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| SOM_STACKED |  | **MBA Program**  **(11-Week On Campus)** |

**BUS 521-02**

**Statistical Analysis for Managers**

**Spring Term 2016**

**COURSE TYPE:**

The majority of professor-led contact hours take place in a traditional classroom. The overall nature of the course is “traditional”, although required Blackboard components have also been included.

**Instructor Information:**

|  |  |
| --- | --- |
|  | **Name:** Ardavan Asef-Vaziri |
| **Phone Number(s):** |
| **Office Location:** HUM 106 |
| **Office Hours:** T. 2:30-3:30 pm |
| **Email:** aasefvaz@callutheran.edu |
| **Instructor Profile:** |
|  |
|  |

**Time / Place:**

* **Term Dates**: March 1 – May 17, 2016
* **Weekly Class Meeting:** Teusday, 7-10pm
* **Classroom:** HUM 106
* **Drop Date:** March 14, 2016

**Required textbook/ReadingS:**

The recommended textbook for this course is shown below. The book is not mandatory.

|  |  |
| --- | --- |
| Author(s): | David R. Anderson, Dennis J. Sweeney,Thomas A. Williams |
| Text Title: | Essentials of Modern Business Statistics |
| Year of publication: | 2012 or older version |
| Edition: | 5th Edition, or earlier edition |
| Publisher: | Thomson South-Western |
| ISBN Number: | ISBN- 9780840062383 |

We will use Excel for computer-assisted analyses in and out of class. Excel is available in the computer labs; you do not need to purchase it. I’ve selected a text that emphasizes the use of Excel for statistical analyses. The text includes Excel instructions so no additional Excel text is necessary.

**Course Description:**

The course is designed to help students acquire a good intuitive grasp of statistics – what it is, how and when to apply statistical techniques to managerial situations and how to interpret results. The course focuses on the use of statistics in research, including defining the research question; designing experiments; collecting, managing and analyzing data; and interpreting the results. Descriptive and inductive statistics will be discussed in detail. Topics include an introduction to math, descriptive methods (i.e., tabular, graphical and numerical methods), sampling design and sampling distribution, probability theory, continuous probability distribution, discrete probability distribution, interval estimation and confidence intervals and hypothesis testing. The course also introduces the use of the computer as a tool in statistical analysis. Students will learn how to describe their data to efficient statistical software (SPSS or Excel) and how to request a data analysis.

[**http://catalog.callutheran.edu/grad/schoolofmanagement/**](http://catalog.callutheran.edu/grad/schoolofmanagement/)

**Course Objective:**

The goal of this course is to introduce the methods and uses of statistics in the business environment. Students need to demonstrate knowledge of the course concepts by knowing which decisions, comparisons, and inferences to make in the presence of uncertainty. Students need to demonstrate knowledge of the practical basis of the course by mastering and correctly applying the methods for making these decisions, comparisons, and inferences in business settings. Various statistical and mathematical techniques will be presented to assist in solving problems encountered by corporate managers. Topics include, but are not limited to, descriptive statistics, discrete and continuous probability functions, sampling, experimental design, interval estimation, hypothesis testing, test of independence, simple and multiple regression analysis, and ANOVA.

Quantitative Methods 521 aims to introduce statistical concepts and methods that are frequently used in economic analysis and managerial decision-making. The course is designed to help you acquire a good intuitive grasp of statistics-what it is, how and when to apply statistical techniques to managerial situations, and how to interpret results. Descriptive and inductive statistics will be discussed in detail.

**PREREQUISITES:**

NONE

**TECHNOLOGY REQUIREMENTS:**

Cal Lutheran utilizes Blackboard to enhance course learning and achieve the designated student learning outcomes.  Technology requirements for the Blackboard Learn and Collaborate are as follow:

* Check your OS and Java version [here](http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336), and enter into the Configuration Room to make sure you can get into [Blackboard Collaborate](http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336) or enter the following in your browser:

<http://support.blackboardcollaborate.com/ics/support/default.asp?deptID=8336>

* Minimum computer requirements:
  + Memory: 4 GB RAM or higher
  + Hard Drive: 10% or more free space on your hard drive
* Broadband connection highly recommended – DSL or above
* Program(s) that can open Microsoft Office documents and PDFs (e.g. .doc, docx, .ppt, .pptx, .pdf, etc.)

These are the minimum requirements; specific courses may have technological needs above and beyond this list.

**School of Management’s MBA STUDENT LEARNING Outcomes:**

1. FUNDAMENTALS: *Graduates of the School of Management are equipped with knowledge of the essential concepts and tools in their professional field, as well as the ability to relate and apply theoretical concepts into practical situations both within their discipline and across disciplines.*
2. PLANNING AND ORGANIZATION: *Graduates of the Masters of Business Administration (MBA) program have the ability to plan, organize, direct and control effectively in contemporary organizations.*
3. INDIVIDUAL COMPETENCIES: *Graduates of the School of Management have individual competencies related to critical and creative thinking, integrity and ethical judgment, and the ability to function in a complex and demanding professional environment.*
4. INTERPERSONAL COMPETENCIES: *Graduates of the School of Management have interpersonal competencies related to effective and appropriate communication and collaboration that support and enhance their individual and organizational effectiveness.*
5. GLOBAL ENVIRONMENT: *Graduates of the School of Management have a sound understanding of the global environment and its importance to organizational effectiveness, as well as the ability to successfully operate in an international context.*
6. LEADERSHIP AND CHANGE: *Graduates of the Masters of Business Administration (MBA) program are able to demonstrate effective and principled leadership including the ability to influence organizations in complex and changing environments.*
7. QUANTITATIVE AND QUALITATIVE TOOLS: *Graduates of the Masters of Business Administration (MBA) program are able to appropriately use quantitative and qualitative methods and tools to identify and analyze business problems and opportunities.*
8. TECHNOLOGY: *Graduates of the Masters of Business Administration (MBA) program are able to effectively manage and utilize technology to collect, analyze, synthesize, present and employ relevant information for decision-making.*
9. CORPORATE SOCIAL RESPONSIBILITY: *Graduates of the Masters of Business Administration (MBA) program are able to make business decisions incorporating a distinct awareness of social responsibility, including, in particular, sustainable business practices.*

##### **Didactic Approach:**

##### This course rests on several components – self-study, lectures, interaction, as well as practice and application:

* Self-Study
  + Preparation in self-study by students before lecture to become familiar with new material and to stimulate thinking, generate ideas and questions.
* Lecture
  + Presentation of topics in class by instructor using PowerPoint slides.
* Student-Instructor Interaction
  + Discussion of selected questions, finding of examples, answering of questions etc. in the weekly live-chat.
  + Asynchronous, instructor-facilitated discussion of relevant topics on discussion boards.
  + Direct interaction between student and instructor.
* Practice and Application
  + Preparation of short assignments by students before class.
  + Participation in discussion boards.
  + Deepening of concepts in discussion.
  + Final project / presentation on a selected topic.

##### **ASSESSMENT and grading:**

Assessment in this course is based on multiple elements. Each form of assessment addresses different (sometimes multiple) learning outcomes and each form of assessment requires a different set of knowledge, skills and abilities:

**Attendance:**

All students are expected to abide by the class attendance policy set forth by the instructor in each class in accordance with the policies set forth by the School of Management. Attendance at the first class meeting is mandatory unless properly excused by the class instructor. Students who do not attend the first class meeting of a course for which they are registered may be dropped from the course by the academic program that offers the course. This policy applies to all levels/types of courses (i.e., foundation, core, electives, etc.) and to all study centers. It remains the student’s responsibility to verify course drops dates to avoid academic and financial penalties.

Students may miss a maximum of three weekly class meetings. Attendance of less than 75% will be considered as insufficient. Failure to meet the individual course attendance requirements may result in a grade of F. When possible, students also must provide advance notice of absences, as well as relevant documentation regarding absences, to the instructor as soon as possible following the illness or event that led to the absence. Any arrangement to make up work because of class absence is the responsibility of the student. The instructor, who will explain the evaluation (grading) statement at the beginning of the term, determines the effect of absences upon grades.

Specific requirements:

**Attendance is mandatory, that is, for each time you miss class your grade will go down by 15 points.** You will be exempt from the above policy only if: You have an emergency (e.g. car accident, illness or similar situation) and you provide a doctor’s letter or other appropriate documentation. You should bring the letter once you are back in class. Also, I should be notified regarding such conditions via email or phone, before class.

Details on grading standards for each form of assessment can be obtained from the following grading rubric:

**Participation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Student Achievement** | | | |
| **Below Average** | **Average** | **Above Average** | **Outstanding** |
| **Class Participation for 5%** | Students do not participate actively in class and even when directed do not contribute to class substantively. The grade percentage range for this level is between 0 to 40%. | Students are largely passive during the class, but do provide informed responses to questions when asked. Or, students are pro-active, but do not provide contributions of essential value. The grade percentage range for this level is between 41to 70% | Students speak frequently during the class without the need for the instructor to stimulate their participation. Their contributions are of acceptable value, but largely generic. The grade percentage range for this level is between 71to 87% | Students are very active during the class. They ask questions or make comments that help clarify and synthesize discussion, relate their ideas or experiences to the topic at hand, contribute examples that are relevant, acknowledge and extend the ideas of others and relate content from class materials, readings and experiences to the discussions. The grade percentage range for this level is between 88 to 100% |

Each student is expected to contribute to class discussions. To a substantial extent, the benefit students derive from the assignments is related to their willingness to expose their viewpoint to the critical judgment of the class. Missing a class will put you at a significant disadvantage for both learning and performance in the class. (If you must miss a class for some reason, recognize that it is your responsibility to get class notes and assignments from a classmate.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Student Achievement** | | | |
| **Below Average** | **Average** | **Above Average** | **Outstanding** |
| **Final Project for 20%**  **Two Case Studies** | A disorganized and unclear organization, incorrect format, missing several sections, incomplete explanation and inadequate interpretation.  The numerical value is between 0 to 40%. | A modest level of organization, changing the format or the structure, missing one or two sections, incomplete explanation and inadequate interpretation.  The value for such level of performance is 41 to 70%. | A good level of organization and ability to answer the research questions and correct elaboration of the finding with good interpretations of correct findings.  The numerical value is between 71 to 87%. | A high display of preparation and articulation on research that has been done to prepare the case or the project and an excellent ability to answer questions, great elaboration of the finding with excellent interpretations of correct findings.  The numerical value for such level of accomplishment is 88 to 100%. |
| **Midterm exam for 35%** | Problems will be very similar to weekly homework assignments and lecture notes.  A performance level of 015% establish a below average performance. | Problems will be very similar to weekly homework assignments and lecture notes.  A performance level of 15% to 20% establishes an average level of performance. | Problems will be very similar to weekly homework assignments and lecture notes.  A performance level of 20% to 29% establishes an above average performance. | Problems will be very similar to weekly homework assignments and lecture notes.  A performance level of 29% to 35% establishes an outstanding level of performance. |
| **Final Exam for 40%** | Problems will be very similar to weekly homework assignments and lecture notes.  A performance level of 0 to 20% establish a below average performance. | Problems will be very similar to weekly homework assignments and lecture notes.  A performance level of 20% to 28% establishes an average level of performance. | Problems will be very similar to weekly homework assignments and lecture notes.  A performance level of 28% to 35% establishes an above average performance. | Problems will be very similar to weekly homework assignments and lecture notes.  A performance level of 35% to 40% establishes an outstanding level of performance. |

**ASSESSMENTS AND LEARNING OUTCOMES:**

The following table provides information on how various forms of assessment contribute to these 9 student learning outcomes:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | 1. Fundamentals |  | 6. Leadership and Change | | 2. Planning and Organization | | 7. Quantitative and Qualitative Tools | | 3. Individual Competencies |  | 8. Technology | | 4. Interpersonal Competencies |  | 9. Corporate Social Responsibility | | 5. Global Environment |  |  |   The following learning objectives are addressed by each form of assessment used in the course: |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Form of Assessment** | **Student Learning Outcomes** | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
| Weekly Assignments | **X** |  | **X** |  |  |  | **X** | **X** |  |
| Term project | **X** | **X** | **X** | **X** |  |  | **X** | **X** |  |
| Mid Term | **X** |  | **X** |  |  |  | **X** | **X** |  |
| Final | **X** |  | **X** |  |  |  | **X** | **X** |  |

**OVERVIEW OF TOPICS AND SCHEDULE OF TOPICS AND ACTIVITIES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session** | Date | Readings | **Topics** | Assignments |
| 1 | March, 1 | Ch. 2 | Descriptive Statistics: Tabular and Graphical Presentations |  |
| 2 | March, 8 | Ch. 3 | Descriptive Statistics: Numerical Measures |  |
| 3 | March, 15 | Ch.5 | Discrete Probability Distributions |  |
| 4 | March, 22 | Ch. 6 | Continuous Probability Distributions |  |
| 5 | March, 29 | Ch. 7 | Sampling Distribution |  |
| 6 | April, 5 | Mid Term | Mid Term Exam |  |
| 7 | April,12 | Ch. 8 | Interval Estimation and Tests of Hypothesis |  |
| 8 | April, 19 | Ch. 9 | Regression |  |
| 9 | April, 26 | Ch. 11&14 | Simulation and Waiting Lines |  |
| 10 | May, 3 | Term Project | Term Project Presentation |  |
| 11 | May, 10 | Final Exam | The Final Exam is cumulative |  |

**description of ACTIVITIES:**

Course content and tests will come from the lectures. In addition to overviewing the concepts developed in the text, class sessions will be devoted to probing, extending, and applying the text material and case studies.

**Class Sessions**:

Attendance and participation in class is expected and is a component of the final grade. The assigned problems and cases are intended to facilitate learning the concepts and techniques of statistical analysis. Homework will be assigned to assist the student in learning the material and preparing for the examinations. It is important to remember the more problems a student works, the better he/she should do on the examinations. You are also urged to solve study guide problems or other unassigned problems at the end of each chapter. At least one chapter will be discussed on each meeting (for detailed information, please look at the attached schedule). The assigned homework assignments are due on the next meeting. It shall be assumed that students have read and are prepared to discuss the text assignments before coming to class, as well as any appropriate case or handout materials. Computer cases are assigned to facilitate the statistical applications in a real world managerial situation

**Assignments:**

The assigned problems and cases are intended to facilitate learning the concepts and techniques of statistical analysis. Homework will be assigned to assist the student in learning the material and preparing for the examinations. It is important to remember the more problems a student works, the better he/she should do on the examinations. At least one chapter will be discussed on each meeting (for detailed information, please look at the attached schedule). The assigned homework is due on the next meeting. It shall be assumed that students have read and are prepared to discuss the text assignments before coming to class, as well as any appropriate case or handout materials. Computer cases are assigned to facilitate the statistical applications in a real world managerial situation.

**Midterm & Final Exam:**

Mid Term covers Descriptive Statistics, Data Visualization, Discrete Probability Distributions, and Continuous Probability Distributions. The final exam is cumulative. All aspects of the class are "fair game" for the examinations. Class discussions are included as a source. No student will be allowed to take the final examination at a time or place other than that scheduled for this course. Note: "leaving early to catch a plane home" and "conflicts in the exam schedule" are not sufficient reason to violate this policy. The exams are all closed-book. Required formulas (not common Sense material) will be provided to you on the midterm and final excel workbooks.

The student is expected to make every reasonable effort to take all the examinations at the scheduled time. Make-up examinations will **not** be allowed under any circumstances. If a midterm examination is missed for an approved reason, the final exam weight will be increased to compensate for the missed grade. Approved for missed examinations will be rare indeed, and only with appropriate written documentation from an authoritative source indicating why the student was unable (repeat: unable) to appear for an examination. Normally, only a doctor's certification of a severe medical problem will suffice.

**Term Project.**

Computer cases are assigned to facilitate the statistical applications in a real world managerial situation. Using real and relevant data provides value to statistical thinking and methods. Each team is responsible to present two cas studies in class. The computer cases will provide students with the opportunity to analyze a real world data set and prepare managerial reports based on the results of the analysis. By using the real world data, the students will remember statistical methods as those that were used to solve a real world problem instead of members of a list of isolated formulas that they memorized for, and forget shortly after, a test.

##### **Grading:**

Each student will be given a grade reflecting the professor's evaluation of the student's mastery of the course material. The letter grade in the class will be determined by the combined points or the **Total Score** on the activities listed below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Percentage** | **Grade** |  | **Activity** | **Percentage** |
| >94% | A |  | Midterm Exam | 35% |
| 90% to 93% | A- |  | Term Projects (Project 1 double weight) | 20% |
| 87% to 89% | B+ |  | Final Exam | 40% |
| 84% to 86% | B |  | Class Participation | 5% |
| 80% to 83% | B- |  |  |  |
| 77% to 79% | C+ |  |  |  |
| 74% to 76% | C |  | **TOTAL** | **100%** |
| 70% to 73% | C- |  |  |  |
| 67% to 69% | D+ |  |  |  |
| 64% to 66% | D |  |  |  |
| 60% to 63% | D- |  |  |  |
| <60% | F |  |  |  |

Please note that the letter grade in the class will not be calculated as an average of the letter grades for each test/project. In fact, I will not assign any letter grades for each test or project. For each exam or computer project, you will simply get a **score** and not a letter grade. The letter grade will be determined at the end of the semester based on the combined points of all exams and projects. A relative frequency distribution of the total score (i.e. a curve) will be used to determine your letter grade in the class.

**STUDENT WORKLOAD FOR THIS COURSE:**

A detailed breakdown of time (1 hour = 50 minutes) and activities can be found from the following table:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity** | **Instructor-Led** | | **Independent** | | **Remarks** |
| **Weekly** | **Course** | **Weekly** | **Course** |
| Lectures | 3 | 33 | 3 | 33 |  |
| Weekly Online Practice Sessions | 1 | 11 | 1 | 11 |  |
| Term Project | 0.1 | 1 | 1 | 11 |  |
| Weekly Assignments |  |  | 2 | 22 |  |
| Online Excel Practice |  |  | 1.2 | 13 |  |
|  |  |  |  |  |  |
| **TOTAL** |  | **45** |  | **90** |  |

**Work-Break-Down Structure**

Work-breakdown structure of the course is listed below. All links are active- they will be updated on a weekly basis.

**LEGEND:** Last Week This Week Not Covered

**1. Descriptive Statistics**

[Descriptive Statistics-ppt](http://www.csun.edu/~aa2035/CourseBase/S-DescriptiveSTAT/ArdiCh123F15.ppt)

[Descriptive Statistics-exl](http://www.csun.edu/~aa2035/CourseBase/S-DescriptiveSTAT/DescriptiveSTAT.xlsx)

**2. Virtualization**

[Visualization-exl](http://www.csun.edu/~aa2035/CourseBase/S-Visualization/ArdiVisualization.xlsx)

[Rows\_Columns\_Index\_Match.youtube](https://www.youtube.com/watch?v=G_M3i2XVKmo)

[LineChart\_vs\_Scatter.youtube listed](https://youtu.be/QQO_N5KLJfE)

[Histogram.youtube](https://youtu.be/kprgEigJO1g)

**3. Probability Distribution Functions & Simulation**

[Discrete and Continuous Random Variables.UTrepository](https://www.khanacademy.org/math/probability/random-variables-topic/random_variables_prob_dist/v/discrete-and-continuous-random-variables)

[Historical-Distribution.pptx](http://www.csun.edu/~aa2035/CourseBase/Probability/S-3-Dist-Historical/PDF-1-Historical.pptx)

[Historical-Distribution.xlsx](http://www.csun.edu/~aa2035/CourseBase/Probability/S-3-Dist-Historical/PDF-1-Hisrorical.xlsx)

[Uniform Probability Distribution.repository.youtube](https://www.youtube.com/watch?v=-qt8CPIadWQ)

[Uniform-Distribution.pptx](http://www.csun.edu/~aa2035/CourseBase/Probability/S-4-Uniform/PDF-2-Uniform.pptx)

[Uniform-Distribution.xlsx](http://www.csun.edu/~aa2035/CourseBase/Probability/S-4-Uniform/PDF-2-Uniform.xlsx)

[Simulation of Project Duration –U-Distributiom Part1.Asef-Public.youtube](https://youtu.be/wqjGsLsadOo)

[Simulation of Project Duration –U-Distributiom Part2.Asef-Public.youtube](https://youtu.be/7IEfN5OqtQ0)

[Normal Probability Distribution1.repository.youtube](https://www.youtube.com/watch?v=iYiOVISWXS4)

[Normal Probability Distribution2.repository.youtube](https://www.youtube.com/watch?v=4R8xm19DmPM)

[Normal-Distribution.pptx](http://www.csun.edu/~aa2035/CourseBase/Probability/S-5-Normal/PDF-3-Normal.pptx)

[Normal-Distribution.xlsx](http://www.csun.edu/~aa2035/CourseBase/Probability/S-5-Normal/PDF-3-Normal.xlsx)

[UnifNormExpoPoiss- Probability.ppt](http://www.csun.edu/~aa2035/CourseBase/Probability/S-Dist-Historical/PDF-1-Hisrorical.xlsx)

[UnifNormExpoPoiss- Probability.exl](http://www.csun.edu/~aa2035/CourseBase/Probability/ProbabilitySummary.xlsx)

[Exponential Probability Distribution.repository.youtube](https://www.youtube.com/watch?v=ejIOt1uZovg)

[Poisson Probability Distribution.repository.youtube](https://www.youtube.com/watch?v=JR-1ftUj__Y)

[ExpoPoiss-Distribution.pptx](http://www.csun.edu/~aa2035/CourseBase/Probability/S-6-ExpoPoiss/PDF-4-ExpoPoiss.pptx)

[ExpoPoiss-Distribution.xlsx](http://www.csun.edu/~aa2035/CourseBase/Probability/S-6-ExpoPoiss/PDF-4-ExpoPoiss.xlsx)

[Triangular Probability Distribution.repository.youtube](https://www.youtube.com/watch?v=58NixpDkZc4)

[Triangular-Distribution.pptx](http://www.csun.edu/~aa2035/CourseBase/Probability/S-7-Triangular/PDF-5-Triangular.pptx)

[Triangular-Distribution.xlsx](http://www.csun.edu/~aa2035/CourseBase/Probability/S-7-Triangular/PDF-5-Triangular.xlsx)

**4. Forecasting.**

[Forecasting(A) Moving Average and Forecasting Measures](http://www.csun.edu/~aa2035/CourseBase/Forecasting/Slides/Forecasting_1_MovingAverage.pptx)

[Forecasting(A) Moving Average and Forecasting Measures Recorded](http://www.csun.edu/~aa2035/CourseBase/Forecasting/Forecasting.ToShare/ForecastingP1MovAve/ForecastingP1MovAve.html)

[Forecasting(B) Exponential Smoothing](http://www.csun.edu/~aa2035/CourseBase/Forecasting/Slides/Forecasting_2_ExponentialSmoothing.pptx)

[Forecasting(B) Exponential Smoothing Recorded](http://www.csun.edu/~aa2035/CourseBase/Forecasting/Forecasting.ToShare/ForecastingP2ExSmoo/ForecastingP2ExSmoo.html)

[Excel-ES DataTable & Solver](http://www.csun.edu/~aa2035/CourseBase/Forecasting/Slides/BaseES.xlsx)

[Simple Linear Regression](https://www.youtube.com/watch?v=9FYpDx2JrAg)

[Multiple Regressions](https://www.youtube.com/watch?v=HgfHefwK7VQ)

[Forecasting(B2) Regression](http://www.csun.edu/~aa2035/CourseBase/Forecasting/Slides/Forecasting_2_Regression.pptx)

[Regression Problems](http://www.csun.edu/~aa2035/CourseBase/Forecasting/Assignments/ProbRegression.pptx)

[Excel Regression](http://www.csun.edu/~aa2035/CourseBase/Forecasting/Slides/BaseReg.xlsx)

[Histogram](http://www.csun.edu/~aa2035/CourseBase/Forecasting/Slides/ArdiCh123-04-15.xlsx)

[Static Trend & Seasonality Regression](http://www.csun.edu/~aa2035/CourseBase/Forecasting/Slides/Forecasting_3_StaticTrendSeason.pptx)

[Excel Static Trend & Seasonality Regression](http://www.csun.edu/~aa2035/CourseBase/Forecasting/Slides/BaseStatRegSeas.xlsx)

[Static Trend & Seasonality Regression Recorded](http://www.csun.edu/~aa2035/CourseBase/Forecasting/Forecasting.ToShare/T-S-Reg/T-S-Reg.html)

**5. Sampling Distribution and Confidence Interval**

[Sampling and Confidence Interval-ppt](http://www.csun.edu/~aa2035/CourseBase/S-Sampling-CI/Ch78Ardi.pptx)

[Sampling and Confidence Interval-exl](http://www.csun.edu/~aa2035/CourseBase/S-Sampling-CI/ArdiCh78.xlsx)

**6. Test of Hypothesis**

[Tests of Hypothesis-ppt](http://www.csun.edu/~aa2035/CourseBase/S-TestHypo/EMBS5ch08Ardi.pptx)

**Course policies:**

If at any point during the course you have questions regarding the preparation of cases, exams, or other course-related issues, please do not hesitate to contact the instructor. If scheduled office hours are inconvenient for you, contact me after class to arrange an alternative appointment.

**I care about your progress in the class, and if you are having difficulty, I would like to meet with you. It is my desire that this class will be a positive experience for you, and I want to help make it one. Please do not hesitate to contact me, either by phone or e-mail, for any reason whatsoever.**

**Course Evaluations:**

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback. The link is: [**http://courseval.callutheran.edu**](http://courseval.callutheran.edu)

**ELECTRONIC DEVICE USE:**

In many aspects of life, laptops, tablets and smartphones have become essential. Recent studies, however, have shown that the use of electronic devices in the classroom can have adverse effects on learning and academic performance – often to both the user and the students around him/her. The School of Management therefore strongly recommends not using any such devices unless they are required, or an explicit permission has been obtained from the instructor, the university or the program director.

**Academic Integrity:**

The educational programs at California Lutheran University’s School of Management are designed and dedicated to achieve academic excellence, honesty and integrity at every level of academic life.

This Policy and the Procedure for Reporting and Handling Violations of Academic Integrity in the School of Management are built upon the university’s framework, but are specific to the School of Management only. As stated in the Procedure for Reporting and Handling Violations of Academic Integrity in the School of Management, students and faculty share the responsibility for maintaining high levels of scholarship and academic integrity. In the same manner, faculty and students share an obligation to report violations of academic integrity to their Program Director.

The School’s definition of academic dishonesty is ‘‘any behavior or act that implies intent to make someone believe what is not true, as giving a false appearance.’’ Since academic honesty is central to the academic enterprise, students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical use of technology, and facilitation of academic dishonesty are examples of such behaviors.

Any behavior or act that falls within the definition of academic dishonesty will meet with appropriate disciplinary remedies. Due to the serious nature of such offenses and resulting questions regarding student ethics, graduate programs within the School of Management may assign remedies including academic probation, suspension or dismissal from the university after a first offense with the approval of the Program Director, the Dean, and if necessary, the Vice President for Academic Affairs. Remedies will be determined by reviewing each specific breach of academic honesty, the context of the breach and the nature of the breach.

For complete descriptions of violations of academic integrity please refer to the Academic Integrity Policy and to the Procedure for Reporting and Handling Violations of Academic Integrity for Graduate Programs at the School of Management at California Lutheran University.

**university Harrassment Policy**:

Be civil to each other, both on- and offline. **For information on the University’s student harassment policy and rights, please go to the following link:** [Student Life Handbook](http://www.callutheran.edu/student_life/student_handbook/)

**SEXUAL MISCONDUCT:**

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran’s Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title>.

**Pearson Library**:

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page: <http://www.callutheran.edu/iss/research/>. To contact a librarian you can:

* Chat on the Library’s home page
* Email: [CLUlibrary@callutheran.edu](mailto:CLUlibrary@callutheran.edu)
* Phone: (805) 493-3250
* CLU’s satellite locations see <http://www.callutheran.edu/iss/research/satellite.php>  for the full range of services provided

**CLU Writing Center**:

The Writing Center provides writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at CLU. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer’s studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the CLU community with a @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing\_center or call (805) 493-3257. Please schedule appointments online through MyCLU Blackboard with the yellow “The Writing Center” icon in “Tools,” or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

**Veterans Resources:**

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran’s Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, [veterans@callutheran.edu](mailto:veterans@callutheran.edu) or (805) 493-3648 for more information.

**Disability Statement:**

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities.  If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need.  The Disability Support Services Coordinator is located in the Center for Student Success Office in the Pederson Administration building, and can be contacted by calling (805) 493-3260 or emailing [wjimene@callutheran.edu](mailto:wjimene@callutheran.edu)

**Help Desk:**

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please email specific details about your problems to helpdesk@callutheran.edu, click on the following link for more information <http://www.callutheran.edu/iss/technology_services/helpdesk.php> or call (805) 493-3698.

**dISCLAIMER:**

This syllabus may change from time to time to accommodate changing circumstances. Every effort will be made to alert students to changes that occur in a timely manner.