EMBA 509-GA03
Information Systems for Executives
Session 01-Vienna

COURSE TYPE:

The majority of professor-led contact hours take place in a traditional classroom. The overall nature of the course is "traditional", although required Blackboard components have also been included. If you have technical questions, please contact the CLU Help Desk by telephone at 805-493-3698, by email to helpdesk@callutheran.edu.

INSTRUCTOR INFORMATION:

Name: Richard McAndrew
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Office Location: To be announced
Office Hours: On request

Instructor Profile: *Mr. McAndrew, Executive-in-Residence at California Lutheran University (CLU) has been providing technology and leadership education for over 20 years. He designed CLU's Information Technology Management Program for the graduate School of Business. Additionally, Richard is adjunct faculty at FH Joanneum University in Graz Austria and INSEEC University in Lyon France, where he lectures in both International Business, Human Resources Leadership and Information Technology at the graduate and undergraduate level. Prior to CLU, Richard spent 11 years at Dun & Bradstreet Software (DBS) as a Vice President and Regional Manager. DBS provides Global Enterprise Application solutions to Fortune 1000 companies. His responsibilities included sales, professional services, implementation support & operations. During Richard's technology career, he has had responsibilities for over 400 large-scale software implementations for major global corporations. Richard makes his home on Maui, Hawaii.*

TIME / PLACE:

- **Session Dates**: 2-1-2017 to 4-23-2017
- **Class Meeting Dates:** Vienna **2-23-2017 to 2-26-2017**
- **Classroom:** TBA

REQUIRED TEXTBOOK/READINGS:

All reading & classroom materials will be provided to students by instructor to include: The World Economic Forum 2016 Global Information Technology report (307 pages) and selected readings & reports from the Gartner Group and Harvard Business Review. Please refer to the "Overview and Schedule of Topics & Activities" section of this syllabus for specific topics & dates.

COURSE DESCRIPTION:

The Information Systems for Executives course focuses on the links between business strategy and information technology, the organizational implications of information and information technology, and how to successfully incorporate information technology into organizations. Designed to address the needs of all executives, the course will prepare students with an understanding of technological vocabulary, data and information, IT architecture and governance, emerging technologies and how they enhance core business functions, and demonstrating the business value of IT investment. Practice-based exercises and case studies will enhance the learning experience through modeling IT choices and information utilization.

TECHNOLOGY REQUIREMENTS:

Cal Lutheran utilizes Blackboard to enhance course learning and achieve the designated student learning outcomes. Technology requirements for the Blackboard Learn and Collaborate are as follow:

- Check your OS and Java version here, and enter into the Configuration Room to make sure you can get into Blackboard Collaborate or enter the following in your browser:
  http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336
- Minimum computer requirements:
  o Memory: 4 GB RAM or higher
  o Hard Drive: 10% or more free space on your hard drive
  o Working speaker and microphone, check within the Configuration Room above
- Broadband connection highly recommended – DSL or above
- Program(s) that can open Microsoft Office documents and PDFs (e.g. .doc, docx, .ppt, .pptx, .pdf, etc.)

These are the minimum requirements; specific courses may have technological needs above and beyond this list.

LEARNING OUTCOMES:

The MBA-EP Program at California Lutheran University's School of Management has been designed to achieve a total of nine learning outcomes. While each course alone, including this present one, teaches only towards a subset of those nine outcomes, all of them will be accomplished by students upon successful completion of their program.

1. FUNDAMENTALS: *Graduates of the School of Management are equipped with knowledge of the essential concepts and tools in their professional field, as well as the ability to relate and apply theoretical concepts into practical situations both within their discipline and across disciplines.*

2. PLANNING AND ORGANIZATION: *Graduates of the School of Management have the ability to plan, organize, direct and control effectively in contemporary organizations.*

3. INDIVIDUAL COMPETENCIES: *Graduates of the School of Management have individual competencies related to critical and creative thinking, integrity and ethical judgment, and the ability to function in a complex and demanding professional environment.*

4. INTERPERSONAL COMPETENCIES: *Graduates of the School of Management have interpersonal competencies related to effective and appropriate communication and collaboration that support and enhance their individual and organizational effectiveness.*

5. GLOBAL ENVIRONMENT: *Graduates of the School of Management have a sound understanding of the global environment and its importance to organizational effectiveness, as well as the ability to successfully operate in an international context.*

6. LEADERSHIP AND CHANGE: *Graduates of the School of Management are able to demonstrate effective and principled leadership including the ability to influence organizations in complex and changing environments.*

7. QUANTITATIVE AND QUALITATIVE TOOLS: *Graduates of the Masters of Business Administration for Experienced Professionals (MBA-EP) program are able to appropriately use quantitative and qualitative methods and tools to identify and analyze business problems and opportunities.*

8. TECHNOLOGY: *Graduates of the Masters of Business Administration for Experienced Professionals (MBA-EP) program are able to effectively manage and utilize technology to collect, analyze, synthesize, present and employ relevant information for decision-making.*

9. CORPORATE SOCIAL RESPONSIBILITY: *Graduates of the Masters of Business Administration for Experienced Professionals (MBA-EP) program are able to make business decisions incorporating a distinct awareness of social responsibility, including, in particular, sustainable business practices.*

Information on which learning outcomes are addressed in this course can be found in the section on "Assessments and Learning Outcomes" below.

DIDACTIC APPROACH:

This course rests on several components – self-study, lectures, interaction, as well as practice and application:

- Self-Study
    - Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.
- Lecture
    - Presentation of topics in class by instructor using narrated PowerPoint slides.
- Student-Instructor Interaction
    - Discussion of selected questions, finding of examples, answering of questions etc. in the weekly live-chat.
    - Asynchronous, instructor-facilitated discussion of relevant topics on discussion boards.
    - Direct interaction between student and instructor.
- Practice and Application
    - Preparation of short assignments by students before class.
    - Participation in discussion boards.
    - Deepening of concepts in discussion.
    - Final project / presentation on a selected topic.

ASSESSMENT AND GRADING:

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes and each form of assessment requires a different set of knowledge, skills and abilities:

Attendance:

All students are expected to abide by the class attendance policy set forth by the instructor in each class in accordance with the policies set forth by the School of Management. Attendance at the first class meeting is mandatory unless properly excused by the class instructor. Students who do not attend the first class meeting of a course for which they are registered may be dropped from the course by the academic program that offers the course. This policy applies to all levels/types of courses (i.e., foundation, core, electives, etc.) and to all study centers. It remains the student's responsibility to verify course drops dates to avoid academic and financial penalties.

Attendance of less than 75% will be considered as insufficient. Failure to meet the individual course attendance requirements may result in a grade of F. When possible, students also must provide advance notice of absences, as well as relevant documentation regarding absences, to the instructor as soon as possible following the illness or event that led to the absence. Any arrangement to make up work

because of class absence is the responsibility of the student. The instructor, who will explain the evaluation (grading) statement at the beginning of the term, determines the effect of absences upon grades.

Additional requirements (if any): Acceptance of late assignments is at the sole discretion of the instructor. If accepted the assignment will receive an automatic point deduction of 30% deducted from your graded score.

Details on grading standards for each form of assessment can be obtained from the following grading rubric:

Participation

	Below Average	Average	Above Average	Outstanding
	Student Achievements			
Class Participation	Students do not participate actively in class and even when directed do not contribute to class substantively. **The numerical point value for this level is 4-0 points**	Students are largely passive during the class, but do provide informed responses to questions when asked. Or, students are pro-active, but do not provide contributions of essential value. **The numerical point value for this level is 6-5 points**	Students speak frequently during the class without the need for the instructor to stimulate their participation. Their contributions are of acceptable value, but largely generic. **The numerical point value for this level is 8-7 points**	Students are very active during the class. They ask questions or make comments that help clarify and synthesize discussion, relate their ideas or experiences to the topic at hand, contribute examples that are relevant, acknowledge and extend the ideas of others and relate content from class materials, readings and experiences to the discussions. **The numerical point value for this level is 10-9 points**
Discussion Boards (2 Discussion Boards @ 15 points each)	Students largely restate the obvious, concur with other students' opinions or simply repeat text from other sources used in the course. They do not foster further dialogue. Contributions lack substance and coherence. **The numerical point value for this level is 6-0 points**	Students' contributions lack substance, but they are coherent and well structured. They are not challenging, and do not foster further dialogue. **The numerical point value for this level is 10-7 points**	Students' contributions are substantive and coherent, but they are isolated, not challenging and do not foster further dialogue. **The numerical point value for this level is 13-11 points**	Students show initiative by initiating or stimulating a discussion with statements or further questions that are challenging and/or foster further dialogue. Contributions / reactions to other students' contributions are substantive and coherent. **The numerical point value for this level is 15-14 points**
I.T. Design (2 team exercises @10 points each)	Student teams do not follow the instructions for the assignment and/or are not or not sufficiently capable of writing their ideas in a concise, coherent, relevant and insightful manner. Student teams display an inability to work in teams, partition the work effort and/or collaborate. **The numerical value of this level is 4-0 points.**	Student teams largely follow the instructions for the assignment. Their comprehension of the assignment is not complete. Their work shows considerable room for improvement concerning coherence, conciseness, relevance, and insightfulness. Student teams display an average ability to work in teams, partition the work effort & collaborate. **The numerical value of this level is 6-5 points.**	Student teams closely follow the instructions for this assignment. They demonstrate comprehension of the assignment. Their work shows some room for improvement concerning coherence, conciseness, relevance and insightfulness. Student teams display an above average ability to work in teams, partition the work effort & collaborate. **The numerical value of this level is 8-7**	Student teams closely follow the instructions for this assignment. They not only clearly demonstrate comprehension of the assignment, but they also display flawless coherence, conciseness, relevance and insightfulness. Student teams display an excellent ability to work in teams, partition the work effort & collaborate. **The numerical value of this level is 10-9 points.**

Assignments/Papers/Presentations

	Student Achievement			
	Below Average	**Average**	**Above Average**	**Outstanding**
CEO Essay	Student is below average in their ability to link their essay content to relevant class themes. Students do not follow the instructions for the assignment and/or are not or not sufficiently capable of writing their ideas in a concise, coherent, relevant and insightful manner. **The numerical value of this level is 15-0 points.**	Student is average in their ability to link their essay content to relevant class themes. Students largely follow the instructions for the assignment. Their comprehension of the assignment is not complete. Their work shows considerable room for improvement concerning coherence, conciseness, relevance, and insightfulness. **The numerical value of this level is 22-16 points.**	Student is above average in their ability to link their essay content to relevant class themes. Students closely follow the instructions for this assignment. They demonstrate comprehension of the assignment. Their work shows some room for improvement concerning coherence, conciseness, relevance and insightfulness. **The numerical value of this level is 26-23 points.**	Student is excellent in their ability to link their essay content to relevant class themes. Students closely follow the instructions for this assignment. They not only clearly demonstrate comprehension of the assignment, but they also display flawless coherence, conciseness, relevance and insightfulness. **The numerical value of this level is 30-27 points.**
Research Paper	Students do not follow the instructions for the assignment and/or are not or not sufficiently capable of presenting their ideas in a concise, coherent, relevant and insightful manner. **The numerical value of this level is 23-0 points.**	Students largely follow the instructions for the assignment. Their comprehension of the assignment is not complete. Their work shows considerable room for improvement concerning coherence, conciseness, relevance, and insightfulness. **The numerical value of this level is 31-24 points.**	Students closely follow the instructions for this assignment. They demonstrate comprehension of the assignment. Their work shows some room for improvement concerning coherence, conciseness, relevance and insightfulness. **The numerical value of this level is 36-32 points.**	Students closely follow the instructions for the assignment. They not only clearly demonstrate comprehension of the assignment, but they also display flawless coherence, conciseness, relevance and insightfulness. **The numerical value of this level is 40-37 points.**
I.T. Architecture Country Assessment	Students do not follow the instructions for the assignment and/or are not or not sufficiently capable of presenting their ideas in a concise, coherent, relevant and insightful manner. **The numerical value of this level is 4-0 points.**	Students largely follow the instructions for the assignment. Their comprehension of the assignment is not complete. Their work shows considerable room for improvement concerning coherence, conciseness, relevance, and insightfulness. **The numerical value of this level is 6-5 points.**	Students closely follow the instructions for this assignment. They demonstrate comprehension of the assignment. Their work shows some room for improvement concerning coherence, conciseness, relevance and insightfulness. **The numerical value of this level is 8-7 points.**	Students closely follow the instructions for the assignment. They not only clearly demonstrate comprehension of the assignment, but they also display flawless coherence, conciseness, relevance and insightfulness. **The numerical value of this level is 10-9 points.**

Team Presentation	Student Teams display an inability to work in teams, partition the work effort and/or collaborate. Students do not follow the instructions for the assignment and/or are not or not sufficiently capable of presenting their ideas in a concise, coherent, relevant and insightful manner. Students are not prepared with appropriate discussion questions and/or are unable to lead class discussion on their article topic. **The numerical value of this level is 15-0 points.**	Student Teams display an average ability to work in teams, partition the work effort & collaborate. Students largely follow the instructions for the assignment. Their comprehension of the assignment is not complete. Their work shows considerable room for improvement concerning coherence, conciseness, relevance, and insightfulness. Students are prepared with average discussion questions and lead an average class discussion on their article topic. **The numerical value of this level is 23-16 points.**	Student Teams display an above average ability to work in teams, partition the work effort & collaborate. Students closely follow the instructions for this assignment. They not only clearly demonstrate comprehension of the assignment, but they also display flawless coherence, conciseness, relevance and insightfulness. Students are prepared with above average discussion questions and lead an above average class discussion on their article topic. **The numerical value of this level is 26-24 points**.	Student Teams display an excellent ability to work in teams, partition the work effort & collaborate. Students closely follow the instructions for this assignment. They not only clearly demonstrate comprehension of the assignment, but they also display flawless coherence, conciseness, relevance and insightfulness. Students are prepared with excellent discussion questions and lead an excellent class discussion on their article topic. **The numerical value of this level is 30-27 points.**

ASSESSMENTS AND LEARNING OUTCOMES:

The following table provides information on how various forms of assessment contribute to these 9 student learning outcomes:

1. Fundamentals
2. Planning and Organization
3. Individual Competencies
4. Interpersonal Competencies
5. Global Environment

6. Leadership and Change
7. Quantitative and Qualitative Tools
8. Technology
9. Corporate Social Responsibility

The following learning objectives are addressed by each form of assessment used in the course:

Form of Assessment	Student Learning Outcomes								
	1	2	3	4	5	6	7	8	9
Research Paper		X	X	X	X	X			
Team Presentation	X	X	X	X				X	
CEO Letter		X	X		X	X		X	
Class Participation	X			X				X	
Data Flow Modeling		X	X	X			X	X	
Data Modeling		X	X	X			X	X	
Final Exam	X	X	X						
Discussion Boards (2)		X	X	X		X		X	
Lectures	X	X			X	X		X	X
Reading	X	X			X	X		X	X
Country Assessment	X				X			X	

OVERVIEW AND SCHEDULE OF TOPICS & ACTIVITIES:

Session	Date	Readings	Topics	Assignments
1	2-1-17	Pre-class Topics	CIO Agenda & World Economic Forum Essays	Read prior to first class
2	2-23-17	Emerging Tech, Leaving I.T. to the CIO?	Class Introduction, CIO Agenda & I.T. Alignment to Business, Gartner Hype Cycle	Form Teams & Plan Presentation, CEO Insight & Reflection Discussion
3	2-24-17	I.T. Complexity	Organizational Structure & I.T. Alignment, Development methods, Application Acquisition. Project Management Office	Team Process Design, Aligning Project Teams to Enterprise Structure & Strategy, CEO Insight & Reflection Discussion
4	2-25-17	Global I.T. Country Report 2016, Gartner Regional CIO Agenda	Business System Architecture, Enterprise Applications, Data Modeling, Business Intelligence, Global Integration & Connectivity	Data Design, Country Assessments, CEO Insight & Reflection Discussion
5	2-26-17		Emerging Technology and Methods: Cloud Computing, Open Source, Agile Methodology, Big Data	Team Presentations on Emerging Techno and Methods, CEO Insight & Reflection Discussion
6	3-18-17		Discussion Board #1	Submit on BlackBoard due 3-18-17
7	3-25-17		CEO Recommendation Essay	Submit on BlackBoard due 3-25-17
8	4-1-17		Discussion Board #2	Submit on BlackBoard due 4-1-17
9	4-8-17		Final Exam	Submit on BlackBoard due 4-8-17
10	4-15-17		Research Paper	Submit on BlackBoard due 4-15-17

DESCRIPTION OF ACTIVITIES:

1. Research Paper:

It is a requirement for this course to produce a research paper on the subject of I.T. The paper can be written individually or as a team. Maximum team size is 5 students (3-4 recommended). All team members will receive the same grade for your research paper. It will be up to the team to manage your effort and fairly partition the work effort. The paper must be a minimum of 2600 words with a minimum of 10 sources. The following is a list of topics that you can choose from for your research paper:

- Business Process Reengineering (BPR)
- Business Intelligence (BI)
- Open Source Software
- Cloud Computing/SaaS
- Project Management Office (PMO)
- Big Data
- The Strategic Role of the CIO
- System Development Methodology
- Relational Technology & DBMS
- I.T. Outsourcing

Format: The Research Paper format requires a table of contents and an introduction (or Abstract) that clearly states the purpose, objective & rationale of this Research Paper. The Research Paper format also requires a summary/conclusion/reflection that recaps the important ideas provided in the paper and it should link to the purpose/objective/rationale stated in the introduction. A glossary is optional but recommended if the paper contains numerous technical or business terms that may be unfamiliar to the reader.

Refer to the **Schedule of Topics** section in this syllabus for the due date of this assignment.

2. CEO Letter:
Background:
ABX Corp is a fortune 1000 Financial Services Company. Karen Brooks is the new CEO. The prior CEO and CIO were asked to leave ABX because of the costly failure of several strategic I.T. projects. Furthermore, I.T. is not perceived as being "aligned" with business.

Karen was a Senior V.P. of Sales and Marketing at a competitor of ABX. She has minimal I.T. experience. Karen has interviewed many candidates for the open CIO position. She has narrowed the list down to several potential candidates. Karen is looking for

someone that has a solid understanding of …"what it takes for a company to achieve I.T. success". She does not want to experience the failures that befell her predecessors. Congratulations! You have been selected as one of the finalists for the CIO position.

Assignment:
Karen would like your ideas in writing on …"what it takes for a company to achieve I.T. success". It is understood that you have limited knowledge about ABX. Your response is to be generic and not specific to ABX. Your response is not about you or your I.T. experience. Karen has met you and is familiar with your job history. Karen wants your ideas on this important topic <u>only</u>. She will make her final decision on who gets the CIO job based upon the responses.

In your own words, apply **what we have learned in class** (use the key themes from our class) regarding the I.T. organization and the role of the CIO. Your written response must be in a professional letter format and be 1000 to 1300 words. Do not exceed the 1300 words!

Upload your CEO assignment to Blackboard. Please label your document with following naming convention "**CEO_StudentName**". For example my assignment would be named CEO_RMcANDREW.pdf). Your document can be a word doc or pdf. The candidate (student) who gets the CIO job will be announced to the class. Refer to the **Schedule of Topics** section in this syllabus for the due date of this assignment.

3. Data Flow Diagramming
This is an in-class team exercise. Student teams are provided with a business abstract and are required to diagram using the Data Flow Diagramming methodology presented in the lecture. Student teams will present their DFDs to the class. Refer to the **Schedule of Topics** section in this syllabus for the due date of this assignment.

4. Data Modeling:
This is an in-class team exercise. Student teams are provided with a business abstract and are required to develop a data model using the Data Modeling techniques presented in the lecture. Student teams will present their Data Models to the class. Refer to the **Schedule of Topics** section in this syllabus for the due date of this assignment.

5. Country Assessment:
This is an in-class team exercise. Our focus in this course is on Global I.T. There is a "Digital Divide" meaning that there is great disparity in a given country's readiness to participate and compete in a networked world. Understanding a country's I.T. infrastructure as well as their I.T. strengths and weaknesses is an imperative. Utilizing the World Economics Forum's **Global Information Technology 2016** report along with data from the Gartner Group, students will learn how to use these tools to assess a countries I.T. potential. Refer to the **Schedule of Topics** section in this syllabus for the due date of this assignment.

6. Final Exam:
The Final Exam will be made available on Blackboard after our last class. It is cumulative and draws on all lecture materials, discussion board topics, assignments and readings. The exam is comprised of true/false & multiple choice questions. The exam is single entry with a 3 hour time limit. One started the exam must be completed in one sitting. More instructions are provided on Blackboard in the final exam folder. Refer to the **Schedule of Topics** section in this syllabus for the due date of this assignment.

7. Graded Discussion Boards:
Students will be given **two (2)** writing assignment to be posted on the Discussion Board post-classroom. It will be on an I.T. related business question (issue) that requires critical thinking as well as application of the concepts, methods and ideas that have been presented in our class. Students should keep their focus on the themes and ideas presented in this course as they develop their response to the question. Your postings should be specific not general. Students are encouraged (but not required) to read the postings of all their cohorts and feel free to comment on any other student's postings where there is something to add (or respectfully disagree). This is called "linking thinking" and sharing thoughts and ideas deepen our understanding and add value to our overall learning and knowledge transfer. Refer to the **Schedule of Topics** section in this syllabus for the due date of these assignments.

8. Team Presentation on Emerging Technology & Methodology:

This is an in-class team exercise. Each student team will be assigned a Technology/Methodology topic. The team will be required to research current literature on the topic and prepare a 25 minute class presentation. The team will also be required to prepare a discussion question on this topic and lead the class in an insightful and reflective discussion. Refer to the **Schedule of Topics** section in this syllabus for the due date of these assignments.

GRADING:

Grading in this class will be based on the following elements and the grading scale provided below:

Percentage	Grade
>94%	A
90% to 93%	A-
87% to 89%	B+
84% to 86%	B
80% to 83%	B-
77% to 79%	C+
74% to 76%	C
70% to 73%	C-
67% to 69%	D+
64% to 66%	D
60% to 63%	D-
<60%	F

Activity	Points
Team Presentation on Emerging Technology and Methods	30
I.T. Design & Modeling (2@10 each)	20
CEO Essay	30
Discussion Board (2@15 each)	30
I.T. Country Assessment	10
Research Paper	40
Final Exam	30
Participation & Attendance	10
Total Points	**200**

Late Assignments: Acceptance of late assignments is at the sole discretion of the instructor. If accepted, the assignment will receive an automatic point deduction of 30% deducted from your graded score.

STUDENT WORKLOAD FOR THIS COURSE:

A detailed breakdown of times (1 hour = 50 minutes) and activities can be found from the following table:

Activity	Instructor-Led Weekly	Instructor-Led Course	Independent Weekly	Independent Course	Remarks
Pre-Class Reading				10	Complete before Class #1
Class #1 Required Reading				2	Gartner Group Article
Class #1 Lecture & Discuss		7			Lecture & Discussion on I.T. Topics
Class #2 Required Reading				2	Harvard Business Review
Class #2 Lecture & Discuss		7			Lecture & Discussion on I.T. Topics
Class #3 Required Reading				2	Gartner Group Article
Class #3 Lecture & Discuss		6			Lecture & Discussion on I.T. Topics
CEO Reflection/Insight		2		4	CEO Insight on "Big Ideas"
Country Assessment		2		4	World Economic Forum GIT Report 2016
Class #4 Lecture & Discuss		5			Lecture & Discussion on I.T. Topics
Class #4 Student Present				10	Emerging Technology & Methods
CEO Essay		2		8	Best I.T. Practices: Submit on BlackBoard
Process Modeling Exercise		3		2	Case Study: Design Solution from Abstract
Data Modeling Exercise		3		2	Case Study: Design Database from Abstract

		4		5	
Discussion Board #1		4		5	I.T. Analysis: Submit on BlackBoard
Discussion Board #2		4		5	I.T. Analysis: Submit on BlackBoard
Research Paper				22	Submit on BlackBoard
Final Exam				12	Submit on BlackBoard
Total Hours		**45**		**90**	

COURSE EVALUATIONS:

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: http://courseval.callutheran.edu

ACADEMIC INTEGRITY:

The educational programs at California Lutheran University's School of Management are designed and dedicated to achieve academic excellence, honesty and integrity at every level of academic life.

This Policy and the Procedure for Reporting and Handling Violations of Academic Integrity in the School of Management are built upon the university's framework, but are specific to the School of Management only. As stated in the Procedure For Reporting and Handling Violations of Academic Integrity in the School of Management, students and faculty share responsibility for maintaining high levels of scholarship and academic integrity. In the same manner, faculty and students share an obligation to report violations of academic integrity to their Program Director.

Our definition of academic dishonesty is "any behavior or act that implies intent to make someone believe what is not true, as giving a false appearance." Since academic honesty is central to the academic enterprise, students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical use of technology, and facilitation of academic dishonesty are examples of such behaviors.

Any behavior or act that falls within the definition of academic dishonesty will meet with appropriate disciplinary remedies. Due to the serious nature of such offenses and resulting questions regarding student ethics, graduate programs within the School of Management may assign remedies including academic probation, suspension or dismissal from the university after a first offense with the approval of the Dean and Vice President for Academic Affairs. Remedies will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach.

UNIVERSITY HARRASSMENT POLICY:

Be civil to each other, both on- and offline. For information on the University's **student harassment policy and rights, please go to the following link:** Student Life Handbook

SEXUAL MISCONDUCT:

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: http://www.callutheran.edu/title-ix/

PEARSON LIBRARY:

The Pearson Library holds over 318,500 volumes including 185,300 full-text e-books; 300 print and electronic journal subscriptions; 161 online databases with over 70,000 full text journals and full-text articles from scholarly journals. Specialized business and management databases include Business Source Premier, Business Full Text, Data-Planet Statistical Datasets, Emerald eJournals, First Research, LEXIS, Mergent Online, Morningstar, ProQuest, Research Monitor, Westlaw, among others. To begin using these materials, visit the Pearson Library's business research guide at http://libguides.callutheran.edu/BusinessAdmin. For assistance, you can also contact the library's School of Management liaison, Henri Mondschein MLS, Ed.D., Email mondsche@callutheran.edu, phone: (805) 493-3012. For general assistance, you can chat live on the Library's homepage at http://www.callutheran.edu/library/ or you can contact the library via email at clulibrary@callutheran.edu or via phone at (805) 493-3255.

CLU WRITING CENTER:

The Writing Center provides writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at CLU. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the CLU community with a @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call (805) 493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

VETERANS RESOURCES:

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: http://www.callutheran.edu/veterans/ Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or (805) 493-3648 for more information.

DISABILITY STATEMENT:

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office in the Academic Services Building, and can be contacted by calling (805) 493-3464 or emailing wjimene@callutheran.edu

HELP DESK:

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to helpdesk@callutheran.edu, click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call (805) 493-3698.

DISCLAIMER:

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner.