New Courses
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
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 __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 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)

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<th>Admin. Unit</th>
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Approval recommended by:

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:

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
ACCT 705 - ACCOUNTING FOR BUSINESS RESULTS

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>
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<tbody>
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<td>70 - 79</td>
<td>C</td>
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<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](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](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](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](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 offenses, 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).

**COURSE SCHEDULE**

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<th>Topic</th>
<th>Reading</th>
<th>Quiz</th>
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<td>Syllabus and Introduction to Accounting Procedures and Financial Reporting</td>
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<td>2</td>
<td>Balance Sheet</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>
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<td>Return on Equity</td>
<td>Appendix 4A and 4C Module 2-16 to 2-20</td>
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<td>Revenue Recognition</td>
<td>Module 5-1 to 5-12 Module 6-1 to 6-13</td>
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<td>5</td>
<td>Midterm</td>
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<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>
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<td>7</td>
<td>Investments in Financial Instruments</td>
<td>Module 9 Module 7-27 thru 7-34</td>
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<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>
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<td>Retirement Obligations</td>
<td>Module 10-12 thru 10-25</td>
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<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>
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<td>11</td>
<td>Stock Based Compensation Forecasting Financial Statements</td>
<td>Module 8-9 thru 8-15 Module 11</td>
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<td>Cost of Capital</td>
<td>Module 7-21 thru 7-26</td>
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<tr>
<td>13</td>
<td>Valuation – Discounted Cash Flow Model</td>
<td>Module 12</td>
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</tr>
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<td>14</td>
<td>Course content review</td>
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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.  □ M.Eng.  □ M.A.T.
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:  

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 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)
    ACCT  710  ACCT FOR MANAGERIAL DECISIONS

    Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  HCE Code
    2.00  0.00  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)  Date
    (if cross-listed course)

    Submitted to Coordinating Board by:

    Associate Director, Curricular Services  Date

    Chair, College Review Committee  Date

    Dean of College  Date

    Chair, GC or UGE  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
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.

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</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**

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**Make-up Work Policy**

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**COURSE SCHEDULE**

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<th>Week</th>
<th>Reading</th>
<th>Study &amp; Discussion Problems &amp; Due Dates</th>
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<td>10</td>
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<td>11</td>
<td>Chapter 8 cont.</td>
<td>8.60, 8.65</td>
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<td>12</td>
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<td>13</td>
<td>Chapter 12</td>
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</tr>
<tr>
<td>14</td>
<td>Chapter 12 cont.</td>
<td>NA</td>
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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
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1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (D.D.S., M.D., J.D, Pharm.D., D.M.D.)
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:
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    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).
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Approval recommended by:

Wayne Versaw 2/11/15

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

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

Submitted to Coordinating Board by:

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 (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://aggiecampus.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:
  o Highly interactive discussion that will be heavily focused on the theory behind the topic
  o 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>Minimum</th>
<th>Maximum</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>899</td>
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<td>B</td>
<td>799</td>
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<td>D</td>
<td>599</td>
<td>698</td>
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<tr>
<td>F</td>
<td>598 or below</td>
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</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>
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<tr>
<td>Exam III</td>
<td>100</td>
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<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>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, 2013-06-09 | Next Generation DNA Sequencing  
Exam I due |
| 3 Thursday, 2013-06-11 | Small Reads 101 |
| 4 Tuesday, 2013-06-18 | Small Reads Genome Mapping 101  
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 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

Academic Integrity

For additional information please visit: [http://student-rules.tamu.edu/aggicodex](http://student-rules.tamu.edu/aggicodex)

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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 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
   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    700    VALUE CREATION

    Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    2.00  0.00  2.00  5201010016  0490  16 - 17  0  0  3  6  3  2

    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)

Submerged 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
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.
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<td>D</td>
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<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.
**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.

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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](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)

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STATEMENT ON PLAGIARISM

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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.

1. Course request type: ☑ Undergraduate ☑ Graduate ☑ First Professional (M.S., M.A., Ph.D.)

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? ☑ 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) | Lec. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | HUC Code
--- | --- | --- | --- | --- | --- | --- | --- | --- | ---
BUAD | 701 | BUSINESS COLLABORATION | 1.00 | 1.00 | 1103010019 | 0490 | 16 | - | 17 | 0 0 3 6 3 2

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

Effective Date

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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

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<table>
<thead>
<tr>
<th>Percent</th>
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</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

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<tr>
<td>2</td>
<td>Basic Excel Shortcuts, tools, and model building</td>
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<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>Homework 2</td>
</tr>
<tr>
<td>5</td>
<td>Naming variables and input boxes</td>
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<tr>
<td>6</td>
<td>Loops</td>
<td></td>
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<tr>
<td>7</td>
<td>IF statements and variations</td>
<td>Homework 3</td>
</tr>
<tr>
<td>8</td>
<td>PowerPoint – design</td>
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<tr>
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<td>PowerPoint – content</td>
<td>Homework 4</td>
</tr>
<tr>
<td>10</td>
<td>PowerPoint – style</td>
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<tr>
<td>14</td>
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</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 (TX, LP, 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):  
   Fur 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?  
   - [ ] Yes  - [X] No  
   If yes, this course may be taken ________ times.

   Will this course be repeated within the same semester?  
   - [X] Yes  - [ ] 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. [X] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://wr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #:  Title (excluding punctuation)

   BUAD  702  CAREER MANAGEMENT

   Text  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  [ ]  [ ]  [ ]  [ ]  [ ]
   1.00  1.00  5210050016  0490  16  17  0  0  0  6  3  2

   Approval recommended by:

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

   Chair, College Review Committee  Date  2/23/15

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services  Date  3/21/15

   Effective Date
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.

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<td>60 - 69</td>
<td>D</td>
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<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 employers), 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 like 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.

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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.

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**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
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“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 offenses, 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).

**COURSE SCHEDULE**

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<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Overview of course; resume and cover letters</td>
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<tr>
<td>2</td>
<td>Job interviews/salary negotiations</td>
<td>Resume and Cover Letter</td>
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<tr>
<td>3</td>
<td>Job search strategies</td>
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<td>4</td>
<td>Creating a positive professional brand</td>
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<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>
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<tr>
<td>8</td>
<td>Person-Organization Fit and Org. Culture</td>
<td>Recruitment paper</td>
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<tr>
<td>9</td>
<td>Relocation, Global Mobility; Developing Skills and Abilities</td>
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<td>10</td>
<td>Performance Management</td>
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</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 AA, BA, BS, MA, MS

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:  

   □ Yes  □ No

   If yes, from 1 to 4

   Socked with:  

   □ Yes  □ No

   If yes, this course may be taken _______ times.

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

6. Is this a variable credit course? □ Yes  □ No

   □ Yes  □ No

   If yes, from 1 to 4

7. Is this a repeatable course? If yes, this course may be taken _______ times.

   □ Yes  □ No

   Will this course be repeated within the same semester? 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 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)
   BUAD  705  BUS COMM AND PROF PRESENCE

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Level 6

Approval recommended by:  

[Signature]  2/13/15

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

Chair, College Review Committee  Date

Dean of College  Date

Chancellor of UCC  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
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.

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<td>Reflection Papers</td>
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<td>Team Presentations</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**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.

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Attendance Policy

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<tbody>
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<tr>
<td></td>
<td>Introduction to Business Communication and Reflection</td>
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<tr>
<td>2</td>
<td>Introduction to Business Writing</td>
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<td>3</td>
<td>Introduction to Business Writing cont.</td>
</tr>
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<td>4</td>
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<td>5</td>
<td>Professional Presence</td>
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<td>6</td>
<td>Introduction to Business Presentations</td>
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<td>7</td>
<td>Introduction to Business Presentations cont.</td>
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<td>Introduction to Business Presentations cont.</td>
</tr>
<tr>
<td>9</td>
<td>Emotional Intelligence – Self</td>
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<td>10</td>
<td>Emotional Intelligence – Relationships</td>
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<td>Leadership</td>
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<td>13</td>
<td>Final Presentations</td>
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<td>Final Presentations</td>
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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 (DMD, 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: 

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)

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   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 | 710 | ETHIC DECISION MAKING AND CONDUCT

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>GIP and Fund Code</th>
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Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Dean of College Date
Chair, GCS or UCS 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
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>
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<table>
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<tr>
<th>Percentage Distribution</th>
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<tr>
<td>Personal Reflections</td>
</tr>
<tr>
<td>Ethical Decision Analysis</td>
</tr>
<tr>
<td>Team Presentation Project</td>
</tr>
<tr>
<td>Class Participation</td>
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<td><strong>Total</strong></td>
</tr>
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</table>

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 McNeil). 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.

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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 offenses, 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).

**COURSE SCHEDULE**

<table>
<thead>
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<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Due:</th>
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<tbody>
<tr>
<td>1</td>
<td>The ethics of business</td>
<td>Store Wars</td>
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<tr>
<td></td>
<td></td>
<td>Bangladesh Safety Accord</td>
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<td>2</td>
<td>Where do ethics come from?</td>
<td>Values in Tension</td>
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<td></td>
<td>Title</td>
<td>Author/s</td>
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<tr>
<td>3</td>
<td>Decision Making</td>
<td>Peter Green, World Class Bull</td>
<td>Reflection paper due: Moral disengagement</td>
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<tr>
<td>4</td>
<td>Why do people do bad things? Inspiration and persuasion</td>
<td>James Fray, Moral Disengagement, How to win friends, Learning charisma</td>
<td>Reflection paper due: Moral disengagement</td>
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<tr>
<td>5</td>
<td>Two extreme views: stakeholders vs. shareholders Investors</td>
<td>The social resp. of business, Putting customers ahead, Starbucks, Mall of America, Martha Stewart</td>
<td>Reflection paper due: Ethical decision analysis</td>
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<tr>
<td>6</td>
<td>Employees: Compensation system and employment at will</td>
<td>Sears Auto Centers CEO Comp. at GE Employment at will China’s labor laws</td>
<td>Reflection paper due: Ethical leadership</td>
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<tr>
<td>7</td>
<td>Customers</td>
<td>Unilever’s Mission H&amp;R Block</td>
<td>Reflection paper due: Ethical leadership</td>
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<td>8</td>
<td>Best practices for ethical leadership</td>
<td>Moral Mazes, We Don’t need another hero</td>
<td>Reflection paper due: Ethical leadership</td>
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<tr>
<td>9</td>
<td>Changing the culture Recovering from failures</td>
<td>Federal Sentencing Guidelines NASCAR When should a leader apologize Worldcom</td>
<td>Presentation Outline</td>
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<tr>
<td>10</td>
<td>Environmental Sustainability</td>
<td>Sustainability and Innovation Fiji</td>
<td>Reflection paper due: Organizational culture</td>
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<tr>
<td>11</td>
<td>Human Rights and globalization</td>
<td>IKEA</td>
<td>Reflection paper due: Organizational culture</td>
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<td>12</td>
<td>Speaking up for values</td>
<td>Building Character Cynthia Cooper</td>
<td>Reflection paper due: Organizational culture</td>
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<tr>
<td>13</td>
<td>Team presentations</td>
<td>Presentation slides and execute summaries from ALL teams</td>
<td>Reflection paper due: Organizational culture</td>
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<tr>
<td>14</td>
<td>Team presentations</td>
<td></td>
<td>Reflection paper due: Organizational culture</td>
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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, 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 ___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
      Will this course be submitted to the Core Curriculum Council? □ Yes  □ No
   8. 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).

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<td>INTL BUSINESS ENVIRON</td>
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Approval recommended by: ____________________________ 2/23/15

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

Chair, College Review Committee Date 2/23/15

Dean of College Date

Chair, GM or UCC Date 3-24-15

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

Curricular Services – 07/14
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.

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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.

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http://aggiehonor.tamu.edu

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“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)

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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>
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<td></td>
<td>Understand the international content – mindsets</td>
<td>Case: United Cereal</td>
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<td>---------------------------------------------</td>
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<tr>
<td>5</td>
<td>Global strategy</td>
<td>Company choice due</td>
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<tr>
<td></td>
<td></td>
<td>Case: Tesco’s Fresh and Easy</td>
</tr>
<tr>
<td>6</td>
<td>Developing a transnational org.</td>
<td>Case: Kent Chemical</td>
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<tr>
<td>7</td>
<td>Global innovation</td>
<td>Case: 3M Taiwan</td>
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<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 Filtroil</td>
</tr>
<tr>
<td>11</td>
<td>International business roles for the future</td>
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<tr>
<td>12</td>
<td>Cultural barriers</td>
<td></td>
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<tr>
<td>13</td>
<td>Team presentations</td>
<td></td>
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<tr>
<td>14</td>
<td>Team presentations</td>
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</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 [X] Graduate [ ] First Professional (M.D., D.D.S., D.V.M., etc.)
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: 
   Sacked 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? [ ] Yes [X] 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 [X] No

9. How will this course be graded? [X] 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. [X] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://wpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix | Course # | Title (excluding punctuation)
   ------ | ------- | ----------------------------------
   BUAD   | 720     | INTEGRATED BUSINESS EXPERIENCE

<table>
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<th>Fect.</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>ECE Code</th>
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<td>0 0 3 6 3 2</td>
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   Approval recommended by: [Signature]
   [Date]

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

   Chair, College Review Committee Date

   Dean of College Date

   Chair, GS or UGC Date

   Submitted to Coordinating Board by:

   [Signature]
   [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 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>
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<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
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<tr>
<td>80 - 89</td>
<td>B</td>
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<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>

Written Business Plan: 30%
Business Plan Presentation: 30%
Class Preparation: 40%
Total: 100%

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.

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td></td>
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<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>
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<tr>
<td></td>
<td>Case: uShip</td>
<td></td>
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<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>
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<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>
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<td></td>
<td>Financials</td>
<td></td>
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<tr>
<td>6</td>
<td>Case: Qcue</td>
<td></td>
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<tr>
<td></td>
<td>Communications</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Module A: The Venture Business</td>
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<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>
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<tr>
<td>10</td>
<td>Business Plan 9: Neurolife</td>
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<td>11</td>
<td>Module C: Board of Directors</td>
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<td>Module D: Negotiating Financing</td>
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<td>13</td>
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<td>Assignment 4</td>
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</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):
   Department of Teaching, Learning and Culture
   EDCI 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.

<table>
<thead>
<tr>
<th>Prerequisite(s):</th>
<th>Graduate classification</th>
<th>Stacked with:</th>
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<tbody>
<tr>
<td>Cross-listed with: n/a</td>
<td>n/a</td>
<td>Cross-listed courses require the signature of both department heads.</td>
</tr>
</tbody>
</table>

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
   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)

   M.Ed., M.S., Ph.D. in EDCI

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. Priority Course #  Title (excluding punctuation)

<table>
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<tr>
<th>EDCI</th>
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<td>3.00</td>
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<td>0.00</td>
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</table>

Approval recommended by:

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

George Cunningham
Chair, College Review Committee Date

George Cunningham
Dean of College Date

Mark Zoisa
Chair, GC or UCC Date

Submitted to Coordinating Board by:

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
HISPANIC LEARNER - URBAN SETTINGS
Department of Teaching, Learning and Culture
College of Education and Human Development
Texas A & M University

Course Syllabus—Summer XXXXX

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)
<table>
<thead>
<tr>
<th>Criteria</th>
<th>0-1</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td><strong>Overall Engagement</strong></td>
<td>Candidate is <strong>disengaged</strong> (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 <strong>invested</strong> 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 <strong>delves discussion and/or engages in a way that is not constructive</strong> (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. Candidate <strong>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. Candidate <strong>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><strong>Discussion Postings</strong></td>
<td>Meets all of the following criteria: a) Thoughtfully answers the questions for the week b) Shows evidence of engaging with the assigned readings, including citing authors c) Gives compelling examples and/or reasons</td>
<td>Is missing any one of the following criteria: a) Thoughtfully answers the questions for the week b) Shows evidence of engaging with the assigned readings, including citing authors c) Gives compelling examples and/or reasons</td>
<td>Is missing any two of the following criteria: a) Thoughtfully answers the questions for the week b) Shows evidence of engaging with the assigned readings, including citing authors c) Gives compelling examples and/or reasons</td>
<td>Does not post at all to the weekly discussion board or not by the due date and time.</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/1g7SHYzD6YyEa9NR8vL2VkJ-P-FMC46_5KOxIRQaMlao/viewform?usp=send_form](https://docs.google.com/forms/d/1g7SHYzD6YyEa9NR8vL2VkJ-P-FMC46_5KOxIRQaMlao/viewform?usp=send_form) (20 points).
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>
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</thead>
<tbody>
<tr>
<td>Introduction (5 points)</td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• Introduction should clearly link your topic to the Latino/a learner.</td>
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<tr>
<td></td>
<td>• Anecdotes and personal experience are de-emphasized in formal writing and should be presented briefly if you choose to add them.</td>
</tr>
<tr>
<td></td>
<td>• Sources for all facts should be clearly cited.</td>
</tr>
<tr>
<td>Content (25 Points)</td>
<td>• 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.</td>
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<tr>
<td></td>
<td>• Key aspects of topic should be explained. If appropriate, you should relate what you are describing about this topic to class material.</td>
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<tr>
<td></td>
<td>• Relevant cultural and/or demographic information should be presented in a</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Conclusion (5 Points)</th>
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</thead>
<tbody>
<tr>
<td>• 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.).</td>
</tr>
<tr>
<td>• The conclusion should be clear and follow logically from the preceding information.</td>
</tr>
<tr>
<td>• The conclusion should not introduce any new information or sources.</td>
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<table>
<thead>
<tr>
<th>Clarity and Style (5 Points)</th>
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<tr>
<td>• Language should be appropriate for formal, written work.</td>
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<tr>
<td>• Sentence style should be similar throughout the document.</td>
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<tr>
<td>• Grammar, spelling, and punctuation should be correct.</td>
</tr>
<tr>
<td>• When using quotes, make connections to your topic.</td>
</tr>
<tr>
<td>• Ideas should follow a logical progression, so that paragraphs have a topic sentence and different paragraphs and ideas are related to a central theme.</td>
</tr>
<tr>
<td>• Information should be easy to understand.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• It should be clear when “new” information is being presented and when ideas are being reviewed.</td>
</tr>
<tr>
<td>• APA-style should be used throughout the paper, including in-text citations of sources.</td>
</tr>
<tr>
<td>• You may use pictures or diagrams if appropriate.</td>
</tr>
</tbody>
</table>

| 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
   Points
   20

3. Topic’s literature review presentation
   Points
   20

4. Final paper on topic
   Points
   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<br>The Bilingual Tradition<br>History, Politics and Economics<br>Critical Pedagogy and Latino Education<br>Constructing Identities | Read: 1. Blanton, Ch. 1-3<br>2. Darder & Torres, Ch. 1, 3-5<br>Assignments:  
  - Weekly journal reflection<br>  due Friday, 11:59 PM<br>  - Class participation during<br>  Wednesday's "live"<br>  session or post to<br>  discussion board on<br>  eCampus by Sunday, 11:59 PM |
| Optional "live session" — Wed. 4-7pm | English-Only Education<br>Language and Schooling<br>View Video: Los Angeles Walk Out (11 minutes)<br>View Movie: Walkout (110 minutes) | Read:  
  - Blanton, Ch. 4-6<br>  - Darder & Torres, Ch. 8, 9, 11<br>Assignments:  
  - 4 topic presentations due<br>  Wednesday, 11:59 PM<br>  - Weekly journal reflection<br>  due Friday, 11:59PM<br>  - Class participation during<br>  Wednesday's "live"<br>  session or post to<br>  discussion board on<br>  eCampus by Sunday, 11:59 PM |
| Week 3     | Modern Bilingual Education<br>Latino Immigrant Youth<br>View Documentary: The Dream is Now (30 minutes)<br>View Film: The Graduates — The Boys (55 minutes)<br>View Film: The Graduates — The Girls (55 minutes) | Read:  
  - Blanton, Ch. 7-9<br>  - Darder & Torres, Ch. 18-20<br>Assignments:  
  - 2 topic presentations due<br>  Wednesday, 11:59 PM<br>  - Weekly journal reflection<br>  due Friday, 11:59PM<br>  - Class participation during<br>  Wednesday's "live"<br>  session or post to<br>  discussion board on<br>  eCampus by Sunday, 11:59 PM |
| 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 | Read:  
- Darder & Torres, Ch. 13, 16, 17  
- Olivos, et. al, Ch. 1-4  
Assignments:  
- 4 topic presentations due Wednesday, 11:59 PM  
- 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 5 Optional “live session” – Wed. 4-7pm | Community, Resistance and Activism  
Operationalizing Transformative Parent Engagement | Read:  
- Darder & Torres, Ch. 7, 21 24  
- Olivos, et. al, Ch. 7-9  
Assignments:  
- 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 |
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 Entomology
   ENTO 631 Principles of Integrated Pest Management
3. Course prefix, number and complete title of course: 

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 pest control efforts towards a more sustainable agriculture.

5. Prerequisite(s):

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

6. Is this a variable credit course?  □ Yes  ✔ No
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. How will this course be submitted to the Core Curriculum Council?
   □ Yes  ✔ No
   P/F (CLM)

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)
   MS in ENTO, PhD in ENTO

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)
    ENTO  631  PRNCL OF INTGRT PST MGMT

    Lect.  Lab  Other  S/U  CIP and Fund Code  Admin. Unit  Acad. Year  HICE Code
    2.00  3.00  3.00  2607020002  1050  15  -  16  0  0  3  6  3  2

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

    David Reed
   Chair, College Review Committee  Date

   Dean of College  Date
   Chair, Grad. UCC  Date

    Submitted to Coordinating Board by:
   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
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 Professional (First Year in Graduate Program)
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.

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

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)

<table>
<thead>
<tr>
<th>FINC</th>
<th>705</th>
<th>CORPORATE FINANCE</th>
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<tbody>
<tr>
<td>Lec.</td>
<td>Lab</td>
<td>Other</td>
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Approval recommended by: 2/23/15

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:
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
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>
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<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
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<td>80 - 89</td>
<td>B</td>
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<td>70 - 79</td>
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<td>60 - 69</td>
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<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>

Midterm Exam 30%
Final Exam 30%
Semester Project 30%
Homework 10%
Total 100%
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**

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

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COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Course Policies and Overview</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>Introduction to Corporate Finance</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Goals of Financial Management</td>
<td></td>
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<tr>
<td></td>
<td>- Conflicts between Company Stakeholders</td>
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<td></td>
<td>- Financial Markets</td>
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<tr>
<td></td>
<td><strong>Time Value of Money</strong></td>
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<tr>
<td></td>
<td>- FV/PV of Cash Flows and Cash Flow Streams</td>
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<tr>
<td></td>
<td>- Compounding/Discounting</td>
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<tr>
<td>2</td>
<td><strong>Time Value of Money</strong></td>
<td>Homework 1</td>
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<tr>
<td></td>
<td>- Multiple Compounding and Discounting</td>
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<tr>
<td></td>
<td>- Different compounding periods</td>
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<tr>
<td></td>
<td>- Amortized Loans</td>
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<tr>
<td>3</td>
<td><strong>Bonds and their valuation</strong></td>
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<tr>
<td></td>
<td>- Terminology and characteristics of bonds</td>
<td></td>
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<tr>
<td></td>
<td>- Bond valuation</td>
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<td>- Bond yields</td>
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<td>4</td>
<td><strong>Stocks and their valuation</strong></td>
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<tr>
<td></td>
<td>- Terminology and characteristics of stocks</td>
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<td></td>
<td>- Stock valuation models</td>
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<td></td>
<td>- Growth opportunities &amp; PVGO model</td>
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<tr>
<td>5</td>
<td><strong>Risk and Return</strong></td>
<td>Homework 2</td>
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<tr>
<td></td>
<td>- Expected Rate of Return</td>
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<td></td>
<td>- Standard Deviation of Returns</td>
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<td></td>
<td>- Relationship between Risk and Return</td>
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<tr>
<td>6</td>
<td><strong>The Capital Asset Pricing Model</strong></td>
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<td></td>
<td>- Measuring Portfolio Risk</td>
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<td>- Diversification</td>
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<td>- The Capital Asset Pricing Model (CAPM)</td>
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<td>7</td>
<td><strong>Mid Term Exam</strong></td>
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<td>(based on material covered so far)</td>
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<tr>
<td>8</td>
<td><strong>Risk, Cost of Capital, and Capital Budgeting</strong></td>
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<td>- Cost of Debt</td>
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<tr>
<td>Chapter</td>
<td>Topic</td>
<td>Homework</td>
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<td>9</td>
<td>Investment Rules</td>
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<td>- Capital budgeting decision rules</td>
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<td>- NPV versus IRR</td>
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<td>- Independent and Mutually exclusive Projects</td>
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<td>10</td>
<td>Capital Investment Decisions</td>
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<tr>
<td></td>
<td>- Cash Flow Estimation</td>
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<td>- Identifying Relevant Cash Flows</td>
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<tr>
<td></td>
<td>- Evaluating Capital Budgeting Projects</td>
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<tr>
<td>11</td>
<td>Capital Budgeting and Risk</td>
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<td>- Sensitivity Analysis, Scenario Analysis</td>
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<td>- Real Options</td>
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<td>- Decision Trees</td>
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<tr>
<td>12</td>
<td>Cost of Capital / Capital Budgeting</td>
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<td></td>
<td>- Examples and Application</td>
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<td></td>
<td><strong>Capital Structure Decisions</strong></td>
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<td></td>
<td>- Financial Leverage and Firm Value</td>
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<tr>
<td>13</td>
<td>Capital Structure Decisions</td>
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<td></td>
<td>- Financial Distress Costs</td>
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<td>- Estimating the Optimal Capital Structure</td>
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<tr>
<td></td>
<td>- Capital Structure Theory</td>
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<tr>
<td>14</td>
<td>Special Topics</td>
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<td></td>
<td><strong>Review and Synthesis</strong></td>
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</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, DDS, 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
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 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: FINC, Course #: 710, Title (excluding punctuation): ENTREPRENEURIAL FINANCE

<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>HCE Code</th>
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<td>16</td>
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<td>0 0 3 6 3 2</td>
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</table>

Approval recommended by: ____________________________ Date: 2/23/2015

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

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

Dean of College ____________________________ Date: 3-24-15

Chair, GC or UCC ____________________________ Date: ____________________________

Submitted to Coordinating Board by: ____________________________

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

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<th>Week</th>
<th>Topic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and new venture financing</td>
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<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>
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<tr>
<td>4</td>
<td>Assessing financial needs</td>
<td>Homework 3</td>
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<tr>
<td>5</td>
<td>Foundations of new venture valuation</td>
<td>Homework 4</td>
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<tr>
<td>6</td>
<td>Valuation in practice</td>
<td>Homework 5</td>
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<td>7</td>
<td>The entrepreneur’s perspective on value</td>
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<td>8</td>
<td>Deal structure</td>
<td>Homework 6</td>
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<td>9</td>
<td>Value creation and contract design</td>
<td>Homework 7</td>
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<td>10</td>
<td>Choice financing</td>
<td>Homework 8</td>
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<td>11</td>
<td>Harvesting</td>
<td>Homework 9</td>
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<tr>
<td>12</td>
<td>New venture strategy</td>
<td>Homework 10</td>
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<td>13</td>
<td>Venture capital</td>
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<tr>
<td>14</td>
<td>Future of entrepreneurship</td>
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</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 (e.g., M.B.A., J.D., Ph.D., etc.)

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.

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.
   □ 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)
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   Approval recommended by: ____________________________
   (Type Name & Sign) ____________________________
   Date  2/24/15

   Department Head or Program Chair (Type Name & Sign) ____________________________
   Date  2/28/15

   Chair, College Review Committee ____________________________
   Date  2/28/15

   Dean of College ____________________________
   Date  3-24-15

   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
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>
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</thead>
<tbody>
<tr>
<td>90 - 100</td>
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<td>D</td>
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<td>0 - 59</td>
<td>F</td>
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</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](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](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](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](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](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](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 offenses, 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
COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Discussion</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>The database environment and development process</td>
<td>Reading 1*</td>
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<td></td>
<td>HTR 1**</td>
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<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>
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<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>
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<td>Midterm Exam</td>
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<td>7</td>
<td>Introduction to SQL</td>
<td>HTR 6</td>
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<td>Introduction to SQL cont.</td>
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<td>Advanced SQL</td>
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<td>Advanced SQL cont.</td>
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<td>11</td>
<td>SQL wrap up</td>
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<td>12</td>
<td>Data warehousing</td>
<td>HTR 9</td>
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<td>13</td>
<td>Big data</td>
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<td>14</td>
<td>Recommendation systems</td>
<td>Reading 3</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  ☑ 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 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?  ☑ 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 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)  
    MGMT  705  STRATEGIC HUMAN CAPITAL

   Lecture  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  ECE Code
   2.00  2.00  5210010016  1780  16 - 17  0  0  3  6  3  2

   Approval recommended by:
   R. Duane Miland  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
   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
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 focus 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

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</tr>
</tbody>
</table>

Midterm Exam    35%
Final Exam       35%
Reflective Exercise    20%
Class Participation 10%
Total              100%

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

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MAKE-UP WORK POLICY

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COURSE SCHEDULE

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<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Syllabus, Creating overall dynamic human systems</td>
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<tr>
<td>2</td>
<td>Achieving internal and external alignment</td>
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<tr>
<td>3</td>
<td>Understanding the economics of effective human-capital processes</td>
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<tr>
<td>4</td>
<td>Focusing on how human resource systems influence customer service</td>
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<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>
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<tr>
<td>10</td>
<td>Creating effective organizational levers: career development and work/life balance</td>
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<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>
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<tr>
<td>13</td>
<td>How to manage your own human capital and career</td>
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<tr>
<td>14</td>
<td>Course content review</td>
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</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.

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 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
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)
    MGMT 710 CRAFTING BUSINESS STRATEGY

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CRN and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>Term</th>
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</tbody>
</table>

Approval recommended by:

[Signature]

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

Chair, College Review Committee Date

Dean of College Date

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
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

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.

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</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

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AGGIE HONOR CODE

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“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 offenses, 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).

COURSE SCHEDULE

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</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>
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<tr>
<td>3</td>
<td>Internal Organization; Case 2: Toyota Prius</td>
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<tr>
<td>4</td>
<td>Group Project Fieldwork</td>
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<tr>
<td>5</td>
<td>Magnetic Sentences Exercise; Business-Level Strategy</td>
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<tr>
<td>6</td>
<td>Competitive Rivalry and Dynamics; Case 3: Aldi</td>
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<td>7</td>
<td>Midterm</td>
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<td>8</td>
<td>Management of Technology; Cola Wars</td>
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<tr>
<td>9</td>
<td>Vertical integration exercise; Case 5: Video Games</td>
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<td>10</td>
<td>Corporate Level Strategy; Case 6: Virgin</td>
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<tr>
<td>11</td>
<td>Merger and Acquisition Strategies; Case 7: Disney/Pixar</td>
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<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>
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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: ___________________________ 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 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) | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level
MKTG 705 | MARKET AND CUSTOMER INSIGHTS | 2.00 | | | 2.00 | 5214010016 | 1830 | 16 | - | 17 | 0 | 0 | 3 | 6 | 3 | 2

Approval recommended by: __________________________________________________________

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

Chair, College Review Committee Date

Dean of College Date

Chair, GC or ICCC 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
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.

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<table>
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<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Group Case Write-up</td>
<td>30%</td>
</tr>
<tr>
<td>Marketing Project</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</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>

**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.

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Items Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Marketing</td>
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<tr>
<td>2</td>
<td>Analyzing the Marketing Environment</td>
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<td></td>
<td>Understanding Consumer Behavior (I)</td>
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<tr>
<td>3</td>
<td>The Technological Environment</td>
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<td>4</td>
<td>The Legal and Regulatory Environment</td>
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<tr>
<td>5</td>
<td>Product and Brand Analysis</td>
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<td></td>
<td>Competitive Analysis</td>
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<td></td>
<td>Market Research I</td>
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<td></td>
<td>Market Research II</td>
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<tr>
<td>6</td>
<td>Competitor Analysis</td>
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<tr>
<td>7</td>
<td>Case discussions</td>
<td>Case write up due</td>
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<tr>
<td>8</td>
<td>Target Market Segmentation and Analysis</td>
<td></td>
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<tr>
<td>9</td>
<td>Qualitative Marketing Research Techniques</td>
<td>Marketing Project progress report due</td>
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<td>10</td>
<td>Quantitative Marketing Research Techniques</td>
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<td>11</td>
<td>Consumer Behavior I</td>
<td></td>
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<tr>
<td>12</td>
<td>Consumer Behavior II</td>
<td></td>
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<tr>
<td>13</td>
<td>Marketing Project Presentations</td>
<td>Final Project Reports due</td>
</tr>
<tr>
<td>14</td>
<td>Course Content Review</td>
<td></td>
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</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 (MBA, M.ED., etc.)

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: ____________________________

   Crosslisted 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 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 (https://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)

   MKTG    710  STRATEGIC MARKETING DECISIONS

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<tr>
<th>Lect</th>
<th>Lab</th>
<th>Other</th>
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<th>Admin. Unit</th>
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</table>

   Approval recommended by: ____________________________  Date: 2/23/15

   Department Head or Program Chair (Type Name & Sign)

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

   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
In this course, students will apply key principles surrounding the marketing mix along with their creativity and problem solving skills to develop an integrated marketing plan for a product.

**COURSE LEARNING OUTCOMES**

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

- Identify the role of the marketing mix in marketing decision making
- Synthesize creative thinking skills into problem solving
- Apply marketing decision frameworks into real world situations
- Recognize the importance of developing customer relationships and customer satisfaction
- Experience marketing plan development and presentation
- Practice persuasive communication skills

**CATALOG DESCRIPTION**

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.

**COURSE PREREQUISITES**

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

**COURSE MATERIALS**

Readings and preparation questions 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.

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</table>

**Case Analysis**

The case method is one of the most effective means of sharpening your decision-making abilities. The assigned cases are intended to give you practice in assembling data to support a decision. The discussion format provides an opportunity to argue your position and to learn from others by listening to their comments, analysis, and criticism. You will learn the most if you and your classmates prepare and participate fully.

- Be prepared with quantitative as well as qualitative analyses of the cases.
- All case assignments should be submitted prior to the class discussion. No late submissions will be accepted.
- There is a 6-pages page limit; use 12-point font, double-spaced, with one-inch margins; Tables/figures can be in the appendix and do not count to the page limit.
- Highlight the key points of your analyses and recommendations and avoid unnecessary detail.

**Marketing Plan Project**

Details about the project 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

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http://aggiehonor.tamu.edu

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“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 offenses, 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

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>Overview of Strategic Marketing</td>
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<td>Overview of the Marketing Mix</td>
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<td>Writing a Marketing Plan</td>
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<td>Products and Branding I</td>
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<td>Pricing I</td>
<td>Case Write Up</td>
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<td>12</td>
<td>Integrated Marketing Communications I</td>
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<td>13</td>
<td>Integrated Marketing Communications II</td>
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<td>14</td>
<td>Marketing Plan Presentations</td>
<td>Written Report</td>
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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 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): Graduate classification
   Cross-listed with: NA
   Stacked with: NA

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 programs(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 in Political Science

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. Dept. Course # Title (excluding punctuation)

<table>
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<tr>
<th>POLS</th>
<th>673</th>
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Approval recommended by:
William Clark [Signature] 3/4/15
Department Chair or Program Chair (Type Name & Sign) Date
Chair, College Review Committee

Department Chair or Program Chair (Type Name & Sign) Date
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.
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 ___, 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
• Barnes, Tiffany and Stephanie Burchard. 2013. “Engendering Politics: The Impact of Descriptive Representation on Women’s Political Engagement in Sub-Saharan Africa.” Comparative Political Studies 46(7): 767-90

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:


Week 11 Women and regime change (transitions to democracy, conflict resolution)


Suggested further reading:


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 [date]

**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](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](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](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/](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 (MV, ME, MD, 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: 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
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)

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</table>

Approval recommended by:

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

Submitted to Coordinating Board by:

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
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 | Grade
---|---
90 - 100 | A
80 - 89 | B
70 - 79 | C
60 - 69 | D
0 - 59 | F

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](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](http://student-rules.tamu.edu)).

**STUDENTS WITH DISABILITIES**

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**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](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.”

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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](http://aggiehonor.tamu.edu/RulesAndProcedures)).

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**COURSE SCHEDULE**

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<th>Topic</th>
<th>Items Due</th>
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<td>1</td>
<td>Intro to Operations as a source of competitive advantage</td>
<td>Individual Assign. #1</td>
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<tr>
<td>2</td>
<td>Design of Operating Process and Process Flow</td>
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<td>Process Flow Analysis</td>
<td>Individual Assign. #2</td>
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<td>Optimal Resource Allocation</td>
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The date and time of the final is TBD by the Office of the Registrar.