

COURSE TITLE BLACKBOARD SITE	MIS 6013 - Information Systems and the Enterprise Spring 2012 – http://my.ltu.edu and select CRN 3739
INSTRUCTOR	Patrick Mach Lawrence Technological University E-mail: machp@macomb.edu 586.445.7006 office – 586-445-7157 fax Office hours by appointment
SCHEDULE	January 16, 2012 – April 28, 2012 See http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for the last date to withdraw and other important registration related information..
LEVEL/ HOURS PREREQUISITE	Graduate or Undergraduate Degree / 3 credit hours Admission / prerequisite requirements
REQUIRED TEXT (See Blackboard for additional resources)	Management Information Systems: Managing the Digital Firm (12th ed.), by Kenneth Laudon. Pearson Prentice Hall, 2011. ISBN-10: 0132142856 ISBN-13: 9780132142854 Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline/
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the Helpdesk. Visit www.ltu.edu/ehelp or 248.204.2330 or helpdesk@ltu.edu

COURSE SCHEDULE FOR TRADITIONAL & COLLEGE OF MANAGEMENT SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start and Jan 16 – Jan 18	Module 0	Online Learning Orientation Textbook Overview Course Orientation and group formation	Course orientation Module 0-MIS6013 Pre-assessment & Success Online Learning surveys due 01/22/12
Week of Jan 16 – Jan 22	Modules 1 & 2	<u>Chapter 1</u> – IS in Global Business Today <u>Chapter 2</u> – Global E-Business: How Businesses use IS	Begin Semester Projects Bb Discussion Board Chp 1 & 2 Forums due 01/22/12 Online Chapter Quizzes 1-2 due 01/22/12
Week of Jan 23 – Jan 29	Module 3	<u>Chapter 3</u> – Information Systems, Organizations, and Strategy	Bb Discussion Board Chp. 3 Forum due 01/29/12 Online Chapter 3 Quiz due 01/29/12
Week of Jan 30– Feb 5	Module 4	<u>Chapter 4</u> Ethical and Social Issues in Information Systems	Bb Discussion Board Chp. 4 Forum due 02/05/12 Online Chapter 4 Quiz due 02/05/12 Case Study (1) Chps 1- 4 due 02/05/12
Week of Feb 6– Feb 12	Module 5	<u>Chapter 5</u> – IT infrastructure and Emerging Technologies	Bb Discussion Board Chp 5 Forum due 02/12/12 Online Chapter 5 Quiz due 02/12/12 Semester Project (1) Due 02/12/12
Week of Feb 13– Feb 19	Module 6	<u>Chapter 6</u> – Databases and Information Management	Bb Discussion Board Chp 6 Forums due 02/19/12 Online Chapter 6 Quiz due 02/19/12
Week of Feb 20– Feb 26	Module 7 & 8	<u>Chapter 7</u> – Telecommunications, the Internet, & Wireless Tech <u>Chapter 8</u> - -Securing information Systems	Bb Discussion Boards Chapters 7&8 Forums both due 02/26/12 Online Chp Quizzes 7-8 due 02/26/12 Case Study (2) Chps 5-8 due 02/26/12
Week of Feb 27– Mar 4	Module 9	<u>Chapter 9</u> – Achieving Operational Excellence & Customer Intimacy: Enterprise Applications	Bb Discussion Board Chp 9 Forums due 03/04/12 Online Chp 9 Quiz due 03/04/12
Week of Mar 5 – Mar 11	Module 10	<u>Chapter 10</u> – E-Commerce: Digital Markets, Digital Goods	Bb Discussion Board Forums due 03/11/12 Online Chp 10 Quiz due 03/11/12 Semester Project (2) Due 03/11/12

Dates	Modules	Topics / Readings	Assignments Due
Mid-semester Break – No Classes			
Week of Mar 19 – Mar 25	Module 11	<u>Chapter 11</u> – Managing Knowledge & Collaboration	Bb Discussion Board Chp 11 Forums due 03/25/12 Online Chp 11 Quiz due 03/25/12
Week of Mar 26 – Apr 1	Module 12	<u>Chapter 12</u> – Enhancing Decision Making	Bb Discussion Board Forums Chp 12 due 04/01/12 Online Chp Quiz 12 due 04/01/12 Case Study (3) Chps 9-12 due 04/01/12
Week of Apr 2 – Apr 8	Modules 13 & 14	<u>Chapter 13</u> – Building Information Systems <u>Chapter 14</u> – Managing Projects	Bb Discussion Board Chapters 13&14 Forums due 04/08/12 Online Chp Quizzes 13-14 due 04/08/12 Semester Project (3) Due 04/08/12
Week of Apr 9 – Apr 15	Module 15	<u>Chapter 15</u> – Managing Global Systems	Bb Discussion Board Forums Chp 15 due 04/15/12 Online Quiz 15 due 04/15/12 Case Study (4) – Chps 13- 15 due 04/15/12
Week of Apr 16 – Apr 22	FINAL EXAMS	Course Summary End of Course	Opening Statement & Reflective Consolidation due April 22, 2012

STUDENT EVALUATION

The course has nn assignments totaling 1000 points. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

EXAMPLES:

Assignments	Points
Case Studies (4 @ 50pts ea.)	200
Semester Project (3 parts)	300
Quizzes (15 online)	150
Discussion Board (15 forums)	150
Reflective Consolidation	100
Attendance/Participation	100
Total Points	1,000

Class Points	Letter Grade
960 and above	A
900 – 959	A-
870 – 899	B+
830 – 869	B
800 – 829	B-
770 – 799	C+
730 – 769	C
700 – 729	C-
610 – 699	D (Undergrad Only)
609 and below	E

Note: Grades lower than a "B" fall below the LTU graduate standard

EDUCATIONAL GOALS

Today's business leaders need a thorough understanding of management information systems (MIS) to help deliver business value. Firms seeking competitive advantage expect information systems to do more than just perform tedious tasks, such as payroll or accounts receivable. Instead, firms look to information systems to accelerate product development, control costs, improve customer service and achieve other strategic goals. Business leaders need to develop the skills to work with their knowledge employees, their technical staff, their production staff, their business partners, and their customers to constantly improve their products and services using technology.

This course introduces Master's Degree students to the strategic and operational uses of MIS. The course covers information technology (IT) architecture, business application systems, productivity systems, and Internet-based tools for businesses and customers. Students learn how to evaluate the cost effectiveness and business value of Information Systems. We approach MIS from both managerial and technical perspectives, as understanding both perspectives is essential to business success.

STUDENT LEARNING OBJECTIVES / OUTCOMES

This course focuses on the effect of technology on the business enterprise and the use of IT for competitive advantage. By the end of this course, students should be able to:

1. Discuss the roles played by information technology in today's business, and define various technology architectures on which information systems are built.
2. Define and analyze typical functional information systems and identify how they meet the needs of the firm to deliver efficiency and competitive advantage
3. Identify the basic steps in systems development and examine the processes of planning, designing and implementing MIS for an organization.
4. Define the relationships between the non-MIS manager and the MIS function, and identify the role of the non-MIS manager in areas such as MIS strategic planning, end-user liaison support, customer-facing systems, and decision support systems.
5. Define and analyze various MIS management responsibilities including planning, budgeting, project management, and personnel management.
6. Discuss critical issues in deploying international information systems.
7. Discuss critical ethical and social issues in information systems.

PREREQUISITE SKILLS

Students electing MIS6013 must be admitted to an LTU Master's Degree program. Students should have a basic understanding of information technology principles acquired through personal and/or business use of IT systems, and should be fluent in the use of personal productivity tools such as e-mail, word processing software, spreadsheet/database software, and presentation software.

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

A variety of instructional methodologies are used in this course:

Blackboard learning environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, Powerpoint mini-lectures, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments

Student/Instructor Conversations – Students keep in touch with the instructor via e-mail messages, telephone conference calls, and IM conversations per the syllabus schedule.

Required readings – Laudon chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online. Lawrence Technological University MIS6013 – Info Systems and the Enterprise (Online) – CRN 3739 Spring 2012 MACH.

Student Web Site – A student web site at <http://www.prenhall.com/laudon> includes instructional materials, PowerPoint slides, case studies, application exercises, and practice quizzes. You should make use of as many of these resources as you need to be successful.

- **Case Studies** – Individual students will develop 4 original cases related to the contents of four selected chapters from the Laudon text.
- **Semester-Long Group Project** – Students will work in two-four student member teams conducting a semester-long project using one of three project frameworks. The semester-long project is submitted as three sub-projects.

CLASS POLICIES AND EXPECTATIONS

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

- Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under “Blackboard Tools”, then**
- **“Personal Information”** and send an email to me so I can store your address in my email directory.
- Readings, discussion forum participation, and written assignments must be completed according to the class schedule. If business travel will take you away from regular participation, please clear the dates with me in advance.
- It is essential that you actively contribute to the course objectives through their experiences and working knowledge.
- All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact your instructor in advance. Late work will be reduced in value.
- Assignments must be completed to an adequate graduate standard to obtain a passing grade.
- Requirements for each assignment are detailed in this syllabus.
- Be prepared to log into Blackboard at least once each day. Please focus your correspondence within the appropriate Blackboard discussion forum so that your colleagues can learn from you.
- At midterm and at the end of the course, you will be invited to participate in a confidential University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I encourage you to participate in the evaluation process.

It is important for YOU as students to know what to expect from ME as your instructor:

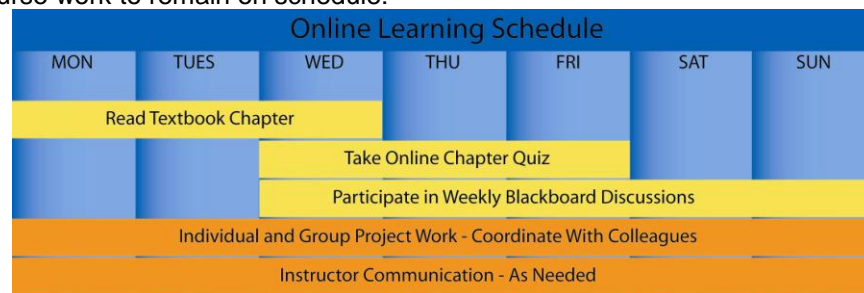
- I will be available to you via e-mail and phone, and will promptly reply to your message within a 24 hour period.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly (1 week after submission), and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs. You are required to communicate any special needs at the beginning of the course.
- If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 8-10 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment. This means that you should plan to spend at least:
 - 8-9 hours preparing each case study analysis;
 - 24-40 hours working on the three parts of your semester-long project;
 - 8-9 hours working on the various components.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic can be used to guide you in planning your weekly course work to remain on schedule:



ASSIGNMENT DETAILS

Course assignments and evaluation criteria are detailed below. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Details for all assignments are shown below. Please note that **you should not** submit any assignments to the Blackboard “Digital Drop Box.” All assignments are submitted using the Blackboard “Assignments” or “Safe Assign” function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

Assignment Schedule (1000 Points)

Case Studies (4 formal written papers 50 pts each – 200 points total)

Overview – Students will complete 4 written APA style to improve their competencies in building and delivering a formal business case with all the required components as listed per the instruction set in the Assignments section of Blackboard. **All submissions must be uploaded to the SAFEASSIGN link** as noted in BlackBoard. Submissions to the Digital DropBox or via e-mail will NOT be accepted without express approval from the instructor and may be subject to penalty and deductions. Please refer to the instruction set in BlackBoard for the requirements.

Graduate Students

All graduate students at Lawrence Technological University are required to sign the student pledge when they start graduate studies: *“I pledge that on all academic work that I submit, I will neither give nor receive unauthorized aid, nor will I present another person’s work as my own.”* Be sure to include this statement on the Cover Sheet of all your Reports, Case Studies, and Projects.

For more information about LTU’s Academic Policy please refer to the LTU website
(http://www.ltu.edu/currentstudents/honor_code_integrity.asp)

Written Assignments Rubric

A Paper (Exemplary):

1. Complies fully with the assignment. Information clearly and effectively supports a central purpose or thesis and displays a thoughtful, in-depth analysis of a sufficiently limited topic. The reader gains insights.
2. Is directed towards and meets the needs of a defined audience (is persuasive or argumentative).
3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are sound.
4. Provides compelling supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
5. Is well-organized and unified with ideas and sentences that relate to the main topic. The ideas are arranged logically to support the thesis.
6. Uses appropriate, direct language: the writing is compelling; the sentences are well-phrased and varied in length and structure. Paragraphs are well-structured, use of headings is excellent, and the paper shows strong organization.
7. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).
8. Is free of errors in grammar, punctuation, word choice, spelling, and format.
9. Maintains a level of excellence throughout, and shows originality and creativity in realizing 1-6.

B Paper (Proficient):

1. Complies in a competent manner with the assignment. Information provides firm support for a central purpose or thesis, and displays evidence of a basic analysis of a sufficiently limited topic. The paper demonstrates overall competency. It shows some originality, creativity, and/or genuine engagement with issues at hand.
2. Is directed towards and meets the needs of a defined audience (is persuasive, argumentative or informational).
3. Begins, flows, and ends effectively. The introduction, body and conclusion of the paper are adequate.
4. Provides adequate supporting arguments, evidence, examples and details. The use of supporting detail is embedded in a context of discussion.
5. Is well-organized and unified with sentences that relate to the main topic. The ideas are arranged logically to support the thesis. Paragraphs are well-structured, use of headings is good, and the paper shows general organization and flow.
6. Is comprised of well-phrased sentences which are varied in length and structure. There are occasional violations in the writing, but they don't present a major distraction or obscure the meaning.

7. Correctly acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.).
8. Contains minimal errors in grammar, punctuation, word choice, spelling, and format.

C Paper (Marginal):

1. Complies adequately with the assignment. Information supports the thesis at times. Analysis is basic or general. The purpose is not always clear. The paper completes (rather than engages in) the assignment.
2. Presents an unclear (either persuasive or argumentative) rhetorical position.
3. Has partial or inadequate introduction and conclusion.
4. Does not provide adequate supporting arguments, evidence, examples and/or details.
5. Is not arranged logically. Ideas fail to make sense and are not expressed clearly. The reader can figure out what the writer probably intends, but may not be motivated to do so.
6. Contains some awkwardly constructed sentences which present an occasional distraction for the reader. Paragraphs are unstructured, headings are missing, and general organization and flow is lacking.
7. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.
8. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which is distracting to the reader.

F Paper (Unacceptable)

1. Does not adequately comply with the assignment. The paper does not successfully identify the thesis. Analysis is vague or not evident.
2. Has no rhetorical position.
3. Has an inadequate introduction and conclusion.
4. Does not provide adequate supporting arguments, evidence, examples and/or details. Paragraphs may “string together” quotations without a context of discussion.
5. Is not arranged logically. Frequently, ideas fail to make sense and are not expressed clearly. The reader cannot identify a line of reasoning.
6. Contains frequent errors in sentence structure, which present a major distraction to the reader. Paragraphs are unstructured, headings are missing, and the paper lacks general organization and flow.

7. Incorrectly or partially acknowledges and documents sources in APA style (e.g., in-text citations, works cited pages, etc.). Although occasional references are provided, the writer relies on unsubstantiated statements. The reader is confused about the source of ideas.
8. Contains numerous errors in grammar, punctuation, word choice, spelling, and format, which obscure the meaning of the passage. The reader is confused and stops reading.

Semester Project (300 points from 3 sub-projects - 100 points for each sub-project)

Overview – Teams of two students (three students with express approval from instructor) will conduct a semester-long project using one of three project options. These frameworks are described in detail in the “MIS6013 Semester Projects” document posted to the “Syllabus” area:

1. Information Systems Plan (Ex. P. 532-533) – a workplace-centered project focused on assessing and improving IT capabilities within the organization
 - Note: If you don't work in the IT field you may want to consider selecting a business system that you use at work and develop a plan to upgrade the system to better service the organization. This approach will provide you with knowledge to communicate departmental IT requirements to IT personnel or IT liaisons
2. Business Plan Aligned with the Michigan 21st Century Jobs Fund – a business plan for a new technology-focused business in one of the four Jobs Funds focal areas.
3. Intensive Study of One IS/IT Area – a formal term paper investigating a specific area of information systems or information technology with a focus on organizational impact

Proposal – One member of the team will use the Blackboard discussion forum to propose your assignment option and team member(s) on a “first come first served” basis. Your proposal should include the members of your group, your assignment option, and information about your target business as appropriate.

Deliverables and Evaluation – You will submit your semester project as three sub-projects as noted in the syllabus schedule. Each sub-project will be evaluated to a maximum of 100 points per sub-project based on:

1. Minimum ten page document (for each submission) including coverage of all issues noted in the assignment document
2. Organization, completeness, and overall writing quality
3. Inclusion of appropriate diagrams and figures
4. Citations from trade and academic journals included in APA author-date format
5. Assignment must be submitted on time Late assignments will be penalized no less than **25%** of the total score for the assignment.
 - a. Part 1 due on February 6, 2011 (11pm DST)
 - b. Part 2 due on March 6, 2011 (11pm DST)
 - c. Part 3 due on April 3, 2011 (11pm DST)

Reflective Consolidation Paper & Opening Statement Discussion Board Forum (100 points total)

Overview – A reflective consolidation will serve as a “final examination” covering the course content, and consists of two components:

1. You will be asked to make an “opening statement” and to discuss yours and other students’ statements within a set of structured discussions – held within a Blackboard discussion forum

2. You will be asked to provide a 8-10 page paper based on the key concepts and principles learned from this course, and how this learning may add value to your future learning or professional objectives.

Deliverables and Evaluation – Your opening statement and reflective consolidation will be evaluated based on the depth of your assessment, your linkage to course content, and your overall organization and writing quality (see evaluation rubrics in this document for more information).

Online Quizzes are worth 10 points each, see the syllabus for required dates. 150 points total

- Each chapter quiz is made up of multiple choice, true/false, fill-in and matching questions.
 - Your responses should select the best choice based on the material presented in the textbook to the question.
- You will find the online quizzes under the Assignments/Laudon Chapter Quizzes link.
- All chapter quizzes will be open during the times outlined in the Course Schedule Section of our syllabus and in the corresponding section in BlackBoard.
- Once started, each quiz must be completed in its entirety. You will have two hours for each quiz. You are required to use an approved web browser, see LTU Online Help for the listing of approved web browsers.

On-Line Participation Rubric (100 points maximum)

The following rubric or guidelines will be employed when grading both in-class and on-line or BlackBoard participation points.

Students will be graded for their on-line participation using BlackBoard. Students will be asked to respond not only to those posts by the instructor but to their peer posts as well. This will be completed during the on-line weeks where the student is to post on a regular basis. Specifically:

- Each student is expected to respond to instructor postings in the Discussion Board Forums. The instructor will post every week, and activities will be monitored. It is the student's responsibility to check BlackBoard on a regular basis (at least two to three times a week). (25 pts)
- Each student is required to lead and facilitate his or her own postings. The student is also required to respond to posts from their peers on a regular basis.
- Postings submitted the final week of class will not be counted.
- Each student will provide feedback in the mid-term and final class evaluations. (30 pts – 15 ea..)
- Additional consideration will be given to those students that participate and contribute to non-formal discussion areas that students post questions to the class for feedback and guidance. See the General Questions about MIS 6013 forum for these opportunities. (15 pts extra)
- At the end of the semester project, you will be asked to complete a 360 degree evaluation for your performance and the performance of your peers during the course of the project. (25 pts.)
- Completion of both the MIS6013 Pre-Assessment and the Potential for Success in Online Learning. (10 pts each)

Quizzes and Discussion Board Forum Participation (300 points total – 150 pts each)

Online Participation (10 points each chapter and 50 points each (4) Case Study Analysis - total 350 points)

Each student is expected to actively participate in online activities. Class participation is evaluated to a maximum of 10 points each *chapter*.

Your Blackboard discussion forum responses contributions will be evaluated to a maximum of 10 points based on the following criteria:

1. **Minimum Expectations:** Student will participate at a minimum of three unique days for each assigned chapter. To count for a unique day, eight hours must exist between posts. Three quality posts will be supplied by each student. This does not mean you will automatically receive all the points possible. See BlackBoard for instructions.
2. **Point Distribution for weekly posts (If the minimum expectations have been met...a grade of 0 will be entered if they are missed.)**
 - a. **8-10 points –** Offered critical analyses of existing posted ideas and/or introduced different interpretations to existing ideas. Revealed a solid understanding of the topic as evidenced by thoughtful responses, questions, and supporting evidence.
 - b. **5-7 points –** Revealed an adequate understanding of the topic as evidenced by posts indicating basic knowledge. Agreed or disagreed with existing discussion and provided limited justification or explanation.
 - c. **2-4 points –** Agreed or disagreed with existing discussion but provided no justification or explanation. Revealed a limited understanding of the topic limited to information that could be derived from prior posts by other students.
 - d. **0-2 points –** Messages were unrelated to discussions. Provided no evidence of agreement or disagreement with existing discussions. Did not participate in the discussion forums.

Actively participating in Blackboard discussion forums, responding to questions posted by the instructor, and interacting positively with at minimum of two other students for each discussion.

Quality of posts - when grading a student's posts, the instructor will use the following as a guideline. High quality posts receive the maximum number of points.

Please refer to LTU Online Rubrics
http://www.ltu.edu/ltuonline/rubrics.asp

SYLLABUS ADDENDA

Please see the LTU Online "Current Students" web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech's academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included in these syllabus requirements.

The LTU Online "Current Students" web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the [eHelp web site](#) regarding the use of the SafeAssign product.

Undergraduates: Leadership Transcripts

The leadership transcript enables students to track co-curricular activities that are undertaken above and beyond the requirements of the LTU curriculum. The leadership transcript serves students by enhancing the leadership portfolio; providing the opportunity for a transcript of distinction; enhancing their resumes; and assisting in articulating leadership experience. It can be accessed by logging on to Banner Web and clicking the Student and Financial Aid tab. Leadership Activities is located at the bottom of the list.