

UNC - Monfort College of Business
Fall 2015 Face to Face

Course: BACS300-026_201550_14378: BACS300-026 Information Systems Fall 2015

Instructor: Daniel Rush *

1 - The instructor was prepared for class.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	3	11.11%		4.11
Disagree	(2)	0	0%		
Neither Agree Nor Disagree	(3)	0	0%		
Agree	(4)	12	44.44%		
Strongly Agree	(5)	12	44.44%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	4.11	1.22	4.00		

2 - The instructor used current and relevant business examples in this class.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	3	11.11%		4.30
Disagree	(2)	0	0%		
Neither Agree Nor Disagree	(3)	0	0%		
Agree	(4)	7	25.93%		
Strongly Agree	(5)	17	62.96%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	4.30	1.27	5.00		

3 - The instructor was unable to answer questions clearly.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	4	14.81%		2.52
Disagree	(2)	14	51.85%		
Neither Agree Nor Disagree	(3)	3	11.11%		
Agree	(4)	3	11.11%		
Strongly Agree	(5)	3	11.11%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	2.52	1.22	2.00		

4 - Examinations/assignments fairly reflected material covered.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	2	7.41%		3.52
Disagree	(2)	6	22.22%		
Neither Agree Nor Disagree	(3)	2	7.41%		
Agree	(4)	10	37.04%		
Strongly Agree	(5)	7	25.93%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	3.52	1.31	4.00		

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5 - It was easier to get a good grade in this class than other classes at the same level.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	4	14.81%		2.70
Disagree	(2)	6	22.22%		
Neither Agree Nor Disagree	(3)	12	44.44%		
Agree	(4)	4	14.81%		
Strongly Agree	(5)	1	3.7%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	2.70	1.03	3.00		

6 - The instructor did not use class time effectively.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	7	25.93%		2.41
Disagree	(2)	10	37.04%		
Neither Agree Nor Disagree	(3)	4	14.81%		
Agree	(4)	4	14.81%		
Strongly Agree	(5)	2	7.41%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	2.41	1.25	2.00		

7 - The instructor did not encourage class participation.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	8	29.63%		2.19
Disagree	(2)	12	44.44%		
Neither Agree Nor Disagree	(3)	3	11.11%		
Agree	(4)	2	7.41%		
Strongly Agree	(5)	2	7.41%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	2.19	1.18	2.00		

8 - The faculty member was accessible and responsive during posted office hours or through e-mail, telephone, appointment, or other method.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	2	7.41%		4.19
Disagree	(2)	0	0%		
Neither Agree Nor Disagree	(3)	3	11.11%		
Agree	(4)	8	29.63%		
Strongly Agree	(5)	14	51.85%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	4.19	1.14	5.00		

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9 - Assignments did not help my understanding of the course material.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	5	18.52%		2.52
Disagree	(2)	11	40.74%		
Neither Agree Nor Disagree	(3)	6	22.22%		
Agree	(4)	2	7.41%		
Strongly Agree	(5)	3	11.11%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	2.52	1.22	2.00		

10 - I was challenged to think in this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	0	0%		4.30
Disagree	(2)	0	0%		
Neither Agree Nor Disagree	(3)	4	14.81%		
Agree	(4)	11	40.74%		
Strongly Agree	(5)	12	44.44%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	4.30	0.72	4.00		

11 - Lectures often seemed disjointed and fragmented.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	8	29.63%		2.22
Disagree	(2)	13	48.15%		
Neither Agree Nor Disagree	(3)	1	3.7%		
Agree	(4)	2	7.41%		
Strongly Agree	(5)	3	11.11%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	2.22	1.28	2.00		

12 - The instructor communicated concepts so that I could understand them.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	4	14.81%		3.26
Disagree	(2)	2	7.41%		
Neither Agree Nor Disagree	(3)	7	25.93%		
Agree	(4)	11	40.74%		
Strongly Agree	(5)	3	11.11%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	3.26	1.23	4.00		

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13 - The instructor made it clear that he/she did not want to be bothered by students at times other than when the class met.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	16	59.26%		1.81
Disagree	(2)	5	18.52%		
Neither Agree Nor Disagree	(3)	3	11.11%		
Agree	(4)	1	3.7%		
Strongly Agree	(5)	2	7.41%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	1.81	1.24	1.00		

14 - In a typical week during the semester, I spent less than six hours outside of the classroom preparing for this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	3	11.11%		2.93
Disagree	(2)	10	37.04%		
Neither Agree Nor Disagree	(3)	2	7.41%		
Agree	(4)	10	37.04%		
Strongly Agree	(5)	2	7.41%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	2.93	1.24	3.00		

15 - I received oral or written feedback on the work I did in this class.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	2	7.41%		3.52
Disagree	(2)	2	7.41%		
Neither Agree Nor Disagree	(3)	6	22.22%		
Agree	(4)	14	51.85%		
Strongly Agree	(5)	3	11.11%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	3.52	1.05	4.00		

16 - I learned a lot in this class.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	1	3.7%		3.74
Disagree	(2)	3	11.11%		
Neither Agree Nor Disagree	(3)	6	22.22%		
Agree	(4)	9	33.33%		
Strongly Agree	(5)	8	29.63%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	3.74	1.13	4.00		

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17 - The quality of teaching in this class compared favorably with the quality of teaching in other business classes.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	2	7.41%		3.48
Disagree	(2)	2	7.41%		
Neither Agree Nor Disagree	(3)	8	29.63%		
Agree	(4)	11	40.74%		
Strongly Agree	(5)	4	14.81%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	3.48	1.09	4.00		

18 - This class included ethical dimensions of the course material.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	25	92.59%		1.07
No	(2)	2	7.41%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	1.07	0.27	1.00		

19 - This class included global aspects of the course material.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	24	88.89%		1.11
No	(2)	3	11.11%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	1.11	0.32	1.00		

20 - This class included computer/technology usage

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	25	92.59%		1.07
No	(2)	2	7.41%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	1.07	0.27	1.00		

21 - Student group work/teamwork was required in this class.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	14	51.85%		1.48
No	(2)	13	48.15%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	1.48	0.51	1.00		

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22 - The team experiences in this class were of value.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	15	55.56%		1.44
No	(2)	12	44.44%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	1.44	0.51	1.00		

23 - Oral presentations were required in this class.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	2	7.41%		1.93
No	(2)	25	92.59%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	1.93	0.27	2.00		

24 - Written assignments were required in this class.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	13	48.15%		1.52
No	(2)	14	51.85%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	1.52	0.51	2.00		

25 - Information resources and applications (e.g., internet, databases, library, and other resources) were required in this class.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	24	88.89%		1.11
No	(2)	3	11.11%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	1.11	0.32	1.00		

26 - There were a number of students cheating in the class.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	2	7.41%		2.59
No	(2)	7	25.93%		
I don't know	(3)	18	66.67%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	2.59	0.64	3.00		

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27 - Plagiarism occurred in this class.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	0	0%		
No	(2)	7	25.93%		
I don't know	(3)	20	74.07%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
27/41 (65.85%)	2.74	0.45	3.00		

28 - What is your university GPA?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Below 2.0	(1)	0	0%		
2.0-2.49	(2)	2	7.69%		
2.5-2.99	(3)	7	26.92%		
3.0-3.49	(4)	11	42.31%		
3.5-4.0	(5)	6	23.08%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
26/41 (63.41%)	3.81	0.90	4.00		

29 - What is the greatest strength of this class?

Return Rate 18/41 (43.9%)

- Lectures are recorded and posted on blackboard.
- I really enjoyed learning about Access. I felt that there was a lot of useful tools and applications for Access in the future business world. I also enjoyed how Professor Rush brought in relevant and exciting real life examples of information systems in class.
- Professor Rush is fair, understanding, and helpful. He gave enough time to complete each assignment.
- Making it an online class. Teacher literally taught nothing of what 80% of the course was graded on. Lectures didn't help me with a single assignment we had in class.
- structure
- Lab time to apply what we're learning.
- The ability to contact the professor. He was always willing and able to help in every way possible.
- I liked having access to a computer during the Thursday portion of lecture. We were able to have live demos which were beneficial
- I learned a lot from Professor Rush about the technology covered in class, but also real-world applications of the same technology. He gave awesome context on how information systems were used and informed us of current events using all of the technology covered.
- Using the applications in the computer class.
- Great material that all business students should know.
- Online testing and quizzes and allowing project work in groups.
- I learned a lot about Microsoft technologies that I didn't know existed before this class, such as access.
- The flexibility to work on projects in class and ask questions.
- The projects were difficult at the beginning because we were not given class time to learn about how to do any of it. But Dr. Rush made the adjustment and started teaching us what we needed to do in the projects, so that was nice.
- This class contains things that will be helpful in the business world after graduation.
- The hands on exercises were the best for me, I learn the best from doing it not reading or lectures. The real life current examples were nice too, Im always more interested to learning about things things I will really encounter in the business world, and how to handle them. The professor did a good job of bringing that to the classroom in his real life experiences and current events and in the assignments he gave us.
- The greatest strength of this course is to help students think about the systems present in business and all around them and to understand how systems work and how they can be useful as a concept and as a tool.

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30 - What improvements can be made in this class?

Return Rate	24/41 (58.54%)
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- No essay questions on the exams.
- There were demonstrations throughout the class that helped with assignments for Tableau, Access, etc. However, it would be helpful to make sure there was a demonstration for every single assignment. For some of the assignments there were readings in the book that helped with the steps in the assignments; however, some students are visual learners and the demonstrations would help a lot more. I am sure the students in the "technology tutoring department" would appreciate these demonstrations being done in class as well because there were times where they were swamped with dozens of people coming in to ask them the same questions about an assignment.
- There should be more class-time to work on assignments, there was too much time spent on lectures that made very little sense. Quizzes and tests were incredibly hard for the amount of time given. Too much emphasis on very dry textbook terms and concepts and not enough on actual application type material. Tableau portion of class was incredibly fast-paced and was more confusing than helpful.
- Some weekly projects were tough.
- so many. teacher didnt help very much on what the class was asking.
- expecting us to read the book. thats some really high expectations, no one read the book, we just guessed or googled the questions. There were quizzes over every chapter, sometimes 4 due a week. A lot of work for this class. I can see why people do bad in this class. Slack off once and it effects your whole grade
- Even though I have not taken the final yet, I don't completely agree with a cumulative final. The amount of material to study for just one test I thought was a lot, but fair enough. So, for the final to be double that I don't think is completely fair.
- There is a lot of materials to learned in this course and honestly felt like it was a little jammed the way the lectures and lab hours went.
- Have the class always meet in the computer lab. It is ridiculous to talk about computer software that we will be using and not give the students an opportunity to use it at the same time. There were many instances that a computer could have been beneficial to class but because of the day of the week we did not have them
- The teacher could be prepared to teach the class he was teaching, he came unprepared and usually late, he rushed through material and only covered his power point verbatim, it would have made substantial leaps and bounds by actually explaining the material, That's the point of college education to EDUCATE yourself and understand material well at least my understanding. Actually going over the graded and tested material would have helped greatly. Throwing material into graded homework and test work without ever going over or even mentioning in class seems like a low blow and most the classmates I know were a bit furious about this. The class could be substantially improved by having a competent teacher who understands the material and can actually divulge into the topics rather than spitting back word for word answers he had written down. It seemed like he wanted us to work for the answer and find it on our own but after an amount of time it more seemed like he was just incompetent to answer any students questions due to lack of knowledge on the subject. I understand college is about putting effort and work in but there should be a breaking point where the teacher should be able to offer help and answer questions not just sit back and constantly say find it yourself. It just seems like the teacher didn't want to put any effort in any put the effort on each individual of the class due to his lack of experience in teaching.
- I think that more lab time should be provided to work on the projects on the days that we were in the lab. We did at least have some time to work on them towards the end of the semester but at the beginning of the semester we had little to no time to work on the projects in class. This is a complaint of mine because I know the BACS 300 class had the entire class periods on Thursdays to work on their projects and were able to receive help on the projects as they were doing them rather than having to go to the tutor whenever they were able to.
- I'm not sure. I liked the lab portions better than the class portions though. Maybe more Excel work.
- Test questions are way different then homework
- class lecture and assignments online were not relevant to each other. either teach us the material for the assignments or give us assignments based on the usage of information systems.
- More time spent explaining and using databases.
- Take more time to cover materials and not have so many assignments.
- There was way too much material covered in the class period. He would go through a 70 slide PowerPoint during the class and expected us to just understand it. Most of the time I had to review the slides on my own multiple times. There were too many quizzes, and having them all due on Saturday was too much. Either have it due on Friday or Sunday.
- More time for project help.
- The professor should spend more time on demonstrating the technology rather than lecturing. He would go over projects briefly, but more time should be spent on them.
- Lectures were pretty dry and long. This should really be a M W F class. It is hard to focus on dry material for extended periods of time.
- There was always busy work to do in this class. Constant quizzes every week, good for getting points, but also pretty time consuming. So maybe cut the quizzes back just a little bit.
- We were really only lectured on the material from the book, yet the homework and projects were assignments that were hands on. I felt as though this course focuses on teaching us what we can read in the material instead of teaching us how to actually use the programs and obtain good grades on the projects. I wish we had more class time devoted to doing the projects and working with the programs that we were required to work on.
- The amount of material in this class is insane. INSANE. I feel it would be better split into two classes even if one class wasn't for a full term. The professor seemed rushed to go through a lot of things because he had so much to cover. As a result the many students are left with a fragmented understanding of the material. Or maybe take out the sections that are likely to change fast maybe before students enter the workforce and keep mainly core concepts.
- I understand that this was the instructors first semester teaching here. So more experience will help the instructor improve the finer details and relate to the students more. I heard from other students that the other instructors' classes were focused/structured differently. For example, one instructor focused much more on Tableau and Visio than the rest. This inconsistency is awkward as best. In fact, I wish I was in that section not only because that professor teaches the subsequent course I need for my major, but also because then I feel like I would have learned more. I went into this class already knowing most of the concepts from the IT to Access, to Excel. However it was nice to get the refresher. We did not get to all the material mentioned in the syllabus such as SQL. I would have like to had more of that. I did like talking about generalizing the SDLC process and Agile/SCRUM process from just software development to more general tasks. Talking more about and giving more hands on experience with tools such as version control, or other tools to work with or help with systems, would be useful. This class had an awkward feature of being half high-concept/theoretical and half practical. Both aspects are useful, but it might be useful to separate them. Perhaps include more of the Excel and Access portions into the BACS101 class and focus more on the high-concept/theoretical and hands on experience with Visio, Version Control, and Tableau here. Or spin off the Excel, Access, etc. into another class. Doing that would also ease the burden of the amount of material to cover in the limited class time. However, using Access, Excel, and Tableau, we were able to see how we could use these tools as part of a business's information system to handle/manipulate data to transform it into information and use it to make decisions. That was important. The use of Visio at the end really helped me understand and appreciate systems thinking. This systems thinking is what I gather is the single most important idea that this class wants to impart. I think it would be beneficial to incorporate more of that.

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31 - Other comments?

Return Rate	10/41 (24.39%)
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- There were quizzes that were due at the end of every week and those were very helpful to ensure the student read the materials and understood them. At the beginning of the semester, the quizzes and assignments were due on Friday nights at midnight, however about halfway through the semester, the instructor changed the due dates to Saturday nights at midnight. This change was extremely helpful and should be kept in the future to ensure students have all of the possibilities they can to be successful.
- a majority of the class grading was on microsoft excel and access. didnt teach us any techniques or go through either of these in class. had to teach myself everything and try to get through it
- great guy, wants to be a good teacher, but needs some improvments. cant expect a lot from students who dont know a lot about technology and programs. spent more time working on this class than an average accounting class... that shouldnt be a thing. Needs to lower his expectations of his students. We work and dont have 20 hours a week to spend on this class, sorry. Nice guy but really needs to work on his structure.
- Great class, overall! I enjoyed your class, and appreciated the real time examples.
- Probably one of the worst educational based classes I've participated in, I've studied at multiple universities and am coming back for another degree from this university and was a bit shocked to have a teacher of such low quality. In my past experiences with UNC educators the teachers have made it a personal commitment to reach out and help students. I have had some of the best teachers here and I have studied with some extremely exceptional teachers through my academic career, I am just dumbfounded that such an inexperienced teacher would be put in the position of upper level teaching.
- struggled reading the material for the assignments, could not complete assignments w/o multiple trial and error attempts.
- I know you have to cover a lot but I had to teach most of it myself anyways. The reviews were not helpful either. When a person asked a question the answer would be so drawn out that there was no way of knowing if it was even answered. Then a lot of material he tried to go in depth on before even covering the basic of it and checking for understanding.
- I enjoyed it! Glad to be able to get hands on experience with the different programs.
- Rush was a good teacher, he was very knowledgeable. The dislike of this course came from the curriculum and not allowing students to learn with the program itself, rather than being lectured on the book material.
- 1. Despite being the instructor's first semester teaching here, it was well put together. 2. The instructor used examples from current events and related them to the material in lecture which was beneficial. 5. It was easier to get a good grade for me mainly because I already came into the class understanding much of the material. 7. The instructor did invite participation very often, however, it was difficult to evoke at times. Observing another professor, the students in that class seemed to respond favorably to his friendly, light-hearted, enthusiastic demeanor. I did not find my professor unfriendly, but maybe with more experience working with students, that will be more evident. Also, this class was at lunch time which could have affected students' responses. Being his first semester could be all it is. The instructor did take the course and its material seriously and seems to be enthusiastic about the course. He makes it clear he loves feedback which will definitely help him understand students better. 10. I was not really challenged to think in this course apart from developing the systems thinking better. The Visio assignment at the end really helped. Perhaps move the Visio assignment back to being at the beginning to more closely match its lecture material. 16. I did come into the class already knowing most of the material. However, after this course I appreciate, understand, and have much developed my systems thinking. 17. It was good for the instructor to involve the class more during lectures especially given it was close to lunch. 18. I feel it was critical to include this ethical component in our information technology world. While most students in the class will not go on to be IS/IT professionals, but rather managers, marketers, accountants, etc., it is critical for them to understand the ethical issues involved. 19. In our increasingly global world, it is prudent to understand the concepts on the global scale.