



MBA 545: Capstone: Strategic Planning & Decision Making

Syllabus Overview

This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, and weekly topics, outcomes, assignments, and due dates.

Consider this your roadmap for the course. Please read through the syllabus carefully and ask questions if you would like anything clarified. Please print a copy of this syllabus for reference.

Course Description

3 Credits

Prerequisite: Completion of 10 core MBA courses

The goal of the course is to have the MBA students demonstrate a broad mastery of the knowledge and skills gained throughout the program. The class is a combination of a traditional class and a workshop. The workshop aspect includes participation in a simulation in which teams of students apply techniques in business finance, cross-functional alignment, competitive analysis and the selection of tactics to build a successful, focused organization. With each simulation, participants work in teams, competing against each other or the computer, as they guide their companies through 5 years of competition in an evolving market. Each year, or round, students analyze performance data from the year before and make decisions designed to move their company towards success which requires them to look at an important business issue through a management, marketing, financial and global lens. The workshop closes with shareholder debrief presentation and peer review. The class closes with a reflection paper.

Course Outcomes

At the completion of this course, students should be able to:

- Integrate learning from previous MBA courses to identify and prioritize major issues in business
- Apply concepts and approaches to strategy formulation and implementation in a real world setting through an interactive computer business simulation
- Articulate how decisions in the functional areas of Finance, Production, Marketing, Human Resource Management, and Research and Development impact an organization through an interactive computer business simulation
- Work in a virtual team to effectively manage a complex project

Bloom level: Evaluation

Faculty Information

Faculty information can be found in the Getting Started section of your course, under the title of "Meet Your Professor".

SAMPLE ONLY

Materials and Resources

Required or Supplemental Text or Resources:

There is no required text from the Book Store for the course.

The NECB student package for this course must be purchased directly from www.CAPSIM.com

To purchase, complete the following steps:

1. Click the orange "Register" button
2. Create New Account
3. Choose to Agree with Terms of Usage
4. Enter the **Industry ID of C50747** and then click the button "Enter Industry ID"
5. Fill out the information form (Name, Email, UserID, & Password)
6. Choose "Pay Online" and then fill out the remaining fields for payment

The logo for CAPSTONE, featuring the word "CAPSTONE" in a bold, orange, sans-serif font. The letter "A" is stylized with a small triangle above it. The logo is positioned in the upper right quadrant of the page, partially overlapping a large, light gray watermark that reads "STUDENT ONLY".

Library Services:

Detailed information about the NECB eLibrary services can be found in the Getting Started section of the course, or at www.necb.edu.

Help Desk and Technical Questions:

If you experience problems accessing your course, downloading content items, or posting discussion threads, your first troubleshooting resource is the Technical Services Help Desk.

There are 3 ways to contact them:

- Using the **Student Support Request Form** at http://www.necb.edu/support_epic.asp
- By email at support@necb.edu
- By phone at 1-800-997-1673

Additional Epic support and resources, including the **Student Support Request Form** (generates a ticket # to track your resolution) and Student Reference Guides, are available on our website: http://www.necb.edu/support_epic.asp.

Be sure to notify your professor of any technical difficulties you are experiencing since it may be impacting other students as well.

Student Orientation Tutorial:

It is essential that you know how to navigate the online teaching and learning environment. If you have not yet taken the Epic orientation tutorial, it is essential that you do so before getting started with the course. It will be of great help to you.

Week by Week Schedule

Week 1	Introduction to CAPSTONE and Practice Round
Outcomes	<ul style="list-style-type: none"> • Create a team roadmap to facilitate effective team performance • Collect, organize and analyze data to identify strategic issues and options in the areas of product R & D, Marketing, Production, and Finance • Implement a strategic approach to a complex business problems <p><i>Bloom Level: Application, Analysis, Synthesis, Evaluation</i></p>
Readings	<ul style="list-style-type: none"> • Porter, M. E. (1996). What is strategy?. Harvard Business Review, 74(6), 61-78. • Johnson, M. W., Christensen, C. M., & Kagermann, H. (2008). Reinventing your business model. Harvard Business Review, 86(12), 50-59. • Kaplan, R. S., & Norton, D. P. (2007). Using the balanced scorecard as a strategic management system. Harvard Business Review, 85(7/8), 150-161. • CAPSIM. (n.d.) <i>Financial Reporting and Financial Analysis – A White Paper</i>. <p><i>Total pages: 57</i></p>
Discussion 1	<p>The article by Kaplan and Norton describes four new processes that the balanced scorecard is designed to help companies make that important link between a company's long-term strategies with its short-term financial goals. Pick one of the four processes and discuss how you envision this being applied in the simulation. Support your answers with tie-in to the readings, examples from your experiences and at least 1 credible, high-quality source of outside research.</p> <p><i>Bloom level: Analysis, Application</i></p>
Group Sandbox Discussion	<p>Two discussion boards have been set up (1 for each Round of the simulation) for groups. They are designed to provide a repository for any analysis that the group does (industry, segment, etc.) and/or documents that the group wants to share. It also provides a space for collaboration as the group prepares its final decisions for this round of the simulation.</p> <p>It is strongly recommended that group supplement this discussion board with synchronous tools (like TalkShoe, AnyMeeting, etc.) to facilitate this process. If synchronous tools are used, the group should post a link to the tool and login/password information for the instructor and the group to access the tool. If a recording is made, that link (or the downloaded audio file) should be posted so that all group members and the instructor have access.</p> <p><i>Bloom level: Analysis, Synthesis, Evaluation</i></p>
Individual Assignment	<ul style="list-style-type: none"> • Monday - 7:30 p.m. (EST) Live webinar with CAPSIM TA: Getting Started Using Capstone® <p><i>Bloom level: Comprehension</i></p>
Individual Assignment	<ul style="list-style-type: none"> • Complete Tutorials – Due THURSDAY midnight (EST) <p><i>Bloom level: Comprehension, Application</i></p>
Group Assignment	<ul style="list-style-type: none"> • Students will be assigned to groups on Monday. These groups will form a team competing in the Capstone® Business Simulation. Complete Practice Round – Due SUNDAY midnight (EST) <p><i>Bloom Level: Application, Analysis, Synthesis, Evaluation</i></p>

<p>Group Assignment</p>	<p>Complete a Project Plan in which the group clearly and thoroughly spells out the key components of the Project Plan. A group Logistics Discussion has been created, for groups to use (If synchronous tools are used, provide a link to the tool and login/password information for the instructor to access.) The Project Plan must include the following:</p> <ol style="list-style-type: none"> 1. APA title page 2. Project Overview 3. List of Deliverables (high-level) 4. Roles & Responsibilities of Team Members 5. Management Processes - should include at least the following: <ol style="list-style-type: none"> a. Assumptions – agreed upon standards for completing the project b. Monitoring & Control Mechanisms - reporting processes, tools and techniques to be used in monitoring, tracking, and controlling adherence to the Project Plan. c. Communication Plan- frequency of planned meetings or communication, mode of meetings and other tools to be used (conference call, chat, doodle, etc.), contact information, etc. d. Escalation Procedures – how to address issues that need to be escalated to the Project Leader and/or Course Instructor 6. Statement of Agreement – statement that the group has agreed to and will abide by the Project Plan. <p>Note: No references are required for this assignment.</p> <p>Due SUNDAY midnight (EST) <i>Bloom Level: Application, Synthesis</i></p>
<p>Week 2</p>	<p>Competition Rounds 1 & 2</p>
<p>Outcomes</p>	<ul style="list-style-type: none"> • Articulate the value of cross-functional expertise in high performance teams • Collect, organize and analyze data to identify strategic issues and options in the areas of product R & D, Marketing, Production, and Finance • Implement a strategic approach to a complex business problems <p><i>Bloom Level: Application, Analysis, Synthesis, Evaluation</i></p>
<p>Readings</p>	<ul style="list-style-type: none"> • Neilson, G. L., Martin, K. L., & Powers, E. (2008). The secrets to successful strategy execution. <i>Harvard Business Review</i>, 86(6), 60-70. • Sethi, R., Iqbal, Z., & Sethi, A. (2012). Developing New-to-the-Firm Products: The Role of Micropolitical Strategies. <i>Journal Of Marketing</i>, 76(2), 99-115. doi:10.1509/jm.09.0308 • Aaker, D.A. (2012). Win the brand relevance battle and then build competitor barriers. <i>California Management Review</i>, Vol. 54, No. 2, pp. 43–57. • Mankins, M. C., & Steele, R. (2005). Turning great strategy into great performance. <i>Harvard Business Review</i>, 83(7/8), 64-72. <p><i>Total pages: 48</i></p>
<p>Discussion 1</p>	<p>In the article “Turning great strategy into great performance”, the authors suggest that one of the keys to high performance is to create cross-functional teams drawn from different areas. As you create and execute your strategy in the simulation, how have you incorporated this advice? Where do you expect to see this most impact your group’s performance and why? Support your answers examples from</p>

	<p>your experiences and at least 1 credible, high-quality source of outside research. <i>Bloom level: Analysis, Application</i></p>
Group Sandbox Discussions	<p>Two discussion boards have been set up (1 for each Round of the simulation) for groups. They are designed to provide a repository for any analysis that the group does (industry, segment, etc.) and/or documents that the group wants to share. It also provides a space for collaboration as the group prepares its final decisions for this round of the simulation.</p> <p>It is strongly recommended that group supplement this discussion board with synchronous tools (like TalkShoe, AnyMeeting, etc.) to facilitate this process. If synchronous tools are used, the group should post a link to the tool and login/password information for the instructor and the group to access the tool. If a recording is made, that link (or the downloaded audio file) should be posted so that all group members and the instructor have access.</p> <p><i>Bloom level: Analysis, Synthesis, Evaluation</i></p>
Group Assignment 1	<ul style="list-style-type: none"> • Monday - 7:30 p.m. EST Live webinar with CAPSIM TA: Debrief of Practice Round (Strategy Formation, Team Processes, Capstone® Courier) <p><i>Bloom Level: Comprehension, Application, Analysis, Synthesis</i></p>
Group Assignment 2	<ul style="list-style-type: none"> • Complete Round 1 – Due THURSDAY midnight (EST) <p><i>Bloom Level: Application, Analysis, Synthesis, Evaluation</i></p>
Group Assignment 3	<ul style="list-style-type: none"> • Friday - 7:30 p.m. EST Live webinar with CAPSIM TA: Debrief of Round 1 (Strategy Formation, Team Processes, Capstone® Courier) <p><i>Bloom Level: Comprehension, Application, Analysis, Synthesis</i></p>
Group Assignment 4	<ul style="list-style-type: none"> • Complete Round 2 – Due SUNDAY midnight (EST) <p><i>Bloom Level: Application, Analysis, Synthesis, Evaluation</i></p>
Week 3	Competition Rounds 3 & 4
Outcomes	<ul style="list-style-type: none"> • Collect, organize and analyze data to identify strategic issues and options in the areas of product R & D, Marketing, Production, HR and Finance • Implement a strategic approach to a complex business problems <p><i>Bloom Level: Application, Analysis, Synthesis, Evaluation</i></p>
Readings	<ul style="list-style-type: none"> • Dranikoff, L., Koller, T., & Schneider, A. (2002). Divestiture: Strategy's missing link. <i>Harvard Business Review</i>, 80(5), 75-83. • Carliner, S. (2009). Maybe ROI Really Is a Waste of Time. <i>Training</i>, 46(6), 8. • Stolz, R.F. (2005, Feb 1). The Capital Idea: Building human capital is a good thing. But how much data do you need to prove it?. HREOnline.com. Retrieved from http://www.hreonline.com/HRE/story.jsp?storyId=4222995&query=training <p><i>Total pages: 16</i></p>
Discussion 1	<p>The two articles for this week that focus on investments in human capital point to a contradiction – the seemingly commonsense idea that training is important and valuable, but the difficulty in measuring its value or quantifying it.</p> <p>In the simulation, you see a direct impact on the investments you make in hiring and training new staff on your company's productivity and overall performance. In the real world, this impact is not as easy to measure. Should training only be undertaken when there is solid, concrete evidence that it improves productivity?</p>

	<p>Why or why not? Support your answers examples from your experiences and at least 1 credible, high-quality source of outside research.</p> <p><i>Bloom level: Application</i></p>
Group Sandbox Discussions	<p>Two discussion boards have been set up (1 for each Round of the simulation) for groups. They are designed to provide a repository for any analysis that the group does (industry, segment, etc.) and/or documents that the group wants to share. It also provides a space for collaboration as the group prepares its final decisions for this round of the simulation.</p> <p>It is strongly recommended that group supplement this discussion board with synchronous tools (like TalkShoe, AnyMeeting, etc.) to facilitate this process. If synchronous tools are used, the group should post a link to the tool and login/password information for the instructor and the group to access the tool. If a recording is made, that link (or the downloaded audio file) should be posted so that all group members and the instructor have access.</p> <p><i>Bloom level: Analysis, Synthesis, Evaluation</i></p>
Group Assignment 1	<ul style="list-style-type: none"> • Monday - 7:30 p.m. EST Live webinar with CAPSIM TA Debrief of Round 2 (Strategy Formation, Team Processes, Capstone ® Courier) <p><i>Bloom Level: Comprehension, Application, Analysis, Synthesis</i></p>
Group Assignment 2	<ul style="list-style-type: none"> • Complete Round 3 – Due THURSDAY midnight (EST) Note: This will include the introduction of the HRM Module which carries through the rest of the simulation. . <p><i>Bloom Level: Application, Analysis, Synthesis, Evaluation</i></p>
Group Assignment 3	<ul style="list-style-type: none"> • Friday - 7:30 p.m. EST Live webinar with CAPSIM TA: Debrief of Round 3 (Strategy Formation, Team Processes, Capstone ® Courier) <p><i>Bloom Level: Comprehension, Application, Analysis, Synthesis</i></p>
Group Assignment 4	<ul style="list-style-type: none"> • Complete Round 4 – Due SUNDAY midnight (EST) <p><i>Bloom Level: Application, Analysis, Synthesis, Evaluation</i></p>
Week 4	Competition Round 5
Outcomes	<ul style="list-style-type: none"> • Collect, organize and analyze data to identify strategic issues and options in the areas of product R & D, Marketing, Production, HR and Finance • Implement a strategic approach to a complex business problems <p><i>Bloom Level: Application, Analysis, Synthesis</i></p>
Readings	<ul style="list-style-type: none"> • Fidler, J. (2012). LinkedIn profile shines light on the professional you. Pennsylvania CPA Journal, 83(1), 1-4. • Jared Wade. (2004). How You Play the Game. Risk Management, 51(4), 28-32. Retrieved from ABI/INFORM Global. (Document ID: 603424171). • Parisi, D. (2011). Why Business Simulations Work and How They Are Building More Agile Organizations. People & Strategy, 34(2), 4-5. • Zook, C., & Allen, J. (2011). The Great Repeatable Business Model. Harvard Business Review, 89(11), 106-114. • Hubspot (n.d.). Learning LinkedIn From the Experts. (pdf) <p><i>Total pages: 19</i></p>
Discussion 1	Your team is now approaching the “adjourning” stage of team development, and

	<p>the end of the simulation is in sight. What did you discover about creating competitive advantage? About risk taking? Support your answers with examples from the assigned readings in the course, your experience in the simulation and at least 1 credible, high-quality source of outside research.</p> <p><i>Bloom level: Evaluation, Synthesis</i></p>
Group Sandbox Discussions	<p>Two discussion boards have been set up (1 for each Round of the simulation) for groups. They are designed to provide a repository for any analysis that the group does (industry, segment, etc.) and/or documents that the group wants to share. It also provides a space for collaboration as the group prepares its final decisions for this round of the simulation.</p> <p>It is strongly recommended that group supplement this discussion board with synchronous tools (like TalkShoe, AnyMeeting, etc.) to facilitate this process. If synchronous tools are used, the group should post a link to the tool and login/password information for the instructor and the group to access the tool. If a recording is made, that link (or the downloaded audio file) should be posted so that all group members and the instructor have access.</p> <p><i>Bloom level: Analysis, Synthesis, Evaluation</i></p>
Group Assignment 1	<ul style="list-style-type: none"> • Monday - 7:30 p.m. (EST) Live webinar with CAPSIM TA: Debrief of Round 4 (Strategy Formation, Team Processes, Capstone © Courier) <p><i>Bloom Level: Comprehension, Application, Analysis, Synthesis</i></p>
Group Assignment 2	<ul style="list-style-type: none"> • Complete Round 5 – Due THURSDAY midnight (EST) <p><i>Bloom Level: Application, Analysis, Synthesis, Evaluation</i></p>
Group Assignment 3	<ul style="list-style-type: none"> • Friday - 7:30 p.m. (EST) Live webinar with CAPSIM TA: Debrief of Round 5 (Strategy Evaluation, Team Processes, Capstone © Courier) <p><i>Bloom Level: Comprehension, Application, Analysis, Synthesis</i></p>
Individual Assignment	<ul style="list-style-type: none"> • Prepare a LinkedIn profile and post the link to it on the “Final Thoughts” Discussion Board. If you already have a LinkedIn profile, make sure your profile includes the following: <ul style="list-style-type: none"> ○ Craft an informative profile headline ○ Display an appropriate photo ○ Add your MBA degree (and GPA or other honors if appropriate) ○ Develop a professional summary statement ○ Fill your “Specialties” section with keywords ○ Upload a downloadable version of your resume ○ Join NECB’s LinkedIn group as well as at least one other larger industry groups related to the career you are in/want to pursue ○ Set your LinkedIn profile to “public” and claim a unique URL for your profile ○ Upload your contact lists from webmail or Outlook to LinkedIn <p><i>Bloom level: Application</i></p>
Week 5	Simulation Analysis & CompXM
Outcomes	<ul style="list-style-type: none"> • Collect, organize and analyze data to identify strategic issues and options in the areas of product R & D, Marketing, Production, HR and Finance • Implement a strategic approach to a complex business problems

	<ul style="list-style-type: none"> Synthesize experiences to develop a set of best practices for effective team performance <p><i>Bloom Level: Evaluation</i></p>
Readings	<ul style="list-style-type: none"> Kauffeld, S. (2006). Self-directed work groups and team competence. <i>Journal of Occupational and Organizational Psychology</i>, 1 79, 1-21. (Document ID: 1021573931). Frankforter, S. A., & Christensen, S. L. (2005). Finding Competitive Advantage in Self-Managed Work Teams. <i>Business Forum</i>, 27(1), 20-24. Peters, T. (1997). The Brand Called You. <i>Fast Company</i>. Retrieved from http://www.fastcompany.com/magazine/10/brandyou.html <p><i>Total pages: 28</i></p>
Discussion 1	<p>Each of you has been a part of approximately a dozen self-managed teams during the course of your studies in the MBA program. How has your perception of teams changed or evolved? What best practices did you develop to work effectively? What “advice” would you give someone starting this program, as it relates to working in teams? Support your answers with examples from your experiences in the program and at least 1 credible, high-quality source of outside research.</p> <p><i>Bloom level: Evaluation, Synthesis</i></p>
Group Sandbox Discussion	<p>One discussion board has been set up (for Round 5 of the simulation) for groups. It is designed to provide a repository for any analysis that the group does (industry, segment, etc.) and/or documents that the group wants to share. It also provides a space for collaboration as the group prepares its final decisions for this round of the simulation.</p> <p>It is strongly recommended that group supplement this discussion board with synchronous tools (like TalkShoe, AnyMeeting, etc.) to facilitate this process. If synchronous tools are used, the group should post a link to the tool and login/password information for the instructor and the group to access the tool. If a recording is made, that link (or the downloaded audio file) should be posted so that all group members and the instructor have access.</p> <p><i>Bloom level: Analysis, Synthesis, Evaluation</i></p>
Individual Assignment	<ul style="list-style-type: none"> Monday - 7:30 p.m. (EST) Live webinar with CAPSIM TA: Preparation for CompXM® Exam <p><i>Bloom Level: Comprehension, Application, Analysis, Synthesis</i></p>
Individual Assignment	<ul style="list-style-type: none"> Complete CompXM® Exam – DUE Sunday midnight (EST) <p><i>Bloom level: Comprehension</i></p>
Final Group Analytical Assignments	<ul style="list-style-type: none"> Prepare your “Shareholder Debrief” presentation, which should describe: <ol style="list-style-type: none"> Your company's initial strategy (intended strategy). How your strategy evolved over time (emergent strategy). An analysis of your market and competition. A description of the strategic decisions you made over time, why you made them, and how you implemented them. A discussion of what you learned from your experience, what worked well, and what you will do differently in the future <p>This assignment is DUE THURSDAY at midnight.</p>

	<ul style="list-style-type: none"> • Complete your Peer Evaluation, using the weblink provided on www.capsim.com, by THURSDAY at midnight. In doing so, you will rate yourself, as well as your group members using the provided criteria. <p><i>Bloom: Evaluation, Synthesis, Analysis, Application</i></p>
Individual Assignment	<ul style="list-style-type: none"> • Write a paper analyzing your experiences in the MBA Program, and more specifically, in working on self-directed teams/groups. Take a thoughtful look at your experiences working in various groups over the course of the MBA program and reflect on the knowledge you have gained from completing the projects as a group. Some questions to consider as you reflect include: <ol style="list-style-type: none"> 1. What situations highlighted patterns and origins of error in team decision making? 2. What was the value of providing practice in team and group writing and collaboration? 3. How did group work impact your ability to connect business theories to practices? 4. What experiences improved individual team member self-awareness? 5. What situations showcased successful and/or unsuccessful team dynamics? <p>Submit this assignment by SUNDAY midnight (EST)</p> <p><i>Bloom level: Evaluation, Synthesis</i></p>

Grading and Evaluation

Your grades will reflect the way in which you present and support your topics and positions in the various learning activities used in this course. The grades will be based on the quality and quantity of your comments and responses in the various activities.

The various graded activities are weighted as follows:

Course Element	% of Grade
Discussions	25%
Individual Assignments <ul style="list-style-type: none"> • Completion of Tutorials (Week 1) • CompXM® Exam (Week 5) • Reflection Paper (Week 5) • LinkedIn Profile (Week 4) 	27.5% 2.5% 7% 10% 8%
Group Project <ul style="list-style-type: none"> • Project Plan • Completion of Practice Round – pass/fail (Week 1) • Rounds 2 – 5 (Weeks 2-4) • Presentation of key take-aways (Week 5) 	47.5% 5% 2.5% 20% 10%

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• Peer Evaluation (Week 5)	10%
Total	100%

Please refer to the rubrics provided in the course for specific grading criteria.

The final course grading criteria is described in the table below.

Letter Grade	Grade %	Description
A	94 – 100%	Very Good to Excellent. Comprehensive knowledge and understanding of the subject matter.
A-	90 – 93.9%	
B+	87 – 89.9%	Good. Moderately broad knowledge and understanding of the subject matter.
B	83 – 86.9%	
B-	80 – 82.9%	
C+	77 – 79.9%	Satisfactory. Reasonable knowledge and understanding of the subject matter.
C	73 – 76.9%	
C-	70 – 72.9%	
D	60 – 69.9%	Marginal. Minimum knowledge and understanding of subject matter.
F	Below 60%	Failing. Unacceptable level of knowledge and understanding of subject matter.

Make-Up Assignments

To be determined at the discretion of the instructor, and with Program Chair approval, on a one-to-one basis.

Reasonable Accommodations Policy – Individuals with Disabilities

NECB does not discriminate against individuals on the basis of physical or mental disability and is fully committed to providing reasonable accommodations, including appropriate auxiliary aids and services, to qualified individuals with a disability, unless providing such accommodations would result in an undue burden or fundamentally alter the nature of the relevant program, benefit, or service provided by NECB. To request an auxiliary aid or service please contact the Provost at NECB, 10 High Street, Boston, MA 02110

Individuals requesting an auxiliary aid or service will need to complete an Application for Auxiliary Aid. To enable NECB to timely provide an auxiliary aid or service, NECB requests that individuals complete and submit the Application for Auxiliary Aid six weeks before the first day of classes, or as soon as practicable. Disagreements regarding an appropriate auxiliary aid and alleged violations of this policy may be raised pursuant to NECB's grievance procedures.

Course Policies and Procedures

Learner Success Guidelines

These policies and guidelines will help you complete this course more successfully:

- Participate in the class introduction activity on the first day of class.
- Submit ALL assignments by the posted due dates and times. Epic will “lock” you out of an assignment after the due date.
- Check your email and the course Announcements daily.
- Put your first and last name and your course number (i.e., Joan Brown, ENG101), on each of the emails you send to your Professor and/or other NECB staff.
- Participate fully in all threaded discussions.
- Contact the help desk by email (preferable) at support@necb.edu for resolutions to your technology problems.
- Contact your Professor (by telephone or by email) if you have questions about an assignment or need additional help completing your work successfully.
- Academic dishonesty is grounds for dismissal from the program.

Student Attendance

It is strongly **recommended** that students post class introductions the first day of class. In line with the College’s Add/Drop Policy, it is **required** that students post attendance (log into the class and introduce themselves) within the first three days of the Session. Students who are registered for a course must officially withdraw from the course within the first three days of the Session if they do not plan on continuing in the course. Registered students are not automatically withdrawn from any course. Students who withdraw from the course after the third day (Wednesday) will be subject to full tuition charges as outlined in the College’s Withdrawal Policy. NECB’s add/drop and withdrawal policies can be reviewed on NECB’s website in the Academic Catalog or Student Handbook.

Additional Expectations

Students will be expected to meet all the deadlines of the class as indicated throughout the course and in the syllabus. This is primarily so we don't get behind in the course. In addition, discussions cannot overlap from one week to the next. This is to ensure that all discussions and submissions take place within the week they are scheduled in order to be of value to the entire class as well as to help you not get behind. If there are extenuating circumstances, you will need to communicate that to the professor and make arrangements accordingly, if appropriate.

Asynchronous and Synchronous Work

All required work for the course may be done asynchronously; i.e., students can login to the course, read/download materials, post to the Discussions, and submit assignments throughout the course week. Please carefully follow syllabus to help manage your time throughout the course week; once we enter week 2 or 3, students typically become much more comfortable with the pace and flow of the course.

Feedback

You can expect frequent and consistent feedback from your instructor.

Academic Honesty, Student Integrity & Plagiarism

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Academic honesty and student integrity are of fundamental importance at NECB. We want students to understand this clearly. Every member of the NECB Community is expected to maintain the highest standards of academic honesty. Plagiarism or self-plagiarism in any form is a serious violation of those standards and will not be tolerated at NECB.

A student shall not receive credit for work that is not the product of a student's own effort. A student's name on any written document constitutes a statement that the work is the result of the student's own thought and study, stated in the student's own words, and produced without the assistance of others, except in quotes, in-text citations, footnotes or references with appropriate acknowledgement of the source. Students must be aware that material (including ideas, phrases, sentences, etc.) taken from the College's eLibrary, the Internet and other resources must be appropriately cited using APA Style Guidelines in any written work turned in for any NECB class. This standard applies to discussion board postings as well.

'Self Plagiarism' or submitting one's own work to more than one course is absolutely prohibited by NECB. NECB does not allow a student to turn in the same assignment to more than one course without prior explicit written permission from the instructor of the second course. The reason for this is that a grade and credit for completed work has already been previously received in a course. If a student submits work to a second course, the student is expecting to receive credit twice for a previously submitted assignment. In addition, a student is not allowed to submit work that has been completed in collaboration with someone else without prior explicit permission from the instructor. (This excludes 'group work' within a course as part of the course requirements.)

Failure to properly cite resources may result in a referral from the instructor to the Program Chair and/or Provost. The outcome of this action may involve academic and disciplinary sanctions, which could include but not be limited to such penalties as receiving no credit for the assignment in question, receiving no credit for the related course or suspension or dismissal from NECB.

Disclaimer

As a disclaimer, any materials in or related to this course are provided for educational purposes only and not for the purpose of providing any legal, accounting, tax or other professional advice or services. The information provided in this class is of a general nature, and it cannot substitute for the advice of a licensed professional in any respect. The application and effect of laws may vary widely depending on the specific facts and jurisdiction, and no representation or warranty is made with respect to the accuracy of any materials in or related to the course. Accordingly, the information provided is solely for general educational purposes.

Caveat

The above schedule, content, and procedures in this course are subject to change in the subject field, changes in the knowledge base or other unforeseen circumstances.