

Syllabus: OMGT 5473 Lean Six Sigma

Course Goal:

Understand the Lean and Six Sigma approaches to quality and productivity improvement and master the skills need to contribute to the success of a Lean, Six Sigma or LSS initiative

Course Description:

This course covers the application of lean principles to manufacturing, service and government processes in order to improve productivity, increase value and eliminate waste as well as the use of the Six Sigma problem solving methodology to reduce variation and improve quality. Students will gain experience with the tools and analysis methods used in both approaches. The topics covered include: methods for creating Lean processes, proven lean problem-solving methodologies, managing a lean transformation, implementing a Six Sigma initiative, and executing the five phases of the Six Sigma DMAIC process, and communicating results to stakeholders and decision-makers.

Course Goals/Objectives:

At the conclusion of the course, students will be able to:

1. Discuss how to create and sustain a culture that focuses on the delivery of value to the customer by utilizing continuous process improvement and variance reduction strategies.
2. Translate customer feedback and enterprise goals into opportunities for improvement.
3. Discuss the differences and similarities between Lean and Six Sigma, how they complement one another and how they can be used together for greater benefit.
4. Explain the project selection process and set goals for a Six Sigma or LSS project.
5. Explain the goals of each phase of the Six Sigma DMAIC process and create a plan for managing and executing a Six Sigma improvement project.
6. Explain the roles and responsibilities of Six Sigma project team members, the stages of team development, common team decision making tools and team communication methods.
7. Select and apply the tools and analysis methods commonly used as part of the Lean Six Sigma DMAIC process.
8. Clearly and concisely communicate project plans and results of studies to stakeholders and decision makers.

Required Materials:

Donna Summers (2011), Lean Six Sigma: Process Improvement Tools and Techniques. Published by Pearson. ISBN-13: 978-0135125106, ISBN-10: 0135125103

Peter S. Pande, Robert P. Neuman and Roland R. Cavanagh (2002), The Six Sigma Way Team Fieldbook: An Implementation Guide for Process Improvement Teams. Published by McGraw-Hill Education. ISBN-10: 9780071373142 ISBN-13: 978-0071373142

Prerequisites:

OMGT 4853 and OMGT 5003 are prerequisites to this course.

Course Outline:

Week	Topics
1 - Overview	Overview of Lean Six Sigma, Leadership for Process Improvement Process Improvement Teams, Statistics Review - Part 1
2 - Defining Opportunities	Cost of Quality, Selecting Winning Six Sigma Projects DMAIC Define Phase, Statistics Review - Part 2
3 - Measuring Process Performance	DMAIC Measure Phase Statistics Review - Part 3
4 - Midterm, Lean Principles	Value-added Process Mapping Kaizen, Work Optimization, One Piece Flow, SMED
5 - Analyzing Data and Investigating Causes	DMAIC, Analyze Phase
6 - Improving the Process	DMAIC, Improve Phase JIT, Kanban Systems, Jidoka, Poka-Yoke, 5S, and TPM
7 - Control and Process Management	DMAIC, Control Phase
8 - Final	

Assessments:

Individual Quizzes (total of 30 pts per week during Weeks 1, 2, 3, 5, 6 and 7)	180
Team Assignments (total of 55 pts per week during Weeks 2, 5, and 7)	165
Individual Assignments (total of 55 pts per week during Weeks 1, 3, and 6)	165
Midterm exam	200
Final exam	200
Final Project (proposal/progress report, video and critiques)	90
Total points	1000

Grading Scale:

Grades are determined based on the percentage of points earned out of the total available.

90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 or below = F

Syllabus: OMGT 5493

Advanced Lean Six Sigma: Additional Analysis Techniques

Course Goal:

Understand the additional analysis techniques for quality and productivity improvement to be a successful Lean Six Sigma Yellow Belt, Green Belt, or Black Belt.

Course Description:

With an emphasis on application, this course builds upon the Lean Six Sigma and Quality Management courses and covers analysis techniques for Lean Six Sigma problem solving in the Analyze, Improve, and Control phases of the DMAIC process. The topics covered include descriptive versus inferential statistics, sampling, Hypothesis Testing with Normal and Non-Normal Data, regression analysis, design of experiments, and control charts.

Course Goals/Objectives:

At the conclusion of the course, students will be able to:

9. Discuss how to create and sustain a culture that focuses on the delivery of value to the customer by utilizing continuous process improvement and variance reduction strategies.
10. Translate customer feedback and enterprise goals into opportunities for improvement.
11. Discuss the differences and similarities between Lean and Six Sigma, how they complement one another and how they can be used together for greater benefit.
12. Explain the project selection process and set goals for a Six Sigma or LSS project.
13. Explain the goals of each phase of the Six Sigma DMAIC process and create a plan for managing and executing a Six Sigma improvement project.
14. Explain the roles and responsibilities of Six Sigma project team members, the stages of team development, common team decision making tools and team communication methods.
15. Select and apply the tools and analysis methods commonly used as part of the Lean Six Sigma DMAIC process.
16. Clearly and concisely communicate project plans and results of studies to stakeholders and decision makers.

Prerequisites:

OMGT 5473 Lean Six Sigma and OMGT 5373 Quality Management.

Assessments:

Individual Quizzes (total of 30 pts per week during Weeks 1, 2, 3, 5, 6 and 7)	180
Team Assignments (total of 55 pts per week during Weeks 2, 5, and 7)	165
Individual Assignments (total of 55 pts per week during Weeks 1, 3, and 6)	165
Midterm exam	200
Final exam	200
Final Project (proposal/progress report, video and critiques)	90
Total points	1000

Grading Scale:

Grades are determined based on the percentage of points earned out of the total available.
 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, 59 or below = F

Course Outline:**Advanced Lean Six Sigma: Additional Analysis Techniques**

WEEK	AREA	TOPICS COVERED
1	Analysis Role	DMAIC Design: The role of analysis with respect to the Yellow Belt, Green Belt, Black Belt, and the Master Black Belt; and Black Belt Mentoring Skills & Responsibilities
2	Statistics I	DMAIC Analyze: Descriptive vs. Inferential, Sampling, Measurement System Analysis, and Distributions
3	Hyp Test I	DMAIC Analyze: General Hypothesis Testing (Goals, Significance, Risk & Types), Point & Interval Estimates, Testing with Normal Data, and ANOVA
4 MT	Hyp Test II	DMAIC Analyze: Testing with Normal Data (Mann-Whitney, Kruskal-Wallis, One Sample Sign, One Sample Wilcoxon, One & Two Sample Proportion, and Chi-Squared (Contingency Tables)
5	Statistics II PROJ 1: Hyp Test	DMAIC Improve: Regression (Linear, Non-Linear & Multiple), Correlation, Residual Analysis, Confidence Intervals, Data Transformation, and Box Cox
6	DOE I	DMAIC Improve: Design of Experiments (Objectives, Methods, and Design Considerations)
7	DOE II	DMAIC Improve: Full (2K, Linear, Quadratic, Balanced & Orthogonal) & Fractional (Designs, Confounding Effects & Experimental Resolution) Factorial Experiments
8 FINAL	Control Charts PROJ 2: DOE	DMAIC Control: Data Collection for Statistical Process Controls, SPC Charts (I-MR, Xbar-R, U, P, NP, Xbar-S, CumSum & EWMA), Impact of Variation, Frequency of Sampling, and Control Chart Anatomy

Syllabus: OMGT 5373—Quality Management

Course description:

Introduces students to quality management concepts and their use in enhancing organizational performance and profitability. History of the quality movement, its broad application in key economic sectors, and philosophical perspectives of major quality leaders will be discussed. Focus is on continuous process improvement, using data and information to guide organizational decision-making. The Six Sigma approach and associated statistical tools, supporting process improvement, are also covered. Prerequisite: OMGT 4333.

Required Textbook:

Managing for Quality and Performance Excellence 9th Edition James Evans & William Lindsay, South-Western, Cengage Learning, 2014. ISBN: 13: 978-1-285-06946-3

Correct textbook must be ordered and in hand by the first day of class. Utilizing expedited shipping option may be required. Ensure you order the textbook with the correct ISBN. International or Flexible textbooks are not supported by the instructor. Failure to order the correct textbook in a timely manner will adversely affect your success and your grade in class.

Course Goals/Objectives:

17. Define quality and compare and contrast this definition from a variety of perspectives
18. Discuss the application of quality in the various organizations; manufacturing, service, healthcare, and education
19. Compare and contrast the philosophies of Deming, Juran, and Crosby
20. Discuss the role that quality management frameworks such as the Malcolm-Baldrige, ISO-9000, and Six Sigma play in improving an organization's quality performance
21. Discuss the role of the customer, the importance of building customer relationships, and the strategies for measuring customer satisfaction
22. Discuss the role of quality leadership in strategic planning and high performance human resource practices
23. Discuss the scope of process management and specific process improvement techniques
24. Discuss the scope of performance measurements and their impact on the cost of quality within the organization

25. Discuss culture change and the associated barriers to creating a culture of performance excellence
26. Define and discuss the Six-Sigma problem solving process
27. Explain the various tools available for process improvement
28. Explain the use of statistical process control and its impact on process improvement

Course Requirements/Evaluation Procedures:

			<u>Final Grade</u>
Chapter Quizzes		15%	A ≥ 90%
Exams	2 @ 20%	40%	B 80 - 89%
Discussion Participation		15%	C 70 – 79%
Personal Quality Checklist		10%	D 65 - 69%
Final Project		20%	F ≤ 64%
Total		100%	

Academic Honesty Policy:

- ï As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility.

Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's '[Academic Integrity Policy](http://honesty.uark.edu)' at honesty.uark.edu.

Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor

- ï Plagiarism is often misunderstood. It can be defined as submitting someone else's work as your own. It is not permissible to "cut and paste" and then just cite another's work. In writing for homework or projects, you should read and learn, process through your mind, relate ideas, and then express what you learned **in your own words**. Cite the references where you found your information. If you do use someone else's words, you must use quotation marks **and** cite. You should not overuse quotes – save them for a rare occurrence.

A complete statement of the U of A's Academic Honesty Policy is available in the UA Student Handbook and the UA Graduate Catalog.

Course Units/Calendar:

WEEK	TOPIC	ASSIGNMENT
Prior to first meeting		Read Chapter 1
1 (Aug 21 - 27)	Course overview Chapter 1 Introduction to Quality Chapter 3 Customer Focus	Complete the assignments in Blackboard under Assignments, Papers & Case Studies >Weekly Assignments >Week 1 Complete Week 1 Quiz
2 (Aug 28 – Sept 3)	Chapter 5 Process Focus Chapter 8 Measuring and Controlling Quality Chapter 9 Process Improvement and Six Sigma Chapter 12 Measurement and Knowledge Management for Performance Excellence	Complete the assignments in Blackboard under Assignments, Papers & Case Studies >Weekly Assignments >Week 2 Complete Week 2 Quiz
3 (Sept 4 - 10)	Chapter 9 Process Improvement and Six Sigma Chapter 14 Building and Sustaining Quality and Performance Excellence	Complete the assignments in Blackboard under Assignments, Papers & Case Studies >Weekly Assignments >Week 3 Complete Week 3 Quiz
4 (Sep 11 - 17)	Midterm Exam (Information from Weeks 1-3) Via ProctorU Chapter 2 Foundations of Quality Management Chapter 11 Strategy and Performance Excellence	Complete the assignments in Blackboard under Assignments, Papers & Case Studies >Weekly Assignments >Week 4 Complete Midterm Exam
5 (Sep 18 - 24)	Exam Review Chapter 13 Leadership for Performance Excellence Chapter 8 Measuring and Controlling Quality Chapter 10 The Baldrige Framework for Performance Excellence Red Bead Experiment Discussion	Complete the assignments in Blackboard under Assignments, Papers & Case Studies >Weekly Assignments >Week 5 Complete Week 5 Quiz
6 (Sep 25 – Oct 1)	Statistical Review Chapter 8 Measuring and Controlling Quality	Complete the assignments in Blackboard under Assignments, Papers & Case Studies >Weekly Assignments >Week 6 Complete Week 6 Quiz
7 (Oct 2 - 10)	Final Exam (Information from Weeks 4 – 6) Via ProctorU Project Presentations	

Conduct of the Course:

Making this an effective course is a shared responsibility. Below are a few of the things we will do as a class as well as some of my expectations for you.

I will use a variety of approaches to provide you course content throughout the term: traditional lectures, case studies, and demonstrations. Expectation: Read the material in the text book. You will not do well on the chapter quizzes if you do not read the text book. The lectures and associated discussions are designed to enhance your understanding of the material you have read in the book. Let me know when you do not understand a concept or the terminology being used.

I usually ask a lot of questions and expect a lot of discussion. I find that the students as well as the instructor learn a great deal from each other's experiences. I believe this discussion is one of the strongest attributes with of this type program. **Expectations: Willingness to share ideas, actively participate in discussions and exercises.**

All assigned readings, material covered in lectures, as well as all assigned problems are considered "important". Students should ensure that they can answer the review questions at the end of each chapter before taking their chapter quizzes. Pay attention to examples in class. Understand the mechanics of solving a problem, but also the fundamental concepts on which they are based.

Exams will require analysis and synthesis of ideas beyond regurgitation of definitions. Quantitative problems will appear on the exams when appropriate. Make sure you understand all problems done in class. Similar problems may appear again!

Attendance Requirements:

You are expected to come to class and participate. I understand that many of you are working professionals, and from time to time things come up that can't be overcome. Unless you are faced with an emergency, I expect you to let me know **ahead of time** when you are going to miss or be late to class. Sending me a text or e-mail are good ways to let me know.

When you don't attend class, your ability to participate in discussions and exercises is eliminated. Many of the chapters have extensive information. If you don't attend the lectures, determining the concepts of importance will be difficult. Finally, your participation grade will suffer if you don't attend class.

Course Projects:

Personal Quality Checklist—Students are required to develop and maintain a personal quality checklist and analyze the results periodically throughout the term. The exercise is described in detail at the end of Chapter 1. It is Project 7 on page 39 - 40. Students should identify 7 items they want to track and improve on over time. Each student should provide me a list of their items via the assignment in Week 1. Students are required to submit a mid-term update on their personal checklist to me during Week 5. The **final summary** which should include answers to the questions found on page 40 is due to me in Week 7.

Final Project—Depending on the number of students starting the class, I will determine if you'll complete projects in two person teams or individually. This is your opportunity to apply some of the quality management tools and skills you have learned during the semester to a problem of interest. Part of the challenge is to find a problem of interest to you as well as figure out how to gather data, analyze data, and develop a quality product that demonstrates your understanding of some of the principles taught during the term. Be Creative!!

Here are a few ideas on how to get started:

Develop a well written and well researched case similar to the Quality in Practice cases in the chapters of the book that addresses a topic related to the course. This might be based on literature or real experiences with the company you have worked.

Summarize the quality practices at a local company in which you worked or contracts different firms in the same industry based on their quality practices.

Apply a quality tool that we have learned during this course to a real problem at a company, student organization, church, or other non-profit organization. This might include process improvement tools or other Six Sigma tools.

Check out the Projects, Etc., sections of the book for other ideas.

A two paragraph description of what you or your team plans for the project will be due in Week 5. Submit your synopsis of your project for approval, and I'll provide feedback quickly so you can get started. A nine or more page paper with complete citations and SafeAssign citation summarizing your project will be due in Week 7. In addition, prepare a PowerPoint deck to assist in presenting your project. This presentation will be given in class and should be designed to be approximately 20 minutes long.

Office Hours:

I'm generally available via my cell phone between 8:00 AM and 9:00 PM daily. I'm also available for an hour after class. If I'm unable to work with you during the above hours, we can set up an appointment. Understand that you are responsible for completing assignments on time, and my lack of availability does not absolve you of these deadlines. In other words, I'm sure we can find a time to discuss your questions, but don't leave it until the last minute.

The above schedule and procedures in this course are subject to change at the discretion of the instructor.

The Family Educational Rights and Privacy Act (FERPA)

The *Family Educational Rights and Privacy Act* (FERPA) protects a student's academic and other educational records from unauthorized access. This protection extends to email correspondence between a student and the University of Arkansas faculty and staff.

To provide reasonable assurance that emails are from the student, all university or class related emails must be sent from the student's uark.edu email account. Additionally, university or class related emails must be sent to the student's uark.edu email account.

This means that I cannot acknowledge emails sent from your personal or work email accounts, and I cannot send emails to your personal or work email accounts.

University of Arkansas Academic Policy Series 1520.10

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

Syllabus: OMGT 5783 Project Management

MSOM Students:

“In order to graduate, a student must earn a “B” grade or higher in all required courses. (This course is a “core” required course) If a student earns a “C” grade or below on a required course, the course must be repeated as soon as possible as determined by program administration and can only be repeated once.”

Course description

An introduction to the Critical Path Method and Program Evaluation and Review Technique. Covers project planning and control methods; activity sequencing; time- cost trade-offs; allocation of manpower and equipment resources; scheduling activities; and computer systems for PERT/CPM with emphasis on MS Project.

Case studies include topical issues combining methodologies and project management soft skills, such as conflict management, negotiation, presentations to stakeholders, and team building.

Required Materials: Textbook

Project Management: The Managerial Process; Gray, Clifford and Larson Erik 6th ed,
2014 McGraw Hill

ISBN 13: 9780078096594

Active MSOM/MSE students can obtain free MS Project for Windows through this
website: elms.engr.uark.edu

Log in with your UARK email ID (without the @uark.edu) and password--If you are not
able to gain access, contact your site manager

Correct textbook must be ordered and in hand by the first day of class. Utilizing expedited shipping option may be required. Ensure you order the textbook with the correct ISBN. International or Flexible textbooks are not supported by the instructor. Failure to order the correct textbook in a timely manner will

Course Goals/Objectives:

After completing the course, students should possess the knowledge to:

1. Describe the major characteristics of a project and defend the importance of project management
2. Apply project initiation techniques
3. Apply scope management techniques
4. Apply scheduling techniques
5. Apply budgeting techniques
6. Develop a risk management plan
7. Conduct progress measurements and evaluations to determine project status
8. Develop a framework for project closure
9. Evaluate case studies, scenarios, or current events in terms of professional and ethical responsibilities.
10. Use Project Management Software to plan, schedule, and control a project
11. Develop a life-cycle project plan including scope, schedule, budget, and risk

Software

29. Word processing and presentation software that saves files in Microsoft Office formats such as:
 - o [Microsoft Word](#) and [Microsoft PowerPoint](#) (MS Office 365 is available for free to all UARK students; You can download your copy of Office at <https://techarticles.uark.edu/microsoft/office/>).
30. Latest versions of [Adobe PDF Reader](#), [Adobe Flash Player](#), and [Apple QuickTime](#) to view certain files
31. Latest version of [Java](#) to use required applications
32. Project Management Software like Microsoft Project or similar software for the Mac. ***Active MSOM/MSE students can obtain free MS Project for Windows through this website: elms.engr.uark.edu

Note: Documents must be submitted in Microsoft Office format (e.g. doc, docx, ppt, pptx, mpp(MSProject), etc.)

Check the [UA Computer Store](#) for student discounts on software.

Learning Assessments, Activities, and Assignments

Course Requirements	Points (% of total points)
1. Midterm Exam	130 (24.76%)
2. Final Exam	130 (24.76%)
ï Individual Assignments---7 assignments @ 15 points each...	105 (20.00%)
ï Individual discussion contributions (3 points/week for 6 weeks).....	18 (3.43%)
ï Chapter Quizzes(10 quizzes @ 4 points each)	40 (7.62%)
ï Individual Project Plan	100 (19.05%)
ï Academic Integrity Statement	1 (0.19%)
ï Student Introduction	1 (0.19%)
Total Course Points Possible	<u>525</u>

Exams

Two exams are scheduled:

- ï Midterm Exam
- ï Final Exam

The course will utilize the online test feature of Blackboard along with the online proctor service--ProctorU.

Exam Considerations

1. Students must schedule the exam with ProctorU at least 72 hours in advance---or incur a late scheduling fee--and complete the exam during the exam availability period.
2. The exam is timed. No answers are accepted after time expires. A clock provides the remaining time during the exam session.
3. Each student receives only one session to start and complete the exam. Blackboard will not allow a second session to complete the exam. Plan to complete the exam when an uninterrupted period is available.
4. If you experience any difficulties with Blackboard online testing, please promptly let me know with an email or phone contact.

Assignments

Assignments consist of questions/problems typically from the text. Please submit your completed assignment file(s) through the Assignment link in Blackboard. Assignment specifics are located in Blackboard in the Assignments link.

Individual Discussion

In 6 of the 8 weeks—weeks 1, 2, 3, 5, 6, and 7, I will provide a relevant discussion topic in the Discussion Board. Each student will participate in an online discussion regarding the topic in the team’s discussion forum. Grades for individual student discussion participation are based on substantive content, demonstrated research, and presentation of ideas.

Chapter Quizzes

Each chapter quiz includes 10 multiple choice questions. I would describe the chapter quizzes as reading comprehension quizzes. Two attempts are allowed for each chapter quiz. Blackboard records the highest score of the two attempts.

Individual Project Plan

Identify a project and complete the required plan elements. The project plan required elements are included in Blackboard. The individual project plan includes 2 components—a written plan (80 points) and a video presentation (20 points) that provides an overview of the plan.

Academic Integrity Statement

Submit your Academic Integrity Statement after reviewing the UA academic

Evaluation Procedures

The assignment of the final course grade is based on performance for the course components—exams, project plan, assignments, discussion, quizzes, student introduction, and academic integrity statement---from the scale below:

Grade	Course Percentage	Points Required
A	90% and above	472 – 525
B	80% to < 90%	420 less than 472
C	70% to < 80%	367 less than 420
D	60% to < 70%	315 less than 367
F	Below 60%	below 315

Course

Policies Due

Date Policy

Assignments—The assignment score will include a late assignment deduction of 3 points for each day or part of a day the assignment is submitted past the due date/time. Please see end of term policy below.

Exams—no exams accepted after the exam due date.

Quizzes—no quizzes accepted the quiz due date.

Individual Project Plans—no individual project plans—written or video--accepted after the due date.

Discussion participation---no discussion participation accepted after the due date.

End of term—no assignments, exams, discussion participation, chapter quizzes, individual project plans (written or video) accepted after the end of the term.

If you have extenuating circumstances---please notify me in advance. Any due date extensions are at the sole discretion of the instructor.

Exams

Exams must be completed during the testing period, so be sure to schedule your exam time as soon as possible during the exam's testing period. Waiting until the evening of the last day of the testing period will produce unnecessary risk in missing the exam due to technical issues, family matters, illness, work issues, etc. As a result, exams are available the first six days of the week. Then the 7th day of the week is for make-up exams due to communication issues, with instructor permission only.

Academic Honesty

I am committed to the principle of academic honesty, and I expect each student in my class to maintain a high standard of academic integrity. My commitment to you, the student, is to provide a learning environment that promotes academic honesty in and out of the classroom.

"As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's '[Academic Integrity Policy](#)' at honesty.uark.edu. Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor."

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To provide reasonable assurance that emails are from the student, all university or class related emails must be sent from the student's uark.edu email account. Additionally, university or class related emails must be sent to the student's uark.edu email account.

This means that I cannot acknowledge emails sent from your personal or work email accounts, and I cannot send emails to your personal or work email accounts.

University of Arkansas Academic Policy Series 1520.10

University of Arkansas Academic Policy Series 1520.10 requires that students with disabilities are provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact me privately at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through the Center for Educational Access (contact 479-575-3104 or visit <http://cea.uark.edu> for more information on registration procedures).

Academic Appeals

Academic appeals: Students are first encouraged to resolve academic conflicts and complaints informally with the instructor involved, through their department, or through the assistance of the University Ombuds Office, which can provide objective and confidential mediation. To assist students in identifying the appropriate contact person, please view this [List of Program, Department, and College Contacts](#). A [flow chart](#) is also available for viewing. If an informal resolution cannot be reached, there are procedures for students to pursue with complaints of an academic nature. Refer to either the [Undergraduate Catalog of Studies](#) or the [Graduate Catalog of Studies](#) for appeals structures and formal procedures for academic grievances.

Computer Access Policy

This course is offered as an online course and it is assumed that you have the minimum system requirements to participate (see the START HERE section of the course). It is your responsibility to ensure that you can access all course materials, participate in discussions and upload or download materials and software used for this course. In addition, care has been taken to ensure that the software that is used for this course does not require any out of the ordinary system set-ups. But, if your system does not meet the minimum requirements then it is your responsibility to maintain your system to meet the requirements so that you may participate in this course. Technical difficulties on your part will not excuse you from the timely completion of assignments. If you do experience technical difficulties please make sure that you contact me immediately so that proper assistance might be provided.

Netiquette

Netiquette is a set of rules for behaving properly online. It is important that all participants in online courses be aware of proper online behavior and respect each other.

Use appropriate language for an educational environment:

- ï Use complete sentences.
- ï Use proper spelling and grammar.
- ï Avoid idioms and slang.
- ï Do not use obscene or threatening language.

Remember that the university values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see [The Core Rules for Netiquette](#) by Virginia Shea.

CAPS

Academic problems are often related to the non-academic events in your lives. You are welcome to visit with the capable staff at the UA Counseling and Psychological Services (with offices in the North Quadrangle). You can telephone them at 479- 575-CAPS. The fact that you telephone is also entirely confidential. Each semester they conduct a variety of support groups dealing with stressful issues.

Equal Treatment for All

The UA "Catalog of Studies" reports that the Campus Council supports equal treatment for all. It "does not condone discriminatory treatment of students or staff on the basis of age, disability, ethnic origin, marital status, race, religious commitment, sex, or sexual orientation in any of the activities conducted on this campus. Members of the faculty are requested to be sensitive to this issue when, for example, presenting lecture material, when assigning seating within the classroom, when selecting groups for laboratory experiments, and when assigning student work. The University faculty, administration, and staff are committed to provide an equal educational opportunity to all students."

Our class work will conform to the principle of equal treatment.

Inclement Weather or Technical Problems

Weather is unlikely to force cancellation of any online classes or activities. If a known weather event is approaching, it is good practice for students to turn in work early in case of local power outages

If you notice that the course is experiencing technological problems you should contact Blackboard Support at 479-575-6804 immediately so the issue can be addressed in an expedient manner. Blackboard occasionally schedules "down time"; users will be notified in advance through a system-wide announcement so schedule your online work accordingly. If you are experiencing difficulties with the operation or navigation of Blackboard you can visit the Support tab in Blackboard. Please note that personal technical issues (i.e. computer crashes or lack of knowledge of Blackboard) are considered to be the responsibility of the student and will not excuse the student from assignments or other course responsibilities. While we will do our best to provide technical assistance, it is highly recommended that the student develop a local back-up plan to assist in the event that technical difficulties are experienced during the course.

Office Hours

My recommendation is to send me an e-mail first with your questions. I recommend doing this early in the week. I do not treat e-mailing homework questions as "official submissions." Official submissions are when submitted in Blackboard. I will respond with an e-mail. If there are still questions, then let's schedule a phone call for a mutually acceptable time to meet. Again, I recommend starting homework early in the week to provide time for questions.

Other options for instructor access includes UARK email, Blackboard course discussion forum(s), and phone. For immediate contact—please call me at 407- 375-3440.

Course Schedule

Last Update: 2 August 2017

Week	Lesson/Reading	Assignments	Due Date	Points
Week 1	Chapters 1, 2	Individual Discussion Individual Assignment Academic Integrity Student Introduction Chapter 1 Quiz Chapter 2 Quiz	Oct 15	3 points 15 points 1 point 1 point 4 points 4 points
Week 2	Chapter 4	Individual Discussion Individual Assignment Chapter 4 Quiz	Oct 22	3 points 15 points 4 points
Week 3	Chapters 5, 6	Individual Discussion Individual Assignment Chapter 5 Quiz Chapter 6 Quiz	Oct 29	3 points 15 points 4 points 4 points
Week 4	Chapter 8	Individual Assignment Chapter 8 Quiz Midterm Exam (Available Oct 30 – Nov 4; B/U Nov 5)	Nov 5	15 points 4 points 130 points
Week 5	Chapters 9, 12	Individual Discussion Individual Assignment Chapter 9 Quiz Chapter 12 Quiz	Nov 12	3 points 15 points 4 points 4 points
Week 6	Chapter 13	Individual Discussion Individual Assignment Chapter 13 Quiz	Nov 19	3 points 15 points 4 points
Week 7	Chapter 7	Individual Discussion Individual Assignment Chapter 7 Quiz	Nov 26	3 points 15 points 4 points
Week 8	No Text Coverage	Final Exam (Available Nov 27 – Dec 2; B/U Dec 3)	Dec 3	130 points

Week 9	No Text Coverage	Individual Project Plan – written & video Term ends Dec 7	Dec 6	80/20 points
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The class schedule and procedures in this course are subject to change at the discretion of the instructor. If you notice a discrepancy in a course due date----please notify the instructor.