Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course

Department: Management and Entrepreneurship
Graduate Program: Master of Business Administration (being proposed)

Course Number & Title MBAD 590: Integrated Capstone
Total hours/week: 42 hours/7 hours per week for 6 weeks
Number of Credits Lectures: 3 Lab: 

Will this course be cross-listed with an undergraduate or other graduate course? □ YES  X NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered Fall Semester 2010

Catalog description (Please limit to 50 words):

The primary objective of this course is to provide students with the opportunity to engage in integrative thinking and application. This entails confronting an organizational problem, which requires students to make connections among a variety of aspects, including their prior coursework, as well as the relationship of practice to theory.

Prerequisites (or other restrictions)

1. Prior completion of all other required and elective courses in the MBA program.

Rationale/justification for course (consider the following issues):

a. What are the goals and objectives of the course?

   The objective of this course is to challenge the MBA students to apply, in a real-world context, everything they have learned from prior MBA courses and experiences.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

   This course is required for the MBA program.

Are other departments affected by this course? □ YES  X NO
If more space is needed for any section, please attach additional sheets to this form.

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(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES ☒ NO If yes, at what institution?

Method of teaching: seminars, preparatory meetings, and independent study/experiential team work
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

   With the possible exception of MGMT 408, no shifts in enrollment patterns are anticipated.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.

   Staffing this course may reduce the number of undergraduate Summer sections offered by 1.
   Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)
   a. Staff
      Relative to current staffing, one lost line will need to be returned.
   b. Budget
      This course will require an increment in budget for materials, cases, parking for speakers, and so forth.
   c. Library
      Provided that PASCAL remains intact, the only library additions will be in data bases (e.g. Hoover’s, RMA, etc.).

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: ___________________________ Date: 12/1/09
Signature of Department Chair: __________________________ Date: 12/1/09
Additional Chair's Signature*: __________________________ Date: __________________
Signature of Schools' Dean: __________________________ Date: 12/1/09
Additional Schools' Dean Signature*: ____________________ Date: __________________
Signature of the Provost: _______________________________ Date: 12/7/2009
Signature of Budget Director**: __________________________ Date: __________________

*For interdisciplinary courses.

**Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education __________________________ Date: 12/1/09
Signature of Chair of Grad Council: __________________________ Date: 12/18/09
Signature of the Faculty Secretary: __________________________ Date: __________________

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DRAFT Syllabus

MBAD 590 Integrated Capstone

Dr. Laquila Blockson

322 Beatty Center

e-mail: blocksonl@cofc.edu

Office Hours: TBA

Course Description

The primary objective of this course is to provide students with the opportunity to engage in integrative thinking and application. This entails confronting an organizational problem, which requires students to make connections among a variety of aspects, including their prior coursework, as well as the relationship of practice to theory.

Course Learning Objectives

As a capstone course, the learning objectives of all other elements of the MBA courses will be reflected in the learning objectives for this course. Consequently, they cannot be entered here until the objectives of all other courses are known. Until such time, this capstone course will reflect the following objectives:

- Students are expected to make the transition from thinking like students to thinking like professionals;
- Students are expected to think holistically about the decisions managers (at all levels) must make under various circumstances;
- Students are expected to compile all aspects of previous coursework and work experiences (both within and outside the business school) and apply them to this experience. Students are also expected to demonstrate an understanding of the relationships between and among various functional areas (e.g., marketing, finance, accounting, decision sciences);
- Students are expected to demonstrate the skills that are critical for professional success, including critical thinking, critical listening, comprehension, analysis, synthesis, application, documentation, and oral and written communication;
- Students are expected to apply various methodologies that fosters effective data collection, assessment, and use;

If more space is needed for any section, please attach additional sheets to this form.
• Students are expected to recognize (and be willing to discover) their inherent biases, assumptions, limitations, and preconceived notions that may (intentionally or unintentionally) hinder their ability to address situations in an integrative manner;
• Students are expected to demonstrate how to make decisions that considers and balances fiscal, ethical, social, and environmental responsibility and accountability; and,
• Students are expected to apply insight gained from understanding current business and non-business practices and events, both domestically and internationally.

SB Learning Goals Addressed

- **Problem Solving Ability:** Students will demonstrate critical thinking skills in identifying and evaluating problems and opportunities in the business environment and apply analytical techniques to formulate creative solutions utilizing relevant discipline specific knowledge.

- **Ethical Awareness:** Students will recognize and be able to appraise ethical dilemmas involved in business decisions and competently engage in discourse aimed at resolution of these dilemmas utilizing relevant discipline specific knowledge.

- **Effective Communications:** Students will write professional documents that are technically correct and concise and make effective presentations utilizing technological tools and ability utilizing relevant discipline specific knowledge.

Suggested Readings


If more space is needed for any section, please attach additional sheets to this form.

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Expectations

The Capstone Experience Concept
The Capstone experience (Capstone) is the comprehensive application of the MBA curriculum in an integrative format. Students will complete a project (whether as individuals or within teams), under the auspices of a member of the MBA faculty (typically the Capstone faculty instructor of record). In the project, students are required to analyze an actual organizational issue and provide an extensive approach for how the issue may be address or resolved. Students are required to provide a report of recommendations for the actual organization.

Protocol
The Capstone experience is the culmination of the MBA program during the summer term. The Capstone experience will begin with a series of seminars and project preparation sessions. Project parameters and goals are defined during the first sessions of the Capstone experience; and, the projects are completed during the remainder of the term.

Team Assignments: At the discretion of the MBA faculty member leading the Capstone experience, students may be placed in teams to complete the course. In such cases, students will be assigned to teams that have sufficient diversity to examine and address successfully a business problem. As much as possible, each team will include members with expertise across a range of business functions, business cultures, and analytical methods, based on undergraduate preparation, work history, performance in MBA courses, cultural experiences, and work styles and preferences.

The Integrated Capstone is intended to build on all the Program experiences that preceded it. In the six weeks that will be available for these team-based projects, there is not time for remediation of content or process deficiencies. A student who might have insufficient preparation could compromise the performance of his or her entire team, perhaps adversely affecting the program’s reputation with the business community. We consider this eventuality to be unlikely, but there needs to be some way to deal with the situation should it arise. Consequently, team members retain the right to “fire” a team member. This would, of course, make it impossible for the fired student to complete the Capstone, and consequently the MBA.

Process: The Capstone experience projects should represent the extensive analysis of a substantial issue faced by an actual organization. The development of an adequate analysis should require the application of expertise and skills that are delivered in the MBA Program.

Faculty: The MBA faculty member who leads the Capstone experience will facilitate all activities conducted during the course, including seminars, preparation sessions, and student projects.
Academic Honesty

Students will automatically face significant negative consequences for academic dishonesty. Consequences will result in one or more College-enforced sanctions. Students will face consequences for these and other acts of academic dishonesty:

- Contracting others to write assignments and projects;
- Plagiarism or other forms of misrepresentation; or,
- Falsifying documentation of ANY type.

Plagiarism and cheating of any kind are absolutely prohibited. Plagiarism means to steal, purchase, or convey the ideas or works of another as one's own. For example, including lengthy quotations in a written work without citing the author and source is plagiarism. One's lack of understanding how to properly cite references is not an excuse.

The complete College of Charleston policy for academic honesty may be found at http://www.cofc.edu/generaldocuments/handbook.pdf

Academic Assistance

We encourage students to take advantages of the free academic and professional assistance provided by Student Learning Lab to maximize the quality of their written communication and presentation skills. These services are housed in the Addlestone Library. Please go to http://spinner.cofc.edu/studentlearningcenter/writing/referrer=webcluster& for more information about the writing lab and http://spinner.cofc.edu/studentlearningcenter/speaking_procedures.php/referrer=webcluster& for more information about the speaking lab. Students with disabilities of any sort can find appropriate resources at http://spinner.cofc.edu/cds/referrer=webcluster&.

Topics Covered

Calendar: Students are expected to conduct extensive work on the project, which may require extensive research and/or interaction with the organization facing the problem. At the end of the Capstone experience, students will formally present their project (and its recommendations) to the faculty and, if appropriate, the organization.

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<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Week #1)</td>
<td>Students take capstone competency exam (students must pass the exam in order to proceed in the capstone experience)</td>
</tr>
<tr>
<td>2 (Week #1)</td>
<td>Capstone meeting #1a: Review of Organizational Analysis theory and concepts; review of integration processes</td>
</tr>
<tr>
<td>3 (Week #2)</td>
<td>Capstone meeting #1b: Continuation of review of Organizational Analysis theory and concepts; review of integration processes</td>
</tr>
</tbody>
</table>
| 4 (Week #2) | Capstone meeting #2: Review Capstone calendar, project expectations and project processes  
- schedule and hold initial contacts with project advisor and organization before next meeting  
- (or, alternatively, schedule initial meeting with professor to review individual project expectations) |
| 5 (Week #3) | Capstone meeting #3: Develop project proposal to present to faculty  
- Review scope, methods, project resource needs  
- Provide handouts of project plan, calendar  
- Discuss outcome of client meetings, project scope  
- Discuss project specifications, MOU form and content |
| 6 (Week #3) | Project Proposal draft due |
| 7 (Week #4) | Capstone preparatory meeting #4  
- Memo of Understanding due to professor and (client) organization  
- Analysis expectations due to professor  
- Industry Background/Business Model report section due to professor  
- Methodology plan presentation due to professor |
| 8 (Week #4) | Students implement project as approved (i.e., work with professor and/or organization as needed) |
| 9 (Week #5) | Students continue to implement project as approved |
| 10 (Week #5) | First draft of final report due to Capstone Faculty; Presentation review (practice) |
| 11 (Week #6) | Students finalize implementation of project as approved |

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Methods of Evaluation

Grading

For those students who participate in a team project, individual grades are based on the following components:

a) the team’s successful completion of a capstone project;

b) the team’s written report to the faculty (including oral presentation);

c) individual performance within the project (including participation in the seminars, colloquia, and preparatory meetings); and,

d) an individual project assessment paper.

All team members will share the same grade on the team’s written report and the successful completion of the project, while individual grades will be earned for the individual project assessment paper and his/her individual performance within the project (as determined by peer assessments). Students who do not earn acceptable ratings from their peers run the risk of earning an unsatisfactory grade for the capstone experience.

Students who complete the Capstone experience individually will earn a course grade based on the quality of the individual performance within the project (including participation in the seminars, colloquia, and preparatory meetings), a written report of the project (including oral presentation), and an individual project assessment paper.

All written reports must meet the Business School’s expectations of a thesis completed for graduate credit. While part of each student’s capstone grade is a mechanistic determination, the final grade is also a result of the professor’s professional judgment regarding what students have learned and the degree to which students contributed to meeting the objectives of this capstone experience.
## Grading Scale

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points</th>
<th>College Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>80-85</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>76-79</td>
<td>Fair</td>
</tr>
<tr>
<td>C</td>
<td>70-75</td>
<td>Acceptable</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
<td>Failure</td>
</tr>
<tr>
<td>XF</td>
<td></td>
<td>Failure due to academic dishonesty</td>
</tr>
</tbody>
</table>

I- Incomplete and W- Withdrawal may also be assigned

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