The University of Texas at Dallas
Naveen Jindal School of Management
Global Leadership Executive MBA

FALL 2015 COURSE SYLLABUS

COURSE INFORMATION

Number & Section	MIS 6204.GW1
Title	IT and MIS Fundamentals
Term	Fall 2015
Dates	Retreat: Wednesday, August 26, 2015 (8 AM) and August 29, 2015 (1 PM)
	eLearning: Monday, October 19 – Sunday, December 13, 2014

PROFESSOR INFORMATION

Professor	Dr. Kelly Slaughter
Email address	kelly.slaughter@utdallas.edu
Office Location	JSOM 2.703
Online Office Hours	Please email professor to set up appointment
Office Phone Number	972-883-4755
Website	http://jindal.utdallas.edu/faculty/kelly-slaughter

COURSE PRE-REQUISITES, CO-REQUISITES, AND/OR OTHER RESTRICTIONS

None

COURSE DESCRIPTION

MIS 6204 is designed to introduce information system concepts that will allow non IT professional to better understand current IT issues and opportunities and thereby work with IT more effectively to advance organizational goals. For the IT professional, the class should serve as a useful survey course.

STUDENT LEARNING OBJECTIVES/OUTCOMES

Learning Goals
- Explain the role of IT as a strategic business transformation tool
- Understand the challenges and opportunities of the CIO and the IT department
- Support the analysis of business challenges via decision support approaches
- Describe contemporary IT issues

Learning Outcomes
- Students can effectively apply strategic principles as they relate to IT to their professional context
- Students can identify opportunities to apply decision support principles to specific business opportunities
- Students are 'conversant' in contemporary IT trends and suggest how such trends impact their organization

REQUIRED TEXTBOOKS AND MATERIALS

Required Text: None

Readings: All case studies and other readings are available on eLearning.

Other Materials: PowerPoint slides and lecture recordings are available on eLearning.

ASSIGNMENTS AND ACADEMIC CALENDAR

Retreat Class	Wednesday, August 26, 2015 (AM Session)
Topics	**IT and Strategic Alignment, Role of CIO and IT Department**
Lectures	Material will be presented at the retreat.
Readings Note: Readings without hyperlinks are stored in PDF form on eLearning.	**IT Strategic Alignment** ** Elevating Technology on the Boardroom Agenda*, Bloch, M., Brown, B., Sikes, J., McKinsey Quarterly Issue 1, 2013, pp. 99-103 www.mckinsey.com/insights/business_technology/elevating_technology_on_the_boardroom_agenda ** KLM's Enterprise Governance of IT Journey: From Managing IT Costs to Managing Business Value*, Haes, S.D., Gemke, D., Thorp, J., and Grembergen, W.V., MISQE 10(3), September 2011, pp. 109-119 *Building a Capability-Driven IT Organization,* Stettler, E., Agrawal, S., Duggirala, R., Cheung, K., AT Kearney Ideas and Insights, 2011, www.atkearney.com/paper/-/asset_publisher/dVxv4Hz2h8bS/content/building-a-capability-driven-it-organization/10192 *Corporate Governance of IT: A Framework for Development*, Raghupathi, W., CACM 50(8), August 2007 *Roadmap to Relevance*, Alvarez, E. and Raghavan, S., Booz and Company, strategy+business, Issue 61, Winter 2010, www.strategy-business.com/article/10404?gko=2a3ae *Strategy by Design*, Trepant, H. and Newman, D., Booz and Company, strategy+business, Issue 60, Autumn 2010, www.strategy-business.com/article/00035?gko=7c4cc *Teaming Up to Crack Innovation and Enterprise Integration*, Cash, J.I., Earl, M.J., and Morison, R., HBR, November 2008, hbr.org/2008/11/teaming-up-to-crack-innovation-and-enterprise-integration *Well-Tailored IT*, Burns P. Hovenden, D., and Johnson, M. Booz & Company, strategy+business, Issue 70, Spring 2013, www.strategy-business.com/article/00159?gko=41186

	Role of CIO and IT Department * *The Emerging CIO Role of Business Technology Strategist*, Carter, M., Grover, V., Bennett, J. MISQE 10(1), March 2011, pp. 19-29 * *Winning with IT in Consumer Packaged Goods: Seven Trends Transforming the Role of the CIO*, Chandrasekaran, S., Levin, R., Patel, H. and Roberts, R., McKinsey & Company Insights and Publications, March 2013, www.mckinsey.com/insights/business_technology/winning_with_it_in_consumer_packaged_goods_seven_trends_transforming_the_role_of_the_cio *The Enterprise Capability Organization: A Future for IT*, McDonalod, M.P., MISQE 6(3), September 2007, pp. 179 – 192 *The Future of the CIO in a Digital Economy*, Weill, P. and Woerner, S.L. MISQE 12(2), June 2013, pp. 65-75 *Helping the CIO Lead*, Cooke, M. and Baker, E., Booz and Company, strategy + business, 12/13/2010, www.strategy-business.com/article/00055?gko=ebedc
Discussion Forum	None
Plan ahead	Group project due on Saturday, December 2nd no later than 11:59PM CST (with presentation for December 3rd web conference)
Retreat Class	**Saturday, August 29, 2015 (PM Session)**
Topics	**Data Visualization - Tableau**
Lectures	Material will be presented at the retreat.
Readings	None
Discussion Forum	None
Plan ahead	Individual Tableau assignment due on October 31st, no later than 11:59PM CST
Weeks 1/2	**Weeks of October 19th & 26th**
Topic	Decision Support
Lectures	Available on eLearning
Readings Note: Readings without hyperlinks are stored in PDF form on eLearning.	* *Finding Value in the Information Explosion*, Beath, C., Becerra-Fernandez, I., Ross, J. and Short, J., MIT Sloan Management Review, Summer 2012, June 19th, sloanreview.mit.edu/article/finding-value-in-the-information-explosion * *An Overview of BI Technology*, Chaudhuri, S., Umeshwar, D., and Narasayya, V. CACM 54(8), August 2011, pp. 88 - 98 * *Why IT Fumbles Analytics*, Marchand, D.A. and Peppard, J., HBR, January-February 2013, hbr.org/2013/01/why-it-fumbles-analytics * *The Algorithm That Tells the Boss Who Might Quit*, Silverman, R.E. and Waller, N., Wall Street Journal, March 13, 2015, www.wsj.com/articles/the-algorithm-that-tells-the-boss-who-might-quit-1426287935

	* *Big Data: Are We Making a Big Mistake*, Harford, T., Financial Times, March 28, 2014, www.ft.com/cms/s/2/21a6e7d8-b479-11e3-a09a-00144feabdc0.html *The ABC's of Analytics*, Meer, D., Booz and Co. strategy+business, Issue 70, Spring 2013, www.strategy-business.com/article/00150?gko=4502c *A Cubic Framework for the Chief Data Officer: Succeeding in a World of Big Data*, Lee, Y., Madnick, S., Wang, R., Wang, F., Zhang, H., MISQE 12(1) January 2013 *Developing an Enterprise Business Intelligence Capability: The Norfolk Southern Journey*, Wixom, B.H. and Watson, H.J. and Werner, T. MISQE 10(2), June 2011, pp. 61 - 71 *Data Scientists and the Data Supply Chain*, Slaughter, K. and Austin, M., white paper *Moore's Law and the Sand-Heap Paradox,* Vardi, M.Y., CACM 57(5) May 2014, p.5, 10.1145/2600347 *Eight (No, Nine!) Problems With Big Data,* Marcus, G. and Davis, E. New York Times, April 6, 2014, *www.nytimes.com/2014/04/07/opinion/eight-no-nine-problems-with-big-data.html* *The Parable of Google Flu: Traps in Big Data Analysis,* Lazer, D., Kennedy, R., King, G. and Wespignani, A. Science, 343, March 2014, *gking.harvard.edu/files/gking/files/0314policyforumff.pdf* *Who Should Own Big Data*, Casey, T., Krishnamurthy, K., and Abezgauz, B., Booz and Co. strategy+business, 8/12, 2013, www.strategy-business.com/article/00211?gko=44b8e
Web Conference	Thursday, October 22nd, 2015 from 7:15 PM CST to 8:45 PM CST
Discussion Forum	The professor will announce discussion questions after the web conference; all posts must be completed before the next web conference.
Plan ahead	Individual Tableau assignment due on October 31st, no later than 11:59PM CST
Weeks 3/4	**Weeks of November 2nd and 9th**
Topics	**Use of IT by Individuals, Innovation**
Lectures	Available on eLearning
Readings Note: Readings without hyperlinks are stored in PDF form on eLearning.	**Innovation** * *Clouds, Big Data, and Smart Assets: Ten Tech-enabled Business Trends to Watch*, Bughin, J., Chui, M., Manyika, J., McKinsey Quarterly Issue 4, 2010, pp. p26-43, www.mckinsey.com/insights/high_tech_telecoms_internet/clouds_big_data_and_smart_assets_ten_tech-enabled_business_trends_to_watch * *Innovating to Create IT-Based New Business Opportunities at UPS*, Kohli, R. MISQE 6(4), December 2007, pp. 199-210

	Learning to Build an IT Innovation Platform, Kohli, R. and Melville, N. P., CACM 52(8), August 2009, pp. 122-126, doi: 10.1145/1536616.1536647 **Internet of Things** * *Pervasive Digitization and the Internet of Things*, Slaughter, K. and Baweja, G., white paper *The Internet of Things*, Chui, M., Löffler, M., Roberts, R., McKinsey Quarterly Issue 2, 2010, pp. 70-79, www.mckinsey.com/insights/high_tech_telecoms_internet/the_internet_of_things *The Internet of Things and Commerce*, Harrson, M., XRDS, 17(3), Spring 2011, pp. 19 - 22, doi: 10.1145/1925041.1925045uted *The Internet of Things and the Future of Manufacturing*, Loffler, M. and Tschiesner, A., McKinsey and Company Insights and Publications, June 2013, www.mckinsey.com/insights/business_technology/the_internet_of_things_and_the_future_of_manufacturing **Use of IT by Individuals** * *Brain, Interrupted*, Sullivan, B. and Thompson, H., NY Times, May 3rd, 2013 www.nytimes.com/2013/05/05/opinion/sunday/a-focus-on-distraction.html * *Damn Excel! How the 'most important Software application of all time' is ruining the world*, Gandel, S., CnnMoney, April 17, 2013, finance.fortune.cnn.com/2013/04/17/rogoff-reinhart-excel-errors/ * *The Offline Executive*, Mintzberg, H. and Tood, P., Booz and Co. strategy+business, Issue 68, Winter 2012, www.strategy-business.com/article/00121?gko=c4c55 * *You'll Never Learn! Students Can't Resist Multitasking, and It's Impairing Their Memory*, Paul, A.M., Slate, May 3, 2013, www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html
Assignment	Individual essay assignment due on Saturday, December 6 no later than 11:59PM CST
Discussion Forum	The professor will announce discussion questions after the web conference; all posts must be completed before the next web conference.
Web Conference	Thursday, November 5th, 2015 from 7:15 PM CST to 8:45 PM CST
Plan ahead	Final exam, December 10th, 2015
Weeks 5/6	**Weeks of November 16th and 30th (off week of Nov 23rd)**
Topics	**Execution** Software Project Readings, Project Alignment, Project Management, ROI
Lectures	Available on eLearning
Readings Note: Readings without	**Software Project Readings** * *How to Achieve Operational Business-IT Alignment: Insights from a Global Aerospace Firm*, Wagner, H-T., and Weitzel, T., MISQE 11(1), March 2012, pp. 25-36

hyperlinks are stored in PDF form on eLearning.	*Why Your IT Project May be Riskier Than You Think*, Budzier, B., HBR, September 2011, hbr.org/2011/09/why-your-it-project-may-be-riskier-than-you-think/ *IT Project Estimation: Contemporary Practices and Management Guidelines,* Nelson, R. and Morris, M.G., MISQE 12(1) January 2013 *Risk Gone Wild*, Rosenoer, J. and Scherlis, W., HBR, May 2009, p.26, hbr.org/2009/05/risk-gone-wild/ar/1 *The Scariest Software Project Horror Stories of 2012*, Kanaracus, C., Computerworld, December 10, 2012, www.computerworld.com/s/article/9234581/The_scariest_software_project_horror_stories_of_2012?pageNumber=1 *Surviving IT Project Cancellations*, Charalambous, L. I. and Dexter, A.S., CACM 48(4), April 2005, pp. 83 - 86 **Project Alignment** *Individual Resistance to IT Innovations*, Joseph, R.C., CACM 53(4), April 2010, pp. 144-146, doi: 10.1145/1721654.1721693 *Moving Beyond User Participation to Achieve Successful IS Design*, Wagner E.L. and Piccoli, G., CACM 50(12), December 2007, pp. 51 - 55 *An Update on Business-IT Alignment: "A Line" Has Been Drawn*, Luftman, J. and Kempaiah, R., MISQE 6(3), September 2007, pp. 165-177 *User Participation in Software Development Projects*, Subramanyam, R., Weisstein, F.L., and Krishnan, M.S., CACM 53(3), March 2010, pp. 137-141, doi: 10.1145/1666420.1666455 **Project Management** *Agile Process Myths*, Hochmuller, E. and Mittermeir, R., APSO Workshop, May 10, 2008, ACM 978-1-60558-021-0/08/05 *Mastering the Three Worlds of IT*, McAfee, A., HBR, 2006, November, pp. 141-149, hbr.org/2006/11/mastering-the-three-worlds-of-information-technology *Recognizing and Managing Innovation Points in Large IT Projects*, Wu, W.W., Rose, G.M., Lytttinen, K., MISQE 10(3), Sept 2011, pp. 121 - 132 *Delivering large-scale IT projects on Time, on Budget, and on Value*, Bloch, M., Blumberg, S., and Laartz J., McKinsey and Company Insights and Publications, October 2012, www.mckinsey.com/insights/business_technology/delivering_large-scale_it_projects_on_time_on_budget_and_on_value *Estimation is Not Evil*, Armour, P.G., CACM 57(1) pp. 42-43, January 2014, 10.1145/2542505 **ROI**

	Building Better Business Cases for IT Investments, Ward, J., Daniel, E., Peppard, J. MISQE 7(1), March 2008, pp. 1-15
Discussion Forum	The professor will announce discussion questions after the web conference; all posts must be completed before the next web conference.
Plan ahead	Final exam, December 10th, 2015
Web Conference	Thursday, November 19th, 2015 from 7:15 PM CST to 8:45 PM CST
Weeks 7/8	**Week of December 7th**
Topics	**Comtemprary IT Topics** Bring Your Own Device (BYOD), Cloud Computing, Security and Privacy, Architecture, Offshoring, Shadow IT
Lecture	Available on eLearning
Readings Note: Readings without hyperlinks are stored in PDF form on eLearning.	**Bring Your Own Device (BYOD)** * *How to Craft the Best BYOD Policy*, Kaneshige, T., CIO, May 1, 2013, www.cio.com/article/732665/How_to_Craft_the_Best_BYOD_Policy * *CIO Takes Action to Solve BYOD's Privacy Problem*, Kaneshige, T., CIO, June 21, 2013, www.cio.com/article/735254/CIO_Takes_Action_to_Solve_BYOD_s_Privacy_Problem *Half of World's Companies to Embrace BYOD by 2017*, Kanaracus, C., Computerworld, May 20, 2013, www.computerworld.com/s/article/9239333/Half_of_world_s_companies_to_embrace_BYOD_by_2017 **Cloud Computing** * *The NIST Definition of Cloud Computing,* Mell, P. and Grace, T., Computer Security Division, NIST Special Publication 800-145, 2011, www.nist.gov/itl/csd/cloud-102511.cfm * *Preparing for the Future: Understanding the Seven Capabilities of Cloud Computing*, Iyer, B. and Henderson, J.C., MISQE 9(2), June 2010, pp. 117-131 * *Success Factors for Deploying Cloud Computing*, Gary, G., Sanghyun, K., and Wakefield, R., CACM 55(9), September 2012, pp. 62-68, doi:10.1145/2330667.2330685, cacm.acm.org/magazines/2012/9/154570-success-factors-for-deploying-cloud-computing/fulltext * *Why Cloud Computing is Gaining Strength in the IT Marketplace*, Stroh, S., Acker, O. and Kumar, A., Booz and Co. strategy + business, 6/30/2009, www.strategy-business.com/article/li00131?gko=c331a *Assessing Cloud Readiness at Continental AG*, Loebbecke, C. and Thomas B. and Ullrich, T., MISQE 11(1), March 2012, pp. 11-22 *Protecting Information in the Cloud*, Kaplan, J., Rezek, C. and Sprague, K., McKinsey & Compnay Insights and Publications, January 2013, www.mckinsey.com/insights/business_technology/protecting_information_in_the_cl

oud

Toward Software-Defined SLAs, Lango, J., CACM 57(1), 2014 pp. 54-60
10.1145/2541883.2541894

Security and Privacy
* Cybersecurity: A Senior Executive's Guide, Kaplan, J., Sharma, S., McKinsey and
Company Insights and Publications, June 2011,
[www.mckinsey.com/insights/business_technology/meeting_the_cybersecurity_challe
nge](www.mckinsey.com/insights/business_technology/meeting_the_cybersecurity_challenge)

* Most Data Breaches Caused by Human Error, System Glitches, Olavsrud, T., CIO, June
17, 2013,
www.cio.com/article/735038/Most_Data_Breaches_Caused_by_Human_Error_Syste
m_Glitches_

* 6 Ways Employees are Putting Your Company's Data at Risk, CIO, Hein, R. August 7,
2013,
www.cio.com/article/737748/6_Ways_Employees_Are_Putting_Your_Company_s_Da
ta_at_Risk

* IT's New Concern: The Personal Cloud, Mitchell, R.M., CIO, May 20, 2013,
www.cio.com/article/2385709/cloud-computing/it-s-new-concern--the-personal-
cloud.html

* How to Secure USB Drives and Other Portable Storage Devices, Mah, P., CIO, May 28,
2013,
www.cio.com/article/734016/How_to_Secure_USB_Drives_and_Other_Portable_Stor
age_Devices

* Why IT Executives Should Help Employees Secure Their Home Computers, Culnan,
M.J., Fozman, E.R., Ray, A.W., MISQE 7(1), March 2008, pp. 49 – 56

Effective Information Security Requires a Balance of Social and Technology Factors,
Kayworth, T. and Whitten, D., MISQE 9(3), September 2010, pp. 163-175

Taming the Wild West of Big Data: The Social Norms and Laws of Social Data,
Slaughter, K. and George, G. white paper

Architecture
* Delivering an Effective Enterprise Architecture at Chubb Insurance, Smith, H.A.,
Watson, R.T., Sullivan, P., MISQE 11(2), June 2012, pp. 75-85

There is No Getting Around It: You are Building a Distributed System, Cavage, M.,
CACM 56(6), June 2013, pp. 63-70, doi:10.1145/2461256.2461274

Offshoring
* The Crucial Role of Middle Management in Outsourcing, Willcocks, L. and Griffiths,
C., MISQE 9(3), September 2010, pp. 177-193

Gartner Predicts Limited IT Outsourcing Growth and Increased Volatility, Overby, S.,

	CIO, August 2, 2013, www.cio.com/article/737472/Gartner_Predicts_Limited_IT_Outsourcing_Growth_and_Increased_Volatility *Managing Risk in Offshore System Development*, Sakthivel, S., CACM 50(4), April 2007, pp. 69-75 **Shadow IT** * *The Upside of Shadow IT*, King, J., Computerworld, April 23, 2012, www.computerworld.com/s/article/9226415/The_Upside_of_Shadow_IT?pageNumber=1 *Five Years From Now, CMOs Will Spend More on IT Than CIOs Do*, Arthur, L., Forbes, February 8, 2012, www.forbes.com/sites/lisaarthur/2012/02/08/five-years-from-now-cmos-will-spend-more-on-it-than-cios-do
Assignment	Group Project due on December 2nd no later than 11:59PM CST Peer evaluation (optional) due on December 2nd no later than 11:59PM CST Group Project Presentation on December 3rd during the web conference. Each group will be responsible for sharing its PowerPoint. Final exam, December 10th, 2015
Disscusion Forum	None
Web Conference	Thursday, December 3rd, 2015 from 7:15 PM CST to 9:15 PM CST

GRADING POLICIES

Assignments

Web Conference and Forum Participation, on-going	25%
Group Project (IT and Strategy), December 2nd / 3rd	30%
Tableau Assignment (Decision Support), October 31st	20%
Final, December 10th (IT Use, Execution, Contemporary Topics)	25%
Total	**100%**

Grading Scale

90.0%	100.0%	A
88.0%	89.9%	A-
87.0%	87.9%	B+
80.0%	86.9%	B
78.0%	79.9%	B-
77.0%	77.9%	C+
70.0%	76.9%	C
00.0%	69.9%	F

Assignments and projects serve two purposes: (1) serve as a learning/teaching tool to help establish a fundamental understanding of the concepts, and (2) measure the students' grasp of the subjects. The focus is on application of topics to real-life professional environments, not on extending the topic itself.

Feedback on the assignments will be sent to the students.

Individual assignment and course grade will be in the form of A, A-, B+, B, B-, C+, C or F as noted above.

- A ---Excellent: Minor computational or analytical errors; understanding of all key issues; no important omissions; concise, very well written and organized, makes appropriate use of charts and tables. Examples of minor errors: mathematical errors, minor formula mistakes, minor errors in applying the formula
- B---Good: Medium computational or analytical errors; understanding of most issues; well-written and well-organized, makes appropriate use of charts and tables. Examples of medium errors: combinations of minor errors, errors in formula choice or application, omission of parts of a problem.
- C---Adequate: Major computational or analytical errors; understanding some issues, but not all important aspects covered; poorly written or organized, makes inappropriate use of charts and table. Examples of major errors: combinations of medium errors, serious errors in formula choice or application, omission of problems.

Web Conference Discussions
The purpose of the web conferences is to discuss class material. Participation in the web conferences will assist you in completing the assignments. Participation includes contributions to questions posted on the class forum after the webinars. Participation will be evaluated using the following criteria:
- A --- Excellent comments: answers questions appropriately; understands all key issues; often develops discussion by building on or integrating others' comments
- B --- Good comments: answers most questions appropriately; understands most key issues; introduces some new issues or adds to others' comments
- C --- Adequate comments: answers few questions appropriately; understands some issues, but not all important aspects; introduces issues without reference to prior discussion or repeats previous points.

Format for Group Project
Detailed instructions for this assignment are available on eLearning.

Format for Group PowerPoint Presentation
PowerPoint slides should
- Note the Group number and the group members' names on the cover slide
- Formatted legibly and clearly on light, simple backgrounds
- Summarize the key points to guide the presentation

Evaluation of the submitted presentation will be based on thoroughness (depth and breadth) of research/investigation of the assignment topics, the organization and quality of the reports as well as the actual presentation during the web conference.
- A ---Excellent: Minor computational or analytical errors; understanding of all key issues; no important omissions; concise, very well written and organized, makes appropriate use of charts and tables. Examples of minor errors: mathematical errors, minor formula mistakes, minor errors in applying the formula
- B---Good: Medium computational or analytical errors; understanding of most issues; well-written and well-organized, makes appropriate use of charts and tables. Examples of medium errors: combinations of minor errors, errors in formula choice or application, omission of parts of a problem.
- C---Adequate: Major computational or analytical errors; understanding some issues, but not all important aspects covered; poorly written or organized, makes inappropriate use of charts and table. Examples of major errors: combinations of medium errors, serious errors in formula choice or application, omission of problems.

COURSE POLICIES

Assignment Submission

All assignments should be submitted to the course via eLearning. For the group project assignment, one group member will submit the assignment for the group and that group member will be able to view and share the results and feedback once it's been graded.

Late Assignments

If you need to miss an assignment deadline, you must pre-notify the instructor and course manager before the deadline. You should provide the reason for missing the deadline and an alternative date for submitting the assignment. The instructor and course manager must approve the extension and the new deadline. If you do not pre-notify the instructor, the instructor may determine the appropriate grade deduction for the assignment.

Peer Evaluation

The completion of a peer evaluation is <u>required</u>. Students need to complete a peer evaluation form at the conclusion of each group assignment to assess overall contribution by group members. A link will be provided via eLearning for completing peer evaluations.

Course Evaluation

The completion of a course evaluation is a <u>strongly recommended</u>. A link will be provided via eLearning for completing the course evaluation.

PROGRAM POLICIES

Program Policy on Sourcing and Plagiarism

Students are expected to write at a professional level. This includes using proper grammar and syntax, having a logical flow, and giving credit to sources of information used in developing reports and papers. Students shall not copy the work of others and represent it as their original work.

All submitted work is subject to checking for the above. Should plagiarism happen and become known to the professor, program director or academic director, there will be formal consequences.

- The professor involved will be asked to consider failure on the paper or in the course, as appropriate.
- There will be a conference with the student and both directors. Formal action or probation may follow.
- Repeated offenses may result in program expulsion.

Program Policy on Attendance

Students are expected to attend all retreat classes and web conferences offered to their particular class. This is necessary given the compressed nature of the program.

If absence is unavoidable, a Global Leadership Executive MBA student should
- Notify the professor involved of the cause of the absence
- Ask if any make-up work is required
- Tell the program director and administrative coordinator that the above steps have been taken.

There is a limit to the number of unavoidable absences that will be excused.
- More than one such absence per course will trigger a reminder from the academic director that class attendance is expected
- Three or more absences (whether excused or not) will lead to a conference between the academic director and professor involved. The aim of the conference will be to determine whether course failure can be expected, whether withdrawal from the course is justified, or a reduction in course grade is more appropriate. This decision will be communicated to the student in writing.

Program Policy on Instructor Expectations

Business professionals have important legal and ethical duties to investors, creditors and to non-investor stakeholders who rely on their comments, analyses, forecasts and representations. Students in this course are expected to act with personal integrity at all times. Academic dishonesty is incompatible with preparation for a career as a responsible business professional. As such, academic dishonesty will not be tolerated in this course. Any offenders will be subject to appropriate sanctions and discipline, a process which begins with a referral to Judicial Affairs. For purposes of this course, the instructor will always seek a score of zero for any exam or assignment in which the student has engaged in academic dishonesty.

UNIVERSITY POLICIES

University Policy on Field Trips, 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 http://www.utdallas.edu/administration/risk/travel.php5. Additional information is available from the office of the school dean.

University Policy on Student Conduct and 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 UT Dallas printed publication, *A to Z Guide*, which is available 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.

[Added July 2010] Students are expected to be attentive during class and to participate actively in group activities. Students are expected to listen respectfully to faculty and to other students who are speaking. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class. Classes may discuss issues that require sensitivity and maturity. Disruptive students will be asked to leave and may be subject to disciplinary action.

University Policy on 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, submitting for credit any work or materials that are attributable in whole or in part to another person, taking an examination for another person, or 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.

University Policy on 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 upon 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 (UTDPP1043). For more information about the fair use exemption, see http://copyright.lib.utexas.edu/copypol2.html.

University Policy on 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 UT Dallas email address and that faculty and staff consider email from students official only if it originates from a UT Dallas student account. This allows the university to maintain a high degree of confidence in the identity of all individuals corresponding and the security of the transmitted information. UT Dallas 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 UT Dallas provides a method for students to have their UT Dallas mail forwarded to other accounts.

University Policy on Class Attendance
Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the instructor. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

University Policy on Withdrawal from Class
The administration of this institution has set deadlines for withdrawal from any college-level courses. These dates and times are published in that semester's course inventory and in the academic calendar. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor 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.

University Policy on Student Grievance Procedures
Procedures for student grievances are found in university policy UTDSP5005 (http://policy.utdallas.edu/utdsp5005). 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 deal 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.

University Policy on Incomplete Grades
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.

University Policy on Disability Services
It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for a course, please discuss it with an OSA staff member and allow at least one week's advanced notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion.
The primary functions of the Office of Student AccessAbility are to provide:
1. academic accommodations for students with a documented permanent physical, mental or sensory disability
2. non-academic accommodations
3. resource and referral information and advocacy support as necessary and appropriate.

OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at (972) 883-2098, or by email at disabilityservice@utdallas.edu.

University Policy on 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.

University Policy on Avoiding Plagiarism
[Adapted from Duke University's guidelines for writers; added July 2010]
Take time to make careful choices among--and learn to use--the research tools available to you. You will probably find that your favorite web search engine is not adequate by itself for college-level research. Consult with your professor or a librarian. You may need to use specialized research tools, some of which may require learning new searching techniques.

Expect to make trips to the library. While you can access many of the library's resources from your home computer, you

may find that you need to make several trips to use materials or research tools that are not accessible remotely. Of course, you will be seeking the best information, not settling for sources simply because they happen to be available online.

Allow time for gathering materials that are not available at UT Dallas. The InterLibrary Loan Office can borrow articles and books from other libraries, but this process takes additional time.

Allow time for reading, rereading, absorbing information, taking notes, synthesizing, and revising your research strategy or conducting additional research as new questions arise.

Sloppy note-taking increases the risk that you will unintentionally plagiarize. Unless you have taken note carefully, it may be hard to tell whether you copied certain passages exactly, paraphrased them, or wrote them yourself. This is especially problematic when using electronic source materials, since they can so easily be copied and pasted into your own document.

Identify words that you copy directly from a source by placing quotation marks around them, typing them in a different color, or highlighting them. (Do this immediately as you are making your notes. Don't expect to remember days or weeks later what phrases you copied directly.) Make sure to indicate the exact beginning and end of the quoted passage. Copy the wording, punctuation and spelling exactly as it appears in the original.

Jot down the page number and author or title of the source each time you make a note, even if you are not quoting directly but are only paraphrasing.

Keep a working bibliography of your sources so that you can go back to them easily when it's time to double-check the accuracy of your notes. If you do this faithfully during the note-taking phase, you will have no trouble completing the "works cited" section of your paper later on.

Keep a research log. As you search databases and consult reference books, keep track of what search terms and databases you used and the call numbers and URLs of information sources. This will help if you need to refine your research strategy, locate a source a second time, or show your professor what works you consulted in the process of completing the project.

You must cite direct quotes.

You must cite paraphrases. Paraphrasing is rewriting a passage or block of text in your own words. If you paraphrase, you must still cite the original source of the idea.

You must cite ideas given to you in a conversation, in correspondence, or over email.

You must cite sayings or quotations that are not familiar, or facts that are not "common knowledge." However, it is not necessary to cite a source if you are repeating a well known quote or familiar proverb. Common knowledge is something that is widely known. For example, it is widely known that Bill Clinton served two terms as president; it would not be necessary to cite a source for this fact.

These types of sources should be cited as well. *Printed sources*: Books, parts of books, magazine or journal articles, newspaper articles, letters, diaries, public or private documents; *Electronic sources*: Web pages, articles from e-journals, newsgroup postings, graphics, email messages, software, databases; *Images*: Works of art, illustrations, cartoons, tables, charts, graphs; *Recorded or spoken material*: Course lectures, films, videos, TV or radio broadcasts, interviews, public speeches, conversations.

University Policy on Server Unavailability or Other Technical Difficulties

The university is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty, which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UTD eLearning Help Desk: http://www.utdallas.edu/elearninghelp, 1-866-588- 3192. The instructor and the UTD eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

University Policy on Technical Requirements
In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the Getting Started with eLearning webpage

University Policy on Course Access and Navigation
This course was developed using a web course tool called eLearning. It is to be delivered entirely online. Students will use their UTD NetID account to login at: http://elearning.utdallas.edu. To get familiar with the eLearning tool, please see the Student eLearning Tutorials.

UTD provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center: http://www.utdallas.edu/elearninghelp .

University Policy on eLearning
Success in distance education courses depends on self-discipline and the ability to learn without face-to-face interaction. UT Dallas distance education courses maintain the same rigor and high standards of its classroom courses. Academic progress is established and maintained through regular course participation. For more information on distance learning resources please visit http://www.utdallas.edu/distancelearning/students

University Policy on McDermott Library
Distance Learners (UTD students who live outside the boundaries of Collin**,** Dallas**,** Denton**,** Rockwall**, or** Tarrant counties) will need their UTD-ID number to access all of the library's electronic resources (reserves, journal articles, ebooks, interlibrary loan) from off campus. For UTD students living within those counties who are taking online courses, a Comet Card is required to check out materials at the McDermott Library. For more information on library resources please visit http://www.utdallas.edu/distancelearning/students/libraries.html

University Policies
The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to http://go.utdallas.edu/syllabus-policies for these policies.

   The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.