# MBA 590 Course Syllabus

Advanced AI Strategy: Prompting and Agentic Frameworks - Spring 2026

## **Introduction**

This course is designed for leaders and strategists who already possess a foundational understanding of core technologies and seek to delve deeper into advanced interaction paradigms like prompt engineering and the strategic implications of agentic systems. Specifically, we will focus on mastering techniques for interacting with sophisticated language models, evaluating their outputs, understanding the architecture and application of agentic frameworks, and developing robust strategies for their implementation and governance within organizations.

Recognizing the need for leaders to move beyond basic awareness of AI and towards strategic application:

1. The class emphasizes practical skills in prompt design, evaluation methodologies for complex model outputs, and frameworks for assessing the opportunities and risks of autonomous systems.
2. It addresses the critical aspects of building tech-ready operating models and cultures, ensuring responsible and ethical deployment, developing coherent technology strategies, measuring return on investment (ROI), and anticipating future technological trends.
3. The course structure progresses from mastering prompt engineering to understanding agentic systems, implementation strategies, governance, and future outlooks.

**Table of Contents**

| MBA 800 [Course Syllabus](#_gjdgxs)  [**Instructor Information**](#_1fob9te)  [**Communication Policy**](#_3znysh7)  [**Course Information**](#_2et92p0)  [**Course Delivery And Structure**](#_tyjcwt)  [**Course Resources & Materials**](#_3dy6vkm)  [**Course Learning Outcomes**](#_1t3h5sf)  [**Course Schedule**](#_4d34og8)  [Course Schedule](https://docs.google.com/document/d/14UDBBbOOJMNz1wW4dewx54sCbCvIjqSI8mUSOm033hQ/edit#heading=h.41mghml)  [**Course Grading and Assessments**](#_2s8eyo1)  [**Attendance Policy**](#_17dp8vu)  [**Late Assignments**](#_3rdcrjn)  [**Incomplete Grades**](#_26in1rg)  [**Additional Grading Regulations**](#_lnxbz9)  [**Technology Requirements**](#_35nkun2)  [**Software**](#_1ksv4uv)  [**Tech Support**](#_44sinio)  [**Hardware & Minimum Computer Requirements**](#_2jxsxqh)  [**Course Capture Videos**](#_z337ya)  [**Turnitin**](#_3j2qqm3)  [**Digitally-Hosted Course Components**](#_1y810tw)  [**Online Learning Expectations**](#_4i7ojhp)  [**Course And Institutional Policies**](#_2xcytpi)  [**COVID Considerations**](#_1ci93xb)  [**Academic Integrity and Honesty**](#_2bn6wsx)  [**Students with Disabilities**](#_qsh70q)  [**Supporting Fellow Students in Distress**](#_3as4poj)  [**Pronouns and Gender Identity**](#_1pxezwc)  [**Bias Impact**](#_49x2ik5)  [**Basic Needs Security**](#_2p2csry)  [**Additional University Policies, Regulations, and Rules**](#_147n2zr)  [**Student Services**](#_3o7alnk)  [**MBA Academic Support Services**](#_23ckvvd)  [**Course Evaluations**](#_ihv636)  [**End of Semester Evaluation**](#_32hioqz)  [**Syllabus Modification Statement**](#_1hmsyys) |
| --- |

## **Instructor Information**

| **Name** | **Mobile Phone** | **Email** | **Office Location** |
| --- | --- | --- | --- |
| Grant Glass | 970-324-6957 (Cell) | gglass@ncsu.edu | Nelson 2307 and Zoom |

## **Communication Policy**

**Professionalism**

This is a graduate-level online course. Always maintain a professional and respectful tone when communicating with fellow learners and the instructor, whether through email, messaging apps, video conferencing, or social media.

**Announcements**

Class announcements will be made at the beginning of each week and as needed via the course platform's announcement feature. All participants will be automatically subscribed to receive these announcements.

**Student Discussion Forum**

A discussion forum has been set up on the course platform for you to connect with classmates and the instructor. Use this space to ask questions, share resources, or seek help from the group. All participants will be automatically subscribed to the forum.

**Response Time**

I aim to respond to emails, messages, and phone calls within 24 hours. If you do not receive a timely response, please reach out again as something may have gone wrong. For urgent needs or emergencies, you can contact me on my cell at 970-324-6947.

Please check your email and the course platform frequently for class-related updates. I see myself as your guide in this course, facilitating collaboration and feedback with your peers, your academic community, and myself. Your feedback is highly valued to help me improve throughout the course.

Assignments will be graded within a week of their due date.

**Virtual Office Hours**

Virtual office hours are held on TBD via Zoom (see course platform for details). I will be available for the first 15 minutes to see if anyone joins. If necessary, appointments can be arranged outside of these hours.

## **Course Information**

**Course Website**: <https://wolfware.ncsu.edu/courses/details/?sis_id=SIS:2026:1:1:MBA:590:639>

**Course Credit Hours**: 3

This is an online course with synchronous office hours.

**Course Description**

This advanced course equips leaders and strategists with the knowledge and skills to effectively leverage sophisticated language models and emerging agentic systems. Building upon foundational technology concepts, the curriculum provides an in-depth exploration of prompt engineering principles and advanced techniques (e.g., chain-of-thought, ReAct, RAG concepts) for maximizing the utility and reliability of Large Language Models (LLMs). Participants will learn frameworks for rigorously evaluating LLM outputs, identifying limitations like hallucination, and ensuring responsible use. The course delves into the architecture, capabilities, and strategic applications of agentic frameworks, examining their potential to automate complex tasks and augment decision-making processes. Emphasis is placed on developing tech-ready operating models, fostering adaptive organizational cultures, implementing robust technology governance and ethical frameworks, formulating effective technology strategies, measuring ROI , and evaluating future technological trajectories. Through academic readings, practical exercises, and strategic assignments, participants will develop the capacity to lead the integration of these advanced technologies responsibly and effectively.

**Prerequisites/Corequisites**

There are no required prerequisites for this course.

**General Education Program (GEP) Information**

None

**GEP Category Fulfilled**

None

**GEP Corequisites**

None

## **Course Delivery And Structure**

Overall Structure: This 15-week online course consists of the following components:

1. Weekly readings from academic articles
2. Video lectures
3. Interactive discussion forums
4. Major assignment 1: AI Opportunity Analysis
5. Major assignment 2: Business Prompt Engineering Challenge
6. Major assignment 3: Agentic Framework Application Proposal
7. Major assignment 4: AI Strategic Implementation

Weekly online office hours will be held via Zoom, providing opportunities for questions and discussions. While generally optional, attendance is required at least twice in the semester.

All course materials, activities, and requirements will be posted on the learning management system.

## **Course Resources & Materials**

**Required Textbook and/or Software**

All required materials are provided on Moodle.

## **Course Learning Outcomes**

Upon successful completion of this course, participants will be able to:

1. **Master Advanced Prompt Engineering Techniques:** Apply sophisticated prompting methods (e.g., few-shot, chain-of-thought, self-refinement, ReAct, RAG concepts) to elicit high-quality, reliable outputs from LLMs for complex tasks.
2. **Critically Evaluate LLM Outputs:** Utilize established metrics and frameworks (e.g., ROUGE, BLEU, accuracy, relevance, bias detection) to assess the quality, safety, and business suitability of LLM-generated content.
3. **Analyze Agentic System Architectures:** Describe the core components, capabilities (planning, reasoning, tool use), and potential architectures of agentic frameworks and multi-agent systems.
4. **Evaluate Strategic Applications of Agentic Systems:** Identify and assess high-value opportunities for deploying agentic systems to automate or augment complex organizational processes, considering benefits and risks.
5. **Design Tech-Ready Operating Models:** Outline organizational structures, roles, talent strategies, and cultural attributes necessary to support the effective scaling and integration of advanced technologies like LLMs and agentic systems.
6. **Implement Technology Governance and Ethics:** Develop and apply frameworks for responsible technology deployment, addressing ethical risks (bias, transparency, accountability), data privacy, security, and regulatory compliance.
7. **Formulate Advanced Technology Strategies:** Create elements of a comprehensive technology strategy, including initiative prioritization, portfolio management, roadmap development, and alignment with overarching business goals
8. **Measure Technology Initiative ROI:** Apply methodologies to calculate and assess the Return on Investment (ROI) for advanced technology projects, considering both quantitative and qualitative factors.
9. **Assess Future Technology Trends:** Analyze emerging technological trends (e.g., AGI concepts, multimodal systems, quantum) and evaluate their potential long-term strategic implications for organizations and industries.

## **Course Schedule**

**Week 1: Foundations of Effective Prompt Engineering**

* **Focus:** Reviewing core principles of prompt engineering; understanding LLM input/output processing; context, specificity, and clarity in prompt design; introduction to basic prompt types (zero-shot, role-playing).
* **Academic Readings:**
  1. Fuentealba Cid, D., Flores-Fernández, C., & Aguilera Eguía, R. (2024). The art of prompts' formulation: limitations, potential, and practical examples in large language models. *Salud, Ciencia y Tecnología*, 4, 969. (Focus on principles and practical advice).
  2. Johnson, S., & Hyland-Wood, D. (2024). A Primer on Large Language Models and their Limitations. arXiv preprint arXiv:2412.04503.
* **Weekly Application Activity / Discussion Prompt:** Activity: Select a common business task (e.g., drafting an email, summarizing a report). Draft three distinct prompts (zero-shot, role-play, simple instruction) aimed at achieving this task with an LLM. Evaluate the potential strengths/weaknesses of each prompt style.

**Week 2: Advanced Prompting I: Few-Shot, Chain-of-Thought & Self-Ask**

* **Focus:** Mastering few-shot learning for improved context; implementing Chain-of-Thought (CoT) prompting for complex reasoning; exploring variations like Self-Ask for breaking down problems.
* **Academic Readings:**
  1. Wei, J., Wang, X., Schuurmans, D., et al. (2022). *Chain-of-Thought Prompting Elicits Reasoning in Large Language Models*. arXiv preprint arXiv:2201.11903. (Focus on CoT concept and examples).
  2. Press, O., Zhang, M., Min, S., et al. (2022). *Measuring and Narrowing the Compositionality Gap in Language Models*. arXiv preprint arXiv:2210.03350. (Discusses Self-Ask prompting).
* **Weekly Application Activity / Discussion Prompt:** Discuss: Identify a complex decision-making scenario in your field. How could Chain-of-Thought prompting help an LLM analyze the factors involved more effectively than a simple prompt? Outline the potential steps in the chain.

**Week 3: Advanced Prompting II: Problem Decomposition & Self-Correction**

* **Focus:** Techniques for breaking down complex tasks (Least-to-Most, Plan-and-Solve); methods for enabling LLM self-critique and refinement (Self-Refine, Chain-of-Verification).
* **Academic Readings:**
  1. Zhou, D., Schärli, N., Hou, L., et al. (2022). *Least-to-Most Prompting Enables Complex Reasoning in Large Language Models*. arXiv preprint arXiv:2205.10625. (Focus on LtM concept).
  2. Madaan, A., Tandon, N., Gupta, P., et al. (2023). *Self-Refine: Iterative Refinement with Self-Feedback*. arXiv preprint arXiv:2303.17651. (Focus on Self-Refine concept).
* **Weekly Application Activity / Discussion Prompt:** Activity: Take a prompt from Week 1. Apply a self-refinement instruction (e.g., "Review your previous response for clarity and conciseness. Provide an improved version."). Analyze the difference in output quality.

**Week 4: Advanced Prompting III: Retrieval-Augmented Generation (RAG) & Prompt Chaining**

* **Focus:** Understanding the concept and benefits of RAG for grounding LLMs in specific knowledge; techniques for chaining multiple prompts together to accomplish multi-step tasks or workflows.
* **Academic Readings:**
  1. Lewis, P., Perez, E., Piktus, A., et al. (2020). *Retrieval-Augmented Generation for Knowledge-Intensive NLP Tasks*. arXiv preprint arXiv:2005.11401. (Focus on high-level concept and benefits).
  2. Wu, C., Korbak, T., Pinto, L., et al. (2021). *AI Chains: Transparent and Controllable Human-AI Interaction by Chaining Large Language Model Prompts*. arXiv preprint arXiv:2110.02491. (Discusses prompt chaining).
* **Weekly Application Activity / Discussion Prompt:** Discuss: Consider a business process requiring information retrieval and subsequent action (e.g., summarizing recent customer feedback and drafting a response plan). How could a combination of RAG and prompt chaining automate or assist this?

**Week 5: Evaluating LLM Outputs: Metrics and Frameworks**

* **Focus:** Understanding key evaluation metrics (BLEU, ROUGE, perplexity, accuracy, F1-score); frameworks for assessing relevance, coherence, fluency, safety, and bias in LLM outputs within a business context.
* **Academic Readings:**
  1. Chang, Y., Wang, X., Wang, J., et al. (2023). *A Survey on Evaluation of Large Language Models*. arXiv preprint arXiv:2307.03109. (Focus on overview of evaluation metrics and challenges).
  2. Liang, P., Bommasani, R., Lee, T., et al. (2022). *Holistic Evaluation of Language Models*. arXiv preprint arXiv:2211.09110. (Discusses broader evaluation dimensions like robustness, fairness, calibration).
* **Weekly Application Activity / Discussion Prompt:** Activity: Find an example of LLM-generated text (e.g., news article summary, marketing copy). Evaluate it qualitatively based on relevance, coherence, and fluency. What metrics would be needed for a quantitative assessment?

**Week 6: Introduction to Agentic Frameworks: Concepts and Architectures**

* **Focus:** Defining agentic systems: autonomy, planning, reasoning, tool use; exploring core concepts (perception, action loops, memory); overview of potential architectures (e.g., ReAct, basic multi-agent concepts).
* **Academic Readings:**
  1. Xi, Z., Chen, W., Guo, X., et al. (2023). *The Rise and Potential of Large Language Model Based Agents: A Survey*. arXiv preprint arXiv:2309.07864. (Focus on Introduction, Concepts, Agent Architectures sections).
  2. Yao, S., Zhao, J., Yu, D., et al. (2022). *ReAct: Synergizing Reasoning and Acting in Language Models*. arXiv preprint arXiv:2210.03629. (Focus on the ReAct framework concept).
* **Weekly Application Activity / Discussion Prompt:** Discuss: What distinguishes an "agentic" system from a standard automation script or a simple chatbot in a business context? Provide an example task where agentic capabilities would be necessary.

**Week 7: Agentic Frameworks: Multi-Agent Systems & Collaboration**

* **Focus:** Exploring Multi-Agent Systems (MAS); communication protocols between agents; coordination and collaboration strategies; potential applications in complex simulations, negotiations, or distributed problem-solving.
* **Academic Readings:**
  1. Dorri, A., Kanhere, S. S., & Jurdak, R. (2018). Multi-Agent Systems: A Survey. *IEEE Access*, 6, 28573-28593. (Focus on MAS concepts and architectures).
  2. Chen, L., Zaharia, M., & Zou, J. (2023). *AutoGen: Enabling Next-Gen LLM Applications via Multi-Agent Conversation Framework*. arXiv preprint arXiv:2308.08155. (Example of a framework enabling multi-agent interactions).
* **Weekly Application Activity / Discussion Prompt:** Activity: Design a simple multi-agent system for a business task (e.g., coordinating a product launch between marketing, sales, and development agents). What information would need to be shared between agents? What coordination challenges might arise?

**Week 8: Agentic Frameworks: Business Applications & Case Studies**

* **Focus:** Analyzing real-world or potential applications of agentic systems in areas like automated customer service, complex data analysis, supply chain optimization, financial modeling, or personalized marketing. Examining case studies and implementation challenges.
* **Academic Readings:**
  1. Bornet, P. (2024). *Agentic Artificial Intelligence: Harnessing AI Agents to Reinvent Business, Work and Life*. Kogan Page. (Chapter Excerpt TBD, focusing on specific business case studies).
  2. Park, J. S., O'Brien, J. C., Cai, C. J., et al. (2023). *Generative Agents: Interactive Simulacra of Human Behavior*. arXiv preprint arXiv:2304.03442. (Illustrates complex agent behavior simulation, relevant for understanding potential).
* **Assignment 1 Due: Advanced Prompt Engineering Analysis**

**Week 9: Building Tech-Ready Operating Models I: Structure & Governance**

* **Focus:** Designing organizational structures to support advanced tech (centralized, decentralized, CoE models); establishing clear governance frameworks for technology development and deployment; defining roles and responsibilities (e.g., prompt engineers, agent supervisors, ethicists).
* **Academic Readings:**
  1. Gerbert, P., Ramachandran, S., Mohr, J. H., & Spira, M. (2018). *Making the Moon Shot: AI Platforms at Scale*. Boston Consulting Group. (Discusses organizational principles for scaling advanced tech).
  2. KPMG. (2024). *Trusted AI Governance*. (Focus on leadership roles and governance structures).
* **Weekly Application Activity / Discussion Prompt:** Activity: Sketch two different organizational structures for managing prompting standards and agent deployment in a large company (e.g., a centralized CoE vs. embedded specialists). What are the pros and cons of each?

**Week 10: Building Tech-Ready Operating Models II: Talent & Culture**

* **Focus:** Identifying and developing necessary talent (prompt engineering, agent development, data science, ethics); fostering a culture of experimentation, data literacy, continuous learning, and adaptation; change management strategies for adopting advanced technologies.
* **Academic Readings:**
  1. Porsche Consulting. (2019). *Leading the Way to an AI-Driven Organization*. (Focus on Talent & Culture sections, adapting AI context to broader tech).
  2. Ransbotham, S., Candelon, F., Kiron, D., LaFountain, B., & Khodabandeh, S. (2021). The Cultural Benefits of Artificial Intelligence in the Enterprise. *MIT Sloan Management Review*.(Connects tech use, culture, and strategic outcomes).
* **Assignment 2 Due: Agentic Framework Application Proposal**

**Week 11: Technology Governance & Ethics I: Frameworks & Principles**

* **Focus:** Deep dive into ethical risks (bias, fairness, transparency, accountability, privacy, security); overview of established Responsible Tech/AI frameworks (e.g., NIST, OECD, IEEE); core principles for ethical technology development and deployment.
* **Academic Readings:**
  1. National Institute of Standards and Technology (NIST). (2023). *AI Risk Management Framework (AI RMF 1.0)*. (Focus on core principles and functions).
  2. Floridi, L., & Cowls, J. (2019). A Unified Framework of Five Principles for AI in Society. *Harvard Data Science Review*, 1(1). (Discusses foundational ethical principles).
* **Weekly Application Activity / Discussion Prompt:** Activity: Select one principle from the NIST AI RMF (e.g., Explainable, Fair, Secure). How would you translate this principle into a concrete policy or guideline for developers using LLMs in your organization?

**Week 12: Technology Governance & Ethics II: Regulation & Implementation**

* **Focus:** Overview of key regulatory landscapes (e.g., EU AI Act concepts, GDPR implications); practical steps for implementing governance – bias audits, transparency reporting, data privacy controls, security protocols, human oversight mechanisms.
* **Academic Readings:**
  1. European Parliament. (2024). *EU AI Act: First Regulation on Artificial Intelligence*. 44 (Focus on risk categories and business implications).
  2. Rajpurkar, P., Chen, E., Banerjee, O., & Topol, E. J. (2022). AI in health and medicine. *Nature Medicine*, 28(1), 31-38. (Discusses regulatory and ethical challenges in a specific high-stakes domain).
* **Assignment 3 Due: Tech-Ready Operating Model Design**

**Week 13: Developing Technology Strategy & Portfolio Management**

* **Focus:** Frameworks for developing enterprise technology strategy focused on advanced capabilities; aligning initiatives with business goals; methods for prioritizing projects (e.g., value vs. feasibility); managing a portfolio of technology initiatives.
* **Academic Readings:**
  1. Iansiti, M., & Lakhani, K. R. (2020). Competing in the Age of AI. *Harvard Business Review*, 98(1), 60-67. (Focus on strategic implications of core operating models).
  2. Marr, B. (2025). *AI Strategy: Unleash the Power of Artificial Intelligence in Your Business*. Kogan Page. (Chapter Excerpt TBD, focusing on strategy development steps, adapting AI context).
* **Weekly Application Activity / Discussion Prompt:** Activity: Using a simple 2x2 matrix (e.g., Strategic Impact vs. Implementation Difficulty), plot 3-4 potential applications of prompting or agentic systems for your organization. Justify your placement and identify the highest priority initiative.

**Week 14: Measuring ROI for Technology Initiatives**

* **Focus:** Methodologies for calculating ROI for advanced technology projects; identifying relevant cost components (development, infrastructure, training, maintenance) and benefit components (cost savings, revenue growth, efficiency gains, risk reduction); addressing challenges in measuring intangible benefits.
* **Academic Readings:**
  1. Brynjolfsson, E., Diewert, W. E., Eggers, F., Fox, K. J., & Gann, D. M. (2021). Measuring the impact of AI on economic growth and productivity. *Production and Operations Management*, 30(4), 904-912. (Discusses challenges in measuring AI impact).
  2. Kaplan, R. S., & Norton, D. P. (1992). The Balanced Scorecard—Measures That Drive Performance. *Harvard Business Review*. (Classic article on measuring strategic performance beyond financials, adaptable to tech initiatives).
* **Weekly Application Activity / Discussion Prompt:** Discuss: Beyond direct cost savings or revenue increases, what are 2-3 *intangible* benefits of successfully implementing advanced prompting techniques or agentic systems? How might you attempt to quantify or qualitatively assess these benefits for an ROI calculation?

**Week 15: Future Technology Trends & Strategic Leadership**

* **Focus:** Exploring emerging trends (multimodal systems, AGI concepts, quantum computing interfaces); potential disruptions and long-term strategic implications; the evolving role of leadership in navigating continuous technological transformation; course synthesis and final Q&A.
* **Academic Readings:**
  1. Tegmark, M. (2017). *Life 3.0: Being Human in the Age of Artificial Intelligence*. Knopf. (Chapter Excerpt TBD, focusing on future scenarios and strategic choices)
  2. Hoque, F., et al. (2025). Why AI Demands a New Breed of Leaders. *MIT Sloan Management Review*. (Discusses leadership traits needed for tech transformation).
* **Weekly Application Activity / Discussion Prompt:** Discuss: Reflecting on the course, what is the single most important action a leader should take *today* to prepare their organization for the next wave of technological advancement (beyond current LLMs/agents)? Justify your choice.
* **Assignment 4 Due: Technology Strategic Implementation Plan**

## **Course Grading and Assessments**

**Assignments**

| **#** | **Title** | **Description** | **Learning Objectives Assessed** | **Due Week** |
| --- | --- | --- | --- | --- |
| 1 | Advanced Prompt Engineering Analysis | Analyze a complex business task. Design, test, and iteratively refine a series of prompts (incorporating techniques like CoT, Self-Refine, or RAG concepts) to achieve a high-quality outcome using an LLM. Document the process, rationale, and evaluation of results. Format: Technical Report (approx. 1200 words + prompts). | 1, 2 | 8 |
| 2 | Agentic Framework Application Proposal | Identify a complex organizational process suitable for automation/augmentation via an agentic system. Propose a high-level agentic framework design. Outline agent capabilities, potential benefits, key risks (technical, ethical, operational), and critical implementation considerations. Format: Proposal Document (approx. 1500 words). | 3, 4, 6 | 10 |
| 3 | Tech-Ready Operating Model Design | Design key components of an operating model to support the scaling of advanced technologies (LLMs, agents) within a specific business unit or function. Address organizational structure, governance mechanisms, key roles/talent needs, and cultural enablement strategies. Format: Org Design Document/Presentation (approx. 1500 words or equiv.). | 5, 6 | 12 |
| 4 | Technology Strategic Implementation Plan | Develop a high-level strategic plan for introducing or scaling a significant prompting or agentic system initiative within an organization. Include: strategic alignment, prioritized roadmap (12-18 months), operating model adjustments, governance/responsible tech principles, and key ROI metrics/measurement plan. Format: Strategic Plan Document or Presentation w/ notes (approx. 2000 words or equiv.). | 6, 7, 8, 9 | 15 |

**Grading Breakdown**

* Assignment 1: Advanced Prompt Engineering Analysis: 20%
* Assignment 2: Agentic Framework Application Proposal: 20%
* Assignment 3: Tech-Ready Operating Model Design:: 20%
* Assignment 4: AI Strategic Implementation Plan: 30%
* Weekly Application & Discussion: 10%
* **Total:** 100%

*Grading Rationale:* The final strategic plan (Assignment 4) carries the highest weight, reflecting the course's capstone objective of equipping leaders with strategic planning capabilities for AI. Earlier assignments build foundational knowledge and skills, assessed incrementally. Weekly application activities and discussions foster continuous engagement, peer learning, and practical application of concepts throughout the semester.

**Grading Policy**

Your grade will translate to letter grades as follows:

| **Percentage** | **Letter** |
| --- | --- |
| 97-100 | A+ |
| 93-96.99 | A |
| 90-92.99 | A- |
| 87-89.99 | B+ |
| 83-86.99 | B |
| 80-82.99 | B- |
| 77-79.99 | C+ |
| 73-76.99 | C |
| 70-72.99 | C- |
| 67-69.99 | D+ |
| 63-66.99 | D |
| 60-62.99 | D- |
| 0-59.99 | F |

### **Attendance Policy**

This is an online class that does not require in-person attendance. All students are invited to attend online office hours, including the kickoff session on January 8th.

* [NC State’s Attendance Policy](https://policies.ncsu.edu/regulation/reg-02-20-03-attendance-regulations/)
* [Withdrawal Process](https://studentservices.ncsu.edu/your-classes/withdrawal/process/)

### **Late Assignments**

You should submit all assignments by 11:59 pm EST on the due date, unless otherwise notified. Late assignments are not generally accepted.

### **Incomplete Grades**

If an extended deadline is not authorized by the Graduate School, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) by the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at<http://policies.ncsu.edu/regulation/reg-02-50-03>.

Additional information relative to incomplete grades for graduate students can be found in the Graduate Administrative Handbook in [Section 3.17.G](http://catalog.ncsu.edu/graduate/graduate-handbook/grades/).

### **Additional Grading Regulations**

More information about NCSU grading regulations can be found at:

* [Grades and Grade Point Average](https://policies.ncsu.edu/regulation/reg-02-50-03)
* [Credit-Only Courses](https://policies.ncsu.edu/regulation/reg-02-20-15)
* [Audits](https://policies.ncsu.edu/regulation/reg-02-20-04)

### **AI Academic Integrity:**

Academic Integrity: All work submitted must be the student's own, adhering to NCSU policies on academic honesty. Proper citation is required for all sources, including ideas or frameworks discussed in readings or external materials. The use of AI tools (e.g., LLMs) for assistance on assignments is permitted but must be appropriately documented (e.g., describing prompts used, citing the tool) as per instructor guidelines, aligning with the principles discussed in Week 8 and Week 10.

## **Technology Requirements**

This course uses the following technologies. In addition to these technologies, you may choose to use additional technologies to complete your assignments or group work. More information and tutorials can be found on our Moodle course site.

### **Software**

* **Moodle** (access via [WolfWare](https://wolfware.ncsu.edu/)) – the main course website that hosts materials and learning activities, as well as links to additional resources
  + Help guide: [Learning with Moodle](https://moodle-projects.wolfware.ncsu.edu/course/view.php?id=226)
  + [Moodle Accessibility Statement](https://docs.moodle.org/36/en/Accessibility)
  + [Moodle Privacy Notice](https://moodle.org/admin/tool/policy/view.php?policyid=1)
  + [NCSU Privacy Policy](https://www.ncsu.edu/privacy/)
* [**Zoom**](http://ncsu.zoom.us) – for web conferencing, such as class meetings, office hours, and group meetings
  + [Zoom Help Center](https://support.zoom.us/hc/en-us)
  + [Zoom Accessibility Statement](https://zoom.us/accessibility)
  + [Zoom Privacy Policy](https://zoom.us/privacy)
* [**Adobe Reader**](https://get.adobe.com/reader/) – for reading PDF files
  + [Accessibility Statement](https://wwwimages2.adobe.com/content/dam/acom/en/accessibility/pdfs/accessing-pdf-sr.pdf)
  + [Adobe Privacy Policy](https://www.adobe.com/privacy/policy.html)
* [**Microsoft Office 365**](https://oit.ncsu.edu/my-it/hardware-software/software/office-365/)– for accessing Word, Excel, and PowerPoint files
  + [Accessibility Statement](https://www.microsoft.com/en-us/accessibility/office?activetab=pivot_1%3aprimaryr2)
  + [Microsoft Office Privacy Policy](https://products.office.com/en-us/business/office-365-trust-center-privacy)

### **Tech Support**

* [IT Student Resources](https://poole.ncsu.edu/internal/wp-content/uploads/sites/40/2021/07/IT-Student-Resources-For-PCOM-Students-7_13_2021.pdf)
* Contact the NC State OIT Help Desk at 919-515-HELP or [help@ncsu.edu](mailto:help@ncsu.edu), or visit the [OIT Help website](http://help.oit.ncsu.edu).

### **Hardware & Minimum Computer Requirements**

To participate in this course, you need access to the following computing requirements.

* A computer with reliable internet connection. For more information on computer recommendations, please see [Poole College of Management’s computer purchase information for students](https://poole.ncsu.edu/computing-services/computer-laptop-purchase/) and the [Office of Information Technologies’ purchase considerations](https://oit.ncsu.edu/my-it/hardware-software/your-computer/).
* A headset with microphone, or microphone and speakers, for use in synchronous meetings. You can purchase a decent headset for around $25 from Amazon.com, such as the [Logitech USB Headset H390](https://www.amazon.com/Logitech-ClearChat-Cancelling-Microphone-Headphones/dp/B000UXZQ42/ref=sr_1_3?ie=UTF8&qid=1501080597&sr=8-3&keywords=logitech+headset).
* Ability to download and open attachments. Because of this, certain mobile devices may not be appropriate for all course content (e.g., Google Chromebooks).

### **Course Capture Videos**

Class sessions may be recorded using Zoom software. Your voice may be captured when you participate in class discussion. This recording will only be shared with class participants. If you are concerned about the potential of being identified in a recording, please notify me privately so I can help address any concerns.

### **Turnitin**

Some assignments in this course may be analyzed by [Turnitin](http://www.turnitin.com/). Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively—skills essential to all academic work.

### **Digitally-Hosted Course Components**

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

[**IT Student Resources Syllabus Addendum**](https://poole.ncsu.edu/internal/wp-content/uploads/sites/40/2021/07/IT-Student-Resources-For-PCOM-Students-7_13_2021.pdf)

## **Online Learning Expectations**

Each student should expect to spend 4-6 hours per person per week engaging with course material and completing course assignments. Every student has a requirement and a responsibility to contribute to the class discussion through posts and responses on guided forums and through work on the team project.

**Additional resources**

* [**Netiquette – Ethics in Computing**](https://ethics.csc.ncsu.edu/speech/netiquette/)

## **Course And Institutional Policies**

### **COVID Considerations**

Please see [this information](https://docs.google.com/document/d/1Rd5b-EX2jvm4tVbkTCh-9tojyfxp4zDCn27EJ0dnXQA/edit?usp=sharing) related to class participation and COVID.

### 

### **Academic Integrity and Honesty**

Students are required to comply with the university policy on academic integrity found in the [Code of Student Conduct (NCSU POL 11.35.01)](https://policies.ncsu.edu/policy/pol-11-35-01/). When you turn in any homework, exam, or group project, you are committing to the Pack Pledge, “I have neither given nor received unauthorized aid on this test or assignment.”

Please refer to the [Academic Integrity](https://studentconduct.dasa.ncsu.edu/academic-integrity-overview/) web page for a detailed explanation of the University’s policies on academic integrity and some of the common understandings related to those policies. Violations of academic integrity will be handled in accordance with the Student Discipline Procedures ([NCSU REG 11.35.02](https://policies.ncsu.edu/regulation/reg-11-35-02/)).

### **Students with Disabilities**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the [Disability Resource Office](https://dro.dasa.ncsu.edu/) at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 919-515-7653. For more information on NC State’s policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation (NCSU REG 02.20.01).](https://policies.ncsu.edu/regulation/reg-02-20-01/)

### **Supporting Fellow Students in Distress**

As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a healthy and safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you, either for the classmate’s well-being or yours. When this is the case, I would encourage you to report this behavior to the [NC State CARES website](https://prevention.dasa.ncsu.edu/nc-state-cares/about/). Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

### **Pronouns and Gender Identity**

NC State University is committed to providing a welcoming and inclusive campus environment as a foundation for student success. All students have the option to self-select their personal pronouns and gender identity in MyPack Portal. To learn more about how and where this information is shown, please visit [Student Services Pronouns and Gender Identity webpage](https://studentservices.ncsu.edu/your-resources/privacy/pronouns-and-gender-identity/).

### **Bias Impact**

NC State University is committed to cultivating a diverse and inclusive community climate that is respectful, understanding and civil. There are, however, times when biased statements, actions and behaviors of community members impact others negatively and/or cause harm. If you witness or feel impacted by any form of bias during the activities of this class, or otherwise, you can [submit a Bias Impact Report](https://diversity.ncsu.edu/bias-impact).

### **Basic Needs Security**

Any student who faces challenges securing their food or housing or has other severe adverse experiences and believes this may affect their performance in the course is encouraged to notify the professor if you are comfortable in doing so.   
  
If you are struggling to find financial support to pay for college expenses, food, housing, professional clothing, laptops & textbooks, medical care, childcare, transportation, or other emergencies, NC State may be able to help. Learn more about the [Pack Essentials program](https://dasa.ncsu.edu/pack-essentials/).

### **Additional University Policies, Regulations, and Rules**

Students are responsible for reviewing the NC State University Policies, Rules, and Regulations (PRRs) which pertain to their course rights and responsibilities, including those reference both below and above in this syllabus:

* [Equal Opportunity and Non-Discrimination Policy Statement](https://policies.ncsu.edu/policy/pol-04-25-05), [additional references](https://oied.ncsu.edu/equity/policies/)

[Code of Student Conduct](https://policies.ncsu.edu/policy/pol-11-35-01)

## **Student Services**

### **MBA Academic Support Services**

* Academic Advising and More
  + [Jenkins MBA Student Hub](https://moodle-projects.wolfware.ncsu.edu/course/view.php?id=5253)
* Academic Support
  + [Graduate Writing Center](https://tutorial.dasa.ncsu.edu/wsts-overview-programs/gwc/)
  + [NCSU Libraries](http://www.lib.ncsu.edu)
    - [Research Assistance](http://www.lib.ncsu.edu/researchassistance/)
    - [List of Subject Specialists](http://www.lib.ncsu.edu/staff/subjectspecialists/)
    - [Ask a Librarian](http://www.lib.ncsu.edu/askus)
* [Accessibility Support](https://accessibility.ncsu.edu/)

## **Course Evaluations**

### **End of Semester Evaluation**

ClassEval is the end-of-semester survey for students to evaluate instruction of all university classes. The current survey is administered online and includes 12 closed-ended questions and 3 open-ended questions. Deans, department heads, and instructors may add a limited number of their own questions to these 15 common-core questions.

Each semester students’ responses are compiled into a ClassEval report for every instructor and class. Instructors use the evaluations to improve instruction and include them in their promotion and tenure dossiers, while department heads use them in annual reviews. The reports are included in instructors’ personnel files and are considered confidential.

Online class evaluations will be available for students to complete during the last two weeks of the semester for full semester courses and the last week of shorter sessions. Students will receive an email directing them to a website to complete class evaluations. These become unavailable at 8am on the first day of finals.

* Contact ClassEval Help Desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu)
* [ClassEval website](http://go.ncsu.edu/cesurvey)
* [More information about ClassEval](http://oirp.ncsu.edu/surveys/classeval)

## **Syllabus Modification Statement**

Our syllabus represents a flexible agreement. It outlines the topics we will cover and the order we will cover them in. Dates for assignments represent the earliest possible time they would be due. The pace of the class depends on student mastery and interests. Thus minor changes in the syllabus can occur if we need to slow down or speed up the pace of instruction.