



## Curriculum, Standards, and Assessment Committee (CSA):

**Charge:** The Curriculum, Standards, and Assessment Committee (CSA) assists and supports the faculty in development and oversight of the curriculum as well as the development and implementation of a systematic assessment program at the College of Business Administration.

**Development and Oversight of the Curriculum:** The CSA initiates, receives, reviews, and recommends actions on proposed curricula and curricular changes including the creation, elimination or alteration of programs and specific courses. The committee proactively communicates to the faculty and the College of Business Administration regarding its policies, procedures and deadlines. It facilitates fair and transparent curriculum processes and practices that embody the faculty's roles and responsibilities for developing and overseeing the college curricula in service to the college mission.

The committee is also charged with the task of maintaining and improving the academic standards of the college. It shall review, initiate and recommend academic standards policies; reviews applications for conditional admission into the graduate business programs. It will receive and consider proposals about academic standards from any member of the academic community.

The committee is composed of the associate dean, at least one member from each academic discipline of the college (ACCT, FINA, MGMT, MRKT, ISYS and ECON) and one undergraduate advisor. Each member is appointed by the dean of the College of Business Administration for a two- or three-year term. These members can be reappointed.

### **Functions of the curriculum committee include:**

- review and oversee curricular matters in all programs in the college and make recommendations to the faculty concerning changes in the college policies dealing with curriculum;
- review all requests for new courses or modifications in existing courses in accordance with the Curriculum/Course Revision and Development Document of the college (shown on pages 4 and 5);
- review all requests for (1) establishment of new programs and tracks within a program (2) modifications of existing programs and tracks within a program in accordance with the Curriculum/Course Revision and Development Document of the college;
- review ongoing evaluation of program content, processes and outcomes;
- review all course syllabi every semester for compliance with the university and college faculty approved course template;
- review objectives for courses to assure congruence with the college mission.

## Curriculum/Course Revision and Development Document

New ideas for the development of the curricula and suggestions for curriculum improvements and enhancements can come from a variety of sources (e.g., college faculty, students, employers, etc.). The college encourages its stakeholders to take an active role both in the support and the creation of curricula through written recommendations and proposals. Faculty members may generate new ideas as part of their normal rights and responsibilities. Additional sources may include, though are not limited to, alumni, students, administrators, staff, other educational institutions, accreditation organizations, professional licensing boards, the business community, and discipline-specific and/or the Dean's Leadership Board. People other than members of the college faculty with an idea or suggestion for a curriculum addition or modification must find a "champion", within the college full-time faculty, who is willing to become the curriculum proposal author and advocate.

To encourage innovation and professional development, faculty members provide suggestions to their chairs for the creation of "special topics" courses, which are intended to provide for timely research and teaching of curricular areas, and the opportunity to present course material on a pilot basis before writing up a curriculum proposal. Chairs approve the special topics course. The course author, to revise the course and/or to strengthen the rationale for the curriculum proposal submission, may use the information and feedback received during this pilot offering. Topics introduced through a special topics course may eventually be integrated into already existing courses. Courses do not need to be introduced through a special topics/pilot offering and not all special topics/pilot courses move forward to full course approval as permanent parts of the curriculum.

### Curriculum Proposals

Faculty members are responsible for the creation and submission of curriculum proposals. All proposals provide a complete rationale for their recommendations including their relationship to the college mission. If the proposal is a new or significantly revised program, this rationale must explain how it is tied directly to the mission. If the proposal includes course revision or addition, the rationale must explain how it is tied to the program of which it is a part. In addition, all proposals, unless determined to be non-substantive, are expected to address the four criteria to be considered in contemplating curricular enhancements. These criteria assist the author in clearly communicating the intentions of the proposal, indicate how academic quality is to be assured, discuss resource requirements, indicate expected enrollment impacts, and discuss impacts on college and university programs.

Criteria for new or revised programs, majors, or concentrations as well as course revisions are addressed by the following factors:

#### 1. Quality

- Includes rationale demonstrating consistency with the direction of the discipline
- Attaches all relevant course syllabi and proposed course descriptions, including learning objectives and examples of resources (text, journals, etc.)
- Explains the relationships the proposal has to the college mission and to the relevant college program and other impacted programs (required and/or elective)
- Summarizes results of relevant communications with the College of Business Administration and/or discipline-specific advisory boards, feedback from the business community, faculty, and/or from the other stakeholders
- Summarizes the feedback from the discipline areas affected by the proposal

## **2. Resource Requirements**

- Describes numerical staffing requirements
- Identifies current faculty with the required expertise
- Estimates additional faculty training and/or development, if needed
- Outlines additional faculty required and possible recruitment implications
- Estimates other potential impacts on present course offerings and ability to staff these courses
- Describes technology requirements implied and possible additional equipment needed

## **3. Growth**

- Estimates expected impact on enrollment (both new and existing students)
- Outlines criteria used to calculate this conclusion
- Explains implications for faculty development, either as a primary or secondary outcome
- Discusses expected benefits in this proposed change for the program and college

## **4. Colleges and University Programmatic Impact**

- Explains impact on other programs within the university and college
- Suggests how this impact will be communicated
- Identifies courses outside this program that may be impacted

The initial discussions for curricular change will take place at the departmental level. Once approved at this level, the chair representing the relevant discipline submits the initial draft of the curriculum proposal to the college Curriculum, Standards and Assessment Committee. This committee is comprised of at least one faculty member from each academic discipline within the College of Business Administration. Committee members will serve staggered terms to help assure continuity. A chair and secretary will be elected from within the committee. The committee may be divided into sub-committees. The committee screens, analyzes, critiques, and may request relevant revisions. The proposal author will be invited to the CSA committee meeting to present the proposal to the committee members. When the committee is convinced all criteria are satisfied, that the proposal is likely to strengthen the college offerings and affect the university positively, the committee places the proposal on the agenda of the next scheduled college faculty and staff meeting. The committee will meet as needed to review proposals or may handle non-substantive proposals electronically. There is an appreciation for timely responses to proposals in order to move them to the agenda of the next scheduled faculty and staff meeting of the college.

The CSA Committee recognizes that “substantive” and/or “non-substantive” changes might be recommended. Examples might be a very minor rewording, or even a minor correction, of a course description, a simple renumbering of a course, etc. However, such changes will need to be submitted on the proper form, with “not applicable” used when appropriate to address the supporting criteria. There is a place to designate that the submitting author considers this to be a “non-substantive” change. The CSA Committee is responsible for maintaining records of all changes to the curriculum of the college. The committee may also ask for further information regarding the designation of a proposed change as being “non-substantive” and will work with the author to assure that impact analysis is satisfactory and comprehensive within the framework of the college curriculum.

## **Final Approval Process**

All voting members of the college receive copies of the proposal at least one week before discussion of the proposal takes place in the next scheduled college faculty and staff meeting. The proposal will be voted upon

at the next college faculty and staff meeting, provided it has been distributed to the faculty and staff at least one week before the meeting. Faculty and staff members ask questions as they deem necessary and gather any additional information needed to determine if final approval of the proposal is to be made. If a simple majority of faculty members question and/or suggest significant revisions to the proposal or additional information is required before a vote can be taken, the CSA Committee withdraws the proposal and works with the proposal author to modify and improve the proposal. If a simple majority of the college faculty and staff members are satisfied with the proposal (and any amendments) and its positive impact on the college program offerings, then the final vote on approval of the proposal is taken. Any withdrawn proposal may be resubmitted on a subsequent agenda as the college CSA Committee so determines. If the faculty and staff do not receive the proposal a least a week before the meeting, then no vote on approval can take place at the meeting in which the proposal is submitted for faculty and staff consideration. Questions will be addressed and, if satisfied, the proposal will be placed on the agenda for a vote at the next faculty and staff meeting.

This curriculum procedure cannot violate or contradict any university policy or procedure. Once the faculty and staff of the College of Business Administration has agreed upon the proposal, it is then submitted to the dean for final approval. Once approved by the dean, the proposal will go through appropriate university channels as needed (University Undergraduate Curriculum Committee\* or Graduate Council\*\*) with the backing of the College of Business Administration faculty.

Any stakeholder of the college may suggest changes or modifications to these Curriculum Development Guidelines. Suggestions will be discussed and agreed upon by a majority of the faculty of the college prior to implementation. Procedures discussed in this document will become effective upon the majority vote of the faculty of the College of Business Administration. Chair of the CSA serves on the University Curriculum Committee.

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\* University Undergraduate Curriculum Committee is constituted as described in Council and Committee Handbook. It is comprised of faculty members from each academic college appointed by the dean of each college, one library representative appointed by the library director, chairs of the college curriculum, Committees appointed by the deans, and, ex officio, a representative from the Office of the Registrar and a representative from the Office of the Provost.

\*\* Graduate Council is comprised of the dean and associate dean of the College of Graduate Studies and three representatives from each of the following undergraduate colleges: the Dick and Mary Lewis Kleberg College of Agriculture, Natural Resources and Human Sciences, the College of Business Administration, the College of Education and Human Performance, and the Frank H. Dotterweich College of Engineering (one representative appointed by the dean of each college and two representatives elected by the graduate faculty of each college). The Associate Vice President for Research and graduate studies chairs the graduate council.

# College of Business Administration Curriculum Revision Request

Please see the College of Business Administration Curriculum Development Process Guidelines for clarification regarding information requested on this form.

Submitted by: \_\_\_\_\_

Date: \_\_\_\_\_ Email: \_\_\_\_\_

**Type of Recommendation (check all that apply):**

- |       |  |    |       |                 |
|-------|--|----|-------|-----------------|
| _____ | Substantive  | or | _____ | Non substantive |
| _____ | Change to Business Core  |    |       |                 |
| _____ | Individual course revision (description, numbering, name, prerequisite changes, new courses, course deletions, etc.) |    |       |                 |
| _____ | Change to program (major/minor/concentration)  |    |       |                 |
| _____ | Establishment of new program, major, or concentration  |    |       |                 |
| _____ | Development of a "Study Abroad" course   |    |       |                 |
| _____ | Other (please explain) _____   |    |       |                 |

**Briefly describe the proposed recommendation.**

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**What is the rationale for this recommendation?**

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The College of Business Administration Curriculum, Standards, and Assessment Committee will evaluate this recommendation based on the criteria established in the College of Business Administration Guidelines for Curriculum Development. Please review these guidelines and address each of these criteria in the spaces provided.

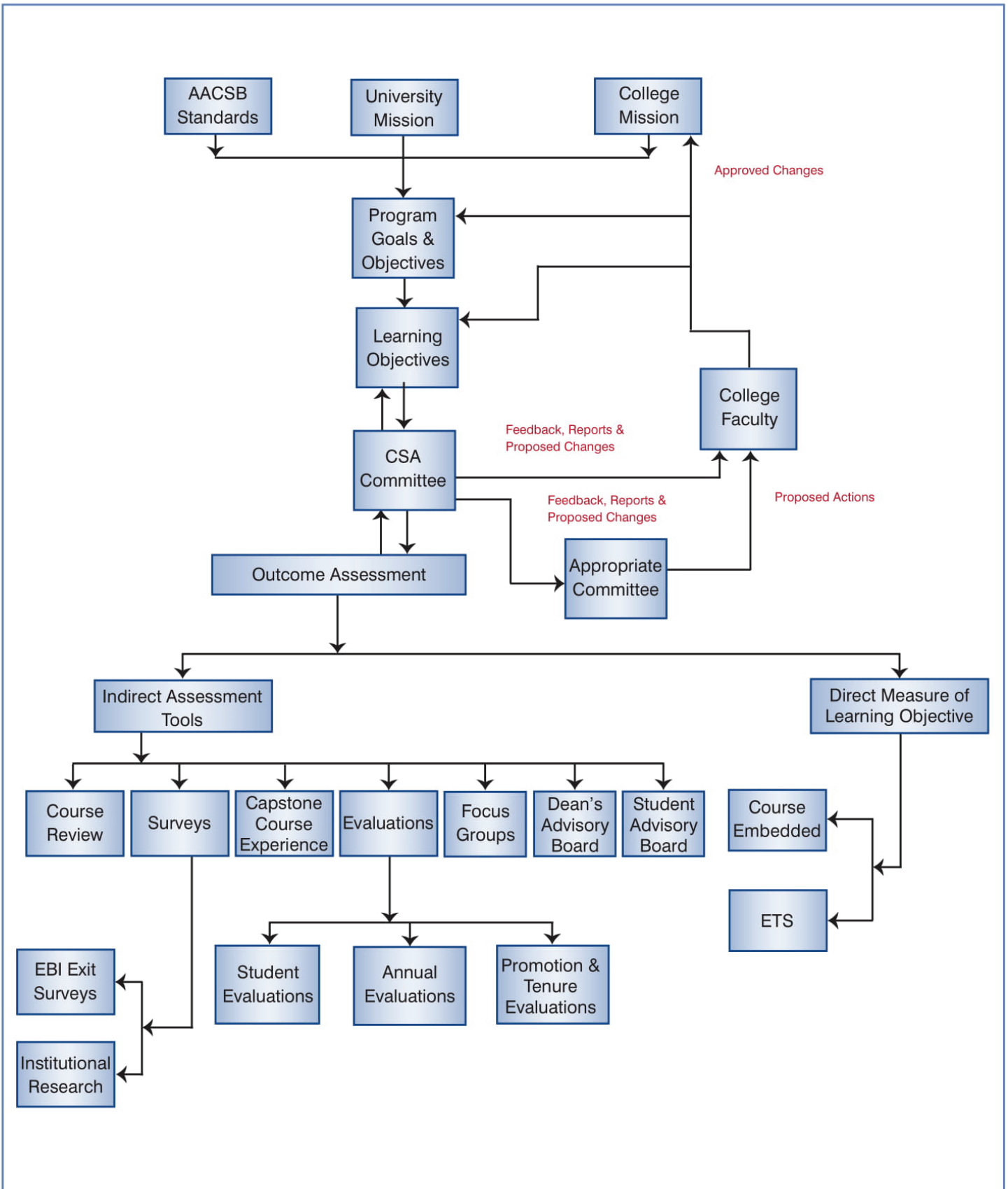
1. Discuss the ways in which you have addressed the "quality" criteria in making this recommendation.
2. Discuss the impact of this recommendation on "resource requirements". Discuss the impact of this recommendation on "growth".
3. Discuss the "College and University Programmatic Impact" of this recommendation and include attachments as deemed appropriate.

# Continuous Improvement Tools for the College of Business Administration

Assessment of	Tool	Responsibility of	Status	Frequency	Source
Assurance of learning at Program level required by AACSB	Internal course-embedded and external direct	Curriculum, Standards, and Assessment Committee	In progress	Every semester	Internal and external
Assurance of learning at each Major required by SACS	Course-embedded and other tools	Each department and Curriculum, Standards, and Assessment Committee	In place	Every year	Internal and external
Mission and selected topics; General student satisfaction	Focus groups	Dean; Dean's Advisory Board (Provide a member or employee to facilitate and summarize)	In place	Every Spring	Internal
Heuristic capture of student preparation for capstone	Observations of capstone experience				Internal
Student feedback	Undergraduate and MBA exit studies	Institutional Research	In place	Every semester	Internal
Comprehensive student feedback	EBI	Curriculum, Standards, and Assessment Committee	In place	Every semester	External
Alumni Review of Educational Experience	Alumni survey	Dean; Curriculum, Standards, and Assessment Committee	In place	Every three years	External
Student placement rates, salaries, satisfaction	Graduating student survey	Curriculum, Standards, & Assessment Committee; Career Services	In place	Every semester	Internal
Relevance of curriculum	Review of curricula	Dean's Advisory Board, employers, alumni	In place	Cycle every three years (UG Business, MBA)	External
Faculty teaching, research and service	Promotion and tenure review	Dean; Department & College Tenure and Promotion Committees and VPAA	In place	At promotion and tenure date	Internal
Student satisfaction with course content, materials, evaluation of instructor & methods	Student course evaluation	Dean, Associate Dean and Chairs	In place	Every semester	Internal
Faculty teaching, research and service	Faculty annual review	Dean & Chairs	In place	Every year	Internal
Reviewing all required and business elective courses; relevancy of business core	Course review	Dean, Associate Dean, Curriculum, Standards, and Assessment Committee	In place	Three year cycle (foundation courses, core courses and elective courses)	Internal

# Continuous Improvement Processes and Outcome Assessment





# **GMAT/GRE Waiver Requirements to the MBA Program**

Students that demonstrate high levels of quantitative analysis ability may be waived from taking GMAT/GRE. This ability might be demonstrated by a combination of the following:

1. At least 6 years of uninterrupted full-time work experience at the time of the application submission.
2. Academic records demonstrating high levels of quantitative and analytical skills (i.e. grades of B or better in analytical classes such as statistics, quantitative methods, finance, economics, accounting, etc.)
3. Professional certifications (i.e. CPA, CFA, ISO, Six Sigma, etc.)

Procedure:

The student should submit the following documentation to be considered for the GMAT/GRE waiver:

1. A form (see below) stating why TAMUK should waive the GMAT requirement.
2. Submit (un)official transcripts citing all courses taken at all institutions.
3. Resume including current job responsibilities that specifically demonstrate applied quantitative and analytical skills.
4. List of professional certifications with quantitative focus.

**NOTE:** If the GMAT/GRE is waived, a stipulation will be imposed that the student should maintain a GPA of 3.2 or better for the first 12 hours of coursework

**Texas A&M University – Kingsville College of  
Business Administration MBA GMAT/GRE  
Waiver Application**

Please complete the following information and provide the documentation listed below:

1. Official / Unofficial transcripts of all Colleges / Universities attended
2. Resume including current job responsibilities that specifically demonstrate applied quantitative and analytical skills.
3. A list of professional certifications (i.e. CPA, CFA, ISO, Six Sigma, etc.)

**Applicant Information**

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_ K# \_\_\_\_\_

Email \_\_\_\_\_ Phone # \_\_\_\_\_

**Undergraduate Degree Information:**

School/Institution Name: \_\_\_\_\_

Major: \_\_\_\_\_ Degrees earned: \_\_\_\_\_

GPA: \_\_\_\_\_ Year of Graduation: \_\_\_\_\_

**Graduate Degree Information:**

School/Institution Name: \_\_\_\_\_

Major: \_\_\_\_\_ Degrees earned: \_\_\_\_\_

GPA: \_\_\_\_\_ Year of Graduation: \_\_\_\_\_

Why do you think TAMUK should waive your GMAT/GRE? (Please include information from your job responsibilities, quantitative coursework, and professional certifications)

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