to design, analyze, and improve core operational capabilities; production control; inventory management; quality management; process design; forecasting; product design; facility layout; capacity planning.

5. Prerequisite(s):  For Master of Science in Business students only

6. Is this a variable credit course?  □ Yes  □ No  If yes, from __1__ to __4__

7. Is this a repeatable course?  □ Yes  □ No  If yes, this course may be taken _____ times.

   Will this course be repeated within the same semester?  □ Yes  □ No

8. Will this course be submitted to the Core Curriculum Council?  □ Yes  □ No

9. How will this course be graded:  □ Grade  □ S/U  □ P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      Master of Science in Business
   b. an elective for students enrolled in the following degree programs(s) (e.g., M.S., Ph.D. in geography)
      N/A

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>GC</th>
<th></th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCL Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCMT</td>
<td>705</td>
<td>GLOBAL OPERATIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00</td>
<td></td>
<td></td>
<td>52030016</td>
<td>1634</td>
<td>16 - .17</td>
<td>0 0 3 6 3 2</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign)  (Date)
Chair, College Review Committee  Date
Department Head or Program Chair (Type Name & Sign)  Date
Dean of College  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
SCMT 705 - GLOBAL OPERATIONS
Sections TBD – Fall 2016
Time TBD
Wehner TBD

Instructor: TBD
Office: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

This course provides a framework to describe and formulate an operations strategy and understand and evaluate the key decisions in operations that have a substantial impact on a firm’s competitive position. Thus, the word strategy has two connotations: formulating an operational strategy (long-term plan) and making strategic (important) operational decisions. We will study books, articles, and cases in a variety of settings using a variety of tools to achieve these two goals. The course will also examine today’s critical strategic issues such as outsourcing and globalization.

Operations strategy consists of the strategic use of functions such as manufacturing, supply chain, and service provision. Traditionally, these areas have been viewed as narrow functional areas, and management of them was based on some simple criterion such as cost minimization. More recently, managers and business observers have understood that manufacturing and operations have to be managed in the broader context of business strategy. In this sense, decisions on manufacturing and operations capabilities must fit and be consistent with the business strategy. Such decisions need to take into account the competitive environment, including the maturity of the industry on the S-curve and the structure of the value chain. Furthermore, decisions about different areas of manufacturing and operations must be consistent with each other. Strategic choices about facilities, capacity, vertical integration, process technology, control and information systems, sourcing, human resources, organization, and other areas all significantly affect what the business brings to the marketplace. The course will examine how decisions in these areas can be made in a coherent manner.

Beyond integration of manufacturing decisions with business strategy, manufacturing and operations strategy emphasizes the concept of operations as a source of competitive advantage. Using the broad notion of manufacturing, a company’s strength in manufacturing and operations can be the basis of competitive position. A competitive advantage can accrue through superior product development, cost, quality, features, etc.

COURSE LEARNING OUTCOMES

- Describe the strategic role of operations management in creating and enhancing a firm’s competitive advantages
- Analyze key concepts and issues of OM in both manufacturing and service organizations
- Assess the interdependence of the operations function with the other key functional areas of a firm
- Apply analytical skills and problem-solving tools to the analysis of the operations problems

**CATALOG DESCRIPTION**

Concepts, techniques, and tools to design, analyze, and improve core operational capabilities; production control; inventory management; quality management; process design; forecasting; product design; facility layout; capacity planning.

**COURSE PREREQUISITES**

Enrollment is limited to Master of Science in Business students only.

**COURSE MATERIALS**

**ONLINE CASES**

A set of business cases from Harvard Business Publishing is available

- Benihana Of Tokyo
- National Cranberry Cooperative
- Bat Case: Putting Tech Support On The Fast Track
- Toyota Motor Manufacturing USA, Inc.
- Zara Fast Fashion

The following readings and short cases will be posted in Blackboard:

- Terms used in operations management
- Analysis of an operation
- FCN securities demo (a), (b) and (c)
- Network cases

**TEXTBOOKS**


**GRADING AND COURSE REQUIREMENTS**

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.
## Percent and Grade

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

### Midterm Exam

25%

### Final Exam

30%

### Individual Assignments (6)

15%

### Group Homework (2)

20%

### Class Participation

10%

### Total

100%

## Midterm and Final Exam

This will be an individual, in-class exam at the end of the semester. More details will be provided later in the course.

## Individual Assignments

There are six individual assignments, which must be submitted at the beginning of the session in which they are due. Keep a copy for your reference during class. Show all the work if your response requires a calculation.

## Group Homework

There are two homework assignments to be done in your groups assigned by the MS-BIZ staff. In the same spirit, groups should not collaborate with each other for the purpose of doing the assignments. There is no restriction in the length of these homework submissions but precise and short answers are expected. Keep a copy for your reference during class. Group homework assignments are due at the beginning of the session in which they are due.

## Class Participation

Class attendance and participation are vital components of this course. You are responsible for attending each class session on time and prepared to participate in class activities and discussions. I expect that each student has completed the assigned reading for each class and is prepared to discuss it. If you are unprepared, it is your responsibility to let me know before class starts.

Your participation in this course is as important as mine. You can earn full points by participating in class discussions, activities, and small groups.
**Attendance Policy**

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

**Make-Up Work Policy**

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

**Late Work Policy**

Any course deliverable turned in late will be discounted by 10% per day. “Late” means submitting deliverable any time after the assignment deadline has passed. Deliverables submitted more than 72 hours late will not be graded.

Exception: Students with excused absences will receive adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 – http://student-rules.tamu.edu).

**Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

**Aggie Honor Code**

"An Aggie does not lie, cheat, or steal or tolerate those who do."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case." (http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see http://aggiehonor.tamu.edu/RulesAndProcedures).

**STATEMENT ON PLAGIARISM**

As commonly defined, plagiarism consists of passing off as one's own, ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues with which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under "Plagiarism" (see Student Rule 20 http://student-rules.tamu.edu and Aggie Honor System Rules http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx).

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Items Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro to Operations as a source of competitive advantage</td>
<td>Individual Assign. #1</td>
</tr>
<tr>
<td>2</td>
<td>Design of Operating Process and Process Flow</td>
<td>Individual Assign. #2</td>
</tr>
<tr>
<td>3</td>
<td>Process Flow Analysis</td>
<td>Individual Assign. #3</td>
</tr>
<tr>
<td>4</td>
<td>Optimal Resource Allocation</td>
<td>Individual Assign. #4</td>
</tr>
<tr>
<td>5</td>
<td>Matching Supply and Demand in Services</td>
<td>Individual Assign. #5</td>
</tr>
<tr>
<td>6</td>
<td>Capacity Management in Services</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Midterm</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Quality as a Strategic Issue</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Inventory Concepts and Models</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Inventory Management: Newsvendor Settings</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Inventory in Action</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Supply Chain Management</td>
<td>Individual Assign. #6</td>
</tr>
<tr>
<td>13</td>
<td>Supply Chain Management cont.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Course content review</td>
<td></td>
</tr>
</tbody>
</table>

The date and time of the final is TBD by the Office of the Registrar.
Course Changes
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
• Submit original form and attachments •  

Form Instructions:  
1. Course request type:  
   ☐ Undergraduate  ☑ Graduate  ☐ First Professional  B.S.W.  B.A.  M.P.H.  
2. Request submitted by (Department or Program Name):  Department of Marketing  
3. Course prefix, number and complete title of course:  MKTG 670 Marketing Leadership  

4. Change requested:  
   a. Prerequisite(s):  From:  To:  
   b. Withdrawal (reason):  
   c. Cross-list with:  
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.  
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b.  

5. Is this an existing core curriculum course?  
   ☐ Yes  ☐ No  
6. If grade type is changing for existing course, indicate the new grade type:  
   ☐ Grade  ☐ S/U  ☐ P/F (C/F/D)  
7. If this course will be stacked, please indicate the course number of the stacked course:  

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).  


10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):  MKTG 670 Marketing Leadership. Credit 1 to 3.  

11. a. As currently in course inventory:  
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG</td>
<td>670</td>
<td>MARKETING LEadership</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>1.00</td>
<td>0.00</td>
<td>1.00</td>
</tr>
</tbody>
</table>

   b. Change to:  
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG</td>
<td>670</td>
<td>MARKETING LEadership</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

   Approval recommended by:  
   Mark B. Houston  
   Department Head or Program Chair (Type Name & Sign)  
   Date  

   Chair, College Review Committee  
   Date  

   Dean of College  
   Date  

   Submitted to Coordinating Board by:  
   Chair, GC or UCC  
   Date  

   Effective Date  

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
   Curricular Services – 08/14
MKTG 670 – Marketing Leadership

Semester: Fall 2015 (1-3 hours credit)
Prerequisite: MS-Marketing Program
Class Meeting Time: Normally TTH 11:10-12:25 but other times as scheduled
Classroom: Wehner 154 and Cocanougher Center
Instructor: Dr. Stephen McDaniel, Professor of Marketing
Email: s-mcdaniel@tamu.edu Tel: (979) 845-5801

Course Description
Seminar on the application of marketing concepts and theories through guest lectures by and discussions with marketing thought leaders in business and academia.

Course Objectives
1. For students to be able to further develop their marketing leadership skills.
2. For students to have the opportunity to interact with top marketing leaders in the business world.
3. For students to have the opportunity to hear first-hand the strategic marketing issues being faced by marketing decision-makers.
4. For students to be able to ask questions and dialogue with marketing leaders.
5. For students to summarize their lessons learned from each marketing leader into a notebook for future reference in their coursework and marketing careers.

Course Requirements

1. Attendance at all presentations by guest speakers and other related functions. A total of ten class sessions will be held in which marketing leaders from the business world and academia will be invited to address the class. Students are expected to attend each presentation, be on-time (preferably early), and stay for the duration of the class.

2. Dress requirements. Students will wear, at a minimum, business casual to all presentations. No jeans, t-shirts, etc.

3. Classroom requirements. Students should always have their name plates on their desk and observe the Wehner classroom policy of no food or drink (except water) in the classroom (except for the Cocanougher Center where food and drink are permitted).

4. Participation requirements. Students are expected to appropriately participate in the presentations and guest speaker visits. This will include the asking of appropriate questions during/after the presentation, attendance at social events associated with the guest speaker’s campus visit, etc. In most cases there will be a luncheon to give you an opportunity to visit more with the guest speaker and ask him/her additional questions. There may also be other opportunities to interact with the guest speaker.
5. One-page Summaries. Students will take notes of each session and turn in to the Instructor, within a week of the presentation, a one page summary of the session (Double-spaced, 1” margins, 12 point Times New Roman or equivalent font). One-half page will be a summary of the main points made by the speaker. The other half-page will be a creative assessment/application to your career of something the speaker touched on. Use business writing style – short sentences, bullet points, numbered key points. Please - no misspelled words, run-on sentences, or other grammar/sentence construction errors. (Run-on sentences are my pet peeve!)

6. Compilation of Summaries in Notebook. At the end of the spring semester, students will turn in a notebook that contains all the one-page summaries from both the fall and spring (so be sure to keep a copy of each summary). Students will also provide a two-page overview of the fall and spring semesters, highlighting 5 main takeaways from the year.

**Grading**

<table>
<thead>
<tr>
<th>Class Attendance and Participation</th>
<th>10 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-page Summaries</td>
<td>90 percent</td>
</tr>
<tr>
<td>Total</td>
<td>100 percent</td>
</tr>
</tbody>
</table>

**Americans with Disabilities Act (ADA) Policy Statement**

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 845-1637.

**Aggie Honor Code**

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment to the Aggie Honor Code on all work in this course. For this course, this will include doing individual work only on the one-page summaries and course notebook. For additional information please visit:

http://student-rules.tamu.edu/aggiecode
# Fall 2015 Class Schedule for MKTG 670 Marketing Leadership

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Position/Company</th>
<th>Topic</th>
<th>Time/Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues. Sept. 1</td>
<td>Jessica Newcomb</td>
<td>Assistant Director, Graduate Business Career Services</td>
<td>&quot;Dealing Professionally with Company Representatives&quot;</td>
<td>11:10-12:25 Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12:30-1:00 Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cacounough Ctr.</td>
</tr>
<tr>
<td>Tues. Sept. 8</td>
<td>Justin Cade, Holly Herrera,</td>
<td>Commercial Manager/BP Analyst/Alvarez &amp; Marsal President/Freeman+Leonard</td>
<td>&quot;The Importance of Establishing Your Personal Brand&quot;</td>
<td>11:10-12:25 Presentation</td>
</tr>
<tr>
<td></td>
<td>Kathy Leonard, David Paradis</td>
<td>Global VP of Sales &amp; Marketing/Weir SPM</td>
<td></td>
<td>12:30-1:30 Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cacounough Ctr.</td>
</tr>
<tr>
<td>Tues. Sept. 15</td>
<td>Dr. Paul Busch</td>
<td>Professor of Marketing Mays Business School</td>
<td>&quot;StrengthsQuest&quot;</td>
<td>11:10-12:25 Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Room 154</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>No Lunch</td>
</tr>
<tr>
<td>Thur. Sept. 17</td>
<td>Charlie Adams, Jeff Borgan,</td>
<td>Sr. Mgr., Assurance &amp; Advisory Services/PwC Consultant/Alvarez &amp; Marsal Director of University Relations/Anadarko Petroleum</td>
<td>&quot;What I Know Now That I Wish I'd Known As a Student&quot;</td>
<td>11:10-12:25 Panel Discussion</td>
</tr>
<tr>
<td></td>
<td>Meagan Ranallo, Tasha Proske</td>
<td></td>
<td></td>
<td>12:30-1:30 Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cacounough Ctr.</td>
</tr>
<tr>
<td>Mon. Sept. 21</td>
<td>Special guests</td>
<td>Wardrobe Consultants</td>
<td>&quot;Dress for Success&quot;</td>
<td>7:00-9:00 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cacounough Ctr.</td>
</tr>
<tr>
<td></td>
<td>Chris Miller, Sterling Hayman</td>
<td></td>
<td></td>
<td>12:30-1:30 Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cacounough Ctr.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12:30-1:30 Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cacounough Ctr.</td>
</tr>
<tr>
<td>Tues. Oct. 8*</td>
<td>Dr. Paul Busch</td>
<td>Professor of Marketing Mays Business School</td>
<td>&quot;StrengthsQuest Affirmation Paper&quot;</td>
<td>11:10-12:25 Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12:30-1:30 Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cacounough Ctr.</td>
</tr>
<tr>
<td>Tues. Oct. 13</td>
<td>Mr. Curt Tueffert</td>
<td>Vice President, Sales Development DXP Enterprises</td>
<td>&quot;Managing Different Personality Types&quot;</td>
<td>11:10-12:25 Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12:30-1:30 Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cacounough Ctr.</td>
</tr>
<tr>
<td>Tues. Oct. 20</td>
<td>Panel</td>
<td>Panel Discussion by Former Students at Alvarez &amp; Marsal</td>
<td>&quot;Excelling in the Consulting Field&quot;</td>
<td>11:10-12:25 Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12:30-1:30 Lunch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Cacounough Ctr.</td>
</tr>
</tbody>
</table>

* For the Sept. 15 and Oct. 6 StrengthsQuest Sessions with Dr. Busch, instead of turning in your normal one page summary/application, you will just do the assignments given by Dr. Busch.
Texas A&M University
Request for a Change in Curriculum
Undergraduate ♦ Graduate ♦ Professional

1. Program request type:
   □ Undergraduate   ☑ Graduate   □ First Professional (e.g., DVM, JD, MD, etc.)

2. Request change for:
   ☑ Degree Program   □ Minor   □ Certificate

3. Request submitted by (Department or Program Name):
   Department of Marketing

4. Program Designation and Name
   (e.g., B.A. in History, Minor in History, Certificate in European Union):
   M.S. - Marketing

5. Brief description of change:
   1. Changing the degree requirements from 38 hours to 36 hours
   2. Changing MKTG 670 Marketing Leadership from a 1 hr. course to a variable credit course of 1 to 3 hrs.

6. Rationale for change:
   1. The reduction in required hours is the result of eliminating one elective in the program.
   2. The change in MKTG 670 to a variable credit course will allow for additional leadership-related content that will vary between fall and spring semesters.

---

Use the checkboxes below to make sure that all information is included.

7. a. Proposed curriculum attached.
   ☑ Yes   □ No

   b. Current catalog curriculum with handwritten edits attached.
   ☑ Yes   □ No

   c. Current Howdy degree evaluation with handwritten edits attached.
   ☑ Yes   □ No

   Please make sure the attached proposed curriculum, catalog and Howdy degree evaluation match.

8. a. Will degree program hours change (increase/decrease) due to the proposed curriculum changes?
   ☑ Yes   □ No

   b. If yes, degree program hours will change from: 38 to: 36

   c. If yes, is the Texas Higher Education Coordinating Board form attached?
      http://www.thecb.state.tx.us/index.cfm?objectid=AF9F7FA-9A92-4F11-2756AD3BBFF01D60
      ☑ Yes   □ No

9. If proposed changes affect other unit(s), are letters of support attached?
   □ Yes   □ No

---

IMPORTANT NOTE: Curriculum changes submitted through the approval process and fully approved by February (December-UCC/GC, January-Faculty Senate, February-President) will be effective in the next academic year. Changes requiring approval beyond the University should complete the internal approval process early in the fall semester whenever possible in order to ensure timely implementation.

Approval recommended by:

Mark B. Houston  10/14/14
Department Head or Program Chair (Type Name & Sign)  Date

Dean of College  10/14/14
Date

Chair, College Review Committee  10/14/14
Date

Chair, GC or UCC  Date

Questions regarding this form should be directed to Curricular Services at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 04/14
“4+1” OR 12-MONTH
MASTER OF SCIENCE IN MARKETING
COURSE REQUIREMENTS

I. *Prerequisites (0-15 hours, depending on previous courses completed):

Graduate Courses | Semester Offered | TAMU Undergraduate Equivalent
------------------|------------------|-------------------------
MKTG 621         | Survey of Marketing (Fall, Spring, Summer) | (MKTG 409/321)
MGMT 655         | Survey of Management (Fall, Spring, Summer) | (MGMT 309/363)
FINC 635         | Financial Management (Fall, Spring, Summer) | (FINC 409/341)
ACCT 640         | Accctg. Concepts and Procedures (Fall, Spring, Summer) | (ACCT 209 or 229)
**STAT 651       | Statistics in Research I (Fall, Spring, Summer) | (SCMT, STAT 303 or other)

II. Requirements:

Senior Year Fall semester
1. MKTG 625 Marketing Engineering
2. Take 1 of these 3:
   3. MKTG 650 Analyzing Consumer Behavior
   4. MKTG 656 Branding and Mktg. Communications
   5. MKTG 671 Product Innovation
   3 hrs. or 3 hrs. or 3 hrs.

Senior Year Spring semester
   Undergraduate courses only toward undergraduate degree

Summer
MKTG 684 Professional Internship
3 hrs. 3 hrs.

Fall semester (1st full-time graduate school semester)
1. MKTG 635 Marketing Analytics & Pricing
2. MKTG 660 Marketing Consulting
3. MKTG 665 Research for Marketing Decisions
4. MKTG 670 Marketing Leadership
   Take 1 of these 3:
   5. MKTG 650 Analyzing Consumer Behavior
   6. MKTG 656 Branding and Mktg. Communications
   7. MKTG 671 Product Innovation
   3 hrs. or 3 hrs. or 14 hrs.

Spring semester (2nd full-time graduate school semester)
1. MKTG 673 Services Marketing
2. MKTG 660 Marketing Consulting
3. MKTG 670 Marketing Leadership
4. Business or Statistics elective
5. Business or Statistics elective
3 hrs. 3 hrs. 13 hrs.

Total hours required
36 hrs.

*Students will complete all prerequisites before the Summer Internship. Students who previously took an undergraduate or graduate equivalent of a required MS-Marketing course may be given permission to take another marketing course or a course in another field in the place of that course.

**An on-line statistics short course will be required of admitted students the summer before Senior year.

For additional information, contact:  
Dr. Stephen W. McDaniel; Director, MS-Marketing Program
201G Wehmer Building
Phone: (979) 845-5801
E-Mail: MS-Mktg@mays.tamu.edu
Website: http://marketingmasters.tamu.edu
MAYS BUSINESS SCHOOL

TEXAS A&M UNIVERSITY

16-MONTH
MASTER OF SCIENCE IN MARKETING
COURSE REQUIREMENTS

I. *Prerequisites (0-15 hours, depending on previous courses completed):

<table>
<thead>
<tr>
<th>Graduate Courses</th>
<th>Semester Offered</th>
<th>TAMU Undergraduate Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 621</td>
<td>Survey of Marketing (Fall, Spring, Summer)</td>
<td>(MKTG 409/321)</td>
</tr>
<tr>
<td>MGMT 655</td>
<td>Survey of Management (Fall, Spring, Summer)</td>
<td>(MGMT 309/363)</td>
</tr>
<tr>
<td>FINC 635</td>
<td>Financial Management (Fall, Spring, Summer)</td>
<td>(FINC 409/341)</td>
</tr>
<tr>
<td>ACCT 640</td>
<td>Acctg. Concepts and Procedures (Fall, Spring, Summer)</td>
<td>(ACCT 209 or 229)</td>
</tr>
<tr>
<td>**STAT 651</td>
<td>Statistics in Research I (Fall, Spring, Summer)</td>
<td>(SCMT, STAT 303 or other)</td>
</tr>
</tbody>
</table>

II. Requirements:

Fall semester
1. MKTG 665 Research for Marketing Decisions 3 hrs
2. MKTG 625 Marketing Engineering 3 hrs.
3. MKTG 670 Marketing Leadership 2 hrs.

Take 1 of these 3:
4. MKTG 650 Analyzing Consumer Behavior 3 hrs. or
5. MKTG 656 Branding and Mktg. Communications 3 hrs. or
6. MKTG 671 Product Innovation 3 hrs. 11 hrs.

Spring semester
1. MKTG 673 Services Marketing 3 hrs.
2. MKTG 660 Marketing Consulting 3 hrs.
3. MKTG 670 Marketing Leadership 1 hr.
5. Business or Statistics elective 3 hrs. 13 hrs.

Summer
MKTG 684 Professional Internship 3 hrs. 3 hrs.

Fall semester
1. MKTG 660 Marketing Consulting 3 hrs.
2. MKTG 635 Marketing Analytics and Pricing 3 hrs.

Take 1 of these 3:
3. MKTG 650 Analyzing Consumer Behavior 3 hrs. or
4. MKTG 656 Branding and Mktg. Communications 3 hrs. or
5. MKTG 671 Product Innovation 3 hrs. 9 hrs.

Total hours required 36 hrs.

*Students will complete all prerequisites before beginning the Requirements. Students who previously took an undergraduate or graduate equivalent of a required MS-Marketing course may be given permission to take another marketing course or a course in another field in the place of that course.

**An on-line statistics short course will be required of admitted students the summer before admission.

For additional information, contact:  Dr. Stephen W. McDaniel; Director, MS-Marketing Program
201G Wehner Building
Phone: (979) 845-3801
E-Mail: MS-Mktg@mays.tamu.edu
Website: http://marketingmasters.tamu.edu
Department of Marketing
mays.tamu.edu/mktg
Head: M. Houston; Graduate Advisor: S. McDaniel

The Department of Marketing offers graduate studies leading to MS and PhD degrees and coursework supporting the Mays Business School's MBA, PMBA and EMBA degrees. These programs provide training for students interested in marketing careers.

The MS degree program consists of 30 credit hours (provided students have the necessary preparatory coursework) and is designed to give a greater degree of specialization in marketing than the MBA program. The PhD program is designed to prepare students for careers in research and teaching as well as specialized staff positions in public and private organizations.

Additional information, including specific departmental requirements, may be obtained by contacting the department or the Office of the Dean, Mays Business School.

Marketing (MKTG)

613. Marketing Management. Credit 1 to 3. Core MBA marketing class examines history of marketing, environment that impacts marketing decisions of firms and consumers, buyer behavior, marketing ethics, marketing research, market segmentation, product positioning, new product management, and strategic challenges associated with integrating major marketing mix decision elements; product, price, distribution, and promotion. May be repeated for up to 3 hours of credit. Classification 6 students may not enroll in this course. Prerequisite: Enrollment is limited to BUAD classification 7.

621. Survey of Marketing. (3-0). Credit 3. Marketing concepts and decisions associated with developing marketing strategies; topics include product, pricing, distribution, and promotion. Note: Course may not be used for elective credit by a master's candidate in business administration.

625. Marketing Engineering. (3-0). Credit 3. Analysis and management of popular statistical packages for the purpose of enhanced data-based and empirically-driven marketing decisions. Application of statistical software to marketing-related data sets. Prerequisite: MKTG 621 or equivalent.

635. Marketing Analytics and Pricing. (3-0). Credit 3. Advanced quantitative techniques and analytical tools that provide insights into the nature of consumer demand and its response to changes in the marketing mix, with a focus on pricing. Prerequisite: MKTG 625.

638. Strategic Foundations of E-Commerce. (3-0). Credit 3. Implications of increasing electronic interactivity between consumers and firms; migration of products to the electronic marketplace and its effects on the marketing channel; Internet's impact on marketing mix decisions; competitive advantage; public policy issues. Prerequisite: MKTG 613 or MKTG 621 or equivalent.

650. Analyzing Consumer Behavior. (3-0). Credit 3. Concepts, theories, and techniques applicable to obtaining a sophisticated and empirically-based understanding of consumer motivation, attitudes, decision-making processes, and responses to marketers' actions; application of consumer psychology and behavioral decision making to managerial and public policy insights. Prerequisite: MKTG 613 or MKTG 621 or equivalent.

656. Branding and Marketing Communication. (3-0). Credit 3. Customer-based brand equity and positioning, brand objectives, communication processes, customer decision stages, creative and media strategies including traditional, grassroots, and social media, measuring advertising effectiveness and return on marketing investment. Prerequisite: MKTG 613 or MKTG 621 or equivalent.

660. Marketing Consulting. (1-4). Credit 3. Application of marketing knowledge through the planning and execution of marketing projects for businesses. May be repeated one time for credit. Prerequisite: MKTG 621 or equivalent.

665. Research for Marketing Decisions. (3-0). Credit 3. Methodology for generating and using information related to problems in marketing decision-making; primary and secondary research methodology and analytical techniques; guidelines for designing and conducting research projects. Classification 6 students may not enroll in this course. Prerequisites: MKTG 613 or MKTG 621 or equivalent; basic statistics course.

670. Marketing Leadership. (1-0). Credit 2. Seminar on the application of marketing concepts and theories through guest lectures and discussions with marketing-thought leaders in business and academia. May be repeated one time for credit. Prerequisite: MKTG 621 or equivalent.
General Requirements

Information for [Redacted]

This is NOT an official evaluation.

Program Evaluation
Master of Science - Non-Thesis Option

Time Limits: All requirements for the degree must be completed within seven consecutive years.

Degree Plan: A Graduate Program Plan of at least 36 hrs must be completed with a minimum GPA of 3.000 and no grade lower than C.

Course Limitations: Courses exceeding limits below will not be considered for meeting degree requirements.

1. Only approved courses on the degree plan will be considered for this program.
2. No more than 12 hrs or one-third of the total hours on the degree plan, whichever is greater, may be used. Transfer course work must be completed at an accredited Institution with a grade of B or better.
3. No more than 12 hrs taken in a non-degree seeking (654) classification may be used.
4. No more than 25 percent of the total degree plan hours may be used in any combination of the following categories:
   a. Not more than 4 hrs of 684 (Professional Internship) may be used.
   b. Not more than 6 hrs of 685 (Directed Studies) may be used.
   c. Not more than 3 hrs of 690 (Theory of Research) may be used.
   d. Not more than 3 hrs of 695 (Frontiers in Research) may be used.
5. No more than 2 hrs of 681 (Seminar) may be used.
6. No more than 9 hrs of advanced undergraduate courses (300-499) may be used.
7. No correspondence study may be used.
8. No credit hours of extension course work may be used.
9. No credit hours of FREN 601 or GERM 603 may be used.
10. No credit hours of 691 (Research) may be used.

Advisory Committee: An Advisory Committee is not required. The departmental graduate advisor and department head/program director approve the degree plan.

Residence Requirement: During one semester or 2 consecutive 5-week summer terms, 9 hrs of resident credit must be completed.

Pre-Requisite Courses: All appropriate pre-requisite courses must be completed.

<table>
<thead>
<tr>
<th>Program</th>
<th>MS [BA] Non-thesis option</th>
<th>Catalog Term</th>
<th>Fall 2013 - College Station</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus</td>
<td>College Station</td>
<td>Evaluation Term</td>
<td>Fall 2014 - College Station</td>
</tr>
<tr>
<td>College</td>
<td>Mays Business School</td>
<td>Expected Graduation Date</td>
<td>May 20, 2015</td>
</tr>
<tr>
<td>Degree</td>
<td>Master of Science</td>
<td>Request Number :</td>
<td>2</td>
</tr>
<tr>
<td>Level</td>
<td>Graduate</td>
<td>Results as of :</td>
<td>Oct 13, 2014</td>
</tr>
<tr>
<td>Majors</td>
<td>Marketing</td>
<td>Minors :</td>
<td></td>
</tr>
<tr>
<td>Departments</td>
<td>Marketing</td>
<td>Concentrations :</td>
<td>Non-Thesis Option</td>
</tr>
</tbody>
</table>

Met Credits

<table>
<thead>
<tr>
<th>Required</th>
<th>Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>36.00</td>
<td>36.00</td>
</tr>
</tbody>
</table>

Courses

<table>
<thead>
<tr>
<th>Total Required :</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program GPA :</td>
<td>Yes</td>
</tr>
<tr>
<td>Overall GPA :</td>
<td>Yes</td>
</tr>
<tr>
<td>Transfer :</td>
<td>0.00</td>
</tr>
<tr>
<td>In Progress :</td>
<td>9.00</td>
</tr>
</tbody>
</table>

This is NOT an official evaluation.

Area : Courses for Degree Plan GPA (36.00 credits) - Met

A minimum degree plan GPA of 3.000 is required. Courses with grades of D, F or U are not acceptable for degree plan credit and must be repeated for a grade of C or better or Satisfactory (S). See Graduate Committee Chair or Graduate Advisor for acceptable changes to degree plan coursework.

Area : Courses Not Applied - Met
10/13/2014

2.000 Credits  3.653 GPA
Area: Graded Degree Plan Courses - Met
A grade of C or better is required in all courses listed.

3.000 A 201331 - MKTG 625 MARKETING ENGINEERING
3.000 B 201331 - MKTG 650 ANLY CONSUMER BEHAV
3.000 B 201331 - MKTG 665 RESEARCH MKTG DECIS
1.000 A 201331 - MKTG 670 MARKETING LEADERSHIP
3.000 A 201331 - MKTG 671 PRODUCT INNOVATION
3.000 B 201411 - INFO 628 BUSINESS DATABASE SYSTEM
3.000 A 201411 - MKTG 638 E-COMMERCE STRATEGY
3.000 A 201411 - MKTG 660 MARKETING CONSULTING

38.000 Credits  3.653 GPA

0.000 Credits  .00 GPA
Area: S/U Degree Plan Courses - Met
A grade of S is required in all courses listed.

3.000 S 201421 - MKTG 684 PROFESSIONAL INTERNSHIP: IN-AB

3.000 * 201431 - MKTG 635 MKTG ANALYTICS PRICING
3.000 * 201431 - MKTG 656 BRANDNG AND MKTG COMM
3.000 * 201431 - MKTG 660 MARKETING CONSULTING

35.000 Credits  3.653 GPA

E-mail: [redacted]

Back to Display Options

Print
Texas Higher Education Coordinating Board  
Request to Change Semester Credit Hours

Directions: An institution shall use this form to request a change in the number of semester credit hours (SCH) required for a degree program already on the institution's program inventory in accordance with Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.55 – Revisions to Approved Programs.

Options:

1) Revisions that reduce the number of SCH require notification of change and affirmation that the reduction does not fall below the minimum requirements of the Southern Association of Colleges and Schools Commission on Colleges, program accreditors, and licensing bodies, if applicable.

2) Revisions that increase the number of SCH require detailed written documentation describing the compelling academic reason for the increase in the number of required hours.

NOTE: No request or notification is needed if revisions to the degree program curriculum do not result in a change in SCH.

Options 1 and 2 require the signature of the Provost or Chief Academic Officer.

Please submit Request to Change Semester Credit Hour via the Online Submission Portal:  
https://www1.thecb.state.tx.us/apps/proposals/

Information: Contact the Division of Workforce, Academic Affairs and Research at 512/427-6200.

Administrative Information

1. Institution: Texas A&M University

2. Program Name – As it appears on the Coordinating Board’s program inventory (e.g., Bachelor of Business Administration degree with a major in Accounting): Master of Science in Marketing program

3. Program CIP Code: 003632-

4. Contact Person: Provide contact information for the person who can answer specific questions about the program.

   Name: Stephen W. McDaniel  
   Title: Professor of Marketing  
   E-mail: s-mcdaniel@tamu.edu  
   Phone: 979-845-5801
Form for SCH Changes
Page 2

Notification/Request for Change in Semester Credit Hours (SCH):

Current SCH: _______38_____

Proposed SCH: _______36_____

Implementation Date: _______Fall 2015_____

Complete Option 1 or 2 as appropriate

Option 1: Reduction in Semester Credit Hours

Is the change in the number of SCH compatible with the requirements of accreditation for the program?

a. Southern Association of Colleges and Schools Commission on Colleges
   ☑ YES   ☐ NO

b. Program Accreditor(s)
   ☑ YES   ☐ NO   ☐ NA
   Name of Program Accreditor: AACSB

   ☐ YES   ☐ NO   ☑ NA
   Name of Licensing Body(ies):

Option 2: Increase in Semester Credit Hours

Provide detailed documentation, such as changes in accrediting agency or licensing body requirements, workforce needs, or academic professional standards and needs, describing a compelling reason for the change in the number of SCH:

---

Signature of Compliance

I hereby certify that all of the above changes have been approved in accordance with the procedures outlined in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.55.

Provost/Chief Academic Officer ____________________________ Date _____________
Special Consideration

Items
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
Undergraduate • Graduate • Professional
• Proposal Checklist •

Program request type: ☐ Undergraduate  ☑ Graduate  ☐ First Professional (ex. DVM, DDS, MD, etc.)
Requested by the Department or Unit of: Department of Public Service and Administration

Program Type, Level, Designation, Title, Description, Hours
Program Type: ☐ Certificate Program  ☑ Degree Program
Program Level: ☐ UG Certificate  ☐ Grad Certificate  ☐ Bachelor  ☑ Master  ☐ Doctoral  ☐ Professional
Degree Designation (i.e., BS, BA, MA, MS, MAg, MEd, PhD, EdD, etc.) Executive MPSA
Title of proposed program: Executive Master of Public Service and Administration
Proposed CIP Code (if known): 44.0401
Brief program description (provide a catalog description for undergraduate and graduate certificates):

The Executive Master of Public Service and Administration program (EMPSA) is a 39 graduate credit hour, non-thesis required, degree program offered completely online with two weeks in residence on the Texas A&M University Campus in College Station, Texas. Initially, students may select between two tracks of Homeland Security or Nonprofit Management. Additional tracks may be developed over time based on student demand and departmental capabilities. Students will have professional or executive level experience and will be provided unique development opportunities throughout their study to develop executive-level decision making skills. The purpose of the EMPSA program is to prepare principled leaders for public service who have the critical skills, knowledge, and expertise to excel and lead in the public service field, specifically in homeland security or nonprofit enterprises. The program is delivered online to serve a population of professionals, who due to their responsibilities are unable to attend a resident academic program.

Minimum program semester credit hours (SCH) Certificates - 12 hours* Bachelors - 120 hours Masters - 30 hours
Proposed program hours: _______ _______ 39
*12 hours minimum to appear on transcript

Certificate Programs ☐ Embedded Students take coursework that will result in a degree and certificate being earned at the same time. ☐ Standalone Non-degree seeking students take coursework to earn a certificate only (no degrees are awarded).

Off-Campus or Distance Delivery
% of Program a student can take off-campus or through Distance Education Program Start Date SACSCOC Approval** When Provost needs to inform SACSCOC
☐ 25% _______ Notification Only _______
☐ 50% _______ Approval Required 6 months before first day of program
☐ 80% _______ Approval Required 6 months before first day of program
☑ 100% 5/31/16 Approval Required 6 months before first day of program

**Notification letter arranged through the Vice Provost for Academic Affairs and sent by TAMU President.

Program Delivery Mode
☑ On-campus Texas A&M University
☐ Broadcast / TTVN _______
☐ Specific off-campus location*** _______
☑ Distance Education / Internet ☑ In-State ☒ Out-of-State Start Date May 2016
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
Undergraduate • Graduate • Professional
• Proposal Checklist •

☐ Out-of-Country
Will this program be offered with another institution? ☐ Yes ☒ No
If yes, contact the Vice Provost for Academic Affairs for additional reporting
requirements.

***Is this an approved SACSCOC location? ☐ Yes ☐ No If no, a program prospectus must be sent to SACSCOC.
Approved locations as of March 2012: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, CityCentre-Houston, Dubai
and Saudi Arabia.

Program Funding
Has program funding been finalized at the department or college level? ☒ Yes ☐ No
If no, explain or attach budget: _____

Will new costs for the first five years of the program be under $2 million? ☒ Yes ☐ No
If new costs exceed $2 million, coordinating board approval is required.
Submitted by (Contact Person):
Dr. William F. West
Name
Acting Department Head, Public Service and Administration
Department
Title
Email
wwest@tamu.edu
Phone
(979) 862-8825

Certification Statement
By signing below, the Dean of the College certifies the proposed program complies with coordinating board standards. If the program is delivered through Distance Education, the Dean of the College certifies that they are following the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.

Use additional signature lines if program is between three or more departments or colleges.

Signature, Department Head or Interdisciplinary Program Chair
Date
Dr. William W. West
Typed or Printed Name
02/12/15

Signature, Department Head or Interdisciplinary Program Chair (if joint program)
Date
Typed or Printed Name

Chair, College Review Committee
Date
Dean of College
2/14/15

Chair, College Review Committee
Date
Dean of College

Chair, University Curriculum Committee or Graduate Council
Date
Chair, University Curriculum Committee or Graduate Council

Additional Approvals Required: Faculty Senate and President.
New Program Request Form for Certificate Programs

Directions: An institution shall use this form to propose a new bachelor’s or master’s degree program. In completing the form, the institution should refer to the document Standards for Bachelor’s and Master’s Programs, which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program; (2) a member of the Board of Regents (or designee), certifying Board approval, and (3) if applicable, a member of the Board of Regents or (designee), certifying that criteria have been met for staff-level approval. NOTE: Preliminary authority is required for all engineering programs. An institution that does not have preliminary authority for a proposed engineering program shall submit a separate request for preliminary authority prior to submitting the degree program request form. That request shall address criteria set in Coordinating Board rules Section 5.24(a).

Administrative Information

1. Institution:
   Texas A&M University
   The Bush School of Government and Public Service
   4220 TAMU
   College Station, Texas 77843

2. Program Name — Show how the program would appear on the Coordinating Board’s program inventory (e.g., Bachelor of Business Administration degree with a major in Accounting):
   Executive Master of Public Service and Administration

3. Proposed CIP Code: Public Administration. 44.0401

4. Brief Program Description —
   The Executive Master of Public Service and Administration program (EMPSA) is a 39 graduate credit hour, non-thesis required, degree program offered completely online with two weeks in residence. Initially, students may select between two tracks of Homeland Security or Nonprofit Management. Additional tracks may be developed over time based on student demand and departmental capabilities. Students will have professional or executive level experience and will be provided unique development opportunities throughout their study to develop executive-level decision making skills.

   The purpose of the EMPSA program is to prepare principled leaders for public service who have the critical skills, knowledge, and expertise to excel and lead in the public service field, specifically in homeland security or nonprofit enterprises. The program is delivered online to serve a population of professionals, who due to their responsibilities are unable to attend a resident academic program.

   The EMPSA curricular objectives common to both tracks are:
   - Master the basic tools of quantitative analysis necessary to informed public management decision making.
   - Develop experience with data collection, analysis, and interpretation appropriate to public management operations.
   - Explore how public and nonprofit organizations work and study ethical dilemmas common to public

Revised 01.14.2014
service.
- Gain perspectives on effective management and leadership in the public service enterprise.
- Examine public policy formation processes in the United States, with an emphasis on the national government.

The curricular objectives for the Homeland Security Track are:
- Identify, compare and contrast the policies and strategies that direct the nation’s homeland security efforts.
- Analyze and understand the relationship between local, state and federal jurisdictions in protecting the homeland.
- Explore and analyze the difference between homeland defense (Department of Defense mission) and homeland security (Department of Homeland Security mission).
- Examine the laws, policies and regulations that define Homeland Security.
- Identify and describe the foreign and domestic terrorist threats to the homeland.
- Analyze the private sector responsibilities in the homeland security enterprise.
- Study and analyze the private sector efforts at business continuity.
- Examine and understand the 16 Critical Infrastructure Sectors and how they are protected.
- Synthesize and analyze the border security policy and operations inherent to Homeland Security mission.
- Synthesize and analyze the maritime security policy and operations inherent to Homeland Security mission.
- Gain insights from experts in the field and other students.
- Propose viable solutions to homeland security challenges in various areas such as cybersecurity, domestic and international terrorism, weapons of mass destruction, bioterrorism, and critical infrastructure protection.

The curricular objectives for the Nonprofit Track are:
- Understand the role and function of nonprofits in society
- Explore historical and theoretical perspectives on the sector
- Compare and apply management, leadership and governance principles to lead organizational activities
- Integrate legal, economic, and political perspectives in the management of nonprofits
- Demonstrate familiarity with key financial management topics and apply to organizational operations
- Apply fund raising principles to sustain organizational operations
- Develop human resource systems that attend to human capital concerns with paid and unpaid (volunteers) employees
- Employ inter-organizational principles to support collaborative relationships
- Utilize evaluation principles to create programs that produce public benefits

5. Administrative Unit – Identify where the program would fit within the organizational structure of the university (e.g., The Department of Electrical Engineering within the College of Engineering):

Department of Public Service and Administration in the Bush School of Government and Public Service.

6. Proposed Implementation Date – Report the first semester and year that students would enter the program: Summer I Session, 5/31/2016
Program Information

I. Need

The discipline of Public Service and Administration presents many career opportunities in public, private and the nonprofit sectors of the nation. At the state and national level, universities and colleges offer relatively few executive level Master of Public Administration (MPA) programs. In the state of Texas, according to the Texas Higher Education Coordinating Board Program Inventory web site, approximately 29 programs in public institutions offer a Master of Public Administration with the CIP code of 44.0401. Only about seven programs in the state of Texas offer the MPA degree in the completely online format. In addition, of those institutions offering an MPA in the online format, only one offers an Executive Master of Public Administration. Thus, there are few (or only one) Executive MPA programs in Texas offered by a public university, yet student demand reflects the need for an Executive MPA program that offers professionals the requisite education in a flexible yet rigorous online format. An increasing number of MPA programs are fielding inquiries from full-time employed professionals who need a master’s education that offers an advanced curriculum with flexibility in course scheduling. The Bush School Advising center has received over 238 inquiries from potential students since 2012 who are asking for a flexible and online master’s program delivered by the Bush School of Government & Public Service at Texas A&M University. Due to this demand and call for action from students for online master’s education at the executive level, the Bush School proposes the creation of an Executive Master of Public Service Administration (EMPSA) offered completely online, with two required residency week sessions. The Executive MPSA program will offer two track areas. Students may choose either homeland security or nonprofit management. Both of these track areas are extremely high demand career fields in the public service realm that represent a need for qualified and educated executive professionals. The following analysis presents data that resulted from a market survey of homeland security and nonprofit enterprises. The first details the homeland security market survey. The second section provides data on the market analysis of the nonprofit area.
A. Homeland Security Track Job Market Need

The field of homeland security developed directly as a result of terrorist attacks on United States on September 11, 2001. Since that time homeland security has developed into a major career opportunity in the private sector and at all levels of government. The continuing terrorist threat and emergency management requirements to prepare for and mitigate natural disaster events ensure a continued need for homeland security professionals. The homeland security enterprise includes a complicated range of issues that reach across all jurisdictions and deep into the private sector. The need to produce educated policy makers and leaders, well informed on homeland security issues, ensures a constant source of students into this program. Another area for employment of these same educated professionals is that of meeting the need for continuing public education on the threats, man-made and natural, to the country. Finally, this program will help provide vigorous academic research and innovative courses that can help advance the issues within the homeland security venue.

Numerous career opportunities for highly educated homeland security and business continuity professionals are available in both the public and private sectors. Many of the positions available require at least a master’s degree. There is a definite need for experienced professionals in the field of homeland security. Educated homeland security professionals can take advantage of numerous management and executive careers in local, state and federal government and in the private sector.

The Department of Homeland Security details a range of homeland security jobs from mission support, to law enforcement, immigration and travel security, and prevention and response at http://www.dhs.gov/topic/homeland-security-jobs Furthermore, there are several web sites which list numerous open homeland security positions:

http://jobs.homelandsecurity.com/job-board.php

http://www.careerbuilder.com/jobs/keyword/Homeland-Security/

http://www.homelandsecurityjobs.us/

http://www.federaljobs.net/Agencies/dhs.htm

https://dhs.usajobs.gov/

The field of homeland security encompasses many different career paths and fields. Homeland Security includes some of the fastest growing and most important fields in terms of national security to include disaster and emergency management field, law enforcement, domestic intelligence, and the cybersecurity field. Homeland Security Newswire, in “Growth in demand for disaster-and-emergency-related services, jobs” http://www.homelandsecuritynewswire.com/seworld20130702-growth-in-demand-for-disaster-and-emergencyrelated-services-jobs reported on Tuesday, July 2, 2013 about the growth of the homeland security field. The report cited a DailyHerald.com article “Disaster and emergency management field growing” updated on 6/28/2013, that emphasized the disaster and emergency management field is growing at a 23 % growth rate, according to 2012 U.S. Department of Labor Statistics.

In addition, on 5/23/14, the Texas Workforce Commission web site has 500 job listings available that include “homeland security” in the text and 36 jobs are listed under the related area of “Protective Services.”

Revised 01.14.2014
Documented need for new positions

The US Department of Labor/Employment and Training Administration funds a database through a grant to the North Carolina Department of Commerce, O*NET Online. O*NET Online serves as the nation’s primary source of occupational information. The chart below, compiled via O*NET Online, details some major occupations within the Homeland Security field and its subsequent projected rate of growth.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Continuity Planners *</td>
<td>3% - 7%</td>
<td>209,400</td>
</tr>
<tr>
<td>Compliance Managers*</td>
<td>3% - 7%</td>
<td>249,100</td>
</tr>
<tr>
<td>Computer Systems Analysts*</td>
<td>Much faster than average 22% or higher</td>
<td>209,600</td>
</tr>
<tr>
<td>Emergency Management Directors</td>
<td>8% to 14%</td>
<td>2,200</td>
</tr>
<tr>
<td>Emergency Management Specialists</td>
<td>8% to 14%</td>
<td>2,200</td>
</tr>
<tr>
<td>General and Operations Managers*</td>
<td>8% to 14%</td>
<td>613,100</td>
</tr>
<tr>
<td>Information Security Analysts *</td>
<td>Much faster than average 22% or higher</td>
<td>39,200</td>
</tr>
<tr>
<td>Management Analysts</td>
<td>15% - 21%</td>
<td>719,000</td>
</tr>
<tr>
<td>Police, Fire, and Ambulance Dispatchers</td>
<td>8% - 14%</td>
<td>36,000</td>
</tr>
<tr>
<td>Security Managers *</td>
<td>3% - 7%</td>
<td>249,100</td>
</tr>
<tr>
<td>Security Management Specialists *</td>
<td>3% - 7%</td>
<td>209,400</td>
</tr>
<tr>
<td>Sheriffs and Deputy Sheriffs *</td>
<td>3% - 7%</td>
<td>243,900</td>
</tr>
<tr>
<td>Training Specialists *</td>
<td>15% -21 %</td>
<td>229,000</td>
</tr>
</tbody>
</table>

"*" Bright Outlook job. According the O*NET database, “Bright Outlook occupations are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations.”


Revised 01.14.2014
Homeland Security is estimated to be a 415.53 billion market and will reach 544.02 billion by 2018 due to various “driving factor” threats “of cross border terrorism, cybercrime, piracy, drug trade, human trafficking, internal dissent, and separatist movements.” The report mentioned that potential budget cuts in Western countries will only have a minimal impact.

Evidence of emerging markets

Two of the largest emerging markets in the field of homeland security are cybersecurity and disaster preparedness. Cybersecurity attacks are on the rise, and with the increase in attacks is an increase in the need for those prepared to counter and prevent cyber-attacks. An article in IEEE’s Today’s Engineer details the growth of cybersecurity careers due to increasing cyber-attacks http://www.todaysengineer.org/2011/Aug/career-focus.asp Disaster preparedness is another growing need as populations grow and occupy previously unpopulated terrain, and as climate patterns change.

Although homeland programs have started to fulfill this need, the majority of these programs are located outside the state of Texas and many of them are at the undergraduate level. The Texas Higher Education Coordinating Board Program Inventory site only lists two universities that offer master’s programs in Texas for the CIP code of 43.0301.00. One program is located at Angelo State University and it is a Master of Science (M.S.) in Homeland Security; and, one is located at the University of Texas at El Paso and it is a Masters of Security Studies (M.S.S.) in Intelligence, Security Studies and Analysis. In addition, schools that open homeland security programs tend to report growing enrollments. For example, Campbell University in 2013 began a four year undergraduate degree in homeland security and they estimate the headcount to quickly increase to 100 students http://www.fayobserver.com/military/article_d27aff29-eb06-51d9-9879-f3b557c080f8.html (Pritchard, Catherine, November 3, 2013).

B. Homeland Security Track Student Demand

The Bush School of Government and Public Service receives inquiries each month asking if and when the Bush School will offer a public service related master’s program on key topics in homeland security that is delivered in the web-based format. Already, the Bush School of Government and Public Service offers transcript-recognized online graduate certificates of 12 to 15 graduate credit hours in homeland security, advanced international affairs and nonprofit management. Since 2012, the Office of Extended Education at the Bush School has tracked over 238 requests for a Bush School online master’s program with over 106 specific requests for a homeland security related master’s program. In addition, at the recent 2014 Texas Emergency Management conference in San Antonio Texas, twelve individuals came to the Bush School booth asking for an online master’s and communicating the need for a reputable and rigorous master’s program with online flexibility offered in the field of homeland security. Students demand reputable and innovative programs developed by prestigious universities and graduate schools well-known for their quality education in homeland security.

A. Nonprofit Management Track Job Market Need

Nonprofit organizations are distinct from for-profit and public organizations. They typically operate in markets that lack the potential to earn a profit and they address social needs in a way that differs from government. They rely on complex revenue streams and are guided by volunteer boards of directors. The skills of an effective nonprofit manager are increasingly complex, while social and political challenges highlight the need for effective third sector organizations.
The number of nonprofit organizations continues to grow with an estimated 60% growth over the last 10 years to a total of over 1.5 million tax-exempt entities in the United States in 2012 (Roeger, Blackwood, & Pettijohn, 2012). This growth is not limited to the United States (Salamon, 1994) and does not seem to be abating.


**Documented need for new positions**

Nonprofit organizations are classified under a number of different industries including health care, human services, philanthropy and the arts. Health care and social assistance has the largest projected growth of any industry and is anticipated to gain 5.6 million jobs over the next 10 years. Furthermore, Occupations classified as needing a master’s degree are projected to grow by 21.7 percent over the next 10 years (US Bureau of Labor Statistics, Economic Projects Summary 2012). Some example positions and the projected growth are listed below.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13-1131.00</td>
<td>Fundraisers</td>
<td>15% to 20%</td>
<td>24,300</td>
</tr>
<tr>
<td>11-2031.00</td>
<td>Public Relations and Fundraising Managers</td>
<td>8% to 14%</td>
<td>21,300</td>
</tr>
<tr>
<td>11-9151.00</td>
<td>Social and Community Service Managers</td>
<td>15% to 21%</td>
<td>55,100</td>
</tr>
<tr>
<td>21-1099.00</td>
<td>Community and Social Service Specialists, All Other</td>
<td>15% to 21%</td>
<td>43,600</td>
</tr>
<tr>
<td>21-1093.00</td>
<td>Social and Human Service Assistants</td>
<td>22% or higher</td>
<td>178,700</td>
</tr>
<tr>
<td>11-1011.00</td>
<td>Chief Executives</td>
<td>3% to 7%</td>
<td>87,800</td>
</tr>
<tr>
<td>27-2012.03</td>
<td>Program Directors</td>
<td>3% to 7%</td>
<td>37,900</td>
</tr>
<tr>
<td>19-4061.00</td>
<td>Social Science Research Assistants</td>
<td>15% to 21%</td>
<td>16,100</td>
</tr>
<tr>
<td>13-1111.00</td>
<td>Management Analysts</td>
<td>15% to 21%</td>
<td>245,200</td>
</tr>
<tr>
<td>11-3011.00</td>
<td>Administrative Services Managers</td>
<td>8% to 14%</td>
<td>79,900</td>
</tr>
</tbody>
</table>
B. Nonprofit Management Track Student Demand

Based upon a robust interest in the certificate program and expressed interest of these students we anticipate a fairly substantial market for an online Master of Public Service and Administration with a track in Nonprofit Management. Since the Bush School’s creation of the Graduate Certificate in Nonprofit Management Program in 2007, the transcript-recognized graduate certificate has seen substantial student admissions and program enrollments. In Fall 2008, the program tracked 26 enrollments, but the next fall enrollments had more than doubled with Fall 2009 numbering 63 enrollments. Enrollments are still growing in the nonprofit area with this past Spring 2014 reaching 128 enrollments by the 12th class day.

C. Enrollment Projections – Use this table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. (Include majors only and consider attrition and graduation.)

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>12</td>
<td>35</td>
<td>46</td>
<td>52</td>
<td>71</td>
</tr>
<tr>
<td>FTSE</td>
<td>9</td>
<td>26</td>
<td>35</td>
<td>39</td>
<td>53</td>
</tr>
</tbody>
</table>

II. Quality

A. Certificate and Degree Requirements – Use this table to show the certificate and degree requirements of the program. (Modify the table as needed; if necessary, replicate the table for more than one option.)

<table>
<thead>
<tr>
<th>Category</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Core Curriculum (bachelor's degree only)</td>
<td></td>
</tr>
<tr>
<td>Required Courses</td>
<td>18</td>
</tr>
<tr>
<td>Prescribed Electives</td>
<td>6</td>
</tr>
<tr>
<td>Free Electives</td>
<td>15</td>
</tr>
<tr>
<td>Other (Specify e.g., internships, clinical work)</td>
<td>One Week Each Year in College Station, Texas</td>
</tr>
<tr>
<td>TOTAL</td>
<td>39</td>
</tr>
</tbody>
</table>
B. **Curriculum** – Use these tables to identify the required courses and prescribed electives of the program, and curriculum as it will appear in the undergraduate and graduate catalog. Note with an asterisk (*) courses that would be added if the program is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options as shown in the undergraduate catalog.)*

To receive an Executive Master of Public Service and Administration (EMPSA), a student must complete 39 credit hours from the program curriculum with an overall GPA of 3.0 or higher. Six courses are required: PSAA 601 Foundations of Public Service; PSAA 611 Public Policy Formation; PSAA 621 Economic Analysis; BUSH 631 Quantitative Methods in Public Management I; PSAA 675 Public Service and Administration Capstone Seminar; and, PSAA 676 Public Service and Administration Capstone Seminar II. Students will choose a track of either Homeland Security or Nonprofit Management. Students may also select a concentration area within their track. In special circumstances, individual students, if approved by both the Executive Master of Public Service and Administration (EMPSA) Director in conjunction with the Director of the Office of Extended Education, may be approved to take EMPSA courses in the residential format. Also, in special circumstances, the EMPSA program director in conjunction with the Director of the Office of Extended Education may approve a waiver to the week in residence portions via alternate assignments.

The required courses would be limited to Executive Master of Public Service admitted students only.

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAA 601</td>
<td>Foundations of Public Service (Blended Course: Online and On Campus Residency Week)</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 611</td>
<td>Public Policy Formation</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 621</td>
<td>Economic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BUSH 631</td>
<td>Quantitative Methods in Public Management I</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 675</td>
<td>Public Service and Administration Capstone Seminar (Blended Course: Online and On Campus Residency Week)</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 676</td>
<td>Public Service and Administration Capstone Seminar II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
<tr>
<td>Prefix and Number</td>
<td>Homeland Security Track Prescribed Elective Courses (6 Credit Hours)</td>
<td>SCH</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>PSAA 605</td>
<td>Homeland Security Policies, Strategies, and Operations</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 656 (INTA 656)**</td>
<td>Fundamentals of Homeland Security</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Homeland Security Track Elective Courses (Select 5 Courses to Equal 15 Credit Hours)</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAA 604 (INTA 639)**</td>
<td>Emergency Management and Homeland Security</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 607</td>
<td>Research Methods for Homeland Security Studies</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 608</td>
<td>Cyber Security for Managers</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 620</td>
<td>Safeguarding the Nation’s Maritime Gateways</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 651 (INTA 602)**</td>
<td>Homeland Security and Homeland Defense</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 652 (INTA 614)**</td>
<td>Protection of the Nation’s Critical Infrastructure</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 653 (INTA 619)**</td>
<td>Weapons of Mass Destruction</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 655 (INTA 687)**</td>
<td>Domestic Intelligence Operations: Legalities, Policies and Procedures</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 657 (INTA 657)**</td>
<td>Terrorism in Today’s World</td>
<td>3</td>
</tr>
<tr>
<td>Prefix and Number</td>
<td>Nonprofit Management Track</td>
<td>Prescribed Elective Courses</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(6 Credit Hours)</td>
</tr>
<tr>
<td>PSAA 643</td>
<td>Foundations of the Nonprofit Sector</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 644</td>
<td>Management and Leadership of Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prefix and Number** | **Nonprofit Management Track** | **Elective Courses** | **SCH**
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAA 602</td>
<td>Tools for Advancement and Leadership in Public Service*</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

*New course to be developed.

**Current course name is in parentheses. Prefix and/or number changes to the course prefix and number that is not in parentheses beginning Fall 2015.

Revised 01.14.2014
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSAA 603</td>
<td>Nongovernmental Organization Management in International Settings.</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 630</td>
<td>Program Evaluation in Public and Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 631</td>
<td>Marketing for Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 632</td>
<td>Fiscal Management for Nonprofits</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 633</td>
<td>Philanthropy: Fundraising in Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 635</td>
<td>Social Welfare and Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 636</td>
<td>Grant and Project Management in the Public and Nonprofit Sector</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 645</td>
<td>Networks &amp; Inter-organizational Collaborations</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 648</td>
<td>Performance Management in the Public and Nonprofit Sectors</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 649</td>
<td>Volunteer &amp; Human Resources in Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 650</td>
<td>Social Innovation and Entrepreneurship in Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 669</td>
<td>Legal Environment of Nonprofit Management</td>
<td>3</td>
</tr>
<tr>
<td>PSAA 689*</td>
<td>Nonprofit Governance*</td>
<td>3</td>
</tr>
</tbody>
</table>

*New course; †Not currently available online

Sample Degree Plans

Part-time Option

<table>
<thead>
<tr>
<th>Year</th>
<th>Summer II</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Total</th>
</tr>
</thead>
</table>
| 1    | • Foundations of Public Service  
      Includes week in residence  
      Credit Hours Total = 3  
      Credit Hours Total = 6  | • Quantitative Methods  
      • Track Req 1  
      Credit Hours Total = 6  | • Economic Analysis  
      • Public Policy Formation  
      Credit Hours Total = 6  | • Elective Credit Hours Total = 3  | 18    |

Revised 01.14.2014
### Full-time Option

<table>
<thead>
<tr>
<th>Year</th>
<th>Summer II</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>• Foundations of Public Service includes week in residence (July)</td>
<td>• Quantitative Methods</td>
<td>• Economic Analysis</td>
<td>• Elective Credit Hours Total = 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Credit Hours Total = 3</td>
<td>• Track Req1</td>
<td>• Public Policy Formation</td>
<td>Total = 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Elective</td>
<td>• Track req2</td>
<td>Total = 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Credit Hours Total = 6</td>
<td>Total = 9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2    |           |      |        |        | 15    |
|      | • Capstone Week in residence (July) | • Elective | • Elective |        |       |
|      | Credit Hours Total = 3 | Credit Hours Total = 6 | Credit Hours Total = 6 |       |       |
|      |           |       |        |        |       |

### Overview
- 39 graduate credit hours
- Final Project (Capstone) required
- Online master’s program with two weeks required in residence.
- Residence requirement –
  - Blended course PSAA 601, Foundations of Public Service (Online and Residency Week requirement).
  - Blended project-based Course PSAA 675 Public Service and Administration Capstone (Online and Residency Week requirement)
• Required Courses: PSAA 601, Foundations of Public Service; PSAA 611, Public Policy Forma-
tion; PSAA 621 Economic Analysis; BUSH 631; Quantitative Methods in Public Management I; PSAA 675 Public Service and Administration Capstone Seminar; and, PSAA 676 Public Service and Administration Capstone Seminar II.

• Students admitted fall, spring, and summer semesters

• Courses are 100% Online (except residency component)

• Courses offered in Fall, Spring, and Summer

Course Format
Online courses offer a flexible and interactive format, requiring online discussion several times a week. All online course section numbers are 700-level, generally 700 and 720.

Transfer Credit
All transfer credit is subject to Texas A&M University rules. Only graduate credits earned from accredited institutions with letter grades of 3.0 and higher qualify toward transfer credit. Students may transfer in to the degree plan no more than 12 credit hours maximum.

Transfer Credit Options (chose one of the options below or a combination of the options, not to exceed 12 graduate credit hours of transfer credit approval into the degree):

• Up to twelve credit hours of graduate courses taken from the Bush School’s Graduate Certificate in Advanced International Affairs, the Graduate Certificate in Homeland Security, or the Graduate Certificate in Nonprofit Management programs will automatically transfer into the EMPSA, without program director approval.

• The EMPSA program director may approve up to six graduate credit hours from outside of the Bush School of Government and Public Service to transfer into the Executive Master of Public Service and Administration (EMPSA) from other accredited institutions.

• The EMPSA program director may approve up to two graduate courses or six credit hours of Texas A&M University electives toward the homeland security or nonprofit management elective requirement.

Optional Concentration Areas
Students have the option of choosing a concentration area. Though selecting a concentration is not required, doing so may prove beneficial for future employment since the concentration specifies a certain expertise that may be listed on a student’s resume.

Students who choose a concentration are required to complete two courses from the concentration area listing. The EMPSA director may approve a substitution course in a concentration area, as needed.

Homeland Security Track Concentration Options
National Security Policy and Management (*choose 2 courses*)
- PSAA 651 (INTA 602) Homeland Security and Homeland Defense
- PSAA 605 Homeland Security Policies, Strategies, and Operations
- PSAA 652 (INTA 614) Protection of the Nation’s Critical Infrastructure
- PSAA 657 (INTA 657): Terrorism in Today’s World
- PSAA 655 (INTA 687) Domestic Intelligence Operations: Legalities, Policies and Procedures
- PSAA 689 *Leadership & Cultural Studies in Homeland Security

Emergency Management and Crisis Preparedness (*choose 2 courses*)
- PSAA 651 (INTA 602) Homeland Security and Homeland Defense
- PSAA 652 (INTA 614) Protection of the Nation’s Critical Infrastructure
- PSAA 604 (INTA 639) Emergency Management & Homeland Security
- PSAA 655 (INTA 687) Domestic Intelligence Operations: Legalities, Policies and Procedures
- PSAA 689 Disaster Recovery and Business Continuity

Critical Infrastructure Protection (*choose 2 courses*)
- PSAA 652 (INTA 614) Protection of the Nation’s Critical Infrastructure (*required*)
- PSAA 605 Homeland Security Policies, Strategies, and Operations
- PSAA 608 Cyber Security for Managers
- PSAA 655 (INTA 687) Domestic Intelligence Operations: Legalities, Policies and Procedures
- PSAA 689 *Protecting the Nation’s Food and Water Resources – A Study in Infrastructure Protection

Border Security (*choose 2 courses*)
- PSAA 651 (INTA 602) Homeland Security and Homeland Defense
- PSAA 620 Safeguarding the Nation’s Maritime Gateways
- PSAA 657 (INTA 657): Terrorism in Today’s World
- PSAA 655 (INTA 687) Domestic Intelligence Operations: Legalities, Policies and Procedures
Nonprofit Management Track Concentration Options


Fund Raising & Philanthropy (choose 2 courses)
- PSAA 633 Philanthropy: Fundraising in Nonprofit Organizations
- PSAA 636 Grant and Project Management for the Public and Nonprofit Sector
- PSAA 631 Marketing for Nonprofit Organizations

Fiscal & Performance Management (choose 2 courses)
- PSAA 632 Fiscal Management in Nonprofit Organizations
- PSAA 630 Program Evaluation in Public and Nonprofit Organizations
- PSAA 648 Performance Management in the Public and Nonprofit Sectors

Leadership & Management (choose 2 courses)
- PSAA 602 Tools for Advancement and Leadership in Public Service
- PSAA 689 Nonprofit Governance*
- PSAA 649 Volunteer and Human Resources in Nonprofit Organizations
- PSAA 650 Social Innovation and Entrepreneurship in Nonprofit Management

Health & Human Service Policy (choose 2 courses)
- PSAA 635 Social Welfare and Health Policy
- PSAA 645 Networks & Inter-Organizational Collaborations
- PSAA 630 Program Evaluation in Public and Nonprofit Organizations

International Nongovernmental Organizations (choose 2 courses)
- PSAA 603 Nongovernmental Organization Management in International Settings.
- PSAA 650 Social Innovation and Entrepreneurship in Nonprofit Management
- PSAA 630 Program Evaluation in Public and Nonprofit Organizations
Courses

Core Required Course Descriptions (18 Graduate Credit Hours)

*PSAA 601: Foundations of Public Service*
Different perspectives on management and leadership in public service; provides overview of how public and nonprofit organizations work; discusses ethical dilemmas that occur in public service careers. Prerequisite: PSAA majors only.

*PSAA 611 Public Policy Formation*
Examination of public policy formation processes in the United States, with an emphasis on national government. Prerequisites: Graduate classification and approval of MPSA or MPIA director.

*PSAA 621 Economic Analysis*
Microeconomic analysis of consumers, firms and markets; macroeconomic analysis of growth and stabilization policies; the government’s role in the economy. Prerequisites: Graduate classification and approval of MPSA or MPIA director.

*BUSH 631 Quantitative Methods in Public Management I*
Introduction to the common methods for social and policy analysis with a focus on application of methods such as analysis of variance and regression, to tasks including policy analysis, evaluation and survey research; emphasis on the performance of social and policy analysis, although some statistical theory is introduced. Prerequisites: Graduate classification and approval of MPSA or MPIA director; STAT 303 or equivalent.

*PSAA 675: Public Service and Administration Capstone Seminar*
Provides a capstone experience for students as they operate in teams to address an important policy and administrative issue; draws on the coursework and experiences of their Bush School education to develop specific recommendations for design, implementation and evaluation of this project task. For MPSA majors only. Prerequisites: For MPSA majors only; graduate classification; approval of MPSA director.

*PSAA 676: Public Service and Administration Capstone Seminar II*
Provides a capstone experience as they operate in teams to address an important policy and administrative issue; draws on the coursework and experiences of their Bush School education to develop specific recommendations for design, implementation and evaluation of this project task. Continuation of BUSH 675. Prerequisites: BUSH 675; approval of MPSA director.

Homeland Security Track Course Descriptions

*Homeland Security Track Core Required Courses (2)*

*PSAA 605: Homeland Security Policies, Strategies, and Operations*
In-depth examination of past, current, and emerging national and international homeland security policies, strategies, and selected strategic operations. Emphasis on national and global risks, the national security management system, risk and crisis management, longer-term community recovery, and the strategies of other countries applicable to the United States. Prerequisite: Graduate classification.
PSAA 656 (INTA 656): Fundamentals of Homeland Security
An introduction to the theory, practice, challenge and prospects for securing the “American Homeland” against terrorist attack, with special emphasis on how American policy makers are resolving this dilemma, and their prospects for the future; draws heavily on current events and emerging policy solutions as examples. Prerequisite: Graduate classification

Homeland Security Track Electives

PSAA 604 (INTA 639): Emergency Management and Homeland Security
Provides an overview of emergency management and its connection with homeland security; topics include emergency management cycles, activities that fall into mitigation, preparedness, response, recovery phases of emergency management; other topics may include emergency management of terrorism, disaster communication, media relations, and performance assessment for emergency management organizations. Prerequisite: Graduate classification.

PSAA 607: Research Methods for Homeland Security Studies
Introduces fundamental social science research principles, concepts, and methods applied in designing and conducting research and communicating research findings and recommendations; conduct research and write a paper on a homeland security topic and develop expertise in assessing the validity of research done by others. Prerequisite: Graduate classification.

PSAA 608: Cyber Security for Managers
Introduces operations and security issues involving attacking, exploiting, and defending digitized data, knowledge, and communications and the security challenges arising from the globalization of the Internet, the sharing of networks, and the flow of strategic communications. Does not require significant skills or experience in information technology. Prerequisite: Graduate classification.

PSAA 620: Safeguarding the Nation’s Maritime Gateways.
Thorough examination of the national policy, strategies and plans that direct maritime security and harbor safety and how they integrate into homeland security; historical overview, current national strategies, departments and agencies responsible for security, international cooperation efforts and U.S. efforts against piracy and vessel hijacking, future considerations. Prerequisite: Graduate classification.

PSAA 651 (INTA 602): Homeland Security and Homeland Defense
Thoroughly examine the strategy for homeland defense and civil support, Department of Defense policy and doctrine, along with numerous scholarly articles focusing on homeland security; master’s level course intended for individuals preparing for professional careers in the conduct of international affairs.

PSAA 652 (INTA 614): Protection of the Nation’s Critical Infrastructure
Survey an overview of the Nation’s strategies for Critical Infrastructure Protection and securing cyberspace and the definition of critical infrastructures as it exists today; master’s level course intended for individuals preparing for professional careers in the conduct of international affairs. Prerequisite: Graduate classification.

PSAA 653 (INTA 619): Weapons of Mass Destruction
Comprehensive study of weapons of mass destruction and their potential use by a terrorist group; considers
both political and technological issues associated with WMD terrorism; focus will be on prevention, protection, response and recovery to WMD terrorism events; intended for individuals preparing for professional careers in the conduct of international affairs.

U.S. border security policies, strategies and issues; policies and strategies for homeland defense and security; Mexican and Canadian governments’ border policies; southern U.S. border situation and issues; considerations when border land is privately versus federally owned; impact of criminal elements on border security; efforts to secure the U.S. coasts. Prerequisite: Graduate classification.

PSAA 655 (INTA 687): Domestic Intelligence Operations: Legalities, Policies, and Procedures
Examination of laws and national policies and operations surrounding domestic intelligence within the United States; departments and agencies with domestic intelligence responsibilities, their missions, operations and resources; selected readings, government documents and case studies. Prerequisite: Graduate classification.

PSAA 657 (INTA 657): Terrorism in Today’s World
Comprehensive survey of international terrorism from its origins to the present; emphasis on how the U.S. government has responded and how it has organized to counter the threat; all major terrorist groups studied; understanding of the nature of the terrorist threat and the implications for the U.S. Government. Prerequisite: BUSH or INTA G6 or G7 classification of approval of instructor.

PSAA 660 (PSAA 689). Domestic Terrorism: The Internal Threat to America
Survey of domestic terrorism from the first manifestation of terror tactics in the United States to the anarchist movement of 1880s to the present. Study of domestic terrorist threats, the growing threats from weapons of mass destruction, and the implications WMDs have for all levels of government. Prerequisite: Graduate Classification.

PSAA 668 (INTA 612). U.S. Law and Homeland Security
Analyze the threat to the homeland as reflected in a number of pre and post 9/11 commission reports; master’s level course intended for individuals preparing for professional careers in the conduct of international affairs.

PSAA 6xx (INTA 618): Government and Homeland Security
Focus on how government is structured to combat terrorism, essentially a course in federalism, with a concentration on issues related to homeland security; topics include governmental structure and jurisdiction, political, fiscal and administrative; master’s level course intended for individuals preparing for professional careers in the conduct of international affairs. Prerequisite: Graduate classification.

PSAA 685: Directed Studies
Directed individual instruction in selected problems in government and public service. Prerequisites: Graduate classification and approval of MPSA or MIPA director.

PSAA 689: Disaster Recovery and Business Continuity
Focuses on business continuity management principles and building resilience into private sector organizations as related to national homeland security. Threats from "PLANES" - pandemics, lethal attacks, accidents, natural disasters, economic crises, and strikes are studied. The connection between

Revised 01.14.2014
public sector continuity of operations and private sector business continuity are explored. Prerequisite: Graduate classification.

**PSAA 689: *Ethical Studies in Homeland Security***
Master’s level course examines the ethical dilemmas inherent to managers during natural and man-made disaster incidents. Studies of cases are made from all jurisdictional levels of government and the private sector. Prerequisite: Graduate classification.

**PSAA 689 *Leadership & Cultural Studies in Homeland Security***
Compares and contrasts the actions of leaders, at all jurisdictional levels, during major crisis events. Studies include evaluation of regional populations during disasters and the influence of culture on government and private sector elements. Prerequisite: Graduate classification.

**PSAA 689: *Legal Structure of America’s Homeland Security***
This course is a comprehensive survey of the federal laws and policies that guide policy makers in the homeland security enterprise of the United States. Pre and post 911 federal legislative acts are examined to determine how these laws have shaped and affect homeland security strategy and policy. The focus is to determine how federal law affects the nation’s security against terrorism and its ability to respond to natural disasters. Prerequisite: Graduate classification.

**PSAA 689: *Protecting the Nation’s Food and Water Resources – A Study in Infrastructure Protection***
Master’s level course analyzing the protection of assets within critical infrastructure/key resource systems. The importance of integrated strategy and planning to secure dams, water and wastewater systems, and the food and agriculture sectors are thoroughly examined. Prerequisite: Graduate classification.

**Nonprofit Track Course Descriptions**

**Nonprofit Track Core Required Courses (2)**

**PSAA 643: Foundations of the Nonprofit Sector**
Overview of the origins, size, scope and composition of the nonprofit and voluntary sector in American society today; introduction to the historical, political and religious foundations of the nonprofit sector; examines theoretical and conceptual framework. Prerequisite: Graduate classification.

**PSAA 644: Management and Leadership of Nonprofit Organizations**
Introduction and overview of nonprofit organizations and the environment they operate in; examination of the distinctiveness of these organizations and the special skills required for effective management of them; empirical and normative issues surrounding nonprofit management and leadership. Prerequisite: Graduate classification.

**Nonprofit Management Track Electives**

**PSAA 602: Tools for Advancement and Leadership in Public Service**
Focuses on techniques and practices that executives employ to accomplish their work through politicians, bureaucrats, the media, lobbyists, governing boards, and their supervisors and staff; explores issues that arise from conflict with policy makers, moral and ethical concerns, and professionalism in public service. Prerequisite: Graduate classification.

Revised 01.14.2014
PSAA 603: Nongovernmental Organization Management in International Settings
Exploration of the management of nongovernmental organizations (NGO) in international setting with special attention to their niche alongside private and public sectors, revenue sources, impact on society and converse effects of society and its institutions. Prerequisite: Graduate classification.

PSAA 630: Program Evaluation in Public and Nonprofit Organizations
Organizations today are responding to increasing demands for accountability; demands come from an increasingly sophisticated public, clientele, and from funding sources including government, foundations, and corporations; designed to introduce theories, research, and practice for program evaluation and systems that support the organization’s information needs. Prerequisite: Graduate classification.

PSAA 631: Marketing for Nonprofit Organizations
Provides overviews and examines the underlying fundamental principles, concepts, and methods of strategic marketing as it is associated with the nonprofit sector. Prerequisite: Graduate classification

PSAA 632: Financial Management for Nonprofits
Introduction to the underlying fundamental principles, concepts and methods of managerial finance in nonprofit organizations; interpretation and evaluation of the financial reports to inform strategic decision-making in planning and budgeting. Prerequisite: Graduate classification.

PSAA 633: Philanthropy: Fundraising in Nonprofit Organizations
Examines the theory and practice of fundraising in nonprofit organizations; overview of fundraising strategies and techniques and how they relate to the achievement of organizational goals; focuses on ways of integrating various fundraising activities into an effective fundraising program. Prerequisite: Graduate classification.

PSAA 635: Social Welfare and Health Policy
Explores the historical development and impact of US public welfare, child welfare, employment, and health social service programs; analyzes values and assumptions that formed the foundations of social welfare policy and explores the social, economic, political, and cultural context in which these policies developed and their potential future. Prerequisite: Graduate classification.

PSAA 636: Grant and Project Management in the Public and Nonprofit Sectors
Examination of the use and provision of grants in the public and nonprofit sectors; exploration of the conceptual background of government and private grants; the management of grants and projects; application of skills and methods related to proposal writing needs statements, program budgets and evaluations. Prerequisite: Graduate classification.

PSAA 645: Networks and Inter-organizational Collaboration
Introduction to the knowledge base pertaining to inter-organizational relationship and the management environment of network based organizations. Prerequisite: Graduate classification.

PSAA 648: Performance Management in the Public and Nonprofit Sectors
Drawing on readings, practical exercises and guest lectures; examine public sector performance management and measurement as tools for improving strategic planning, resource allocation, organizational learning, internal operational processes, and internal and external accountability; apply learning to the development of a particular organization’s performance measurement system. Prerequisite: PSAA 634 or PSAA 644.
New Program Request Form for  
Certificate Programs, Bachelor’s and Master’s Degrees  
Page 22

**PSAA 649: Volunteer and Human Resources in Nonprofit Organizations**  
Introduces theories, research and practice for managing personnel and human resources for paid and volunteer staff in nonprofit settings; explores the behaviors and cognitions of participants in nonprofit organizations, the motivational and personnel programs required by the organization, and the managerial strategies for effective human resources management. Prerequisite: Graduate classification.

**PSAA 650: Social Innovation and Entrepreneurship in Nonprofit Management**  
Nonprofit management practices and principles related to social entrepreneurship and innovation; research, theories, and practice examples utilized to teach principles of designing and implementing a social innovation which can be applied to domestic and international social problems. Prerequisites: Graduate classification, PSAA 634 or PSAA 644 or approval of instructor.

**PSAA 669: Legal Environment of Nonprofit Management**  
Laws, policies, and ideals affecting the creation and governance of nonprofit organizations; includes medical, education, cultural, social, religious, and advocacy organizations; considers these organizations’ contributions to society, how they cooperate with or rival for-profit entities, and how they should be governed. Prerequisite: Graduate classification.

**PSAA 689: Nonprofit Governance**  
Explores the governance and oversight of nonprofit organizations. In particular considering the roles and functions of nonprofit boards. The course explores structures, techniques and strategic decision-making in nonprofit governance.

C. **Faculty** – Use these tables to provide information about Core and Support faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

### a. Homeland Security Track Faculty

_Note: Faculty have terminal degrees in fields closely related to homeland security due to the recent emergence of the field. Homeland Security is a new field that only came into existence since September 11, 2001._

<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
</table>
| *Dr. Danny W. Davis*  
(Currently, Graduate Certificate in Homeland Security Director at 33.33% time) | Ph.D. in Education – Human Resource Development, Texas A&M University | All Courses | 100% |
<table>
<thead>
<tr>
<th>Name of Support Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
</table>
| Dr. James Forest Lecturer               | Ph.D. in Higher Education Administration (International and Comparative), Boston College | PSAA 607 Research Methods for Homeland Security Studies  
PSAA 653 (INTA 619) Weapons of Mass Destruction | When teaching, 33.33% |
| Dr. Tobias Gibson Lecturer              | Ph.D. in Political Science, Washington University, St. Louis | PSAA 605 Homeland Security Policies, Strategies, and Operations | When teaching, 33.33% |
| Dr. Joe Hogler Lecturer                 | Ph.D. in International Relations, University of Kent at Canterbury, UK | PSAA 651 (INTA 602) Homeland Security and Homeland Defense  
PSAA 607 Research Methods for Homeland Security Studies  
PSAA 653 (INTA 619) Weapons of Mass Destruction | When teaching, 33.33% |
PSAA 653 (INTA 619) Weapons of Mass Destruction | When teaching, 33.33% |

Revised 01.14.2014
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree and Institution</th>
<th>Course</th>
<th>Workload</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Amit Kumar</td>
<td>Ph.D. in Public Administration, American University, School of Public Affairs, Washington D.C.</td>
<td>PSAA 607 Research Methods for Homeland Security Studies</td>
<td>When teaching, 33.33%</td>
</tr>
<tr>
<td>Dr. Joan Mileski</td>
<td>Ph.D. in Organizations, Strategy and International Management, University of Texas at Dallas</td>
<td>PSAA 608 Cyber Security for Managers</td>
<td>When teaching, 33.33%</td>
</tr>
<tr>
<td>Mr. John Rollins</td>
<td>J.D. in Law, American University, Washington College of Law</td>
<td>PSAA 651 (INTA 602) Homeland Security and Homeland Defense PSAA 6** (INTA 618) Government and Homeland Security PSAA 656 (INTA 656) Fundamentals of</td>
<td>When teaching, 33.33%</td>
</tr>
<tr>
<td>Name</td>
<td>Degree Details</td>
<td>Courses</td>
<td>Time Commitment</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Mr. Timothy Shaw, J.D.</td>
<td>J.D. in Law, Ohio Northern University School of Law</td>
<td>PSAA 653 (INTA 619) Weapons of Mass Destruction</td>
<td>When teaching, 33.33%</td>
</tr>
<tr>
<td>Mr. Michael Wermuth</td>
<td>J.D., Law, University of Alabama, School of Law</td>
<td>PSAA 651 (INTA 602) Homeland Security and Homeland Defense, PSAA 605 Homeland Security Policies, Strategies, and Operations, PSAA 608 Cyber Security for</td>
<td>When teaching, 33.33%</td>
</tr>
</tbody>
</table>
### b. Nonprofit Management Track Faculty

<table>
<thead>
<tr>
<th>Name of Core Faculty and Faculty Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. William A. Brown Associate Professor</td>
<td>Ph.D. Psychology, Claremont Graduate University</td>
<td>PSAA 602, 630, 644, 649, 650, 689</td>
<td>30%</td>
</tr>
<tr>
<td>Full-Time Faculty Member – To be hired</td>
<td></td>
<td>All Courses</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Support Faculty and Faculty</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned</th>
</tr>
</thead>
</table>

Revised 01.14.2014
<table>
<thead>
<tr>
<th>Rank</th>
<th>To Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Khaldoun AbouAssi</td>
<td>PSAA 602, 636, 649</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>10%</td>
</tr>
<tr>
<td>Dr. Leonard Bright</td>
<td>PSAA 602, 630</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>10%</td>
</tr>
<tr>
<td>Dr. Edwina Dorch</td>
<td>PSAA 630, 635</td>
</tr>
<tr>
<td>Lecturer</td>
<td>33.3 % when teaching</td>
</tr>
<tr>
<td>Dr. Veronica Hagerty</td>
<td>PSAA 644</td>
</tr>
<tr>
<td>Lecturer</td>
<td>33.3 % when teaching</td>
</tr>
<tr>
<td>Dr. Jenny Knowles-Morrison</td>
<td>PSAA 644, 648</td>
</tr>
<tr>
<td>Lecturer</td>
<td>33.3 % when teaching</td>
</tr>
<tr>
<td>Dr. Charlie Little</td>
<td>PSAA 631, 632, 643</td>
</tr>
<tr>
<td>Lecturer</td>
<td>33.3 % when teaching</td>
</tr>
<tr>
<td>Jason Lum, Esq</td>
<td>PSAA 643, 636, 669</td>
</tr>
<tr>
<td>Lecture</td>
<td>33.3 % when teaching</td>
</tr>
<tr>
<td>Dr. Laurie Paarlberg</td>
<td>PSAA 632, 633, 643</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>10%</td>
</tr>
<tr>
<td>Dr. Alicia Schortgen</td>
<td>PSAA 643</td>
</tr>
<tr>
<td>Lecturer</td>
<td>33.3 % when teaching</td>
</tr>
<tr>
<td>Dr. Kelly Zuniga</td>
<td>PSAA 633</td>
</tr>
<tr>
<td>Lecturer</td>
<td>33.3 % when teaching</td>
</tr>
</tbody>
</table>

D. Students – Describe general recruitment efforts and admission requirements. How will students be accepted into the program? In accordance with the institution’s Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

All recruitment efforts and enrollment management efforts will be led by the Office of Extended Education in the Bush School of Government and Public Service. The Office of Extended Education recruits, admits, and advises all the students in the online and residential graduate certificate programs at the Bush School for the graduate certificates of advanced international affairs, homeland security, and nonprofit management. Thus, it already has the structure and processes in place to

Revised 01.14.2014
effectively recruit students, admit and advise online students, and track students’ progress to degree.

**Application Requirements**

- Texas Common Application [www.applytexas.org](http://www.applytexas.org)
- Official Transcripts sent to the Office of Graduate Admissions, Texas A&M University
- Resume Required (Professional experience must be included.)
- Bachelor’s Degree from an Accredited University
- GPA in last 60 Credit Hours of Bachelor’s, or Master’s GPA or PhD/EdD GPA, if applicable
- GRE or GMAT scores no older than five years
- At least five years professional experience or equivalent
- Statement of Purpose
- Applicants whose native language is not English are required to submit proof of English proficiency, which may be satisfied by:
  - a minimum TOEFL score (from a test date within two years) of:
    - 550 for paper-based testing (p-BT) or 80 internet-based testing (i-BT), or
  - A minimum IELTS score of 6.0 overall band, or
  - Completing all years of a Bachelor's degree or higher at a U.S. accredited university. (Subject to departmental approval.)

**Recruitment of Professional and Executive Graduate Students**

Currently, the Office of Extended Education recruits qualified graduate certificate students in homeland security, nonprofit management, and advanced international affairs. Over 95% of these students are employed full-time professionals located outside of the local College Station area. The degree seeking Executive Masters of Public Service and Administration will use the already existing recruitment practices to recruit qualified graduate students without significantly adding to current marketing and recruiting costs. The current recruitment plan includes strategies aimed at experienced executive and professional audiences with methods such as promotions at professional conferences, online leads generation, online program advertisements in professional journals, social media marketing, former student awareness, online virtual information sessions, and presentation outreach in order to build program awareness and generate qualified applicants to Bush School programs.

**Retention in the Online Environment**

The Office of Extended Education employs one full-time advisor and two part-time individuals in the role of Graduate Student Specialist I. Duties of these personnel include advising registered students and assisting online students. These professionals significantly enhance the retention of Bush School online students by tracking online student participation and encouraging students to actively participate in courses. Whenever a student is absent in the online environment, advisors contact the student and offer assistance.

*Revised 01.14.2014*
Successful Completion of Under-represented Groups
The Office of Extended Education recruits a diverse group of students for its online graduate certificate programs, many of whom are from underrepresented groups. For the 2013-2014 academic year, students in the Bush School graduate certificate programs represented five ethnicities from 32 states, plus the Virgin Islands, and military personnel deployed to other countries. In addition, over 25% of our online graduate certificate students from 2013-2014 are military or veterans. The online flexibility of the programs and the inclusiveness shown in promotional materials highlight the diverse environment. Executive Master of Public Service and Administration students will be recruited from various professional organizations and venues, for example, women’s networks and former student publications at historically Black and Hispanic Colleges and Universities.

E. Library – Provide the library director’s assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

The library would not need to build additional holdings for the support of this master’s program. The library already offers a substantial collection of digital and hardcopy public service and administration, nonprofit, and homeland security related books and documents.

F. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

No additional classroom facilities are needed since all classes are offered online, with the exception of the residency course. During the weeks in residency, the course will be held at the Bush School in appropriate Allen building classroom space with alternate locations possible such as the Memorial Student Center or the Bush Library. Office space will need to be identified for the new full-time personnel. Computers, software, and office supplies will be purchased for the new personnel.

G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

The accreditation body for public affairs programs is the Commission on Peer Review and Accreditation which is a part of the Network of Schools of Public Policy, Affairs, and Administration (NASPAA http://www.naspaa.org/). From the NASPAA http://www.naspaa.org/ web site:

**NASPAA is the global standard in public service education.** It is the membership organization of graduate education programs in public policy, public affairs, public administration, and public & nonprofit management. The nearly 300 members are located across

Revised 01.14.2014
the U.S. and in 14 countries around the globe and award MPA, MPP, MPA, and similar degrees.

The NASPAA accreditation process includes a rigorous self-study and peer review. Only NASPAA member programs can participate in the accreditation process. Currently, the residential Master of Public Service and Administration program at the Bush School is accredited by NASPAA. If approved, the Executive Master of Public Service Administration will seek NASPAA accreditation as well.

H. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

Texas A&M University follows Southern Association of Colleges and Schools policies, as well as the policies set forth by the Texas Higher Education Coordinating Board. The Bush School of Government & Public Service follows all of the best practices described in *The Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.*

Texas A&M University uses a program called WEAVE Online with which to set outcomes based goals for student learning and to track progress toward those goals. The EMPSA program will utilize the WEAVE Online system to set up program goals, mission and objectives. These will be tracked, per system requirements, during the academic year. Additional tracking and guidance is offered by Texas A&M University’s Office of Assessment. Course evaluations will be delivered online each semester to students enrolled in the Executive Master of Public Service and Administration program.

A program evaluation process will be drafted and implemented, possibly to include an exit survey and two year student follow-up. The potential plan includes that an exit survey will be emailed to each student completing the program as well as to any student who withdraws from the program prior to meeting all requirements. Every two years following graduation, each Executive Master of Public Service and Administration (EMPSA) graduate will be emailed a survey that gauges the perceived outcomes of the master’s program such as knowledge gain, skill gain, increased promotion opportunities, pay raise opportunities, and general return on investment.

*Online Quality Assurance Mechanisms*

Quality will be ensured through the interactive nature of online courses and accompanying standards of participation. Students are required to “visibly participate” in the online classroom 4 out of 7 days every week of the term. Likewise, faculty participate in the online classroom (online discussion board) at least 3 out of 7 days each week (spread throughout the week), and at least 4½ hours each week. In addition, faculty quickly responds to students by posting feedback to assignments within seven days, and responding to students’ inquiries within 24 hours on weekdays and 48 hours on weekends.

*Revised 01.14.2014*
EMPSA program faculty must participate in pre-semester (prior to teaching) teleconferences where curriculum requirements, student interaction expectations, and online system methods are reviewed. All syllabi clearly delineate student participation expectations for courses. During semesters, faculty and online advisors closely monitor student participation to ensure appropriate interaction and high academic performance.

Prior to course delivery, all EMPSA online courses will undergo a mandatory quality control check that includes areas of curriculum content and IT operability. Quality is ensured through three methods. First, academic content for each course is developed by a Ph.D. subject matter expert. Before a semester begins, the subject matter expert for a given course reviews the syllabus, lectures, and other course material. Revisions are made as necessary to ensure any changes in governmental policy are correctly reflected in course content. Second, the Office of Extended Education Instructional Design Team whose expertise includes technology and andragogy, review all courses for correct material format, ADA (American Disabilities Act) compliance; accessibility to learners and learning styles; and, program utility and interoperability. Third, modeled after a revised and expedited quality matters framework, as a final quality control process, all online courses must pass a final quality check by the Subject Matter Expert, the Course Instructor, EMPSA Program Director, and Instructional Designer review process to ensure curricular consistency and online quality.

I. Administration of Program – Describe how the program will be administered. Where will the program be administered (i.e., department, college)?

The program will be administered congruent to the current structure of the Online Graduate Certificate in Homeland Security and the Online Graduate Certificate in Nonprofit Management. Curriculum and faculty matters are handled by the EMPSA Program Director within the processes and under the purview of the Department of Public Service and Administration at the Bush School of Government & Public Service. Budgetary management, enrollment management, online instructional design, staffing, recruitment, career services, scholarships, marketing and admissions processes will be administered by the Office of Extended Education in the Bush School of Government & Public Service.
### III. Costs and Funding

**Five-Year Costs and Funding Sources** - Use this table to show five-year costs and sources of funding for the program.

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel(^1)</td>
<td>Reallocated Funds</td>
</tr>
<tr>
<td>Facilities and Equipment</td>
<td>Anticipated New Formula Funding(^3)</td>
</tr>
<tr>
<td>Library, Supplies,</td>
<td>Special Item Funding</td>
</tr>
<tr>
<td>and Materials</td>
<td></td>
</tr>
<tr>
<td>Other(^2)</td>
<td></td>
</tr>
<tr>
<td>Course Development Costs</td>
<td>Other(^4)</td>
</tr>
<tr>
<td>Marketing Collateral</td>
<td>Differential Tuition</td>
</tr>
<tr>
<td>Advertisement/Recruitment</td>
<td>Teach Fee (non-funded)</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td><strong>Total Funding</strong></td>
</tr>
<tr>
<td><strong>$1,907,000</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and designated tuition and fees can be included.
## Signature Page

1. **Adequacy of Funding** – The chief executive officer shall sign the following statement:

   *I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.*

<table>
<thead>
<tr>
<th>Chief Executive Officer</th>
<th>Date</th>
</tr>
</thead>
</table>

2. **Board of Regents or Designee Approval** – A member of the Board of Regents or designee shall sign the following statement:

   *On behalf of the Board of Regents, I approve the program.*

<table>
<thead>
<tr>
<th>Board of Regents (Designee)</th>
<th>Date of Approval</th>
</tr>
</thead>
</table>

3. **Board of Regents Certification of Criteria for Commissioner of Assistant Commissioner Approval** – For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:

   1. be within the institution’s current Table of Programs;
   2. have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
   3. have sufficient clinical or in-service sites, if applicable, to support the program;
   4. be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
   5. attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
   6. not unnecessarily duplicate existing programs at other institutions;
   7. not be dependent on future Special Item funding
   8. have new five-year costs that would not exceed $2 million.

   *On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).*

<table>
<thead>
<tr>
<th>Board of Regents (Designee)</th>
<th>Date</th>
</tr>
</thead>
</table>
February 23, 2015

Mark Zoran, Chair
Graduate Council
College of Science
Biological Sciences Building West, Room 231A
3258 TAMU
College Station, TX 77843

Dear Dr. Zoran,

On behalf of Mays Business School, I am submitting the attached documents for the consideration and review of the Graduate Council. The documents pertain to a new Master's of Business degree designed for non-business A&M undergraduate students with less than 18 months of work experience.

The Masters of Business (MS-BIZ) degree comprises 36 semester credit hours and the first class will matriculate in Summer 2016 and graduate in May 2017. The program is intended to prepare students for careers that combine the knowledge and skills acquired from their undergraduate degree programs with core business knowledge and skills acquired during the MS-BIZ program.

The curriculum differs from existing MS degree programs at Mays in that we will offer a broad, general business degree with content taken from across the core business disciplines. We plan on only one section of each course per semester which means that the students will be lock-step during the one-year program. We will use novel teaching methods and conclude the degree program with a comprehensive capstone project. Initial research indicates that there is significant demand for this type of MS program.

Thank you for your time and attention as you review this submission.

Sincerely,

Mary Lea McAnally
Phillip Ljungdahl Chaired Professor and
Associate Dean for Graduate Programs
Texas A&M University
New Certificate, Bachelors, Masters, or Doctoral Program
Undergraduate • Graduate • Professional
• Proposal Checklist •

Program request type: ☐ Undergraduate ☒ Graduate ☐ First Professional (e.g. DVM, RAD, etc.)
Requested by the Department or Unit of: Mays Business School

Program Type, Level, Designation, Title, Description, Hours
Program Type: ☐ Certificate Program ☒ Degree Program
Program Level: ☐ UG Certificate ☐ Grad Certificate ☐ Bachelor ☒ Master ☐ Doctoral ☐ Professional
Degree Designation (i.e., BS, BA, MA, MS, MAgr, MEd, PhD, EdD, etc.) MS
Title of proposed program: Master of Science in Business
Proposed CIP Code (if known): 52.0201

Brief program description (provide a catalog description for undergraduate and graduate certificates):
Master’s degree in business designed for students with non-business undergraduate degrees and less than 18 months of work experience.

Minimum program semester credit hours (SCH) Certificates - 12 hours* Bachelors - 120 hours Masters - 30 hours

Proposed program hours: ______ ______ 36

*12 hours minimum to appear on transcript

Certificate Programs ☐ Embedded
Students take coursework that will result in a degree and certificate being earned at the same time.
☐ Standalone
Non-degree seeking students take coursework to earn a certificate only (no degrees are awarded).

Off-Campus or Distance Delivery
% of Program a student can take off-campus or through Distance Education Program Start Date SACSCOC Approval** When Provost needs to inform SACSCOC

☐ 25% ______ Notification Only ______
☐ 50% ______ Approval Required 6 months before first day of program
☐ 80% ______ Approval Required 6 months before first day of program
☐ 100% ______ Approval Required 6 months before first day of program

**Notification letter arranged through the Vice Provost for Academic Affairs and sent by TAMU President.

Program Delivery Mode
☒ On-campus College Station
☐ Broadcast / TTVN ______
☐ Specific off-campus location*** ______
☐ Distance Education / Internet ☐ In-State ☐ Out-of-State Start Date ______
☐ Out-of-Country Will this program be offered with another institution? ☐ Yes ☐ No
If yes, contact the Vice Provost for Academic Affairs for additional reporting requirements.

***Is this an approved SACSCOC location? ☒ Yes ☐ No If no, a program prospectus must be sent to SACSCOC. Approved locations as of March 2012: TAMU-Galveston, TAMU-Qatar, University Center-The Woodlands, CityCentre-Houston, Dubai and Saudi Arabia.

Program Funding
Has program funding been finalized at the department or college level? ☒ Yes ☐ No
If no, explain or attach budget: ______

Will new costs for the first five years of the program be under $2 million? ☒ Yes ☐ No
If new costs exceed $2 million, coordinating board approval is required.
Submitted by (Contact Person):
Mary Lea McAnally
Name
Associate Dean for Graduate Programs
Title

mmcanally@mays.tamu.edu
Email
979-845-5017
Phone

Certification Statement
By signing below, the Dean of the College certifies the proposed program complies with coordinating board standards. If the program is delivered through Distance Education, the Dean of the College certifies that they are following the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.

Use additional signature lines if program is between three or more departments or colleges.

[Signature, Department Head or Interdisciplinary Program Chair]
[Typed or Printed Name]
[Chair, College Review Committee]
[Dean of College]

Date
2/15
2/23/15
2/23/15

Signature, Department Head or Interdisciplinary Program Chair
[Typed or Printed Name]
Chair, College Review Committee
Dean of College

Date
Date

Signature, Department Head or Interdisciplinary Program Chair (if joint program)
Typed or Printed Name
Chair, College Review Committee
Dean of College

Date
Date

Chair, University Curriculum Committee or Graduate Council
Chair, University Curriculum Committee or Graduate Council

Date
Date

Additional Approvals Required: Faculty Senate and President.
Agenda Item No.

AGENDA ITEM BRIEFING

Submitted by:  Mark A. Hussey, President/CEO
Texas A&M University

Subject:  Approval of a New Master of Science in Business Degree Program and Authorization to Request Approval from the Texas Higher Education Coordinating Board

Proposed Board Action:

Approve the establishment of a new degree program at Texas A&M University leading to a Master of Science in Business, authorize the submission of this degree program to the Texas Higher Education Coordinating Board (THECB) for approval and certify that all applicable THECB criteria have been met.

Background Information:

The Master of Science in Business (MS-BIZ) degree program will prepare graduate students with non-business undergraduate degrees and less than 18 months of work experience for careers that combine the knowledge and skills acquired from their undergraduate degree programs with core business knowledge and skills acquired during the MS-BIZ program.

Students will complete 36 credit hours of general business coursework in one year. The goal is to enroll 50 students each year. As the students must have a non-business undergraduate degree from Texas A&M University, we expect each incoming class to be representative of the diversity and undergraduate majors of Texas A&M as a whole. Student demand and employment projections for this degree are high.

The MS-BIZ degree is a broad, general business degree with content taken from across the core business disciplines. We plan on only one section of each course per semester. Therefore we have a number of core faculty who will devote less than 50% of their time to the program. Because we plan to levy a program fee, most of the faculty will be out-of-load teaching.

A&M System Funding or Other Financial Implications:

There are no new funding implications for the System. The college proposes a fee of $15,000 per student per year (over normal graduate tuition and fees) to fund the program costs. To provide the best possible educational experience for our students, the college will hire a faculty member to serve as Academic Director. The director will teach in the program, serve as mentor for the MS-BIZ students, and supervise all aspects of the program, including admissions. Other faculty in the program will be from existing Mays Business School faculty and will be paid overload compensation.
Members, Board of Regents
The Texas A&M University System

Subject: Approval of a New Master of Science in Business Degree Program, and Authorization to Request Approval from the Texas Higher Education Coordinating Board

I recommend adoption of the following minute order:

"The Board of Regents of The Texas A&M University System approves the establishment of a new degree program at Texas A&M University leading to a Master of Science in Business degree.

The Board also authorizes submission of Texas A&M University’s new degree program request to the Texas Higher Education Coordinating Board for approval and hereby certifies that all applicable criteria of the Coordinating Board have been met."

Respectfully submitted,

(CEO’s SIGNATURE)

Mark A. Hussey, Interim President

Approval Recommended: Approved for Legal Sufficiency:

John Sharp Ray Bonilla
Chancellor General Counsel

Billy Hamilton
Executive Vice Chancellor and
Chief Financial Officer

James R. Hallmark, Ph.D.
Vice Chancellor for Academic Affairs
Texas A&M University

Master of Science
with a major in Business
(CIP 52.0201.00)

Program Review Outline

BACKGROUND & PROGRAM DESCRIPTION

Administrative Unit: Mays Graduate Programs, Mays Business School

Educational Objectives:
The Master of Science in Business (MS-BIZ) degree program will prepare graduate students with non-business undergraduate degrees and less than 18 months of work experience for careers that combine the knowledge and skills acquired from their undergraduate degree programs with core business knowledge and skills acquired during the MS-BIZ program.

Curriculum Requirements

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Required Courses Course Title</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 705</td>
<td>Accounting for Business Results</td>
<td>2</td>
</tr>
<tr>
<td>ACCT 710</td>
<td>Accounting for Managerial Decision Making</td>
<td>2</td>
</tr>
<tr>
<td>BUAD 700</td>
<td>Value Creation</td>
<td>2</td>
</tr>
<tr>
<td>BUAD 701</td>
<td>Business Collaboration</td>
<td>1</td>
</tr>
<tr>
<td>BUAD 702</td>
<td>Career Management</td>
<td>1</td>
</tr>
<tr>
<td>BUAD 705</td>
<td>Business Communications and Professional Presence</td>
<td>4</td>
</tr>
<tr>
<td>BUAD 710</td>
<td>Ethical Decision Making and Conduct</td>
<td>2</td>
</tr>
<tr>
<td>BUAD 715</td>
<td>International Business Environment</td>
<td>2</td>
</tr>
<tr>
<td>BUAD 720</td>
<td>Integrated Business Experience</td>
<td>4</td>
</tr>
<tr>
<td>FINC 705</td>
<td>Corporate Finance</td>
<td>2</td>
</tr>
<tr>
<td>FINC 710</td>
<td>Entrepreneurial Finance</td>
<td>2</td>
</tr>
<tr>
<td>ISYS 705</td>
<td>Information Management for Decision Makers</td>
<td>2</td>
</tr>
<tr>
<td>MGMT 705</td>
<td>Strategic Human Capital</td>
<td>2</td>
</tr>
<tr>
<td>MGMT 710</td>
<td>Crafting Business Strategy</td>
<td>2</td>
</tr>
<tr>
<td>MKTG 705</td>
<td>Market and Customer Insights</td>
<td>2</td>
</tr>
<tr>
<td>MKTG 710</td>
<td>Strategic Marketing Decisions</td>
<td>2</td>
</tr>
<tr>
<td>SCMT 705</td>
<td>Global Operations</td>
<td>2</td>
</tr>
</tbody>
</table>

TOTAL CREDIT HOURS 36
The proposed implementation date is Fall 2016 (students will begin orientation and courses in July/August 2016).

Texas A&M University certifies that the proposed new degree program meets the criteria under the 19 Texas Administrative Code, Section 5.45 in regards to need, quality, financial and faculty resources, standards and costs. New costs during the first five years will not exceed $2 million.

I. NEED

A. Employment Opportunities

Comparable master's programs are offered at other universities in the U.S. These programs are collectively referred to as Master in Management (MiM) programs. Reported job-market outcomes for MiM graduates cite consulting and marketing as the two largest employment sectors for MiM graduates. Our MS-BIZ students will compete in these same labor markets.

The U.S. Bureau of Labor Statistics projects the annual job outlook for management consultants to grow at a rate of 19% from 2012-2022, faster than the average for all occupations. Demand for the services of these workers will grow as organizations continue to seek ways to improve efficiency and control costs.

The U.S. Bureau of Labor Statistics projects the annual job outlook for marketing analysts to grow 32% from 2012-2022, nearly twice the average for all occupations. Employment growth in this sector will be driven by an increased use of big data in market research. This expansion will cover all industries that seek to 1) understand the needs and wants of customers and 2) measure the effectiveness of marketing and business strategies.

A broad array of companies hired MiM graduates in 2013. The websites of MiM programs at University of Florida, Duke University, University of Michigan, and Notre Dame listed the following companies as employers of MiM graduates: PepsiCo, Target, General Motors, American Airlines, Ernst and Young, Protiviti, Citibank, Deloitte Consulting, Accenture, IBM, General Electric, E&J Gallo Winery, and Aon. Most of these companies currently recruit undergraduate and graduate students from Texas A&M University (TAMU). Thus, the TAMU Career Center has established relationships with potential employers of graduates from the MS-BIZ program.

B. Projected Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Transfers</th>
<th>New Students</th>
<th>Graduation</th>
<th>Cumulative Headcount</th>
<th>Cumulative FTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>50</td>
<td>0</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>50</td>
<td>0</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>50</td>
<td>0</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>50</td>
<td>0</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>50</td>
<td>0</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>


C. **Existing State Programs**
   The Texas Higher Education Coordinating Board (THECB) program inventory does not differentiate between programs similar to this proposed degree (one-year Master of Science in Business) and the traditional Masters of Business Administration (MBA). There are two major distinctions between the traditional MBA program and the new MS-BIZ program: 1) MBA students have 5-7 years’ work experience on average and 2) most MBA programs are not one-year long, and MS-BIZ will be. Our research found that the only university in Texas to have a similar degree is Southern Methodist University.

II. **QUALITY & RESOURCES**

A. **Faculty**
   The MS-BIZ degree is a broad, general business degree with content taken from across the core business disciplines. We plan on only one section of each course per semester. Therefore we have a number of core faculty who will devote less than 50% of their time to the program. Because we plan to levy a program fee, most of the faculty will be out-of-load teaching.

   All FTE graduate faculty currently employed in the Mays Business School will be eligible to teach in the MS-BIZ program. Faculty will teach in the program on an overload basis.

B. **Program Administration**
   The Mays Graduate Programs in the Mays Business School will administer the program. A faculty member will be hired as the academic program director.

C. **Other Personnel**
   One full-time staff member will be hired to provide administrative assistance to the academic director and to assist in program coordination.

D. **Supplies, Materials**
   Supplies and materials will be acquired as needed. Costs for such supplies are included in the Costs and Funding Sources table below.

E. **Library**
   The library resources currently available for Texas A&M University and Mays Business School students will be sufficient to meet the needs for the students in this program.

F. **Equipment, Facilities**
   All classes will be held in the master’s classrooms in the Cox Wing of Wehner. Classes will begin in the afternoon (likely at 2PM) after the MBA classes end for the day (12:45PM). Offices for the Academic Director and Program Coordinator will be located in a current MBA workspace and office in Wehner 340F. The space will be reconfigured to accommodate office space as well as a lobby space for the students. New equipment will be purchased or available office equipment at Mays repurposed. The equipment in classrooms and in the West Campus Library will support the needs of the program. The Master’s Student Lounge and the Team Rooms on the second floor of Wehner will be a place for student teams to meet.
G. Accreditation
We have no plans to pursue accreditation beyond the AACSB and SACS accreditations already held.

III. NEW 5 YEAR COSTS & FUNDING SOURCES

<table>
<thead>
<tr>
<th>NEW FIVE-YEAR COSTS</th>
<th>SOURCES OF FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Formula Income</td>
</tr>
<tr>
<td></td>
<td>$1,080,000</td>
</tr>
<tr>
<td>Program Administration</td>
<td>Statutory Tuition</td>
</tr>
<tr>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>Reallocation</td>
</tr>
<tr>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>Designated Tuition</td>
</tr>
<tr>
<td></td>
<td>$175,000</td>
</tr>
<tr>
<td>Library &amp; IT Resources</td>
<td>Other Funding:</td>
</tr>
<tr>
<td></td>
<td>$40,000</td>
</tr>
<tr>
<td>Equipment, Facilities</td>
<td>Student Program Fees</td>
</tr>
<tr>
<td></td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$3,750,000</td>
</tr>
<tr>
<td>Other</td>
<td>Application Fees</td>
</tr>
<tr>
<td></td>
<td>$391,000</td>
</tr>
<tr>
<td></td>
<td>$59,375</td>
</tr>
<tr>
<td>Estimated 5-Year Costs</td>
<td>Estimated 5-year Revenues</td>
</tr>
<tr>
<td></td>
<td>$1,686,000</td>
</tr>
<tr>
<td></td>
<td>$4,314,875</td>
</tr>
</tbody>
</table>
Request Form for Bachelor’s and Master’s Degrees

I. Need

A. Job Market Need

The Master of Science in Business (MS-BIZ) degree program will prepare graduate students with non-business undergraduate degrees and less than 18 months of work experience for careers that combine the knowledge and skills acquired from their undergraduate degree programs with core business knowledge and skills acquired during the MS-BIZ program.

Comparable master’s programs are offered at other universities in the U.S. These programs are collectively referred to as Master in Management (MiM) programs. Reported job-market outcomes for MiM graduates cite consulting and marketing as the two largest employment sectors for MiM graduates. Our MS-BIZ students will compete in these same labor markets.

The U.S. Bureau of Labor Statistics projects the annual job outlook for management consultants to grow at a rate of 19% from 2012-2022, faster than the average for all occupations.\(^1\) Demand for the services of these workers will grow as organizations continue to seek ways to improve efficiency and control costs.

The U.S. Bureau of Labor Statistics projects the annual job outlook for marketing analysts to grow 32% from 2012-2022, nearly twice the average for all occupations.\(^2\) Employment growth in this sector will be driven by an increased use of big data in market research. This expansion will cover all industries that seek to 1) understand the needs and wants of customers and 2) measure the effectiveness of marketing and business strategies.

A broad array of companies hired MiM graduates in 2013. The websites of MiM programs at University of Florida, Duke University, University of Michigan, and Notre Dame listed the following companies as employers of MiM graduates: PepsiCo, Target, General Motors, American Airlines, Ernst and Young, Protiviti, Citibank, Deloitte Consulting, Accenture, IBM, General Electric, E&J Gallo Winery, and Aon. Most of these companies currently recruit undergraduate and graduate students from Texas A&M University (TAMU). Thus, the TAMU Career Center has established relationships with potential employers of graduates from the MS-BIZ program.

B. Student Demand

Student demand for MiM programs is strong nationwide. Table 1 shows several nationally-recognized universities that have recently launched degree programs in the MiM space. These early adopters have created national recognition for the one-year master’s in management degree and employers and students alike are increasingly familiar with such programs.

---


### Table 1 - Existing Masters in Management Programs at U.S. Universities

<table>
<thead>
<tr>
<th>University (Business School)</th>
<th>Program Name</th>
<th>Tuition</th>
<th>Launch Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Methodist University (Cox)</td>
<td>Master of Science in Management</td>
<td>$62,357</td>
<td>2012</td>
</tr>
<tr>
<td>Northwestern (Kellogg)</td>
<td>Russell Fellows Program</td>
<td>$45,000</td>
<td>2013</td>
</tr>
<tr>
<td>University of Michigan (Ross)</td>
<td>Master of Management</td>
<td>$46,000</td>
<td>2013</td>
</tr>
<tr>
<td>Notre Dame (Mendoza)</td>
<td>Master of Science in Management</td>
<td>$42,600</td>
<td>2013</td>
</tr>
<tr>
<td>Arizona State (Carey)</td>
<td>Master of Science in Management</td>
<td>$38,310</td>
<td>2014</td>
</tr>
</tbody>
</table>

In 2014, the Graduate Management Admissions Council (GMAC) reported that Master in Management (MiM) programs showed a sixth straight year of application volume gains globally (2009 to 2013). Among U.S. MiM programs, 58 percent saw application volume increases from 2012 to 2013. GMAC administers the Graduate Management Admission Test (GMAT) and reported tremendous growth in the number of GMAT score reports sent to US MiM programs (9,215 score reports sent to 159 US programs in testing year 2012, up from 6,491 sent to 128 programs in 2009).

Undergraduates are the fastest growing GMAT test-taking segment and the most interested group when it comes to specialized master’s degree. Strategically, the best time to target the undergraduate market segment is at the end of their sophomore year when they begin to consider graduate school in general and business master’s degrees in particular.

The chart in Figure 1 depicts the 8,156 U3 students (juniors) at Texas A&M University in Fall 2014 by college. The MS-BIZ program goal is to receive 150 applications; to admit 75 applicants, and enroll 50 students for the first year of the MS-BIZ program (Fall 2016). This goal represents less than 2% of the population of A&M juniors. We plan to keep our incoming class representative of the overall undergraduate majors at A&M. We are aiming for a diverse student body for this degree.

![Figure 1 - TAMU U3 Students in Fall 2014 by College](image-url)
As part of a larger annual survey done by the TAMU Dwight Look College of Engineering, we obtained data from 1,634 TAMU engineering undergraduate students. The survey described the proposed MS-BIZ degree and asked students to indicate the interest in such a program. On 7-point Likert scale (7 = very interested), the average response was 4 (standard deviation = 2.28) and represents actual interest among our target market.

The first class of MS-BIZ students will matriculate for Summer 2016 and graduate May 2017. All of the courses in the program will be taken during this time period. They will be full time graduate students and will take the courses together in their cohort.

C. Enrollment Projections

<table>
<thead>
<tr>
<th>Year</th>
<th>Transfers</th>
<th>New Students</th>
<th>Attrition</th>
<th>Graduation</th>
<th>Cumulative Headcount</th>
<th>Cumulative FTES (New only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>50</td>
<td>75</td>
</tr>
</tbody>
</table>

II. Quality

I. Degree Requirements

<table>
<thead>
<tr>
<th></th>
<th>Non-Thesis SCH</th>
<th>Thesis SCH</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. *Foundation Courses: prerequisite/leveling</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Required Courses (of all students)</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Prescribed Elective Courses</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Elective Courses</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e1. Thesis/Dissertation</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e2. Other (specify)</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL SCH REQUIREMENTS</td>
<td>36</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Curriculum

REQUIRED COURSES

<table>
<thead>
<tr>
<th>Prefix and Number</th>
<th>Course Title</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 705*</td>
<td>Accounting for Business Results</td>
<td>2</td>
</tr>
<tr>
<td>ACCT 710*</td>
<td>Accounting for Managerial Decision Making</td>
<td>2</td>
</tr>
</tbody>
</table>
### Prefix and Number | Course Title | SCH
---|---|---
BUAD 700* | Value Creation | 2
BUAD 701* | Business Collaboration | 1
BUAD 702* | Career Management | 1
BUAD 705* | Business Communications and Professional Presence | 4
BUAD 710* | Ethical Decision Making and Conduct | 2
BUAD 715* | International Business Environment | 2
BUAD 720* | Integrated Business Experience | 4
FINC 705* | Corporate Finance | 2
FINC 710* | Entrepreneurial Finance | 2
ISYS 705* | Information Management for Decision Makers | 2
MGMT 705* | Strategic Human Capital | 2
MGMT 710* | Crafting Business Strategy | 2
MKTG 705* | Market and Customer Insights | 2
MKTG 710* | Strategic Marketing Decisions | 2
SCMT 705* | Global Operations | 2

**TOTAL CREDIT HOURS** 36

---

### III.

Faculty

The MS-BIZ degree is a broad, general business degree with content taken from across the core business disciplines. We plan on only one section of each course per semester. Therefore we have a number of core faculty who will devote less than 50% of their time to the program. Because we plan to levy a program fee, most of the faculty will be out-of-load teaching.

**CORE FACULTY**

<table>
<thead>
<tr>
<th>Name and Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Jasperson, Jon Clinical Associate Professor</td>
<td>PhD in Information Management Science Florida State University</td>
<td>BUAD 701 BUAD 720</td>
<td>85%</td>
</tr>
<tr>
<td>Loudder, Martha Professor</td>
<td>PhD in Accounting Arizona State University</td>
<td>BUAD 700</td>
<td>50%</td>
</tr>
<tr>
<td>McAnally, Mary Lea Professor</td>
<td>PhD in Accounting Stanford University</td>
<td>ACCT 705</td>
<td>50%</td>
</tr>
<tr>
<td>Troy, Lisa Clinical Associate Professor</td>
<td>PhD in Marketing Texas A&amp;M University</td>
<td>MKTG 705 MKTG 710</td>
<td>25%</td>
</tr>
</tbody>
</table>
### SUPPORT FACULTY

<table>
<thead>
<tr>
<th>Name and Rank</th>
<th>Highest Degree and Awarding Institution</th>
<th>Courses Assigned in Program</th>
<th>% Time Assigned to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander, Michael</td>
<td>Master of Business Administration</td>
<td>BUAD 701</td>
<td>20%</td>
</tr>
<tr>
<td>Instructor</td>
<td>Texas A&amp;M University</td>
<td>BUAD 702</td>
<td></td>
</tr>
<tr>
<td>Barrick, Murray</td>
<td>PhD in Industrial and Organizational Psychology</td>
<td>MGMT 705</td>
<td>10%</td>
</tr>
<tr>
<td>Professor</td>
<td>University of Akron</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becker, Aaron</td>
<td>PhD in Management Information Systems</td>
<td>ISYS 705</td>
<td>10%</td>
</tr>
<tr>
<td>Clinical Assistant Professor</td>
<td>University of Oklahoma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blasor, Tara</td>
<td>Master of Science in MIS</td>
<td>ACCT 705</td>
<td>10%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Texas A&amp;M University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Flint</td>
<td>PhD in Management</td>
<td>BUAD 715</td>
<td>10%</td>
</tr>
<tr>
<td>Clinical Associate Professor</td>
<td>Texas A&amp;M University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dye, R. Timothy</td>
<td>PhD in Finance</td>
<td>FINC 705</td>
<td>10%</td>
</tr>
<tr>
<td>Clinical Professor</td>
<td>Texas A&amp;M University</td>
<td>FINC 710</td>
<td></td>
</tr>
<tr>
<td>Farmer, Karen</td>
<td>Master of Science in Accounting</td>
<td>ACCT 705</td>
<td>10%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>University of Texas A&amp;M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>King-Metters, Kathryn</td>
<td>PhD in Organization and Management</td>
<td>MGMT 710</td>
<td>10%</td>
</tr>
<tr>
<td>Executive Professor</td>
<td>Capella University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Koufteros, Beth</td>
<td>Master of Organizational Development</td>
<td>MGMT 705</td>
<td>10%</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Bowling Green State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Krajicek, John</td>
<td>Master of Arts in English</td>
<td>BUAD 705</td>
<td>10%</td>
</tr>
<tr>
<td>Executive Professor</td>
<td>University of North Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>McGowan, Annie</td>
<td>PhD in Accounting</td>
<td>ACCT 710</td>
<td>33%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>University of North Texas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rangan, Sudarsan</td>
<td>PhD in Operations Management</td>
<td>SCMT 705</td>
<td>10%</td>
</tr>
<tr>
<td>Clinical Assistant Professor</td>
<td>University of Alabama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rishika, Rishika</td>
<td>PhD in Marketing</td>
<td>MKTG 705</td>
<td>10%</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>University of California, Irvine</td>
<td>MKTG 710</td>
<td></td>
</tr>
<tr>
<td>Van Alstyne, John</td>
<td>BBA in Marketing</td>
<td>BUAD 710</td>
<td>10%</td>
</tr>
<tr>
<td>Executive Professor</td>
<td>Texas A&amp;M University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wesson, Michael</td>
<td>PhD in Management</td>
<td>MGMT 705</td>
<td>10%</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Michigan State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, Edward</td>
<td>Master of Business Administration</td>
<td>FINC 705</td>
<td>10%</td>
</tr>
<tr>
<td>Executive Professor</td>
<td>University of Hawaii</td>
<td>FINC 710</td>
<td></td>
</tr>
<tr>
<td>Wolken, Larry</td>
<td>PhD in Economics</td>
<td>FINC 705</td>
<td>10%</td>
</tr>
<tr>
<td>Clinical Professor</td>
<td>Texas A&amp;M University</td>
<td>FINC 710</td>
<td></td>
</tr>
</tbody>
</table>

### a. What impact will the new program have on current programs in regards to faculty resources?

The new program will have little impact on current programs for three reasons: (1) the enrollment will be limited, (2) the enrollment will span many departments, and (3) the faculty will be compensated out-of-pocket for the MS-BIZ classes.
1. How will the teaching load of current faculty be impacted?

The teaching load of current faculty will not be greatly impacted because the program will have limited enrollment (50-60) and will span all five of the departments at Mays Business School.

2. How with the teaching load of faculty assigned a portion of their time to the new program be covered?

There will be no teaching load reassigned. The faculty will be compensated on an overload basis. There is precedent at Mays Business School for this arrangement; both MBA programs delivered in Houston use faculty on an overload basis.

IV. Students

We will admit only Texas A&M University undergraduates into the program who have less than two years of work experience. They will apply in the fall or spring of their senior year at A&M. Our class will be representative of A&M’s undergraduate population and thus we will be able to recruit underrepresented students.

V. Library

All necessary library resources are already in place, both at the University level and via internet searches.

VI. Facilities and Equipment

All classes will be held in the master’s classrooms in the Cox Wing of Wehner. Classes will begin in the afternoon (likely at 2PM) after the MBA classes end for the day (12:45PM). Offices for the Academic Director and Program Coordinator will be located in a current MBA workspace and office in Wehner 340F. The space will be reconfigured to accommodate office space as well as a lobby space for the students. New equipment will be purchased or available office equipment at Mays repurposed. The equipment in classrooms and in the West Campus Library will support the needs of the program. The Master’s Student Lounge and the Team Rooms on the second floor of Wehner will be a place for student teams to meet.

VII. Accreditation

We have no plans to pursue accreditation beyond the AACSB and SACS accreditations already held.

VIII. Evaluation

We will evaluate the quality and effectiveness of the new program using a combination of the measures and processes currently used to evaluate the existing MS and MBA programs.
Additionally, we have established the following preliminary measures of the success of the program. These will be measured by the graduates of the inaugural class and each subsequent class.

**Qualitative Measures:**
- Student evaluation of program at graduation
- Student evaluation of program one year after graduating
- Employer evaluation of graduates’ readiness and ability to lead
- Faculty satisfaction with teaching experience

**Quantitative Measure:** Financial goals met

We will develop appropriate learning outcomes and measures to use for assessment of student learning.

### III. Costs and Funding

#### NEW FIVE-YEAR COSTS AND FUNDING SOURCES

There are no new funding implications for the System. The college proposes a fee of $15,000 per student per year (over normal graduate tuition and fees) to fund the program costs. To provide the best possible educational experience for our students, the college will hire a faculty member to serve as Academic Director.

The salary and fringe benefits of the director are included in faculty costs below. The director will teach in the program, serve as mentor for the MS-BIZ students, and supervise all aspects of the program, including admissions. Other faculty in the program will be from existing Mays Business School faculty and will be paid overload compensation.

<table>
<thead>
<tr>
<th>Five-Year Costs</th>
<th>Five-Year Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personnel</strong></td>
<td><strong>Reallocated Funds</strong></td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>$1,080,000</td>
</tr>
<tr>
<td><strong>Administration</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>Graduate Assistants</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>Clerical/Staff</strong></td>
<td>$256,000</td>
</tr>
<tr>
<td><strong>Other Personnel</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>Facilities, Equipment &amp; IT</strong></td>
<td>$40,000</td>
</tr>
<tr>
<td><strong>Supplies and Materials</strong></td>
<td>$175,000</td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td>$0</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>$135,000</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td>$1,686,000</td>
</tr>
</tbody>
</table>
## FTE Personnel Involved in Delivery of New Program

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Administration</td>
<td>New</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reassignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORE Faculty</td>
<td>New</td>
<td>$108,000</td>
<td>$108,000</td>
<td>$108,000</td>
<td>$108,000</td>
<td>$540,000</td>
</tr>
<tr>
<td></td>
<td>Reassignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUPPORT Faculty</td>
<td>New</td>
<td>$108,000</td>
<td>$108,000</td>
<td>$108,000</td>
<td>$108,000</td>
<td>$540,000</td>
</tr>
<tr>
<td></td>
<td>Reassignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>New</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reassignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Other Support</td>
<td>New</td>
<td>$51,200</td>
<td>$51,200</td>
<td>$51,200</td>
<td>$51,200</td>
<td>$256,000</td>
</tr>
<tr>
<td></td>
<td>Reassignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>New</td>
<td>$267,200</td>
<td>$267,200</td>
<td>$267,200</td>
<td>$267,200</td>
<td>$1,336,000</td>
</tr>
<tr>
<td></td>
<td>Reassignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-Year Total/Total</td>
<td>New</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,336,000</td>
</tr>
<tr>
<td></td>
<td>Reassignment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$0</td>
</tr>
</tbody>
</table>
## NEW COSTS TO THE INSTITUTION OF THE PROGRAM/ADMINISTRATIVE CHANGE (TAMUS modified)

<table>
<thead>
<tr>
<th>Cost Category</th>
<th>Cost Sub-Category</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries</td>
<td>(New)</td>
<td>$216,000</td>
<td>$216,000</td>
<td>$216,000</td>
<td>$216,000</td>
<td>$216,000</td>
<td>$1,080,000</td>
</tr>
<tr>
<td></td>
<td>(Reassignments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Administration</td>
<td>(New)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Reassignments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>(New)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Reassignments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical/Staff</td>
<td>(New)</td>
<td>$51,200</td>
<td>$51,200</td>
<td>$51,200</td>
<td>$51,200</td>
<td>$51,200</td>
<td>$256,000</td>
</tr>
<tr>
<td></td>
<td>(Reassignments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td></td>
<td>$35,000</td>
<td>$35,000</td>
<td>$35,000</td>
<td>$35,000</td>
<td>$35,000</td>
<td>$175,000</td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment &amp; IT Resources</td>
<td></td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$40,000</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Administration)</td>
<td></td>
<td>$27,000</td>
<td>$27,000</td>
<td>$27,000</td>
<td>$27,000</td>
<td>$27,000</td>
<td>$135,000</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td>$337,200</td>
<td>$337,200</td>
<td>$337,200</td>
<td>$337,200</td>
<td>$337,200</td>
<td>$1,686,000</td>
</tr>
</tbody>
</table>
# ANTICIPATED SOURCES OF FUNDING

<table>
<thead>
<tr>
<th>Funding Category</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Formula Income</td>
<td></td>
<td></td>
<td></td>
<td>$168,500</td>
<td>$168,500</td>
<td>$168,500</td>
</tr>
<tr>
<td>II. Other State Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III. Reallocation of Existing Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV. Federal Funding (in-hand only)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V. Other Funding (Program Fees)</td>
<td>$761,875</td>
<td>$761,875</td>
<td>$761,875</td>
<td>$761,875</td>
<td>$761,875</td>
<td>$3,809,375</td>
</tr>
<tr>
<td>TOTALS</td>
<td>$761,875</td>
<td>$761,875</td>
<td>$930,375</td>
<td>$930,375</td>
<td>$930,375</td>
<td>$4,314,875</td>
</tr>
</tbody>
</table>
## NON-FORMULA SOURCES OF FUNDING

<table>
<thead>
<tr>
<th>Funding Category</th>
<th>Non-Formula Funding Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Other State Funding</td>
<td>#1</td>
</tr>
<tr>
<td></td>
<td>#2</td>
</tr>
<tr>
<td>III. Reallocation of Existing Resources</td>
<td>#1</td>
</tr>
<tr>
<td></td>
<td>#2</td>
</tr>
<tr>
<td>IV. Federal Funding</td>
<td>#1</td>
</tr>
<tr>
<td></td>
<td>#2</td>
</tr>
<tr>
<td>V. Other Funding</td>
<td>#1 Student Program Fees $750,000/year ($15,000 X 50 students)</td>
</tr>
<tr>
<td></td>
<td>#2 Application Fees $11,875/year</td>
</tr>
</tbody>
</table>
## Certification Form for New Bachelor's and Master's Programs
Texas Higher Education Coordinating Board

### Administrative Information

1. **Institution:**
   
   Texas A&M University

2. **Program Name:**
   
   Master of Science in Business

3. **Proposed CIP Code:**
   
   52.0201

4. **Number of Required Semester Credit Hours (SCHs):**
   
   36

5. **Administrative Unit:**
   
   Mays Graduate Programs within Mays Business School

6. **Delivery Mode:**
   
   The new program will be delivered face-to-face on the main campus in College Station.

7. **Proposed Implementation Date:**
   
   15 July 2016

8. **Contact Person:**
   
   Mary Lea McAnally
   
   Associate Dean of Graduate Programs
   
   mmcanally@mays.tamu.edu
   
   979-845-5017
Signature Page

I hereby certify that all of the following criteria have been met in accordance with the procedures outlined in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.44:

(a) The program has institutional approval.

(b) The program complies with the Standards for Bachelor’s and Master’s Programs.

(c) Adequate funds are available to cover the costs of the new program.

(d) New costs during the first five years of the program will not exceed $2 million.

(e) The program is a non-engineering program (i.e., not classified under CIP code 14).

(f) The program will be offered by a university or health-related institution.

I understand that the Coordinating Board will update the program inventory for the institution if no objections to the proposed program are received during the 30-day public comment period.

[Signature]

Chief Executive Officer

Date

[Signature]

[Signature]

Date

I hereby certify that the Board of Regents has approved this program.

Date of Board of Regents approval: ________________________________

________________________________________

Board of Regents (Designee)  Date
## Administrative Information

1. **Institution:**
   - Texas A&M University

2. **Program Name:**
   - Master of Science in Business

3. **Proposed CIP Code:**
   - 52.0201

4. **Number of Required Semester Credit Hours (SCHs):**
   - 36

5. **Brief Program Description**
   - The Master of Science in Business (MBIZ) degree program will prepare graduate students for careers that combine the knowledge and skills acquired from their undergraduate degree programs with core business knowledge and skills acquired during the MBIZ program. Students will be equipped to advance more quickly in their organizations post-graduation.

6. **Administrative Unit:**
   - Mays Graduate Programs within Mays Business School

7. **Proposed Implementation Date:**
   - 15 July 2016

8. **Contact Person:**
   - Mary Lea McAnally
   - Associate Dean of Graduate Programs
   - mmcannya@mays.tamu.edu
   - 979-845-5017
Signature Page

1. **Adequacy of Funding** - The chief executive officer shall sign the following statement:

   I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

   [Signature]

   Chief Executive Officer

   Date 2/23/15

2. **Board of Regents or Designee Approval** - A member of the Board of Regents or designee shall sign the following statement:

   On behalf of the Board of Regents, I approve the program.

   [Signature]

   Board of Regents (Designee)

   Date

3. **Board of Regents Certification of Criteria for Commissioner of Assist Commissioner Approval** - For a program to be approved by the Commissioner or the Assistant Commissioner for Academic Affairs and Research, the Board of Regents or designee must certify that the new program meets the eight criteria under TAC Section 5.50 (b): The criteria stipulate that the program shall:

   (1) be within the institution’s current Table of Programs;
   (2) have a curriculum, faculty, resources, support services, and other components of a degree program that are comparable to those of high quality programs in the same or similar disciplines at other institutions;
   (3) have sufficient clinical or in-service sites, if applicable, to support the program;
   (4) be consistent with the standards of the Commission of Colleges of the Southern Association of Colleges and Schools and, if applicable, with the standards or discipline-specific accrediting agencies and licensing agencies;
   (5) attract students on a long-term basis and produce graduates who would have opportunities for employment; or the program is appropriate for the development of a well-rounded array of basic baccalaureate degree programs at the institution;
   (6) not unnecessarily duplicate existing programs at other institutions;
   (7) not be dependent on future Special Item funding
   (8) have new five-year costs that would not exceed $2 million.

   On behalf of the Board of Regents, I certify that the new program meets the criteria specified under TAC Section 5.50 (b).

   [Signature]

   Board of Regents (Designee)

   Date
The Mays GIC approved the Curriculum of the Master of Science in Business (MS-BIZ) program, as attached.

Signatures required:

Annie McGowan – ACCT

Lanny Martindale – FINC

Stephen McDaniel – MKTG

Rogelio Oliva – INFO

Michael Wesson – MGMT

Mary Lea McAnally, GIC Chair
MEMORANDUM

DATE: February 23, 2015

TO: Mary Lea McAnally, Associate Dean of Graduate Programs
Mays Business School

FROM: Jim Benjamin, Head of Department of Accounting
Mays Business School

SUBJECT: Statement of Support for Master of Science in Business program

This memorandum confirms that the Department of Accounting has reviewed the curriculum for the Master of Science in Business program and agrees to support it by teaching in the program.
MEMORANDUM

DATE: February 23, 2015

TO: Mary Lea McAnally, Associate Dean of Graduate Programs
Mays Business School

FROM: Sorin Sorescu, Head of Department of Finance
Mays Business School

SUBJECT: Statement of Support for Master of Science in Business program

This memorandum confirms that the Department of Finance has reviewed the curriculum for the Master of Science in Business program and agrees to support it by teaching in the program.
MEMORANDUM

DATE: February 23, 2015

TO: Mary Lea McAnally, Associate Dean of Graduate Programs
    Mays Business School

FROM: Rich Metters, Interim Head of Department of Information and Operations Management
    Mays Business School

SUBJECT: Statement of Support for Master of Science in Business program

This memorandum confirms that the Department of Information and Operations Management has reviewed the curriculum for the Master of Science in Business program and agrees to support it by teaching in the program.
MEMORANDUM

DATE: February 23, 2015

TO: Mary Lea McAnally, Associate Dean of Graduate Programs
    Mays Business School

FROM: Duane Ireland, Interim Head of Department of Management
      Mays Business School

SUBJECT: Statement of Support for Master of Science in Business program

This memorandum confirms that the Department of Management has reviewed the curriculum for the Master of Science in Business program and agrees to support it by teaching in the program.
MEMORANDUM

DATE: February 23, 2015

TO: Mary Lea McAnally, Associate Dean of Graduate Programs
Mays Business School

FROM: Mark Houston, Head of Department of Marketing
Mays Business School

SUBJECT: Statement of Support for Master of Science in Business program

This memorandum confirms that the Department of Marketing has reviewed the curriculum for the Master of Science in Business program and agrees to support it by teaching in the program.