

Description of new course or program (catalog copy):

Fully Online Courses/Programs**

All online programs, courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography. For a new program attach a statement of the mission and objectives of the new program):

Describe the intended outcomes of the course or program and how they will be assessed.

Additional resources required:

Faculty:

Space:

Equipment:

Library:

Financial Aid:

Other:

Change in teaching load:

Does this change affect any other units of the University? Yes No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name:

Unit:

Signature:

MANA 70660
Energy Integrative Field Study
Proposed Syllabus
Fall 2021 8W2
1.5 Credit Hours Spring

Professor:

Ann Bluntzer, PhD

Email:

a.bluntzer@tcu.edu

Office Phone:

817.257.4095

Office Hours:

By appointment

Semester/Session:

Fall 2021

Final Submissions Due:

Dec 2021

TCU MISSION

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.

1. STANDARD DISCLAIMER

This syllabus represents intentions before the course starts. Be aware that items may change.

2. COURSE OBJECTIVES

This course gives students the opportunity to integrate, apply, and expand the concepts and tools learned throughout the Energy MBA curriculum. The field study project is operated as an independent study with focus on a specific problem or research opportunity in an organization. Students must develop a project proposal well in advance of the official course enrollment. Through executing the project, students will learn how their MBA curriculum may be applied and develop project-specific skills and content knowledge. Students must complete this course to earn their Energy MBA. Substitutions are not permitted.

3. COURSE DESCRIPTION

Though the course structure is somewhat flexible to accommodate the challenges and opportunities of different projects, each student will do the following:

1. Identify a project that solves a problem, improves operations, or develops a business opportunity.
2. Work with the course coordinator and faculty advisor to complete a project proposal that (at a minimum) addresses all of the criteria detailed in Section 9 of this syllabus.
3. Submit a final proposal signed by the student, the faculty advisor, and the company point of contact (POC).
4. Develop and deliver a presentation detailing their proposed project to the class and faculty advisors.
5. Provide regular status reports on the project to the faculty advisor and company POC.
6. Deliver a final written report and presentation to the participating company, faculty advisor, and others.

4. COURSE MATERIALS

TBD depending on the nature of the project

5. PROJECT REQUIREMENTS

The project should be designed to meet the following criteria:

- Involves approximately 60 hours of work, after acceptance of the project proposal
- Produces a significant impact on the business in at least one of the following ways:
 - Solves a problem
 - Improves operations
 - Develops a significant business opportunity
- Recommends and/or implements specific changes with quantifiable value to the firm
- Demonstrates capabilities for critical thinking and analysis
- Involves application of MBA curriculum, tools, principles learned in the MBA program.
- Can feasibly be completed in the course's 3-6 month time frame

6. PROJECT TIMELINE

The project must be completed by the end of the final semester in the MBA program. Exceptions will follow the Neeley School's policies for incomplete grades. The maximum completion time for any project shall not exceed 12 months. Students who do not complete a project within this 12 month period will receive a failing grade in the course.

Following is a timeline of key activities and expected completion dates for each. Course grades will partially depend on meeting these deadlines.

Week 1	Receive <i>Draft Syllabus</i> and discuss summer timeline
Week 2	Submit initial project proposal using the proposal template
Week 3	Students submit revised project proposal
Week 4	Students begin regularly interacting & meeting with his/her company POC and faculty adviser for status reports/updates (Graded Item) . At a minimum, students should provide status reports/updates once every 3 weeks.
Week 5	Students submit written project proposal to faculty advisor (Graded Item) . <i>Note: it is expected students may modify their written proposals because of feedback received during the proposal presentation. Once the advisor approves the final written proposal, students should submit a copy to the course coordinator via TCU Online.</i>
Week 6	Project Proposal Presentations (Graded Item) . <i>Note: students should submit a copy of the Project Presentation slides to the course coordinator via TCU Online.</i>
Week 7	Students inform course coordinator of the date, time & location of the final project presentation. <i>Note: students will coordinate with faculty advisors & company POC(s) to ensure all can attend the final presentation.</i>
Week 7	Student delivers <i>draft</i> of final report to faculty advisor & company POC(s) (subsequently acts on any feedback)
Week 8 Dec 2021	Final Project Presentations (Graded Item) to company POC, faculty advisor, and others as appropriate/available <i>Note: students should submit a copy of the final presentation slides to the course coordinator via TCU Online.</i>
Dec 2021	Final report (Graded Item) submitted to faculty advisor. <i>Note: students should also submit a copy of the final report to the course coordinator via TCU Online.</i>

7. COURSE GRADING

The course coordinator has final authority on grading. The coordinator will consult with the student's faculty advisor and company POC in determining grades. Grades will reflect the depth, quality, and value of the deliverables and project execution relative to the proposal. An overall grade will be determined from a weighted score of the following categories:

Proposal	20%
Proposal presentation	10%
Status reports	10%
Final presentation	20%
Final report	40%

Grading scale:

Grade	Score
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
F	0-59

8. PROJECT PROPOSAL

The proposal should (at a minimum) contain the following sections:

1. Project background and motivation
2. Project scope, requirements, and constraints
3. Clear and concise project objective statement
4. Expected impact and outcome (quantified—e.g., \$ impact, ROI, etc.)
5. Connections to methods/tools/techniques/metrics from MBA coursework
6. Project schedule and milestones (time-phased plan)
7. Specific deliverables
8. Required resources (including amount of input/support needed from the company, data, partnerships, etc.)
9. Company POC, Faculty Mentor and any other key contacts
10. Signatures (for final version only): Student, Company POC, & Faculty Advisor

The proposal should be approximately 5 pages long and indicate how the project meets the requirements in section 5.

The course coordinator or faculty advisor will provide feedback on the draft proposal. The student will use this feedback to produce a *revised* proposal. When the revised proposal has been signed by the student, the company POC, and the faculty advisor, it then becomes finalized. Note that a proposal may go through several rounds of revision before finalization, and that the faculty advisor and company POC must accept the proposal before it can be finalized.

The proposal portion of the overall grade depends on (1) including the appropriate sections, (2) meeting all of the deadlines, (3) incorporating faculty feedback, and (4) producing a revised version that all signatories are willing to finalize with their signatures.

In addition to submitting the finalized proposal, all students will present their proposals to each other and the faculty. Each of these presentations will be 10-15 minutes with 5 minutes for Q&A. The presentations should **follow the same sequence and include the same content** as the proposal. The presentation will be graded in accordance with the rubric in section 12.

9. STATUS REPORTS

Students must meet regularly with their company POC and faculty advisor. These meetings do not have to occur in person (i.e., phone and Skype are fine), but they should occur at least once every three weeks. It may also be helpful to send your faculty advisor preliminary results (but be sure to do this in small, clearly explained chunks!).

Feel free to ask your faculty advisor methodological questions during the project. Ideally, your company POC will be able to help you address internal obstacles. Your faculty advisor and company POC should also talk monthly to discuss your progress. This could be a quick, five-minute phone call unless there are issues to address.

10. PROJECT FINAL PRESENTATION

The final presentation will be 20 minutes plus 10 minutes for Q&A. It will also be graded in accordance with the rubric in section 12. The student must make arrangements for the final presentation at a time and location of convenience to their faculty advisor and company POC (usually at the company's site), but it must occur **within the dates indicated in section 6**. Classmates, other faculty, and other company representatives may also attend.

11. PROJECT FINAL REPORT

The format of individual final reports may vary based on the nature of the project and specific guidance provided by the faculty advisor. The length of the reports

may also vary with most reports consisting of 20-25 pages (single-spaced, including figures and tables).

However, all reports should:

1. Use professional grammar, spelling, and style.
2. Clearly communicate the extent and results of the project with clearly identified sections addressing:
 - a. Project background, motivation, scope, & objectives (i.e. Introduction)
 - b. Review & discussion of applicable theories, methods, tools, and techniques
 - c. Data collected/used (tables, graphs), collection methods (how you got them), and validation methods (why you trust them)
 - d. Analyses: how you applied methods and tools to generate findings
 - e. Results: findings
 - f. Conclusion: recommendations in relation to objectives
 - g. Sources used & cited in the report (APA or MLA style acceptable)
3. Include the Neeley Master's Degree Programs Honor Code Pledge (included below) with student signature.

I have acted in accordance with the Neeley Graduate Honor Code on this assignment. – (Signature)

Assessment:

The faculty advisor will be the primary grader of the report (although the course coordinator may also have input), guided by the following rubric:

General Execution

1. Did the project come together as proposed?
2. Are any deviations in scope well justified?
3. Were all of the proposed questions answered and advertised benefits delivered?

Data Collection

1. Are there enough data to support the analysis?
2. Are they the right data?
3. Do the data make sense?
4. Were the data collected in a trustworthy way?
5. How were the data validated?
6. Does the report include tables/figures for describing/presenting/visualizing the data?

Analysis

1. Does the report properly identify and address the *central issue* of the project?
2. Do the analyses properly use the relevant tools?
3. Are assumptions made in the analyses stated explicitly?
4. Are the analyses done correctly?
5. Do the analyses reflect appropriate depth and effort?

Recommendations

1. Are alternative recommendations stated and weighed?
2. Do the recommendations focus on the central issue?
3. Has each recommendation been justified through analysis?
4. Are appropriate criteria stated for choosing among the recommendations?
5. Is a clear, cogent, specific, and practical *plan of action* stated?
6. Is it likely that the recommendations will achieve their intended results?

Report Quality

1. Is the report of professional quality?
2. Does the report contain all of the required sections?
3. Does each section include its required content and reflect appropriate effort?
4. Is the report logically consistent and effectively structured to sell its recommendations?
5. Does the report exhibit critical thinking and analysis on the part of the student?

12. PRESENTATION GRADING RUBRIC

Both presentations in this course will be graded based on the following attributes:

- Content:
 1. Effective opening
 2. Cogency and flow
 3. Visual design and layout
- Delivery:
 1. Fluent (not choppy)
 2. 90% eye contact
 3. Gestures enhance delivery
 4. Conversational (no reading)
 5. Adequate volume
 6. Vocal variety
 7. Minimal fillers (um, uh,)
 8. Addresses audience properly

9. Kept to time limits

13. UNIVERSITY AND COURSE POLICIES

TCU Online:

This course will use TCU Online for submission of assignments, sharing of course related content, grading, and posting of grades.

If you are not familiar with TCU Online, it is recommended that you visit the Student Online Tutorial course to learn about TCU Online and how to navigate the platform. You can also view videos for students by visiting:

<https://www.youtube.com/watch?v=3L7D1qIT5J8&list=PLxHabmZzFY6mtggGZAitZ61kmpS-pMIaM>

How to Login: All TCU users will access TCU Online at <http://d2l.tcu.edu>. You will use your TCU user name and password to login. This is the same username and password that you use when you login into my.tcu.edu.

Personal Settings & Notifications for TCU Online: As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select the “My Settings” widget in the right column of the landing page. In this area, you can upload a photo of yourself, add personal information, and add your phone number in order to receive text messages when grades are given, including the score, as well as reminder texts for upcoming assignments and quizzes.

University Instructional Attendance Policy:

The University Attendance Policy is that regular and punctual class attendance is essential and no assigned work is excused because of absences, no matter what the cause. Faculty keeps records of class attendance. When an accumulation of absences reaches the point of endangering a student’s academic status, the faculty member should report her situation to the Campus Life Office. An instructor should not assume that continued absence from class indicates an official withdrawal until notified by the Registrar.

Because faculty keeps records of class attendance, class attendance may affect your final grade. Students who miss an instructional experience are expected to obtain the information covered from their peers in the class.

When a student is absent to represent the University (as in athletics, band, chorus, national or state meetings of organizations represented at TCU), then official University absence may be granted by the Campus Life Office. Faculty/staff who wish to have an activity sanctioned for the official University absence status must submit the names of all students, including date and hours absent from campus, to the Campus Life Office no later than one week

prior to the date of the activity. YOU NEED TO CONTACT ME AHEAD OF TIME WHEN YOU WILL BE ABSENT! The Dean of Campus Life reviews and approves the request as appropriate and forwards the names for publication and distribution to all faculty through the TCU Weekly Bulletin. Faculty is required to permit students to make up work missed because of official university absences.

Serious illness or family emergencies may be verified by the Campus Life Office but are not considered official absences. Illnesses that will be verified are those involving hospitalization, or catastrophic accidents or illness. When a serious illness or emergency has been verified, each instructor should assist the student to make up any missed work. Time lost through such absences should NOT prejudice class standing. Faculty members should specify the appropriate time frame for making up missed work.

Academic Conduct Policy:

To encourage and preserve the honor and integrity of the academic community, TCU expects its students to maintain high standards of personal and scholarly conduct.

In instances of cheating during an exam, quiz, or other assignments, the instructor shall have the right to suspend the student(s) who is (are) cheating from further work on the exam, quiz, or assignment, and deny the student(s) credit for the exam or exercise.

All instructors or proctors retain the right to examine materials in the student's possession during quizzes and exams.

Academic Misconduct (Sec. 3.4 from the Student Handbook) –Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the Undergraduate Catalog. Specific examples include, but are not limited to:

Cheating

- Copying from another student's test paper, quiz, report, abstract, or any other application exercise
- Using, during a quiz or exam, material and/or devices not authorized by the instructor
- Collaborating with or seeking aid from another student during a test, quiz, or abstract without explicit permission
- Knowingly using, buying, selling, stealing, transporting, or soliciting, whether in its entirety or in part, the contents of a test or other assignment unauthorized for release
- Substituting for another student, or permitting another student to

substitute for oneself, to take a test or other assignment or make a presentation

Plagiarism: the appropriation, theft, purchase, or obtaining by any other means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit.

Collusion: the unauthorized collaboration with another in preparing work offered for credit.

Abuse of Resource Materials: Mutilating, destroying, concealing, or stealing such material.

Computer misuse: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

Fabrication and falsification: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.

Multiple submission: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

Complicity in academic misconduct: Helping another to commit an act of academic misconduct.

Bearing False Witness: Knowingly and falsely accusing another student of academic misconduct.

Statement on TCU's Discrimination Policy

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need. [Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint:](https://titleix.tcu.edu/title-ix/) <https://titleix.tcu.edu/title-ix/>.

Statement on Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office at (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](https://titleix.tcu.edu/student-toolkit/) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Statement of Disability Services at TCU:

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the [Coordinator of Student Disabilities Services in the Center for Academic Services](http://www.acs.tcu.edu/disability_services.asp) located in Sadler Hall, room 1010 or http://www.acs.tcu.edu/disability_services.asp. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations.

Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* [Guidelines for documentation](http://www.acs.tcu.edu/disability_documentation.asp) may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Netiquette: Communication Courtesy Code

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. This site provides [guidance on personal media accounts and sites](https://tinyurl.com/PersonalMedia) (<https://tinyurl.com/PersonalMedia>).

TCU Mission

To educate individuals to think and act as ethical leaders and responsible citizens in the global community

Campus Resources for Students:

Many resources exist on the TCU campus that may be helpful to students:

- Brown-Lupton Health Center (817-257-7863)
- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CDeX) (817-257-7350, Scharbauer 2003)
- Mary Coats Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Development Services (817-257-7855, BLUU 2003)
- TCU Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

Email Notification:

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Student Perception of Teaching (SPOT)

Towards the end of the term you will receive an email asking to complete your SPOT for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open.

Disclaimer

This syllabus represents current plans & objectives. Changes are not unusual & should be expected. Every effort will be made to communicate all changes in a clear & timely manner.