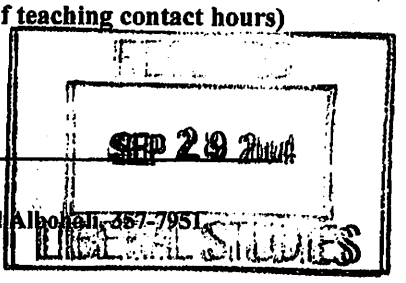
Senate Info 12/7/04 04-19 UWUCC Appr 10/26/04

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours)



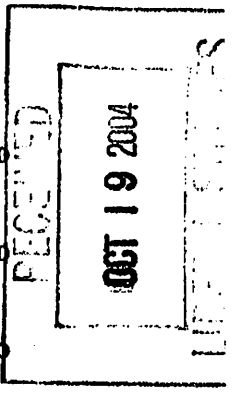
Existing and Special Topics Course

Course: ___QBUS 215: Business Statistics_____

Instructors of Record: Elizabeth Pierce, 357-5773, empierce@iup.edu and Mohamed Alhalil, 357-7951, mohhali@iup.edu.

Step One: Department or its Curriculum Committee

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:



1.	Will an instructor who is qualified in the distance education delivery method as well as the discipline teach the course?	✓ Yes	___ No
2.	Will the technology serve as a suitable substitute for the traditional classroom?	✓ Yes	___ No
3.	Are there suitable opportunities for interaction between the instructor and student?	✓ Yes	___ No
4.	a. Will there be suitable methods used to evaluate student achievement?	✓ Yes	___ No
	b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)	✓ Yes	___ No

5. Recommendation:

✓ Positive (The objectives of the course can be met via distance education.)

___ Negative

Louise B. Burky (Chr.) 9/26/04
signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

Step Two: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

X Positive recommendation

___ Negative recommendation

Gail J. Sechrist Oct. 26, 2004
signature of committee chair date

Forward this form to the Provost within 24 calendar days after review by committee.

Step Three: Provost

✓ Approved as distance education course

___ Rejected as distance education course

signature of Provost 11/1/04
date

Step Four:

Forward materials to Dean of the School of Continuing Education.

QBUS 215 On-Line Proposal

Currently about five to six sections of QBUS 215: Business Statistics are offered each semester using the traditional classroom delivery. As part of the Eberly College of Business and Information Technology's commitment to providing an distance education option to its students, all courses in the business core are scheduled to have at least one on-line section. At this time, all courses except for QBUS 215 are now available via the web. This proposal describes how QBUS 215: Business Statistics may be offered on-line starting in Spring 2005.

Who will develop the on-line section of QBUS 215?

At the present time, Elizabeth Pierce is working on a WebCT version of QBUS 215 using course materials provided by Thomson Learning, Inc. to accompany the textbook "Introduction to Business Statistics – Fifth Edition" by Ronald M. Weiers. These course materials include a required textbook, a student CD-ROM, companion web site, and instructor resources. Additional course materials and website input are also being provided by Mohamed Albohali. Janet May, the MIS & DS department secretary, has kindly offered to help with any typing (such as test bank questions) to help ensure that the QBUS 215 on-line section is ready by Spring 2005.

Once the initial offering of QBUS 215 on-line is underway, subsequent development will be undertaken by Elizabeth Pierce and Mohammed Albohali since each semester the on-line course is offered, it must be updated and enhanced.

Who will teach the on-line section of QBUS 215?

Once the on-line course materials are developed, any qualified QBUS 215 instructor in the MIS & DS department should be allowed to teach this course (or to use the on-line materials as a supplement to a traditional classroom delivery). Backup copies of the WebCT QBUS 215 course can be made available so that other instructors can load a copy of the on-line course into their own WebCT accounts. Once loaded, instructors can then customize the WebCT QBUS 215 materials for their own instructional use.

How will the on-line section of QBUS 215 be organized?

Here is a tentative design of the QBUS 215 on-line course.

1. Students wishing to take QBUS 215 on-line will register for this course and be given access instructions.

2. The Home Page for the QBUS 215 on-line section will have the following features:

    a. An on-line syllabus so that students can know what to expect from the course.
    b. An on-line course calendar so students will know important due dates throughout the semester.

c. A set of on-line lessons for each unit of the course. Each on-line lesson will feature the following items.
    i. Assigned student readings from the Weiers' textbook.
    ii. Study Aids which will include a set of PowerPoint lecture notes, chapter study guide (provided on each student CD-ROM), companion web site tutorial aids, and appropriate video clips and applets (available on each student CD-ROM).
    iii. A set of practice exercises.
    iv. A set of solutions to the practice exercises.
    v. A set of self-evaluation activities such as the on-line tutorial quiz available for each chapter from the Weiers' companion web site.
d. An on-line list of weekly assignments so that students can better manage their study time throughout the semester. Besides working the on-line lessons, students will be expected to complete small statistical projects using the computer (Excel) and to submit these projects to the Project Directory Service for grading.
e. A set of on-line quizzes that will be graded for each unit. These quizzes will help students to gauge their readiness for exams.
f. Students will have access to course email.
g. Students will have access to a QBUS 215 bulletin board for threaded discussions.
h. Students will have access to the companion web site from the QBUS 215 homepage.
i. Students will have access to a QBUS 215 chat room.
j. Students will be able to check their grades on-line to monitor their performance in the course.

3. About 10% of the course grade will be based on the on-line submitted assignments, quizzes, and on-line participation. The remaining 90% of the course grade will be based on the student's performance on exams. To ensure academic integrity, students will be required to take their exams off-line. Work is underway to reserve a classroom so that students have a location for the scheduled exams.

4. To help students assimilate the course material, it is suggested that the instructor host periodic help sessions. These sessions can be held either on-line or in a reserved classroom. For the first-time offering of QBUS 215 on-line, Elizabeth Pierce is hoping to hold these one hour help sessions in a regular classroom on a weekly basis to help get student feedback and to find out what can be done to further improve the on-line instructional materials.

5. Students will be encouraged to check out the distance ed homepage at www.iup.edu/distance/ to ascertain whether distance learning is the right choice for them.

6. Samples of WebCT screen print-outs for the proposed QBUS 215 on-line section are attached to this proposal. Interested faculty members are encouraged to check out the QBUS 215 website that is currently under construction.

QBUS 215 On-Line: Business Statistics (3 credits) – Spring 2005

Instructor: Dr. Liz Pierce
Office: 207-H Eberly
Phone: 357-5773
Email: empierce@iup.edu
Office Hours: M-W-F from 1 to 2 pm and Tues from 9:30 to 11:30 am

Required Textbook: Introduction to Business Statistics (Fifth Edition) by Ronald M. Weiers. Copyright 2005 by Brooks/Cole, a division of Thomson Learning, Inc

Additional Materials: CD-ROM to Accompany Introduction to Business Statistics (Should be packaged with Text book).

Prerequisite Policy: Beginning Summer 2000, there will be an absolute enforcement of every prerequisite requirement for the coursework offered by the ECOBIT. The prerequisites for QBUS 215 are Math 214 and Math 115.

Withdrawal Policy: The university individual course withdrawal deadline date of Wednesday, March 23, 2005, will be enforced. You may complete this withdrawal through the computer registration system. A request for a deadline waiver must be sought through the Assistant Dean for Academic Services in Eberly Room 208. Requests will only be granted: 1) "contingent upon documentation of catastrophic circumstances" as stated in the IUP undergraduate Catalog; and/or 2) through written feedback from the instructor noting advisement to the student to postpone withdrawing pending an additional test or assignment.

Course Description: This course expands upon the probabilistic concepts developed in MATH 214 to orient the student toward managerial decision-making using quantitative methodologies. Topics covered include classical regression analysis, forecasting, Bayesian decision theory, linear programming, and simulation.

Course Methodology: This is an on-line course. Office hours are available for any discussion related to the course and appointments may be made if the scheduled office hours are inconvenient.

Exam Policy: The exams will consist of short answer and problems and will test your knowledge of the material covered in the book and lectures. Exams will be scheduled to be given at a given time/location on campus. If you are unable to make a schedule exam, you can request an alternate time to take the exam in the MIS & DS Office. If you are unable to make it to campus, arrangements can be made for the exam to be sent to you. Failure to take an exam or cheating on an exam will result in a 0 score for that exam.

Course Grade Determination: Your overall course grade will be the total of the following components:

- 5 Equally Weighted Exams: (Points Earned/Total Points) worth 90% of grade.
- Homework/Quizzes will be assigned and graded on-line as practice for the exams. Computer exercises will be assigned to help you gain practical experience with the material. Worth 10% of grade.

Assignments of letter grades will be: 90 or above (A), 80 or above (B), 70 or above (C), 60 or above (D), otherwise F. Final grades will only be available through Banner.

Tentative Course Schedule:

Week Beginning	Topics to be covered
Jan 10	Review of Math 214 Statistical Concepts
Jan 17	Review of Math 214 Statistical Concepts, continued
Jan 24	Analysis of Variance
Jan 31	Analysis of Variance, continued, Exam I TBA
Feb 7	Simple Linear Regression,
Feb 14	Simple Linear Regression, continued
Feb 21	Multiple Regression, Exam II TBA
Feb 28	Multiple Regression, continued
Mar 7	Spring Break
Mar 14	Model Building, Exam III TBA
Mar 21	Forecasting & Index Numbers
Mar 28	Forecasting & Index Numbers, continued
Apr 4	Decision Analysis, Exam IV TBA
Apr 11	Decision Analysis, continued
Apr 18	Linear Programming
Apr 25	Classes End. Final Exam TBA

Student Responsibility 2-3 Weeks Prior to the Beginning of the Course:

1. Be sure your computer meets minimum technical specifications.

2. Order textbooks: Books for the online courses are available at the IUP Co-op Store. It is recommended that you call the store 2 or 3 weeks prior to the beginning of the course in order to receive your books by mail before classes begin. Call the IUP Co-Op Store at 800-537-7916.

3. Set up your IUP e-mail account.

4. Obtain software, etc. listed in the description of your course.

5. Update your mailing address.

Student Responsibility of an E-mail Account: When you receive notification that your application and registration have been approved, you will receive information pertaining to your e-mail account. IUP uses e-mail as a standard form of communication with its students. You will receive an introductory letter from your instructor, which will be sent to your IUP E-mail address, several weeks before the first day of class. **Check your IUP e-mail account regularly!**

Please use this account to communicate with your professor and to receive official communication from IUP. Should you wish to forward messages from your IUP account to another account click on www.iup.edu/ats/sts/ or e-mail the Student Technology Services for directions.

Basic Abilities: Some basic abilities applied here are: ability to use a mouse (double-click, block, drag, and drop), using a web browser such as Internet Explorer, the use of e-mail, navigation of the Internet, and the ability to download and install plug-ins and required software.

Hardware and Software Requirements: Because WebCT is based on the Internet, you will need to have access to a computer and the hardware and software resources needed to access the Internet. Suggestions for each are listed below:

- The computer must be robust enough to run one of the recent web browsers and download files in a reasonable amount of time. For personal computers, we recommend at least a 486 personal computer (or its equivalent Apple or Unix machine) with at least eight Mbytes of RAM.
- You will need to be able to reach the World Wide Web, either through a network at your place of business or through a modem connection from home. The modem should be at least 28.8 bps. If you can, use an Internet Service Provider (ISP) that has a local access number so that you can avoid long distance charges.
- The browser that you use is important. WebCT requires a browser that is both Java and Javascript enabled. This option needs to be set in your browser. For best results in WebCT, use Netscape 3.0, 4.0 or Internet Explorer 4.0. Early versions of Internet Explorer and Netscape have problems with JAVA. If you would like a browser tune-up to ensure your browser settings are optimized for running a WebCT course visit WebCT Browser Tune-up.
- Account with an Internet Service Provider (ISP) for Internet access
- Active e-mail account

Course Competencies: Develop WebCT competencies. In order to successfully complete a distance education course you should develop competency in WebCT using functions like e-mail, discussion, and quiz. Learn more about course competencies...

*Some courses may require additional hardware and software. For Example some courses have video files to be viewed using Media Player, which requires additional hardware.

Is Distance Learning Right for You? A distance education learner is an individual who:

- is a high school graduate or holds a General Education Development (GED) certificate
- chooses an alternative route to take course work

Benefits of Distance Education:

- offers flexible educational experiences for nontraditional students
- enables individuals to enrich themselves, improve a particular skill for current or future employment
- allows students to try a college course to see if you want to pursue a degree
- permits students to take college course work to transfer to another institution

Successful Learning: Success in distance education courses depends on self-discipline and the ability to learn without face-to-face interaction. IUP's distance education courses maintain the same rigor and high standards as its classroom courses. Academic progress is established and

maintained through regular course participation. **Time management is crucial. You must spend at least 8 hours per week, every week, reading the course materials, studying the statistical concepts, and practicing the exercises to fully assimilate the contents of this course.** Online students need to be prepared to interact with faculty members and course-mates in writing. Strong reading and writing skills in the English language are critical. The course is organized around the main screen from which you may reach individual modules; or you may proceed directly to bulletin board, help, chat room, professor, and/or references. Each module screen has two frames. The menu frame on the left allows you to reach any portion of the notes directly. The right frame shows you the contents of the notes. The notes have embedded activities from which you can directly post your answers to e-mail or the bulletin board.

Tips for Time Management:

Before planning a schedule, keep a diary of everything you do in a typical week. At the end of the week, analyze how time was spent and how it could have been spent more efficiently. Here are a few tips:

1. Be realistic about your schedule. A schedule with too much won't get done.
2. Plan your schedule in blocks of time. Study for 50 minutes, then take a short break.
3. Plan to start projects early! Plan far ahead instead of throwing it together at the last minute.
4. Make your schedule to fit your needs, preferences, and learning style.

In addition ...

Allot enough time for studying. Studying should be your first priority. Because each student has different studying needs, you may need to adjust your study times, and your study needs may not match those of your classmates. Remember to give yourself extra time for studying during midterms and final exams.

Prepare for each subject individually. Enough time should be allotted for you to prepare adequately for each subject you take. This includes reading, reviewing, taking notes from the text, and re-reading class notes. A good rule of thumb is that each course on average should take about 8 hours of your time per week: 3 hours in class, 5 hours outside of class.

Make use of the time between classes. The breaks between classes can be used to review notes or begin an assignment. The minute or two before class can be spent glancing over notes. This will help you keep information from the previous class meeting fresh in mind.

Study at the same time every day. Having specific hours set aside each day will maintain the organization of your schedule and keep you actively involved in studying. This helps you prepare by getting you into the "study mode".

Use a weekly review. Plan to review notes from each class from start to end once each week. You can do History on Monday, Math on Tuesday, etc. This will help you retain knowledge and decrease the amount of time needed to study for exams.

Plan ahead for long-term projects. Allow plenty of time for working on large projects and group assignments. Breaking projects down into smaller steps makes them seem more manageable.

Be flexible and give yourself a break. If you are involved in clubs, organizations, sports or other "non-academic" activities, it may help you organize your time. Your schedule will be more structured because you know what amount of time you will be committing to your outside activities.

Tips for Reading the Text

1. Preview the text

2. SQ3R: Survey, Question, Read, Recite, Review – Survey to understand author's organization by reading the preface, scanning table of contents, and reading final paragraph of chapters. Change statements to questions. Ask yourself who, what, when, where, how, and why. Ask questions on-line. Read assignments before class discussion. Identify main idea or concept in each chapter. Summarize whatever you read, then coordinate class notes with your reading. Recite main ideas to memorize details. Review notes to see points and their relationships. Check memory by reciting major sub-points under each heading. Study the examples and graphs. They help to illustrate the concepts being presented in the text.

3. Skimming & Scanning – Gain author's intent or important ideas. Locate specific information.

4. Underlining in textbooks – Do not underline more than a cue phrase. Use a marking system that shows the importance of each point.

Tips for taking exams:

1. Prepare for exams by organizing yourself, setting specific goals, reviewing, and studying alone and in groups.

2. When taking exams, be sure to remember the following. Relax. Pace yourself. Review entire exam before beginning it. Watch for qualifiers and absolutes in T/F and Multiple Choice exams (i.e. choose the best answer or choose the correct answer, always or never in answer choices). For essay questions, make sure you understand what the question is asking. Make sure your answer is complete and concise. Divide each essay question into a certain amount of time. When writing out your answer, skip lines and write only on the front of the page. For each essay question, use the first several minutes to underline key words and the last five minutes to proofread your answer.

Tips for Netiquette:

Check out the website: http://www.albion.com/netiquette/ to learn the do's and don'ts of on-line communication.

Have questions about IUP's Academic Policies? Click on this link to find your answers.

QBUS 215: Business Statistics

Fall 2004 **3 Credits**

Instructor: Dr. Elizabeth Pierce
Office/Phone: 207-H ECB, 357-5773
Email: empierce@iup.edu

Office Hours: (Appoint. Avail.)
Mon-Wed-Fri: 1:00 pm - 2:00 pm
Tuesday: 9:30 am - 11:30 am

Required Textbook: Statistics for Business and Economics (8th Edition), by McClave, Benson & Sincich, Prentice-Hall, 2001.

Additional Materials: We will be using the Excel and SPSS software that is available in the ECOBIT public labs. Be sure to have a calculator and an extra diskette for storing your computer work.

Prerequisite Policy: Beginning Summer 2000, there will be an absolute enforcement of every prerequisite requirement for the coursework offered by the ECOBIT. The prerequisites for QBUS 215 are Math 214 and Math 115.

Withdrawal Policy: The university individual course withdrawal deadline date of Friday, November 5, 2004, will be enforced. You may complete this withdrawal through the computer registration system. A request for a deadline waiver must be sought through the Assistant Dean for Academic Services in Eberly Room 208. Requests will only be granted: 1) "contingent upon documentation of catastrophic circumstances" as stated in the IUP undergraduate Catalog; and/or 2) through written feedback from the instructor noting advisement to the student to postpone withdrawing pending an additional test or assignment.

Course Description: This course expands upon the quantitative concepts developed in MATH 214 and MATH 115 to orient the student toward managerial decision-making using statistical and management science techniques. Topics covered include anova, regression analysis, forecasting, decision theory, linear programming and simulation.

Course Methodology: The course will be taught using a combination of lectures, handouts, discussion, problem solving, and quizzes/exams. Homework will be assigned and solutions posted so that student can check their answers and get help as needed. Office hours are available for any discussion related to the course and appointments may be made if the scheduled office hours are inconvenient.

Exam Policy: The exams will consist of short answer and problems and will test your knowledge of the material covered in the book and lectures. If you miss a scheduled exam, you will only be permitted to make up the exam provided you have a valid excuse. It is your responsibility to talk to me within 48 hours about making up the exam. Failure to make up an exam will result in a 0 score for that exam.

Course Grade Determination: Your overall course grade will be the total of the following components:

- 5 Equally Weighted Exams: (Points Earned/Total Points) worth 90% of grade.
- Homework/Quizzes will be assigned and graded in-class as practice for the exams. Computer exercises will be assigned to help you gain practical experience with the material. Worth 10% of grade.

Assignments of letter grades will be: 90 or above (A), 80 or above (B), 70 or above (C), 60 or above (D), otherwise F. Final grades will only be available through Banner.

Student Responsibilities:

1. Attend class regularly. This is a lecture-oriented course accompanied by handouts and discussion. Missing class will make understanding the textbook readings more difficult and will make the homework much longer to do. If you must miss class, be sure to get the notes from a responsible classmate. **(Treat the class like it is a job.)**

2. Always take notes. The class presentations may not be the same as the text. **(Be active in your learning; work on learning how to be an independent learner.)**

3. Do homework regularly. As in most math courses, problem solving is a very crucial phase of the learning process. **(Practice, Practice, Practice.)**

4. Review homework and exams. It is important to review mistakes and make corrections to ensure you understand the concepts being taught in this course. **(Work on your problem solving abilities; learn to apply what you know to a new situation; do not rely on rote memorization.)**

5. Ask for help, as you need it. Don't wait. **(Time management is a must.)**

Tentative Course Schedule: (All Dates are Subject to Change)

Week Beginning	Topics to be Covered
Aug. 30	Review of Basic Statistics
Sept. 6	Labor Day, Review Hypothesis Testing
Sept. 13	One Way Analysis of Variance
Sept. 20	Wrap Up Anova, Exam #1 on Anova and Hypothesis Testing
Sept. 27	Simple Linear Regression
Oct. 4	Wrap Up Simple Linear Regression, Intro to Multiple Regression
Oct. 11	Exam #2 on Simple Linear Regression, More Multiple Regression
Oct. 18	Fall Recess, Model Building
Oct. 25	Model Building Continued
Nov. 1	Exam #3 on Multiple Regression, Time Series
Nov. 8	Other Forecasting Techniques & Indexes
Nov. 15	Decision Analysis
Nov. 22	Exam #4 on Forecasting, Time Series & Indexes, Thanksgiving
Nov. 29	Decision Analysis Continued
Dec. 6	Linear Programming
Dec. 13	Wrap up and Review for Final

Last Day of Classes: Monday, December 13, 2004.
Final is Friday, December 17 from 10:15 am to 12:15 pm in Eberly 121. The Final will cover both Decision Analysis and Linear Programming.

Time Management

Before planning a schedule, keep a diary of everything you do in a typical week. At the end of the week, analyze how time was spent and how it could have been spent more efficiently. Here are a few tips:

1. Be realistic about your schedule. A schedule with too much won't get done.
2. Plan your schedule in blocks of time. Study for 50 minutes, then take a short break.
3. Plan to start projects early! Plan far ahead instead of throwing it together at the last minute.
4. Make your schedule to fit your needs, preferences, and learning style.

In addition ...

Allot enough time for studying. Studying should be your first priority. Because each student has different studying needs, you may need to adjust your study times, and your study needs may not match those of your classmates. Remember to give yourself extra time for studying during midterms and final exams.

Prepare for each subject individually. Enough time should be allotted for you to prepare adequately for each subject you take. This includes reading, reviewing, taking notes from the text, and re-reading class notes. A good rule of thumb is that each course on average should take about 8 hours of your time per week: 3 hours in class, 5 hours outside of class.

Make use of the time between classes. The breaks between classes can be used to review notes or begin an assignment. The minute or two before class can be spent glancing over notes. This will help you keep information from the previous class meeting fresh in mind.

Study at the same time every day. Having specific hours set aside each day will maintain the organization of your schedule and keep you actively involved in studying. This helps you prepare by getting you into the "study mode".

Use a weekly review. Plan to review notes from each class from start to end once each week. You can do History on Monday, Math on Tuesday, etc. This will help you retain knowledge and decrease the amount of time needed to study for exams.

Plan ahead for long-term projects. Allow plenty of time for working on large projects and group assignments. Breaking projects down into smaller steps makes them seem more manageable.

Be flexible and give yourself a break. If you are involved in clubs, organizations, sports or other "non-academic" activities, it may help you organize your time. Your schedule will be more structured because you know what amount of time you will be committing to your outside activities.

Study Skills

Skills for Reading a Text

1. Preview the text

2. SQ3R: Survey, Question, Read, Recite, Review – Survey to understand author's organization by reading the preface, scanning table of contents, and reading final paragraph of chapters. Change statements to questions. Ask yourself who, what, when, where, how, and why. Ask questions in class. Read assignments before class discussion. Identify main idea or concept in each chapter. Summarize whatever you read, then coordinate class notes with your reading. Recite main ideas to memorize details. Review notes to see points and their relationships. Check memory by reciting major sub-points under each heading.

3. Skimming & Scanning – Gain author's intent or important ideas. Locate specific information.

4. Underlining in textbooks – Do not underline more than a cue phrase. Use a marking system that shows the importance of each point.

Skills for Note Taking

1. Do attend class every day. Sit near the middle and toward the front of the room. Pre-read or skim chapter before class. Keep notes for each course in a separate notebook. Date each new set of notes. Try to spot the lecturer's pattern. Leave blanks to fill in items later. Use abbreviations and symbols to save time. Be alert to the lecturer's verbal clues about important information. Record the examples presented in class. Pay close attention to the end of the lecture as well as the beginning.

2. Don't listen for facts alone. Don't try to outline everything; you'll pay too much attention to form and miss the content of lecture. Don't write down only what you understand. Don't assume that lectures will be dull and "turn off". Don't yield to distractions.

Skills for Examinations

1. Prepare for exams by organizing yourself, setting specific goals, reviewing, and studying alone and in groups.

2. When taking exams, be sure to remember the following. Relax. Pace yourself. Review entire exam before beginning it. Watch for qualifiers and absolutes in T/F and Multiple Choice exams (i.e. choose the best answer or choose the correct answer, always or never in answer choices). For essay questions, make sure you understand what the question is asking. Make sure your answer is complete and concise. Divide each essay question into a certain amount of time. When writing out your answer, skip lines and write only on the front of the page. For each essay question, use the first several minutes to underline key words and the last five minutes to proofread your answer.

Classroom Civility

College is a time for learning, both inside and outside of the classroom. College is also a time when you discover that you have a lot more freedom than you did when you were in high school. You will no longer go to school from 8 a.m. until 3:00 p.m., unless you choose to build your schedule that way. There will be no one telling you that you have to go to class or to get up in the morning.

However, just because you have entered college, this does not mean you can forget your manners and how to be polite. Part of being successful in college is learning to get along with various types of people such as your professors, roommates(s), friends, and classroom peers. Another part of success in college is having good classroom behavior.

Since getting along with people in the classroom setting is a key to success in college, there are certain behaviors that, if you choose to use in the classroom, will make it difficult for you to connect with others. The list below illustrates some of the behaviors that are not acceptable in a classroom. Students exhibiting this type of behavior will be asked to stop immediately.

Common Behaviors that Disrupt Classroom Functions

- Grandstanding or taking over class discussions
- Sleeping in Class
- Prolonged Chattering
- Excessive Lateness
- Overt Inattentiveness
- Eating, Drinking, Gum Chewing or Cracking, Smoking
- Carrying Pagers, Beepers and Cellular Phones
- Passing Notes
- Unexcused Exits
- Poor Posture or Putting Feet on Furniture
- Verbal or Physical Threats to Students or Faculty
- Continued disputing of authority and expertise of faculty
- Violence against self or others
- Poor Personal Hygiene

Academic Integrity

IUP is an academic community within a society at large. All members within this community are expected to accept the responsibility for academic integrity and honesty. Academic dishonesty seriously erodes the quality of educational pursuits and is unacceptable at IUP. The following polices and procedures have been established to preserve the academic integrity of the university community.

Types of Violations: Violations of academic integrity include, but are not limited to, the following:

- Providing or receiving unauthorized assistance in coursework, with lab work, theses, dissertations, or during examinations (including qualifying and comprehensive exams) or quizzes.
- Using unauthorized materials or devices, such as crib notes, during examinations or quizzes.
- Plagiarizing papers, theses, dissertations, essays, reports, speeches and oral presentations, take-home examinations, computer projects, or other academic exercises by misrepresenting or passing off the ideas, words, formulas, or data of another as one's own. Plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts of any kind. Writers are also indebted if they summarize or paraphrase in their own words material from sources. All of the examples required the acknowledgement of the source by the use of quotation marks or indentation (if exact wording is incorporated) and, in addition, by use of a note or parenthetical citation that indicates the author and/or date of publications and page number or numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforesaid manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing the assignment (MLA, APA, Chicago, BC, etc).
- Using the same paper or work more than once without authorization of the faculty member(s) to whom the work is being submitted.
- Possessing course examination materials before the administration of the exam, without the prior knowledge or consent of the instructor.
- Intentionally evading IUP academic policies and procedures; for example, improperly processing course withdrawals, grade changes, or other academic procedures.
- Falsifying information, including falsification/fabrication of research data and/or statistical analyses, forging signatures on various forms or documents, or altering or adding answers on academic exercises or exams after work has been graded.
- Computer dishonesty, including; tampering with or making unauthorized changes to another person's or the university's computer accounts, unauthorized activity involving another individual's personal computer system or any system belonging to the university, and other unauthorized use or violations involving computer use.
- Noncompliance: failure to follow through with sanction(s) imposed as a result of academic violation.

The university reserves the right to discipline any student for any action that an ordinary, reasonable, intelligent college student knows or should know might lead to the issuance of discipline. This means the university maintains the right to issue discipline for reasonable cause.

The above is taken directly from the IUP Academic Integrity Policy and Procedures, 2002.

QBUS 215 On-Line: Business Statistics (3 credits) – Spring 2005

Instructor: Dr. Liz Pierce
Office: 207-H Eberly
Phone: 357-5773
Email: empierce@iup.edu
Office Hours: M-W-F from 1 to 2 pm and Tues from 9:30 to 11:30 am

Required Textbook: Introduction to Business Statistics (Fifth Edition) by Ronald M. Weiers. Copyright 2005 by Brooks/Cole, a division of Thomson Learning, Inc

Additional Materials: CD-ROM to Accompany Introduction to Business Statistics (Should be packaged with Text book).

Prerequisite Policy: Beginning Summer 2000, there will be an absolute enforcement of every prerequisite requirement for the coursework offered by the ECOBIT. The prerequisites for QBUS 215 are Math 214 and Math 115.

Withdrawal Policy: The university individual course withdrawal deadline date of Wednesday, March 23, 2005, will be enforced. You may complete this withdrawal through the computer registration system. A request for a deadline waiver must be sought through the Assistant Dean for Academic Services in Eberly Room 208. Requests will only be granted: 1) "contingent upon documentation of catastrophic circumstances" as stated in the IUP undergraduate Catalog; and/or 2) through written feedback from the instructor noting advisement to the student to postpone withdrawing pending an additional test or assignment.

Course Description: This course expands upon the quantitative concepts developed in MATH 214 and MATH 115 to orient the student toward managerial decision-making using statistical and management science techniques. Topics covered include anova, regression analysis, forecasting, decision theory, and linear programming.

Course Methodology: This is an on-line course. Office hours are available for any discussion related to the course and appointments may be made if the scheduled office hours are inconvenient.

Exam Policy: The exams will consist of short answer and problems and will test your knowledge of the material covered in the book and lectures. If you miss a scheduled exam, you will only be permitted to make up the exam provided you have a valid excuse. It is your responsibility to talk to me within 48 hours about making up the exam. Failure to make up an exam will result in a 0 score for th at exam.

Course Grade Determination: Your overall course grade will be the total of the following components:

- 5 Equally Weighted Exams: (Points Earned/Total Points) worth 90% of grade.
- Homework/Quizzes will be assigned and graded in-class as practice for the exams. Computer exercises will be assigned to help you gain practical experience with the material. Worth 10% of grade.

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1. Be sure your computer meets minimum technical specifications.
2. Order textbooks: Books for the online courses are available at the IUP Co-op Store. It is recommended that you call the store 2 or 3 weeks prior to the beginning of the course in order to receive your books by mail before classes begin. Call the IUP Co-Op Store at 800-537-7916.
3. Set up your IUP e-mail account.
4. Obtain software, etc. listed in the description of your course.
5. Update your mailing address.

Student Responsibility of an E-mail Account: When you receive notification that your application and registration have been approved, you will receive information pertaining to your e-mail account. IUP uses e-mail as a standard form of communication with its students. You will receive an introductory letter from your instructor, which will be sent to your IUP E-mail address, several weeks before the first day of

class. **Check your IUP e-mail account regularly!**

Please use this account to communicate with your professor and to receive official communication from IUP. Should you wish to forward messages from your IUP account to another account click on www.iup.edu/ats/sts/ or e-mail the Student Technology Services for directions.

Basic Abilities: Some basic abilities applied here are: ability to use a mouse (double-click, block, drag, and drop), using a web browser such as Internet Explorer, the use of e-mail, navigation of the Internet, and the ability to download and install plug-ins and required software.

Hardware and Software Requirements: Because WebCT is based on the Internet, you will need to have access to a computer and the hardware and software resources needed to access the Internet. Suggestions for each are listed below:

- The computer must be robust enough to run one of the recent web browsers and download files in a reasonable amount of time. For personal computers, we recommend at least a 486 personal computer (or its equivalent Apple or Unix machine) with at least eight Mbytes of RAM.
- You will need to be able to reach the World Wide Web, either through a network at your place of business or through a modem connection from home. The modem should be at least 28.8 bps. If you can, use an Internet Service Provider (ISP) that has a local access number so that you can avoid long distance charges.
- The browser that you use is important. WebCT requires a browser that is both Java and Javascript enabled. This option needs to be set in your browser. For best results in WebCT, use Netscape 3.0, 4.0 or Internet Explorer 4.0. Early versions of Internet Explorer and Netscape have problems with JAVA. If you would like a browser tune-up to ensure your browser settings are optimized for running a WebCT course visit WebCT Browser Tune-up.
- Account with an Internet Service Provider (ISP) for Internet access
- Active e-mail account

Course Competencies: Develop WebCT competencies. In order to successfully complete a distance education course you should develop competency in WebCT using functions like e-mail, discussion, and quiz. Learn more about course competencies...

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Is Distance Learning Right for You? A distance education learner is an individual who:

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- chooses an alternative route to take course work

Benefits of Distance Education:

- offers flexible educational experiences for nontraditional students
- enables individuals to enrich themselves, improve a particular skill for current or future employment
- allows students to try a college course to see if you want to pursue a degree

- permits students to take college course work to transfer to another institution

Successful Learning: Success in distance education courses depends on self-discipline and the ability to learn without face-to-face interaction. IUP's distance education courses maintain the same rigor and high standards as its classroom courses. Academic progress is established and maintained through regular course participation. **Time management is crucial. You must spend at least 8 hours per week, every week, reading the course materials, studying the statistical concepts, and practicing the exercises to fully assimilate the contents of this course.** Online students need to be prepared to interact with faculty members and course-mates in writing. Strong reading and writing skills in the English language are critical. The course is organized around the main screen from which you may reach individual modules; or you may proceed directly to bulletin board, help, chat room, professor, and/or references. Each module screen has two frames. The menu frame on the left allows you to reach any portion of the notes directly. The right frame shows you the contents of the notes. The notes have embedded activities from which you can directly post your answers to e-mail or the bulletin board.

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Before planning a schedule, keep a diary of everything you do in a typical week. At the end of the week, analyze how time was spent and how it could have been spent more efficiently. Here are a few tips:

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4. Make your schedule to fit your needs, preferences, and learning style.

In addition ...

Allot enough time for studying. Studying should be your first priority. Because each student has different studying needs, you may need to adjust your study times, and your study needs may not match those of your classmates. Remember to give yourself extra time for studying during midterms and final exams.

Prepare for each subject individually. Enough time should be allotted for you to prepare adequately for each subject you take. This includes reading, reviewing, taking notes from the text, and re-reading class notes. A good rule of thumb is that each course on average should take about 8 hours of your time per week: 3 hours in class, 5 hours outside of class.

Make use of the time between classes. The breaks between classes can be used to review notes or begin an assignment. The minute or two before class can be spent glancing over notes. This will help you keep information from the previous class meeting fresh in mind.

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Use a weekly review. Plan to review notes from each class from start to end once each week. You can do History on Monday, Math on Tuesday, etc. This will help you retain knowledge and decrease the amount of time needed to study for exams.

Plan ahead for long-term projects. Allow plenty of time for working on large projects and group assignments. Breaking projects down into smaller steps makes them seem more manageable.

Be flexible and give yourself a break. If you are involved in clubs, organizations, sports or other "non-academic" activities, it may help you organize your time. Your schedule will be more structured because you know what amount of time you will be committing to your outside activities.

Tips for Reading the Text

1. Preview the text

2. SQ3R: Survey, Question, Read, Recite, Review – Survey to understand author's organization by reading the preface, scanning table of contents, and reading final paragraph of chapters. Change statements to questions. Ask yourself who, what, when, where, how, and why. Ask questions on-line. Read assignments before class discussion. Identify main idea or concept in each chapter. Summarize whatever you read, then coordinate class notes with your reading. Recite main ideas to memorize details. Review notes to see points and their relationships. Check memory by reciting major sub-points under each heading. Study the examples and graphs. They help to illustrate the concepts being presented in the text.

3. Skimming & Scanning – Gain author's intent or important ideas. Locate specific information.

4. Underlining in textbooks – Do not underline more than a cue phrase. Use a marking system that shows the importance of each point.

Tips for taking exams:

1. Prepare for exams by organizing yourself, setting specific goals, reviewing, and studying alone and in groups.

2. When taking exams, be sure to remember the following. Relax. Pace yourself. Review entire exam before beginning it. Watch for qualifiers and absolutes in T/F and Multiple Choice exams (i.e. choose the best answer or choose the correct answer, always or never in answer choices). For essay questions, make sure you understand what the question is asking. Make sure your answer is complete and concise. Divide each essay question into a certain amount of time. When writing out your answer, skip lines and write only on the front of the page. For each essay question, use the first several minutes to underline key words and the last five minutes to proofread your answer.

Tips for Netiquette:

Check out the website: http://www.albion.com/netiquette/ to learn the do's and don'ts of on-line communication.

Have questions about IUP's Academic Policies? Click on this link to find your answers.

04-19

Attached is a revised copy of the QBUS 215 Distance Ed. proposal. Her modules, however, are so long that she has asked us to log onto WebCT to view them. Every member of the Committee should now be on the class list. I will also have a computer/projection unit set up in 16A for our meeting. Gail

Only the online syllabus is included here.

Gail,

I have attached to this email an updated copy of the on-line syllabus with the changes that we discussed plus an updated copy of the QBUS 215 proposal which details the contents of each module. Each module relies on the assigned textbook readings, the electronic instruction materials that come on the textbook's CD-ROM (as well as the companion web site), and a set of powerpoints.

If individuals need to see the powerpoints they can sign on to the QBUS 215 on-line course (I added UWUCC members as students to the class). Each powerpoint is around 40 slides so if UWUCC members really want hardcopies I prefer to send them electronic copies so that each member can print their own. If members want to see the contents of the textbook, CD-ROM instructional materials, and companion website) the Bookstore should have copies of these materials in stock (we use the same textbook in Math 214 and QBUS 215).

UWUCC members should keep in mind that this course is still a work in progress. I do need to complete the assignments as well as put together an on-line lesson plan so that students know exactly what they should be studying and practicing each week from each of the instructional modules.

Many thanks for your help,

Liz Pierce

QBUS 215 On-Line Proposal

Currently about five to six sections of QBUS 215: Business Statistics are offered each semester using the traditional classroom delivery. As part of the Eberly College of Business and Information Technology's commitment to providing an distance education option to its students, all courses in the business core are scheduled to have at least one on-line section. At this time, all courses except for QBUS 215 are now available via the web. This proposal describes how QBUS 215: Business Statistics may be offered on-line starting in Spring 2005.

Who will develop the on-line section of QBUS 215?

At the present time, Elizabeth Pierce is working on a WebCT version of QBUS 215 using course materials provided by Thomson Learning, Inc. to accompany the textbook "Introduction to Business Statistics – Fifth Edition" by Ronald M. Weiers. These course materials include a required textbook, a student CD-ROM, companion web site, and instructor resources. Additional course materials and website input are also being provided by Mohamed Albohali. Janet May, the MIS & DS department secretary, has kindly offered to help with any typing (such as test bank questions) to help ensure that the QBUS 215 on-line section is ready by Spring 2005.

Once the initial offering of QBUS 215 on-line is underway, subsequent development will be undertaken by Elizabeth Pierce and Mohammed Albohali since each semester the on-line course is offered, it must be updated and enhanced.

Who will teach the on-line section of QBUS 215?

Once the on-line course materials are developed, any qualified QBUS 215 instructor in the MIS & DS department should be allowed to teach this course (or to use the on-line materials as a supplement to a traditional classroom delivery). Backup copies of the WebCT QBUS 215 course can be made available so that other instructors can load a copy of the on-line course into their own WebCT accounts. Once loaded, instructors can then customize the WebCT QBUS 215 materials for their own instructional use.

How will the on-line section of QBUS 215 be organized?

Here is a tentative design of the QBUS 215 on-line course.

1. Students wishing to take QBUS 215 on-line will register for this course and be given access instructions.

2. The Home Page for the QBUS 215 on-line section will have the following features:

    a. An on-line syllabus so that students can know what to expect from the course.
    b. An on-line course calendar so students will know important due dates throughout the semester.

c. A set of on-line lessons for each unit of the course. Each on-line lesson will feature the following items.
    i. Assigned student readings from the Weiers' textbook.
    ii. Study Aids which will include a set of PowerPoint lecture notes, chapter study guide (provided on each student CD-ROM), companion web site tutorial aids, and appropriate video clips and applets (available on each student CD-ROM).
    iii. A set of practice exercises.
    iv. A set of solutions to the practice exercises.
    v. A set of self-evaluation activities such as the on-line tutorial quiz available for each chapter from the Weiers' companion web site.
d. An on-line list of weekly assignments so that students can better manage their study time throughout the semester. Besides working the on-line lessons, students will be expected to complete small statistical projects using the computer (Excel) and to submit these projects to the Project Directory Service for grading.
e. A set of on-line quizzes that will be graded for each unit. These quizzes will help students to gauge their readiness for exams.
f. Students will have access to course email.
g. Students will have access to a QBUS 215 bulletin board for threaded discussions.
h. Students will have access to the companion web site from the QBUS 215 homepage.
i. Students will have access to a QBUS 215 chat room.
j. Students will be able to check their grades on-line to monitor their performance in the course.

3. About 10% of the course grade will be based on the on-line submitted assignments, quizzes, and on-line participation. The remaining 90% of the course grade will be based on the student's performance on exams. To ensure academic integrity, students will be required to take their exams off-line. Work is underway to reserve a classroom so that students have a location for the scheduled exams.

4. To help students assimilate the course material, it is suggested that the instructor host periodic help sessions. These sessions can be held either on-line or in a reserved classroom. For the first-time offering of QBUS 215 on-line, Elizabeth Pierce is hoping to hold these one hour help sessions in a regular classroom on a weekly basis to help get student feedback and to find out what can be done to further improve the on-line instructional materials.

5. Students will be encouraged to check out the distance ed homepage at www.iup.edu/distance/ to ascertain whether distance learning is the right choice for them.

6. Samples of WebCT screen print-outs for the proposed QBUS 215 on-line section are attached to this proposal. Interested faculty members are encouraged to check out the QBUS 215 website that is currently under construction.

QBUS 215 On-Line: Business Statistics (3 credits) – Spring 2005

Instructor: Dr. Liz Pierce
Office: 207-H Eberly
Phone: 357-5773
Email: empierce@iup.edu
Office Hours: M-W-F from 1 to 2 pm and Tues from 9:30 to 11:30 am

Required Textbook: Introduction to Business Statistics (Fifth Edition) by Ronald M. Weiers. Copyright 2005 by Brooks/Cole, a division of Thomson Learning, Inc

Additional Materials: CD-ROM to Accompany Introduction to Business Statistics (Should be packaged with Text book).

Prerequisite Policy: Beginning Summer 2000, there will be an absolute enforcement of every prerequisite requirement for the coursework offered by the ECOBIT. The prerequisites for QBUS 215 are Math 214 and Math 115.

Withdrawal Policy: The university individual course withdrawal deadline date of Wednesday, March 23, 2005, will be enforced. You may complete this withdrawal through the computer registration system. A request for a deadline waiver must be sought through the Assistant Dean for Academic Services in Eberly Room 208. Requests will only be granted: 1) "contingent upon documentation of catastrophic circumstances" as stated in the IUP undergraduate Catalog; and/or 2) through written feedback from the instructor noting advisement to the student to postpone withdrawing pending an additional test or assignment.

Course Description: This course expands upon the probabilistic concepts developed in MATH 214 to orient the student toward managerial decision-making using quantitative methodologies. Topics covered include classical regression analysis, forecasting, Bayesian decision theory, linear programming, and simulation.

Course Methodology: This is an on-line course. Office hours are available for any discussion related to the course and appointments may be made if the scheduled office hours are inconvenient.

Exam Policy: The exams will consist of short answer and problems and will test your knowledge of the material covered in the book and lectures. Exams will be scheduled to be given at a given time/location on campus. If you are unable to make a schedule exam, you can request an alternate time to take the exam in the MIS & DS Office. If you are unable to make it to campus, arrangements can be made for the exam to be sent to you. Failure to take an exam or cheating on an exam will result in a 0 score for that exam.

Course Grade Determination: Your overall course grade will be the total of the following components:

- 5 Equally Weighted Exams: (Points Earned/Total Points) worth 90% of grade.
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- The browser that you use is important. WebCT requires a browser that is both Java and Javascript enabled. This option needs to be set in your browser. For best results in WebCT, use Netscape 3.0, 4.0 or Internet Explorer 4.0. Early versions of Internet Explorer and Netscape have problems with JAVA. If you would like a browser tune-up to ensure your browser settings are optimized for running a WebCT course visit WebCT Browser Tune-up.
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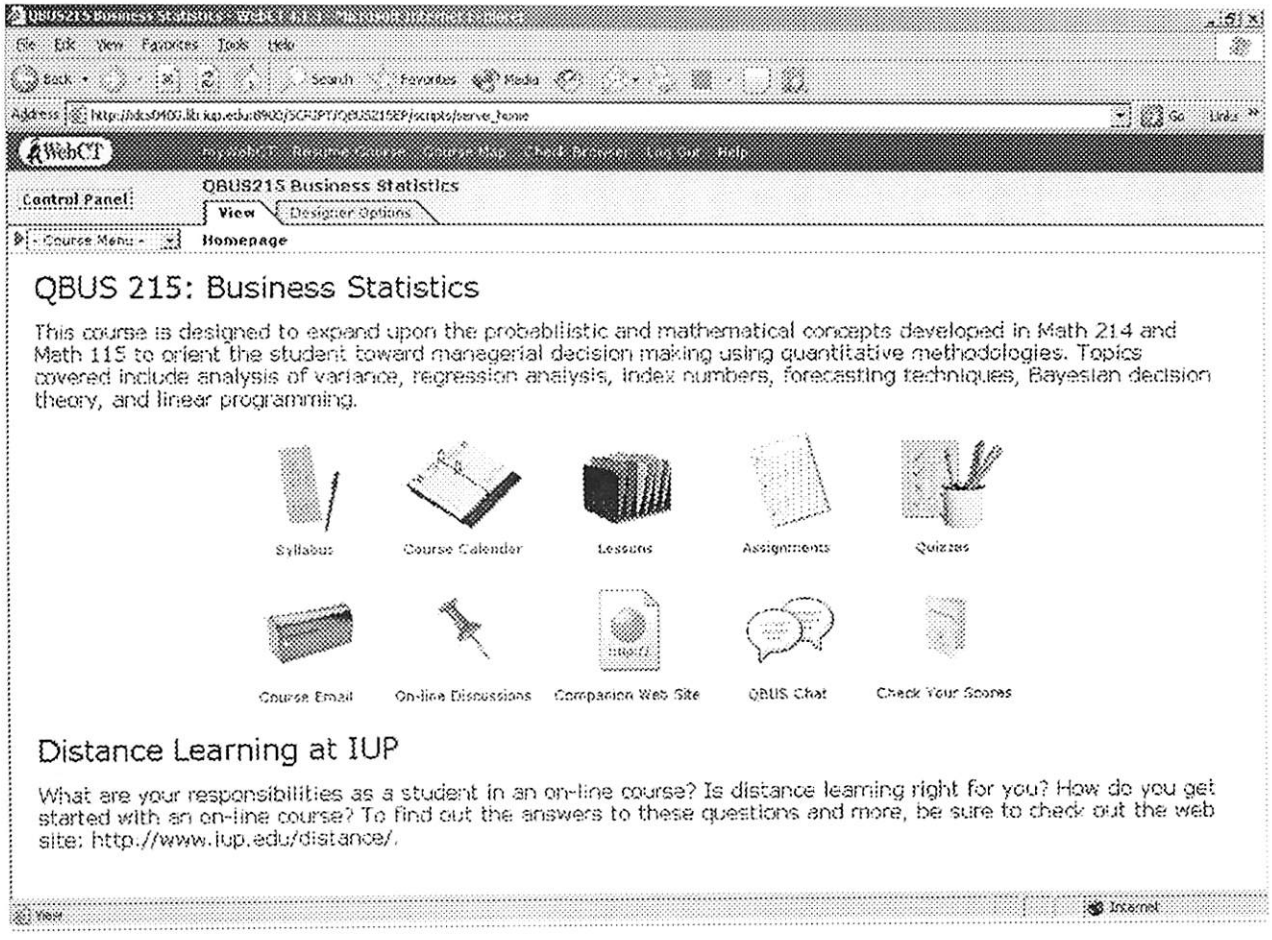
Have questions about IUP's Academic Policies? Click on this link to find your answers.

How will the syllabus for the on-line section of QBUS 215 differ from the syllabus for the regular QBUS 215?

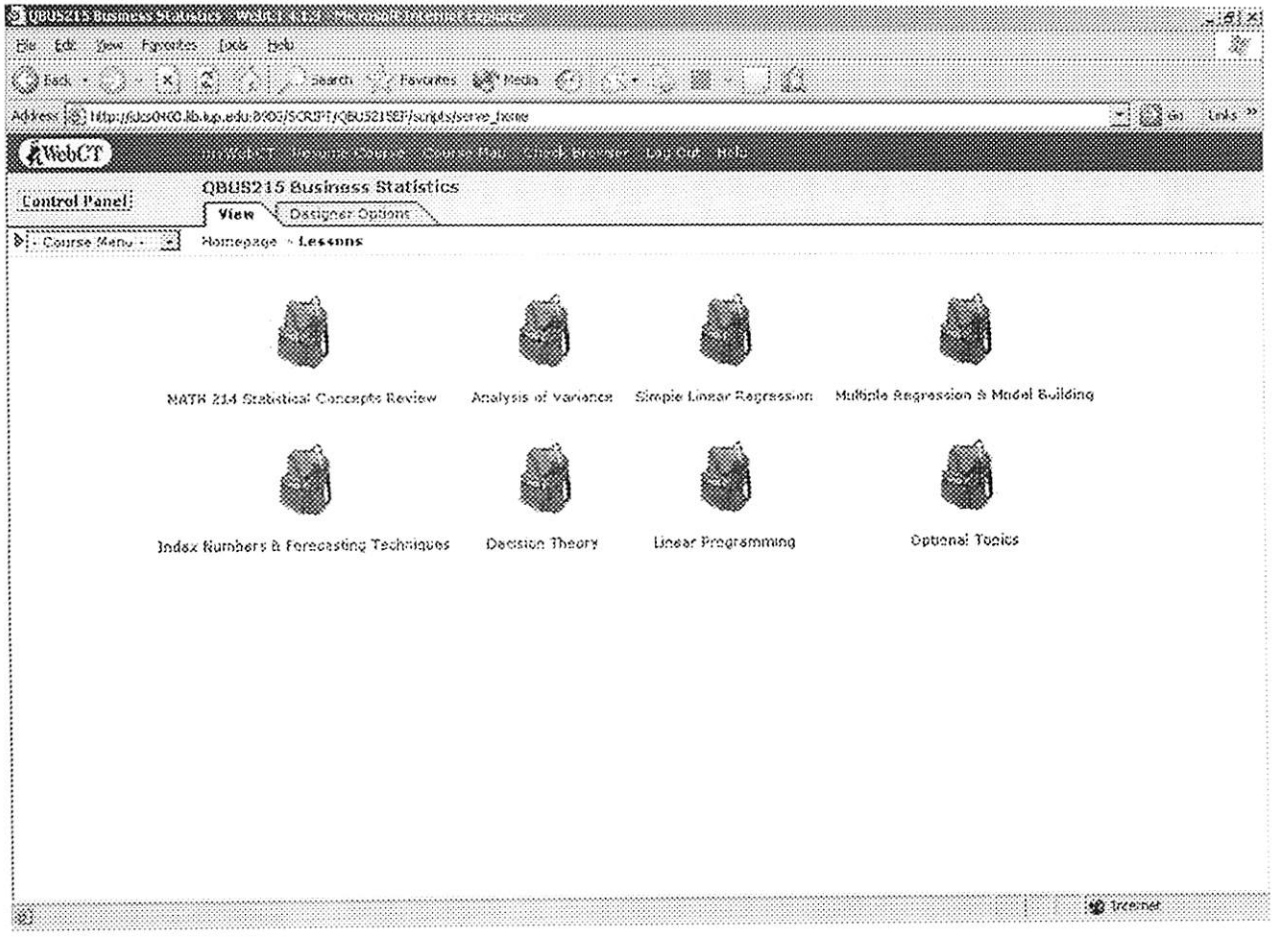
Copies of the on-line syllabus and a regular syllabus from the prior semester are attached to this proposal so that the two versions can be compared. Note that for Spring 2004 a new textbook was adopted for all sections of QBUS 215 to coincide with the textbook assigned for Math 214.

Sample Homepage:

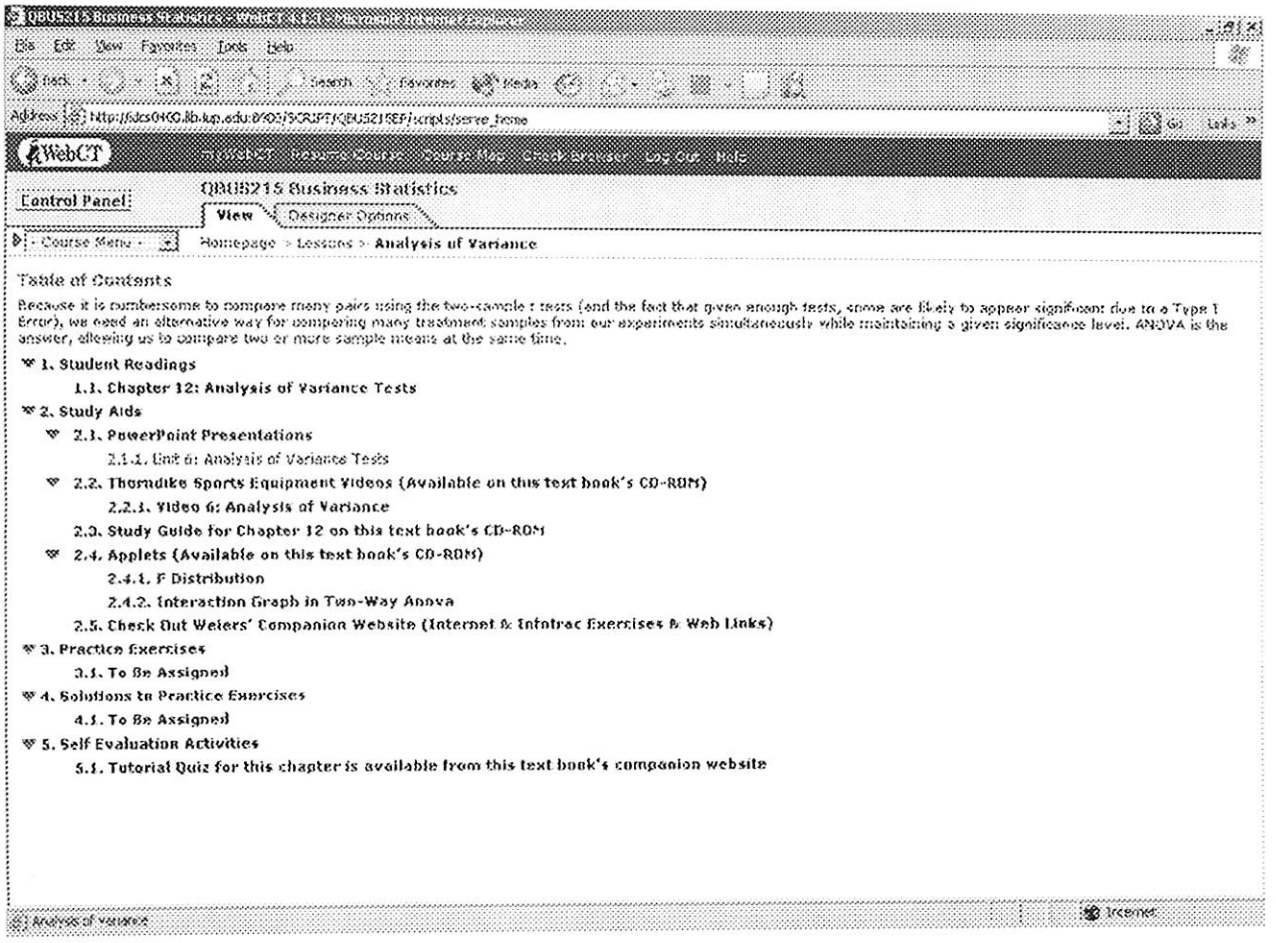


Sample Lessons:

Note: Required topics to be covered include a review of Math 214 concepts and terminology, Analysis of Variance, Simple Linear Regression, Multiple Regression & Model Building, Index Numbers & Forecasting Techniques, Decision Theory, and Linear Programming. Simulation is covered as part of the unit on Index Numbers & Forecasting Techniques. The Optional Topics section will include study materials for Chi Square Applications, Non-Parametric Statistics, Total Quality Management, Ethics in Statistical Analysis and Reporting, and an Excel Tutorial. The Optional Topics are not part of the regular QBUS 215 course, but are included as part of the assigned text book so these materials are included for the interested student who wishes to go beyond the standard course material.



Sample Instructional Materials for One-Way Analysis of Variance Unit:



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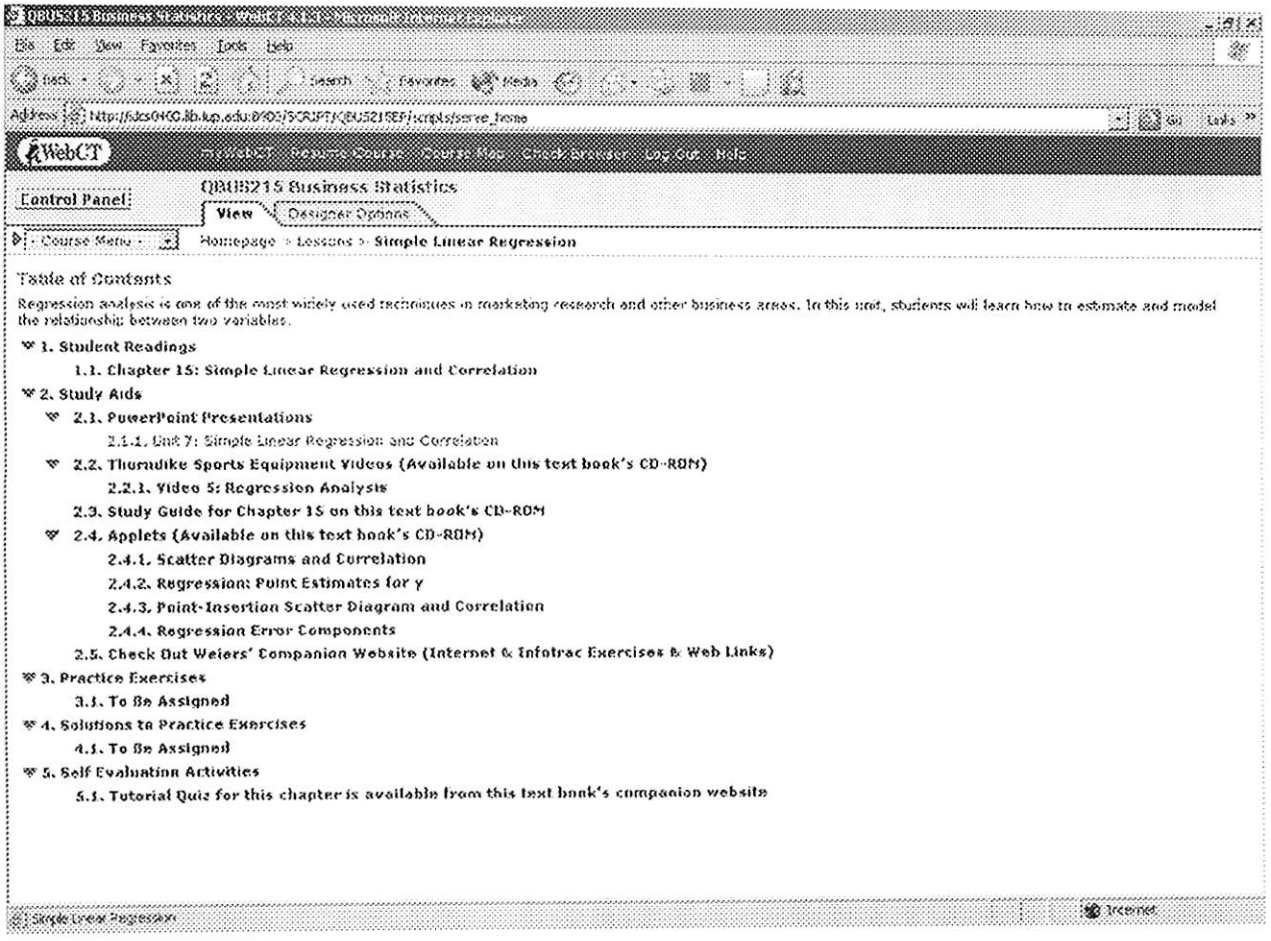
Because it is cumbersome to compare many pairs using the two-sample t tests (and the fact that given enough tests, some are likely to appear significant due to a Type I Error), we need an alternative way for comparing many treatment samples from our experiments simultaneously while maintaining a given significance level. ANOVA is the answer, allowing us to compare two or more sample means at the same time.

- 1. Student Readings
  - 1.1. Chapter 12: Analysis of Variance Tests
- 2. Study Aids
  - 2.1. PowerPoint Presentations
    - 2.1.1. Unit 6: Analysis of Variance Tests
  - 2.2. Thorndike Sports Equipment Videos (Available on this text book's CD-ROM)
    - 2.2.1. Video 6: Analysis of Variance
  - 2.3. Study Guide for Chapter 12 on this text book's CD-ROM
  - 2.4. Applets (Available on this text book's CD-ROM)
    - 2.4.1. F Distribution
    - 2.4.2. Interaction Graph in Two-Way Anova
  - 2.5. Check Out Weiers' Companion Website (Internet & Infotrac Exercises & Web Links)
- 3. Practice Exercises
  - 3.1. To Be Assigned
- 4. Solutions to Practice Exercises
  - 4.1. To Be Assigned
- 5. Self Evaluation Activities
  - 5.1. Tutorial Quiz for this chapter is available from this text book's companion website

Sample Instructional Materials for Simple Linear Regression Unit:



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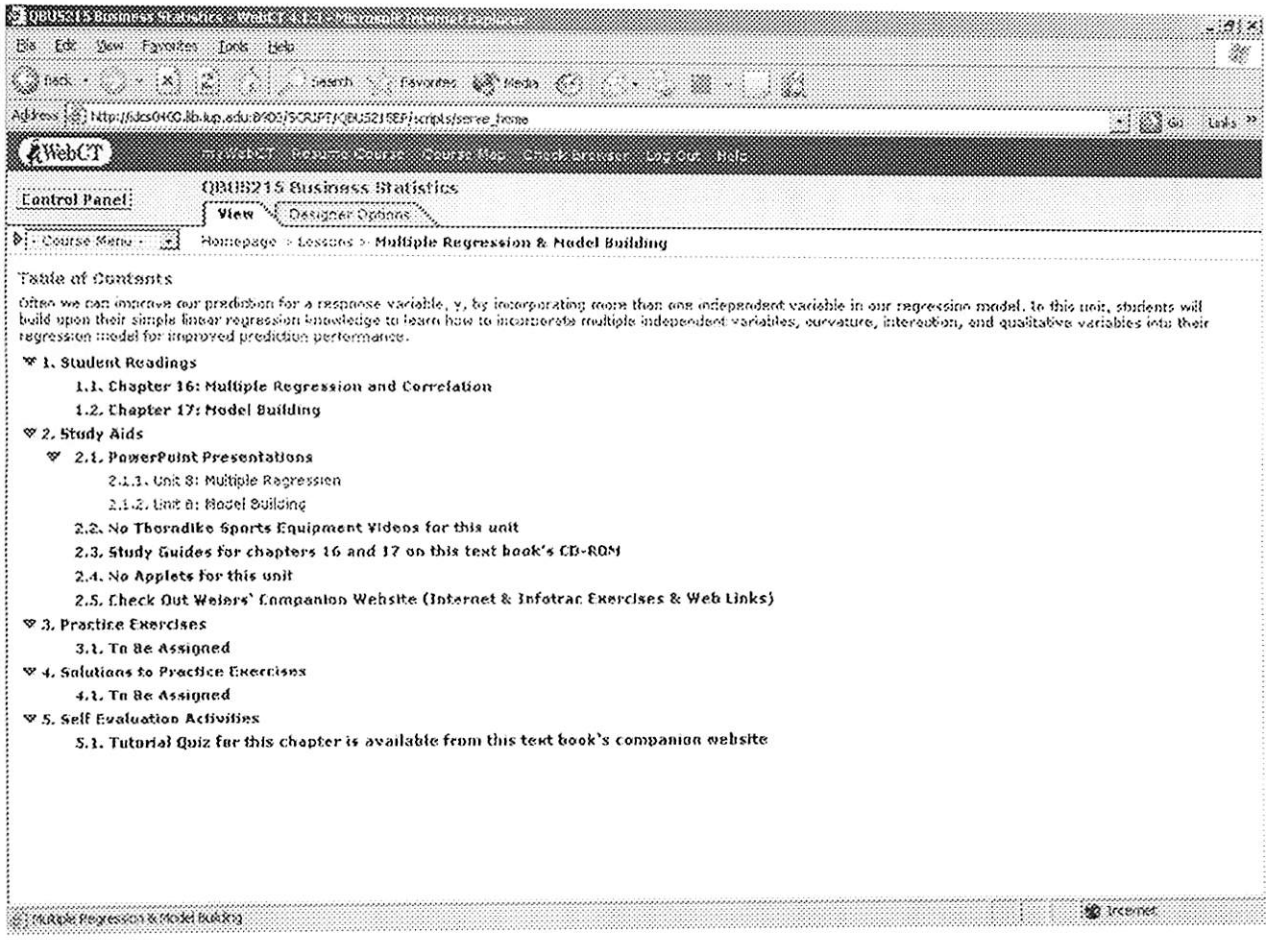
Regression analysis is one of the most widely used techniques in marketing research and other business areas. In this unit, students will learn how to estimate and model the relationship between two variables.

- 1. Student Readings
  - 1.1. Chapter 15: Simple Linear Regression and Correlation
- 2. Study Aids
  - 2.1. PowerPoint Presentations
    - 2.1.1. Unit 7: Simple Linear Regression and Correlation
  - 2.2. Thorndike Sports Equipment Videos (Available on this text book's CD-ROM)
    - 2.2.1. Video 5: Regression Analysis
  - 2.3. Study Guide for Chapter 15 on this text book's CD-ROM
  - 2.4. Applets (Available on this text book's CD-ROM)
    - 2.4.1. Scatter Diagrams and Correlation
    - 2.4.2. Regression: Point Estimates for y
    - 2.4.3. Point-Insertion Scatter Diagram and Correlation
    - 2.4.4. Regression Error Components
  - 2.5. Check Out Weiers' Companion Website (Internet & Infotrac Exercises & Web Links)
- 3. Practice Exercises
  - 3.1. To Be Assigned
- 4. Solutions to Practice Exercises
  - 4.1. To Be Assigned
- 5. Self Evaluation Activities
  - 5.1. Tutorial Quiz for this chapter is available from this text book's companion website

Sample Instructional Materials for Multiple Regression & Model Building Unit:



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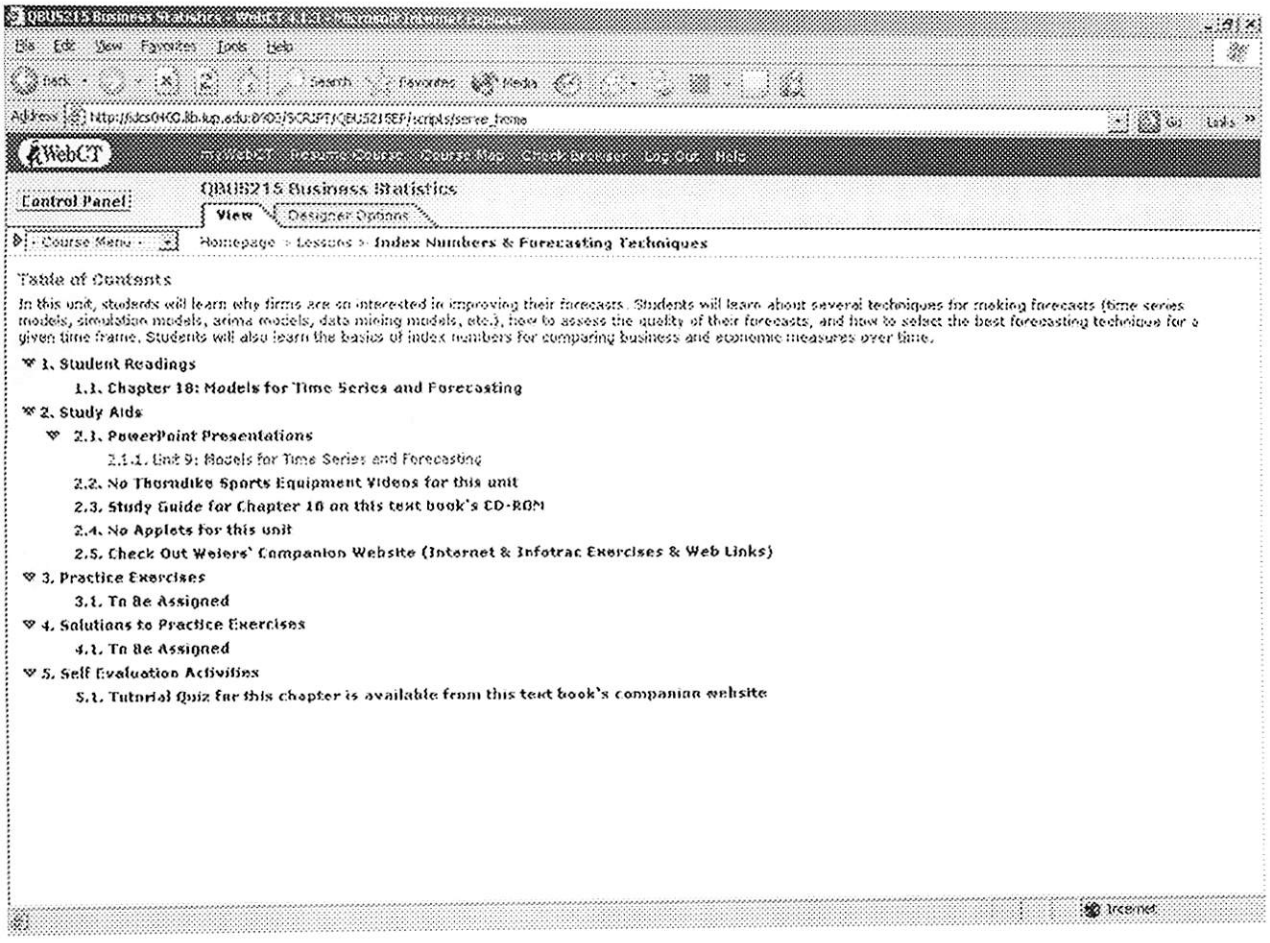
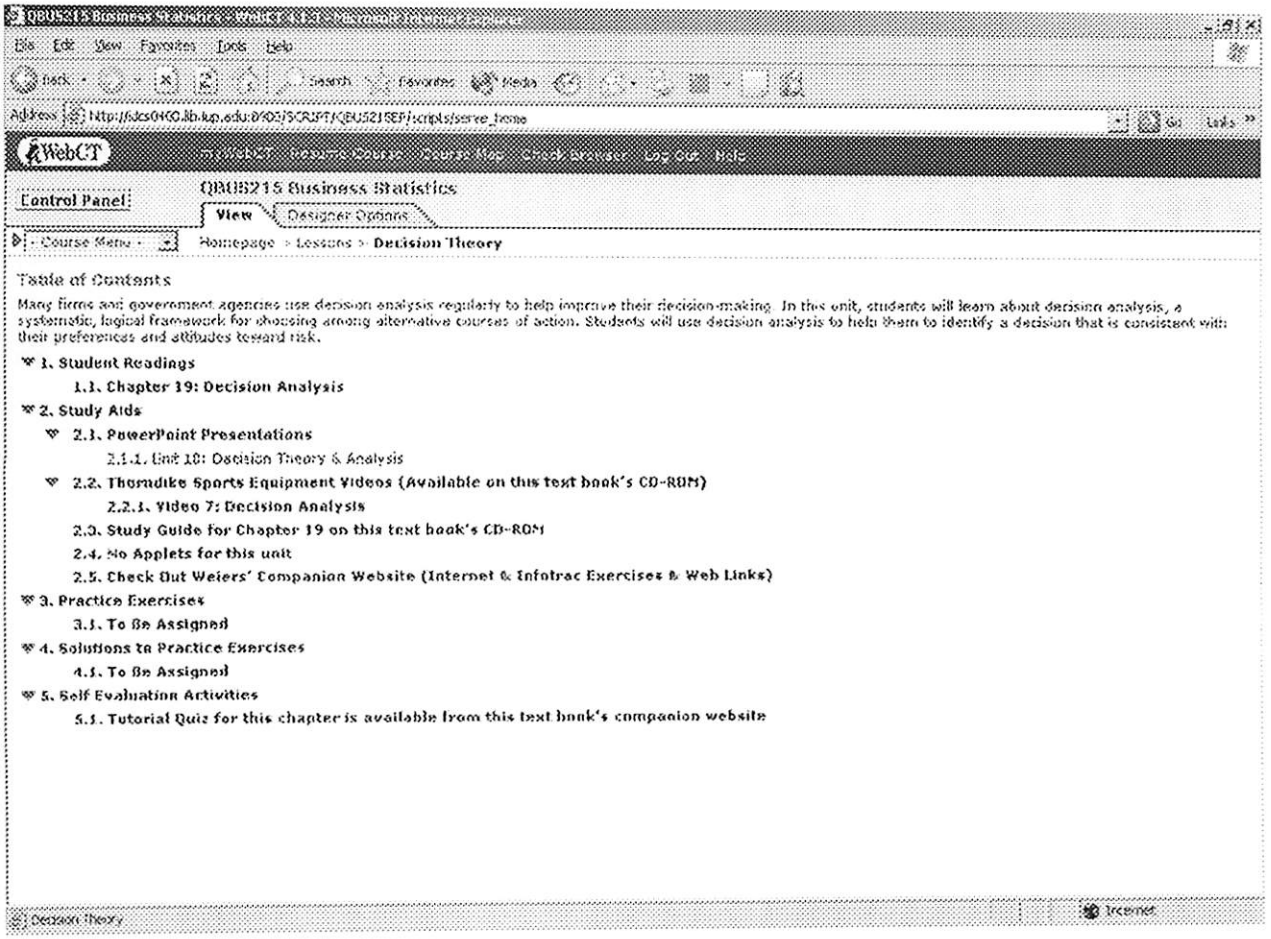
Often we can improve our prediction for a response variable, y, by incorporating more than one independent variable in our regression model. In this unit, students will build upon their simple linear regression knowledge to learn how to incorporate multiple independent variables, curvature, interaction, and qualitative variables into their regression model for improved prediction performance.

- **1. Student Readings**
  - **1.1. Chapter 16: Multiple Regression and Correlation**
  - **1.2. Chapter 17: Model Building**
- **2. Study Aids**
  - **2.1. PowerPoint Presentations**
    - 2.1.1. Unit 8: Multiple Regression
    - 2.1.2. Unit 8: Model Building
  - **2.2. No Thorndike Sports Equipment Videos for this unit**
  - **2.3. Study Guides for chapters 16 and 17 on this text book's CD-ROM**
  - **2.4. No Applets for this unit**
  - **2.5. Check Out Weiers' Companion Website (Internet & Infotrac Exercises & Web Links)**
- **3. Practice Exercises**
  - **3.1. To Be Assigned**
- **4. Solutions to Practice Exercises**
  - **4.1. To Be Assigned**
- **5. Self Evaluation Activities**
  - **5.1. Tutorial Quiz for this chapter is available from this text book's companion website**

Sample Instructional Materials for Forecasting & Time Series Unit:



Sample Instructional Materials for Decision Analysis Unit:



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Many firms and government agencies use decision analysis regularly to help improve their decision-making. In this unit, students will learn about decision analysis, a systematic, logical framework for choosing among alternative courses of action. Students will use decision analysis to help them to identify a decision that is consistent with their preferences and attitudes toward risk.

- 1. Student Readings
  - 1.1. Chapter 19: Decision Analysis
- 2. Study Aids
  - 2.1. PowerPoint Presentations
    - 2.1.1. Unit 10: Decision Theory & Analysis
  - 2.2. Thorndike Sports Equipment Videos (Available on this text book's CD-ROM)
    - 2.2.1. Video 7: Decision Analysis
  - 2.3. Study Guide for Chapter 19 on this text book's CD-ROM
  - 2.4. No Applets for this unit
  - 2.5. Check Out Weiers' Companion Website (Internet & Infotrac Exercises & Web Links)
- 3. Practice Exercises
  - 3.1. To Be Assigned
- 4. Solutions to Practice Exercises
  - 4.1. To Be Assigned
- 5. Self Evaluation Activities
  - 5.1. Tutorial Quiz for this chapter is available from this text book's companion website

04-19

Attached is a revised copy of the QBUS 215 Distance Ed. proposal. Her modules, however, are so long that she has asked us to log onto WebCT to view them. Every member of the Committee should now be on the class list. I will also have a computer/projection unit set up in 16A for our meeting. Gail

Only the online syllabus is included here.

Gail,

I have attached to this email an updated copy of the on-line syllabus with the changes that we discussed plus an updated copy of the QBUS 215 proposal which details the contents of each module. Each module relies on the assigned textbook readings, the electronic instruction materials that come on the textbook's CD-ROM (as well as the companion web site), and a set of powerpoints.

If individuals need to see the powerpoints they can sign on to the QBUS 215 on-line course (I added UWUCC members as students to the class). Each powerpoint is around 40 slides so if UWUCC members really want hardcopies I prefer to send them electronic copies so that each member can print their own. If members want to see the contents of the textbook, CD-ROM instructional materials, and companion website) the Bookstore should have copies of these materials in stock (we use the same textbook in Math 214 and QBUS 215).

UWUCC members should keep in mind that this course is still a work in progress. I do need to complete the assignments as well as put together an on-line lesson plan so that students know exactly what they should be studying and practicing each week from each of the instructional modules.

Many thanks for your help,

Liz Pierce