IS 6300 Information Systems for Competitive Advantage   (3 credit hours)

Paul R. Carter College of Business Administration / Graduate School of Business

MISSION STATEMENT

University Mission Statement (Links to an external site.)**:** *"Harding's mission is to provide a quality education that will lead to an understanding and philosophy of life consistent with Christian ideals."*

College Mission Statement (Links to an external site.)**:** *"To prepare Christian business professionals for lives of service."*

COURSE INFORMATION

Prerequisites / Co-requisites: IS6050 (exemption for MBA students)

Catalog Description: Students will examine the information available to organizations today, systems that manage that information and how those systems both facilitate and drive innovation and competitive advantage.

Part of Term/Semester, Year, Location: Fall, 2020, Online October 19th - December 11th

INSTRUCTOR INFORMATION

Dr. Reet Cronk
Director of Information Systems Graduate Studies
Professor of Business Administration
Paul R. Carter College of Business Administration

INSTRUCTOR CONTACT INFORMATION

Dr. Reet Cronk
Email: rcronk@harding.edu
Cell : 501-230-1039

COURSE COMMUNICATION

During this course, all interactions between students and/or faculty related to the course should take place via Canvas, Harding's learning management system (frequently called an LMS). If

you need to email me about the course, please use Canvas' email. My goal is to reply to your communication within one (1) business day. If it is a holiday or a weekend, please keep in mind that a business day may mean more than one (1) day. If you need to reach me sooner, I would recommend a phone call.

During this course, online office hours can also be arranged at your request. We can schedule a call or we can use technology like Google Hangout or Zoom. These tools are especially helpful when it comes to discussing class concepts and theories, as we can share screens, use white boards to draw equations, etc.

If you need to contact me about another issue (e.g., sickness, an unforeseen hospitalization, a situation beyond your control, prayers, etc.) you may contact me outside of Canvas via my personal email at rcronk@harding.edu or phone. If the matter is urgent you may text or call my cell or email with the subject line IS630o Urgent.

Bottom line, I am here for you. Please reach out to me if I can be of assistance or service to you.

Netiquette

"Do you see a man who speaks in haste? There is more hope for a fool than for him." – Prov. 29:20 (NIV)

"A word aptly spoken is like apples of gold in settings of silver." – Prov. 25:11 (NIV)

"Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone." Col. 4:6 (NIV)

"A gentle answer turns away wrath, but a harsh word stirs up anger. The tongue of the wise commands knowledge, but the mouth of the fool gushes folly." – Prov. 15: 1-2 (NIV)

"Be kind and compassionate to one another…" – Eph. 4:32 (NIV)

Let's briefly talk about online decorum (referred to as (n)etiquette). As servants of Christ, we must know how to address each other via all methods of communication - whether online or on-ground. We realize that in an online classroom, students may be across the globe - all the more reason to state what to expect when communicating online. According to *The Quality Matters (QM) Higher Education Rubric: Fifth Edition (2014)*, learner behavior may be culturally influenced, thus it is important that detailed standards for communication are applied to the course. While the list is not all inclusive, the following video (Links to an external site.)

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reinforces the importance of abiding by generally accepted rules of online netiquette. When it comes to our communication, let's remember the following: Harding

University is a Christian University and expectations are that the relationship and communication style between one another should reflect Harding's Christian mission.

ADDITIONAL COMMENTS FOR THIS COURSE

Since this course is being offered in an online format, all course assignments, exams, etc., will be conducted within Canvas. You will not be required to travel to campus in order to give a presentation or to take exams in the testing center.

This class may utilize both synchronous and asynchronous formats. For asynchronous assignments, you are not required to be online at the same time that I or your fellow students are online. If a particular assignment is synchronous, you will be required to be online at the same time that I or your fellow students are online. Please consult the assignments area of Canvas for synchronous/asynchronous information.

REQUIRED MATERIALS

REQUIRED*: Business Driven Technology*, Baltzen & Phillips, McGraw-Hill, 8th Ed.

ISBN 978-1-259-92492-7 (bound edition)

MHID 1-259-92492-0 (bound edition)

ISBN 978-1-260-42524-6 (loose-leaf edition)

MHID 1-260-42524-x (loose-leaf edition)

Available through HU Direct

TEXTBOOK RATIONALE

This textbook was selected for its comprehensive coverage and business context. The text emphasizes the close connection between business and technology both as an enabler and a strategic resource. As such the text is an invaluable resource for a student wishing to complete this course.

There may be other additional reading assignments (e.g., journals, case studies) required for the course. Any such required materials will be provided in Canvas and will be clearly communicated (you are not required to purchase anything additional).

The textbook and connect code is available through HUDirect.

OPTIONAL MATERIALS

All materials in this course are required.

REQUIRED TECHNOLOGY

Harding University students enrolled in online classes must have access to an appropriate digital device and a reliable Internet connection. A laptop or desktop is still the recommended device for online learning; the Canvas interface was optimized for desktop displays. Broadband connectivity is required, as many classes incorporate rich media content.

Hardware/Operating Systems

- A personal computer running Microsoft Windows 8 / 10 or Apple Macintosh running OS X
- Camera/microphone/headphones (sometimes called peripherals)

Some Mac users may experience technical issues with certain publisher related course software. For this reason, a PC (or windows capabilities) is recommended.

To see which browsers are supported by Canvas, how to update your browser, and additional required components (e.g., Flash and Java) please visit CanvasLinks to an external site..

For mobile users, there is a Canvas app available from the Google Play Store or the Apple iTunes store.

Because technology changes rapidly, the information contained within this requirement may change, and without advance notice.

MINIMUM TECHNICAL SKILLS

During this course, it is expected that students will possess the following set of minimum skills:

- An ability to use a computer
- Competence with Canvas (Harding's LMS)
- Competence with email and file attachments
- Competence with software (e.g., Microsoft Office Suite)
- Installing software
- Competence with search engines (e.g., Google)

CANVAS

Canvas is the learning management system (LMS) used by Harding's online courses. For additional information relating to Canvas, including tutorials, please visit Harding's IST Canvas page (Links to an external site.) or Instructure Canvas Help Center (Links to an external site.).

CANVAS, INTERNET or TECHNOLOGY OUTAGE

As an online learner you must be able to manage technical difficulties, as power outages, connection problems and other technical issues are always a possibility. Technology will

sometimes fail; for this reason, it is advisable to complete your assigned work prior to the due date.

Instructor - If your instructor experiences a power outage, an Internet service outage, an LMS (Canvas) or other technical issue that significantly affects online assignments, the ability to grade assignments, or the instructor/student communication channel is significantly disrupted, adjustments to due dates will be made, as appropriate.

Student - If you experience a power outage, Internet service outage, LMS (Canvas) or other technical issue, you are held responsible for completing your assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. An Internet outage or computer issue is not an excuse for late work. A backup plan for reliable Internet service and a working computer is prudent. Should you experience any such issues, communicate with your instructor in a timely manner.

TECHNICAL SUPPORT

The first point of contact for questions and concerns relating to your online course is your instructor, who will provide you instructions on how to proceed. For technical assistance or to report a problem, Harding's e-Learning Help Desk is available Monday - Friday between 8:00 a.m. – 5:00 p.m. CST.

Phone: 501-279-5201
Email: elearning@harding.edu
Website: Harding University (Links to an external site.)

Again, please remember that your instructor should be your first point of contact.

UNIVERSITY ASSESSMENT

Harding University is wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission of the North Central Association of Colleges and Schools, the university accreditation agency. The university values continue, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated Mission of Harding University.

In addition to the university compliance with North Central Association, the College of Business Administration adheres to the standards of assessment set forth by the Association of Collegiate Business Schools and Programs (ACBSP), a business departmental accreditation agency. ACBSP focuses on teaching excellence in the classroom and high academic standards throughout the business programs. As such, the College of Business is dedicated to compilation and analysis of assessment data for the purpose of maximizing student learning in all of the business programs.

Assessment is becoming more important in all aspects of the operation of Harding University. The university provides programs that enable students to acquire essential knowledge, skills, and

dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership. There is a good probability that what you learn in this course will be assessed in broader measures of student achievement such as standardized exams and/or licensing exams. The ultimate goal of assessment is that Harding University will become a stronger institution of higher learning.

As a part of the assessment process, the following learning outcomes are present.

COURSE OUTCOMES AND OBJECTIVES

Technology and Business are two of the most powerful influences in the world today. Individuals who can turn data into business intelligence are in high demand but are also in key position with access to large amounts of personal and financial data. The ethical foundation provided by the Christian faith will guide and inform such professionals on issues of data collection, privacy and security.

MSIS COURSE LEARNING OUTCOMES (CLO) and their relationship to PLO's

1. Apply S*ystems Thinking* to evaluate business processes and Identify opportunities for IT-enabled organizational improvements
2. Apply *analytical thinking* to decompose organizational problems, projects, etc into component parts, for the purpose of redesign.
3. Demonstrate effective *collaboration* skills and use of collaborative tools.
4. Demonstrate effective *written communication* such as research papers, position papers, system investment proposals, policies etc.
5. Apply *critical thinking,* to security based decisions.
6. Demonstrate *creativity* in project management and the development of solutions
7. Evaluate *ethical decisions* in respect to sensitive corporate data.
8. Design and implement t*echnical solutions* solutions in chosen domain, in a accordance with compliance standards and organizational goals.

At the end of this course, you will be able to:

1. Apply Christian business ethics as it relates to various information system issues, including but not limited to privacy, security, and software licensing. (PLO 1)
2. Analyze case studies and scenarios that raise ethical situations regarding information access privacy and use. (PLO 1)
3. Apply systems thinking. (PLO 2)
4. Apply Porter's model of competitive forces to determine the competitive position of a company. (PLO 2)
5. Align information systems strategy with organization competitive stance. (PLO 2)
6. Identify and evaluate information quality. (PLO 2)
7. Analyze the competitive advantages of databases, data warehouses and business intelligence tools to aid in decision making. (PLO 2)
8. Evaluate and employ appropriate tools to solve business problems via the application on technology. (PLO 3)

9. Demonstrate understanding of innovation and apply these principles to business for competitive advantage. (PLO 3)
10. Demonstrate knowledge of technology based communication and collaboration. (PLO 3)
11. Create a holistic view of issues and technologies impacting the future of the IT profession, and business. (PLO 4)

MODULE LEARNING OUTCOMES (MLO) and their relationships to CLO's

Module 1: Achieving Business Success 1-4

By the end of this module, you will be able to:

1. Analyze the difference between data, information, knowledge and intelligence. (CLO 5)
2. Demonstrate an understanding of Porters competitive forces model. (CLO 3,CLO 4)
3. Analyze the relationship between competitive advantage and IT. (CLO 5)
4. Propose suitable metrics for the measurement of information system value and align those with organizational strategy. (CLO 5, CLO 6)

Module 2: Exploring Business Intelligence, Chap 6-9 BP10

By the end of this module, you will be able to:

The objectives stated below are sequential. An understanding of objective 1 is required to understand objective 2 and so forth.

1. Identify quality information characteristics and evaluate their importance. (CLO 3 CLO 7)
2. Analyze the implications of poor quality data. (CLO 6)
3. Evaluate the 'business decision making process' in light of good data, and software such as data warehouse, business Intelligence and artificial intelligence. (CLO 7, CLO 3)

Module 3: Ethics Security and Privacy balance Chap 5, **Business plug-ins 5, 6 and 7**

By the end of this module, you will be able to:

1. Demonstrate familiarity with data security and protection activities. (CLO 1, CLO 3)
2. Understand and discuss the security versus privacy conflict. (CLO 1, CLO 2, CLO 3)
3. Develop understanding of personal and organizational data phishing approaches. (CLO 1, CLO 2, CLO 3)

Module 4: Streamlining Business Operations MBA

By the end of this module, you will be able to:

1. Demonstrate understanding of the 3 major business information systems critical for business success. (CLO 5)

2. Demonstrate understanding of the relationship between these systems and competitive advantage. (CLO 5, CLO 8, CLO 3)

Module 5 IT Infrastructure. BP3,4,9

By the end of this module, you will be able to:

1. Distinguish between the main components and of function the Hardware and Software. (CLO 13)
2. Explain the function of IT infrastructure and the relationship between these components and competitive advantage. (CLO 5, CLO 8, CLO 3)

Module 6: Building Innovation Chap13-16

By the end of this module, you will be able to:

1. Demonstrate an understanding of the differences between disruptive and continuous improvement innovation. (CLO 8, CLO 9)
2. Internalize, understand and apply systems thinking and the role it plays in innovation. (CLO 3, CLO 9)

Module 7: Transforming Organizations

By the end of this week, you will be able to:

1. Discuss and Evaluate challenges associated with developing and implementing organizational software. (CLO 3, CLO 11)
2. Discuss and Evaluate MIS Infrastructure characteristics. (CLO 10, CLO 11)

Module 8: 21st Century Future Challenges BP11&12

By the end of this module, you will be able to:

1. Analyze and discuss possible ethical issues related to global disruptive technologies. (CLO 2, CLO 3)
2. Discuss the complexities related to global information systems(CLO 11, CLO 12, CLO 13)
3. Evaluate the tech and non-tech global trends of the 21st century, and their implications for businesses. (CLO 11, CLO 12, CLO 13)

INTEGRATION OF FAITH AND LEARNING

Christian principles are interwoven throughout the course as a world view. From the first module the concept of alignment of all aspects of business is related to the alignment of the creation with the creator. Every module has an underpinning of faith – from understanding business

intelligence and its human limitations, through to valuing the individual in respect to privacy, job replacement by technology, wealth distribution, to the potential threats of artificial intelligence.

COURSE SCHEDULE

There are a number of places in Canvas to locate the course schedule, which contains all of the assignments and other activities for the course.

COURSE REQUIREMENTS

Details relating to each individual course requirement and how you will be assessed (e.g., Homework, Case Applications) can be found in Canvas. Please review the individual modules area for details relating to each course assessment. Overall weightings are as follows:

GRADING POLICY

The student will be provided weekly feedback during the duration of the course. This may be in the form of narrative information and/or component grades, and will be provided in Canvas' Gradebook. It is possible that supplemental feedback may also be provided in Canvas' email. However, the intent of this feedback is to inform the student of how well expectations for these components have been met.

Component details may include, but are not limited to, the following: exams, mid-term, quizzes, case studies, current events, projects, research papers, presentations, and participation.

The final grade will be computed as a weighted average of Total Points Earned/Total Points Possible and reflected as a letter grade.

Letter Grade Guideline

Letter Grade	Average Threshold	Points
A	90%	900-1,000
B	80%	800-899
C	70%	700-799
F	<70%	<700

From time to time, an individual may inquire about extra credit and other ways to pull their grade up. There will not be a formal extra credit project, assignment, etc. Once the final grade has been calculated, the course is over and no further work will be accepted for grading. Therefore, any requests to complete special assignments or projects in an effort to change one's posted grade cannot be honored. On this note, grades in this class will be rounded (e.g., 89.9% will be reported as an A). Grades will be calculated to the one tenth of a point (i.e., 0.1) throughout the class. If at the end of the class after all assignments have been graded you have accumulated a fraction of a point (e.g., 899.5 points), your total number of points will be rounded to the nearest whole point using the standard rounding rules. For example, 899.5 points will be rounded to 900

points and reported as an "A," but 899.4 points will be rounded to 899 points and reported as a "B." Additionally, a curve will not be applied to individual assignments (i.e., 10 points will not be added to everyone's score if the high score is 90 points earned out of 100 points possible).

GROUP WORK AND PEER REVIEW

There will be no group work in this class, but there will be peer reviewed assignments.

COURSE POLICIES

Attendance/Participation

The very nature and depth of graduate studies mandate students participate in all course activities. Each student's participation is essential for the success of the entire class and the student. True exchange of graduate-level academic ideas and thoughts can only be achieved with everyone actively participating.

Attendance is required, but is not a graded activity. Because this program is accelerated, the course cycle has been shortened. As such, attendance and participation are important. A student will be automatically withdrawn and will not be eligible to earn a grade if they miss a single week of attendance. For attendance purposes, a student must log into the course and demonstrate their presence by creating a documentable entry (e.g., a reply to a student, submitting an assignment). Meeting the attendance requirement does not ensure a good participation grade.

As an online student, participation is required and is an essential part of this course. Participation means that you are not only logging into the course, but are actively engaged, too. At a minimum, as a graduate student, you should be active and posting in Canvas a minimum of four out of seven days per week.

As the student, you are expected to be prepared for class (e.g., read material, analyzed spreadsheets) and to be an active contributor in the learning process.

Rubrics

There are grading rubrics associated with your assessment in this course. It is good practice to review rubrics before you submit your assignments. It will help you formulate your responses and earn full points. Rubrics are located in two places: 1) discussions – when you go the discussion forum you will see the gear wheel at the top right of the discussion page. Click on it, a drop down appears and one of the options in that menu is "Show Rubric." 2) assignments (non-discussions) – the rubric is displayed at the bottom of the assignment description.

Assignment file naming convention

Each submission should begin with the assignment name (may be abbreviated) followed by the last name of the student. For example, Wk1Assign1Cronk.

Deadlines/Late Policy

Students are encouraged to work ahead of deadlines. The deadline for any given assignment represents the date from which points will be taken off for being late. It is important that the posted deadlines for a given assignment are met. This represents the self-paced nature of online learning. Assignments turned in after the deadline will be charged a 25% per day late penalty. Therefore, no assignment may be turned in after four days have passed from the original deadline. As graduate business students, you are held to a high standard. While this policy may seem harsh, what would happen if you missed a deadline at work (yet alone by four days)? No assignment will be accepted after the ending date of the class has passed.

There are exceptions to the rule above. If there is a problem and you are unable to meet a deadline, the onus is on you, the student, to communicate with the instructor in a timely fashion. If you are ill and cannot meet a deadline, you are responsible for contacting the professor before the deadline, not after it passes. After all, if you were too ill to go to work, you wouldn't call-in the day after you failed to show up to work. If you will be traveling for work, have an illness, family problems, a vacation scheduled, etc., please contact your instructor in advance. If an exception is granted, there must be an agreement between the instructor and the student on a mutually agreeable due date for the missed assignment(s).

Writing Style/Referencing

As the accepted writing style of business, psychology, education, and social science programs across the globe (American Psychological Association, 2014), the American Psychological Association publication format (otherwise known as APA Style) is the required writing style for all M.B.A. students.

Learning to conduct scholarly research is a natural part of academic work, and will help you succeed at Harding University. Conducting scholarly, professional and industry research is required for this course. If a source is questionable, e.g., Wikipedia, other wikis, ask.com, answers.yahoo.com, etc., please contact your professor for clarity and permission before using a source that falls outside the scope of traditional academic standards, especially at the graduate level. It is also important that you show how these references assisted your academic work. So, make sure you reference your sources in every assignment you submit, no matter how mundane the assignment may be. Failure to properly and completely cite your sources may constitute plagiarism or cheating, as delineated in the Academic Code of Conduct (Links to an external site.). Bottom line, remember these two simple rules: 1) give credit where credit is due, and 2) if it isn't your words, ideas or thoughts, it is someone else's and needs to be cited. The following two websites may be of value to you.

APA Resources:

APA Style (Links to an external site.)
English Purdue (Links to an external site.)

Turnitin

During this course, the originality of various assignments submitted by students will be checked via Turnitin (Links to an external site.), an organization leading the way in both plagiarism detection and student learning. Turnitin provides institutions, faculty, and students with a variety of academic tools, including originality checks, online grading capabilities, and even peer reviewed feedback. Turnitin is integrated with the assignments settings used by the instructor when preparing assignments in Canvas.

The Turnitin privacy and accessibility policies is found here:

Privacy (Links to an external site.)

Accessibility (Links to an external site.)

Student Declaration

Submitting an electronic document at Harding University constitutes an agreement with the following declaration:

- I affirm that the work submitted is of my own accord, is original, and contains the necessary and appropriate citations, where the work is of another source.
- I affirm that this assignment has not previously been submitted in <u>any</u>
- When submitting assignments to Turnitin, I acknowledge and adhere to its disclaimer statements.
- I affirm to uphold Harding University's Code of Academic Integrity (Links to an external site.).

RESERVATION STATEMENT

The instructor reserves the right to modify and update any part of the syllabus where necessary. It is your responsibility to stay up to date with any changes communicated by the professor.

INSTITUTIONAL POLICIES

Code of Academic Conduct

Students of Harding University are expected to be honorable and to observe standards of academic conduct (Links to an external site.) appropriate to a community of Christian scholars. Harding expects from its students a higher standard of conduct than the minimum required to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to, standards of conduct stated in the general Harding University catalog as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmate's opinions and ideas at all times. Since students cannot see body language and other non-verbal cues, it is essential that comments be worded carefully and refrain from such things as sarcasm, which can be taken negatively in the on-line world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:

-Stereotypes of any nature, whether it be profession or class of people
-Politics

7. *Lurking*: Lurking is when a student signs on and reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same or similar things that other students have already posted. Discuss these issues with your instructor. Posting 4 out of 7 days is essential to learning and to passing an on-line class. Lurking is not counted as participation and will only lower your grade. Your instructor may be able to assist you in overcoming or resolving any issue that may drive lurking behavior.
8. *Drifting*: Drifting occurs when the discussion goes in another direction than expected. Drifting is normal and encouraged in the on-line environment. However, the drifting must be related to academics and the materials discussed in the classroom. The instructor will encourage positive drifting, but will discourage inappropriate drifting and may ask students to take it to the CHAT room or to discuss it through personal email. Inappropriate drift will not be counted toward the participation grade.

Accommodations/Students with Disabilities

It is the policy for Harding University to accommodate [students with disabilities (Links to an external site.)](#), pursuant to federal and state law. Therefore, any student with a *documented disability* condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations must contact the instructor and the Disabilities Office at the *beginning* of each

semester. (If the diagnosis of the disability occurs during the academic year, the student must **self-identify** with the Disabilities Office *as soon as possible* in order to get academic accommodations in place for the remainder of the semester.) The Disabilities Office is located in Room 219 in the Student Center at the Searcy Campus.

M.B.A. courses are taught online and students will not have direct access to the Disability Services located on the Harding University Searcy Campus. The student must self-identify to the instructor of the course and submit documentation by fax or mail to Disability Services on Harding's main campus. The necessary forms are available online here: forms (Links to an external site.). Upon receiving the appropriate documentation approved by ADA Guidelines, academic accommodations may be set up by the instructor via a teleconference with the Disabilities Director. If you have questions, please contact Teresa J. McLeod, M. Ed., Disabilities Director, at 501-279-4019 or tmcleod@harding.edu.

Academic Grievance Policy

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the unreasonable denial of academic progression, a procedure has been established to resolve the grievance. The student must register his or her complaint in writing to the faculty member within seven business days following the alleged incident, except that if the grievance involves a final grade, it must be filed within ten business days after final grades are posted by the Registrar. Within the written complaint, the student must set forth reasons and grounds for the grievance. The policy set forth in the graduate catalog titled Academic Grievance Procedure (Links to an external site.) establishes the procedures for such grievance resolution. All students should be familiar with this policy.

Time Management Expectations/Credit Hour Calculator Statement

All courses at Harding meet federal and HLC regulations and meet or exceed university requirements regarding credit hours.

For every course credit hour, the typical student should expect to spend at least forty-five clock hours of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least one hundred thirty-five hours dedicated to the course.

Additional Academic Policies

For additional academic policies like course load, changes in registration, incomplete, withdrawal, types of course offerings, please see the following Academic Information (Links to an external site.).

In regard to the M.B.A. program, the last day to **drop** a class is Friday of week six. Students may **add** a class no later than Friday of week one of the class.

ACCESSIBILITY

This course will be facilitated using Canvas. Canvas policies can be found by following these links: Canvas Privacy Policy (Links to an external site.) and Canvas Accessibility Policy (Links to an external site.)

INSTITUTIONAL ACADEMIC SUPPORT SERVICES

Harding offers a wide variety of academic support services. While this list is not all inclusive, the following links may be useful to students (some services may not be applicable for graduate students):

Library Resources (Links to an external site.)
Testing Services (Links to an external site.)
Tutoring (Links to an external site.)
Writing Lab (Links to an external site.)

INSTITUTIONAL STUDENT SUPPORT SERVICES

Harding offers a wide variety of student support services. While this list is not all inclusive, the following links may be useful to students (some services may not be applicable for graduate students):

Advising (Links to an external site.) (graduate M.B.A. students are advised by the M.B.A. office)
Registration (Links to an external site.)
Financial Aid (Links to an external site.)
Student Life (Links to an external site.)
Counseling (Links to an external site.)
Career Services (Links to an external site.) (M.B.A. students can also utilize the Center for Professional Excellence (Links to an external site.))
Seminars/Workshops (Links to an external site.)

References

American Psychological Association. (2014). Retrieved from https://www.apa.org/about/apa/archives/apa-history.aspxbyuicurdev. (2012, June 12). *Discussion board netiquette* [Video file]. Retrieved from