



## TMGT 350 – Principles of Technology Management PRELIMINARY COURSE SYLLABUS: Fall 2024 (248)



**Instructor:** Jason Lee Davis, PhD – Associate Prof. & Sr. Grad. Faculty  
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**Office Hours:** See [Instructor Schedule](#) on faculty webpage and below.  
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**Faculty WebPage URL:** <http://www.JDavis.us/> or  
<http://faculty.tamuc.edu/jdavis/>  
**Class WebPage URL:** <http://faculty.tamuc.edu/jdavis/tmgt/350/248/>  
**Courseware URL:** <http://myLEOonline.tamuc.edu/>

### COURSE INFORMATION

**CRN:** 81599 (.01W) **Program CIP Code:** 15.0612.00.19 – [Industrial Technology/Technician](#)

**Term:** Fall, 16-week main term (August 26 – December 13, 2024)

**Delivery format:** On-line, Web-based course – No required physical meetings.

**Semester Credit Hours:** 4 SCH

#### Catalog Course Description:

Study of leadership and management methodologies necessary to be successful and effective in contemporary technology intensive organizations. Course emphasis will be on contemporary organizational structure, societal impacts, decision making, innovation, management strategies, and management of organizational knowledge. Students will be expected to conduct extensive readings, research, and writings conducive with a junior-level undergraduate course in technology management.

Prerequisite: TMGT 303

#### Materials – Textbooks, Readings, Supplementary Readings:

##### Textbook – Required:

**Title:** *The Management of Technology & Innovation: A Strategic Approach, 3<sup>rd</sup> ed. w/ MindTap*  
**Authors:** Margaret White and Garry Bruton  
**# Pages:** 307 pages  
**Availability:**  

Source	ISBN-13	Price \$US
<a href="#">Bookstore:</a>	978-1-3374-9496-0	\$227.15 (purchase) \$215.80 (rental)
<a href="#">E-book:</a>	978-1-3055-7686-5	\$126.00 (6 mo. access)

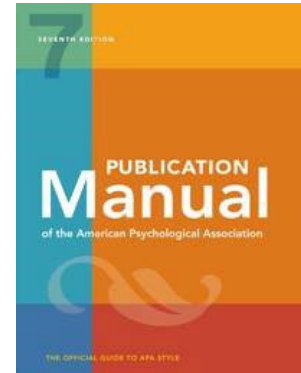
Other, possibly more economical sources: [ISBNs](#), etc.

**Publisher:** Cengage Learning  
**Publication date:** 2017



**Textbook – Highly Recommended:****Title:** *Publication Manual of the American Psychological Association, 7<sup>th</sup> edition (2020)***Author:** American Psychological Association**# Pages:** 428 pages**Availability:**

Format	APA Item #	ISBN-13	List \$US
<a href="#">Softcover:</a>	4200074	978-1-4338-3216-1	\$31.99
<a href="#">Spiral Bound:</a>	4200076	978-1-4338-3217-8	\$44.99
<a href="#">Hardcover:</a>	4200075	978-1-4338-3215-4	\$54.99

(A quick [web search](#) can reveal **much** cheaper sources.)**Publisher:** American Psychological Association**Course-Specific Student Learning Outcomes (SLOs):**

**SLO #1:** Identify and choose strategies that technology managers and entrepreneurs use for planning, implementation, and evaluation of products and processes that increase creativity and foster innovation within an organization.

**SLO #2:** Given a real-world case study, decide the best strategies to solve a technology dilemma. Strategies are posted within a discussion board post and supported by research with in-text citations, originated images, charts, tables, and videos.

**SLO #3:** Identify suitable mergers and/or alliances to enhance organization technologies.

**SLO #4:** Decide an ethical dilemma using ethical and social responsibilities guidelines.

**SLO #5:** Complete comprehensive research project on a specific organization to create a managerial report and professional presentation. Research includes an analysis of a large, technology-oriented organization's mission, vision, managerial structure, stakeholders, SWOT analysis, technology failures and success, prediction of future success and failures along with a recommendation to make or buy new technologies that improve the organization's profit.

**Reference Sources:**

TAMUC Library Tutorial	<a href="https://tamuc.libguides.com/onesearch">https://tamuc.libguides.com/onesearch</a>
TAMUC Library Engineering and Technology Databases	<a href="https://tamuc.libguides.com/sb.php?subject_id=147939">https://tamuc.libguides.com/sb.php?subject_id=147939</a>
Inderscience Publishers	<a href="https://www.inderscience.com/mobile/journal/insubcat.php?catid=1">https://www.inderscience.com/mobile/journal/insubcat.php?catid=1</a>
Science Direct	<a href="https://www.sciencedirect.com/journal">https://www.sciencedirect.com/journal</a>
O'Reilly Media	<a href="https://www.oreilly.com/">https://www.oreilly.com/</a>
Purdue Online Writing Lab (OWL) APA Guide	<a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/">https://owl.purdue.edu/owl/research_and_citation/apa_style/</a>
The Ten Rules of Technology Management	<a href="https://www.accountingtoday.com/news/the-10-rules-of-technology-management">https://www.accountingtoday.com/news/the-10-rules-of-technology-management</a>
TED Talks on Innovation	<a href="https://www.ted.com/playlists/672/8_ways_to_fuel_innovation">https://www.ted.com/playlists/672/8_ways_to_fuel_innovation</a>
TED Talks on Tech Managers	<a href="https://www.ted.com/">https://www.ted.com/</a>
The Eight Dimension Methods of Innovative Thinking by Daniel Raviv	<a href="https://danielraviv.webnode.page/eight-dimensions-of-inventive-thinking/">https://danielraviv.webnode.page/eight-dimensions-of-inventive-thinking/</a>
Four Lessons in Creativity by Julie Burstein	<a href="https://youtu.be/sY0Pf_pfqCIOI">https://youtu.be/sY0Pf_pfqCIOI</a>

**What you should expect to learn:**

During your journey through this course, you should discover and take with you answers to the following questions:

- What leadership skills are needed to be an effective technology manager? Do I possess those skills?
- How do I locate credible research sources for new and emerging technologies?
- What are strategies and strategic plans? What strategies do technology managers use to inspire innovation? How do I implement those strategies in my workplace?
- What guidelines does a technology manager use to select new technologies through either internal innovative resources or external sources by way of mergers and acquisitions? How do I convince upper management to invest in these new technologies?
- What are the appropriate strategies for planning, implementing, and evaluating these new technologies?
- What is a SWOT analysis? How do I create a SWOT analysis for a technology organization? Why do I want to create a SWOT analysis?

<b>COURSE REQUIREMENTS</b>
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**IMPORTANT NOTICE!!! Grading policies and requirements identified in this syllabus will be adhered to in this course with all students held to an identical standard. If you do not agree with any requirement herein, believe any of them to be “unfair” or “unreasonable,” or believe that less should be expected of you than your classmates to earn a comparable grade, you should IMMEDIATELY DROP this course and re-evaluate your dedication to academic integrity and success!**

**Instructional Activities / Methods / Activities Assessments**

This is an online course that contains a series of assignments and assessments to assist in achieving the course learning objectives/outcomes. Each week there are various combinations of assignments and activities that may include discussions, readings, research, topical examinations, etc. A total of **350 points** can be earned in this course.

In the workplace, employees are expected to produce documents that are clear, error-free, and visually effective. Written products from the course must also satisfy these general requirements, be appropriate for a specific purpose, and meet the needs of the audiences of the communication. Basic writing mechanics, grammar, spelling, and demonstrated organization of thought will be considered in the grading of all assignments. Non-professional communication, such as texting “short-hand,” is not appropriate for use in academic coursework or professional settings.

**Subject Content of Course**

The content of selected chapters of the White/Bruton textbook will be studied. The content subjects include:

Part 1 - Laying the Foundation

Chapter 1 - Creation and Management of Innovation and Technology

Chapter 2 - Strategy Process and the Management of Technology and Innovation

Part 2 - Innovation: Internal Strategy

Chapter 3 - Innovation: Planning

- Chapter 4 - Internal Innovation: Implementation
- Chapter 5 - Innovation: Evaluation and Control
- Part 3 - Obtaining Technology: External Strategy
  - Chapter 6 - Obtaining Technology: Planning
  - Chapter 7 - Obtaining Technology: Implementation
  - Chapter 8 - Obtaining Technology: Evaluation and Control
- Part 4 - Building Strategic MTI Success
  - Chapter 9 - Entrepreneurship
  - Chapter 10 - Social Responsibility and Ethics
  - Chapter 11 - Project Management in MTI
  - Chapter 12 - Leading and Learning in MTI

### **Credit Activities**

#### **Assignment/Discussion Activities: 100 points (~29% of total course grade) – 10 activities @ 10pts each**

To facilitate student engagement, discussion board postings and written assignments are requirements for this online course and very helpful in explaining textbook concepts, assignment instructions, and in keeping everyone engaged in the course activities. The discussion boards for this course are tools for classmates to share textbook and course concepts and receive helpful feedback from your classmates and instructor. Students must make value-added contributions and responses to each of the topics presented for discussion. It is difficult to provide quality input with only one or two short comments. Better input earns better credit. Comments limited to “me too,” “I agree,” “explain further,” and similar in content do not qualify as thoughtful, independent, and value-added contributions and do not earn discussion credit. As grading rubrics are helpful to students to know assignment expectations, each discussion board is evaluated by your instructor on a grading rubric. Grading rubrics are published in the D2L gradebook and within assignment instructions. Videos and additional materials are provided for select topics. These activities provide the building blocks for your Research Project.

#### **Research Project: 150 points (~43% of total course grade)**

In this course, you are preparing to be a respected professional in a real-world technology manager’s environment. The main objective of this research is to introduce your audience to your organization, analyze and give details of the strategic technology direction of a chosen organization, discuss the viability of past and future technology projects, make research-based recommendations for new technologies that will increase the organization’s profitability, and prepare a professional report and video presentation.

In preparation of the final project, you will engage in a great deal of searching and locating credible research for the chosen organization. This research may be located through articles, websites, blogs, videos, etc. Again, the project focus is on becoming the expert on that organization’s strategic technology direction so set aside time in your weekly schedule for research. Remember, your chosen organization must use technology to increase their value and your recommendations, based on research of credible sources, should give details on how to increase their value. Note: **Wikipedia is not considered a credible research source**. The grading rubric used for project evaluation is published along with the project instructions.

#### **Final Course Examination: 100 points (~29% of total course grade)**

The final exam is a comprehensive evaluation of the learners’ overall understanding of the content and principles studied in the course. The exam will consist of 50 multiple-choice questions randomly drawn from a question bank of 75 questions. You are to select the **best** (correct, or most correct)

answer for each question. In preparation for the end-of-course exam, review your textbook notes, instructor's videos and materials, discussion postings, and textbook review questions. The exam has a 60-minute time limit and you will have one opportunity to complete the exam. It will automatically close at the posted deadline and will not be reopened for late submission so be sure to start the exam well ahead of the submission deadline. Each Exam **MUST** be completed by the posted deadline or a zero will be earned.

### Grading

Assignments (10)	100 points	~29%
Research Project	150 points	~43%
Final Exam	100 points	~29%
<b>Total points possible for semester</b>	<b>350 points</b>	

### Final Letter Grade via Points Earned – 350 points possible

<b>Total Points Earned</b>	<b>%</b>	<b>Grade</b>
314 – 350	89.5-100	A
279 – 313	79.5-89.4	B
244 – 278	69.5-79.4	C
209 – 243	59.5-69.4	D
≤ 208	≤ 59.4	F

Note: The point ranges identified here take into account traditional rounding based on a maximum percentage score of 100%.

Late submission is not allowed on some assignments as indicated in the course, and failure to submit by the activity's deadline will earn the grade of zero on the assignment. Assignments accepted late will be assessed late penalties as described in the "Timely submission of assignments" section, below.

Your instructor genuinely desires to see all students perform exceptionally well and earn a passing grade in this course. Likewise, your instructor also firmly believes in a student's right to fail and shall not deny you that right should you so choose to earn that grade by virtue of your performance, or lack thereof, in this course. **YOU** determine your grade in this course by your performance, **NOT** the instructor!

### Prerequisite and Non-credit Activities

Certain activities may be required as part of the course but not be entered in the gradebook as credit activities. Although not conducted for credit, completion of certain activities may be required as internal prerequisite activities before proceeding to subsequent credit-earning activities is permitted. For example, an initial Preliminary Quiz/Acknowledgements covering the syllabus, academic honesty requirements, and other general course understandings may be administered requiring a score of 100% before further advancement in the course is permitted. This Preliminary Quiz may be taken as many times as necessary to earn the required 100% score. If administered, until this quiz is completed successfully, course elements beyond Week 1 will not be visible or accessible.

### General Rubric Scale for Evaluating Assignments

Assignment specific evaluation rubrics may be provided within the course. If not indicated otherwise, assignments will use the following rubric scales, or an adjusted variation thereof:

0	No attempt at addressing the criteria is evident.
1	An attempt at addressing the criteria is evident; however, the implementation is unsuccessfully or incorrectly executed.

- 2 Criteria is implemented with minimal success and/or execution is well below a reasonable standard of expectation.
- 3 Criteria is marginally executed or implemented but with apparent room for improvement.
- 4 Criteria is successfully executed or implemented to an acceptable standard of expectation. Typical "good" score.
- 5 Criteria is fully and successfully executed or implemented to or beyond the highest standard of expectation. Has "wow factor."

### **Submission of Assignments**

**Assignments MUST be submitted in the designated location to be considered submitted. (e.g. – If you upload a document to a location other than that in which it is required to be uploaded, it is NOT submitted. If a project link is posted or shared anywhere other than the required, designated location, it is NOT submitted. If you create an assignment but do not upload, post, or share it appropriately, it is NOT submitted.) Assignments MUST be completed and correctly submitted by the designated due dates and shared as required to be considered for full credit.**

Written work submitted must be readable and printable using the native format of software specifically identified for use in the course. This is typically a commonly available Microsoft product (included in Office Suite). All written assignments in this course are to be submitted in MS Word format with the .doc or .docx extension. Any other formats will not be accepted without prior approval. Students must retain electronic copies of all submitted works and have them available for resubmission should unforeseen technical circumstances warrant.

The writing and reference formatting style identified in the specified edition of the *Publication Manual of the American Psychological Association* (APA) is required for use on written assignments in this course and all courses offered within the TAMU-C Department of Engineering & Technology. The most critical aspect of writing with APA in this course is the observation of correct citation and reference requirements. Failing to properly cite the work of others constitutes plagiarism, an act of academic dishonesty resulting in disciplinary action. The approved TMGT Manuscript Guide provides program specific information on required and allowed variations from APA Style. These two sources are essential references in preparing written assignments for submission. Only specific assignment instructions supersede these established formatting and style requirements.

In the workplace, you are expected to produce documents that are clear, error-free, and visually effective in communicating the intended message. All work submitted for credit in this course must also satisfy these general professional expectations as well as be appropriate for the specific purpose and audience for which the communication is intended. Quality of work will be reflected in the assignment scores.

All coursework must identify the student and contain an appropriate assignment identifier within the document. Submissions without this required information will earn a grade reduction for that activity. This is part of "following instructions" and meeting the requirements of the course.

Submissions MUST contain the following information at the top of the page:

1. Your name
2. Course number & Section in which you are enrolled (TMGT 350.01W)
3. Assignment name, chapter number, or relevant descriptor

Electronic file submissions MUST conform to the following naming conventions if not specified otherwise in the assignment guidelines:

**LastName,FirstName-Course Prefix&Number-Activity ID.FileExtension** (no spaces in filenames)

Examples:

[Pheips,Michael-TMGT514-Assignment1.docx](#)

[Biles,Simone-TMGT514-GOATReport2.doc](#)

[Leducky,Katie-TMGT514-FinalProject.docx](#)

Important: Files uploaded into the LMS should NOT contain special characters such as the pound symbol (#). Attempting to upload a file with a restricted character could result in an error and failure of the upload process. For example, one would use Activity1 rather than Activity#1 in a filename.

Note: Specific assignment instructions may supersede certain requirements specified in this section. Follow assignment-specific instructions for maximum credit eligibility.

### ***Timely submission of assignments***

**Assignments MUST be completed and submitted by the designated due dates, in the designated location. Some assignments may not be accepted late, for any credit. When eligible for late submission, full credit cannot be earned by late or incomplete assignments. Assignment credit is reduced by 10% of its value, or up to this amount at the instructor's discretion, for each day late if submitted after the posted due date/time.** (e.g. Assignments lose all of their value at 10 days past due.) Further, **late assignment submissions may be rejected** at the instructor's discretion. A challenge of the late acceptance policy above will likely result in the outright and immediate rejection of a late submission. Unless indicated otherwise, posted assignments may be submitted early; however, students should be aware that this does not imply that assignments will be graded prior to the assignments' due date as assignments are typically evaluated as a group once all submissions have been received. All times specified in the course are in the Central Time Zone.

If unanticipated circumstances arise that make it necessary for you to miss a deadline/due date and you believe you have a valid reason that meets university guidelines and course policy, notify the instructor **immediately** in writing **before** the due date!

Due-dates may be listed in multiple locations throughout the course to assist you in keeping deadlines; however, the Class Schedule, available on the class public webpage, and embedded on the Schedule/Calendar page in the Courseware, is the primary and definitive reference for official due-dates for class assignments. The calendar should be referenced for due-date confirmation on all assignments and in the event of any discrepancy between documents or date references within the course, the dates provided on the **official Class Schedule** will take precedence and be enforced. In the event circumstances warrant a modification of the due-date of an assignment, the change will be announced in a prominent location in the course (the Virtual Classroom or Announcement section) and the Class Schedule will be updated accordingly. Should you find a discrepancy of dates within the course, please notify the instructor ASAP as to its exact location so it can be corrected.

### ***Make-up and extra credit assignments***

**No make-ups, extensions, resubmissions, or extra credit assignments are available in this course.** Credit is earned exclusively by completing the required activities, as assigned, and submitting them by the due date, in the designated format and location.

## **TECHNOLOGY REQUIREMENTS**

### ***General Technology Requirements***

This is an online course; thus, access to a modern computer with a reliable, high-speed, Internet connection is required. You must also have sufficient administrative authority on your computer to download, install, and run the necessary software applications. Below are the technical requirements...



LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

### **Course-specific Software/Hardware/Peripherals**

Students will make use of the following software applications to complete course assignments:

MS Office Suite (Word, Excel, & PowerPoint)

Auxiliary Hardware/Accessories:

Computer Microphone (required, built-into most modern webcams)  
Video Webcam (may be necessary for video components of activities)

## **ACCESS AND NAVIGATION**

This course will be facilitated using Desire 2 Learn (D2L) Brightspace, the Learning Management System (LMS) used by Texas A&M University-Commerce. The university refers to this on-line course environment as “myLeo On-line.” To get started with the course, access myLeo On-line through your myLeo Portal, or go directly to: <http://myLEOonline.tamuc.edu/>

You will need your Campus-Wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

To participate in the online course environment, login to the course in myLeo On-line and follow the instructions provided in the course. Instructions, project guidelines, and relevant resources will be provided as needed throughout the course. The Virtual Classroom should be monitored and contributed to regularly. Special announcements or instructions may also be placed in the Announcements, the Virtual Classroom, or sent directly to your Leo email, which should be monitored regularly throughout your enrollment at TAMU-C.

If you would like to access your D2L courses on your mobile device, you can search your device's app store for the free [Brightspace Pulse](#) app by D2L Corporation.



**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, coffee shop, a TAMUC campus open computer lab, etc.

## **COMMUNICATION AND SUPPORT**

### ***Interaction with the Instructor***

The instructor is available via a variety of avenues. The best method depends on the nature of the content you wish to communicate. If you have a general question about the class content, the syllabus and course materials are provided within the courseware environment and may already provide the answer you seek. If you have a question or comment of the nature that would be presented in a traditional classroom environment, please do so in the Virtual Classroom so that others might benefit from and participate in the exchange. If you know the answer to a fellow student's question, please respond. Personal content involving grades, progress, etc. should be



addressed with me via private e-mail: Jason.Davis@tamuc.edu. Your name, CWID, and course number (if regarding a specific course) must be included in ALL electronic correspondence. All class related E-mail correspondence must also have the following in the subject line:

TMGT 350 - *First Name Last Name, subject of correspondence*

To help ensure the safety, health, and well-being of our colleagues and students, advising and course activities will be conducted via on-line means, to the extent possible. Email is the preferred means of communication and if email proves to be insufficient for communication on a particular topic, an on-line meeting may be coordinated. Note that telephone and voice mail contact are not an appropriate or reliable means of contacting the instructor as the office telephone line and voice mailbox are not actively monitored and will be removed in the coming days.

## **D2L Brightspace (MyLeo On-line) Technical Support**

### **Need Help?**

**Student Support** - If you have any questions or are having difficulties with the course material or content, please contact your instructor.

**Technical Support** - If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## **MyLeo Portal/University Computing Resources**

### **Technical Support**

If you are having any difficulty accessing the myLeo portal, please contact the Center for IT Excellence Help Desk at 903-468-6000 or [HelpDesk@tamuc.edu](mailto:HelpDesk@tamuc.edu) 24 hours a day, 7 days a week except university holidays.

### **CWID & Password resources**

To find your CWID: [Find your CWID](#)

To reset your password: [Reset your password](#)

## **Writing Assistance**

Both on-site and online writing assistance is available through the University Writing Center. The Writing Center is dedicated to helping writers take advantage of all opportunities for learning inherent in the writing process; to that end, center tutors can assist writers at any stage of the writing process. By working with students one-on-one or in small groups, tutors can help writers analyze the rhetorical demands of the writing task, generate and focus ideas at the prewriting stage, ensure they are addressing the writing assignment directly and effectively, elaborate and rework a rough draft after hearing the writer read the draft aloud, discover their strengths and weaknesses in a particular rhetorical context, strengthen arguments, spot weak rhetorical choices and make more effective choices, and address formatting or other surface-level concerns. At no point do center tutors write these papers for the students. All writers working in the Writing Center maintain control of their work; tutors simply offer support and feedback and ask questions they may not have been asking themselves (or may not have even known to ask themselves).

For more information refer to the Writing Center's web pages at: <https://www.tamuc.edu/writing-center/>

## **Other Questions/Concerns**

Contact the appropriate TAMU-C department relating to your questions/concern. You may find the [University Directory](#) useful in identifying appropriate contacts. If you are unable to reach the

appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### ***Student Code of Conduct and Guidebook***

The [Student Code of Conduct](#) is available here:

<https://www.tamuc.edu/student-code-of-conduct/>,

The [Student Guidebook](#) for undergraduate students is available here:

<https://issuu.com/docs/25e55b4d3078ed6ae51aa88b86c13cf9>

### ***Academic Integrity***

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Plagiarism represents disregard for academic standards and is strictly against University rules. Plagiarized work can result in a "0" on a given assignment(s) or an "F" for the course as well as further administrative sanctions permitted under university procedures. You may discuss course work and other course materials with fellow students (except during tests), but it is inappropriate to have another student, or anyone else, do your course work or provide you with any portion of it. Further, assignment responses written by or purchased from a third-party writer may not be submitted in part or whole to satisfy assignment requirements.

Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple or repeated classes), patch-writing (attempting to paraphrase by replacing selected words at intervals within a quotation with words of similar meaning), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), forgery (representing yourself as some else on a document, signing a roster on another student's behalf, soliciting or conspiring to commit a written misrepresentation of identity, etc.), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F on the assignment is considered appropriate as a minimum consequence.

Assignments and questions utilized in coursework and examinations are to be considered the intellectual property of the instructor and the university, with applicable copyright restrictions, and **MAY NOT** be distributed or shared outside the class. This includes the distribution of content to other students not currently enrolled in the class and the uploading of course content to external databases or third party, commercial websites. Any student doing so may be held accountable as a violation of academic honesty.

Also, be aware that the statute of limitations for penalties for plagiarism does not end upon the completion of the course or even upon graduation. If an instance of plagiarism is found anytime after the completion of the course, the course grade is subject to change accordingly and any awarded degree utilizing the course is subject to revocation.

To view the university's applicable rules and accountability procedures, see, [Undergraduate Academic Dishonesty 13.99.99.R0.03](#) and the [Undergraduate Student Academic Dishonesty Form](#).

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

### **University AI use rules** [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

### **Course AI use rules**

For purposes of this course and its activities, Generative AI, ChatBots, and similar AI engines are considered external resources, just as any other external references; and, as such, any content acquired from these sources is to be properly cited and referenced accordingly. Additionally, the prompt provided to the AI engine to generate any included responses or content is to be provided and an appropriate explanation incorporated in the text to provide context for the material.

APA guidelines for citing AI sources should be consulted and applied for proper formatting of citations and references. APA's guide and examples on [How to cite ChatGPT](#) and similar AI sources can be found here: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

For additional information on the obligations and consequences regarding plagiarism and academic dishonesty, refer to the University Procedure [13.99.99.R0.03 Undergraduate Student Academic Dishonesty](#).

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### **Avoiding Plagiarism**

To avoid plagiarism, an individual must give credit whenever they:

- a) use another individual's idea, opinion, or theory;
- b) use facts, statistics, graphs, and drawings that are not common knowledge;
- c) use quotations of another individual's spoken or written words;
- d) paraphrase another individual's spoken or written words; or
- e) use any content generated by a generative AI or other similar engine.

Any works referenced must be properly cited and referenced in accordance with APA 7th edition style.

Web resources for additional reference regarding what constitutes plagiarism and how to avoid it include:

<http://www.plagiarism.org/>

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<https://guides.centralpenn.edu/academicintegrity/avoidingplagiarism/patchwriting>

An excessive Similarity Score, as indicated by TurnItIn or similar plagiarism detection tool, on any

written assignment is an indication of either Academic Dishonesty OR a lack of acceptable knowledge regarding how to properly credit sources. Neither of these is acceptable and will lead to an undesirable outcome on the assignment, and most likely the course. A Similarity Check Dropbox is provided in the course as a courtesy so that you may submit your work to verify that your similarity score is in an appropriate range BEFORE submitting your final work to the official Dropbox folder designated for the particular activity. You may submit, revise, and resubmit your documents to this Dropbox as many times as necessary to achieve an appropriately low score.

So, what is an appropriate range? As the Similarity Score is an indication of how much of your work can be found in previously published works, the lower the score the better. It is not unusual for students to submit works that score from 0% to 3%. On the other end, if you submit work that shows to be 25% (1/4 or more plagiarized, either intentional or due to improperly crediting), expect a serious issue and very likely an F. If your score exceeds 33% (1/3+ plagiarized), expect an F on the activity as there is simply no excuse for that high of a Similarity Score if you did the work yourself and credited properly.

Here's the general scale based on the recommendations of the TMGT Program Advisory Committee:

0%-7%	Excellent (Shoot for the bottom end of this range.)
8%-14%	Acceptable
15%-24%	Possibly OK, but similarity report will likely be checked to verify there are no serious issues.
25%-32%	Likely NOT OK, will undergo similarity report evaluation and an F is very likely.
33%+	Definitely NOT OK, will undergo similarity report evaluation and an F is almost assured.

Note that TurnItIn may include assignment questions in the similarity analysis which can result in a higher similarity score shown in the submission folder. If this occurs, the score will be manually adjusted by the instructor to remove percentages of similarity detected in assignment questions and reflect only the percentage of similarity detected in student generated responses. This adjustment will be noted in the instructor's official grading spreadsheet and will not be visible in the submission folder.

The university's adopted [Undergraduate Student Academic Dishonesty procedure](#) takes a strong stance against violations of academic integrity. This opportunity to check your Similarity Scores prior to final submission will help you to address any issues that might otherwise arise to avoid any undesirable consequences resulting from an unintentional instance of Academic Dishonesty.

Documents submitted to the Similarity Check Dropbox will not be collected or graded. Assignment Documents are not officially submitted, and do not count for credit, until they are posted to the specified location designated for that specific assignment.

### **Scholarly Expectations**

Work submitted, particularly in upper-level courses, is expected to demonstrate higher-order thinking skills and represent the student's best possible effort on the assignment. A student should NEVER ask an instructor what they made on a particular assignment for the purpose of determining how much effort to put into the next assignment. Any effort, on any activity, that is less than the student's best is insufficient and will likely, and rightfully, be reflected in the grade. If a passing grade is desired in this course, it must be demonstrated by virtue of your performance throughout the course. Further, work submitted is expected to be of high quality and created with a high degree of self-direction.

Students are expected to demonstrate an ability to correctly follow directions and perform in accordance with assignment requirements in terms of content, submission, and timeliness and communicate with the instructor and fellow students in a respectful and professional manner. Further, students are expected to be able to accomplish these responsibilities with a significant degree of independence and not expect to habitually contact the instructor to provide additional interpretation of clearly stated assignments, proof or correct your work prior to submission, or provide continual "hand-holding" to function academically. A student anticipating a career related to the field

of Technology Management, in particular, is expected to exercise and demonstrate advanced skills and self-sufficiency in dealing with technology, computing resources, specialized applications, and technical issues. Grading standards are typically such that failure to adhere to these basic expectations will be reflected in the grade. This is as it should be.

It is acknowledged that you may have not previously been challenged with the tasks presented in upper-level assignments. The fact that you may have not done something assigned before does not constitute a valid reason for under, or non-performance of assignment tasks. The information you should need to correctly complete the assignments is strategically integrated in the activities and instructions. You will find in upper-level coursework some instructions contain greater detail and some less. This is by design. A student who does not demonstrate the ability to independently read and follow instructions correctly, conduct any necessary background research to fill in knowledge gaps, implement corrections based on feedback, and produce work that meets the identified project standards will not likely earn an A in this course. A grade of A in such case would misrepresent a student's ability to perform at a high standard to a potential employer or supervisor evaluating their transcript. Having earned admission into the program, there exists the belief that you can fulfill these expectations.

### **Late Work**

Projects and assignments **MUST** be completed and submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all their value at 10 days past due.) Further, **late project submissions may be rejected** at the instructor's discretion. If a project incorporates peer review activities requiring that all projects be available at the beginning of the review period, one student will not be permitted to hold up the progress of the entire class and may be taken "out of the loop" if necessary to ensure the forward progress of the class.

### **Time Commitment (16-week term)**

Note that this is a **four** Semester Credit Hour (SCH) course rather than a three SCH course as many of your other classes have likely been. Thusly, you should expect to spend more time on this class than you have in your three-hour courses. In a college course, it is a reasonable and accepted expectation that a student will spend between three and four hours outside of class for each hour spent in class. This applies to on-line and web-enhanced courses just as it does to a tradition course when determining the total expectation of time that should be spent on a particular course per week, or day in the case of summer or sub-term courses. The activities in this course are based on a 15-week instruction schedule. An understanding of this expectation can help serve as a gauge for you to determine a range of how much time you will need to allow for and devote to each course. You should expect to be engaged in between 12 and 15 hours weekly with coursework in this four-hour class. The average time commitment range calculation for a four Semester Credit Hour (4 SCH) course, such as this one, is show in the following table:

Average expected time spent on class or class related work.	<b>Minimum</b> expected average time based on 3:1 time ratio.	Maximum expected average time based on 4:1 time ratio.
"In" class per class week	3hr. 00min.	3hr. 00min.
"Outside" class per class week	9hr. 00min.	12hr. 00min.
<b>TOTAL Weekly Expectation</b>	<b>12hr. 00min.</b>	<b>15hr. 00min.</b>
<b>TOTAL Term Expectation</b>	<b>180hr. 00min.</b>	<b>225hr. 00min.</b>

### **Attendance**

All students must be active participants in class activities, whether in the classroom or on-line. In on-

line courses, attendance is equated to the demonstration of an active, regular presence in the virtual course environment and appropriate progress toward timely assignment completion. An active presence may be shown through participation in, and contributions to, on-line class discussions and the Virtual Classroom. Regular attendance and assignment submissions are essential for success. If an extended situation arises during the course of the semester that prevents you being able to perform to a level allowing you to earn the grade you desire, it may likely be in your best interest to drop the course and re-enroll later. If you're planning an extended trip or vacation, are adversely impacted by an environmental situation, or have any other obligation (engagement, wedding, medical procedure, family matters, etc.) during the semester that will interfere with your ability to participate as necessary to enable the opportunity for your success in the course, this will not be the time for you to take this class. Go ahead, drop the class, enjoy your time away or vacation or take care of any other timely obligations, and re-enroll in a semester in which you are ready and able to dedicate the time and effort necessary to be successful in your studies. Bottom line... Academic studies require significant effort and dedication. Either you're all in and committed, or you need to step back until you're ready and able to rise to the challenge.

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Surveys/Course Evaluations**

Your feedback may be requested by Texas A&M University-Commerce during the semester/term regarding your course. *It is important that you take a serious and constructive approach to this activity.* The information gained from you will assist in course evaluation by the university/college/department to insure that effective learning is taking place within the existing course structure. If changes are indicated, this will help with course re-design and/or other revisions that will make the course more relevant for future students and the employers of graduates.

### **Drops & Withdrawals (and understanding the difference)**

**Drop** – Removal of the student from one or more courses while remaining actively enrolled in one or more remaining courses in a given semester. A drop must be initiated by the student, with reason, subject to instructor approval, or it may be initiated by the instructor in the case of excessive absences, at the discretion of the instructor. Drop requests **must** be submitted on or before the drop deadline. A student **may not** be dropped from a single course after the drop deadline is passed. Requests to drop a course are submitted via the student's [myLEO](#) account.

**Withdrawal** – Elective removal of the student from **ALL** courses in which (s)he is enrolled in a given semester. A withdrawal request must be initiated by the student submitting the official [Withdrawal Form](#) to the Office of the Registrar on or before the last day to withdraw. Withdrawals cannot be initiated by instructors and do not require instructor approval; however, the student should notify their instructor(s) of their intent **prior** to initiating the withdrawal process.

During the open registration period at the beginning of the semester, students may add or drop courses without specific authorization (prerequisite requirements and permission-only courses excepted). Should the student determine it to be necessary to drop the course, or withdraw from the semester, it is the student's sole responsibility to submit the proper request **PRIOR** to the official deadlines to complete either of these actions. Drop/Withdrawal requests may **NOT** be submitted through your instructor and informing your instructor of your intent to take either action does not constitute your official request to do so. Instructor approval is required to drop the course after the end of the open-enrollment period and prior to the drop deadline. The student **cannot** be dropped after the drop deadline or withdraw after the withdrawal deadline. (This is university procedure, NOT an instructor decision.) The instructor is **required** to submit the actual grade earned by each student remaining on the official roster after the withdrawal deadline, regardless of the level of grade attainment.



Important: The student must contact their course instructor and academic advisor to determine what effect the drop/withdrawal will have on their academic progress **prior** to initiating either action.

The student is responsible for confirming official university dates/deadlines and meeting any and all necessary deadlines pertaining to drops & withdrawals. In the event of a discrepancy between a date provided in the course and a date on the [official university calendar](#), the date on the official university calendar, or revised date officially announced by the registrar or other authorized university official, will take precedence.

### **Grade of "X" (Incomplete)**

In accordance with the Academic Procedures described in the [TAMU-C Undergraduate Catalog](#) and stated in [University Procedure 13.99.99.R0.06 Computation of Grade Point Averages](#), “students who because of circumstances beyond their control are unable to attend classes will, **upon approval of their instructor**, receive a mark of X (incomplete) in all courses in which they were maintaining passing grades.” The mark of “X” is rarely applicable and will only be considered in strict compliance with University Rules upon submission of complete medical or other relevant documentation. This action is intended to serve as an emergency measure only in the event a qualifying situation occurs after the course’s withdrawal deadline date, prior to which a student would be able to withdraw from their courses due to unforeseen circumstances. The maximum allowable extension in this course, beyond the final class day, will generally be the duration of time between the specific event (documented debilitating injury, serious incident, etc.) warranting the mark of “X” and the final class day, plus one week. Any variation from this completion timeline will be based on the nature and severity of the emergency. Recording a grade of “X” requires the filing of a [Plan for Completion](#). Discovery of an impending failure of a course, although personally disappointing, DOES NOT constitute an emergency in academia and does not meet the criteria for the assignment of an incomplete. Once an incomplete has been assigned, the student cannot drop or withdraw from the course and a grade must be assigned.

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.06.pdf>

### **Student Appeal of Instructor Evaluation**

The university defines a specific procedure for appealing a final grade in a course. It is important to note that individual assignment grades are **not** subject to appeal. Students who wish to appeal a **final** course grade **must follow the university’s designated chain of command**, starting with the course instructor and a subsequent appeal, if appropriate, must then be made to the head of the department in which the course is offered, and ultimately the Dean of the College as a final step. In accordance with the University’s procedure for [Student Appeal of Instructor Evaluation](#),

Students challenging a final grade must show that the instructor’s judgment was unfair based on: some basis other than performance; standards different from those applied to other students in the same course section; or a substantial, unreasonable, and/or unannounced departure from previously articulated standards or the syllabus. Students may not use this process to appeal grades for individual assignments. ([Student Appeal of Instructor Evaluation](#) section)

### **Appeals Chain of Command**

The appeals process does **not**, in any scenario, involve any administrative official beyond the College Dean. Circumventing the required process or breaking the chain of command established for such an appeal by inappropriately involving a university administrator not specifically included in the appeal process, and in the prescribed sequence, demonstrates blatant disregard for university procedures and disrespect for the administrator’s time and authority, as well as undermines the authority of those who are legitimately in the path of appeal. Further, such inappropriate action calls into question the student’s dedication to “compliance with ethical and professional standards” and thus their suitability for continuation as a major in the program (Procedure [13.99.99.R0.13 Good Academic Standing](#), section 1.4).



The process, criteria, responsibilities, and timeline for filing an appeal of instructor evaluation may be found in University Procedure [13.99.99.R0.05 Student Appeal of Instructor Evaluation](#).

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.13.pdf>  
<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.05.pdf>

### **Students with Disabilities - ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources & Services**  
**Texas A&M University-Commerce**  
**Velma K. Waters Library, Room 162**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

[Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

No variations in assignment requirements or expectations can be granted by the instructor without prior documented authorization directly from the Office of Student Disability Resources & Services. Requests for accommodation cannot be presented directly to the instructor by the student. Only requests routed through and received directly from the Office of Disability Resources & Services can be acted upon by an instructor. It can take time to process and implement accommodations, so if you qualify and think there is any possibility you might need to request them during the course, it is advisable to contact the Student Disability Resources & Services office at the beginning of the semester to establish a relationship with one of their advisors.

### **Non-Discrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Mental Health & Well-Being**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

University Counseling Center: 903-886-5145  
National Suicide Prevention Lifeline: 1-800-273-8255  
University Police (in case of imminent danger): 903-886-5111 (or 9-1-1)

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore.  
<http://telusproduction.com/app/5108.html>



**University Guidance for Students on Campus during Pandemics or other Public Health Crises**

Please, monitor announcements provided on the University Homepage for updated information, advisories, directions, and requirements pertaining to A&M Commerce's response to health-related or other crises. <https://www.tamuc.edu>

**Research Studies/Human Subjects**

Refer to the **Texas A&M University-Commerce** Rules & Procedures [15.99.01.R0.01 Human Subject Protection](#) & [15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/15ResearchPrograms/15.99.01.R1.pdf>  
<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/15ResearchPrograms/15.99.03.R1.pdf>

**Campus Concealed Carry Statement**

Texas Senate Bill - 11 ([Government Code 411.2031](#), et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to [Penal Code \(PC\) 46.035](#) and A&M-Commerce [Rule 34.06.02.R1](#), license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to [PC 46.035](#), the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**Student Conduct/Citizenship**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The [Student Code of Conduct](#) is available at, <https://www.tamuc.edu/student-code-of-conduct/>, and is also described in detail in the [Student Guidebook](#). <https://issuu.com/docs/25e55b4d3078ed6ae51aa88b86c13cf9>

Students should also consult the Rules of Netiquette for more information regarding how to interact in an online forum:

<http://www.albion.com/netiquette/corerules.html>  
<https://www.britannica.com/topic/netiquette>

Students are expected, at all times, to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time and effort toward the educational process.

All students' work in this class will be evaluated and scored fairly and impartially based on the quality of work submitted and strict adherence to assignment guidelines. It is improper conduct to contact an instructor to ask that work be reconsidered to earn a particular grade after grades have been posted to the class gradebook and/or to the registrar. Grades assigned are a reflection of the scores earned by the student, not a random or negotiable assignment by the instructor. If a particular grade is desired or necessary, it is the student's **sole** responsibility to fully participate in the class and submit work of sufficient quality to legitimately earn that grade.

At no time is a student allowed to exchange dialog with, make requests of, or make implications to a member of faculty that could be construed as a request for, or expectation of, preferential or differential treatment among members of a class. A student may not place an instructor in a position in which there is an expectation by the student that (s)he will be evaluated, assessed, or given

consideration in a manner inconsistent with that of the entire class. All students within a class will be held to an identical standard of expectation and assessment, within the law.

Appeals of instructor evaluation must be made in accordance with the required progression through the academic chain of command and within the timeline established in [University Procedure 13.99.99.R0.05 Student Appeal of Instructor Evaluation](#). Only final course grades are subject to appeal based on criteria identified in Section 1.2 of this procedure. Grades of individual assignments within a course are not eligible for appeal. Students must first discuss any concerns with the instructor before an appeal may be filed. Attempted circumvention of the prescribed chain of command, except as allowed in the procedure, is a breach of the university's required procedural process and student responsibility.

CIVILITY IS REQUIRED AT ALL TIMES!

### ***This Syllabus and the Syllabus Change Procedure***

This syllabus constitutes the contractual document between faculty and students in the course. A student's continued enrollment in the course following the posting of the final, official syllabus at the beginning of the term signifies the student's understanding of and complete acceptance of this contract and the procedures, requirements, and evaluation criteria contained herein. Any student not accepting this syllabus is to immediately drop this course. The syllabus identifies credit-earning activities for which you will be responsible to submit in the course. The occasion of a need to vary from the original syllabus is rare; however, unforeseen circumstances and logistical issues could arise during the course of a semester that necessitates a minor modification in the originally planned activities or procedures. Changes to a syllabus are not made without sufficient justification and assurance that any changes implemented would not impact the students' ability to complete the course. Any variations that may be determined necessary during the course by the instructor will be appropriately announced in the courseware along with relevant information pertaining to the modification and an updated version of the syllabus will be provided.

## **ACCELERATED BS-MS DEGREE PROGRAM in TECHNOLOGY MANAGEMENT**

Keep your momentum going with a seamless path to an advanced degree in Technology Management. The TMGT Program now offers an accelerated 4+1 BS-MS Degree Program option to qualified students in the BS TMGT Program.

The BS-MS TMGT accelerated degree program allows qualified undergraduate students in the Technology Management BS program to begin coursework towards the Master of Science degree in Technology Management during their senior year at Texas A&M University-Commerce. Students can earn a BS and MS degree in approximately five and a half years upon completion of degree requirements for both degrees. In the senior year of their undergraduate degree, BS-MS accelerated program candidates will take 12 credit hours in the fall and 16 credit hours in the spring semesters. Six credit hours of graduate courses (TMGT 595 and TMGT 512), taken in the fall and spring, will be counted for both the BS and MS degrees.

Students must apply to the accelerated program by the end of their junior year after having completed at least 90 hours of undergraduate courses and a cumulative undergraduate GPA of 3.10 or higher. Successful completion of the master's comprehensive exam is required of all students to receive the Master of Science degree. Contact your undergraduate academic advisor for additional details.

**INSTRUCTOR SCHEDULE / COURSE OUTLINE / COURSE SCHEDULE**

My schedule is available in the course and maintained on my public website at:

<http://faculty.tamuc.edu/jdavis/schedule/>

Anticipated On-campus Office Hours: Tuesday afternoons, 1:15pm - 4:45pm.

Anticipated Virtual Office Hours: Wednesdays 10:00am - 11:30pm

Contact me **via [email](#)** to schedule and confirm any office meetings.



The course schedule and calendar are available in the course and is maintained on our class' public website at: <http://faculty.tamuc.edu/jdavis/tmgt/350/248/>

Any revision of dates or activities on the active schedules linked above or shown below will take precedence over those on the tentative schedules shown here. Students will need to monitor and reference these resources regularly for any updates/revisions.

**COURSE SCHEDULE****(ANTICIPATED, subject to revision as necessary, see current schedule [HERE.](#))**

Week 01	Monday	First Class Day
	Sunday	Introductions, Roster Photo, and Preliminary Quiz due
Week 02		Chapter 1 – Creation and Management of Innovation and Technology
	Sunday	Assignment 1: Introduction to the Textbook due
Week 03		Chapter 2 – Strategy Process and the Management of Technology & Innovation
	Sunday	Assignment 2: Project – Choose Organization due
Week 04		Chapter 3 – Innovation: Planning
	Sunday	Assignment 3: Group Project – Planning for Innovation due
Week 05		Chapter 4 – Internal Innovation: Implementation
	Sunday	Assignment 4: Project – Organization Structures due
Week 06		Chapter 5 – Innovation: Evaluation and Control
	Sunday	Assignment 5: Project – Balanced Scorecard due
Week 07	Sunday	Assignment 6: Project – Strategic Plan due
Week 08		Chapter 6 – Obtaining Technology: Planning
	Sunday	Assignment 7: Project – SWOT Analysis due
Week 09		Chapter 7 – Obtaining Technology: Implementation
	Sunday	Assignment 8: Group Project – Southwest Airlines analysis due
Week 10		Chapter 8 – Obtaining Technology: Evaluation and Control
	Sunday	Assignment 9: Project – New Technology from internal or external? due
Week 11		Project activities continue
Week 12		Chapter 10 – Social Responsibility and Ethics
	Sunday	Assignment 10: Social Responsibility & Ethics due
Week 13		Project activities continue
Week 14	Sunday	Assignment 11: Final Project due
Week 15		Practice Examinations
Week 16	<b>Wednesday</b>	Assignment 12: Final Examination due
THE END		

**Assignment KEY**

Green – Chapter Reading/Assignments

Dark Blue – Project Activities

Purple - Preliminary Activities

Red - Course Examination