

OSCM4082 - Applied Lean Six Sigma  
Spring 2019 Syllabus**Instruction****Class Schedule:** Fridays, 12:00 – 2:00 pm**Primary Instructor:**Michelle Waite - <https://www.linkedin.com/in/michellewaite/>Versiti, Director of Continuous Improvement - [www.versiti.org](http://www.versiti.org)

Marquette, Instructor of Practice, MBA, PMP

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Faculty Adviser: Douglas A Fisher (DS324, 414-288-3995, [douglas.fisher@mu.edu](mailto:douglas.fisher@mu.edu))**1. COURSE DESCRIPTION:**

This applied course in Operations and Supply Chain Management (OSCM) brings together the most contemporary continuous improvement methodologies in industry. The learning's will be applied to business and operations problems by understanding the thinking and rationale behind the concepts, tools and frameworks. The students will have the opportunity to apply what is discussed in class to a "real world" project to solve the business issue. Through this experiential project component, the students develop skills of project management, problem solving, change management, process visualization, and interpersonal skills. Each team is given a professional mentor that provides support throughout the semester, supplementing what they learn in class and from the sponsoring leadership. Ultimately, each student will emerge fully prepared and confident in setting up, managing, and thinking critically about business issues using the strategies and methodologies gained during the semester. This approach mirrors the Define, Measure, Analyze, Improve, Control (DMAIC) methodology leveraged and many major companies globally.

**2. COURSE OVERVIEW:**

There have been many continuous improvement methodologies used by companies over the last fifty years that focused on Customers and quality. Each seemed to have its "hey day" and the same can be said for Lean and Six Sigma. While Lean is much more in vogue now, Six Sigma was very entrenched in the late 80's, 90's and early 00's. As an acknowledgement of both having benefits, Lean Six Sigma was born which was to provide the best of both approaches. The importance is that the methodology is understood so that when problems arise, a continuous improvement approach can be used to determine which "tools" will be most effective and efficient for addressing the issue.

This class will demonstrate how using Lean and Six Sigma together at the appropriate times can be a big benefit to a company's manufacturing and transactional (business) processes. There is an ever increasing amount of content and material related to these continuous improvement strategies and the classroom instruction will include the concepts, processes, tools, analyses and procedures

conveyed through presentation and video formats. There will also be hands-on application and training, as well as, business case learning, real world examples, and best practice review.

The project portion of the class will involve working directly in the sponsoring company's business area or in a Marquette University department, applying the skills learned in class. In this setting, the students will get to facilitate actual Lean Six Sigma events, activities and projects, with the focus being on completing a semester long project supported and approved by the sponsor.

The ultimate goal will be to have each student emerge from the class fully prepared and comfortable in setting up, managing, facilitating, and monitoring continuous improvement projects and programs.

### **Content of Lean Six Sigma Theory Course:**

Continuous Improvement Fundamentals	C&E Analysis - Characteristic Selection, FMEA
Lean & Six Sigma Improvement Methodologies	Value Stream Mapping
Project Management	Visual Management – 5S, Standard Work
Change management	Tools/Concepts - Kaizen, Set-up Reduction,
Team Dynamics - Roles & Responsibilities	Control Planning
Cost of Poor Quality (COPQ) – Benefits, ROI	Statistical Analysis
Key Metric Identification	Quick Response Manufacturing
Process Mapping	Toyota Kata
Measurement System Analysis	Lean Leadership - 5 Moves, Lean Management

***Weekly schedule (available separately) will show course content and timing***

### **3. CLASS MATERIALS:**

Lecture notes will be made available in class and posted on the OSCM 4082 class site (D2L) as needed. In addition, many of the videos and alternative media will be either made available during class, or linked to a site for student reference. Some will be required to view prior to coming to class. The D2L site also contains the syllabus. You are responsible for all material posted in this site and should check for important announcements. It is at the Instructor's discretion to change elements of the syllabus and course schedule as the semester progresses.

### **4. RECOMMENDED RESOURCE MATERIALS:**

There is not a single, comprehensive textbook for teaching the content of this class; rather, we will rely on several multi-media sources (PowerPoint, Minitab, Gemba Academy, trade publications, discussions). The following are books that might help round-out learning's and provide context.

The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer  
Jeff Liker, January 2004

The Hitchhiker's Guide to Lean: Lessons from the Road  
Jamie Flinchbaugh & Andy Carlino 2006

The SPEED of Trust: The One Thing that Changes Everything  
Stephen M.R. Covey, 2006

It's About Time: The Competitive Advantage of Quick Response Manufacturing  
Rajan Suri, 2010

***The video and hardcopy resources on this website will be required for the class:***  
Gemba Academy Video Series, Student Account (<http://www.gembaacademy.com>)  
**Username = Marquette; Password = Marquette2015**

## 5. MY APPROACH TO TEACHING:

Learning is a shared experience with the student and the facilitator. I see myself as facilitating your learning and I'm sure there will be more that I learn along the way with you all as well. I have been a part of many learning sessions and found the best way to learn is to immediately apply it to a current problem or opportunity. Some of the topics we review may not be able to be applied immediately and my intent is to build your tool kit so you can have a level of awareness of what you can leverage to solve problems you encounter. At the end of this course my intent is to have creating a spark within the world of continuous improvement that will continue to grow with you. The saying is, once you learn how to see all the opportunities (in forms of waste and inefficiency) around you, it will be hard not to always see these things.

In keeping with real-world business requirements, you must keep deadlines and deliver "on-time" in both the classroom setting and at your company project. Your sponsor will expect you to deliver the agreed-upon outcomes for your project in keeping with the milestones. We will have frequent reviews to ensure this will happen, and it is up to you to execute. I want to see each of you succeed in this course and on your project, so make sure you bring questions, concerns, and comments to my attention as soon as they arise. Use your Mentors for technical issues related to the project, and if we need to get your sponsor involved, we will do so accordingly.

## 6. FORMAL DELIVERABLES / OUTCOMES:

### Test and Grading Schema (total = 1000 points)

<u>Description</u>	<u>Percentage</u>	<u>Frequency / Timing</u>
Exam #1	20% (200 pts)	about week #6
Exam #2	20% (200 pts)	about week #14
Project Execution	25% (250 pts)	conclusion about week #16
Project Presentation	15% (150 pts)	week #16

Project Updates	10% (100 pts)	Bi-Weekly
Class Participation	10% (100 pts)	Assessed Weekly

**Details as follows:**

**Class participation (10% or 100 pts):**

This grade will be based on your participation / engagement / discussion during online discussion boards and regular classroom settings. My goal is that the learning environment would be comfortable for everyone to contribute, even if they aren't naturally inclined to speak out. The nature of the discussions and examples would be such that opportunities exist each week to contribute. I've not been on a job where communicating was not THE most important element (even more than what you actually knew!)

Class participation consists of a demonstrated preparedness, eagerness and willingness to actively engage in the work of the class. Students are expected to have read materials or watched videos that were assigned prior to coming to class. It will be obvious to everyone if you did not do this in advance. Cellphone usage is discouraged as it takes away from attentive listening and active participation. The break midway in class should be adequate for getting caught up. If you have a special situation, let me know. Extensive cellphone usage will first be assessed against your daily participation grade, and will escalate (negatively) up from there.

We will all learn from the ideas of others in the class. Students will be individually evaluated on the quality of the contributions (not the quantity). ***In fact, you will be decrementing your grade in this area if you constantly control the discussions without letting others participate.***

The weekly class participation grading rubric is as follows:

- 0 No comments. Not engaged. No demonstration of preparation. Does not give good effort on in-class examples.
- 4 Demonstrates minimal preparation. Knows basic case or reading facts. Is trying to follow along on in-class examples and analyses. Provides minimum engagement.
- 7 Demonstrates good preparation. Knows moderate case or reading facts. Demonstrates moderate involvement and can move the class discussion with comments & examples. Applies good effort to complete in-class examples.
- 10 Demonstrates excellent preparation. Knows advanced case or reading facts. Active involvement and offers analysis, synthesis and evaluation. Contributes to the cooperative discussion / exchange of ideas without being overbearing. Applies exemplary effort to complete in-class examples.

With a smaller class size there will be ample opportunity to participate in most weeks. I understand having "off" weeks, but it will be obvious when a student is earning a "0" each week. If this will be an issue, I expect to have a discussion within the first two weeks of class.

**Project Updates (10% or 100 pts):**

You will be expected to give the class an update every other week on the progress against your

goals at the company sponsored project. This should be a very simple recap of what you've actually accomplished versus your project charter. It is not necessary to formally create a presentation on a weekly basis. At the end of each project update, you will be asked to submit your current project charter by the due date provided. If it is useful, the project team may show accomplishments in the form of PowerPoint, drawings, process maps, etc during this update session. The format for these will be 5 – 8 min per student team and should include:

- A. What was accomplished in the prior 1 - 2 weeks
- B. What is going to be done in the upcoming 1 - 2 weeks
- C. Any barriers / issues / concerns that have come up

**Project Presentation (15% or 150 pts):**

This will be done at the end of your project and should be reviewed by your project sponsor and mentor. The reason that this component is worth 15%, is that I am much more interested (as I'm sure your Sponsor will be, too) in your **results** as demonstrated in Project Execution. As with most Lean Six Sigma activities, the final presentation is very quick because people have been following the progress and milestones along the way. If possible, I'd like you to provide a review at your company or MU Department the week before you present to the class.

**Project Execution (25% or 250 pts):**

I will be assessing your application of the tools, methods, and approaches that you've learned in class and how they were applied to your project. Additionally, any new tools or methods used that were company specific or were developed with MU department are of interest.

When you total the Execution, Updates and Final Presentation together, you will see that the sum is 50% (500 pts) or half your class grade. This is by design. You are learning how to apply your skills in an actual work environment, and to me this is much more important than just doing well on some exams. The tenet of project management is "plan the work, and then work the plan". If you have issues with your project, we need to discuss those immediately. There will be little tolerance for "discovering" there were issues on week #15. Also, this grade will be heavily influenced by your company Sponsor. Would they be asking for a refund of their semester's funding, or will they be asking for more of your efforts? If the prior, you probably won't score high on this section.

You should be prepared to provide a well-written, yet concise summary to your company sponsor or MU Department leadership. We will make every effort to allow you to present to their internal management team as well. Therefore, make it professional and abide by any company "norms" or "culture" that you might have uncovered while working there. For example, if they are using terminology that they will all understand, don't try to go counter-culture on them and use terminology that is not commonplace. The presentation should be summarized in a set of PowerPoint slides that will be shared with the class. The instructor reserves the right to request editing for content, clarity, and length. **The PowerPoint slides have to be submitted to the instructor via e-mail as instructed before the beginning of the presentation.**

End of semester surveys will be administered at the Final Presentation. These will be used to gain insights and add context for your grade in this section. The surveys will include:

1. Student Assessment – to gauge how your Mentor assisted (if applicable); input on Sponsor and feedback about your peers (and their project effort over the semester); input on class and any future improvements
2. Mentor Assessment – to gauge how the students performed from the Mentors' perspective (if applicable). They will be asked to assign a grade for consideration.
3. Sponsor Assessment – to gauge how the students performed utilizing good project management and whether they achieve the outcomes / deliverables. They will be asked to assign a grade for consideration.

**Examinations (two at 20% or 200 pts each):**

The exams are scheduled to take place at weeks #6 and #14, and will cover the content, AND thinking, that was discussed in class up to that point. The exams should be completed in about 1.5 hours; however, expectations will be communicated in advance of each of the exams as to length. The format may include a variety of test question types and styles, but will rely heavily on essays and critical thinking questions. This is the best gauge as to whether all of the content is getting synthesized into a body of knowledge.

Unless otherwise noted, the exams will be held in the same classroom as the class sessions. If you fail to take an exam on the specified date without adequate justification, you will automatically receive a score of **0 (zero points)** on the exam. If you cannot take an exam due to adequately justified and unforeseen circumstances, you may be eligible to reschedule the exam in coordination with me. If you have an exception with the Office of Disability Services and need special accommodations, let me know.

**7. ATTENDANCE:**

Attendance requirement: Class attendance is required as per Marquette's policy that is available through the University. While it is understood that an occasional class may be missed, frequent absences may result in being withdrawn from the class (per the policy).

The course will consist of weekly two-hour classroom periods, as well as, a class project. Classroom time will be the primary lecture and instructional component for presenting the concepts, tools and methods. It will also serve as time to present project updates to the class and participate in discussions for points. Attendance at all classroom sessions is mandatory as outlined above.

Time spent at your assigned company or MU department will take select elements of concepts learned in class and apply them to the team project. After a project charter is established between the student and the sponsoring company or department, it is the responsibility of the student to create a working schedule that meets the agreed-upon hours per week time commitment. Attendance and scheduling arrangements should be made between the team and the sponsor.

Faculty and students should develop an agreed upon and mutually acceptable resolution to situations of missed classroom activities and missed work at your assigned company.

Absence from class could result in a decrease in the class grade according to the schedule below. Due to the class size, I will take attendance as a normal course of action. At the end of the course, the number of absences as a percent of the total Rolls taken will be calculated.

Reduced credit will be assigned as follows:

<u>% Absences Recorded</u>	<u>Grade Reduction</u>
< 15% *	0
16% - 30%	2 Full Percentage Points
31% - 40%	3 Full Percentage Points
>40%	4 Full Percentage Points

## 8. PROJECTS AND GRADES:

### **Confidentiality:**

The students will be exposed to information deemed confidential by their assigned company sponsor. At no time should the students discuss this information beyond their assigned function and the course faculty. Students might be required to sign a confidentiality agreement prior to start of class by their sponsor companies.

### **Sponsoring Company Requirements:**

Due to the nature of the projects being completed at the company sites, the student might be required to adhere to company requirements, for example – security concerns, personal protective equipment (PPE), business decorum, HR policies – for which the student will be responsible for compliance. Should the projects get in to situations where the student is going beyond normal working environments, the company sponsor, student, and instructor will discuss as needed.

### **Case Studies and Written Assignments:**

As per the College of Business Administration, “All written assignments are subject to submission to a plagiarism detection service such as “Turnitin”. Students are required to turn in electronic versions of their assignments via “Dropbox” on the D2L Class Web-site prior to class. Please use the email address of the instructors noted above.

### **Grades:**

There is no standard format for tests and other assignments, and review sessions are at the discretion of the instructor. Tests will consist of required questions (everyone must answer) and select questions that you can pick from depending on your best understanding of a topical area. You are encouraged to seek clarification if you do not understand an assignment. It is not appropriate to attempt to negotiate (in any way whatsoever) grades with the professor. Receiving an “A” grade in this class is privilege reserved for only those students that demonstrate **significant**

understanding of the material and its application (see Marquette University grading position to get a perspective for what is considered a “good grade”), and executed to a high degree on their project.

**Grading Scale (out of 1000 pts):**

A	930+
A-	900 – 929.99
B+	860 – 899.99
B	820 – 859.99
B-	790 – 819.99
C	720 – 759.99
C-	690 – 719.99
D+	640 – 689.99
D	600 – 639.99
F	below 600

Grade	%	GPA	Grade	%	GPA
A	93 - 100	4.00	C	72 – 75.99	2.00
A-	90 - 92.99	3.67	C-	69 – 71.99	1.67
B+	86 – 89.99	3.33	D+	64 – 68.99	1.33
B	82 – 85.99	3.00	D	60 – 63.99	1.00
B-	79 – 81.99	2.67	F	Below 60	0.00
C+	76 – 78.99	2.33			

Final grades will be assigned (as per the table), based on the scale (there will be no rounding up beyond 2 decimal places). Unless a computational error has been made, grades will not be changed after the end of the semester. Please do not come to me with “extenuating circumstances” for why your grade should be changed. Class performance as a whole is taken into consideration.

**Grade Appeals:**

Under both the Graduate School of Management and undergraduate tabs on the College’s web site, the grade appeal process and the academic dishonesty policy are posted. These are located under the “Current Students” link under both the GSM and undergraduate pages of the web site.

**9. MISCELLANEOUS:**

**Class Expectations:**

At the College of Business Administration, our objective is to prepare supply chain students to succeed in a highly competitive field. For your benefit, and that of the companies hiring you, we are looking to break into the top-10 supply chain undergraduate programs in the U.S. We take that mission very seriously and set our expectations of students accordingly, i.e. very high!

In particular, I expect that:

- a) You will attend class regularly and on time. Repeated lateness will result in your being asked to leave the class session.
- b) You will come to class well-prepared, including completing the reading and other assignments
- c) You will conduct yourself professionally during class periods, especially when outside speakers are present. When at your companies, you will comply with all company related standards and any implied business decorum and levels of professionalism. You are representing the University while away from campus, so please maintain a high level of business acumen.
- d) You will be proactive in terms of dealing with assignment deadlines. Students will be exposed to information deemed confidential by their assigned company sponsor. At no time should the students discuss this information beyond their assigned function.

**Accommodations and Special Challenges:**

Please inform me during the first week of class if you have any conditions that may limit or affect your ability to participate in this course so that we can make necessary arrangements. You may also contact the Office of Student Disability Services, in 5th Floor of the 707 Building, 005 (8-1645) for more information (see also: <http://www.marquette.edu/disability-services/>).

**Asking questions:**

I strongly encourage you to ask questions throughout the course. However, for any assignment that is turned in for credit, I cannot review work to see if it is “on the right track” or “looks ok”. I also will not confirm if specific calculated values are correct. I will however answer questions such as how to approach a problem or how to use a specific methodology. If you feel yourself getting stuck, please feel free to ask questions such as these!

**Attendance requirement:**

Class attendance is required as per Marquette’s policy – available through the University. While it is understood that an occasional class may be missed, frequent absences will result in being withdrawn from the class (per the policy).

**Communication and Electronic Devices:**

I will post updates as needed on D2L and will make electronic copies of content available as needed. Please ensure that your email is correct in D2L and check the site throughout the course. The best way to reach me is always via text and/or cellphone calls. It is your responsibility to ensure that your email account is not “full” and unable to accept emails. Laptops, cellphones, smartphones, iPods, iPads, and other personal electronic devices are considered distractions to other students and the instructor, and are generally not allowed during class. Usage will be considered as “lack of engagement” and will affect your participation scores.

**English Language:**

All written materials submitted for a grade are expected to use correct grammar, spelling and punctuation.

**“Incomplete” Grades:**

Grades of “Incomplete” will not be given, unless students can adequately justify inability to complete the coursework due to personal impediments, such as illness.

**10. COURSE SCHEDULE:**

A weekly list of topics will be made available as a separate document on D2L before class starts. It will provide a guideline as to where the topics will fall, however, my experience is that we might flex some content in as the discussions seem fit to do so. The course schedule is subject to modification as changes in time requirements for class material become necessary during the semester. You are expected to read the materials assigned before the corresponding session.

**Outcomes:**

The first and primary desired outcome is a student who more fully understands and will be able to apply and use the skills and importance of a professional lean six sigma effort to an organization -- and one which is perceived as being more qualified upon entering the job market.

The second desired outcome is for the instructors to create a better understanding of (1) how to improve this course for future students; (2) how to scale the course to a larger number of students (for example, two students at each of ten companies following an identical curriculum with company-specific modification); and (3) how to extend this ‘applied learning’ concept to the range of Supply Chain functions (procurement, operations/production, inventory management, customer service and logistics).

The third desired outcome is that the function involved benefit not just by having the student with them for the semester, but that each student benefit from working in the function.

**11. MARQUETTE RELATED SCHOOL STATEMENTS:**

**College of Business Administration Assessment Statement**

The fundamental mission of the College of Business Administration is to provide a quality education grounded in Catholic, Jesuit intellectual values. Students are expected to learn how to function effectively in a diverse and global economy so that they may develop into ethical and socially responsible global leaders and responsible members of their organizations and communities. As one

of many methods of assuring that the goals of our educational mission are successfully met, the college regularly and systematically engages in the assessment of these competencies.

Students in the Bachelor of Science in Business Administration program are assessed on their ability to reason ethically, communicate effectively, analyze critically, and understand local, national and global business and cultural issues. Students in our MBA programs are also assessed on their competency to communicate effectively, reason ethically and apply critical thinking, as well as their capacity to comprehend the global strategic issues of firms and perform fundamental activities of business managers. Students in our other graduate programs are assessed on specific competencies related to their disciplines.

Assessment takes place each semester in all programs and settings using quantifiable measures; that information is gathered and analyzed information to help continuously improve the educational process. The College of Business Administration is dedicated to successfully providing a quality education for all students. Assessment is the continuous improvement process of evaluating our success. More information on assessment can be found at

(<http://www.marquette.edu/assessment/>) or in the assurance of learning tabs under:

<http://business.marquette.edu/academics/assurance-of-learning-undergrad> or

<http://business.marquette.edu/academics/assurance-of-learning-graduate>

- a. The college's UNDERGRADUATE program learning goals are:
  - i. Demonstrate effective communication skills to business situations
  - ii. Analyze the global business environment
  - iii. Analyze the domestic business environment
  - iv. Demonstrate critical thinking skills to business situations
  - v. Demonstrate an ethical understanding and perspective to business situations
  
- b. The College's MBA program learning goals are:
  - i. Perform the fundamental activities of business
  - ii. Communicate effectively in business settings
  - iii. Comprehend global strategic issues of a corporation
  - iv. Apply ethical reasoning to business situations
  
- c. Each undergraduate major also has a unique program goal and associated learning outcomes that must be assessed each semester. In addition, graduate programs other than the MBA program have their own program goals and associated outcomes also assessed each semester. Please contact your department chair, the Executive Associate Dean, the various graduate program directors, or Noreen Lephardt in the Economics Department, the faculty representative to the University's Assessment Committee, for more on our assessment process and how this might be discussed as part of your course syllabus. For undergraduate majors, you can also go to the College web site (see the site listed above) and below the list of the assessment goals for the undergraduate business core, there is information on each major's unique program goal and associated outcomes.

## **ACADEMIC INTEGRITY**

### **Statement on academic integrity**

We, the scholars of Marquette University, recognize the importance of personal integrity in all aspects of life and work. We commit ourselves to truthfulness, honor, and responsibility by which we earn the respect of others. We support the development of good character in our academic community, and commit to uphold the highest standards of academic integrity as an important aspect of personal integrity. Our commitment obliges us as students, faculty, and staff to conduct ourselves according to the Marquette University Honor Code set forth below. We do this in pursuit of Marquette University's mission, which is the search for truth, the discovery and sharing of knowledge, the fostering of personal and professional excellence, the promotion of a life of faith, and the development of leadership expressed in service to others.

Students are asked to commit to academic integrity through the following *honor pledge*.

I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor, and responsibility, by which I earn the respect of others. I support the development of good character, and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.

### **Marquette University Honor Code**

*The honor code obliges students:*

1. To fully observe the rules governing exams and assignments regarding resource material, electronic aids, copying, collaborating with others, or engaging in any other behavior that subverts the purpose of the exam or assignment and the directions of the instructor.
2. To turn in work done specifically for the paper or assignment, and not to borrow work either from other students, or from assignments for other courses.
3. To give full and proper credit to sources and references, and to acknowledge the contributions and ideas of others relevant to academic work.
4. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
5. To complete individual assignments individually, and neither to accept nor give unauthorized help.
6. To accurately represent their academic achievements, which may include their grade point average, degree, honors, etc., in transcripts, in interviews, in professional organizations, on resumes and in the workplace.
7. To report any observed breaches of this honor code and academic honesty.  
Academic integrity is a matter of great importance to the entire Marquette community and as such the honor code obliges others on campus as well.

*The honor code obliges instructors:*

1. To monitor and design exams and assignments so that honest students will not be disadvantaged by other students who might choose to cheat if given the opportunity.
2. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
3. To follow all published procedures regarding cases of academic misconduct.
4. To report any observed breaches of this honor code and academic honesty.

*The honor code obliges researchers:*

1. To give full and proper credit to sources and references, and to acknowledge the contributions and ideas of others relevant to research.
2. To conduct research experiments according to professional standards of objectivity conscientiousness, reliability and transparency.
3. To conduct all experiments according to professional ethical standards, and, when applicable, to submit all proposed investigations to the relevant oversight bodies.
4. To provide sufficient documentation of research methodology so that other researchers in the field may replicate work.
5. To observe all duties required by copyright and patent regulations.
6. To follow all published procedures regarding cases of personal and academic misconduct.
7. To report any observed breaches of this honor code and academic honesty.

*The honor code obliges staff:*

1. To interpret procedures and regulations in the spirit of furthering the highest standards of personal and academic integrity.
  2. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
  3. To follow through on reporting, punishment, and record-keeping on all incidents of personal and academic misconduct.
  4. To follow all published procedures regarding cases of personal and academic misconduct.
- To report any observed breaches of this honor code and academic honesty.

### **Emergency Plan**

Every Marquette University campus building has emergency shelter and evacuation plans. Please familiarize yourself with the plans of each building in which you take classes or attend meetings. Make sure to note the routes to the lowest level of the buildings for shelter during inclement weather, as well as exits from the buildings in the event of fire or other emergency.

### **Weather Related Cancellations**

In the event of bad weather, the Office of the Provost will make the decision to cancel classes. It is not up to individual faculty to do so. If you commute to class and do not feel you can safely attend class during inclement weather, please contact me to work with you regarding missed work, etc.

If for some reason classes are cancelled during Finals Week, students will receive the grade to date, unless you specifically state how they will be graded (e.g., make-up exam, re-weight other assessments, etc.). Again, if you do not say anything about this in your syllabus, University policy is that students will get the grade they have earned on points or percentage earned prior to the final.