



MASTER IN BUSINESS ADMINISTRATION PROGRAM

BUS 530

**Managing Information Systems and Technology
On-Site**

Syllabus

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Westcliff University Mission Statements

Westcliff University

Westcliff University's mission is to educate, inspire, and empower students from around the world to acquire the competencies to excel personally and professionally through innovative, high-quality distance and campus programs.

College of Business Mission Statement

Westcliff University's College of Business mission is to deliver a high-quality business education that can improve the lives of students, personally and professionally. The College's teaching philosophy is to vitalize business concepts by offering a curriculum in a pragmatic and relevant framework. Through the use of innovative teaching methods, students are enabled to enhance their business acumen in an ethical and socially responsible way.

MBA Program Mission Statement

Westcliff University's mission for the Master of Business Administration program is to offer a broad spectrum of core concepts in ancillary fields of business that prepare students to lead people and projects. In an innovative and creative environment, the program enables students to develop and implement business strategic initiatives in an ethical and professional manner.

Course Description

COURSE NAME	Managing Information Systems and Technology
CODE	BUS 530
UNITS	3
LENGTH OF CLASS	8 weeks
COURSE DESCRIPTION	This course focuses on the impact of technology on organizations. Topics include information awareness, decision architecture and internal knowledge dissemination. In addition, the course will cover tools and techniques for competitive analysis, strategic planning, and strategy implementation, addressing the use of information, knowledge, and technology as a strategic asset.
REQUIRED TEXT	Wallace, P. (2018). <i>Introduction to information systems</i> (3 rd ed.) Pearson. ISBN: 9780134635194
METHOD OF INSTRUCTION	The course is conducted on-site and on campus. Students interact with each other and with the faculty in a classroom setting and in an online learning system. Learning will be facilitated through lecture-discussions, presentations, cooperative learning, and case studies.
SCOPE	Student outcomes are measured through professional individual assignments, discussion postings, comprehensive learning assessments, and class participation. This ensures that the scope of this course will be a closed cycle.

Course Assignments At-A-Glance

Week	Assignment	Deadline
Week 1	Discussion Question (AC) Response Discussion Question Peer Responses Applied Learning Assignment (Current Events)	Thursday by 11:59 p.m. Sunday by 11:59 p.m. Sunday by 11:59 p.m.
Week 2	Discussion Question (DQP) Response Discussion Question Peer Responses Professional Assignment 1 (PA1)	Thursday by 11:59 p.m. Sunday by 11:59 p.m. Sunday by 11:59 p.m.
Week 3	Discussion Question (Standard DQ) Response Discussion Question Peer Responses Applied Learning Assignment (Personalized CLO)	Thursday by 11:59 p.m. Sunday by 11:59 p.m. Sunday by 11:59 p.m.
Week 4	Discussion Question (DQC) Response Discussion Question Peer Responses Comprehensive Learning Assessment 1 (CLA1)	Thursday by 11:59 p.m. Sunday by 11:59 p.m. Sunday by 11:59 p.m.
Week 5	Discussion Question (DCQP) Response Discussion Question Peer Responses	Thursday by 11:59 p.m. Sunday by 11:59 p.m.
Week 6	Discussion Question (DQP) Response Discussion Question Peer Responses Professional Assignment 2 (PA2)	Thursday by 11:59 p.m. Sunday by 11:59 p.m. Sunday by 11:59 p.m.
Week 7	Discussion Question (Standard DQ) Response Discussion Question Peer Responses Applied Learning Assignment (Topic Videos) Exam	Thursday by 11:59 p.m. Sunday by 11:59 p.m. Sunday by 11:59 p.m. Monday -Sunday by 11:59 p.m.
Week 8	Discussion Question (Summary & Critical Thinking) Response Discussion Question Peer Responses Comprehensive Learning Assessment 2 (CLA2) Comprehensive Learning Assessment 2 Final PowerPoint	Thursday by 11:59 p.m. Sunday by 11:59 p.m. Sunday - the last day of the Session, by 11:59 p.m. Last Day of Lecture

Course Learning Outcomes (CLOs) Linked to Program Outcomes

Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of the course. Learning outcomes identify what the learner will know and be able to do by the end of a course – the essential and enduring knowledge, abilities (skills) and attitudes (values, dispositions) that constitute the integrated learning needed by a graduate of this course. The learning outcomes for this course summarize what you can expect to learn, and how this course is tied directly to the educational outcomes of your MBA degree.

Course Learning Outcomes (CLOs)	MBA Program Outcomes	(K) Knowledge (S) Skill (A) Attitude
1. Distinguish the concept, types, and the role of Management Information Systems. Specify why information systems are important to the business.	1, 4	K, S
2. Determine information technology's competitive strategies concepts. Formulate competitive strategies using information technology that will gain competitive advantage.	2, 3, 4, 6	K, S
3. Specify the business values of using hardware and software. Distinguish implementing techniques used for data resources management and telecommunication networks in an organization.	2, 3, 4	K, S
4. Manage information system applications to develop cross-functional enterprise business systems.	1, 4	K, S
5. Generalize the process of planning, developing and implementing a business information system.	4, 6	K, S
6. Detect ethical issues, solutions, and security management strategies in e-business.	4, 7	K, S, A
7. Propose how to use information technologies to achieve success in a global economy.	4, 5, 6	K, S, A

CLA Linking Table

Comprehensive Learning Assessments (CLAs), Professional Assessments (PAs) and Discussion Questions (DQs) directly measure Course Learning Outcomes and indirectly measure MBA Program Outcomes. The following table shows how all those are linked together.

Comprehensive Learning Assessments (CLAs)	Course Learning Outcomes (CLOs)	MBA Program Outcomes
CLA1 (Week 4)	1, 2, 3, 4, 7	1, 2, 3, 4, 5, 6
CLA2 (Week 8)	3, 6, 7	2, 3, 4, 5, 6, 7

PA Linking Table

Professional Assessments (CLAs)	Course Learning Outcomes (CLOs)	MBA Program Outcomes
PA1 (Week 2)	2, 3, 5	2, 3, 4, 6
PA2 (Week 6)	2, 3, 6	2, 3, 4, 6, 7

DQ Linking Table

Discussion Questions (DQs)	Course Learning Outcomes (CLOs)	MBA Program Outcomes
DQ1 (Week 3)	2, 3, 4	1, 2, 3, 4, 6
DQ2 (Week 7)	4, 5	1, 4, 6

University Policies

Office Hours:

Office hours are times scheduled, which professors dedicate to meet, online chat, or otherwise communicate with students. Students are encouraged to use office hours as times to discuss with professors the material being presented in class or other related interests you have. Course-related discussions include asking for extra help, seeking clarification of material presented in class, and following up on compelling aspects of the class. In addition, students also discuss major and programs of study, graduation requirements, summer internships, continuing studies, campus events, and more.

Office Hours for all Westcliff University instructors are available by appointment as agreed upon by the instructor and student.

Academic Integrity Policy – Plagiarism:

Plagiarism is the deliberate copying of written work of any length that has been published in books, journals, and magazines, and on the Internet without giving full credit to the original author for his or her contribution with a proper citation.

It is considered unethical, a violation of university rules, and it is against U.S. copyright law. It is important to understand that plagiarism is a breach of academic integrity. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data, which form the basis for their own work. Passing off another's work as one's own is not only poor scholarship, but it also means that the student has failed to complete the learning process. Deliberate plagiarism is unethical and can have serious consequences for the student's future career; it also undermines the standards of the institution and of the degrees it issues.

If it is determined by the faculty, dean, or provost that the student has engaged in plagiarism, the student will undergo the following disciplinary action:

1. If there is any indication of plagiarism by a student, the faculty will review the materials and submit to an evaluation platform such as "Turnitin" for verification.
2. If the verification of plagiarism is confirmed, the faculty will allocate a grade of zero for the student.
3. The faculty member will then meet with the student and review the offense.
4. Subsequent to the meeting, the faculty may allow, at their discretion, the student to redo the assignment; however, the faculty will allocate a grade that they feel is justified. Points may be deducted from the assignment at the faculty's discretion. Once the student is indeed given an opportunity by the faculty to redo the assignment, the student forfeits any right to dispute the grade awarded by the faculty.
5. If the student submits another assignment that is plagiarized, the faculty will forward this information to the dean of the college and the student information will be sent to the provost. The provost will then forward this information to the disciplinary committee.
6. The disciplinary committee will review all the materials, interview the student and depending on the final decision, the student may be academically suspended or dismissed from the university.

7. The length of suspension depends largely on the student's behavior before the hearing; truthfulness and contrition are appropriate when the evidence is compelling.
8. The student will receive a letter from the provost outlining the final decision and corrective process recommended by the disciplinary committee.
9. A letter will be sent registered mail to the student and a copy kept in the student's file.

Westcliff University takes plagiarism very seriously and we offer resources on how to avoid it. If students have any questions regarding plagiarism, they should see their Dean of the College.

Code of Conduct:

Each student is expected to be an example of proper conduct. All students are expected to adhere to the University Policies laid forth in the Student Handbook- Catalog. Student honesty and integrity also applies to students who furnish proof and/or documentation as evidence of extenuating circumstances. If it is found that the evidence is fraudulent in any way, students will be subject to disciplinary action prescribed below. The administration of Westcliff University has the authority to take appropriate action or administrative disciplinary measures if this Code of Conduct is not adhered to. Any violation of policies and procedures may result in disciplinary action, suspension or dismissal, and may become part of the students' academic record and/or transcript. Any suspended or dismissed student shall be given the right to appeal the administrative decision.

Students with Disabilities:

ADA (Americans With Disabilities Act) Policies

Westcliff University is available to assist students with disabilities who self-disclose and request special accommodations. For the University to provide eligible disabled students with reasonable accommodations, it is required that an official request for services and appropriate documentation be submitted to your Student Services Coordinator by the student. If you need any accommodations during your courses, please immediately contact your Student Services Coordinator to complete the ADA self-disclosure and accommodation process. Please note that requesting accommodations directly from a faculty member is not appropriate self-disclosure.

The Student Services Coordinator may be contacted by emailing studentservices@westcliff.edu.

Learning Resources:

Westcliff University provides access to The Library and Information Resources Network (LIRN).

LIRN provides a virtual library collection of more than 80 million peer-reviewed scholarly journals, articles, periodicals, e-books, encyclopedias, newspapers, magazines, podcasts, and audio and video resources to support academic studies. LIRN also includes databases from Gale/InfoTrac with Informe, ProQuest, eLibrary, Credo, RCL, Web, and Books in Print.

Westcliff University students in both online and on-site programs have full access to LIRN through their Global Academic Portal (GAP) and are encouraged to use LIRN as they do their research for University courses.

For additional information on available resources, please refer to the Online Learning Resource List that is posted in the General Course Forums section of your course GAP.

Students are also encouraged to use Westcliff University's Research and Study Center, which has PC workstations with Internet access available for student research, assignments, and other

class-related activities. The Research and Study Center hours of operation are 9:00 a.m. to 7:00 p.m. Monday- Friday. Exceptions include Holidays and any other dates on which the University will be closed (please see Academic Calendar).

For questions regarding LIRN or the Research and Study Center, please contact your Student Services Representative at studentservices@westcliff.edu.

Detailed Description of Each Grading Criteria:

What are Grading Rubrics (Metrics)?

Westcliff University makes use of Grading Rubrics for scoring of grades in many assignments. Grading or scoring rubrics are used as a tool used to delineate criteria and expectations pertaining to assignments and to establish an objective consistency in grading. Typically, rubrics are divided into components so as to allow for a more direct and precise measurement and interpretation of assignments. Hence, rubrics are designed to provide guidelines for grading assignments and represents a systematic appraisal of student-work only from this perspective. The final grading of all assignments will have a subjective component that typically includes the instructor's interpretations, judgments, and any policies pertaining to assignments.

A. Grading Criteria for Class Participation and Attendance

For students participating in an on-site course, students will receive two weekly Participation grades:

(1) On-Campus Class Session Discussion:

Students are expected to attend their on-site on-campus Class Session (OCS) each week. Preparation for class involves reading the materials and working through, in some detail, the case preparation for class in advance. By preparing these questions, students will get the most learning out of the class. While in class, more participation will lead to increases in the quality and rigor not only of the class but of other student's learning modalities as well. Westcliff University provides an open forum environment. There is no limit on the discussion in which you may involve yourself.

(2) Online Discussion Board Discussions

Each week, students will be assigned 1-3 Discussion Questions. For each Discussion Question, students must post an answer in the Discussion Board on their course Global Academic Portal (GAP) by the assigned deadline each week. Students must then post a Peer Response for each Discussion Question by the deadline that same week. The GAP can be accessed online at gap.westcliff.edu.

You are expected to answer each discussion question critically by using your textbook, LIRN-based research, and the Internet and actively participate in class. All discussion responses should be at least one (1) paragraph in length with significant, rigorous content. Your response should reflect your ability to conduct research and should include citations. You should also present your analysis and back it up with specific examples. Responses to other learners' analyses should add substance, request clarification, provide a different perspective, or challenge the assertions made by providing real or hypothetical

scenarios that the original analysis does not adequately address. It is also good practice to provide normal, supportive comments. Everyone appreciates this feedback. Remember, the purpose of course discussions is to **stimulate academic debate**.

At the graduate-level, discussion questions can be based on any one (or combination) of the following resources:

- Textbook, current and previous chapter(s)
- Other readings
- Research (journals, periodicals, and other electronic resources)
- Lecture

The University makes a concerted effort to promote a variety of discussion questions that related to the current course and/or its content as it relates to the field in business in general.

In assigning grades to class discussion, faculty will focus primarily on the quality of your input; however, it usually takes at least some quantity of participation for us to make that evaluation.

Good case discussions take the group farther than any one individual or study group can go on their own. However, it takes at least a certain quantity of participation to make that evaluation. Instructors will develop grades and scores based on the **quantity and quality of your contributions**.

In general, the instructors' criteria are:

1. Are points made relevant to the discussion?
2. Do they go beyond a mere recitation of case facts, and are implications clearly drawn?
3. Is there evidence of analysis rather than expression of opinion?
4. Are comments linked to those of others?
5. Did the contribution further the class' understanding of issues?

Students who neglect to submit their Class Participation responses (either answers to discussion questions or responses to classmates/faculty) by the stated weekly deadlines will be deducted up to 15% of the online participation points possible for that week. Discussion Boards close on Sunday of each week at 11:59 p.m. at which time students are no longer able to post responses and receive no credit for missed posts. Technological issues are not considered valid grounds for late assignment submission. Students are responsible for printing their own assignments, when necessary. Unless an "Incomplete" grade has been granted, assignments submitted after the last day of class will not be accepted.

B. Grading Criteria for Professional Assignments:

In Weeks 2 and 6 students will write a 2-3 page paper in response to a case study or similar assignment provided by your professor. Student answers are to be clear, well-organized, and specific. Provide a concise, cogent argument and include details to support your response.

Please refer to **Expectations of Student Assignments** located on page 16 of the syllabus and the **Formatting Requirements for Written Assignments** located on page 17 of the syllabus for a

detailing of specific expectations for how to format and write your paper. Additionally, you may refer to the PA and CLA Grading Rubric found on page 26 of the syllabus.

C. Grading Criteria for Exams

In Week 7 you will have an exam. Exams will cover the chapters assigned and discussed during the previous week(s). Your access to the exam begins on Monday and closes on Sunday at midnight. All exams are strictly closed book.

Some exams will be chosen for proctoring. Please see the Proctored Examination Policy on page 18.

Grading Criteria for Comprehensive Learning Assessments (CLAs):

CLAs are comprehensive assignments that provide evidence of how well students have mastered the course content and test the students on all the Course Learning Outcomes. CLAs measure student achievement of CLOs in a way that goes beyond rote memorization and gauges true understanding and mastery of course content. CLAs can include assignments such as case study analyses, research papers, and/or student presentations. The answers provided to graduate level CLA's must demonstrate a broad view of organizational performance factors from the general management perspective that demonstrate concepts pertaining to effective leadership and management in the 21st century globalized business economy. One of the grading criteria requirements is that answers provided exhibit skills that promote and integrate program outcomes and should include decision-making, strategic management, creativity and innovation, leadership, problem-solving and real-time business application. Answers must also demonstrate the student's ability to research and demonstrate a graduate writing level.

D. Comprehensive Learning Assessment (CLA 1)

In Week 4 students are to write a 4-6 page minimum APA formatted paper in response to a case study or similar assignment provided by the professor. Students must reference at least six (six) peer-reviewed sources beyond the course materials. Students' answers are to be clear, well-organized, and specific. Provide a concise, cogent argument and include details to support your response. **CLA 1** focuses on assessing course foundations and the student's ability to define and understand its main concepts.

Please refer to **Expectations of Student Assignments** located on page 16 of the syllabus and the **Formatting Requirements for Written Assignments** located on page 17 of the syllabus for a detailing of specific expectations for how to format and write your paper. Additionally, you may refer to the PA and CLA Grading Rubric found on page 26 of the syllabus.

E. Comprehensive Learning Assessment (CLA 2)

Written Paper Criteria:

In Week 8 students complete CLA2, which is the logical culmination of the course. Your CLA2 submission (cumulative report) should be a minimum of 4-6 pages in length. The CLA assignments encompass the learning outcomes for this course and are designed to demonstrate what has been learning or achieved by the student. **CLA 2** measures the student's competency and mastery of the course concepts, particularly the application of those concepts.

Please refer to **Expectations of Student Assignments** located on page 16 of the syllabus and the **Formatting Requirements for Written Assignments** located on page 17 of the syllabus for a detailing of specific expectations for how to format and write your paper. Additionally, you may refer to the PA and CLA Grading Rubric found on page 25.

F. Comprehensive Learning Assessment (CLA 2) Presentation

CLA2 Presentation Criteria:

In addition to your CLA2 report, please prepare a professional PowerPoint presentation summarizing your findings for CLA2. The presentation will consist of your major findings, analysis, and recommendations in a concise presentation of 15 slides (minimum). You should use content from your CLA2 report as material for your PowerPoint presentation. In addition, you should include learning outcomes from all your major assignments. This would include PA1, CLA1, PA2, and of course, CLA2 (unless otherwise specified by your Professor). An agenda, executive summary, and references slides should also be included. Please keep in mind that the university is moving towards a more digital footprint for our students. This means that your final CLA2 presentation may be recorded, so that you may include it in your “e-portfolio” (graduating students should have all of their CLA2 presentations on a flash-drive, in addition to student biography, resume, interests, etc.) Students will present their PowerPoint during the last week of class. Presentations should not exceed 15 minutes.

Each CLA2 and presentation will become a part of the student’s digital portfolio. Upon completion of the program, the student’s digital portfolio will demonstrate the student’s mastery of the course and program learning outcomes.

Percentage of Grade			
Item	Description	% of Grade	Type of Student Work
A	<u>Attendance and Participation:</u> On-Site Class Sessions (Live/Recordings)/Facilitated Discussions Online Discussion Board Discussion	30%: 15% 15%	<i>Lecture and Discussions, ALA's</i>
B	Professional Assignments	15%	<i>Homework</i>
C	Exam	10%	<i>Examination</i>
D	Comprehensive Learning Assessment 1 (CLA 1)	15%	<i>Homework</i>
E	<u>Comprehensive Learning Assessment 2</u> <u>(CLA 2)</u> CLA Paper CLA Presentation	30%: 20% 10%	<i>Assignment & Project Completion</i>
Total		100%	

Academic Engagement	
Direct Teacher Instruction	24 hours
Indirect Teacher Instruction (Asynchronous Online Viewing of PowerPoint Presentations and Videos)	9 hours
Contributing to (Asynchronous Online Discussions)	10 hours
Taking Exam	2 hours
Total:	45 hours
Preparation	
Reading Required Texts	22 hours
Reviewing PowerPoint Presentations and Lecture Notes	10 hours
Completing Professional Assignments	10 hours
Comprehensive Learning Assessments (CLA's 1 and 2)	22 hours

Studying for Exam	6 hours
Preparing for CLA Presentation	4 hours
Applied Learning Assignments	16 hours
Total:	90 hours
Total Hours of Academic Engagement and Preparation:	135 hours

Rubrics

GRADING METRICS FOR WEEKLY ONLINE DISCUSSION

GRADING METRICS FOR WEEKLY ONLINE DISCUSSION												
	Exemplary			Proficient			Needs Progress			Unsatisfactory		
Points	30	27	24	21	18	15	12	9	6	3	0	Weight of Grade
Answering Discussion Questions	Student answers or responds to all questions completely, demonstrating knowledge and understanding of key concepts, ability to think critically, and has included original examples in his/her response. It is required that the textbook and/or scholarly research be included to justify and/or solidify any argument or reasoning.			Student answers or responds to all discussion questions, but lacks some demonstration of understanding of key concepts, or ability to think critically, or does not include examples and/or textbook or scholarly research.			Student answers or responds to at least one, but not all discussion questions, and/or lacks some demonstration of understanding of key concepts, or ability to think critically, or does not include examples.			Student fails to answer or respond to discussion questions assigned and/or does not demonstrate an understanding of key concepts, or ability to think critically, or does not include examples.		30%
Points	30	27	24	21	18	15	12	9	6	3	0	
Response to Peers	Student's responses are well conceived, offering insight and original examples. Student incorporates or builds off of the ideas of others and provides an analysis of concepts discussed.			Student responds to classmates' postings but a few responses are not well conceived, or do not offer insight, or original examples. Student might not incorporate or build off of the ideas of others in a meaningful way and may lack analysis.			Student responds to classmates' postings, but does not meet the minimum number of responses required, and some responses are not well conceived, or do not offer insight, or original examples. Student might not incorporate or build off of the ideas of others in a meaningful way.			Student neglects to respond to classmates' postings or responses are not well conceived, do not offer insight, or original examples. Student does not incorporate or build off of the ideas of others.		30%
Points	25	22.5	20	17.5	15	12.5	10	7.5	5	2.5	0	
Preparation	Student brings in outside examples and is able to examine a problem or situation from a variety of perspectives.			Student demonstrates an understanding of key concepts, but offers only some analysis or original thought.			Student responds to questions and postings with verbiage copied directly from textbook, rather than in their own words.			Student fails to demonstrate knowledge or understanding of the assigned reading.		25%
Points	15	13.5	12	10.5	9	7.5	6	4.5	3	1.5	0	
Accountability	Student posts answers and responses on time.			Student is late in posting and/or responding to postings, but has a viable excuse and has notified the professor in advance.			Student is late posting either answers or responses.			Student fails to post answers and responses on time.		15%
	Total Possible										100%	

MBA PROGRAM
Professional Assignment (PA) Comprehensive Learning Assessment (CLA) Applied Learning Assignment (ALA) Grading
Rubric

	Exemplary	Proficient	Needs Improvement	Unsatisfactory	% of Overall Grade	Points
Assignment Components						
Originality and Content	The paper is content rich, all questions and their parts have been answered demonstrating: *critical analysis *application of learned concepts to real world *research-based evidence *originality with a maximum similarity index of 20%.	The paper is content rich, most questions and their parts have been answered demonstrating: *critical analysis *example application of learned concepts *research-based evidence *originality with a maximum similarity index of 22%.	The paper contains relevant content, some questions and their parts have been answered demonstrating: *some critical analysis *example of learned concepts *research-based evidence *originality with a maximum similarity index of 25%.	The paper lacks relevant content, some questions and their parts have been answered demonstrating: *limited critical analysis *limited or no example of learned concepts *limited or no research-based evidence *similarity index exceeds 25%.	30%	
Argument	The paper: *demonstrates effective, well supported argument *provides supporting evidence for argument *demonstrates a strong relationship between argument and assignment requirements	The paper: *demonstrates the ability to support an argument *provides some supporting evidence for the argument *demonstrates some relationship between argument and assignment requirements	The paper: *demonstrates limited support for the argument *provides limited evidence for the argument *demonstrates a limited relationship between argument and assignment requirements	The paper: *demonstrates limited or no support for the argument *provides limited or no evidence for the argument *has a limited or no relationship between argument and assignment requirements	25%	
Writing Components						
Organization	The paper is well organized and includes: *logical flow *correct use of APA headings *introduction and conclusion	The paper is well organized for the most part with an adequate degree of: *logical flow *use of APA headings *introduction and conclusion	The paper is somewhat organized with: *a non-continuous logical flow *some use of APA headings *limited introduction and/or conclusion	The paper has limited or lacks: *logical flow *use of APA headings *introduction and/or conclusion	10%	
Grammar and Spelling	The paper contains correct grammar, spelling, and sentence structure.	The paper contains correct grammar with only minor errors in spelling, and/or sentence structure.	The paper contains some grammatical errors, misspellings, and may contain inadequate sentence structure.	The paper lacks correct grammar, has misspelled words and weak sentence structure in multiple paragraphs.	10%	
Formatting	The paper follows all formatting guidelines, including page-length, APA formatting requirements, correctly formatted in-text citations, and correctly formatted references and reference page	The paper follows all or most formatting guidelines, including page-length, APA formatting requirements, mostly correctly formatted in-text citations, and mostly correctly formatted references and reference page	The paper only follows some formatting guidelines, including page-length, APA formatting requirements, some correctly formatted in-text citations, and some correctly formatted references and reference page	The paper fails to follow formatting guidelines, including page-length and APA formatting requirements to a substantial degree. Limited or no correctly formatted in-text citations, references, and reference page	5%	
Research Components						
Effective Research	Student demonstrates the ability to: *draw logical and valid conclusions *provide supporting researched-based evidence including peer reviewed articles *utilize the textbook, online databases and the internet to locate supporting literature	Student demonstrates some ability to: *draw logical and valid conclusions *provide supporting researched-based evidence including peer reviewed articles *utilize the textbook, online databases and the internet to locate supporting literature	Student demonstrates limited ability to: *draw logical and valid conclusions *provide supporting researched-based evidence including peer reviewed articles *utilize the textbook, online databases and the internet to locate supporting literature	Student demonstrates limited to no ability to: *draw logical and valid conclusions *provide supporting researched-based evidence including peer reviewed articles *utilize the textbook, online databases and the internet to locate supporting literature	10%	
Quality Resources	The student uses at least 5 quality peer-reviewed and scholarly resources (non-website based) and 1 textbook-based resource to support his/her argument.	The student uses at least 4 quality peer-reviewed and scholarly resources (non-website based) and 1 textbook-based resource to support his/her argument.	The student uses at least 3 quality peer-reviewed and scholarly resource which may be website-based, and 1 textbook based resource to support his/her argument.	The student does not use or has limited use of quality peer-reviewed and scholarly resources and/or the work only contains website-based resources and/or only uses the textbook to support his/her argument.	10%	
					100%	

Assessment Rubric for PowerPoint Presentations - MBA

	Exemplary 10-9	Accomplished 8-6	Developing 5-3	Beginning 2-0
Organization Of Presentation	Information presented in logical, interesting sequence	Information in logical sequence	Difficult to follow presentation-- student jumps around	Cannot understand presentation--no sequence of information
Subject-Matter Knowledge	Demonstrates full knowledge by answering all class questions with explanations and elaborations	At ease with expected answers to questions but does not elaborate	Uncomfortable with information and is able to answer only rudimentary questions	Does not have a grasp of the information. Cannot answer questions about subject
Graphics and/or Graphical Representation of Concepts	Explain and reinforce screen text and presentation	Relate to text and presentation	Occasionally uses graphics that rarely support text and presentation	Uses superfluous graphics or no graphics
Research as supporting evidence	Uses a variety of sources in reaching accurate and detailed conclusions that solidify premise.	Uses a variety of sources in reaching conclusions that support premise.	Presents only evidence that supports a preconceived point of view.	Does not justify conclusions with research evidence.
Analysis & Evaluation Critical Thinking	Examines conclusions Uses reasonable judgment Discriminates rationally Synthesized data Views all information critically	Formulates conclusions Recognizes arguments Notices differences in arguments Evaluates data Seeks out information	Identifies some conclusions Sees some arguments Identifies some differences Paraphrases data Assumes information valid	Fails to draw conclusions No identification of arguments Overlooks differences Repeats data Omits any research
Oral Presentation Eye Contact Verbal Tone/Speed	Maintains eye contact and pronounces all terms precisely. All audience members can hear and follow presentation.	Maintains eye contact most of the time and pronounces most words correctly. Most audience members can hear presentation and follow along.	Occasionally uses eye contact, mostly reading presentation, and incorrectly pronounces terms. Audience members have difficulty hearing and flowing along.	Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly

Rubric – Class Participation

Score	Criteria
90- 100	<ul style="list-style-type: none"> ● On time to/from: <ul style="list-style-type: none"> ● Arrives for class on time ● Returns from break(s) on time ● Stays for the full duration of class time ● Active and substantive contributions to the class discussion ● Respects others <ul style="list-style-type: none"> ● Cellular phones may not be used in-class, unless used for a class activity ● Comes prepared for class by bringing: <ul style="list-style-type: none"> ● Textbook or required materials ● Notebook and pen/pencil, or ● Laptop computer, or ● Both notebook and pen/pencil and laptop computer ● Asks thoughtful questions
75-89	<ul style="list-style-type: none"> ● On time to/from: <ul style="list-style-type: none"> ● Arrives up to 10 minutes late to class ● Returns from break(s) up to 10 minutes late ● Leaves up to 10 minutes early ● Contributes to the class discussion somewhat actively and substantively <ul style="list-style-type: none"> ● Respects others <ul style="list-style-type: none"> ○ Cellular phones may not be used in-class, unless used for a class activity ● Comes prepared for class by bringing: <ul style="list-style-type: none"> ● Textbook or required materials ● Notebook and pen/pencil, or ● Laptop computer, or ● Both notebook and pen/pencil and laptop computer
50-74	<ul style="list-style-type: none"> ● On time to/from: <ul style="list-style-type: none"> ● More than 10 minutes late to class ● Returns from break(s) more than 10 minutes late ● Leaves more than 10 minutes before the end of class ● Does not actively contribute to the class ● Not attentive to the lesson, easily distracted ● Sometimes follows classroom rules OR disrespects faculty and/or other students at times ● Not prepared for class <ul style="list-style-type: none"> ● Has neither a notebook and pen/pencil, and/or laptop computer
25-49	<ul style="list-style-type: none"> ● On time to/from: <ul style="list-style-type: none"> ● Arrives more than 30 minutes late to class ● Returns from break(s) more than 30 minutes late ● Leaves 30 minutes or earlier before the end of class ● Does not contribute to the class discussion ● Not attentive to the lesson, easily distracted

	<ul style="list-style-type: none"> • Is on cell phone or other internet sites during class ● Does not follow classroom rules and/or is not respectful to faculty and/or classmates • Not prepared for class <ul style="list-style-type: none"> ○ Has neither the textbook or required materials, nor a notebook and pen/pencil, nor a laptop
0	<ul style="list-style-type: none"> ● Does not attend class or, • Does not attend 40 minutes or more of class lecture time (excluding any student services and <ul style="list-style-type: none"> ○ 40 minutes or more may be a combination of minutes missed due to: <ul style="list-style-type: none"> ▪ Coming late to class ▪ Returning back late from break(s) ▪ Leaving class early
0-100	<ul style="list-style-type: none"> ● Excused absence resulting in submission of a written assignment completed as per professor instruction given. Grade given based on quality of work. Faculty will typically grade the assignment within 4 reserves the right to grade submission at any time during the current session, up to and including 0-100 points

Detailed Course Outline

The following outline provides important assignment details for this course, week-by-week. You are responsible for all of the assignments given. Please refer to the Detailed Description of Each Grading Criteria beginning on page 10 of the syllabus for specific information about each assignment.

1. Week 1

Assignments to complete this week:

- Reading:
 - Chapter 1: Information Systems and People
 - Chapter 2: Information Systems and Strategy
- Post DQ Answers by Thursday at 11:59 p.m.
- Post DQ Peer Responses by Sunday at 11:59 p.m.
- Applied Learning Assignment

Each week, students must post one (1) answer and one (1) peer response for every discussion question. Student Discussion Question answers must be posted by Thursday at 11:59 p.m. and Peer Responses must be posted by Sunday at 11:59 p.m.. Please see Grading Criteria for Discussion Board Participation on pages 10-11 of the syllabus for Discussion Question and Response expectations.

Discussion Question 1 – Applied Concepts (AC) - Week/Course Learning Outcomes

Using your textbook, LIRN-based research, and the Internet, apply the learning outcomes for the week/course and lecture concepts to one of the following scenarios:

As applied to your current professional career

As applied to enhancing, improving, or advancing your current professional career

As applied to a management, leadership, or any decision-making position

As applied to a current or future entrepreneurial endeavor

OR

Using your textbook, LIRN-based research, and the Internet, apply the learning outcomes for the week/course and lecture concepts to a business organization that exhibits and demonstrates these concepts. You should develop a summary of the organization's strategy and how they use these concepts to compete.

This is a learning and application exercise designed to give you an opportunity to apply concepts learned in a pragmatic and meaningful way that will enable you to gain valuable and relevant knowledge in an effort to augment your skill set and enhance your professional careers.

Applied Learning Assignment (ALA): Current Events – Application

Each student is to research a current event that is related to one or more of the Course Learning Outcomes (CLO) listed in your syllabus. You should use the Internet; electronic news agencies or journals to research a current event should be **no more than 1 year old. An analysis should be**

conducted on your researched current event (related to one or more CLO's). Each student must **create PowerPoint slide(s)** and should include:

- A summary of the event
- A brief statement about the relationship of the current event to the CLO(s)
- As a manager, how would apply what you have learned to an organization
- You must label your slides as "Current Event"
- Prepare a **1-2 slide PowerPoint** that you will **include in your final CLA2 PowerPoint.**

Note: It is expected that you complete this assignment during this current week however, there is nothing that must be turned in this current week. Just be sure to **include your "current event" slides in your final CLA2 PowerPoint.**

2. Week 2

Assignments to complete this week:

- Reading:
 - Chapter 3: Information and Communications Technologies: The Enterprise Architecture
 - Chapter 4: Databases and Data Warehouses
- Post DQ Answers by Thursday at 11:59 p.m.
- Post DQ Peer Responses by Sunday at 11:59 p.m.
- Professional Assignment 1 due by Saturday 11:59 p.m.

Each week, students must post one (1) answer and one (1) peer response for every discussion question. Student Discussion Question answers must be posted by Thursday at 11:59 p.m. and Peer Responses must be posted by Sunday at 11:59 p.m.. Please see Grading Criteria for Discussion Board Participation on pages 10-11 of the syllabus for Discussion Question and Response expectations.

Discussion Question 1 – (DQ directed at upcoming PA1)

Prior to reading this DQ, **please read the PA1 assignment and understand what the assignment is asking you to complete.** Once you have an understanding of the PA1 assignment, please continue to the paragraph below to complete DQ1.

Using the Library Information Resource Network (LIRN), JSTOR, or any other electronic journal database, **research one (1) peer-reviewed article that can be used to answer your upcoming PA1 assignment.** Your discussion should **summarize the article** in such a way that it can justify any arguments you may present in your PA1 assignment and should be **different than the abstract.**

Please note: This article summary *should not be the only article researched* for your PA1 assignment. **You may (and should) have several other articles researched** in order to fully answer your PA1 assignment. The concept of this DQ is to allow students to be proactive in the research necessary to complete this assignment. You may use your article summary, partially or in its entirety in your PA1 assignment.

Important: Please ensure that you insert your reference for the article in correct APA format, as your reference in your discussion post. Depending on which electronic database you use, you should see a “Cite” selection for your article. In addition, there should be a variety of articles summarized and as such, students should have **different articles summarized.** Your summary **MUST** include **ALL** of the following (*include every item in the bullet list below, or you will not receive full credit*):

- Clearly state what the article is about and its purpose
- How the article and/or author(s) support your argument(s)
- Most important aspects of the article
- Any findings and conclusions
- Approximately 200 to 300 words in length
- Include the article “Abstract” in your posting (your summary should be original)
- “**IMPORTANT**” - Include the reference for the article in APA format

Professional Assignment 1 – CLO 2, CLO 3, CLO 5

In a 2 to 3 page APA formatted written report, address the following concepts by providing in-depth analysis and details pertaining to implementation and strategic planning:

1. Differentiate between Information Systems (IS) and Management Information Systems (MIS). Identify some research areas in MIS, and provide an example.
2. Describe how IS can play a vital role in the competitive strategy of an organization.
3. Explain the importance of having a cross-functional enterprise architecture.
4. Describe how a data warehouse is created and utilized in an organization and explain the challenges and value of big data.
5. Describe the relationships between the concepts presented in this assignment, and how they contribute to the strategic direction of an organization.

*Please refer to the **Grading Criteria for Professional Assignments** on page 11 of the syllabus for specific guidelines and expectations.

3. Week 3

Assignments to complete this week:

- Reading:
 - Chapter 5: Information Systems for the Enterprise
 - Chapter 6: The Web, Social Media, E-Commerce, and M-Commerce
- Post DQ Answers by Thursday at 11:59 p.m.
- Post DQ Peer Responses by Sunday at 11:59 p.m.
- Applied Learning Assignment

Each week, students must post one (1) answer and one (1) peer response for every discussion question. Student Discussion Question answers must be posted by Thursday at 11:59 p.m. and Peer Responses must be posted by Sunday at 11:59 p.m.. Please see Grading Criteria for Discussion Board Participation on pages 10-11 of the syllabus for Discussion Question and Response expectations.

Discussion Question 1 – CLO 2, CLO 3, CLO 4

A variety of Customer Relationship Management (CRM) systems have integrated social media networks in an effort to be competitive. Facebook, Twitter, and YouTube are used as marketing and communications platforms that transcend the Internet. Do some research and find an example (current) of this digital strategy in action and discuss.

Many CRM systems are integrating social networking technologies to improve customer relationships. Search several social networking sites such as Facebook, Twitter, and YouTube to identify how a specific company such as Dell, Coca-Cola, or McDonald's is using social media to interact with customers. Prepare a 5-minute presentation of your findings.

Applied Learning Assignment (ALA): Personalized Course Learning Outcome (CLO) – Applied Research

Each student is to choose one (1) Course Learning Outcome (CLO) listed in the course syllabus. Using your textbook, LIRN-based research, JSTOR.org, the Internet, or any other electronic journal database, research a peer-reviewed article that applies to the CLO you selected AND facilitates answering part of your upcoming CLA1 assignment.

Subsequently, you will **include** in your CLA1 assignment paper, a **separate and distinct heading titled “Personalized CLO Applied Research.”** Under this heading, you will provide a minimum of two (2) paragraphs that should contain the following information and/or details:

- Clearly state what the article is about and its purpose
- How the article and/or author(s) support your argument(s)
- Most important aspects of the article as it directly related to your CLO
- Any findings and conclusions
- Approximately 150 to 250 words in length (minimum of two [2] paragraphs)
- *Include the reference in APA format to properly reference your article*

Please be sure to provide justification by **citing the article** researched and **include the reference in the reference page** of your paper.

4. Week 4

Assignments to complete this week:

- Reading:
 - Chapter 7: Business Intelligence and Decision Making
- Post DQ Answers by Thursday at 11:59 pp.m.
- Post DQ Peer Responses by Sunday at 11:59 p.m.
- CLA 1 due by Saturday 11:59 p.m.

Each week, students must post one (1) answer and one (1) peer response for every discussion question. Student Discussion Question answers must be posted by Thursday at 11:59 p.m. and Peer Responses must be posted by Sunday at 11:59 p.m.. Please see Grading Criteria for Discussion Board Participation on pages 10-11 of the syllabus for Discussion Question and Response expectations.

Discussion Question 1 – (DQ directed at upcoming CLA1)

Prior to reading this DQ, **please read the CLA1 assignment and understand what the assignment is asking you to complete.** Once you have an understanding of the CLA1 assignment, please continue to the paragraph below to complete DQ1.

Using the Library Information Resource Network (LIRN), JSTOR, or any other electronic journal database, **research one (1) peer-reviewed article that can be used to answer your upcoming CLA1 assignment.** Your discussion should **summarize the article** in such a way that it can justify any arguments you may present in your PA1 assignment and should be **different than the abstract.**

Please note: This article summary should not be the only article researched for your CLA1 assignment. **You may (and should) have several other articles researched** in order to fully answer your CLA1 assignment. The concept of this DQ is to allow students to be proactive in the research necessary to complete this assignment. You may use your article summary, partially or in its entirety in your CLA1 assignment.

Important: Please ensure that you insert your reference for the article in APA format as your reference in your discussion post. Depending on which electronic database you use, you should see a “Cite” selection for your article. In addition, there should be a variety of articles summarized and as such, students should have **different articles summarized.** Your summary **MUST** include **ALL** of the following (*include every item in the bullet list below, or you will not receive full credit*):

- Clearly state what the article is about and its purpose
- How the article and/or author(s) support your argument(s)
- Most important aspects of the article
- Any findings and conclusions
- Approximately 200 to 300 words in length
- Include the article “Abstract” in your posting (your summary should be original)

“IMPORTANT” - Include the reference for the article in correct APA format

CLA 1 Comprehensive Learning Assessment I – CLO 1, CLO 2, CLO 3, CLO 4, CLO 7

In your role as Director of Operations, your communication skills are essential to project completion. Your organization is cross-functional; thus, you communicate directly with many department heads that require you to formulate collaborative solutions to complex problems. Your organization has strategic initiatives that rely heavily on business intelligence, technology, and connectivity between departments. Please develop an APA-formatted paper that investigates and provides detailed analyses of the following topics:

- Management Information Systems in terms of sustaining a cross-functional organization
- The use and implementation of BI in terms of decision-making
- CRM and its use and implementation in terms of a sustainable competitive advantage
- Social Media in terms of competing on the global-stage

*Please refer to the **Grading Criteria for Comprehensive Learning Assessments (CLAs)** on page 12-13 of the syllabus for specific guidelines and expectations.

5. Week 5

Assignments to complete this week:

- Reading:
 - Chapter 8: Collaborating with Technology
 - Chapter 9: Knowledge Management and E-Learning
- Post DQ Answers by Thursday at 11:59 p.m.
- Post DQ Peer Responses by Sunday at 11:59 p.m.

Each week, students must post one (1) answer and one (1) peer response for every discussion question. Student Discussion Question answers must be posted by Thursday at 11:59 p.m. and Peer Responses must be posted by Sunday at 11:59 p.m.. Please see Grading Criteria for Discussion Board Participation on pages 10-11 of the syllabus for Discussion Question and Response expectations.

Discussion Question 1 – CLA2 Preparation & Course Learning Outcomes

Welcome to week 5 of your course. This discussion question will help you **prepare for your CLA2 paper and final CLA2 PowerPoint** *and as such, will have a fair amount of detail. Read the CLA2 assignment listed in week 8 of the course.* Then, please **provide an outline that itemizes the concepts that you will include in your CLA2 paper and final PowerPoint.** Please be sure to *include concepts learned in the course and information (findings, conclusions) from your PA1 and CLA1 papers.* Provide some brief details for each item that is outlined. Please keep in mind that you should have place-holders for material not yet covered in lecture from weeks 6 and 7. Here is an itemized list that summarizes the requirements of this DQ (*include every item in the bullet list below, or you will not receive full credit*):

- Outline that itemizes concepts learned in the course
- Include information (findings, conclusions) from your PA1 and CLA1.
- Brief details for each item that is outlined
- Place-holders for material not yet covered

6. Week 6

Assignments to complete this week:

- Reading:
 - Chapter 10: Ethics, Privacy, and Security
 - Chapter 11: Systems Development and Procurement
- Post DQ Answers by Thursday at 11:59 p.m.
- Post DQ Peer Responses by Sunday at 11:59 p.m.
- Professional Assignment 2 due by Saturday 11:59 p.m.

Each week, students must post one (1) answer and one (1) peer response for every discussion question. Student Discussion Question answers must be posted by Thursday at 11:59 p.m. and Peer Responses must be posted by Sunday at 11:59 p.m.. Please see Grading Criteria for Discussion Board Participation on pages 10-11 of the syllabus for Discussion Question and Response expectations.

Discussion Question 1 – (DQ directed at upcoming PA2)

Prior to reading this DQ, **please read the PA2 assignment and understand what the assignment is asking you to complete.** Once you have an understanding of the PA2 assignment, please continue to the paragraph below to complete DQ1.

Using the Library Information Resource Network (LIRN), JSTOR, or any other electronic journal database, **research one (1) peer-reviewed article that can be used to answer your upcoming PA2 assignment.** Your discussion should **summarize the article** in such a way that it can justify any arguments you may present in your PA1 assignment and should be **different than the abstract.**

Please note: This article summary *should not be the only article researched* for your PA2 assignment. **You may (and should) have several other articles researched** in order to fully answer your PA2 assignment. The concept of this DQ is to allow students to be proactive in the research necessary to complete this assignment. You may use your article summary, partially or in its entirety in your PA2 assignment.

Important: Please ensure that you insert your reference for the article in APA format, as your reference in your discussion post. Depending on which electronic database you use, you should see a **“Cite”** selection for your article. In addition, there should be a variety of articles summarized and as such, students should have **different articles summarized.** Your summary **MUST** include **ALL** of the following (*include every item in the bullet list below, or you will not receive full credit*):

- Clearly state what the article is about and its purpose
- How the article and/or author(s) support your argument(s)
- Most important aspects of the article
- Any findings and conclusions
- Approximately 200 to 300 words in length
- Include the article “Abstract” in your posting (your summary should be original)
- **“IMPORTANT”** - Include the reference for the article in correct APA format

Professional Assignment 2 – CLO 2, CLO 3, CLO 6

In a 2 to 3-page APA formatted written report, address the following concepts by providing in-depth analysis and details pertaining to implementation and strategic planning:

- Identify strategies to make virtual teams more productive
- Identify and discuss in detail, Knowledge Management (KM)
- Identify and discuss the factors that affect the decision to buy versus custom-building (in-house) software.

*Please refer to the **Grading Criteria for Professional Assignments** on page 11 of the syllabus for specific guidelines and expectations.

7. Week 7

Assignments to complete this week:

- Reading:
 - Chapter 12: Project Management and Strategic Planning
- Post DQ Answers by Thursday at 11:59 p.m.
- Post DQ Peer Responses by Sunday at 11:59 p.m.
- Applied Learning Assignment
- CLA 2 due by Saturday 11:59 p.m.

Each week, students must post one (1) answer and one (1) peer response for every discussion question. Student Discussion Question answers must be posted by Thursday at 11:59 p.m. and Peer Responses must be posted by Sunday at 11:59 p.m.. Please see Grading Criteria for Discussion Board Participation on pages 10-11 of the syllabus for Discussion Question and Response expectations.

Discussion Question 1 – CLO 4, CLO 5

Discuss the five (5) processes of project management. As a manager, how would one plan, track, and manage projects, and what software could one use?

Applied Learning Assignment (ALA): Topic Video(s)

Each student is required to review the “Video-of-the-Week,” listed in GAP for this current week. The video(s) selection is directly related to at least one of the Course Learning Outcomes (CLO’s), and presents a solution(s) to a business problem. Using your textbook, LIRN-based research, JSTOR.org, the Internet, or any other electronic journal database, **research at least one stated claim, aspect, opinion, and so forth that is offered as a solution in the video.** Subsequently, you will include in your CLA2 assignment paper, a separate and distinct heading titled “Topic Video Critical Thinking & Reasoning”. You are to critically think about the solution presented and that you researched, and apply critical thinking and reasoning skills to present one of the following (*include every item in the bullet list below, or you will not receive full credit*):

- Affirm the solution presented in the video
- Partially affirm the solution presented in the video
- Disagree or provide an alternative solution to the problem presented in the video
- Approximately 150 to 250 words in length (minimum of two [2] paragraphs)
- *Include the reference in APA format to properly reference your article*

Please be sure to provide justification by **citing the article** researched, and **include the reference in the reference page** of your paper

Exam Online

The exam can be accessed under Week 7 of your course GAP site. The exam will be open on Monday and will close on Sunday at 11:59 p.m... You will have one (1) attempt to complete the exam. Please see exam Grading Criteria on page 10.

8. Week 8

Assignments to complete this week:

- Reading:
 - Review all chapters covered that will assist in the completion of the CLA 2 assignment.
- Post DQ Answers by Thursday at 11:59 p.m.
- Post DQ Peer Responses by Sunday at 11:59 p.m.
- CLA 2 Presentation due in class
- CLA 2 due by Sunday at 11:59 p.m.

Each week, students must post one (1) answer and one (1) peer response for every discussion question. Student Discussion Question answers must be posted by Thursday at 11:59 p.m. and Peer Responses must be posted by Sunday at 11:59 p.m.. Please see Grading Criteria for Discussion Board Participation on pages 10-11 of the syllabus for Discussion Question and Response expectations.

Discussion Question 1 – Summary & Critical Thinking – Week/Course Learning Outcomes

Welcome to the last week of your course. In this discussion question you have the opportunity to be creative and to relate what you have learned to your professional lives. Please explore and critically think about some of the learning objectives and concepts presented in this course. Please effectively communicate how you would lead an organization (or a group of people within the organization) by applying the knowledge you have learned ethically and responsibly. Your discussion should also include innovative thinking, and information-technology aspects (such as the Internet, social-media, computers, and so forth) that may assist you in decision-making. You may frame your discussion around any functional component of business, and in any context; problem-solving, management, leadership, organizational behavior, and so forth.

CLA 2 Comprehensive Learning Assessment 2 – CLO 3, CLO 6, CLO 7

In your role as Director of Operations, you have collaborated with department heads to create a cross-functional and collaborative organization, good work. Thus far, Management Information Systems (MIS) has been supporting the organization's activities, and assisted in organizational management. Now it is time for you to continue with the next phases of the organization's strategic management plan. In your meeting with the board of directors, you must present on many aspects of the organization, including technology. Specifically, the board needs to understand how your current and future technology implementations will facilitate the decision-making process. Please present a detailed analysis of the following topics in the context of **decision-making and strategic planning**:

- Data Mining in the context of predictive analytics & Big Data, as a competitive strategy
- CRM as a source of sustaining competitive advantage
- Hardware & Software in terms of disaster recovery & business process continuity (BPC)
- Enterprise Resource Planning (ERP) in terms of sustaining a cross-functional organization

- Telecommunications in terms of using networks & social media to compete on the global stage
- Systems implemented to mitigate the effects of risk on information security and the ethical use of information
- Summary of how to integrate all of these systems

Your detailed analysis should be presented using these bullet-points as subject headings in your paper.

*Please refer to the **Grading Criteria for Comprehensive Learning Assessments (CLAs)** on page 12-13 of the syllabus for specific guidelines and expectations.

CLA2 Comprehensive Learning Assessment (CLA 2) Presentation

In addition to your CLA2 report, please prepare a professional PowerPoint presentation summarizing your findings for CLA2. The presentation will consist of your major findings, analysis, and recommendations in a concise presentation of 15 slides (minimum). You should use content from your CLA2 report as material for your PowerPoint presentation. In addition, you should include learning outcomes from all your major assignments. This would include PA1, CLA1, PA2, and of course, CLA2 (unless otherwise specified by your Professor). An agenda, executive summary, and references slides should also be included. Please keep in mind that the university is moving towards a more digital footprint for our students. This means that your final CLA2 presentation may be recorded, so that you may include it in your “e-portfolio” (graduating students should have all of their CLA2 presentations on a flash-drive, in addition to student biography, resume, interests, and so forth). Students will present their PowerPoint during the last week of class. Presentations should not exceed 15 minutes.

*Please refer to the **Grading Criteria for CLA2 Presentations** on page 13 of the syllabus for specific guidelines and expectations.