GRADUATE COUNCIL: NEW COURSE PROPOSAL

Originating Unit: NEELY (INSC)

Type of action: ☑ New course ☐ Full online course**

Semester and year course will take effect: Fall 2024

New course title: Leading Business Transformation

Appropriate computer abbreviation (30 spaces or less): Leading Biz Transformation

Course instructional methodology: Lecture

course component types: ugradcouncil.tcu.edu/forms/Course Component Types.pdf

New course number: INSC 70420

Prerequisites for new course: *include an attachment if additional space is needed*

Graduate standing

Click here to attach a file

attached files can be seen and managed in Acrobat Pro by clicking on View > Show/Hide > Navigations Panes > Attachments

Description of new course (catalog copy): *include an attachment if additional space is needed*

This course is designed to provide students exposure to multiple facets for leading business transformation including strategy, organization, process, people, technology and measurements. Students are introduced to leading edge technology in the area of robotic process automation and will apply their knowledge through experiential learning opportunities.

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Fully Online Courses**

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography.)

Describe the intended outcomes of the course and how they will be assessed: *include an attachment if additional space is needed*

See attached syllabus

Click here to attach a file attached files can be seen and managed in Acrobat Pro by clicking on View > Show/Hide > Navigations Panes > Attachments

Additional resources required:

Faculty: None

Space: None

Equipment: None

Library: None

Financial Aid: None

Other: none

Change in teaching load: No

Does this change affect any other units of the University? ☐ Yes ☑ No

If yes, submit supporting statement signed by chair of affected unit.

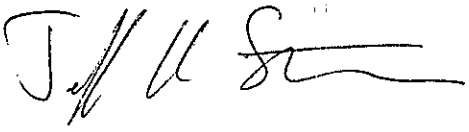
If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name: Jeff Stratman

Unit: NEELEY - Information Systems and Supply Chain Management Departme

Signature:



Syllabus: INSC 70420 Leading Business Transformation

Instructor:
Semester and Year:
Number of Credits: 1.5
Class Location:
Class Days & Time:
Zoom Access Info:
Office Location:
Office Hours:
Telephone:
Email:
Response Time:

Final Exam Date & Other Important Dates

The final exam is an experiential learning project, which is due on the final date of class.

Course Description

This course is designed to provide students exposure to multiple facets for leading business transformation including strategy, organization, process, people, technology and measurements. Students are introduced to leading edge technology in the area of robotic process automation and will apply their knowledge through experiential learning opportunities.

Learning Outcomes

1. Understand the background and importance of digital transformation in the success of an organization and models that have been successfully deployed by organizations
2. Get familiar with leading technology solutions such as Machine Learning, Artificial Intelligence, Edge Computing, Robotic Process Automation, Data Analytics, etc.
3. Provide an overview and develop an introductory level of competency in emerging digital transformation tools such as ChatGPT, UiPath, Tableau, etc.
4. Understand different business models for successful digital transformation implementation and describe the various stages of the automation journey
5. Apply the knowledge gained on a project-based opportunity to identify, understand, analyze, prepare, and automate a case study or emerging idea from self or sponsor

Prerequisites

- Microsoft Windows laptop per Neely Business School policy is required for this class.
- General computer skills and a familiarity with charting tools like Microsoft Excel are necessary, along with access to the Internet for research and data gathering.

- Direct access to a Windows computer on which the student can install UiPath software is highly recommended (see Required Software below)

Required Texts / Materials

Required Text:

HBR's 10 Must Reads on Leading Digital Transformation (with bonus article "How Apple Is Organized for Innovation" by Joel M. Podolny and Morten T. Hansen) with a digital link of https://hbsp.harvard.edu/import/1014769

Required Software:

UiPath Installation.

1. Download the UiPath Academic software on a windows laptop from Download UiPath Studio Academic Alliance Edition | UiPath
2. Follow the setup, install and registration steps provided in three documents on D2L by going to Content / UiPath Get Started
3. Make sure to check your junk folder for email with the license information
4. UiPath has also been installed on the lab computers by Neeley IT and will require the license information

The following communication protocols and tools will be required for the students to be successful in the class.

1. Review articles, videos, etc. provided through TCU online as well as search on your own to share with group
2. We will use TCU IT BOX to post lecture notes, articles, exercises, and grades
3. Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Please bring your laptop to each class. Also please check to make sure that you have a working copy of Microsoft Access and Microsoft Excel (including data analysis) on your laptop. Using a PC with Microsoft windows is required since UiPath will not work on MAC.

Additional / Supplementary Resources

There are no other books that are required for this class but students are encouraged to research on their own compliment the provided material.

Several other resources are provided on D2L which will be used for online and class discussions as well as quizzes

Additional information:

1. TCU D2L will be used to post lecture notes, articles, grades, and upload assignments
2. Only the official TCU student email address will be used for course correspondence

3. It is your responsibility to check your TCU email on a regular basis

Teaching Philosophy

Constructivism

The constructivist theory is based around the idea that learners are active participants in their learning journey; knowledge is constructed based on experiences. As events occur, each person reflects on their experience and incorporates the new ideas with their prior knowledge. Learners develop *schemas* to organize acquired knowledge. This model was entrenched in learning theories by Dewey, Piaget, Vygotsky, Gagne, and Bruner.

There are four key areas that are crucial to the success of a constructivist classroom:

1. The professor takes on the role of a facilitator instead of a director
2. There are equal authority and responsibility between the students and the professor
3. Learning occurs in small groups
4. Knowledge is shared between both the students and the professor

https://educationaltechnology.net/constructivist-learning-theory/

Connectivism

An emerging thought seeking to close the gap between traditional learning and the use of technology is connectivism, promoted by George Siemens and Stephen Downes, which seeks to demonstrate that technology warrants looking at learning through a new lens. The two facilitated a MOOC in 2011 to expand on their ideas, defining Connectivism as "...the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks. It shares with some other theories a core proposition, that knowledge is not acquired, as though it were a thing. Knowledge is, on this theory, literally the set of connections formed by actions and experience." Siemens and Downes identify 8 principles of connectivism:

1. Learning and knowledge rests in diversity of opinions.
2. Learning is a process of connecting.
3. Learning may reside in non-human appliances.
4. Capacity to know more is more critical than what is currently known.
5. Nurturing and maintaining connections is needed for continual learning.
6. Ability to see connections between fields, ideas, and concepts is a core skill.
7. Accurate, up-to-date knowledge is the aim of all connectivism learning.
8. Decision-making is a learning process. What we know today may change tomorrow. The right decision today may be the wrong decision tomorrow.

https://insider.fiu.edu/connectivism-future-learning/

Instructional Methods

My teaching philosophy is built on the learning theories of constructivism and connectivism where students take control of their learning journey with active participation, the role of faculty is that of a facilitator and we all learn from each other by connecting through all sources of medium.

The classes will consist of a combination of discussions and collaborative teamwork. The discussions will be facilitated by me and will be designed to assist in supporting the project such as frameworks, methodologies, analysis techniques, prototype development and presentations. Collaborative teamwork will be allocated time in each class for your team to work on the project and / or review your project status with me in class.

My expectation is that each student will read ahead and come prepared for active participation in the discussions as well as collaboratively working with the team.

Course Policies and Requirements

Assignments

Each semester we try to find a project coordinated with a sponsor before the class meets. Students will be provided project information that provides basic understanding of the project and potentially the required deliverables (a report and sometimes a technical prototype). The instructor will provide feedback through the semester, but the actual deliverables grade will be assigned when the deliverables are turned in the last day of the semester via D2L.

For the Spring 2023 semester, project deliverables are due March 8th.

Students will be assigned individual homework, including reflections and summaries of readings or videos, to be completed and uploaded to D2L. Students will be given at least one week notice as to when the assignments are due.

Grading

Final Grade Elements / Grade Breakdown

Assignments, Exams/Quizzes, Presentations, etc.	Points	Percentage
Individual Assignments	40	40%
Team project 1	20	20%
Team Project 2	20	20%
Attendance & Participation (includes quizzes & online discussions)	15	15%
Peer to Peer Evaluation	5	5%
Bonus Points (90% completion of SPOT evaluation)	2	

Individual Assignments (40 points)

Students will submit their individual assignments to demonstrate that they have understood the content and applying the knowledge on individual projects.

1. Two strategic assignments (20 points)
2. Four individual emerging technology (UiPath, Chat GPT, Tableau, etc.) assignments (20 points)

Team Projects (40 points)

HBR Strategy (20 points)

Team will brainstorm based on their past experience and individual assignment to develop a digital transformational strategy for a new or updated business model that leverages the knowledge gained in the class. A business plan would be developed that would address the Why, What, How, When, Where and the digital technology leveraged for this new or updated business model including a financial feasibility plan. Application of learning from the class is highly expected.

Platform Review (20 Points)

The team will review a platform to make perform analysis on how the platform meets the guidelines based on their learnings from Leading Digital Transformation as well automation using Artificial Intelligence. The students will provide pros / cons of the platform and recommendations for next steps on the platform to capitalize on the digital economy.

Attendance & Participation including Online Discussion (15 points)

We learn from each other, and my expectations are that each student will attend every class and participate in class / group discussions. There are no unexcused absences for the 8-week session. Students will also take readiness assessments (quizzes) through TCU Online to showcase their understanding of the textbook readings. The quizzes will be open book but time bound.

Peer to Peer Evaluation (5 points)

Class will be divided into small teams. Each team member in the small team will rate every other member of the team in five categories for 3 point each. The five categories are: Preparedness, On-time commitments, Collaboration, Contribution and Teamwork. Honest feedback on allocated points is expected and align with the observation in the classroom. If the professor feels like the feedback is honest then the professor will use his judgement to assign the grade.

Grading Scales

Grade	Score	Grade	Score
A	94–100	C	74–76.99
A-	90–93.99	C-	70–73.99
B+	87–89.99		
B	84–86.99		
B-	80–83.99		
C+	77–79.99	F	0–59.99

Late Work

Individual assignments are designed to prepare the students for the class lecture and discussions, and my expectations are that they will be completed on time. I will accept late work but points will be deducted and the same with team assignments. All late work will be penalized by 1/2 point for each day late.

Grading Concerns

Feel free to discuss any grading questions and concerns. The official TCU grade appeal process can be found at *https://tcu.codes/policies/academic-affairs/grade-appeal/.*

Attendance

This is a highly interactive class that requires committed teamwork. Attendance will be taken randomly anywhere between 5 to 10 times during the semester and the points will be allocated accordingly.

The exercises and meeting materials will be graded on a pass/fail basis, i.e., the work submitted is either sufficient for credit or will be given no points (everyone on the team will receive the same score). Students must be present to receive credit.

Students will not be penalized for missing a participation exercise if they have an excused absence. An excused absence is either attendance at an official TCU event, notification to the instructor via Campus Life, or a visit during class time to the sponsor site (approved and confirmed by the sponsor).

There are no unexcused absences in this class.

Participation

Due to the highly interactive nature of the class and my teaching philosophy of constructivism and connectivism, my expectations are that all students will actively participate in the classroom or team sessions. My expectations are that students will also assist other students to actively participate in the discussions.

Class Norms & Etiquette

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read some basic information about netiquette (http://www.albion.com/netiquette/).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please review the relevant sections of the Student Handbook (https://deanofstudents.tcu.edu/student-handbook/) for TCU's network and computing policies and communication guidelines.

Additional Etiquette Notes – Dress Code

When students are meeting with the sponsors in the kick-off meeting, milestone presentations and the final presentation, the expectation is that the students will be dressed in a minimum of business casual and based on clients culture the dress code could be formal also to match the way the clients dress in their respective organizations.

Technology Policies

Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Sponsor could provide you with a laptop, email and other access to facility, etc. All the sponsors business rules and policies should be adhered to for this class in addition to the TCU policies listed here.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: https://security.tcu.edu/polproc/usage-policy/.

Violating this policy is considered a violation of Section 3.2.8 of the Student Code of Conduct found in the Student Handbook (https://deanofstudents.tcu.edu/student-handbook/), and may also constitute Academic Misconduct or Disruptive Classroom Behavior. TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Academic Misconduct

Academic Misconduct (Section 3.4 of the Student Code of Conduct found in the Student Handbook (https://deanofstudents.tcu.edu/student-handbook/)): Any act that violates the academic integrity of the institution is considered academic misconduct. The definitions and procedures used to resolve suspected acts of academic misconduct are available in the offices of the Academic Deans and Dean of Students, and are also listed in detail in the Undergraduate Catalog (http://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details) and the Graduate Catalog (http://tcu.smartcatalogiq.com/en/current/Graduate-Catalog/Academic-Conduct).

Specific examples include, but are not limited to:

- **Cheating**: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.

- **Plagiarism**: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion**: The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials**: Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse**: Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification**: Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission**: The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct**: Helping another to commit an act of academic misconduct.
- **Bearing false witness**: Knowingly and falsely accusing another student of academic misconduct.

TCU Syllabus Policies & Resources

Please use this **link** or scan the QR code with a mobile device camera to access policies and resources including support for TCU students, student access and accommodation, anti-discrimination and Title IX information, and other important information.

Course Schedule

This calendar represents the current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated in class, attendance and teamwork is essential to keep up with the demands of the class.

Tentative Schedule

Note:

1. All assignments are due before class on D2L
2. Homework (HW) needs to be submitted as if being presented in a business setting
3. Could potentially present the final project to the sponsor

		Introductions & Need for Digital Transformation (articles) How Apple is Organized, Talent in 4 areas, Discovery Driven Digital Transformation	Identify a company that has failed at digital transformation and a company that has successfully transformed their organization through digital transformation. You can use generative AI platforms complete your assignment.	Share your summarized findings on discussion board and also as Homework #1
		Transformative Business Model, Digital Doesn't Have to be Disruptive, What's Your Data Strategy, Competing the the Age of AI, Building AI Powered Organization	Install and test the UiPath	Install and test UI Path Explore AI tools such as listed on discussion board and write short reviews on 3 tools and how you would use them in business.
		How Smart Connected Products are Transforming Companies, The Age of Continuous Connection, The Problem with Legacy Ecosystems, Your Workforce is More Adaptable than you Think	Develop a mini business plan for the project identified in homework #1. The business plan should include a digital transformation framework and applies a minimum of 3 learnings from class discussions for a successful digital transformation journey.	Share your summarized findings on discussion board and Homework #2
		Guest Speaker Present	Work in teams of 2 or 3 to select one digital transformation opportunity per team for that leverages class learning and AI tools such as ones used in discussion.	Team Project 1 Introduce AL360
		Intro to RPA: Understand RPA & its application, understand processes best-suited for RPA and core components of UiPath. RPA Concepts: Different approaches for implementing RPA, types of COE, RPA team members and responsibilities	Learn how to open a website in UiPath Studio Learn how to type and click on an open webpage UiPath	Quiz 1 Quiz 2
		Role of Business Manager in RPA Initiatives: R&R of RPA Business Manager, Key activities in RPA	Learn the use of if activity in UiPath studio	Team Project 2 – Preliminary report on Team Project 2

	implementation, Analyzing business process for RPA Implementation. RPA implementation Stages1: Six different stages of RPA implementation with focus on first 3 stages		Quiz 3 Quiz 4
	RPA Implementation Stages 2: Complete Evaluating the RPA implementation Publishing and running projects	Learn the different types of loops in UIPath studio Learn sending emails using UiPath Learn how to publish and run projects in UiPath	HW#3 Submit complete UiPath activity Quiz 5 Quiz 6
	Working sessions on sponsor project Present solution	Final Presentation	Team Project 2 – Final Presentation