CLEMSON ONLINE

**Department/College**: Eugene T. Moore School of Education

**Semester:** Fall 2016

**Class Location:** Online Only

**Course start date:** August 17, 2016

**Course end date:** December 2, 2016

**Instructor**: Dr. Cynthia Sims, Assistant Professor

**University Email:** cmsims@clemson.edu

**Office Hours/Virtual Office Hours:** By appointment, please set a time via email.

**Office Location:** 303 Old Main

The following materials are required for successful participation in the course:

**Required Text:**
Each student is responsible for obtaining the following text:

- Rummler, G. A., & Brache, A. P., 2013, *Improving Performance, How to Manage the White Space on the Organization Chart, 3rd Edition,* **ISBN-13:** 978-1118143704
- Van Tiem, D., M., Moseley, J. L., & Dessinger, J. C., 2012, *Fundamentals of Performance Improvement: A Guide to Improving People, Process, and Performance, 3rd Edition,* **ISBN-13:** 9781118025246
- Kallet, Michael, 2014, *Think Smarter: Critical Thinking to Improve Problem-Solving and Decision-Making Skills*, John Wiley @ Sons, ISBN: 9781118729830 (Note: the Kallet book is available from Clemon.skillport.com at no cost)
- Beal, B. D., MacMillan, K., Woodwardk, M., & Schnarr, K. 2016. The Case Project Guide: How to write a great business case as a class project. Ivey Business School Publishing, Western University, CA

**Associated Readings:**
Each student is responsible for obtaining copies of the following readings from the online course management system, library database, or website address as provided.

- Standards of performance consulting and ethics http://www.ispi.org/content.aspx?id=1658&terms=ethics
- Taylor, B. M., (2013). Sustainability and Performance Measurement: Corporate Real Estate Perspectives, *Performance Improvement*, 52, 6, 36-45
- Phillips, J., & Phillips, P. (2013). Measuring the return on investment on green projects and sustainability efforts. *Performance Improvement,* 52, 4, 38-52
- Rosenszweig, J., &Van Tiem, D. M. (2007). An appreciative view of human performance technology. *Performance Improvement*, 46., 5, 36-43
- Conkright, T. A., (2011). Improving Performance and Organization Value through a virtual appreciative inquiry summit. *Performance Improvement*, 50, 6, 31-37
- Solomonson, W. L., (2013). Performance consulting with Rummler's anatomy of performance: A case study, *Performance Improvement*, 52, 3, 19-27
- Bloem, M., & Vermei, A. (2009). Rummler's swim lanes in a Dutch swimming pool. *Performance Improvement*, 48, 10, 41-46
- Elliot, C., & Turnbull, S. *Critical Thinking in Human Resource Development*, 2005, Routledge, New York, NY.
- Rousseau, D.M. and Barends, E.G.R. (2011) 'Becoming an evidence-based HR practitioner'. *Human Resource Management Journal* 21: 3, 221–235.
- *Ackaradejruangsri, P., (2015) Brand-New Car vs. Secondhand Car: The never-ending dilemma. Journal of the International Academy for Case Studies, Volume 21, Number 5, p1-4*
- Leaptrott, J .J., McDonald, J.M., & Wilson, J. W.. (2012). ZERO TOLERANCE OR ZERO RATIONALITY, *Journal of the International Academy for Case Studies*, Volume 18, Number 5, 99-103
- Olsen, P. E., (2015). See Spot Run? The Dogs in the Workplace Debate. *Journal of Case Studies,* Vol 33, No 2, Pl 115-122, ISSN 2162-3171
- Master list of Logical Fallacies**,**
  **http://utminers.utep.edu/omwilliamson/ENGL1311/fallacies.htm**
  **https://prezi.com/-vyrwqv-l4as/copy-of-logical-fallacies/?utm_campaign=share&utm_medium=copy**

**Course Prerequisites:**
Students enrolled in this course must satisfy the graduate program entrance requirements outlined by the Clemson University Graduate School along with 3acceptance into the MHRD program.

**Technology, equipment, and skills required:**

- Visio software recommended or Lucidchart (free to those with edu. email addresses). https://www.lucidchart.com/
- Computer and high speed internet access. Video camera which compresses stream
- Computer camera which compresses video
- Computer speakers or headphones. This course includes audio components.
- Adobe Connect.

- CANVAS, course management system. Ancillary information (texts, videos, audio, slides) is provided in the online course site and through Internet links.
- Cloud-based storage, such as Google Drive or Dropbox.com.

**Minimum Technical Skill Requirements**
Students are expected to have a minimum working knowledge of computers and a word processing program to be successful in an online class. You must be comfortable with your computer system and willing to deal with any problems that may arise. Lack of technical knowledge can greatly interfere with your learning a new subject. If you do not have these skills, consider taking a short computer course prior to enrolling in an online course.

- Get your password and login to your class before the semester begins (if available)
- Attach files to email messages
- Compose written documents in a Word processor such as Microsoft Word http://www.clemson.edu/ccit/software_applications/software/licenses/microsoft_office.html
- Word processing tasks (type, cut, paste, copy, name, save, rename, etc.)
- Download information from the Internet
- Use of a Web browser
- Completing online forms
- Backup your files
- Install and maintain anti-virus and other software

Students are expected to be comfortable accessing the online course site and downloading files such as Microsoft Office documents, YouTube videos, and PDFs. In addition, students should be able to use Microsoft Office to compose written documents, spreadsheets, and PowerPoint presentations.

For technical assistance with the online course site, students should contact ithelp@clemson.edu or visit CCIT's website: (http://www.clemson.edu/ccit/help_support/).

**Course Description**
This is a foundational course in the MHRD program. It provides an introduction to critical thinking and the field of Performance Improvement and establishes the foundation for all subsequent courses in the program. This course:

- Establishes a theoretical and practical foundation in organizational performance improvement including the standards of HPT.
- Describes and develop the competencies associated with the role of performance consultant.

- Using case studies, provides examples of performance improvement initiatives where students can apply what they learn to make recommendations on how to address performance improvement initiatives.
- Provides learners with the opportunity to partner and address in teams relevant/ real performance improvement initiatives within organizations.

During the course you will:

- Establish a theoretical and practical foundation in organizational performance improvement including the standards of HPT.
- Describe and develop the competencies associated with the role of performance consultant.
- Using case studies, provide examples of performance improvement initiatives where students can apply what they learn to make recommendations on how to address performance improvement initiatives.
- Provide learners with the opportunity to partner and address in teams relevant/ real performance improvement initiatives within organizations.

Instructional interaction in this flexible course includes use of web discussion boards, online surveys, and weekly lectures. You will be assessed on your ability to develop and deliver presentations, write project proposals, critique research, summarize literature to determine best practices, and develop a performance improvement initiative.

**Student Learning Outcomes**

- Recognize the elements associated with critical thinking and apply critical thinking skills to address human resource development and performance improvement.
- Describe the field of human performance intervention, past and present, and its relationship with talent management, human resources, and human resource development.
- Communicate effectively through written work and verbal presentations.
- Recognize and describe common human performance terminology, concepts, theories, and strategies.
- Recognize the role of human performance consultant, related competencies, and standards of conduct established by ISPI and other professional organizations.
- Prepare a review of the academic literature on a performance improvement topic.
- Implement/propose performance improvement strategies to address simple to moderate organizational and worker issues.
- Manage team dynamics to produce successful outcomes and recognize how to work effectively in virtual teams.

**Course Outline/Schedule**

Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

| Week | Date | No Class | Live Webinar |
|---|---|---|---|
| i | August 17 (Orientation) | | x |
| 1 | August 24 | x | |
| 2 | August 31 | | x |
| 3 | September 7 | x | |
| 4 | September 14 | | x |
| 5 | September 21 | x | |
| 6 | September 28 | | x |
| 7 | October 5 | x | |
| 8 | October 12 | | x |
| 9 | October 19 | x | |
| 10 | October 26 | | x |
| 11 | November 2 | x | |
| 12 | November 9 | | x |
| 13 | November 16 | x | |
| 14 | November 23 (Thanksgiving) | x | |
| 15 | November 30 | | x |

| Week | Date | Learning Activities | Assignments Due |
|---|---|---|---|
| i | 8/17 | **Webinar**<br>• Review syllabus<br>• Introduction to: 1) critical thinking, 2) Human Resources and Performance Improvement, 3) case study approach, and 4) presentations using Ignite.<br>• Rousseau, D.M. and Barends, E.G.R. (2011) 'Becoming an evidence-based HR practitioner'.<br>• Establish groups of 4 to 5<br>**Pretests**<br>Critical thinking and HPI | **Individual**: Pretests |
| 1 | 8/24 | **Readings**<br>Think Smarter, Chapters 1-14<br>**Discussion Board**<br>Small Groups of 4/5: Develop an ingredient diagram; Develop an Ignite presentation which details the elements of your thinking process. | **Individual**: Readings, Discussion Board & Journal |

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| | | Assign one person the role of Thinking Coach. Topics: a) How to ride a bike, b) What to do for lunch, c) How to play solitaire, d) How to choose your clothing for a job interview e) Which smartphone to purchase, f) How to pay for a purchase, g) How to welcome a newly hired employee. List out the elements in your thinking process<br>**Journal 1**– How did you apply critical thinking in your personal life or provide an example of how you acted as a Thinking Coach. | |
| 2 | 8/31 | **Webinar**<br>Submit "Ingredient Diagram" in the Ignite presentation format and written narrative on critical thinking.<br>**Readings**<br>Think Smarter, Chapters 15-35<br>**Journal 2 (for more information see J1)** | **Groups**: Ingredient Diagram, narrative, and presentation<br>**Individual**: Readings & Journal |
| 3 | 9/7 | **Discussion Board**<br>Post responses to questions and complete peer review from Think Smarter text<br>**Case Study and Presentation, Small Groups**<br>Apply critical thinking to the following cases and prepare an Ignite presentation for one of the following cases: One group will present their case Pro and the other Con for a) Brand New Car vs Second hand Car, b) See Spot Run, and c) Zero Tolerance or Zero Rationality<br>**Journal 3 (for more information see J1)** | **Individual**: Readings, Discussion Board & Journal |
| 4 | 9/14 | **Webinar**<br>• Small Group Presentations: Case Study Critical Thinking Pros and Cons<br>• Introduce applying critical thinking to human resources and performance improvement<br><br>**Readings**<br>I. Introduction to the field of HPT (Van Tiem, Moseley, & Dessinger)<br>A. Overview of Performance Improvement<br>B. Precursors<br>C. Definition and Scope<br>D. Key Terms and Concepts<br>E. Leading Contributors, Models, & Trends<br>F. Standards of performance consulting and ethics | **Groups**: Case studies pros and cons critical thinking analysis<br>**Individual**: Readings & Journal |

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| | | http://www.ispi.org/content.aspx?id=1658&terms=ethics<br>**Journal 4 (for more information see J1)** | |
| 5 | 9/21 | **Activity**<br>Van Tiem et al., text: Description of Human Performance Technology Processes;<br>**Discussion Question:**<br>Each person take a question and address and describe how you derived your response. Then review someone's response as a Thinking coach and provide feedback on their thought processes based upon the readings: What is the problem the author is describing, what do you know about the information presented, what do you need to know (inspection); why is this model necessary? What is the value of this model? Why is this model necessary? What might come next after this model? What facts, observations, and experiences are associated with this model?<br>**Journal 5 (for more information see J1)** | **Individual**: Discussion Board & Journal |
| 6 | 9/28 | **Webinar**<br>• Debrief Introduction to the field of HPT Discussion Board posts<br>• Applying critical thinking in the field of Human Performance: Reviewing literature in the field.<br>**Readings, Journal Articles**<br>• Taylor, B. M., (2013). Sustainability and Performance Measurement: Corporate Real Estate Perspectives, *Performance Improvement*, 52, 6, 36-45<br>• Phillips, J., & Phillips, P. (2013). Measuring the return on investment on green projects and sustainability efforts. *Performance Improvement*, 52, 4, 38-52<br>• Rosenszweig, J., &Van Tiem, D. M. (2007). An appreciative view of human performance technology. *Performance Improvement,* 46., 5, 36-43<br>• Conkright, T. A., (2011). Improving Performance and Organization Value through a virtual appreciative inquiry summit. *Performance Improvement*, 50, 6, 31-37 | **Individual**: Complete an analysis of 1 HPI journal article; prepare a 3 to 5 page summary applying critical thinking |

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| | | • Solomonson, W. L., (2013). Performance consulting with Rummler's anatomy of performance: A case study, *Performance Improvement,* 52, 3, 19-27<br>• Bloem, M., & Vermei, A. (2009). Rummler's swim lanes in a Dutch swimming pool. *Performance Improvement*, 48, 10, 41-46 | |
| 7 | 10/5 | **Readings**<br>Improving Performance, Rummler Brache<br>Overview of Performance Improvement,<br>1. Viewing organizations as systems<br>2. Three levels of performance<br>3. The organization level of performance<br>4. The process level of performance<br>**Journal 6 (for more information see J1)** | **Individual**: Readings & Journal<br>**Submit**: Case Study Analysis |
| 8 | 10/12 | **Webinar**<br>• Instructor walkthrough of: Diagnosing and Improving Performance: A Case Study<br>• Assign Final Paper- HPI Case Study<br>**Description**: Prepare team project & team charter, proposal, problem statement and methodology. Team charter should have roles including a thinking coach; include a way for team members to provide a mid and end project evaluation of their accomplishments and self and group assessment of their contributions. Develop a 20 page final paper in APA format that is a performance improvement case study that addresses a simple to moderate organizational and/or work issue. Include a limited review of the academic literature on the performance improvement initiative. This initiative should reflect the performance improvement process described by ISPI and Rummler/ Brache. Inputs to this case study will include: Function Relationship Map (FRM); tools from the Process Analysis and Design; "Should" Maps, Process Measures, Cross-Functional Role/ Responsibility Matrix, Change to Performance System, Make Recommendations, and Develop Implementation Strategy, Human Performance System Checklist, Recommendations, General Implementation | **Individual**: Readings & Journal<br>**Group**: Final Project Proposal |

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| | | Strategy, and Organization Chart<br>Identify and describe 5 or more of the Critical Thinking elements and processes used to develop the HPI initiative<br>**Readings**<br>Improving Performance, Rummler Brache<br>5.The Job/ Performer level of Performance<br>6.Linking Performance to Strategy<br>7.Moving from Annual Programs to sustained Performance Improvement<br>8. Diagnosing and Improving Performance<br>**Journal 7 (for more information see J1)** | |
| 9 | 10/19 | **Assignment**<br>Analyze and assess one of the cases.<br>• Criteria: Based on the Nine Performance Variables framework, explain what, if anything, is wrong with the case. Describe your thought process used in your analysis.<br>**Journal 8 (for more information see J1)** | **Individual**: Readings, Discussion & Journal<br>**Group**: Proposal of Final Project |
| 10 | 10/26 | **Webinar**<br>Present a proposal of your Final Project and provide feedback using critical thinking<br>**Journal 9 (for more information see J1)** | **Group**: Presentation and critique |
| 11 | 11/2 | **Readings**<br>Improving Performance, Rummler Brache<br>9 Project Definition: The ten Essential Steps<br>10. Process Analysis and Design: The Ten Essential Steps<br>11. Overcoming the Seven Deadly Sins of Process Improvement<br>12. Measuring Performance and Designing a Performance Management System | **Individual**: Readings & Discussion<br>**Group**: Work on Final Project |
| 12 | 11/9 | **Webinar**<br>**Guest Speaker Panel:**<br>Dr. Burt Hancock<br>Dr. Kim Morris<br>**Readings**<br>Improving Performance, Rummler Brache<br>13 Managing Processes and Organizations as Systems<br>14 Designing an Organization structure that works<br>15 Creating a Performance Based Human | **Individual**: Readings, Discussion & Questions<br>**Group**: Work on Final Project |

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| | | Resource Development function<br>16 Developing an Action Plan for Performance Improvement<br>**Journal 10 (for more information see J1)** | |
| 13 | 11/16 | | **Group**: Work on Final Project |
| 14 | 11/23 | | **Group**:<br>**Submit** Final Paper |
| 15 | 11/30 | **Webianr**<br>Group Course Summary Presentations<br>• Identify 3 things you learned that will inform your work<br>**Post Test:** Critical Thinking and HPI | **Group**: Present Ignite Final Paper &Presentation,<br>**Individual**: Posttests |

**Assignments**

Assignments in this course are divided into these general categories, which carry the following weight in your final grade calculations:

| Assignment | Points | Due Date |
|---|---|---|
| ***Pre and Post Test***<br>***Critical Thinking 2 @ 25***<br>***HPI Quiz 2 @ 25*** | 100 | Week *i* & 15 |
| ***Discussion Boards***<br>• Week 1, 3, 5, 11 & 12 @20 point each | 100 | Varies<br>(see Canvas) |
| ***Development (2@75)***<br>• Ingredient Diagram, Narrative & Presentation (Group)<br>• Critical Thinking Case Study Narrative & Presentation (Group) | 75<br>75 | Varies<br>(see Canvas) |
| ***Literature Review & Analysis*** | 100 | Varies<br>(see Canvas) |
| ***Mini Case Submissions***<br>• Case Nine Performance Variables | 50 | Varies<br>(see Canvas) |
| ***1 page summaries and Ignite presentations (2@50)***<br>• Action Plan for PM<br>• End of Course Summary | 100 | Varies<br>(see Canvas) |
| ***Final Project Case Study***<br>• Team Contract & Proposal (50)<br>• Function Relationship Map (50)<br>• Process Analysis & Design Tools 1 (50)<br>• Process Analysis & Design Tools 2 (50)<br>• Individual Contribution (75) | 300 | Varies<br>(see Canvas) |

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| • Team Submission (75) | | |
| ***Final Project Case Study Ignite Presentation*** | 50 | 11/30 |
| ***Thinking Journal (10 entries@ 10 points each)*** | 100 | |
| ***Individual Contribution/Collaboration with Group*** | 50 | 12/02 |
| ***Total points*** | 1,000 | |

You are treated as a professional in the course. Accordingly, the grading is strict, but fair. Reading the directions and grading criteria provided for each assignment is the key to understanding how you will be graded. Following those directions is the key to doing well.

This course follows the typical grading guidelines:

A = 90 to 100%
B = 80 to 89%
C = 70 to 79%
F = 0 to 69%

**Accepting Late Work**

*Late work will be accepted up to one week from the original deadline, but may be subject to a grade penalty. Late work submitted more than one week from the original deadline may receive a failing grade. All work must be submitted by the last day of the course; no extensions or late work will be accepted beyond that date. Please plan ahead.*

**Receiving Grades & Instructor Feedback**

Assignment grades and feedback vary and always before an assignment of the same type is due. Unless otherwise stated, grades and feedback will be available via the ***Grades*** area of the online course site.

**Course Content**

This course contains lesson ***Modules***, each consisting of some or all of the following components:

- ***Textbook / Journal Reading:*** In each module, you will read a chapter, or several chapters, from the textbook, case studies and/or other course materials made available to you in the online course site.
- ***Assignments and Exercises:*** In most modules, you will complete an assignment or assessment related to the reading. These assignments and assessments will help in your understanding of the material in the assigned chapters and related readings. The assignments include article reviews, an analysis of a data report, a quiz, a midterm exam, a final exam, and the final Research Proposal.
- ***Online Discussions:*** You will participate in online discussions. Research depends on collaboration and conversation. You should post an initial response to the discussion and a minimum of two responses to other student posts. Please proofread your posts for correct grammar, punctuation, spelling, and capitalization. Do not use all capital letters or all lowercase letters, and do not

use instant messaging or text chat abbreviations in your posts.

- ***Interactive Lecture:*** You are encouraged to attend the weekly lectures which will be conducted live and recorded for your convenience. The instructor will present course content and answer questions. You will have the opportunity to discuss the content live with members in your co-hort. Weekly survey questions will be derived from the lecture.

Directions for completing course assignments are provided in the ***Modules*** area of the online course site.

**Submitting Work**
Make sure you submit coursework according to the directions provided in the course. Here are general guidelines for assignment submission:

- Post discussions threads and replies to the appropriate forum in the Discussions area.
- Submit written assignments and other project deliverables in their respective Module pages, using file formats readable using Microsoft Office 2010 (.pdf, .rtf, .doc, .docx, .ppt, .pptx, etc.) using Turnitin.

**Attending Class**
Taking an online course is a different style of learning for many people. You may think you will be learning on your own, but you will soon discover many opportunities to work as a team with other students and to communicate with the instructor of your online course. You will find the support you need and have a great learning experience.

Because you do not come on campus and sit in a classroom, attendance is determined by your active participation and communication in the course. You will spend ***at least 9 hours each week*** completing course activities, participating in online discussions, and otherwise interacting with your instructor, classmates, and course content. Log into the online course site and check your Clemson email at least three times weekly. Successful online students keep a schedule just as if they were attending class on campus, and they communicate with one another and their instructor frequently. Attendance is vital to your success.

**Meeting Deadlines**
Assignments are due by ***11:59 pm, Eastern Time*** on the day specified unless otherwise stated. Plan ahead for the unexpected! You are accountable for staying on schedule should technological or other problems arise. You should immediately contact the instructor if an emergency may affect your ability to meet course deadlines.

**Communicating with Your Instructor**
You have *numerous* ways of communicating with your instructor: phone, email, the ***Ask the Instructor*** forum, and live consultations by appointment.

- If you have a question about an assignment or class procedure, consider posting it in the ***Ask the Instructor*** forum so that other members of the class can benefit from it, too. A lot of learning can happen in this forum if you use it, so please do!
- If you have a personal concern (such as a question about a grade), send a

message to your instructor through the online course site or through your Clemson email account.

- I am here to help you, so please ask questions and seek clarification as early and as often as needed. Delay will only hinder your learning.
- **Response Time:** Instructor response time is 24 hours Monday through Friday for questions posted in the Learning Management System and sent via email. This response times excludes weekends, official University closures, and other times as noted by the instructor. Should you need live assistance, email me to arrange an online or phone consultation.

**Adhering to Online Conduct**

Appropriate academic conduct includes doing assigned work, meeting deadlines, participating in online discussions, and completing all the required elements of the course. It also means following basic rules of netiquette.

Netiquette or Network Etiquette is a set of rules for behaving properly online. When you enter any new culture you're liable to commit a few social blunders. You might offend people without meaning to. Or you might misunderstand what others say and take offense when it's not intended.

In general, there are two basic guidelines:

1. Don't waste people's time.
2. Don't say anything to a person online that you wouldn't say to face-to-face.

More specific guidelines for proper behavior in an online learning course include:

- Avoid Flaming - using derogatory, obscene, or inappropriate language. This can either be on a discussion board or in e-mail.
- Use emoticons to smooth online communication. Emoticons are keyboard produced pictorial representations of facial expressions used in e-mail or discussion boards to indicate an emotion or attitude, as to indicate intended humor [ :-) ].
- Don't SHOUT. Use of all capital letters and exclamation marks indicates SHOUTING.
- Avoid grammatical and spelling errors by using Spelling and Grammar checker tools when they are available.
- Do a quick check of the discussion board or course site before posting or e-mailing questions to see if the question you are about to ask or the article you just read and were about to post has already been posted.
- Keep your posts on-topic and on the proper board. Keeping messages on topic will help with the organization and readability.
- Share expert knowledge. Post resources on how you found information.
- Avoid sending large attachments through e-mail unless someone has specifically asked for it.
- When replying to an e-mail message, don't "*Reply to All"* unless it's necessary. Also, only attach the portion of the original e-mail that you are responding to. Do not attach the entire message when it's not necessary.

Furthermore, appropriate academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson online courses are expected to behave professionally by adhering to these standards of conduct:

- **Never transmit or promote content known to be illegal.**
- Respect other people's privacy as well as your own.
- Forgive other people's mistakes.
- Never use harassing, threatening, embarrassing, or abusive language or actions.

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to officials for appropriate action in accordance with University policy. If you ever feel as though our online classroom is inappropriate or uncomfortable, please first contact your instructor with your concerns.

**Policy Reminders**

Copyright Notice
The materials found in this online course are strictly for the use of students enrolled in this course and for purposes associated with this course; they may not be retained or further disseminated. Clemson students, faculty, and staff are expected to comply fully with institutional copyright policy as well as all other copyright laws.

General Policies & Procedures

Students are expected to adhere to all policies and procedure outlined by Clemson University at: University Policies: (http://www.clemson.edu/administration/student-affairs/student-handbook/universitypolicies/index.html)

Academic Grievances
Information related to all policies of the Graduate School can be found online in the Policy Handbook
http://www.clemson.edu/graduate/files/pdfs/GS_Policy_Handbook_May2015.pdf

Academic Integrity
Coursework must be documented appropriately in CSE or APA format, based on your major. Content from previous classes may not be submitted.

**The Clemson University Academic Integrity Statement**

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that

academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

A simple definition of plagiarism is when someone presents another person's words, visuals, or ideas as his or her own. The instructor will deal with plagiarism on a case-by-case basis. The most serious offense within this category occurs when a student copies text from the Internet or from a collective file. This type of academic dishonesty is a serious offense that will result in a failing grade for the course as well as the filing of a formal report to the University.
Please refer to the "Academic Integrity Policy" on for Graduate Students including these URLs for the Grad School Philosophy and policy:
http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integrityphilosophy and http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integrity

Email Communication
Because of privacy regulations, University faculty and staff may email students only through Clemson email. Therefore, you must use your Clemson email account in this course for all email communications. Check your Clemson account at least three times per week for important messages.

Student Disability Services
Student Disability Services coordinates the provision of accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Reasonable and specific accommodations are developed with each student based on current documentation from an appropriate licensed professional. All accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment. Housing accommodations for a disability or medical condition are also coordinated through this office.

Visit the Student Disability Services website for location, contact information, as well as official policies and procedures. To learn more information or request accommodations contact Student Disability Services (SDS) at sds-l@clemson.edu or 864.656.6848 or visit SDS's website: (http://www.clemson.edu/campus-life/campus-services/sds/about.html).

Academic Support Services
Students may access a variety of academic support services to support your learning in the online classroom. Here are links to services available:

- Academic Success Center (http://www.clemson.edu/asc/staff.html)
- The Writing Center (http://www.clemson.edu/centers-institutes/writing/)
- Clemson Online Library Guides (http://libguides.clemson.edu/distanceed)
- Online Library Resources (http://www.clemson.edu/library/)
- CCIT (Tech Support) website (http://www.clemson.edu/ccit/help_support/) or CCIT (Tech Support) email (ithelp@clemson.edu)
- Academic Advising (http://www.clemson.edu/academics/advising/index.html)

- Registrar (http://www.registrar.clemson.edu/html/indexStudents.htm)

The Clemson University Title IX (Sexual Harassment) Statement:

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. More on Title IX policy (http://www.clemson.edu/campus-life/campus-services/access/title-ix/). Mr. Jerry Knighton is the Clemson University Title IX Coordinator, and is also the Director of Access and Equity. His office is located at 111 Holtzendorf Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).