

TEXAS A&M INTERNATIONAL UNIVERSITY
5201 University Boulevard
Laredo, TX 78041

Dates of Committee Visit
April 6-7, 2005

RESPONSE REPORT TO THE SUBSTANTIVE CHANGE
VISITING COMMITTEE

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INTRODUCTION

In 1996, Texas A&M International University began the process to achieve Association to Advance Collegiate Schools of Business (AACSB) accreditation. The six-year consideration period included program reviews and on-site visits which culminated in accreditation awarded in April 2002. The accreditation confirmed the University's commitment to its stakeholders – students, faculty, administration, employers and community members – that the College faculty was adequately prepared to deliver quality programs. Membership in AACSB also demonstrates that the institution is committed to the philosophy of total quality management and continuous improvement.

AACSB accreditation set the groundwork for the Ph.D. in International Business program subsequently approved by The Texas A&M University System and the Texas Higher Education Coordinating Board in 2003. The first cohort of Ph.D. students was admitted in Fall 2004 and has just completed their first year in the program.

A Substantive Change Committee from the Commission on Colleges of the Southern Association of Colleges and Schools visited Texas A&M International University on April 6-7, 2005, to review the Ph.D. in International Business Administration program. As a result of the visit, the SACS Substantive Change Committee made seven recommendations to which the University was to respond. These recommendations have been addressed and properly documented in an effort to deliver the quality doctoral program our students deserve.

Our most sincere thanks to Dr. Joseph H. Silver, Sr., Chair of the SACS Substantive Change Committee and to the committee members.

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Section 2: Core Requirements

2.5 - Institutional Effectiveness

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that incorporate a systematic review of programs and services that (a) results in continuing improvement, and (b) demonstrates that the institution is effectively accomplishing its mission. (Institutional Effectiveness)

Compliance

Non-Compliance

SACS Substantive Change Committee Comment:

The Committee found that the university's planning, budget, and program assessment processes appear to be documented and communicated university-wide. However, after reviewing institutional documents (assessment plans, assessment reports, University Assessment Committee minutes, and A Report on AACSB Accreditation Issues, February 2002) and conducting interviews with the Leadership Team, the Strategic Planning Committee, the University Assessment Committee, and the Institutional Effectiveness Committee, the Onsite Committee did not find evidence that these processes were fully integrated, nor linked to the overall strategic plan.

For example, the Committee did not find evidence that program and course objectives and outcomes had been specified for the Ph.D. in International Business Administration, that program assessment plans had been developed, that a process to conduct a systematic review of programs and services had been developed, that an analysis of results will lead to program and student learning improvement, and that the

processes are integrated. Without ongoing integrated, research-based planning and evaluation, the program cannot determine or demonstrate that it is effectively accomplishing its mission.

Recommendation 1:

The Committee recommends that the institution establish a systematic process to document the linkage between the University's mission, planning, budget, program review, program development, and assessment processes. For example, budget proposal justifications should be related to the university's strategic plan and supported with evidence from comprehensive program reviews as well as institutional effectiveness and assessment processes.

TAMIU Response

Review of the Ph.D. in International Business Administration program was conducted immediately after the completion of the Substantive Change visit. This first recommendation was also made in the reaffirmation report in relation to the overall processes in the University. After an internal assessment of the institutional effectiveness process already in place since 1995 and to address the comments of the SACS Visiting Committees, the University incorporated a process that provides clearer evidence that the institution engages in ongoing, integrated planning and evaluation. This process provides a systematic review of programs and services resulting in continued improvement and demonstrates that the institution is effectively accomplishing its mission. As a result of the internal assessment, to better illustrate the integration of all data Project INTEGRATE (**I**nstitutional **N**etwork **T**argeting **E**valuation **G**oals, **R**esources and **A**ccountability **T**o **E**ffect change) was implemented. The key element of Project INTEGRATE is the Annual Institutional Effectiveness Review (AIER) which provides a single source documenting the institutional effectiveness process with links to the Institutional Mission, strategic goals, assessment outcomes and resulting budgetary allocations. Project INTEGRATE strengthens an established assessment process and formalizes the policy, process, format, cycle, and timeline of the University Institutional Effectiveness Plan. The plan addresses the concerns of clear linkages cited by the SACS Visiting Committees. (See Appendix A - Institutional Effectiveness Plan)

Along with all other degree programs in the College of Business Administration (COBA), the Ph.D. in International Business Administration program is included in the units to conduct annual and external evaluations.

Outcomes for the Ph.D. in International Business program were developed by the Ph.D. Committee and approved by the COBA Curriculum Committee using the Texas A&M International University and College of Business Administration mission and vision statements as guidelines. The Institutional Mission states:

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society. A&M International provides students with a learning environment anchored by the highest quality programs built on a solid academic foundation in the arts and sciences. To fulfill its mission, the University offers a range of baccalaureate and master's programs and the Doctor of Philosophy degree in International Business Administration. In addition to offering excellent undergraduate and graduate programs, the University pursues a progressive agenda for global study and understanding across all disciplines.

Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

The Mission of the College of Business Administration is as follows:

Consistent with the mission of the University, the College of Business Administration has as its mission the creation of a learning

experience that increases the knowledge, skills, and professional ethics of a new generation of future business leaders who will function in a diverse, globally competitive environment. The foundation of the College is a single, enthusiastic, student oriented faculty whose members are trained and knowledgeable in particular disciplines. Faculty operate in an environment in which there is an expectation of continuous service, faculty research, publication, and professional development.

The College strives to provide the historically under served border region of South Texas with a high quality education in the traditional areas of undergraduate business administration. The College serves a relatively homogeneous undergraduate student population that is drawn primarily from the border region of South Texas and Mexico. The faculty that serves these students is committed to the delivery of both high quality instruction and supportive student development services. The quality of the instruction and services provided to our students is enhanced by the faculty's participation in current and relevant scholarly activities.

The College of Business Administration is dedicated to the delivery of a high quality professional and internationalized education to a graduate student population that is drawn from a wide variety of countries and cultures. It is intended that these programs will contribute to the students' success in leadership positions in both domestic and international settings. The quality of these programs results from the College's increased expectations for faculty regarding teaching, scholarly

activities (including research), and service to students, organizations, and community.

More specifically, the Ph.D. in International Business Administration is guided by the vision and mission statements that follow:

Vision

The Doctor of Philosophy in International Business Administration program envisions a doctoral-level learning experience that increases the knowledge, skills, and professional ethics of a new generation of business educators and researchers who will function in a diverse, globally competitive environment. Graduates of this program will be qualified and motivated to advance the body of knowledge as future college faculty and researchers and to expand the frontiers of knowledge through their research. There will be a synergy between doctoral students and an enthusiastic, student-oriented faculty knowledgeable in their fields of expertise.

Mission

In carrying out its mission, the Ph.D. program will seek highly intelligent, knowledgeable and creative students who demonstrate an intense interest in international business administration and global issues. The Ph.D. program is committed to providing a nurturing and challenging intellectual environment for its faculty and doctoral students. The program emphasizes preparing the candidates for the complexities of business and its social and international contexts, while developing a specialized

expertise and the research skills necessary to continue to expand the body of knowledge concerning international business administration.

Students will receive rigorous training in the discovery, acquisition, creation, extension, application, and dissemination of knowledge of international business administration. This training will give them the tools for enhancing global productivity and provide understanding of the critical role cross-cultural factors play in shaping international business activity in a dynamic and interdependent world.

Using the missions and vision statements above as guidelines, the following student learning outcomes (SLO) and program outcome (PO) form the basis for assessment of the Ph.D. program. Graduates will:

SLO 1 evaluate the state of contemporary scholarship in the field of international business administration (benchmark: 70% of students enrolled in the program will successfully complete the Comprehensive Exam on the 1st attempt; 80% on the 2nd attempt within 7 years of admission to the program);

SLO 2 generate new knowledge in the field of International Business Administration and functional areas of concentration through the application of qualitative and quantitative research methods (benchmark: 75% will produce an acceptable dissertation and publish findings within three years of graduation); and

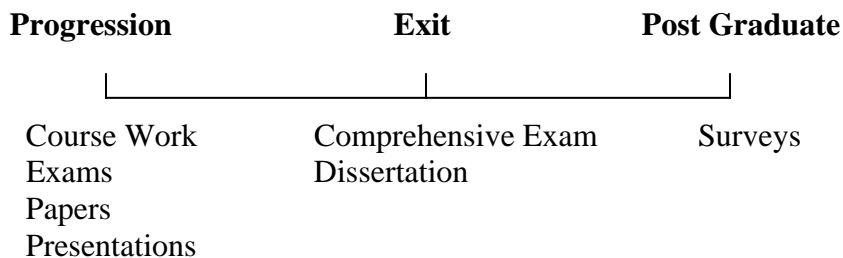
PO 1 be successfully employed in settings where they will use the knowledge and skills acquired in the program to advance the field of international business administration (benchmark: 75% of graduates will be employed within their area of expertise).

These outcomes will be assessed each year. In addition, all faculty members incorporate the student learning outcomes into their syllabi and assess them accordingly.

Program Assessment Plan, Process and Improvements

Every program offered by COBA is assessed through a unit plan and follows the timeline and process outlined in the University Institutional Effectiveness Plan using the Annual Institutional Effectiveness Review (AIER) report template. The COBA Accreditation Committee is charged with the review of program data, prepares academic and statistical reports and makes recommendations to improve the program in accordance with accreditation criteria. At its May 11, 2005 meeting, the COBA Accreditation Committee approved the following timeline to gather assessment data: progression (assessment of continuing educational processes), exit, and post-graduate assessments.

Assessment Timeline



Program outcomes and measures are determined by faculty and are assessed through the unit plans. Department/Division Assessment Committees (DAC) in each academic and academic/educational support (AES) unit serve as initial reviewers of unit plans as well as student learning outcomes. Members of the committee are appointed by the unit head and receive training through the Office of Institutional Effectiveness and Planning. After reviewing the plans, the committees provide feedback to the units as well as to the unit head. Approved plans are submitted to the University Assessment Committee (UAC). An Evaluation Rubric was created to

assist in the initial review of the plans and is available online. Based on the review provided by the UAC, faculty members are charged with developing action plans to correct deficiencies and enhance programs. In addition, Department Curriculum Committees (DCC) review and approve curriculum changes resulting from the institutional effectiveness process and make recommendations to the department chair. Department curriculum changes approved by the chair are forwarded to the appropriate college/school curriculum committee. The members of the DCC are appointed by the dean or director.

Institutional Effectiveness

The University undertakes an institutional effectiveness process that integrates strategic planning, assessment and budgeting. The institutional effectiveness process is an integral part of the institution, a critical component of the planning, evaluation, and budgeting cycle, and is the basis for change and improvement. This process is a planned and continuous activity that is communicated across the organizational structure and is grounded in the University rule cited below and published on the Institutional Effectiveness and Planning web page (<http://www.tamtu.edu/adminis/iep/>)

Texas A&M International University is responsible for assessing all programs and services provided by the institution. All academic programs and administrative/educational support units conduct an annual assessment of student learning and program outcomes. In addition, academic and service units conduct external reviews on a cycle determined by the college/school/division and approved by the appropriate vice president.

The AIER template provides a single source that documents the institutional effectiveness process with direct links to the Institutional Mission, strategic goals, assessment

outcomes and resulting budgetary allocations. By using the AIER template, the Ph.D. program is fully integrated with all University planning processes. Specifically, the Ph.D. in International Business Administration addresses the following goal and objective from the University 2006-2010 Strategic Plan: Goal 1: Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in chosen careers; Objective 1.7 Establish and pursue student learning outcomes appropriate for each program with systematic assessment and use of results for continuous quality improvement.

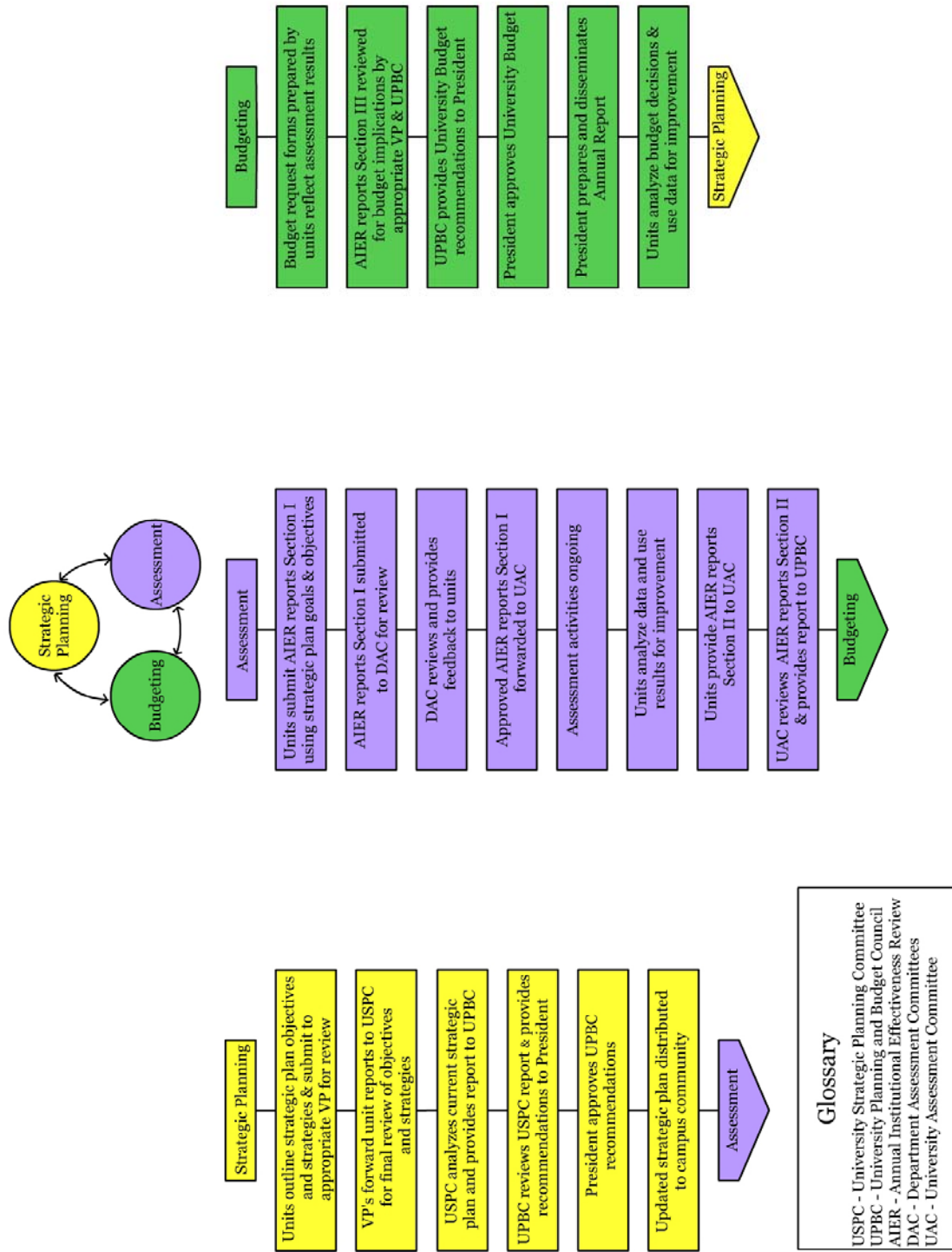
The strategic planning process focuses the University's energy in working toward common goals, assesses and adjusts the University's progress toward these goals, results in a disciplined effort producing decisions and actions, and shapes and guides the University in a changing environment. Strategic planning begins with a review of the Annual Institutional Effectiveness Review (AIER) to determine implications for changes of the strategic plan. Each AIER report is submitted through the appropriate unit head to the University Assessment Committee (UAC). The UAC provides an annual report to the University President as well as to the University Planning and Budget Council (UPBC) documenting the overall effort in assessment and institutional effectiveness. The individual completed AIER reports and the annual UAC report are posted on the Project INTEGRATE web page.

Assessment guides the strategic planning process by providing data for development of action plans and constructive change, development of priorities and allocation of resources. Components of assessment include developing student learning outcome criteria that reflect elements of both the Institutional Mission and the Strategic Plan; selecting appropriate methodologies to assess achievement of outcomes; gathering and analyzing data by applying the

methodologies; sharing the results of the analysis; and making evidence-based improvements when necessary.

The UAC provides an annual report to the UPBC detailing the progress made toward achieving unit goals and toward continuous quality improvement. Assessment results guide the UPBC in making resource allocation decisions that reflect institutional priorities based on the Strategic Plan. This process identifies costs and other resources to support implementation of planning and evaluation activities. The institutional effectiveness process showing the flow of assessment information throughout the University and the interrelationship of strategic planning, assessment and budgeting is illustrated below in Figure 1.

Figure 1: Institutional Effectiveness Process



Summary

The University has always had sound and established assessment, planning and budgeting processes that work well together; however, there was little formal documented evidence to illustrate the integration of these activities. To demonstrate and strengthen the linkage, the concept of Project INTEGRATE evolved. Project INTEGRATE, Institutional Network Targeting Evaluation, Goals, Resources, and Accountability to Effect change, is the University's documentation of its commitment to institution-wide planning, evaluation and continuous improvement. The University made the following refinements in the assessment process to help clarify the interrelationship of these elements:

- Established a formal University Rule for the assessment and review of all programs and services.
- Redesigned the assessment reporting template to incorporate all three processes in the reporting documentation, now the AIER template.
- Modified the assessment cycle from an academic year to a calendar year to ensure better alignment with the planning and budget process.
- Created a timeline to guide the integration of all three processes.
- Provided a department profile to assist the academic units in the programmatic review of the degree programs. The profile includes information on faculty headcount, rank and tenure, teaching loads, student demographics, majors and degrees awarded. This profile allows the departments to review the viability and effectiveness of their programs.

A web page for Project INTEGRATE further documents and promotes the linkage between strategic planning, assessment and the budget processes by integrating online resources.

In addition to providing access to the AIER template download, the web page provides links to valuable resources such as the strategic plan, assessment report archives, documenting minutes, budget forms, training materials and frequently asked questions.

A Project INTEGRATE Handbook is distributed to all faculty and staff involved in the reporting process. The handbook includes the Institutional Effectiveness Plan, the Institutional Effectiveness Practitioner's Manual, the AIER template and reporting timeline. Participants attending the training clinics receive a hard copy of the Handbook; however, the Handbook is a living document and is modified as necessary. The most current version of the document is available to all University faculty and staff online.

The program review plan elaborated further in Recommendation 3, enables the University to utilize the analysis of the data collected to make improvements for teaching and learning.

Section 2: Core Requirements

2.9 - Library, other learning and information resources

2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections as well as to other learning/information resources consistent with the degrees offered. These collections and resources are sufficient to support all its educational, research, and public service programs.

Compliance

Non-Compliance

SACS Substantive Change Committee Comment:

TAMIU appears to have adequate print and electronic resources to support the graduate program with Killam Library's holdings in electronic resources and databases and with the potential of the School of Business to provide access to specialized business databases. TAMIU benefits from TEXSHARE and other consortia that support interlibrary loan and document delivery for materials not held at TAMIU. Continued collaboration with COBA and the liaison from Killam Library is encouraged particularly in coordinating contact with vendors and negotiating licenses. In addition, the library could benefit from identifying new partnerships that would provide physical and electronic delivery of articles and monographs needed by the business graduate students, particularly with peer institutions.

Upon review of the description of the CSWHT Resource Library, a review of the space, and a check of COBA library holdings in RIO, the committee finds that to continue to develop a separate Resource Library in COBA to support faculty and graduate students limits user access to materials in the facility and is not in the best interest of the University in allocating resources.

An appropriate model would be for a Business E-Resource Center to provide specialized electronic databases and resources that are specific to the needs of the Business School and to continue to build on the strengths of the Killam Library as the campus center for housing of monographs and periodicals that are cataloged and accessible to all campus users.

Given the increasingly interdisciplinary nature of research and teaching in business, as in other fields, by housing books and periodicals in the Killam Library it would allow access to other TAMIU students during the 84 hours/week that Killam is open rather than limiting access to the hours that graduate students staff the Resource Library (8:30am-7:30pm) or to the availability of COBA administrative staff to unlock the library. It would also maximize university resources and prevent duplication of effort in building and maintaining an additional library on campus within close proximity of the main campus library.

The COBA benefits from receiving current monographs as review copies. A check of the online catalog suggests the likelihood that some journals and books would be unique titles to the institution. It would be to TAMIU's benefit to make these excellent resources available for the strengthening and benefit of all campus programs as well as a way to strengthen the holdings of Killam, the main campus library. Moreover, this

approach does not provide a good model for supporting future research degree programs.

In any case, in whatever way the institution elects to organize and house resource materials for the Ph.D. program, it was clear at the time of the committee's visit that, with the COBA resource library locked and with its limited hours, access to key resources for the Ph.D. program was not adequate.

Recommendation 2:

The Committee recommends that the institution demonstrate that it provides adequate access to library resources to support the Ph.D. program.

TAMIU Response

The SACS Substantive Change Committee found that TAMIU has adequate print and electronic resources to support the program, benefits from TexShare and other consortia that support interlibrary loan and document delivery for materials not held at TAMIU, but adds a recommendation that new partnerships be sought with peer institutions. A list of 35 selected institutions granting doctoral degrees in international business and related fields was developed with many of these institutions participating in the Online Computer Library Center (OCLC) network. Through OCLC, TAMIU students would have access to their resources. The Killam Library currently has additional, special arrangements with five of these institutions through the TexShare interlibrary loan agreement, the TexPress courier network, and the TexShare card program. The library will investigate the possibility of partnerships beyond the standard OCLC agreement with peer institutions to determine if additional benefits can be obtained.

Killam Library has established deposit accounts for the Ph.D. students with *Ingenta*, an online document delivery service, allowing them access to the text of 16 million articles from 28,500 research publications to supplement the databases offered through Killam Library and the COBA Business E-Resources Center.

Center for the Study of Western Hemispheric Trade (CSWHT) Resource Library

In response to the comments related to the CSWHT Resource Library, the following steps have been taken:

The CSWHT Resource Library has been reconfigured with the assistance of the Killam Library staff to integrate all appropriate materials into the University's main library. In addition, library staff reviewed the Resource Center's stock of books and periodicals to determine what

items were to be moved to the main library. As of May 15, 2005, the following items have been transferred from the CSWHT Resource Library to the Killam Library:

- 192 business books
- 12 technical reports
- 5 items of interest for the Special Collections
- 11 bound volumes of the International Trade Journal
- 213 issues of NAFTA Digest
- 115 issues of the Western Hemispheric Trade Digest

Many isolated periodical issues available in the Resource Library's stock were found to be incomplete, duplicative of library holdings, or were available electronically through the Killam Library databases. These were not transferred to the Killam Library and will be available at the COBA Business E-Resource Center (formerly the Resource Library). Ph.D. students have been hired to staff this Center, to provide easy access to specialty electronic resources, specifically acquired for Ph.D. students and faculty. The databases are made available to all TAMIU students and faculty for teaching and research as long as it is allowed by the site licenses acquired by the College of Business Administration.

Beyond the transfer of items formerly in the CSWHT Resource Library, future acquisitions in support of the COBA Ph.D. program will be added to the Killam Library.

Database Coordination

Collaboration will be continued between the Killam Library and the College of Business Administration regarding contact with database vendors and negotiation of licenses. Table I below presents those databases included in the collaboration which started in FY 2004. Licenses for these databases will be renewed as the current licenses expire and in accordance with the

current Killam Library database renewal process. The selection of databases is made by COBA, while administrative duties and negotiations with vendors are managed by the Killam Library staff. Technical matters have been established as the responsibility of COBA. Database training and orientation of Ph.D. students takes place in coordination with library staff. The library will continue negotiating with vendors so that standard access is possible for all campus users.

TABLE 1: DATABASE SUBSCRIPTIONS

Subscription	Expiration	Access method
1. Center for Research in Security Prices (CRSP)	15-Nov-05	ID/Password
2. Compustat	20-Oct-05	ID/Password
3. BankScope	1-Jan-06	IP recognition
4. Eventus	2-Sep-05	ID/Password
5. InfoSel (Invertia Plus)	1-Oct-05	ID/Password
6. IMF - International Financial Statistics	1-Mar-06	IP recognition
7. Investor Responsibility Research Center (IRRC)	1-Nov-05	ID/Password
8. Datastream	1-May-06	ID/Password

Summary

Most books and periodicals have been relocated to the Killam Library and the COBA Resource Center has become the COBA Business E-Resource Center. The E-Resource Center provides electronic databases and resources specific to the needs of the College of Business Administration faculty and students, in particular, the Ph.D. students. These electronic resources are also available to students in other colleges/school who are interested in business data and/or related information.

Section 3: Comprehensive Standards

3.3.1 – Outcomes assessment, analyses for improvement

3.3.1 The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results

Compliance

Non-Compliance

SACS Substantive Change Committee Comment:

The university did not provide evidence that expected outcomes for the Ph.D. program in International Business Administration had been developed, that it is assessing whether it is meeting the outcomes, and had developed a process for providing evidence of improvement based on an analysis of those results. In addition, course outcomes were not identified in the course syllabi. Only six syllabi had been developed for the entire program. The Committee examined the university's assessment plans, assessment reports, University Assessment Committee minutes, Curriculum Committee minutes, the six available course syllabi, and A Report on AACSB Accreditation Issues dated February 2002. An assessment plan or a preliminary assessment report was not located for the Ph.D. in International Business Administration. Interviews with the University Assessment Committee, Dean of the School of Business Administration, and Director of the Ph.D. Program confirmed that program learning outcomes have not been developed, outcomes have not been assessed, and evidence has not been gathered to provide evidence of improvement based on an analysis of the results.

The university needs to provide documentation of expected outcomes for all educational programs and provide evidence of improvement base on analyses of the results.

Recommendation 3:

The Committee recommends that the institution identify expected outcomes for all educational programs and provide evidence of improvement based on analyses of results.

TAMIU Response

Expected Ph.D. Program Outcomes

Using the missions and vision statements cited earlier as guidelines, the following student learning outcomes (SLO) and program outcome (PO) form the basis for assessment of the Ph.D. program. Graduates will:

SLO 1 evaluate the state of contemporary scholarship in the field of international business administration (benchmark: 70% of students enrolled in the program will successfully complete the Comprehensive Exam on the 1st attempt; 80% on the 2nd attempt within 7 years of admission to the program);

SLO 2 generate new knowledge in the field of International Business Administration and functional areas of concentration through the application of qualitative and quantitative research methods (benchmark: 75% will produce an acceptable dissertation and publish findings within three years of graduation); and

PO 1 be successfully employed in settings where they will use the knowledge and skills acquired in the program to advance the field of international business administration (benchmark: 75% of graduates will be employed within their area of expertise).

These student learning and program outcomes will be assessed each year. In addition, all faculty members will incorporate student learning outcomes into their course syllabi and assess students accordingly.

The following table is a visual representation of where each student learning and program outcome is addressed:

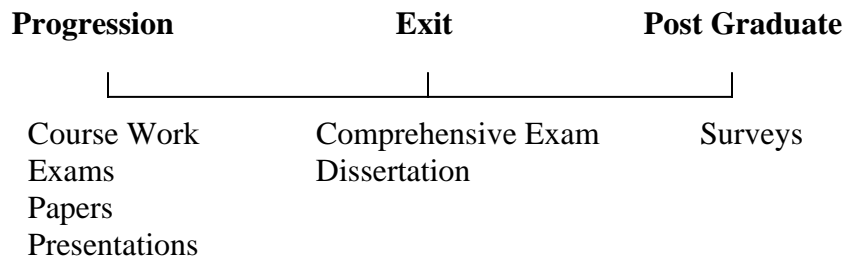
Table 2: Curriculum Map

Course Name		SLO 1	SLO 2	PO 1
ACC 6310	Seminar in International Accounting	X	X	
ECO 6310	Seminar in International Economics	X	X	
FIN 6310	Seminar in International Finance	X	X	
MGT 6310	Seminar in International Management	X	X	
MIS 6310	Seminar in Global Systems Management	X	X	
MKT 6310	Seminar in International Marketing	X	X	
BA 6310	Advanced Business Research Methods	X	X	
BA 6320	Research Issues in International Business	X	X	
DS 6320	Multivariate Statistics	X	X	
BA 6398	Special Issues in Research	X	X	
BA 6399	Dissertation Research	X	X	X

Assessment of Program Outcomes

Every program offered by COBA is assessed through a unit plan and follows the timeline and process outlined in the University Institutional Effectiveness Plan. The COBA Accreditation Committee is charged with the review of program data, prepares academic and statistical reports and makes recommendations to improve the program in accordance with accreditation criteria. At its May 11, 2005 meeting, the COBA Accreditation Committee approved the following timeline to gather assessment data: progression (assessment of continuing educational processes), exit, and post-graduate assessments.

Assessment Timeline



Outcomes and measures are determined by faculty and are assessed through the unit plans. Department/Division Assessment Committees (DAC) in each academic and AES unit serve as initial reviewers of unit plans and student learning outcomes. Members of the committee are appointed by the unit head and receive training through the Office of Institutional Effectiveness and Planning. After reviewing the plans, the committees provide feedback to the units as well as to the unit head. Approved plans are submitted to the University Assessment Committee (UAC). An evaluation rubric assists in the initial review of the plans and is available online at <http://www.tamtu.edu/adminis/iep/pdf/eval-rubric.pdf>. Based on the review provided by the UAC, faculty members are charged with developing action plans to correct deficiencies and enhance programs. In addition, Department Curriculum Committees (DCC) review and approve curriculum changes resulting from the institutional effectiveness process and make recommendations to the department chair. Department curriculum changes approved by the chair are forwarded to the appropriate college/school curriculum committee. The members of the DCC are appointed by the dean or director.

Expected Student Learning Outcomes

All faculty teaching courses in the Ph.D. program include student learning outcomes in the course syllabi. Course syllabi may be found in Appendix B – Brief Course Syllabi.

The Assessment Plan: Tools, Process, and Reports

The COBA Accreditation Committee, the Ph.D. program director and graduate faculty evaluate students and their preparation through:

Direct assessment (*process and exit stage*) of objectives via:

A portfolio of work for each degree candidate consisting of comprehensive examinations (SLO 1) and a writing sample, paper,

dissertation, etc., specific to the candidate's curriculum (SLO 2 and PO 1). Students will be expected to publish their findings within three years of graduation.

Indirect assessment (*post graduate stage*) of objectives via:

Periodic surveys of alumni satisfaction; alumni placement and advancement and periodic feedback from surveys of employers of graduates (PO 1). The COBA Advisory Board provides valuable advice related to current trends and expectations of the work place. Board members are senior executives from different sectors, including banking, manufacturing, international trade, computers, telecommunication, logistics.

The Process and Reports (post graduate stage)

Data collected during the program is used for program improvement. Results of comprehensive exams are reviewed for preparation by functional area and curriculum/course changes processed as appropriate. Publications are evaluated as part of course writing expectations. A survey emphasizing assessment of outcomes will be administered to graduates and employers to provide data for program evaluation and improvement. The survey will be conducted every five years to generate time series data used for comparison and analysis across time. COBA will work with the Offices of Career Services and Institutional Advancement to obtain current contact information and employment history of graduates.

Summary

Expected program and student learning outcomes have been identified and the assessment plan, process and forms described. Using university-wide processes, results from the

assessment are used to identify strengths and weaknesses of the program and courses to guide modifications for on-going improvement.

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Section 3: Comprehensive Standards

3.4.1 – Approved by faculty, learning outcomes

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is (a) approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.

Compliance

Non-Compliance

SACS Substantive Change Committee Comment:

The university demonstrates that each educational program for which academic credit is awarded is approved by faculty and the administration as evidenced by the Faculty Handbook, Curriculum Committee minutes, and interviews with the University Curriculum Committee and faculty representatives. The university is making progress toward establishing and evaluating program and learning outcomes for each educational program.

The university did not provide evidence that it has established and is evaluating program and learning outcomes for the Ph.D. program. The Committee examined the university's program assessment plans, assessment reports, and course syllabi. Program or course learning outcomes for the Ph.D. program were not located. Interviews with the University Assessment Committee, University Curriculum Committee, Dean of the School of Business Administration, and Director of the Ph.D. Program confirmed that program and course learning outcomes have not been established or evaluated. The University

Curriculum Committee does not review course syllabi as part of the curriculum review and approval process.

Recommendation 4:

The Committee recommends that the university establish and evaluate program and course learning outcomes for the Ph.D. in International Business Administration.

TAMIU Response

The following student learning outcomes (SLO) and program outcome (PO) form the basis for assessment of the Ph.D. program. Graduates will:

SLO 1 evaluate the state of contemporary scholarship in the field of international business administration (benchmark: 70% of students enrolled in the program will successfully complete the Comprehensive Exam on the 1st attempt; 80% on the 2nd attempt within 7 years of admission to the program);

SLO 2 generate new knowledge in the field of International Business Administration and functional areas of concentration through the application of qualitative and quantitative research methods (benchmark: 75% will produce an acceptable dissertation and publish findings within three years of graduation); and

PO 1 be successfully employed in settings where they will use the knowledge and skills acquired in the program to advance the field of international business administration (benchmark: 75% of graduates will be employed within their area of expertise).

Course objectives are defined, reviewed and revised as appropriate to the level of development of courses. With due respect to academic freedom of faculty, abbreviated course syllabi are developed to ensure congruity with program objectives and yet allow for course activities and teaching strategies to be determined by the individual faculty member. (Appendix B – Brief Course Syllabi).

In line with all degree programs of the University, program outcomes are assessed through the unit plans reviewed and approved by the University Assessment Committee (UAC). Faculty members are charged with developing action plans to correct deficiencies and enhance

programs. In addition, Department Curriculum Committees (DCC) review and approve curriculum changes, including course syllabi, resulting from the institutional effectiveness process and make recommendations to the department chair. The members of the DCC are appointed by the dean. Department curriculum changes approved by the chair are forwarded to the University Curriculum Committee through the college curriculum committee.

Annual Institutional Effectiveness Review

The University Institutional Effectiveness Plan requires all programs to align their outcomes with the Institutional Mission and the University Strategic Plan through the Annual Institutional Effectiveness Review (AIER) report as follows.

**Texas A&M International University
Annual Institutional Effectiveness Review (AIER)**

Date Submitted _____

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

Academic Program/AES Unit _____

Person Preparing Review _____

Provide summary of the last cycle's use of results and changes implemented.

Provide summary of budget decisions and their impact on your program/division.

Section I: Planning and Implementation

Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program/AES Unit Mission (linked to the Institutional Mission)

Identify outcomes (1-3)

Identify Strategic Plan Goal related to Outcome

Identify Strategic Plan Objective and Strategy

Methods of assessment

Frequency of administration

Criteria/Benchmark

Section II: Analysis of Results

When (term/date) was assessment conducted?

What were the results attained (raw data)?

Who (specify names) conducted analysis of data?

When were the results and analysis shared? With whom (department chair, supervisor, staff, external stakeholders)? Minutes with data analysis submitted to assessment@tamui.edu? (Please use Minutes Template located on the Project INTEGRATE web page.)

Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?

Use of Results: Indicate what changes, if any, based on the data have been recommended?

Section III: Programmatic Review

What are the implications of the recommended changes?

Will resources be affected by the recommended changes? Yes No

If so, specify the anticipated effect(s) using the chart below:

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> Other: _____

Narrative description and justification for request including related strategy (Attach Budget Request 'Form B' and/or 'Form C')

If funding, physical or other resources were requested, what is the impact of the budget decisions on program/division?

In the box below, provide information on the outcomes for the next assessment cycle:

Outcomes for Next Assessment Cycle
Continuation of previous outcome(s) -- (Indicate reason for continuation):
New Outcome(s) – (List outcomes below):
Modification of present outcome(s) – (Indicate reason for modification):

Periodic External Review of Academic Programs

The College of Business Administration conducts external reviews of all academic programs on a five-year cycle as noted in the following table:

External Review

Degree Program	Cycle
BBA Accounting	5-years
BBA Business Administration	
BBA Economics	
BBA Finance	
BBA Management	
BBA Management Information Systems	
BBA Marketing	
Master of Public Accountancy	
MBA Business Administration	
MBA International Banking	
MBA International Trade	
MS Information Systems	
Ph.D. International Business Administration	

The reviews are conducted by off-site experts selected by the faculty. Program review criteria and specific questions related to the program are provided to the external reviewers to identify program strengths and areas for improvement.

Summary

The Annual Institutional Effectiveness Review is used to assess program and student learning outcomes and to report the results of the evaluation and improvements to the program. In addition, external program reviews are conducted on a five year cycle.

Section 3: Comprehensive Standards

3.4.1 – Approved by faculty, learning outcomes

3.4.1 The institution demonstrates that each educational program for which academic credit is awarded is (a) approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.

Compliance

Non-Compliance

SACS Substantive Change Committee Comment:

The university demonstrates that each educational program for which academic credit is awarded is approved by faculty and the administration as evidenced by the Faculty Handbook, Curriculum Committee minutes, and interviews with the University Curriculum Committee and faculty representatives. The university is making progress toward establishing and evaluating program and learning outcomes for each educational program.

The university did not provide evidence that it has established and is evaluating program and learning outcomes for the Ph.D. program. The Committee examined the university's program assessment plans, assessment reports, and course syllabi. Program or course learning outcomes for the Ph.D. program were not located. Interviews with the University Assessment Committee, University Curriculum Committee, Dean of the School of Business Administration, and Director of the Ph.D. Program confirmed that program and course learning outcomes have not been established or evaluated. The University

Curriculum Committee does not review course syllabi as part of the curriculum review and approval process.

Recommendation 5:

The Committee recommends that the university review course syllabi as part of the curriculum review and approval process to make sure that program and learning outcomes are included and evaluated.

TAMIU Response

In addition to the syllabi of the six courses taught during the fall and spring semesters of the most recent academic year, faculty members have developed the syllabi for all courses in the Ph.D. program (Appendix B – Brief Course Syllabi). These syllabi include course description, prerequisites, student learning outcomes and topics to be covered. In keeping with the SACS Substantive Change Committee recommendation, the syllabi are formally reviewed and approved by the University Curriculum Committee to ensure student learning and program outcomes are included and evaluated.

Summary

Formal review of course syllabi by the University Curriculum Committee has been included in the program review and approval process at TAMIU.

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Section 3: Comprehensive Standards

3.4.4 – Policies for evaluating, awarding and accepting credit

3.4.4 The institution has a defined and published policy for evaluating, awarding, and accepting credit for transfer, experiential learning, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

Compliance

Non-Compliance

SACS Substantive Change Committee Comment:

The catalog has a section for graduate academic regulations and this section includes a policy for the “Transfer of Graduate-level Study.” One student in the first cohort of students admitted to the Ph.D. program was admitted with the understanding that extensive transfer of credit would be possible and this is not consistent with best practices. Transfer of credit provisions should be revised consistent with best practices and applied to all students.

Recommendation 6:

The Committee recommends that the institution develop defined and published policy for evaluating and accepting credit for transfer for this Ph.D. program to ensure the academic quality of any course work or credit recorded on the institution’s transcript.

TAMIU Response

After studying the transfer-credit policies at several universities, a transfer credit policy for the Ph.D. program has been developed. It is included in the academic policies and regulations of the Ph.D. program (Appendix C – Ph.D. in International Business Administration Procedures Manual) and the University Catalog:

“Credit for a course in another AACSB accredited program, in which a student has earned no less than a ‘B’, may be transferred into the program. Transfer of credit is:

- Subject to Texas A&M International University rules;
- Limited to a maximum of 20% of a student’s course requirements or four courses;
- Permitted only after the student has completed 12 hours of credit in the program with a ‘B’ or better.

The student must provide documentation to the Ph.D. program office that shows that the course is equivalent to a doctoral level course at Texas A&M International University or is otherwise complementary to the student’s program of study.

Each transfer must be approved by the Program director and the Dean of the College of Business Administration.”

Summary

In response to Recommendation 6, a transfer credit policy has been developed to limit the number and type of credit hours that can be transferred. Since the policy is to be applied to all students, consistency of quality control is also maintained.

Section 3: Comprehensive Standards

3.4.5 – Dissemination of Academic Policies

3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Compliance

Non-Compliance

SACS Substantive Change Committee Comment:

The section of the catalog on graduate academic programs lacks any regulations related to doctoral study. While the student handbook for the Ph.D. program provides a starting place for the development of policies and procedures related to doctoral study, these procedures need to be fully developed, adopted, and published. Only a portion of the faculty was aware of the student handbook. Further, the Ph.D. curriculum that has been published in the last two catalogs has been revised by the program and the revision varies significantly from what was published in the catalog, the information included in the materials provided with the substantive change request, and the material presented to the Committee on-site. For example, the committee was presented a list of ten new doctoral courses not published in the catalog or included in the curriculum presented in the substantive change request. Additionally, syllabi were available for less than one third of the courses.)

Recommendation 7:

The Committee recommends that comprehensive graduate academic regulations and policies be developed, adopted, and published to adhere to principles of good educational practices.

TAMIU Response

1. Regulations, Policies and Procedures

The Ph.D. Student Manual developed by the Ph.D. faculty has been reorganized as the Ph.D. in International Business Administration Procedures Manual. (Appendix C - Ph.D. in International Business Administration Procedures Manual) Each doctoral student and faculty receive the Procedures Manual which is also available online. The manual is organized as follows:

- I. Welcome
- II. Vision and Mission
- III. Program Administration
- IV. Admission Process and Standards
- V. Degree Requirements
- VI. Degree Plan and Course Rotation
- VII. Progression
- VIII. The Dissertation
- IX. Doctoral Faculty

2. Ph.D. Faculty Review of Procedures Manual

The Ph.D. faculty provide continuous feedback to ensure the Procedures Manual is current and correct.

3. Catalog and Doctoral Courses

Course revisions and updates are processed through the College and the University Curriculum Committee for approval by the Provost. Approved changes are included in the University Catalog and in the Procedures Manual.

4. *Syllabi*

Syllabi for all courses are included in Appendix B – Brief Course Syllabi. Syllabi are also available online.

Summary

The Ph.D. in International Business Administration Procedures Manual was reorganized to include the relevant procedures and thereby maintain the quality of the program. Faculty provide continuous feedback to ensure the Procedures Manual is current and correct.

Appendix A
Institutional Effectiveness Plan

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Texas A&M International University



Training

Clinics



2005

Institutional Effectiveness Plan

Office of Institutional Effectiveness and Planning
<http://www.tamtu.edu/adminis/iep/>

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TAMIU INSTITUTIONAL EFFECTIVENESS PLAN

I. Introduction

What is institutional effectiveness to Texas A&M International University? The institutional effectiveness process is the commitment to the continuous quality improvement of all aspects associated with fulfilling the Institutional Mission. This commitment is ongoing, broad-based, and embedded within the culture of the University. Faculty, administration and staff dedicate themselves to the task of providing high quality educational programs and services that prepare our students for leadership roles in their chosen professions. The goal of institutional effectiveness is to integrate planning, evaluation, and budgeting processes into a comprehensive program that not only encompasses teaching and learning but also the array of administrative and support services which sustain the core activities of the University. Every academic and administrative/educational support unit of the University demonstrates planning, evaluation, and the use of results to improve programs and services.

II. Institutional Mission Statement

The Institutional Mission Statement approved by The Texas A&M University System and the Texas Higher Education Coordinating Board in April 2005 forms the basis for planning, assessment and budgeting:

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society. A&M International provides students with a learning environment anchored by the highest quality programs built on a solid academic foundation in the arts and sciences. To fulfill its mission, the University offers a range of baccalaureate and master's programs and the Doctor of Philosophy degree in International Business Administration. In addition to offering excellent undergraduate and graduate programs, the University pursues a progressive agenda for global study and understanding across the disciplines.

Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

In keeping with the Institutional Mission, Strategic Plan Goals for 2006-2010 are:

- ▶ Develop, maintain, assess, and improve the quality of academic programs, administrative/educational support services and student services to admit, retain and graduate qualified students who achieve established learning outcomes designed to prepare them for success in academic or professional careers.
- ▶ Strengthen and expand faculty and student research and scholarship.
- ▶ Maintain, strengthen, and expand service to all University stakeholders
- ▶ Obtain the appropriate resources to assure continued growth and enhancement of all areas of the University
- ▶ Provide a well-prepared and motivated faculty and staff for the continued delivery of excellent programs and services to all University stakeholders
- ▶ Provide physical resources as needed for high quality programs that prepare students to be successful in their chosen professions and to support the role of the University as a leader in the local community.

Under Executive Order RP 31, Relating to Accountability of Higher Education Systems and Institutions, the University works with The Texas A&M University System to provide “information necessary to determine the effectiveness and quality of the higher education students receive” which in turn provides the “basis to evaluate the institution’s use of state

resources.” This Institutional Effectiveness Plan provides the framework to respond to the accountability measures identified by the System, the State of Texas and the University.

Assessment is an integral part of institutional effectiveness and informs the planning and budgeting process at Texas A&M International University. Assessment allows the University to increase organizational effectiveness and improve performance across all areas of the institution. Only the Texas A&M University System may establish policy; its components may set rules. The Texas A&M International University Rule on assessment is cited below and is published on the Institutional Effectiveness and Planning web page (<http://www.tamtu.edu/adminis/iep/>):

Texas A&M International University is responsible for assessing all programs and services provided by the institution. All academic programs and administrative/ educational support units conduct an annual assessment of student learning and program outcomes. In addition, academic and service units conduct external reviews on a cycle determined by the college/school/division and approved by the appropriate vice president.

III. Principles of Good Practice for Assessing Student Learning

The American Association for Higher Education’s Principles are fundamental to the practice of assessment at Texas A&M International University. These principles exemplify the University’s commitment to assessment and productive change by supporting a culture of assessment.

- ▶ The assessment of student learning begins with educational values.
- ▶ Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

- ▶ Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
- ▶ Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
- ▶ Assessment works best when it is ongoing, not episodic.
- ▶ Assessment fosters wider improvement when representatives from across the educational community are involved.
- ▶ Assessment makes a difference when it begins with issues of use and illuminates questions that people care about.
- ▶ Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
- ▶ Through assessment, educators meet responsibilities to students and to the public.

To support the process of assessment, activities are coordinated through the Office of Institutional Effectiveness and Planning and the University Assessment Committee.

As indicated above, assessment results in wider improvements when representatives from across the University are involved. Thus the involvement of faculty and key administrators is critical to the success of the Plan. Especially in academic programs, faculty must endorse, support and be actively engaged in assessment as it relates to student learning outcomes, while participation by AES units is essential to the process of assessment of services.

To assess achievement, program and AES unit goals must be clearly expressed and be related to those of the institution. Goals and objectives must be clearly and consistently communicated. Learning outcomes in academic programs are included in course syllabi so that students may focus their efforts on achievement of those outcomes.

IV. Strategic Planning, Assessment and Budgeting

Assessment guides the Strategic Planning process by providing data for constructive change, development of priorities and allocation of resources. The University Planning and Budget Council makes resource allocation decisions that reflect institutional priorities based on the Strategic Plan. Resource allocation, in turn, is informed by assessment results.

Integration of strategic planning, assessment and budgeting are documented in the Annual Institutional Effectiveness Review (AIER), a component of Project INTEGRATE (Institutional Network Targeting Evaluation, Goals, Resources and Accountability to Effect change). Project INTEGRATE includes an online repository of Strategic Planning, Assessment and Budget documents as well as links to assessment resources and templates for data submission.

The AIER template provided below includes components to clearly integrate strategic planning, assessment and budgeting:

**Texas A&M International University
Annual Institutional Effectiveness Review (AIER)**

Date Submitted _____

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

Academic Program/AES Unit _____

Person Preparing Review _____

Provide summary of the last cycle's use of results and changes implemented.

Provide summary of budget decisions and their impact on your program/division.

Section I: Planning and Implementation

Institutional Mission

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

Academic Program/AES Unit Mission (linked to the Institutional Mission)

Identify outcomes (1-3)

Identify Strategic Plan Goal related to Outcome

Identify Strategic Plan Objective and Strategy

Methods of assessment

Frequency of administration

Criteria/Benchmark

Section II: Analysis of Results

When (term/date) was assessment conducted?

What were the results attained (raw data)?

Who (specify names) conducted analysis of data?

When were the results and analysis shared? With whom (department chair, supervisor, staff, external stakeholders)? Minutes with data analysis submitted to assessment@tamui.edu? (Please use Minutes Template located on the Project INTEGRATE web page.)

Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?

Use of Results: Indicate what changes, if any, based on the data have been recommended?

Section III: Programmatic Review

What are the implications of the recommended changes?

Will resources be affected by the recommended changes? Yes No

If so, specify the anticipated effect(s) using the chart below:

Funding	Physical	Other
<input type="checkbox"/> New resources required	<input type="checkbox"/> New or reallocated space	<input type="checkbox"/> Primarily faculty/staff time
<input type="checkbox"/> Reallocation of current funds		<input type="checkbox"/> University rule/procedure change only
		<input type="checkbox"/> Other: _____

Narrative description and justification for request including related strategy (Attach Budget Request ‘Form B’ and/or ‘Form C’)

If funding, physical or other resources were requested, what is the impact of the budget decisions on program/division?

In the box below, provide information on the outcomes for the next assessment cycle:

Outcomes for Next Assessment Cycle
Continuation of previous outcome(s) -- (Indicate reason for continuation):
New Outcome(s) – (List outcomes below):
Modification of present outcome(s) – (Indicate reason for modification):

The AIER Template forms the basis for the coming year’s budget considerations by the University Planning and Budget Council. The AIER Template is available at the Project INTEGRATE web page: <http://www.tamtu.edu/integrate/aier.shtml>.

V. Process Participants, Roles and Responsibilities

Faculty, administrators and students serve on numerous University committees ensuring that all campus constituents are involved in the planning, assessment and budget process. University-wide committees receive their charge from the University President. Committees that play a critical role in the institutional effectiveness process are identified and described below:

University Planning and Budget Council (UPBC) receives and evaluates reports and recommendations from the University Assessment Committee and the University Strategic Planning Committee; makes resource allocation decisions that reflect institutional priorities based on the Strategic Plan; makes final recommendations to the President as to revisions to the Strategic Plan and the annual budget. The Council is composed of the President, Vice Presidents, Associate Vice Presidents, Faculty Senate President, Deans and School of Nursing Director.

University Strategic Planning Committee (USPC) conducts ongoing and continuous review of the University's Strategic Plan, with special emphasis on the proposed revisions that flow from the annual assessment and programmatic review procedures, and makes recommendations for revisions or changes to the University Planning and Budget Council. The Committee is composed of the Academic Deans, Director of the School of Nursing, Vice Presidents, Associate Vice Presidents, Faculty Senate President, Director of the Library, Director of Budget, Director of Grant Resources, Director of Human Resources, Executive Director of Student Life, Executive Director of Development, Director of the Office of Graduate Studies, Director of Institutional Effectiveness and Planning, Director of Public Relations, Marketing and Information Services, Comptroller,

Director of Athletics, Director of Student Counseling Services, Director of International Student Services, University Registrar and a Student Government Association representative. The Chair of the USPC reports to the University President.

University Assessment Committee (UAC) facilitates the process of self-evaluation and improvement for all academic and AES units. The committee serves the University community with respect to the total assessment process by providing assistance to academic and AES units in formulating and implementing assessment plans; ensuring that assessment plans include the evaluation of student learning and program outcomes; conducting an annual review of all assessment documents submitted; ensuring integration with the Strategic Plan; providing feedback for improvement purposes; approving unit assessment plans; and developing, maintaining and distributing program review templates. The UAC Chair provides an annual report to the University President as well as to the University Planning and Budget Council (UPBC) documenting the overall effort in assessment and institutional effectiveness. The committee is composed of representatives from faculty and administrators from each college/school, AES units, Institutional Effectiveness and Planning, General Education Program, Office of the Provost, and the Student Government Association. The UAC Chair reports to the Provost/Vice President for Academic Affairs.

Department/Division Assessment Committees (DAC) The Department/Division Assessment Committees (DAC) in each academic and AES unit serve as initial reviewers of unit plans. Members of the committee are appointed by the unit head

and receive training through the Office of Institutional Effectiveness and Planning. After reviewing the plans, the committees provide feedback to the units as well as to the unit head. Approved plans are submitted to the University Assessment Committee. An evaluation rubric was created to assist in the initial review of the plans and is available online at <http://www.tamtu.edu/adminis/iep/pdf/eval-rubric.pdf>.

Department Curriculum Committees (DCC) review and approve course syllabi and any curriculum changes resulting from the institutional effectiveness process and make recommendations to the department chair. Curriculum recommendations may include new/revised degree programs or new/revised courses. Course information may include title, description, prerequisite, semester credit hours, syllabi and student learning/program outcomes. Department curriculum changes approved by the chair are forwarded to the appropriate college/school curriculum committee. The members of the department curriculum committee are appointed by the dean or director.

College/School Curriculum Committees (CCC) reviews and approves course syllabi and any curriculum recommendations from the departments and forwards recommendations to the Dean/Director. Curriculum recommendations may include new/revised degree programs or new/revised courses. Course information may include title, description, prerequisite, semester credit hours, syllabi and student learning/program outcomes. Upon approval by the Dean/Director, curriculum recommendations are forwarded to the University Curriculum Committee. Members of the committee are appointed by the unit head.

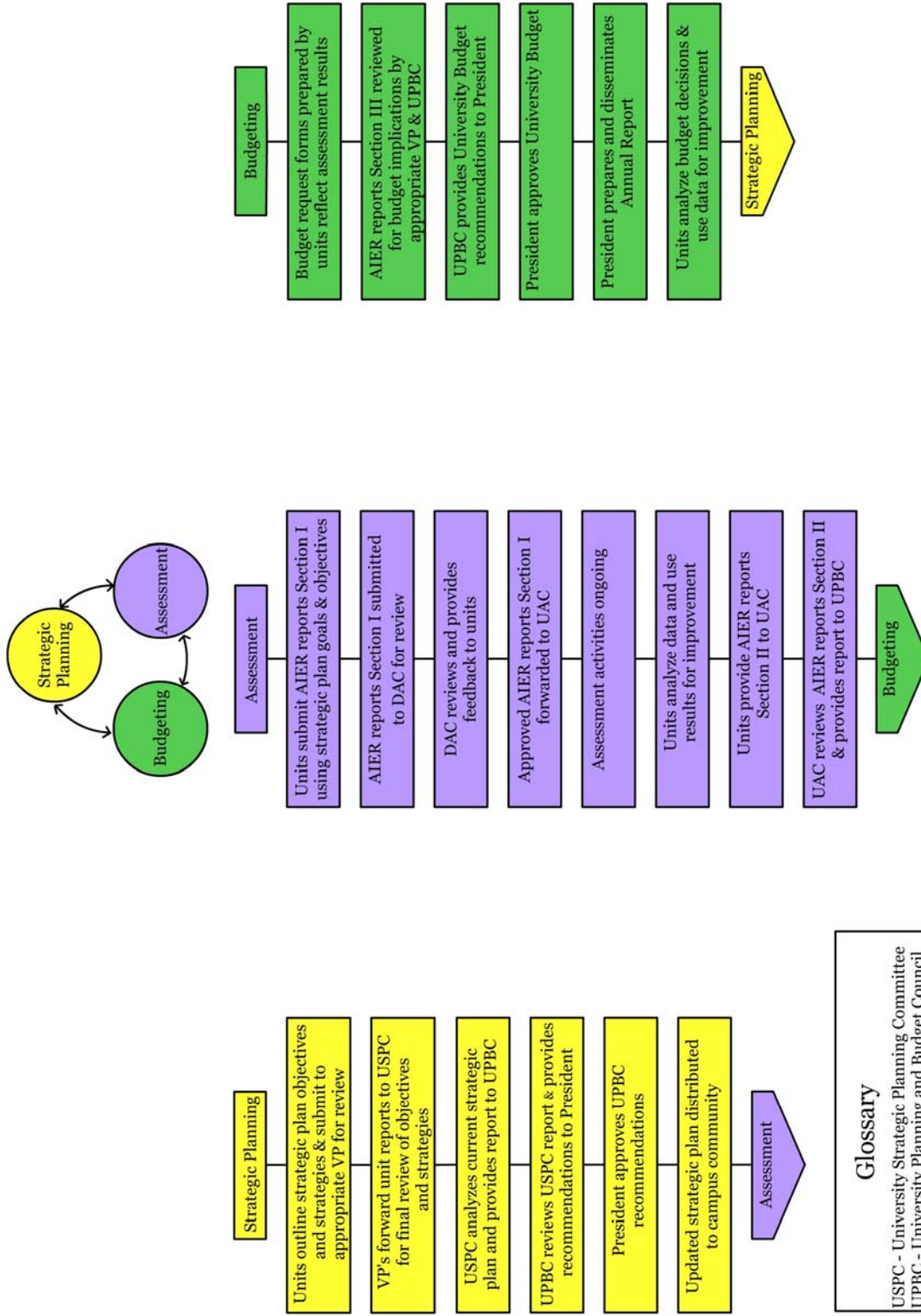
University Curriculum Committee (UCC) reviews and approves curriculum recommendations from the College/School Curriculum Committees and forward recommendations to the Provost/VPAA for approval, publication, and distribution. Curriculum recommendations may include new/revised degree programs or new/revised courses. Course information may include title, description, prerequisite, semester credit hours, syllabi and student learning/program outcomes. Committee members are appointed by the Deans of each College and the Director of the School of Nursing and are submitted through the Provost/VPAA to the Faculty Senate for concurrence. The committee is composed of one representative per academic department and the University Registrar. The chair is appointed by the Provost/VPAA from the faculty committee membership. The chair of the UCC reports to the Provost/VPAA. The Committee Chair provides a report of all approved curriculum changes to the UAC.

Throughout the institutional effectiveness process, students and alumni are asked to provide feedback and assist in the interpretation of assessment findings and recommendations for future assessment activities. All reports are submitted electronically and are distributed to the campus community on the Institutional Effectiveness and Planning web page at <http://www.tamtu.edu/adminis/iep/>.

VI. The Institutional Effectiveness Process

The Institutional Effectiveness Process at Texas A&M International University is represented in the chart that follows.

Institutional Effectiveness Process



Glossary

- USPC - University Strategic Planning Committee
- UPBC - University Planning and Budget Council
- AIER - Annual Institutional Effectiveness Review
- DAC - Department Assessment Committees
- UAC - University Assessment Committee

VII. Assessment Data

Data collected through the institutional effectiveness process is tabulated, stored, summarized and analyzed by appropriate individuals in the unit. Raw data is shared and discussed with other participants in the unit and an analysis of the results included in the AIER report submitted through the Department Assessment Committee to the dean/ director/unit head to the University Assessment Committee. A summary of the data compiled through the AIER reports is included in the annual report submitted by the UAC Chair to the President and the UPBC and available online. Assessment documentation is archived by the Office of Institutional Effectiveness and Planning.

VIII. Annual Institutional Effectiveness Review Timeline

AIER reports are submitted through a systematic and cyclical process. Internal assessment is conducted by all academic and AES units on an annual basis. A list of units conducting internal assessment is available online at <http://www.tamtu.edu/adminis/iep/pdf/internal-assessment.pdf>. In addition to annual assessments, units conduct external assessments on a cycle determined by each unit. The list of units conducting external assessments is available online at <http://www.tamtu.edu/adminis/iep/pdf/external-assessment.pdf>. The timeline for the submission of reports is outlined in the following table.

Annual Institutional Effectiveness Review (AIER) Transition Timeline

Month	Activity	Responsible Person
August	Review and approve AIER guidelines and unit profiles before distribution	University Planning and Budget Council (UPBC)
	Distribute timeline and instructions for upcoming cycle	University Assessment Committee (UAC)
	Faculty/Staff Assembly conducted	Provost and Vice President for Academic Affairs
	AIER training clinics conducted	Office of Institutional Effectiveness and Planning
	Data profiles and current strategic plan goals and objectives provided to units	Institutional Research
	Survey results available for Administrative/Educational Support (AES) units	Institutional Research
	Budget information distributed to University community	Office of Budget, Payroll, Grants & Contracts
September	Final AIER reports Section III: Programmatic Review for prior year due to UAC (2004-2005)	Academic and Administrative/Educational Support Units
	College/school/division meetings held to review AIER reports and identify college/school/division strategic plan objectives and strategies	College/school/division
	College/school/division objectives and strategies submitted to appropriate Vice President for review and approval	College/school/division
	Forward reports to University Strategic Planning Committee (USPC)	Vice Presidents
	USPC analyzes college/school/division objectives and strategies and provides report to UPBC	University Strategic Planning Committee (USPC)

Month	Activity	Responsible Person
September	Annual Report to President, UPBC and USPC	University Assessment Committee (UAC)
October	AIER report Section I: Planning and Implementation for new cycle due to UAC (2005-2006)	Academic and Administrative/ Educational Support Units
	Review of college/school/division objectives and strategies and provide feedback to the USPC	University Planning and Budget Council (UPBC)
	Review AIER reports Section I: Planning and Implementation to monitor compliance with Institutional Effectiveness criteria and provide feedback to Academic/AES Units	University Assessment Committee (UAC)
	Legislative Appropriations Request submitted to the Legislative Budget Board (even-numbered years)	Office of Budget, Payroll, Grants & Contracts
November	Review recommendations from UPBC and UAC and update University Strategic Plan	University Strategic Planning Committee (USPC)
December	Updated University Strategic Plan distributed to campus community	University Strategic Planning Committee (USPC)
	AIER reports Section I: Planning and Implementation with revisions due to UAC	Academic and Administrative/ Educational Support Units
January	President's Annual Report distributed to all stake holders	University President
	AIER reports Section I: Planning and Implementation feedback provided to Academic/AES Units (as necessary)	University Assessment Committee (UAC)
	AIER report Section II: Analysis of Results begins and continues throughout the calendar year	Academic and Administrative/ Educational Support Units
February	AIER training clinics conducted	Office of Institutional Effectiveness and Planning

Month	Activity	Responsible Person
March	Programmatic Budget Review to Board of Regents Finance Committee	University President
April	Budget instructions for upcoming year distributed	Office of Budget, Payroll, Grants & Contracts
May	Completed budgets due to appropriate Vice President for review and approval	College/school/division
	Completed budgets due to Office of Budget, Payroll, Grants & Contracts	Vice Presidents
	Review and approval of budget requests	University Planning and Budget Council (UPBC)
June	Preliminary University Budget submitted to The Texas A&M University System (TAMUS) Budgets and Accounting Office for review (In July for odd-numbered years)	University President
July	Budget presented to TAMUS Board of Regents for approval (In August for odd-numbered years)	University President

IX. AIER Training Clinics

An institutional effectiveness training manual was developed to educate and provide assistance to the University community in all areas of assessment and planning. The training manual consists of the Institutional Effectiveness Plan and the Institutional Effectiveness Practitioner's Manual. The Practitioner's Manual provides information on the institutional effectiveness process, mission statement, development of goals and examples of student learning outcomes and assessment methods, as well as tips on sharing results. In addition, it provides a listing of assessment resources for further study and review. Training Clinics were implemented Summer 2005 with a total of 85 AIER report coordinators participating. Training clinics are conducted each long semester, with additional clinics scheduled as needed. Through increased

familiarity with the institutional effectiveness process, the institution sustains continuous improvement in all areas of planning, assessment, and budgeting.

X. Evaluation of the Institutional Effectiveness Plan

Institutional effectiveness is an evolving process that improves and matures with time. All units assist in evaluating the Institutional Effectiveness Plan and related processes under the direction of the University Assessment Committee. Data is analyzed in relationship to the Strategic Plan and the Institutional Effectiveness Plan is revised as needed.

Appendix B
Brief Course Syllabi

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ACC 6310 Seminar in International Accounting

Credit:

Three semester hours

Course Description:

This course will focus on issues related to accounting and auditing in an international context, international standards, and issues related to the consequences of cultural differences.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will assess, through written and oral means, major theoretical issues and current intellectual and policy debates in the field.
- Students will integrate current intellectual policy issues in international accounting into research projects and case analyses, evaluating the literature and validating course material.

Seminar Topics:

- International Accounting and International Business
- Accounting Development in the Global Economy
- Comparative International Financial Accounting
- International Financial Statement Analysis
- International Transparency and Disclosure
- Global Harmonization of Accounting and Reporting
- International Business Consolidations, Culture, Goodwill and Intangibles
- International Segment Reporting

- Foreign Currency Transactions
- Foreign Currency Translation
- International Accounting for Price Changes
- International Auditing Issues
- International Tax Issues

BA 6310 Advanced Business Research Methods

Credit:

Three semester hours

Course Description:

This course is intended to further develop the students' empirical research skill set and examine current research tools outside the student's major.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will demonstrate advanced skill in use of research techniques
- Students will appraise empirical data
- Students will formulate hypotheses and test theories through oral and written presentations and research reports

Seminar Topics:

- Major statistical packages such as SPSS and SAS
- Socioeconomic, business, and political data
- Testable propositions
- Multivariate techniques for data analysis

BA 6320 Research Issues in International Business Administration

Credit:

Three semester hours

Course Description:

This course offers an intensive study of the evolution of international business thought and the present state of development of international business theory with emphasis on current contributions to international business theory. The course includes analysis of current topics, issues, and practices in the international business environment not covered in any of the other specialized study courses. It will prepare the student for the intellectual exploration of business in an international arena.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will demonstrate an in-depth understanding of international business research frontiers
- Students will criticize the international environment of business
- Students will assess impact of international business to the U.S. and other economies
- Students will apply analytical techniques to the study of legal issues
- Students will analyze government policies affecting trade, including tariff and non-tariff barriers and other trade restrictions and commercial policies
- Students will synthesize basic theories of foreign direct investment into course research
- Students will integrate international dimensions of managerial functions into course research

- Students will evaluate state-of-the-art information technology for conducting research and for presentation of information concerning the environment and operations of global enterprise
- Students will integrate mastery of above topics through written research reports, oral presentations, and papers suitable for presentation at professional academic meetings

Seminar Topics:

- Globalization and its impact on international business
- Transnational Corporations (TNCs) and Related Policy Issues
- Comparative Management Techniques in the United States, Western Europe, Japan, and the Third World
- Socio-cultural Diversity, Environmental Issues, Global Ethics
- International Trade Institutions, including NAFTA, ILO, WTO, and UNCTAD
- Legal Issues (intellectual property, extraterritoriality) Marketing, Accounting, Taxation, Financial and Personnel Management, Information Management, and International Corporate Strategy In International Business Environments

BA 6398 Special Issues in Research

Credit:

Three semester hours

Course Description:

Offered as needed with content area focus rotating through functional disciplines as required by enrollment in doctoral program.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will demonstrate advanced skill in use of designated research techniques
 - Students will appraise empirical data
 - Students will formulate hypotheses and test theories through oral and written presentations and research reports
-

Subtitle: Structural Equation Modeling

Description:

As offered with this subtitle, this course will be an in-depth examination of structural equation modeling including both exploratory and confirmatory approaches. The class will cover theory, techniques, literature, and practical applications of structural equation modeling.

Special Topics:

- Mathematical and conceptual aspects of causal models in general and structural models in particular

- SPSS's AMOS and LISREL as state of the art software for the specification and testing of structural equation models
- LISREL Model Notation
- Data Preparation and Data Transformation Issues
- Model Specification
- Model Identification
- Path Analysis
- Model Evaluation
- Measurement Models
- Models with Structural Measurement Components
- Model Modification
- Nonrecursive Structural Models
- Latent Growth Models
- Multiple Sample SEM
- Interaction and Nonlinear Effects
- Models with Categorical Variables
- Bootstrapping

Subtitle: Structural Equation Modeling with PLS

Description:

As offered with this subtitle, this course will be an in-depth examination of traditional structural equation modeling issues, and hands-on experience on how to conduct structural equation modeling-based research using the partial least squares (PLS) approach.

Special Topics:

- Univariate vs. multivariate statistics
 - Latent constructs
 - Design of instruments for data collection
 - Endogenous vs. exogenous latent variables
 - Reliability and validity assessment
 - Formative vs. reflective measurement models
 - The partial least squares approach
 - Basic functions of the software PLS Graph
-

Subtitle: Econometrics

Description:

As offered with this subtitle, this course provides a comprehensive introduction to the practice of econometrics. This course covers the classical linear regression model, extensions of this model, and special econometric topics (qualitative response models, panel data analysis, and dynamic models).

Special Topics:

- Classical linear regression model
- Qualitative response models
- Panel data analysis
- Dynamic models
- Application of econometric estimation techniques and hypothesis testing
- Estimation method and analysis of estimation results

- Use of statistical and econometric software to perform econometric analysis of real world problems

Subtitle: Advanced Econometrics

Description:

As offered with this subtitle, this course provides an introduction to time series econometrics theory and application: ARMA models, VAR models, asymptotic theory, HAC covariance matrix estimation, GMM, empirical likelihood, unit roots, cointegration, structural change, nonlinear models, nonstationarity, structural change and nonlinearity, impulse response analysis, forecasting, factor models, nonparametric time series, bootstrap.

Special Topics:

- ARMA Models
- GARCH Models
- VAR Models
- Asymptotic Theory
- HAC Covariance Matrix Estimation
- GMM
- Empirical Likelihood
- Unit Roots
- Cointegration
- Structural Change
- NonLinear Models
- Nonstationarity, Structural Change and Nonlinearity

- Impulse Response Analysis
 - Forecasting
 - Factor Models
 - Non Parametric Time Series
 - Bootstrap –Overview
-

Subtitle: Advanced Regression Models

Description:

As offered with this subtitle, this advanced research methods course focuses on the study and application of regression models, with particular emphasis on the application of these models to the field of management.

Special Topics:

- Basic regression analysis
 - Model fitting and testing
 - Regression with dummy variables
 - Logistic regression
 - Time series analysis
 - Multivariate regression
-

BA 6399 Dissertation Research

Credit:

Three semester hours

Course Description:

To be scheduled only with the consent of the faculty advisor. No credit assigned until dissertation has been completed and filed with the Office of Graduate Studies. Doctoral students must maintain continuous enrollment in this course subsequent to passing qualifying examination for admission to candidacy.

Prerequisites:

Successful completion of required Ph.D. courses. Successful completion of the Ph.D. comprehensive examinations.

Student Learning Outcomes:

- Students will be competent independent researchers in their functional area of concentration.
- Students will communicate research results orally and in writing as evidenced by the completion of an acceptable dissertation.

DS 6320 Multivariate Statistics

Credit:

Three semester hours

Course Description:

Business data frequently measure more than one aspect; that is, they are multivariate. The objective of this course is to introduce powerful methods for understanding and obtaining managerial insight from multivariate data. Multivariate methods studied in the course include a selection of principle component analysis, factor analysis, canonical correlation, discriminate analysis, multidimensional scaling, cluster analysis, and neural nets. Readings, cases, examples and exercises are drawn from diverse areas of business.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will synthesize foundational aspects of quantitative and qualitative research methods in the context of the philosophy of science in general and the philosophy of social science in particular.
- Students will compare and assess the mathematical and conceptual aspects of causal models in the context of advanced multivariate statistical analysis.
- Students will apply state of the art software programs such as SPSS's AMOS to test structural equation and other models.
- Students will decide how grounded theory approach can be used for theory building in the context of exploratory research.

- Students will appraise the use of state-of-the-art software (such as nVivo and Atlas.ti) in qualitative data analysis in the context of exploratory research.
- Students will link above outcomes to special methodological problems in international business research.

Seminar Topics:

- Quantitative and Qualitative Research Methods
- Mathematical and Conceptual Aspects of Causal Models in the context of advanced multivariate statistical analysis
- State-of-the-Art Software Programs
- Theory Building

ECO 6310 Seminar in International Economics

Credit:

Three semester hours

Course Description:

Advanced topics and readings in trade theory, trade regulations and policies, international factor movements, foreign exchange markets and international economic policy. The course also exposes students to recent journal articles as well as classic works in international economics.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will assess modern international trade and international macroeconomic theory.
- Students will compile assessments of critical literature and explain solutions to international economic problems.
- Students will formulate research projects in international economics and integrate assessments of theory and critical literature into course research projects.

Seminar Topics:

- Time-series models, difference equations
- Solving homogeneous difference equations
- Lag operators
- ARMA models and stationarity
- The autocorrelation function
- Box-Jenkins, forecast, seasonality
- ARCH and GARCH processes

- ARCH-M model, maximum likelihood estimation
- Deterministic and stochastic trends
- Two sectors model
- The Heckscher-Ohlin Model
- Many goods and factors
- Trade-in intermediate inputs and wages
- Increasing returns and the gravity equation
- Gains from trade and regional agreements
- Intertemporal trade and the current account balance
- Dynamics of small open economies
- The life cycle, tax policy, and the current account
- Money and exchange rate under flexible prices
- Money and exchange rate under flexible prices
- Nominal price rigidities in open-economy models
- Sticky-price models

FIN 6310 Seminar in International Finance

Credit:

Three semester hours

Course Description:

The course examines the managerial implications pertaining to the financial operations of the firm and of investments in the international arena. The standard topics in international finance, such as exchange rate determination, foreign exchange risk (exposure), hedging techniques (using forwards, futures, options and swaps), international corporate valuation and capital budgeting, and sources of funds and the cost of capital in the international bond, stock, and money markets, are examined from a managerial point of view. The course also exposes students to recent journal articles as well as classic works in international finance and international financial management.

Prerequisites:

Consent of instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will assess and summarize the main theories and empirical evidence presented in the international financial literature.
- Students will formulate and test new ideas in these areas through seminar research projects.

Seminar Topics:

- Foreign Exchange Market and Risk Management
- Foreign Exchange Derivatives: Forward, Futures and Options
- Foreign Exchange Risk Management
- International Corporate Diversification

- International Equity Financing
- International Capital Structure
- International Corporate Governance

FIN 6315 Seminar in Corporate Finance

Credit:

Three semester hours

Course Objectives:

The purpose of this course is to appraise both theoretical and empirical work in modern corporate finance. Topics discussed in this course include capital structure, financial distress and bankruptcy, financial intermediaries, corporate control, agency theory, and dividend policy.

Prerequisite:

FIN 6310 – Seminar in International Finance

Student Learning Outcomes:

- Students will assess, through written and oral means, major theoretical issues and current intellectual and policy debates in the field.
- Students will synthesize current intellectual contributions in the field of corporate finance, integrating their findings into research projects in Corporate Finance.

Seminar Topics:

- Contracting (Agent-Principal Problem, Transaction Cost Economics, Opportunism)
- Theories of the firm (evolution, control)
- Incentive problems and financial contracts
- Security Issuance Models
- The Market for Corporate Control
- Corporate Governance and Control
- Corporate Diversification
- Capital Structure

- Ideal Economy Concepts
- Corporate Finance and Economic Growth
- Event Studies
- Performance Measurement Issues
- Asset Pricing and Capital Allocation
- Capital Investment
- The Political Economy of Finance
- Corporate Governance outside the US
- Corporate Governance in Multinational Firms

FIN 6320 Seminar in Financial Markets & Institutions

Credit:

Three semester hours

Course Description:

The seminar will summarize the theoretical and empirical literature in the area of financial markets and financial intermediaries. In addition, this course will assess the econometric tools used in finance research.

Prerequisite:

FIN 6310—International Finance

Student Learning Outcomes:

- Students will appraise current academic literature in financial markets and institutions, formulating new research ideas and integrating them into seminar research projects.
- Students will justify their research results and compile them in publishable form.

Seminar Topics:

- Financial systems, management and regulation
- Monetary and regulatory policy and inflation
- Theories of interest rates
- Effect of inflation on markets
- Bank structure, regulation and competition
- Institutions interest rate risk management
- Money market and the new economy
- The capital market psychology

FIN 6330 Seminar in Investments

Credit:

Three semester hours

Course Description:

This seminar covers both the theories and empirical bodies of literature regarding investments. Major topics to be covered include choices under uncertainty, the state preference theory, mean-variance efficiency, the capital asset pricing model (CAPM), the market efficiency theory, as well as empirical evidence regarding capital asset pricing and market efficiency.

Prerequisite:

FIN 6310—International Finance

Student Learning Outcomes:

- Students will analyze major issues and current intellectual contributions, through written and oral means.
- Students will integrate current research in investments, formulating research projects and case analysis to explain the literature, as well as to validate course material.
- Students will appraise major theories, tools, and concepts in the field of investment, integrating their findings into seminar research projects.
- Students will synthesize the basic theories and evidence regarding capital asset investments.

Seminar Topics:

- Capital asset pricing theories
- Capital markets and investments
- Theory of choice under uncertainty: Utility theory
- State-preference theory

- Mean-variance efficiency
- The capital asset pricing model
- Market efficiency theory
- The Sharpe-Lintner-Black models
- Multi-factor pricing models
- Market efficiency

MGT 6310 Seminar in International Management

Credit:

Three semester hours

Course Objectives:

A seminar acquainting the student with the functions, problems, and decision-making processes of multinational business organizations. Representative cases are used as a basis for decisions. The course also exposes students to current journal articles as well as classic works in international management.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will assess international management literature and summarize fundamental components of the field.
- Students will compile research reports that may be presented at academic conferences or published in refereed journals in the field.

Seminar Topics:

- Theoretical Foundations of International Management:
- The political, legal, and technological environment
- Global competitiveness
- Ethics and Social Responsibility
- Studies of culture in international management literature:
- The meanings and dimensions of culture
- Managing across cultures

- Organizational cultures
- Diversity studies
- Intercultural Communication
- International strategic management:
- Strategic planning
- Political risk methodologies
- Negotiations strategies
- Organizing international operations
- Decision making and control
- Organizational Behavior and Human Resource Management:
- Motivation across cultures
- Leadership across cultures
- Human resource selection
- Repatriation
- Human resource development across cultures
- Labor Relations and Industrial Democracy
- Cases and experiential exercises

MGT 6312 Organizational Behavior

Credit:

Three semester hours

Course Description:

Students will examine and assess recent advances in the field of organizational behavior, including motivation theory and practice, leadership theories, the role of power, the work environment and processes, organizational communication, and organizational change. Particular emphasis will be placed on the international dimension of organizational behavior.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will integrate advanced strands of scholarship in the field into final examinations, written projects, and/or oral presentations.
- Students integrate course content through research projects that may be presented at academic conferences or published in refereed journals.

Seminar Topics:

- Overview and Foundations of organizational behavior
- Motivation theory and techniques
- Individual behavior
- Teams, leaders and followers
- The role of power
- The work environment
- Organizational communication

- Work processes
- Organizational change
- A systems perspective
- Positive organizational behavior, emerging trends in organizational behavior

MGT 6315 Organizational Theory and Change

Credit:

Three semester hours

Course Description:

This course will enable students to review and synthesize recent advances in organizational theory and change literature, including classical and neoclassical organizational theory, human resource theory, organizational behavior perspective, power, organizational reform, and positive organizational scholarship. Particular emphasis will be placed on the international dimension of organizational theory and change.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will assess the field of organizational theory by summarizing, comparing, assessing, and reframing the latest literature in seminar research projects.
- Students will synthesize critical literature and issues of organizational theory in final examinations, oral presentations, and written research papers.
- Students will compile research suitable for presentation at professional academic meetings or publication in refereed journals.

Seminar Topics:

- Classical and neoclassical organizational theories
- Human resources theory
- Organizational behavior perspective
- Modern structural organizational theory

- Organizational economics theory
- Power and politics organizational theory
- Organizational culture theory
- Theories of organization and environments
- Positive organizational scholarship

MGT 6320 Human Resource Management

Credit:

Three semester hours

Course Description:

This course involves an in-depth assessment of the human resource management scholarship, focusing on a rigorous understanding of the field, appropriate for doctoral level researchers. This understanding will be developed through a critical appraisal of current and seminal human resource management literature. Special attention will be paid to current human resource management trends, legal aspects of human resource management, and the relationships between the various human resource management concepts and applications.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will judge and appraise critical literature in Human Resource Management and integrate findings into seminar research projects.
- Students will compile research suitable for presentation at professional academic meetings or publication in refereed journals.

Seminar Topics:

- International human resource management environment
- Human resource planning
- Staffing and Repatriation
- Training, Leadership and knowledge Management
- Compensation

- Performance Management
- HR Issues and Activities in International Joint Ventures
- HR Issues and Activities in International Mergers and Acquisitions
- HRM Professionals and their HR Organizations

MGT 6325 Leadership and Comparative Management

Credit:

Three semester hours

Course Description:

This course involves a critical review of research streams in the field of leadership and comparative management. Students will gain in-depth insight into the literature, and will develop a capability of interrelating and synthesizing various scholarly contributions.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will judge and appraise critical literature in Leadership and Comparative Management and integrate findings into seminar research projects.
- Students will compile research suitable for presentation at professional academic meetings or publication in refereed journals.

Seminar Topics:

- The nature of leadership
- The nature of managerial work
- Perspectives on effective leadership behavior
- Participative leadership, delegation, and empowerment
- Dyadic role-making theories and followership
- Power and influence
- Managerial traits and skills
- Contingency theories of effective leadership

- Charismatic and transformational leadership leading change in organizations
- Leadership in teams and decision groups
- Strategic leadership by executives
- Developing leadership skills
- Ethical leadership and diversity

MGT 6330 Seminar in Strategic Management

Credit:

Three semester hours

Course Description:

This course involves a critical examination of the strategic management literature, including a theoretical, strategic understanding of organizations within their environments, a review and synthesis of research streams in the field of strategic management, and a study of contributions of other fields to it.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will assess and integrate the literature in various fields to strategic management in seminar research projects.
- Students will compile research to questions in strategic management suitable for presentation at professional academic meetings or publication in refereed journals.

Seminar Topics:

- Contributions to the study of strategy
- Environment/industry determining strategy and outcomes vs. firm proactivity
- Corporate strategic outcomes
- Business unit strategic outcomes
- Organizational economics and firm governance
- Resource-based theory

MGT 6335 Seminar in Industry and Competitive Analysis

Credit:

Three semester hours

Course Description:

This course involves a rigorous assessment of major theoretical perspectives in industry, with particular emphasis on the nature and role of the competitive environment of organizations. Emphasis will be on relating theory to empirical results. The course will examine conceptualization and operationalization of central constructs, identify conceptual and methodological limitations of existing research, and interpret, integrate, and extend prior theory and research.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Student will appraise and synthesize current state of theory in Industry and Competitive Analysis, integrating findings into seminar research projects.
- Students will defend research results in class and prepare reports suitable for professional academic presentations or refereed publications.

Seminar Topics:

- Economic theories of competitiveness
- Organizational ecology, resource dependence, and institutional theories
- Behavioralist and managerial theories
- Psychology (decision making), and mathematics (chaos theory, game theory)

- The strategic management paradigms (positioning school, learning school, planning school, cognitive school, entrepreneurial school, political school, cultural school, design school)
- Contingency theory
- Typologies and taxonomies: strategies as configurations, archetypes, and gestalts
- Strategy and environment in neoclassical and industrial organization economics
- Extensions to resource-based theories of the firm
- Resource-based theory of competitive advantage
- The effects of market orientation and information technology on performance
- Environmental dynamism, complexity, and munificence
- Emerging concepts in firm strategy
- Learning organizations and knowledge management
- Entrepreneurial orientation

MIS 6310 Seminar in Global Systems Management

Credit:

Three semester hours

Course Description:

Managing in an information-intensive environment requires skills and knowledge of business and systems change. This course teaches strategies for aligning a firm's information systems with rapidly changing business environments, taking both the perspective of organizational and technical issues. In addition, this course has a major emphasis on IT leadership and the skills necessary to be a successful leader in information-intensive, global environments. This course focuses on the interdependence between organizations, people and information technology by examining several key areas, from both a global and an organizational perspective, including: managing business process redesign and software development, managing projects and changes, information technology and leadership, managing enterprise information systems.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will assess, evaluate and synthesize Systems Management scholarship, particularly from a global perspective, emphasizing current and emerging literature and integrating assessments into seminar research projects.
- Students will integrate course content through preparing research projects that may be presented at academic conferences or published in refereed journals.

Seminar Topics:

- The interdependence between organizations, people and information technology

- Business process redesign
- Software development
- Managing projects
- Managing enterprise information systems
- Conflict resolution, effective teamwork, and professional ethics
- Basic statistics and their use in IS research
- Conducting literature reviews on IS research topics
- Major IS research approaches and epistemologies
- Major approaches to conducting international IS research
- Publishing IS research

MIS 6320 Seminar in Social and Organizational Issues in Information Systems

Credit:

Three semester hours

Course Description:

The objective of this course is to assess the interface between information systems and the entire organization, as well as the broader impact on society. It undertakes an analytical review of scholarship concerning important organizational, social, legal and ethical issues raised by the development and use of information systems.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will appraise the social and organizational issues in Information Systems and assess the impact of research trends in the field.
- Students will formulate pertinent research questions within these areas and integrate them into seminar research projects.
- Students will compile research reports that incorporate their synthesis of seminar topics and render them suitable for presentation at professional academic settings or for publication in refereed journals.

Seminar Topics:

- Information technology and social controversies
- Information technology and social change
- Information technology as a mechanism of organizational change
- Economic, cultural and organizational dimensions of information technology

- History of IT and organizational transformation
- IT and the transformation of the organizational environment
- The practice of IT and organizational transformation
- IT and the shifting balance between privacy and organizational & social control
- Information technology outsourcing (socio-economic makeup)
- Issues in connection with the digital divide
- IT and Business Process Reengineering/design
- Strategic Implications of IT as a mechanism for competitiveness
- Gender differences in information technology career paths
- Ethical perspectives and professional responsibilities for IT field

MIS 6330 Seminar in Human-Computer Interaction

Credit:

Three semester hours

Course Description:

This course involves a critical assessment of current and emerging literature on the interface between human beings and computers at individual and group levels. The focus is on key human-computer interface design, online learning environments, electronic communication media design, and knowledge and information sharing workspaces.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will assess key human-computer interface literature and integrate assessment of scholarship into seminar research projects.
- Students will compile research reports that incorporate their synthesis of seminar topics and human-computer interaction literature, rendering their reports suitable for presentation at professional academic settings or for publication in refereed journals.

Seminar Topics:

- Human-computer interaction concepts and issues
- Human-computer interface design
- Task-interface fit approaches
- Typical computer applications and respective interfaces
- Cognitive-chunking theory
- Computer-mediated group interaction

- Traditional computer-mediated communication theories
- E-collaboration vs. Computer-mediated communication
- Modern cultural perspectives on e-collaboration
- Modern biological perspectives on e-collaboration
- Knowledge and information sharing through e-collaboration tools
- Emerging applications of innovative human-computer interfaces

MIS 6340 Seminar in Emerging Technologies

Credit:

Three semester hours

Course Description:

The global economy of the 21st century evolves around the rapid development of new information technologies. The objective of this course is to assess and evaluate the effects emerging technologies are likely to have on the future of computing and their transformational impact across organizations and economies.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will assess and appraise issues, methodologies, and research trends in the literature on emerging information technologies and integrate their findings into seminar research projects.
- Students will integrate course content in written and oral projects and reports suitable for presentation in academic and professional settings.

Seminar Topics:

- Identification and assessment of emerging technologies
- Emerging technologies and public policy
- Lessons from the Internet
- Intrusion detection
- Assessing future markets for emerging technologies, location-based technologies
- Technology strategy in lumpy market landscapes

- Management service providers
- Commercializing emerging technology through complimentary assets
- Open source software
- Strategy making in uncertain environments, outsourcing
- Scenario planning for disruptive environments
- Peer-to-Peer computing
- Approximating the gains from innovation
- Web services
- Managing real options
- Wireless communications
- Financing strategies and venture capital
- Managing dynamic knowledge networks
- The design of new organizational forms
- Designing the customized workplace

MKT 6310 Seminar in International Marketing

Credit:

Three semester hours

Course Description:

This course is an examination of current international marketing research with emphasis on understanding of theory, concept development, research design and analysis of research results.

Prerequisites:

Consent of the instructor and the Graduate Advisor

Student Learning Outcomes:

- Students will criticize theoretical and methodological advances in the field, integrating findings into seminar research project.
- Students will integrate course content in preparing research reports that are suitable for professional presentations or refereed journal articles.

Seminar Topics:

- A rigorous evaluation of research frontiers in international marketing
- The study of the literature involved in understanding, identifying and developing relationships with international markets
- An appraising of the marketing processes and strategies that firms utilize when exploring foreign countries
- A comparison of how American companies market elsewhere in the world and how foreign firms market their products and services in the USA
- An evaluation of the international marketing research outlets and publications
- Comparison and critique of the strategic processes and tools available to create, implement and control global marketing management
- An assessment of global segmentation and positioning

Appendix C
Ph.D. in International Business Administration
Procedures Manual

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I. Welcome Message

Welcome to the Ph.D. in International Business Administration program at Texas A&M International University. This program came about as a result of the need to fill a gap between South Texas and the rest of the state and as a part of the Institutional Mission of the University, whose very name is testimony to the appropriateness of this degree program. It is also in response to the need identified by AACSB and other institutions to help alleviate the persistent shortage in professors in US business schools, projected to grow in the next ten years.

Launching a Ph.D. program is a milestone in the life of this University, and is the culmination of many years of diligent work by dedicated scholars, administrators and community leaders. It will help elevate this young and dynamic institution to the level and quality of the more selective doctoral granting universities in the country.

One of the unique features of this program is that it is a “bi-pillar” program, with emphasis on the various components of international business administration as well as functional areas of concentration in accounting, economics, finance, management, management information systems, and marketing. Graduates of this unique program will be able to make a significant academic contribution in both areas.

To achieve the goals of this program, the University relies on the scholarly prowess of its in-house faculty, representing the discipline of international business as well as the functional areas of concentration. In addition, a group of eminent scholars have joined the Global Advisory Board, thus lending their names and reputation to the program and serving as its advocates and a resource to faculty and students.

The Procedures Manual describes procedures and operations of the program. It is subject to University rules and regulations and is subject to change.

II. Vision and Mission

A. Vision: The program of Doctor of Philosophy in International Business Administration envisions a doctoral-level learning experience that increases the knowledge, skills, and professional ethics of a new generation of business educators and researchers who function in a diverse, globally competitive environment. Graduates of this program will be qualified and motivated to advance the body of knowledge as future college faculty and researchers and to expand the frontiers of knowledge through their research. There will be a synergy between doctoral students and an enthusiastic, student-oriented faculty knowledgeable in their fields of expertise.

B. Mission: In carrying out its mission, the Ph.D. program will seek highly intelligent, knowledgeable and creative students who demonstrate an intense interest in international business administration and global issues. The Ph.D. program is committed to providing a nurturing and challenging intellectual environment for its faculty and doctoral students. The program emphasizes preparing the candidates for the complexities of business and its social and international contexts, while developing a specialized expertise and the research skills necessary to continue to expand the body of knowledge concerning international business administration.

Students will receive rigorous training in the discovery, acquisition, creation, extension, application and dissemination of knowledge of international business administration. This training will give them the tools for enhancing global productivity and provide understanding of the critical role cross-cultural

factors play in shaping international business activity in a dynamic and interdependent world.

Outcomes for the Ph.D. program were identified in collaboration with the Ph.D. faculty, Ph.D. Committee, College Curriculum Committee, University Curriculum Committee and approved by the Provost and Vice President for Academic Affairs and form the basis for assessment of the Ph.D. program. Graduates will:

SLO 1 evaluate the state of contemporary scholarship in the field of international business administration (benchmark: 70% of students enrolled in the program will successfully complete the Comprehensive Exam on the 1st attempt; 80% on the 2nd attempt within 7 years of admission to the program);

SLO 2 generate new knowledge in the field of International Business Administration and functional areas of concentration through the application of qualitative and quantitative research methods (benchmark: 75% will produce an acceptable dissertation and publish findings within three years of graduation); and

PO 1 be successfully employed in settings where they will use the knowledge and skills acquired in the program to advance the field of international business administration (benchmark: 75% of graduates will be employed within their area of expertise).

The doctoral program requires that the student demonstrate mastery of a large and complex body of knowledge and a high degree of proficiency in the techniques of instruction and business research. This is evidenced by the completion of course work with a grade of 'B' or better, passing comprehensive qualifying examinations, effective performance in classroom instruction as per students' evaluations and senior professors' reports, participation with faculty

members in research as required by their courses of study, presentation of papers at internal research forums and academic conferences, and the completion of a dissertation as approved by the student's doctoral dissertation committee. Given the substantial commitment of intellectual effort and time required to achieve these competencies, Ph.D. students are expected to enroll on a full-time, continuing basis.

III. Program Administration

The overall administration of the program is the responsibility of the director, who will be appointed by the Dean. The Ph.D. Committee, consisting of COBA faculty members and others as deemed appropriate by the Dean, will serve as an advisory body to the director. Faculty advisors will serve individual students in their selection of courses and their overall plan of study. Qualified faculty members will serve on students' comprehensive examination and dissertation committees.

The Ph.D. program director will be appointed by the Dean of the College of Business Administration who will supervise the director. The director will:

- be responsible for the daily administration of the program.
- assign all students admitted to the program to an academic advisor (with the consent of the faculty member).
- receive reports of student progress from the academic advisor.
- be responsible for working with the Ph.D. Committee to approve course syllabi, student learning and program outcomes, procedures and policies deemed necessary for the Ph.D. program and forwarding them through the appropriate channels to the University Curriculum Committee.

The Ph.D. program director works with the following committees in the administration of the program:

Ph.D. Committee

The Ph.D. Committee serves in an advisory capacity to the Ph. D. program director. Members of the Committee are representatives from the following departments: Accounting, Economics and Finance; Management, Marketing and International Business; and Management Information Systems and Decision Sciences. Additional members may be appointed by the Dean. The Committee is charged with approving course syllabi, student learning and program outcomes, procedures and policies deemed necessary for the Ph.D. program.

Accreditation Committee

The Accreditation Committee shall review program data, prepare academic and statistical reports and make recommendations to improve the program in accordance with accreditation criteria. Members from all academic areas, i.e., accounting, economics, finance, management, marketing, management information system and decision sciences are appointed by the Dean.

Executive Committee

The Executive Committee of the College of Business Administration provides guidance and advice to the Dean as necessary for the effective conduct of the business of the college. Each unit of the college is represented on the Executive Committee by its director or chairperson. The remaining membership of the Executive Committee consists of those college officers/faculty members the Dean designates. The Dean conducts

Committee meetings, and in the Dean's absence, the Dean's designee presides. Agenda items and minutes of the meetings are made available to the faculty.

Global Advisory Committee

Members of the Global Advisory Committee are appointed by the program director on the basis of their potential contribution to the enhancement of the doctoral program, i.e., providing intellectual guidance; participating in seminars organized under the auspices of the program; mentoring Ph.D. students; serving on Ph.D. dissertation committees; serving as external examiners of the Ph.D. program; being advocates for the program.

Advisory Board

The College of Business Administration Advisory Board, composed of business leaders from the local community, provides expertise and feedback to continually improve programs and initiatives. The Dean invites business leaders to serve on the committee.

Graduate Admission Committee

The Graduate Admission Committee reviews applicants' files after they have been reviewed by their respective academic departments. The Graduate Admission Committee makes admission recommendations based on evaluation of the applicant's portfolio and the department's evaluation. These admission recommendations are submitted to the Ph.D. program director.

IV. Admission Process and Standards

A. Admission

To be considered for admission, all applicants to the Ph.D. program in International Business Administration must meet the requirements for admission to graduate studies in the College of Business Administration, as defined in the current University Catalog available online at <http://www.tamtu.edu/catalog/2005/acadreg-grad.shtml>.

Applicants must submit:

- (1) An application for Graduate Admission;
- (2) A one page statement of purpose which includes preferred area of concentration;
- (3) Official copies of all college and university transcripts;
- (4) A current resume;
- (5) Three letters of recommendation from persons who are able to evaluate the applicant's intellectual capacity for advanced study, independent research, analytical thinking and the potential for effective instruction at the university level;
- (6) Official scores on the Graduate Management Aptitude Test (GMAT) or the GRE (Graduate Record Examination). Official test scores must be sent directly from the Educational Testing Service (ETS) and be dated within five years of enrollment;
- (7) International applicants whose native language is not English must submit official scores from the Educational Testing Service on the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 600 (250 computerized exam) is required for consideration for admission to the doctoral program; however, an

applicant who has received a graduate degree from an AACSB accredited U.S. institution within two years of the date of application may be exempt from this requirement.

As part of the review of an applicant's file, an interview or other additional information may be required. In such cases, the applicant will be notified. The admission decision will be based upon a review of the applicant's resume, scholastic record, admission test score(s), letters of recommendation and other information submitted in support of the application. Normally, students will have completed their MBA prior to matriculating in the Ph.D. program. However, provision has been made for admission of students not possessing their MBA (See Degree Requirements below).

B. Course Transfer Policy

Credit for a course in another accredited program, in which a student has earned no less than a B, may be transferred into the program. Transfer of credit is:

- Subject to Texas A&M International University rules;
- Limited to a maximum of 20% of a student's course requirements;
- Permitted only after the student has completed 12 hours of credit in the program with a grade of B or better.

C. Departmental Review

The process for admitting students to the Ph.D. program calls for departmental review of the applicant's file. The rationale is that success in the program depends largely on the acceptability of the student from the viewpoint of the discipline and the willingness of faculty members to participate in the student's dissertation work, as a committee member or chair. Accordingly, the Ph.D. Committee has come up with a procedure whereby the student's dossier

is sent to the potentially relevant department for evaluation. The results of the evaluation are submitted to the director of the program who presents the results to the COBA Graduate Admissions Committee. The final admission decision is made by the director of the program, based on departmental evaluation as well as that of the Graduate Admissions Committee.

The departmental Ph.D. faculty will evaluate the candidate for admission and submit a report using the form below. A summary of the faculty responses and department recommendation regarding the student's admission will be forwarded to the program director.

**Review of the Applicant for Admission to the
Ph.D. Program in International Business Administration
with Functional Area of Concentration in _____**

Department of _____

Please review the attached dossier and submit it to your department chair. Your valued response, together with that of your department colleagues, will be communicated to the Ph.D. program director and will be provided to the Graduate Admission Committee. It will help determine this applicant's viability as a potential doctoral student wishing to concentrate in your department.

Candidate: _____

Faculty Name	Shows potential for doctoral level studies		I would be willing to serve on this candidate's dissertation committee		I would be willing to chair this dissertation committee	
	Yes	No	Yes	No	Yes	No

Additional Comments: _____

Please evaluate the candidate's dossier and return to your department chair.

D. Student Orientation

An orientation program for incoming students is normally held during the week prior to the start of the program. It covers the following:

- Administrative issues and procedures
- Library and research facilities
- What it means to be in a doctoral program
- Support system at TAMIU
- Intensive conversational English

E. Faculty Advisor

The faculty advisor will be chosen from the faculty in the student's chosen functional area or from the faculty with whom the student takes courses during the first year of graduate study. The faculty advisor will assist the student with a degree plan, provide general academic advice and make periodic reports on the student's progress to the Ph.D. program director. Students may change to another faculty advisor at any time upon the consent of the new faculty advisor involved and the program director.

Faculty advisors will be assigned without the expectation that they will necessarily become dissertation committee members of the students who are their advisees (see section below on the role of dissertation committee).

F. Financial Aid

Financial aid will be provided to all doctoral students in good standing (as determined by the Ph.D. program director). Doctoral students may serve as research assistants for approximately twenty hours per week during the academic year. As part of these twenty hours, students will be required to teach two courses (normally during the latter part of the program) as

part of the Ph.D. degree requirements. The program director will assign the research assistants to appropriate faculty. Except in unusual circumstances, this support is limited to a period not to exceed four years. In addition, students may seek grants and scholarships and may obtain information from the University's Office of Financial Aid. Finally, Ph.D. students may receive additional compensation by serving as teaching assistants.

V. Degree Requirements

Degree requirements for students entering the program with undergraduate degrees in business from AACSB accredited universities:

a. Foundation Courses ¹	24 SCH
b. General Business Administration Core	21 SCH
c. Quantitative and Research Methods	15 SCH
d. International Business Administration	18 SCH
e. Functional Area Concentration	15 SCH
f. Other: Dissertation Research ²	<u>6 SCH</u> (minimum)
Total	75 SCH (minimum)

Degree requirements for students entering the program with Masters in business degrees from AACSB accredited universities:

a. Foundation Courses ³	24 SCH
b. General Business Administration Core ⁴	21 SCH
c. Quantitative and Research Methods	15 SCH
d. International Business Administration	18 SCH
e. Functional Area Concentration	15 SCH
f. Other: Dissertation Research ⁵	<u>6 SCH</u> (minimum)
Total	54 SCH (minimum)

Students entering the program must have completed the following **Foundation Courses**⁶ with a 'B' or better:

ACC 5300 – Accounting Concepts	3 SCH
MIS 5300 – Information System Concepts	3 SCH
DS 5300 – Business Quantitative Methods	3 SCH
ECO 5300 – Economic Concepts	3 SCH
FIN 5300 – Business Finance Concepts	3 SCH
MGT 5300 – Management Concepts	3 SCH
MKT 5300 – Marketing Concepts	3 SCH
POM 5300 – Production & Operations Management	3 SCH

¹ Waived. Students with non-business undergraduate degrees or with undergraduate degrees from non-AACSB programs may be waived from the Business Foundation courses by presenting evidence of equivalent course work at their respective institutions.

² Students must remain enrolled by taking a minimum of 3 hours per semester until dissertation is completed.

³ Waived. Students with a non-business Masters degree or with Masters degrees from non-AACSB programs may be waived from the Business Foundation courses by presenting evidence of equivalent course work at their respective institutions.

⁴ Waived. Students with non-business Masters degrees or with Masters degrees from non-AACSB programs may be waived from the General Business Administration Core courses by presenting evidence of equivalent course work at their respective institutions.

⁵ See footnote 2.

⁶ Students with non-business undergraduate degrees or with undergraduate degrees from non-AACSB programs, requesting waivers must receive approval from the appropriate Chair of the department in consultation with the student advisor and Ph.D. program director. The Department Chair has the responsibility for ensuring that the student requesting a waiver meets the College of Business waiver policy as set forth in the university catalog before approving the waiver.

The following courses are required of all students in the program.

(1) General Business Administration Core- (21 SCH)¹:

ACC	5310	Financial Statement Analysis	3 SCH
ECO	5310	Managerial Economics	3 SCH
FIN	5310	Financial Management	3 SCH
MKT	5310	Seminar in Marketing Management	3 SCH
MGT	5310	Seminar in Management Concepts	3 SCH
BA	5310	Business Research Methods	3 SCH
BA	5390	Strategic Management	3 SCH

(2) Quantitative and Research Methods Courses- (15 SCH):

BA	6310	Advanced Business Research Methods	3 SCH
DS	6320	Multivariate Statistics	3 SCH
BA	6320	Research Issues in Int'l Bus. Administration	3 SCH
BA	6398	Special Quantitative and Research Methods	3 SCH
BA	6398	Special Quantitative and Research Methods	3 SCH

(3) International Business Administration Courses- (18 SCH):

ACC	6310	Doctoral Seminar in International Accounting	3 SCH
MIS	6310	Doctoral Seminar in Global Systems Management	3 SCH
ECO	6310	Doctoral Seminar in International Economics	3 SCH
FIN	6310	Doctoral Seminar in International Finance	3 SCH
MGT	6310	Doctoral Seminar in International Management	3 SCH
MKT	6310	Doctoral Seminar in International Marketing	3 SCH

(4) Functional Area Concentration Courses- (15 hours):

Refer to degree plans below.

(5) Dissertation Research (minimum 6 hours)

¹ Students, with non-business Masters degrees or with Masters degrees from non-AACSB programs, requesting waivers must get approval from the appropriate Chair of the department in consultation with the student advisor and Ph.D. program director. The Department Chair has the responsibility for ensuring that the student requesting a waiver meets the College of Business waiver policy as set forth in the university catalog before approving the waiver.

Foreign Language Requirement: Students must demonstrate fluency in two foreign languages by passing an appropriate exam administered by the Department of Language and Literature. Alternatively, students may elect to demonstrate fluency in one foreign language and substitute the second foreign language requirement by completing and passing two additional courses in an area approved by their Faculty advisor.

VI. Degree Plan and Course Rotation

A. Degree Plan

Students in the program will follow a degree plan, which is to be determined in consultation with the student's faculty advisor and the chair of the appropriate department. Degree plans follow.

Texas A&M International University
Degree Plan – Ph.D. in International Business Administration (Finance)

Student's printed name:	Signature:
Advisor's printed name:	Signature:
Program director's printed name:	Signature:
Dean's printed name:	Signature:

	Hours	Grade		Hours	Grade
Foundation Courses²	24		International Business Administration Courses	18	
ACC 5300 – Accounting Concepts	3		ACC 6310 – Seminar in International Accounting	3	
MIS 5300 – Information Systems Concepts	3		MIS 6310 – Seminar in Global Systems Mgmt	3	
DS 5300 – Business Quantitative Methods	3		ECO 6310 – Seminar in International Economics	3	
ECO 5300 – Economic Concepts	3		FIN 6310 – Seminar in International Finance	3	
FIN 5300 – Business Finance Concepts	3		MGT 6310 – Seminar in International Management	3	
MGT 5300 – Management Concepts	3		MKT 6310 – Seminar in International Marketing	3	
MKT 5300 – Marketing Concepts	3				
POM 5300 – Prod & Operations Management	3		Functional Area Concentration (5 required)	15	
			FIN 6315 – Seminar in Corporate Finance	3	
GBA Core Courses³	21		FIN 6320 – Seminar Financial Markets & Institutions	3	
ACC 5310 – Financial Statement Analysis	3		FIN 6330 – Seminar in Investment	3	
ECO 5310 – Managerial Economics	3				
FIN 5310 – Financial Management	3		Select two from:		
MKT 5310 – Seminar in Marketing Management	3		FIN 5320 – Int. Fin Markets & Institutions	3	
MGT 5310 – Seminar in Management	3		FIN 5330 – International Investment	3	
BA 5310 – Business Research Method	3		FIN 5331 – International Risk Mgt. & Insurance	3	
BA 5390 – Strategic Management	3		FIN 5340 – International Working Capital Mgt	3	
			FIN 5370 - Global Bank Management	3	
Quantitative & Research Methods Courses⁴	15		FIN 5390 - Seminar in International Banking	3	
BA 6310 – Advanced Bus Research Methods	3		FIN 5380 – International Finance	3	
DS 6320 – Multivariate Statistics	3		FIN 5399 – Special Issues in Int. Banking & Finance	3	
BA 6320 – Research Issues in Int'l Bus Admin	3		ECO 5315 - Macroeconomics	3	
BA 6398 – Special Issues in Research	6		ECO 5399 – Special Issues in Economics	3	

² Waived for students with undergraduate or graduate degrees in business from AACSB accredited institutions. Students with non-business undergraduate degrees or with undergraduate and graduate degrees in business from non-AACSB accredited institutions may be waived from business foundations courses by presenting evidence of equivalent course work at their respective institutions. Students requesting a waiver must get approval from the chair of the department for which the course is assigned in consultation with the student advisor and program director. The department chair is responsible for ensuring that the student requesting the waiver meets the College of Business Administration waiver policy as set forth in the university catalog before approving the waiver.

³ Waived for students with masters degrees in business from AACSB accredited institutions. Students with non-business masters degrees or with masters degrees in business from non-AACSB accredited institutions may be waived from general business administration core courses by presenting evidence of equivalent course work at their respective institutions. Students requesting a waiver must get approval from the chair of the department for which the course is assigned in consultation with the student advisor and program director. The department chair is responsible for ensuring that the student requesting the waiver meets the College of Business Administration waiver policy as set forth in the university catalog before approving the waiver.

⁴ Transfer credit for doctoral courses may be requested by presenting evidence of equivalent course work at an AACSB accredited doctoral program. Students requesting credit for doctoral courses must get approval from the chair of the department for which the courses are assigned in consultation with the student advisor and program director. The department chair is responsible for ensuring that the student requesting doctoral course credit meets the College of Business Administration waiver policy as set forth in the university catalog before approving the request.

Texas A&M International University
Degree Plan – Ph.D. in International Business Administration (Management)

Student's name:	Signature:
Advisor's name:	Signature:
Program director's:	Signature:
College dean's name:	Signature:

	Hours	Grade		Hours	Grade
Foundation Courses⁵	24		International Business Administration Courses	18	
ACC 5300 – Accounting Concepts	3		ACC 6310 – Seminar in International Accounting	3	
MIS 5300 – Information Systems Concepts	3		MIS 6310 – Seminar in Global Systems Mgt	3	
DS 5300 – Business Quantitative Methods	3		ECO 6310 – Seminar in International Economics	3	
ECO 5300 – Economic Concepts	3		FIN 6310 – Seminar in International Finance	3	
FIN 5300 – Business Finance Concepts	3		MGT 6310 – Seminar in International Management	3	
MGT 5300 – Management Concepts	3		MKT 6310 – Seminar in International Marketing	3	
MKT 5300 – Marketing Concepts	3				
POM 5300 – Prod & Operations Management	3		Functional Area Concentration (5 required)	15	
			MGT 6312 – Org. Behavior	3	
GBA Core Courses⁶	21		MGT 6315 – Org. Theory & Change	3	
ACC 5310 – Financial Statement Analysis	3		MGT 6325 – Leadership and Comparative Mgt.	3	
ECO 5310 – Managerial Economics	3		MGT 6330 – Seminar in Strategic Mgt.	3	
FIN 5310 – Financial Management	3				
MKT 5310 – Seminar in Marketing Management	3				
MGT 5310 – Seminar in Management	3		Select one from:		
BA 5310 – Business Research Method	3		MGT 6320 – Human Resource Mgt	3	
BA 5390 – Strategic Management	3		MGT 6335 – Smnr Industry&Competitive Analysis	3	
Quantitative & Research Methods Courses⁷	15				
BA 6310 – Advanced Bus Research Methods	3				
DS 6320 – Multivariate Statistics	3				
BA 6320 – Research Issues in Int'l Bus Admin	3				
BA 6398 – Special Issues in Research	6				

⁵ Waived for students with undergraduate or graduate degrees in business from AACSB accredited institutions. Students with non-business undergraduate degrees or with undergraduate and graduate degrees in business from non-AACSB accredited institutions may be waived from business foundations courses by presenting evidence of equivalent course work at their respective institutions. Students requesting a waiver must get approval from the chair of the department for which the course is assigned in consultation with the student advisor and program director. The department chair is responsible for ensuring that the student requesting the waiver meets the College of Business Administration waiver policy as set forth in the university catalog before approving the waiver.

⁶ Waived for students with masters degrees in business from AACSB accredited institutions. Students with non-business masters degrees or with masters degrees in business from non-AACSB accredited institutions may be waived from general business administration core courses by presenting evidence of equivalent course work at their respective institutions. Students requesting a waiver must get approval from the chair of the department for which the course is assigned in consultation with the student advisor and program director. The department chair is responsible for ensuring that the student requesting the waiver meets the College of Business Administration waiver policy as set forth in the university catalog before approving the waiver.

⁷ Transfer credit for doctoral courses may be requested by presenting evidence of equivalent course work at an AACSB accredited doctoral program. Students requesting credit for doctoral courses must get approval from the chair of the department for which the courses are assigned in consultation with the student advisor and program director. The department chair is responsible for ensuring that the student requesting doctoral course credit meets the College of Business Administration waiver policy as set forth in the university catalog before approving the request.

Texas A&M International University

Degree Plan – Ph.D. in International Business Administration (MIS)

Student's name:	Signature:
Advisor's name:	Signature:
Program director's:	Signature:
College dean's name:	Signature:

	Hours	Grade		Hours	Grade
Foundation Courses⁸	24		International Business Administration Courses	18	
ACC 5300 – Accounting Concepts	3		ACC 6310 – Seminar in International Accounting	3	
MIS 5300 – Information Systems Concepts	3		MIS 6310 – Seminar in Global Systems Mgt	3	
DS 5300 – Business Quantitative Methods	3		ECO 6310 – Seminar in International Economics	3	
ECO 5300 – Economic Concepts	3		FIN 6310 – Seminar in International Finance	3	
FIN 5300 – Business Finance Concepts	3		MGT 6310 – Seminar in International Management	3	
MGT 5300 – Management Concepts	3		MKT 6310 – Seminar in International Marketing	3	
MKT 5300 – Marketing Concepts	3				
POM 5300 – Prod & Operations Management	3		Functional Area Concentration (5 required)	15	
			MIS 6320 – Smnr Soc&Org Iss in Info. Systems	3	
GBA Core⁹	21		MIS 6330 – Smnr in Human-Computer Interaction	3	
ACC 5310 – Financial Statement Analysis	3		MIS 6340 – Seminar in Emerging Technologies	3	
ECO 5310 – Managerial Economics	3		Select two from:		
FIN 5310 – Financial Management	3		MIS 5350 – Information Systems Analysis	3	
MKT 5310 – Seminar in Marketing Management	3		MIS 5360 – Management of Information Systems	3	
MGT 5310 – Seminar in Management	3		MIS 5370 – Database Management and Design	3	
BA 5310 – Business Research Method	3		MIS 5330 – Advanced Programming	3	
BA 5390 – Strategic Management	3		MIS 5340 – Networks and Distributed Systems	3	
			MIS 5380 – Info Systems Design & Implementation	3	
Quantitative & Research Methods Courses¹⁰	15		MIS 5390 – Project Design & Management	3	
BA 6310 – Advanced Bus Research Methods	3		MIS 5399 – Special Issues in Information Systems	3	
DS 6320 – Multivariate Statistics	3				
BA 6320 – Research Issues in Int'l Bus Admin	3				
BA 6398 – Special Issues in Research	6				

⁸ Waived for students with undergraduate or graduate degrees in business from AACSB accredited institutions. Students with non-business undergraduate degrees or with undergraduate and graduate degrees in business from non-AACSB accredited institutions may be waived from business foundations courses by presenting evidence of equivalent course work at their respective institutions. Students requesting a waiver must get approval from the chair of the department for which the course is assigned in consultation with the student advisor and program director. The department chair is responsible for ensuring that the student requesting the waiver meets the College of Business Administration waiver policy as set forth in the university catalog before approving the waiver.

⁹ Waived for students with masters degrees in business from AACSB accredited institutions. Students with non-business masters degrees or with masters degrees in business from non-AACSB accredited institutions may be waived from general business administration core courses by presenting evidence of equivalent course work at their respective institutions. Students requesting a waiver must get approval from the chair of the department for which the course is assigned in consultation with the student advisor and program director. The department chair is responsible for ensuring that the student requesting the waiver meets the College of Business Administration waiver policy as set forth in the university catalog before approving the waiver.

¹⁰ Transfer credit for doctoral courses may be requested by presenting evidence of equivalent course work at an AACSB accredited doctoral program. Students requesting credit for doctoral courses must get approval from the chair of the department for which the courses are assigned in consultation with the student advisor and program director. The department chair is responsible for ensuring that the student requesting doctoral course credit meets the College of Business Administration waiver policy as set forth in the university catalog before approving the request.

B. Course Rotation

The Ph.D. program is designed so that coursework is completed in three years. Students will be admitted each fall, following a course sequence depicted in the following table:

Course Rotation 2004-2008

Year 1		Year 2		Year 3	
Fall	Spring	Fall	Spring	Fall	Spring
BA 6310 BA 6320 MIS 6310	ACC 6310 DS 6320 ECO 6310 Q & RM or Concentration	FIN 6310 MGT 6310 MKT 6310 Q & RM or Concentration	Q & RM or Concentration Q & RM or Concentration Q & RM or Concentration Q & RM or Concentration	Q & RM or Concentration	Comprehensives Dissertation Dissertation

VII. Progression

A. Pronunciation and Speed Reading Class

Classes will be arranged during the fall or spring semester, in cooperation with the International Language Institute at TAMU, in speed-reading and pronunciation, with the latter component mandatory for those whose primary language is not English. These classes will meet twice a week for the duration of the semester. A progress report will be submitted to the program director upon completion of the course. These classes are not taken for credit, but all students are strongly encouraged to attend.

B. Change of Concentration

Students are admitted into the concentration by way of departmental evaluation. Therefore, they are “locked into” that concentration, unless accepted into a different concentration, as an outcome of the following process:

1. A request is made for a change in concentration. In this case, the student would have to go through the admission process and be evaluated by the new department.
2. The department into which the student is transferring would evaluate the student's dossier in a manner similar to initial admission, and make a recommendation to the program director.
3. If the department recommends admission, the program director then presents the dossier to the Graduate Admissions Committee for their evaluation and recommendation.

C. Minimum grade requirement

Students must earn a grade of "B" or higher in all courses taken in the Ph.D. Program. The program director will request from the appropriate academic department a formal review of students at an early stage of their graduate coursework (normally after completing 18 to 24 semester credit hours of graduate business courses) to determine whether they should be encouraged to continue their coursework for the Ph.D. degree. Those students who are approved for continuation toward the Ph.D. degree will receive an MBA degree after meeting existing College of Business Administration requirements. Those students who are not recommended to continue toward the Ph.D. program, or who voluntarily withdraw from the Ph.D. program, may be permitted to complete their MBA according to existing College of Business Administration requirements.

D. Teaching Requirements and Assistantships

All Ph.D. students are required to teach at least two courses at Texas A&M International University under the supervision of their teaching mentor. They will be compensated for this assignment with pay equal to that normally paid to adjunct faculty. While students may choose

to teach additional courses for compensation, they should exercise care to ensure that the burden of additional teaching does not impede their progress in the Ph.D. program.

E. Teaching Mentors

Texas A & M International University is privileged to employ some faculty members who have distinguished records as classroom teachers. The program director will request a faculty member to serve as the teaching mentor for each Ph.D. student assigned to the classroom. Teaching mentors will provide supervision and counsel to the teaching assistants to improve their teaching performance and offer advice on dealing with pedagogical challenges and to enhance the quality of their classroom experience.

F. Comprehensive Examinations

All students must successfully complete all of the required course work and take a comprehensive examination within seven years of admission to the program. No credit more than four years old, counting from the catalog year in effect at the time of initial admission, will be recognized as graduate credit applicable toward the Ph.D. degree.

The comprehensive examinations will consist of one written examination in International Business Administration, one in the student's chosen functional concentration area, and one in research methods. Students will be allowed one opportunity to retake each examination. Eligible faculty, as determined by Ph.D. program policy and consistent with University policy, will prepare examination questions and evaluate each examination. Examination results will be either "Pass" or "Fail"; within the "Pass", a student may be evaluated as "Passing with Honors" or "Passing" or "Passing, conditionally," meaning that the evaluators will require retaking and passing a portion of the exam. Upon successful completion of the comprehensive examination, a

doctoral student attains the status of Candidate for Ph.D. in International Business Administration.

G. Deadline for Dissertation Defense

All students will be required to successfully defend their dissertation within ten years after admission to the program.

H. Academic Honesty

As members of a community of scholars, students at Texas A&M International University are expected to exhibit honesty and integrity in their pursuit of higher education. Academic integrity is far too valuable for academic dishonesty to be tolerated. Therefore, if someone is unwilling to abide by this very basic expectation, this community of scholars is not a place in which the student belongs. Students are expected to adhere to the University policy on Academic Honesty, which reads, in part:

Academic dishonesty is any act (completed or attempted), which gives an unfair advantage to the perpetrator. Academic dishonesty includes, but is not limited to:

1. Plagiarism - Plagiarism is the act of passing off some other person's ideas, words or works as one's own. Plagiarism is literary and intellectual theft.
2. Cheating - Cheating is an act of deception in which a student misrepresents that he/she has mastered information related to academic exercise. Examples include:
 - a) Copying, without the professor's authorization, from another student's test, lab report, computer file, data listing, logs, or any other type of report or academic exercise.
 - b) Using unauthorized materials during a test.

- c) Using, buying, selling, stealing, transporting, soliciting, copying or possessing (in whole or part), the contents of
 - i. an un-administered test,
 - ii. a required assignment or
 - iii. a past test which has not been allowed by the professor to be kept by their students.
- 3. Taking a test for someone or permitting someone to take a test for you. This also includes attending class for someone else or allowing someone to attend class for you other than short term situations such as illness and where the professor has been notified by the student of record of said short-term substitution.
- 4. Collusion - Collusion is unauthorized collaboration with another person or persons during a test or in the preparation of any type of written work in an academic exercise/setting.

The nature of Ph.D. level research implies adherence to very high standards of ethics, without which the findings of any research investigation have very little value. Students are strongly advised to adhere to the University policies regarding academic honesty during their Ph.D. Program. Violation of these policies is certain to lead to expulsion from the program.

The process of conducting Ph.D. research involves building on previous knowledge and adding new insights to it. This is a process that can seldom be accomplished without borrowing, developing, and extending ideas previously proposed by other researchers. The key to avoid plagiarism is proper attribution. Generally speaking, text, diagrams, and other elements found in a published document (whether it is published as a journal article or through other means, such

as a web site with an indication of who the author is) must not be used in another publication without clear reference to the original source. Use of ideas, even if restated in different ways, should follow the same rule of thumb. More details on plagiarism, including illustrative examples of what is acceptable and what is not, are available from the College of Business Administration's Thesis Manual.

VIII. The Dissertation

A. Dissertation Chair

It is the dissertation chair's responsibility to advise and review the work of his/her Ph.D. students in all aspects in connection with their Ph.D. dissertation. The dissertation chair must have the necessary expertise to advise his/her Ph.D. students on issues related to their research topics and the research methods chosen.

The dissertation chair must hold a Ph.D. and be a full-time faculty member of the College of Business Administration. It is the dissertation chair's responsibility, together with the Ph.D. dissertation committee, to ensure that the student's dissertation meets the standards of originality, contribution to knowledge, and ethics required for the student to be awarded the Ph.D. degree. As with the academic advisor, students may change dissertation chairs at any time, as long as they have the consent of the new dissertation chair involved and permission from the Ph.D. program director. However, students are strongly discouraged from changing dissertation chairs, because that may affect the continuity of their degree plan and research work.

B. Dissertation Committee

Once the student has passed the comprehensive examinations, a Ph.D. dissertation committee will be formed. This will consist of the dissertation chair, plus a minimum of three other faculty members. Normally, one of the Ph.D. dissertation committee members is expected

to be from outside the student's main areas of interest (i.e., IBA and the chosen concentration area). Up to two members of the Ph.D. dissertation committee may be from outside the College of Business Administration, and up to one member from outside Texas A&M International University. The Ph.D. program director must approve the Ph.D. dissertation committee, and any subsequent changes in its membership.

C. The Proposal

The dissertation is the culmination of the Ph.D. student's work and is intended to demonstrate the candidate's ability to independently conduct meaningful research. Thus, the Ph.D. student must conduct the work leading to the dissertation independently, with advice from the dissertation advisor and members of his/her dissertation committee. Such work may be a part of, or utilize data from, a larger body of knowledge, but must reflect a new idea or approach, generate new knowledge or understanding, or involve a creative extension or application of theory and knowledge. The specific methodology to be used is one appropriate to the research problem and includes both theoretical and empirical venues. Its findings must add to the state of the art of theoretical or empirical knowledge regarding a specific topic. Finally, the dissertation must be of publishable quality, and meet the prevailing standards of excellence for written scholarship within business administration studies.

Guidelines for the length, structure, formatting, and other elements that make up a dissertation should be followed by students working on their dissertation, and are available from the College of Business Administration's Thesis Manual.

After completing the comprehensive examinations and forming a Ph.D. dissertation committee, students should choose a specific dissertation topic, and prepare a comprehensive dissertation proposal (which in turn may require some preliminary empirical research), which

they must publicly defend before their Ph.D. dissertation committee. It is the student's responsibility to select and develop their research topic in order to develop a worthy project and to interest their prospective dissertation chair and committee members to serve on their dissertation committee.

D. Proposal Defense

The dissertation proposal should include a description of the topic to be studied, the rationale behind the choice of topic, a comprehensive review of the theoretical and empirical literature on the topic, a set of research questions and/or hypotheses associated with the topic of study and derived from the literature review, and the results of a preliminary empirical data collection and analysis related to the research questions and/or hypotheses. Normally, the student will work closely with their intended dissertation chair in developing their proposal.

After assembling the dissertation committee, the Ph.D. candidate must defend the proposal before the dissertation committee and the Ph.D. program director. While the proposal defense is open to all faculty and Ph.D. students, the respective dissertation committee chairs will chair the proposal defense session and will set ground rules for the conduct of the session. The proposal defense must be publicly announced five days prior to the defense. Texas A&M International University's Institutional Review Board must approve any research involving human subjects, before the study can proceed. The specific forms and guidelines to be used in this process are available from Texas A&M International University's Office of the Provost and Vice President for Academic Affairs.

After successfully defending his or her proposal and having incorporated suggestions from their dissertation committee, the Ph.D. candidate may commence the dissertation project under the supervision of their committee.

E. Dissertation Defense

After completing the dissertation project to the satisfaction of the dissertation committee, Ph.D. candidates must publicly defend the dissertation before the dissertation committee and the Ph.D. program director. While the dissertation defense is open to all faculty and Ph.D. students, the respective dissertation committee chairs will chair the dissertation defense session and will set ground rules for the conduct of the session. The dissertation defense must be publicly announced five days prior to the defense.

After successfully defending his/her dissertation and having incorporated suggestions from the dissertation committee, completed the required coursework, satisfied language proficiency requirements, and satisfied teaching requirements, the Ph.D. candidate will be considered to have completed all requirements for the Ph.D. in International Business Administration.

IX. Doctoral Faculty

A. Certification Criteria for Doctoral Faculty

In order to qualify for teaching in the Ph.D. program, at the recommendation of the AACSB Visitation Team in March of 2004, COBA has developed a set of criteria by which to qualify all faculty members. This process was developed by the Ph.D. Committee and approved by the Dean on an interim basis while awaiting COBA ratification.

A Ph.D. Faculty Qualifications Committee will require, as a beginning point, that all faculty teaching in the Ph.D. program satisfy AACSB requirements (Standard 10 – Qualifications of Faculty) for graduate faculty, and in addition, other requirements demanded by the particular nature of the Ph.D. program (e.g., demonstration of the ability to conduct research through the candidate faculty's intellectual activities within the previous five years).

All faculty teaching in the Ph.D. program will be expected to participate in activities that lead to the production of intellectual contributions appropriate to the mission statement of the College of Business Administration. According to the most recent accreditation standards by AACSB-International, “intellectual contributions include learning and pedagogical research, contributions to practice, and discipline-based scholarship.” Intellectual contributions can be further classified as “contributions that have appeared in journal article form reviewed by academic and practitioner colleagues and as other intellectual contributions which include, but are not limited to, research monographs, scholarly books, chapters in scholarly books, textbooks, proceedings from scholarly meetings, papers presented at academic or professional meetings, publicly available research working papers, papers presented at faculty research seminars, publications in trade journals, in-house journals, book reviews, written cases with instructional materials, instructional software, and other publicly available materials describing the design and implementation of new curricula or courses.” “Intellectual contributions must be publicly available, i.e., proprietary and confidential research and consulting reports do not qualify as intellectual contributions.”

Consideration for initial certification to teach in the Ph.D. program will require an appropriate mix of journal articles and other intellectual contributions, which will include a minimum of two peer-reviewed articles and/or demonstrated evidence to conduct research through other intellectual contributions during the previous five years. Qualifying for consideration does not automatically grant certification to teach in the Ph.D. program.

Candidates must submit copies of journal peer-reviewed articles and of other intellectual contributions to the Ph.D. program director before they can be considered for possible certification.

B. Procedure to Certify Doctoral Faculty

The Ph.D. Qualifications Committee will be responsible for certifying doctoral faculty. The committee will consist of the Ph.D. program director, the chair of the faculty member's department, and a doctoral faculty from the applicant's functional area.

The dean will certify to the Provost, in writing, that a review has occurred, and that the professor who has been reviewed will be considered certified to participate as doctoral faculty for a period of no more than three (3) academic years. After that period, faculty will need to re-apply for certification. A copy of the certification will be provided to the certified faculty member and the appropriate department chair, as well as being placed in the faculty member's personnel file(s).

If one of the Ph.D. Qualifications Committee members is being considered for certification doctoral faculty, the faculty member will be excused from the committee and the remaining members will appoint a replacement.

"Other requirements demanded by the particular nature...." will be determined by each department and are subject to the review of the Ph.D. program director. Reviews of candidate faculty must occur prior to the end of the fall semester before the professor is designated doctoral faculty in order to accommodate needs for scheduling and assignment of doctoral students for supervision.

Candidate faculty will submit a portfolio for review; the portfolio will contain at least:

- a. A current Curriculum Vitae
- b. Any additional materials that demonstrate intellectual activities as defined by AACSB and the candidate faculty member's disciplinary peers within the College

of Business. [Note: acceptance rates or rankings included in the portfolio should be acceptable to the disciplinary peers of the candidate.]

C. Faculty Recruitment

To enhance the academic quality, and in line with the growing needs of the program, the College of Business Administration continues to seek and recruit highly qualified faculty members who can be relied upon to staff doctoral level courses.

D. Faculty Development

Faculty will be assisted in their quest for continued professional and intellectual development which can mean publication in scholarly journals and other outlets enabling them to meet qualification for Ph.D. faculty status.