

Course Syllabus

Course Information

<i>Course Number/Section</i>	BA4305-501
<i>Course Title</i>	Strategic Management
<i>Term</i>	Spring 2010
<i>Days & Times</i>	Tuesday/Thursday 5:30pm – 6:45pm in SOM 2.115

Professor Contact Information

<i>Professor</i>	Daniel C. Bochsler, Senior Lecturer
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<i>Email Address</i>	dan.bochsler@utdallas.edu
<i>Office Location</i>	SOM 4.208
<i>Office Hours</i>	Tuesday & Thursday 4:00pm – 5:30pm
<i>Other Information</i>	Please email me via eLearning system

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Co-requisite: BA 4371

Prerequisites: BA 3341, BA 3351, BA 3352, BA 3361 and BA 3365.

Course Description

This is a capstone-level course requiring integration of all fields of business. Students will draw upon their broadened awareness of various environmental influences (social and political) to solve business problems. Management alternatives will be examined with an ethical perspective relating policy trends to the strategic planning mode.

The Strategic Management course has been designated a capstone course in business at the University of Texas at Dallas. The purpose of a capstone course is to integrate the learning achieved in individual business courses taken to earn a business degree. The knowledge acquired in finance, accounting, operations, MIS, marketing, and organizational behavior classes will be utilized to study the strategic management of the firm as well as the responsibilities of the general manager. Students will participate in a simulation that requires taking into account multiple decision-making factors while balancing all sectors of the firm's environment. This is an extremely intense course, which requires a substantial time commitment.

Student Learning Objectives/Outcomes

By the end of the course, students should have a holistic view of strategic management and sensitivity to the issues all strategic managers must deal with. To this end, specific course objectives are:

- 1) Students will be able to complete an external and internal analysis of a firm.
- 2) Students will be able to identify the strategic problems of a firm.
- 3) Students will be able to develop solutions to a firm's strategic issues.
- 4) Students will be able to integrate skills acquired in finance, accounting, marketing, MIS and other courses to create a successful firm strategy.

Required Textbooks and Materials

Required Texts

G.G. Dess, G.T. Lumpkin, and A.B. Eisner. *Strategic Management Theory. Text and cases*. 2010. 5th Edition, McGraw-Hill Irwin.

Required Materials

1. Management Simulations (Smith, D.C.). CAPSTONE and Comp-XM. (Team Member Guide is distributed in class). You are required to register at <http://www.capsim.com> for the simulation. The Industry ID for this class is: C34404_000. With questions regarding the technical aspects of the simulation, please call the following toll free number during working hours: 877-477-8787.
2. Use the website http://www.umuc.edu/prog/ugp/ewp_writingcenter/modules/plagiarism/start.html to complete your plagiarism tutorial and quiz, due with your first individual case paper.
3. Refer to the MLA style guide at <http://owl.english.purdue.edu/owl/resource/557/01/> to write your individual case papers.
4. eLearning will be used throughout the semester. eLearning allows you to receive information from instructors and monitor your grades. Be sure that your grades have been recorded correctly. Report any discrepancies within THREE WEEKS of the day the grade was posted.
5. Use the website: <http://owl.english.purdue.edu/owl/resource/614/01/> to refer to the MLA annotated bibliography guide.
6. Bring a new, unused blue book document to each exam.

Suggested Course Materials

Suggested periodical sources and references you may find helpful during the course (optional):

BusinessWeek (www.businessweek.com)

The Wall Street Journal (www.wsj.com)

Forbes (www.forbes.com)

Fortune (www.fortune.com)

Fast Company (www.fastcompany.com)

Bloomberg (www.bloomberg.com)

Business Wire (www.businesswire.com)

Range of journals through McDermott Library (www.utdallas.edu/library/resources/journals.htm)

Assignments & Academic Calendar

The following course schedule provides a detailed checklist of topics and assignments by week. This course outline provides a general plan for the course. The Instructor reserves the right to make periodic changes to content, requirements, and schedule. Notice that there may be times when you have more than one assignment due on a particular day. You will need to plan ahead so that you do not fall behind or miss a grade. Readings and assignments are to be completed before class. All assignments are due at the beginning of the assigned class period.

Topics, Reading Assignments, Due Dates, Exam Dates

Date	Topic	Reading/Case Discussion	Assignments Due
1/12 (2010)	Course Introduction, Requirements, Intro to Capstone. Simulation	Syllabus	
1/14			<ul style="list-style-type: none"> • Read Capstone Student guide • Be registered for simulation exercise • View & complete plagiarism quiz • Print Capstone Courier
1/19	Strategic Management	Chapter 1 Case #1: Robin Hood	
1/21			<ul style="list-style-type: none"> • Prepare case #1 discussion questions
1/26	Simulation Practice		
1/28	Library Presentation		
2/2	External Environment	Chapter 2 Case #35*: Nintendo Wii Work: 2/2-2/16 Cost Leadership with Product Lifecycle Focus: simulation *: case video on eLearning	
2/4			<ul style="list-style-type: none"> • Prepare case #35 discussion questions
2/9	Internal Environment	Chapter 3 Case #17: Pixar	
2/11			<ul style="list-style-type: none"> • Prepare case #17 discussion questions
2/16	Intellectual Assets	Chapter 4 Case #23*: Apple *: case video on eLearning	
2/18			<ul style="list-style-type: none"> • Prepare case #23 discussion questions
2/23	Strategic Leadership & Ethics	Chapter 11 Case #3: Skeleton Work: 2/23-3/6 Differentiation with Product Lifecycle Focus: simulation	<ul style="list-style-type: none"> • Individual Case: #40* FreshDirect due; *: case video on eLearning
2/25			<ul style="list-style-type: none"> • Prepare case #3 discussion questions
3/2	Exam #1		
3/4	Business Level Strategy	Chapter 5 Case #26*: Jet Blue *: case video on eLearning	<ul style="list-style-type: none"> • Capstone: Cost Leadership strategy paper due • Prepare case #26 discussion questions

Exam #2	10%
Annotated Bibliography	15%
Individual Written Case analysis #1:	10%
Individual Written Case analysis #2:	10%
Capstone Paper #1:	5%
Capstone Paper #2:	5%
Capstone Paper #3:	5%
Comp-XM:	15%
Attendance/Participation	10%
Case discussion question summary	5%
	100%

You are expected to read each assigned chapter and case study. Exams will assume you have read the chapters, and quality of your class participation will depend on it. The Instructor will not cover all elements of a chapter during lectures. Grades will be assigned according to the following scale:

Points	Grade	Points	Grade
>=97 – 100	A+	>=74 – <77	C
>=94 – <97	A	>=70 – <74	C-
>=90 – <94	A-	>=67 – <70	D+
>=87 – <90	B+	>=64 – <67	D
>=84 – <87	B	>=60 – <64	D-
>=80 – <84	B-	Less than 60	F
>=77 – <80	C+		

Course Policies

General Course Format

The structure of this course will be a combination of lectures, discussions, short videos, case analysis, and simulation exercises. The Tuesday class will generally be designated as a lecture and/or discussions sessions according to the course assignments and academic calendar; the purpose being to equip the student with models, frameworks, approaches and raise student awareness of the issues associated with each topic. Classes will be interactive, and drawing on each everyone's experiences and perspectives as much as possible. Thursday classes will generally be designated for case discussions, analyses, and/or simulations. Usually, the cases used apply the concepts and approaches covered in the Tuesday class and textbook.

eLearning

You will need to sign up for an eLearning account for use during this class. This will be the method of communication that I will use to post class related announcements, class support information including syllabus, and class session related study items and assignments. Direct any email communication to me through eLearning. A University policy to protect student privacy directs that faculty are not required to answer student emails unless they are from a UTD account. This means that I will not respond to emails unless they come through eLearning. You should be able to access eLearning with your UTD ID and password. Call computer

services at (972)-883-2911 if you need assistance, and view UTD website resources to become familiar with the eLearning system.

Preparation for and Discussion during Class

Class discussion will take place against a background of conceptual material that is acquired through assigned textbook reading, selected case studies, and brief lectures which are listed in the course outline.

Do not be discouraged by some technicalities you may encounter in readings and cases. The Instructor will not hold you responsible for knowing the history of a particular industry, nor for having studied the research issues. So, skip the technicalities and simply ask yourself what the key insights and findings of each reading and case are. Write these down. Try to relate them to the case for the day. But, more importantly, try to relate them to the key ideas of other readings in the course.

The course may have a mixture of mostly new and a few "classic" cases. The latter ones offer the opportunity to discuss fundamental and timeless issues and challenges faced by companies. Please study them in that spirit and do not dismiss them out of hand simply because they seem "old." Ask yourself - as we will in class - What can I learn from this situation that is relevant to companies that I am interested in today?

In a typical class, I will ask one or more participants to start the class by answering a specific question. Anyone who has thoroughly prepared the case with written conclusions should be able to handle such a lead-off assignment. After a few minutes of initial analysis, we will open the discussion to the rest of the class. As a group, we will then build a complete analysis of the situation and address the problems and issues presented in the case. We will also spend time discussing the implementation of those recommendations.

Most general managers spend very little time reading, and even less time writing reports. The vast majority of their interactions with others are verbal. For this reason, the development of verbal skills is included in this class. The classroom should be considered a laboratory in which you can test your ability to convince your peers of the correctness of your approach to complex problems and of your ability to achieve the desired results through the use of that approach. Some of the things that have an impact on effective class participation are the following:

- - Is the participant a good listener?
- - Is the participant willing to interact with other class members?
- - Are the points that are made relevant to the discussion? Are they linked to the comments of others?
- - Do the comments add to our understanding of the situation?
- - Does the participant distinguish among different kinds of data (i.e., facts, opinions, beliefs, concepts, etc.)?
- - Is there a willingness to test new ideas, or are all comments "safe"? For example, repetition of case facts without analysis and conclusions is of little value.

Case Discussion Question Summary

Each week that a case is assigned for discussion, you should first read the textbook chapter and then the case. You should prepare a written 1 page case summary. This summary may be collected during any associated case period. Of the 11 discussion cases to be covered during the course, the Instructor will randomly collect the 1 page written summary from ALL students during any 5 class periods; each submission will serve as 1 percentage point of your case

discussion question summary grade. This prep will aid in getting your thoughts organized for class discussions. And, each student has experiences that will enrich the topics and direction of discussion in this course. Follow this outline:

- 1) Prepare answers/comments for the referenced case questions (see this Syllabus for questions).
- 2) Also, include a short, bulleted list of your own perspectives and opinions about the case.

The assignments for a class should be prepared in advance of that class. These require the identification of key issues, problems, and opportunities; the articulation and evaluation of alternative approaches to deal with the identified problems; the selection of a preferred strategy; and the formulation of a concrete action plan to implement the strategy. From the comparison in class of different approaches, we intend to highlight the nature of the tradeoffs, the importance of assumptions, personal values and orientations in the decision-making process, and the usefulness and limitations of an informed, analytical approach.

Annotated Bibliography

The annotated bibliography is to consist of detailed summary, review and reporting on 10 articles dealing with some topical aspect of strategic management (see syllabus topic list and choose one that interests you). Each student is to prepare a minimum of 1 and maximum of 3 pages per article; Use the MLA Annotated bibliography reference above for format information, with the exception that your work should be single spaced. Your sources should come from a variety of periodicals (not just those listed above), and NONE may come from internet sources – you must use published business periodicals that give you a “flavor” of the current events going on in the business world related to your topic.

Missed Classes

It is the individual student's responsibility to acquire missed lecture notes, assignments, handouts and announcements from a class member – not the Instructor. Each student is responsible for ALL information given in class. This includes any changes to the syllabus, content and format of exams, and details given regarding assignments.

Exams

Exams will consist of a mix of short answer and essay. You are expected to read each assigned chapter and case study. Exams will assume you have read the chapters and cases, attended class for videos and discussions; the quality of your class performance will depend on it. The Instructor will not cover all elements of a chapter during lectures.

Make-up exams

There will be no makeup quizzes or exams.

Extra Credit

There will be no extra credit.

Assignment Submission

A soft copy of each case report should be uploaded to the respective assignments link on eLearning before class. A hardcopy of the written case report must also be submitted at the beginning of class on the day the relevant case is due.

CAPSIM Support

Each student is expected to carefully read the manual and consult CAPSIM support 877-477-8787 regarding all technical aspects of the simulation.

Late Work

Late assignments will not be accepted.

Attendance/Participation

You are required to attend class. This course is your course – your input will determine your outcomes. There will be a sign-in sheet at each class period. It will be distributed randomly during the class period. If you missed the sign-in sheet because you either came late or left early, you may forfeit the attendance grade for that period. You are allowed 4 excused absences. After that, each absence results in a reduction of 1% of your total grade. However, from time to time, it may be necessary to miss a class due to illness or personal business. Please let me know in advance. Keep in mind that written assignments must be emailed by or before the due date, regardless.

Classroom Citizenship

Students are expected to behave professionally as college learners, and not distract others or interfere with their learning. Remember:

- Silence all cell phones and pagers.
- No talking amongst yourselves.
- Avoid text messaging or laptop email in class; none will be allowed during exams.
- Take good notes
- Arrive on time, and don't leave early.
- Respect all opinions and cultures in class. You are expected to be open minded and willing to learn and experience. The class will not be a forum for any student to personally advance any cultural, religious, or political viewpoint beyond the scope of the material considered pertinent to the course.

Individual Case Analysis Paper Assignments

You are assigned 2 of the cases from the text. Each paper must be a minimum of 6 pages of text, not counting exhibits; while text may contain embedded exhibits for portions of pages, do not attempt to ignore the content requirements stated here. Each case will also have its own specific topical requirements, as listed below. You must submit a hard copy of each case paper PLUS upload it to the [turn-it-in](#) link in eLearning.

Case analysis paper format & rules:

- 1) You must follow the requirements. This assignment involves the ANALYSIS PROCESS.
- 2) For each paper you will be turning in a hard copy as well as uploading to turn-it-in.
- 3) Late papers will not be accepted.
- 4) Use the MLA Handbook and follow the rules of format for papers regarding spacing, headers, references, citations, etc.
- 5) You will use each textbook case as a starting point, then update with fresh information through research.
- 6) You must list references – Your Instructor expects you to go to the library for sources. The Internet may be used but only along with other sources. If your paper has only Internet sources, it is an automatic zero! This includes Wikipedia.

- 7) Word processing programs have spelling and grammar checking capabilities – use them!
- 8) Visit the Writing Lab if you need – they are extremely helpful.
- 9) Incorporate into your case analysis various details of the following topical requirements:

Individual Case Paper #1: Case #40 FreshDirect

Your analysis should include internal environment, external environment, and competition focus, incorporating into your analysis the following questions:

- a) What were key external forces in the general and industry environments that affected FreshDirect?
- b) What internal situations, resources and assets did FreshDirect have that gave it a competitive advantage?
- c) How did FreshDirect compete?

Individual Case Paper #2: Case #7 Automation Consulting Services

Your analysis should include strategic problem and recommended solutions focus, while taking into consideration some issues of structure, control systems, leadership, entrepreneurship and/or innovation.

Capstone Simulation

The Capstone simulation will be conducted with students working singly that will represent separate firms within an industry. Every firm begins from the same starting point, but will compete based on various decisions made. We will begin with some practice rounds first against the computer. Then we will run with specific strategies for each round. As the simulation continues, each firm will keep a record of decisions made, and the specific strategic reasons for those decisions. Simulations are fun, but take the competition seriously – there are winners and losers in this game.

We will run a series of 3 separate simulations of 4 rounds, each using a different strategy. You will be playing against the computer. Notice that after each deadline, the simulation will be reset for the next strategy. You may work at a faster pace & request an earlier reset. When each simulation ends, each firm will prepare a report (to be approximately 3 double-spaced, typed pages of text PLUS tables) that outlines actions taken throughout the 4 rounds of the simulation. The report should include at a minimum:

- 1) A competitive analysis – what generic strategies did the competing firms follow?
- 2) A financial analysis of your firm including benchmarking.
- 3) Evaluation of the firm's successes and failures. What decisions were correct? What should have been done differently? Explain.

These 3 sets of simulation rounds will prepare you for the COMP-XM, which will occur during the last weeks of the semester. Each student will play rounds against the computer, based on their most successful earlier experience with the simulation. COMP-XM also includes a series of questions based on the simulation results. You will receive a grade for the COMP-XM itself.

Discussion Case Preparation Questions:

Use the following questions as you prepare your discussion case summaries:

Case #1: Robin Hood

- a) What is strategy?
- b) What strategic problems does Robin Hood have?
- c) What is the role of the organizational leader as strategist and articulator of global goals?
- d) What are some issues in this organization's external environment?
- e) What is the relationship of the organization's internal structure to its environment?
- f) How do group values or culture influence strategy making?
- g) What strategy can Robin Hood implement?

Case #35: Nintendo Wii

- a) What were key forces in the general and industry environments that affected Nintendo's choice of strategy?
- b) What internal resources and assets did Nintendo have that gave it a competitive advantage?
- c) How did Nintendo compete?
- d) What innovations and entrepreneurial strategies did Nintendo utilize to craft a competitive advantage?

Case #17: Pixar

- a) How does Pixar use strategic management?
- b) What elements in the external environment might affect Pixar's strategy?
- c) What key internal resources does Pixar have that might help it support its competitive strategy?
- d) What is Pixar's competitive strategy, and what is the basis of Pixar's competitive advantage?
- e) How has strategic leadership and the management of innovation helped Pixar sustain its competitive edge? What challenges remain for Catmull and Lasseter?

Case #23: Apple

- a) What are key forces in the general and industry environments that affect Apple's choice of strategy?
- b) What internal resources and assets does Apple have that may give it a competitive advantage?
- c) What are Apple's core competencies? How should Apple compete?
- d) What is Steve Jobs' role in Apple's strategic management?

Case #3: Skeleton

- a) What is the leader's role in creating and maintaining an ethical organization? What actions should Hap take to resolve his ethical dilemma?
- b) What options does CEO Hap Parker have for managing public perceptions of the firm?
- c) What obligations does the CEO, in this case Hap Parker, have to a corporation's multiple stakeholders?
- d) What is the relationship in this case between intellectual property rights and the continuing development of new products? Is GPC's success solely based on the patent or on what Hudson Parker did to encourage ongoing innovation?

Case #26: JetBlue

- a) What are key forces in the general and industry environments that affect JetBlue's choice of strategy?
- b) What internal resources and assets does JetBlue have that may give it a competitive advantage?
- c) What are the components of JetBlue's competitive advantage, and what are the merits and demerits of these components? Is JetBlue's competitive advantage sustainable?

Case #36: Ford

- a) What are key forces in the general and industry environments that affect Ford's choice of strategy?
- b) What internal resources and assets does Ford have that may give it a competitive advantage?
- c) How should Ford compete?
- d) What has Mulally done to implement strategy, and what challenges remain?

Case #20: Lenovo

- a) Why did Lenovo pursue the acquisition of IBM's PC Division?
- b) What problems did Lenovo face regarding post-merger integration?
- c) What international strategy did Lenovo adopt, and what challenges remain in the global market for Lenovo products?

Case #8: Enron

- a) Ethics comes from the top of the organization. Enron's code of ethics was based on four attributes: respect, integrity, communications, and excellence. Were the actions of Enron's senior management and Board of Directors consistent with the code? Was the problem systemic, or just a few "bad apples"?
- b) What was the culture at Enron? How did the culture impact unethical activities at Enron?
- c) Comment on Enron's attempt to change itself from a "hard assets" company to a "new economy" company, based on financial services. To what degree can "creative application" of financial or accounting policies and procedures affect business results?
- d) Provide a stakeholder analysis of those affected by the Enron bankruptcy. What alternatives are present to prevent or lessen these sorts of events? How effective are external regulations in constraining corporate malfeasance?

Case #18: Johnson & Johnson

- a) What corporate strategy does Johnson & Johnson pursue?
- b) What implications does Johnson & Johnson's corporate strategy have for its organizational design?
- c) Why is synergy important for Johnson & Johnson, and what has CEO Weldon done to foster synergy?
- d) As a leader, what has Weldon done to spur innovation?

Case #29: Keurig Coffee

- a) What core competency could Keurig utilize as it transitioned its strategy from a technology to a market-driven company?
- b) What implications does Keurig's change in corporate strategy have for its approach to innovation, and how should this innovation and change be managed?

Technical Support

If you experience any problems with your UTD account you may send an email to: assist@utdallas.edu or call the UTD Computer Helpdesk at 972-883-2911.

Field Trip Policies / Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD printed publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Series 50000, Board of Regents, The University of Texas System*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at <http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html>

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic Dishonesty, any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another

person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UT Dallas student, you are required to follow the institution's copyright policy (Policy Memorandum 84-1.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not

resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities equal educational opportunities. Disability Services provides students with a documented letter to present to the faculty members to verify that the student has a disability and needs accommodations. This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. It is the student's responsibility to notify his or her professors of the need for accommodation. If accommodations are granted for testing accommodations, the student should remind the instructor five days before the exam of any testing accommodations that will be needed. Disability Services is located in Room 1.610 in the Student Union. Office hours are Monday – Thursday, 8:30 a.m. to 6:30 p.m., and Friday 8:30 a.m. to 5:00 p.m. You may reach Disability Services at (972) 883-2098.

Guidelines for documentation are located on the Disability Services website at <http://www.utdallas.edu/disability/documentation/index.html>

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

These descriptions and timelines are subject to change at the discretion of the Professor.