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Innovation

Syllabus: BUSN 7210X

Brooklyn College
School of Business
Graduate Program

professorbassell.com



❖ Instructor's Information

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- Portfolio: <http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>
- Course Website: **www.professorbassell.com**

❖ Required Materials

1: New Products Management

By Crawford and Di Benedetto
10th edition (2011)
McGraw Hill Publishers
ISBN: 978-0-07-340480-6

2: Interpretive Software Inc. ® NewShoes™

Register at www.interpretive.com/students using our COURSE ID **BROO13582**
After you register you will receive an email with your User ID and Password.

3: Harvard Business School Case Studies

Our BUSN 7210 custom course link is <https://cb.hbsp.harvard.edu/cbmp/access/20463898>

❖ Learning Goals

In this case study based graduate course we will

- 1) evaluate the function of concept generation, concept testing, sales forecasting, product design, product launch, branding, and market testing,
- 2) analyze and discuss consumer purchase motivations, purchase intent, brand preference, brand attitudes, brand awareness, satisfaction levels, and customer profiles development,
- 3) create a marketing plan, and
- 4) develop marketing models that predict consumer behavior.

❖ Basis for Judgment

Students will demonstrate an understanding of marketing concepts and the ability to apply the concepts by analyzing and evaluating case studies and simulation scenarios. The simulation is a learning-by-doing approach based on the 15 page case study that focuses on the marketing and promoting of a new line of athletic shoes. Students are required to **i)** evaluate the cases and simulation scenarios, **ii)** apply course concepts, **iii)** develop marketing models using market research data **iv)** formulate solutions, **v)** make recommendations, **vi)** justify their position, and **vii)** create a marketing plan.

❖ Demonstration of Achievement: Assurance of Learning

Exam 1	50% Chapters 1-11, 16 & 17	Oct 30 th	5pm @ Brooklyn College
Homework	40%		
Exam 2	10% Chapters 1-20	Dec 18 th	5pm @ Brooklyn College

❖ Suggested Reading

- *Brand Week*
- *Business Week*
- *Journal of Marketing Research*
- *Advertising Age*
- *Design News*
- *Product Design & Development*

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❖ **Learning Outcomes**

This graduate level course requires students to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **innovation and new product development**. At the conclusion of the course, students should be able to:

Create

- product innovation charters, product concepts, perceptual maps, brand hierarchies, and pre-launch and post-launch analysis,
- marketing plans, and
- marketing models that predict consumer behavior.

Evaluate

- new product alternatives and make recommendations, and
- the function of concept generation, concept testing, sales forecasting, product design, product launch, branding, and market testing.

Analyze, compare, and contrast

- new product situations, branding elements, and formulate solutions
- consumer purchase motivations, purchase intent, brand preference, brand attitudes, brand awareness, satisfaction levels, and customer profiles.

Apply, illustrate, and implement new product development concepts, models, and theories.

Understand and discuss opportunity identification, concept generation, concept evaluation, product development, and launch management.

Remember, explain, and contrast the stages of the product development process.

❖ **Video Lectures**

www.youtube.com/professorbassell

Click on the **MARKETING** playlist

Watch



YOUTUBE.COM/PROFESSORBASSELL

This syllabus is subject to change as necessary.

Assignments are due on BlackBoard at 10pm. **Late assignments will not be accepted.**

ASSIGNMENT SCHEDULE

Week	Date	Due @ 10pm	Required Reading Assignments
1	Aug 28 Wed	HW A	Chapters 1 & 2 : Strategy & The New Product Process: Levacor Simulation Year 1 : <i>Benchmark</i> Marketing Modeling
2	Sept 3 Tues	HW B	Chapter 3 : Opportunity Identification: Kellogg's Chapter 4 : Concept Generation: Aqua Fresh Simulation Year 2 : <i>Benchmark</i>
3	Sept 11 Wed	HW C	Chapters 16 & 17 : Launch Plans, Implementation, & Brands Simulation Year 3 : <i>Benchmark</i>
4	Sept 18 Wed	HW D	Chapter 5 : Customer Problems: Campbell's Chapter 6 : Perceptual Mapping: Dell Marketing Modeling
5	Sept 25 Wed	HW E	Chapter 7 : Analytical Attribute Approaches: Rubbermaid Chapter 8 : Concept Evaluation: Chipolte Marketing Modeling
6	Oct 2 Wed	HW F	Chapter 9 : Concept Testing: Nokia Simulation Year 1
7	Oct 9 Wed	HW G	Chapters 10 & 11 : Screening Concepts & Financial Analysis Simulation Year 2
8	Oct 16 Wed	HW H	Simulation Year 3
9	Oct 23 Wed	HW I	Simulation Year 4
10	Oct 30 Wed	Exam 1 There are no makeup exams	Chapters 1 – 11, 16 & 17 5 pm @ Brooklyn College If you miss the exam your grade in the course is an F.
11	Nov 6 Wed	HW J	Simulation Year 5
12	Nov 13 Wed	HW K	Simulation Year 6
13	Nov 20 Wed	HW L	Simulation Year 7
14	Nov 26 Tues	HW M	Chapters 12 & 13 : Product Protocol & Design: Gillette Simulation Year 8
15	Dec 4 Wed	HW N	Chapters 14 & 15 : Development Team & Product Use Tests Chapter 18 : Market Testing: Pepsi Simulation Year 9
16	Dec 11 Wed	HW O	Chapters 19 & 20 : Launch Mgmt. & Public Policy Issues Simulation Year 10
17	Dec 18 Wed	Exam 2	Chapters 1 - 20 5 pm @ Brooklyn College

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ASSIGNMENT SCHEDULE

For all assignments you must:

- + demonstrate your understanding by accurately explaining the relevant concepts,
- + use the facts in the case and the concepts in the book to draw conclusions,
- + demonstrate superior critical thinking skills,
- + apply the chapter concepts to the scenario correctly,
- + include facts from the scenario to support your position,
- + formulate solutions and make a recommendation regarding next steps.

The questions are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **innovation and new product development**.

1 Week 1 **Read:** Chapters 1 & 2

Levacor Case page 57 (Due by Wednesday, August 28th @ 10:00 pm)

- a. Explain fully how the Levacor / WorldHeart new product development process is the same or different (compare and contrast) to **one** of the phases of the new product development process discussed in Chapter 2. Use facts from the case to support your point of view.
- b. Imagine you are the team leader, identify and discuss potential problems the company might face at the time of launch and provide the rationale for your opinion.
- c. Formulate solutions to the above problems and describe what you recommend that company do next. Support your recommendation with relevant concepts from the textbook and your experience.

2 Week 2 **Read:** Chapters 3 & 4

Kellogg's Case page 86 (Due by Tuesday, September 3rd @ 10:00 pm)

Go to the Kellogg's website http://www.kelloggs.com/en_US/home.html

- a. For many years Kellogg's was the envy of other companies since it was the number-one cereal maker, but in 1999 that changed and General Mills, the archrival of Kellogg's, emerged as the number-one cereal maker. Discuss how the Kellogg's Product Innovation Charter has probably changed since 1999. Support your point of view with facts from the case, concepts from the textbook, and or the Kellogg's website.
- b. Imagine you are a new product development team leader at Kellogg's, describe a new product you recommend the company introduce and support your recommendation with relevant concepts from the textbook, facts from the case, and your experience. Indicate how it would be consistent with the Product Innovation Charter and identify any potential competitors or similar products that are already on the market.

The questions for the remaining assignments are on BlackBoard.

❖ **Simulation: New Product Development:** Athletic Shoe Industry

The simulation gives you the opportunity to **1)** lead an organization, **2)** apply knowledge and skills in a new and unfamiliar situation, **3)** adapt and innovate to solve problems, **4)** learn-by-doing, **5)** understand management issues from a global perspective. Each student is a marketing executive at a **shoe** company. For 10 simulated years you manage the marketing mix (4 P's) for your athletic shoe product line. Each year you make decisions regarding:

Marketing by Region

- Price
- Consumer Advertising Expenditures
- Consumer Sales Promotion Expenditures
- Personal Selling (# of sales representatives)
- Dealer Sales Promotion Expenditures

HANDS-ON EXPERIENCE
Experiential Learning
LEARNING-BY-DOING

Corporate

- Product Development Investment: Up to 10 new and improved shoe versions possible.
- Contract Bid

Market Research

- Your decisions should not be arbitrary! You **MUST** make decisions based on your analysis of the **market research reports** and by using the **decision analysis tools** contained in the simulation. Your decisions must demonstrate your understanding of course concepts and your ability to apply those concepts.

Your task is to increase revenue, unit sales, net profit, customer satisfaction, and market share in a competitive and changing environment. You must skillfully **create, communicate, and deliver value.**

Learning Objectives

The purpose of the simulation decisions and the marketing plan is to help you understand and apply different aspects of marketing and new product development including:

- Product:
 - Market Penetration, Market Development, New Products, & Diversification.
 - Multi-Product Branding, Multi-Branding, Private Branding
- Price:
 - Price Elasticity of Demand, Break-Even Analysis, Gross Margin Analysis
 - Demand, Cost, Profit, Competition Oriented Pricing Approaches
 - Demand Oriented examples: Penetration, Skimming, and Prestige Pricing
- Place:
 - Push vs Pull.
- Promotion:
 - Media Timing: Continuity, Pulsing, or Flighting
 - Mix: Advertising, Consumer & Dealer Sales Promotion, Personal Selling

Rubric for Evaluating Assignments

Criteria	A 90+	B 80+	C 70+	F
Quantity	500 words per question The amount of information provided demonstrates an excellent ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.	400 words per question The amount of information provided demonstrates a good ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.	250 words per question The amount of information provided demonstrates only a fair ability for creating, evaluating, analyzing, applying, understanding, and remembering the topics of the course.	Less than 250 words per question. Either the assignment was not submitted, or there is not enough detail to demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero.
Quality	Demonstrates an excellent understanding of the chapter concepts, explains effectively and accurately the relevant concepts, applies the chapter concepts properly to the case, recommends specific action, and includes facts from the case to support a main idea. Citations and examples were included as necessary.	Demonstrates a good understanding of the chapter concepts and often accurately and effectively explains the concepts, applies chapter concepts to the case, recommends next steps, and includes facts from the case to support a main idea. Citations and examples were usually included as necessary.	Demonstrates only a fair understanding of the chapter concepts and only a fair ability to apply the concepts. Concepts are not fully or accurately explained. Citations and examples were generally not included as necessary.	Either the assignment was not submitted, or the posting does not demonstrate an understanding of the concepts or the ability to apply the concepts or plagiarism is suspected and the grade is a zero. No recommendations or solutions formulated.
Relevance	Directly related to the case or chapter and is integrated with other postings.	Related to the case, but often not integrated well with other postings.	Somewhat related to the other postings and the case or chapter.	Not related to the assignment.
Manner	Very organized and has no spelling, punctuation, or grammatical errors.	Organized and usually has no spelling, punctuation, or grammatical errors	Disorganized and/or has many spelling and grammatical errors that makes it difficult to understand.	Very disorganized and has numerous spelling, punctuation, and grammatical errors.

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❖ **Methodology**

- **Textbook:** The textbook is required and an important tool used to expose students to important **innovation and new product development** concepts and topics. **You should read all the chapters in the book**, but some chapters will receive greater attention than others during the semester.
- **Case Studies:** The **application** of key **product and branding** concepts will be explored and students will be required to analyze **case studies**. **The answers are not in the cases or the textbook. You must use the facts in the case and the concepts in the book to draw conclusions and make recommendations.** The case studies are a great learning tool since they will help improve your understanding of the concepts and strengthen your critical reasoning skills. The questions are designed to give you the opportunity to 1) create, 2) evaluate, 3) analyze, 4) apply, 5) understand, and 6) remember information regarding **innovation and new product development**. You must give a **comprehensive explanation** using the criteria and components of the relevant concepts. Your answer must be persuasive and use the course concepts as a basis. **Each case study analysis should be a minimum of 2,500 words.** Each question requires a **minimum** response of 500 words, but there is no maximum number of words. If your posting is less than 500 words you might receive partial credit. The minimum is not equivalent to a grade of 100% and doing the minimum is not enough to get a grade of 100%. However, it is not just about the number of words posted. There are 4 criteria used to evaluate your posting 1) **Quantity**, 2) **Quality**, 3) **Relevance**, and 4) **Manner**.
- **Discussion Boards:** Discussion threads will post to the course online via Black Board. Students are required to enter the discussion board and post thoughtful comments. Comments should demonstrate an understanding of key course concepts, strong critical thinking skills, and a persuasive logic. You must make 4 posts: 1 main post that answers the questions and 3 subsequent posts regarding the postings of others on our team.
- **Video Segments:** There are some video segments posted on BlackBoard. Keep in mind the video lectures are for your benefit. These lectures close the gap between theoretical and practical. Do **not** just provide a list of topics discussed. You must provide a detailed explanation of the concepts and specific examples discussed in the lecture. Do **not** include related information from an online source. If you simply copy and paste 'stuff' from the internet your score is a zero. If this happens more than once your grade in the course is an F. However, if you want to include a link, chart, or information that is properly footnoted and include as an attachment at the end of your report I will review the information.

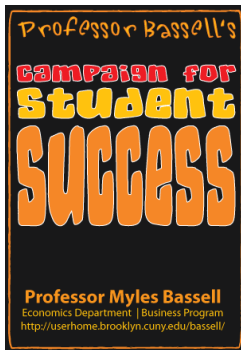
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❖ **My Goal**

My goal is for students to **L E A R N** ! It is all about you!

❖ **My Mission**

To help students achieve their educational and professional goals.



❖ **My Goals For You**

1. Increase Your **new product development** **knowledge and skills**
2. Improve Your ability to use computers and the Internet
3. Enhance Your ability to analyze and **solve problems**
4. Expand Your ability to find and use information on your own
5. Strengthen Your ability to **apply concepts** and skills
6. Fortify Your appreciation and sensitivity to ethical issues and diversity
7. Develop Your ability to express your ideas and **lead an organization**

❖ **My Dozen Objectives**

1. Distribute a written syllabus on or before the first day of class
2. Demonstrate my ability to organize materials for the class
3. Stimulate interest in the topic being studied
4. Generate effective class discussion
5. Communicate effectively and speak clearly
6. Encourage independent thinking and ethical behavior
7. Demonstrate openness to students' comments, questions, and viewpoints
8. Display an exceptional understanding of the course subject matter
9. Keep to the time and schedule requirements of the class
10. Provide students access to me outside of class and be available for Q&A
11. Clearly communicate course requirements and assignments
12. Promptly grade assignments

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❖ **Demonstration of Achievement:** Assurance of Learning

Exam 1 50% Chapters 1-11, 16 & 17 Oct 30th 5pm @ Brooklyn College
Homework 40%
Exam 2 10% Chapters 1-20 Dec 18th 5pm @ Brooklyn College

❖ **Grading Criteria :** Graduate Level

A	93% +	B-	80% - 82%
A-	90% - 92%	C+	76% - 79%
B+	86% - 89%	C	73% - 75%
B	83% - 85%	F	Below 73%

❖ **Exams**

- Please bring photo ID, a pen, and several #2 pencils with erasers
- There will be 4 different versions of the exam: pink, blue, green, and yellow.
- I can't answer any questions during the exam because it will disturb other students.
- There is **NO curve** in grading exams. There are **NO extra credit** assignments.
- There are no makeup exams. If you do not take the exam your score is a zero and your grade in the course is an F. Everyone must follow the rules below:
 - **You are not able to use any electronics during the exam.**
 - No cell phones, ipods, ipads, or any other device.
 - You must turn your phone completely **OFF** before the exam starts.
 - No talking or texting is permitted during the exam.
 - You can't leave the room during the exam.
 - You can't use notes or books.

Not following these exam rules may result in severe penalties including receiving an F in the course and being suspended from the college.

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❖ **Academic Integrity**

If an academic misconduct (for example: cheating on exams or papers, plagiarism...) occurs the instructor will impose the strongest sanctions that the University or College permits.

I encourage you to look at articles and/or resources from databases and/or on the Internet to find information regarding the case studies, discussion questions and/or other assignments. However, what you submit to me must be **your own work**. Direct quotations should be used very rarely and, when used, should be very short. You must **always indicate the sources used**. Students will not receive credit for answers on the different assignments that are mostly paraphrasing of other sources even if the sources are listed. Paraphrasing should be used very rarely and, when used, students must always indicate the sources used. There is no learning value for students to just quote and/or paraphrase parts of articles and/or resources found on the Internet or somewhere else.

If students use information from any source in an assignment and do not cite the source using quotation marks, this is plagiarism, which is a violation of academic integrity at Brooklyn College.

If I find evidence of plagiarism in an assignment, the student will receive a **score of zero** on this assignment. If I find again evidence of plagiarism in another assignment from the same student, this student will receive a **failing grade in the class**.

Furthermore, if a student plagiarizes and/or cheats I am required to report it to the Committee on Academic Integrity. This Committee may then decide to suspend or expel the student.

WARNING: The book is an important resource for this course and you must use it to answer the questions. The information needed to answer the questions is contained in the readings and should be the basis for your critical analysis. You are expected to draw conclusions and make recommendations based on the information in the case and the concepts explained in the chapters. Do NOT use other sources unless you properly cite them.

If you copy and paste information from the internet and/or do not cite your sources your grade on the assignment is a **zero**. That is cheating and plagiarism. If you plagiarize a second assignment your course grade is an **F**.

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Code of Conduct

This Code of Conduct highlights and supplements, but does not replace the Code of Conduct issued by Brooklyn College and/or The City University of New York (C.U.N.Y.). The goal of this code is to maximize the classroom experience for all.

Your course grade is in part a function of your:

1. exam, project, and quiz results
2. level of participation
 - a. projecting a positive attitude
 - b. making intelligent and relevant remarks on discussion board
3. accurate completion and timely submission of assignments

There are other factors that can have a significant impact on your course grade and they include:

- Cheating / Plagiarism
 - (phones, ipods, pda's, blackberry's, treo, and other devices are **NOT** allowed during any exam)
- **Disruptive Behavior**
 - Rudeness
 - Disrespect
 - Lateness
 - Interrupting the lecture
- **Frequent absence**
- Signing the attendance sheet and leaving OR signing for someone else
- **Failure to turn off electronic devices** (cell, phones, pagers etc)

"The faculty and administration of Brooklyn College support **an environment free from cheating and plagiarism.**

Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for implementing that policy can be found at this site: <http://www.brooklyn.cuny.edu/bc/policies>."

All students should read carefully and thoroughly the 2012-2013 Brooklyn College Bulletin, especially pp. 25-39 for a complete listing of academic regulations of the College.

http://www.brooklyn.cuny.edu/web/off_registrar/121024_2012-13_Graduate_Bulletin.pdf

Penalties

Violation of this Code of Conduct and other rules of Brooklyn College and C.U.N.Y. can result in:

- Lowering your course grade one full letter per offense
- Receiving an F or failing grade for the course
- Being suspended or expelled from the college or university

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❖ **Disability-Related Accommodations**

In order to receive disability-related academic accommodations students must first be registered with the Center for Student Disability Services. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability Services please provide your professor with the course accommodation form and discuss your specific accommodation with him/her.

❖ **Absence for Religious Reasons**

You are not required to attend a class meeting if it interferes with your religious observance. However, being absent does not excuse you from submitting or completing any assignments that are due. The state law regarding non-attendance because of religious beliefs can be found in the Brooklyn College Bulletin. http://www.brooklyn.cuny.edu/pub/documents/grad_bulletin_11.pdf

❖ **Important Dates on the College Calendar**

Wednesday, August 28 **First day of classes**

Monday, September 2 **Labor Day: College Closed**

Tuesday, September 17 **Last day to drop a course without a grade**

Wednesday, September 18 First day to apply for **W grade***

Monday, October 14 Columbus Day—**College Closed**

Tuesday, October 15 Conversion Day: Classes follow a **Monday schedule**

Friday, November 8 **Last day to apply for withdrawal (i.e., W grade) from courses***

Monday, December 16 **Reading Day**

Tuesday December 17 – Monday, December 23 **Graduate students: Last Classes or Final Examinations**

*When you DROP a course, it will not appear on your transcript. When you WITHDRAW from a course, a W will appear on your transcript, but it does not count in your GPA. If a student withdraws or drops a course during the first week of class they are 25% liable for tuition, the second week of class 50% liable, the third week of class 75%, and the 4th week of class or thereafter there is a 100% tuition liability.

Professor Bassell

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❖ General

This is a graduate course. I developed a roadmap that will enable us to successfully cover the course materials. Late assignments will not be accepted. If you do not complete an assignment your grade for that assignment is a zero. The due dates are set to help you manage the workload and be successful in the course. University-wide the **ABS grade** designation is no longer in use. Students are not entitled to an INC grade and it is at the faculty member's discretion. I will not issue an **INC grade** since I do not believe that is in your best interest. Campus wide it has been found that almost always the student does not complete the work required by the college's deadline and the computer automatically turns the INC into an F. If necessary you can drop the course with a W grade.

However, I designed the course to be meaningful, but also manageable. I know that many of you work, have families, and are taking other courses. I am very confident that you will be able to meet the course requirements. **You can do it! Yes you can! Let me know what I can do to help you be successful.**

**** Your responses to each question must be detailed and demonstrate your understanding of the key concepts in the chapter. You must be able to demonstrate your ability to apply the chapter concepts to the case studies. If you use key terms in your response please define the terms and explain how they are applicable to the case. I know what the terms mean, but for you to get full credit you need to convince me that you know what the terms mean. :-)

Do not email me your case study analysis.
Post your assignments to BlackBoard.

Case Study Analysis

You must:

- + demonstrate your understanding of the chapter concepts
- + **explain the relevant concepts correctly**
- + apply the chapter concepts to the case, and
- + **include facts from the case to support your position**

*** Type your responses in WORD and save to your computer or flash drive so that you can review your case studies for the exam. Copy and paste your responses to the BlackBoard blog for the assignment by **10 pm** on the due date. Each assignment has a separate blog link. After the due date you will no longer be able to post to blackboard.

❖ Media Players

To make the course more interactive and interesting I also posted a short video for each case. For your convenience I posted two different file types for each video case.

VLC Media Player can play Flash (flv) and Mpeg 4 (mpg) video files.

Download free VLC Media Player at the link below

<http://www.videolan.org/vlc/>

Quick Time also can play Mpeg 4 (mpg) video files

<http://www.apple.com/quicktime/download/>

Windows Media Player can play Windows Media Video (wmv) files

Download free Windows Media Player at the link below

<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

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This will be a fun semester ! I am looking forward to being your coach !

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- Office Location: 216 Whitehead Hall
- Virtual Office Hours: 24/7 **Email** / Instant Message / **Text Message** / Phone
- Profile **http://www.brooklyn.cuny.edu/pub/Faculty_Details5.jsp?faculty=379**
- Teaching Portfolio <http://userhome.brooklyn.cuny.edu/bassell/teachingportfolio>
- Course Website www.professorbassell.com



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Bibliography

Bloom, Benjamin. *Taxonomy of Educational Objectives: The Classification of Educational Goals; Handbook I: Cognitive Domain*. New York: Longman Group, 1956. Print.

The Association to Advance Collegiate Schools of Business (AACSB) 2012. Assurance of Learning. Retrieved January 15, 2012, from http://www.aacsb.edu/accreditation/business/standards/aol/defining_aol.asp