

Online course MGMT 4321 – 110 Production and Operations Management (CRN: 10319)
Spring 2018 – 16 Weeks – Jan 16 – May 11, 2018
Texas A & M University – Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Vinay Gonela

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Preferred email for course – Canvas “Inbox”

Office Hours: There will be two kinds of office hour: (1) in-office, and (2) on-line. The in-office (FH 318K) hours will be on Monday and Wednesday 9 AM – 10:30 AM and 4 PM – 5 PM. The online office hours will be Monday and Wednesday 9AM -10:30 AM, and 4 PM - 6 PM. Students can use Canvas “chat” in the menu for the online office hours. I can also be available through Microsoft office 365 Skype. My skype ID: vinay.gonela@tamuct.edu. Students can connect with me to discuss course related questions. In addition, students can send any questions related to the course to my Canvas “Inbox”. I will respond to the student's questions within 36 hours. Any other questions, students can contact me through TAMUCT email: vinay.gonela@tamuct.edu. If the student needs assistance beyond the stated office hours, student can send me an email through canvas inbox and we can decide a mutually agreed time for office hours. Any deviations in office hours due to meetings and conferences will be communicated to students through instructor announcements.

Mode of instruction and course access:

This course is a 100% online course and uses the TAMUCT Canvas Learning Management System: <https://tamuct.instructure.com>. Students should use your MyCT account and password (i.e. xx111). The materials will be posted in several electronic formats such as Microsoft Word, PowerPoint, and PDF etc. Please feel free to contact me whenever you have difficulty in accessing the material.

Student-instructor interaction: As stated in office hours, I will be available to the students in several formats. Any interaction that require detailed discussions will be conducted through: (1) Canvas “chat” (Preferred), and (2) Microsoft office 365 Skype (My Skype ID: vinay.gonela@tamuct.edu). Students can chat with me during office hours or any other mutually agreed time. In addition, students can send me any questions related to the course to my Canvas “Inbox”. I will respond to the student's questions within 36 hours. Any other questions, students can contact me through TAMUCT email: vinay.gonela@tamuct.edu.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas 911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description: The primary purpose of this course is to introduce students to the field of production and operations management (POM). In this course, students will study industrial organization, scientific management, planning and control, building locations and layouts, wage rates, corporation relationships, and research. Prerequisite(s): MGMT 3301: Principles of Management, and BUSI 3311: Business Statistics.

Course Learning Objective (CLO): All the course objectives can be achieved by mastering each weekly objective. At the end of the course, students meet the CLOs by achieving acceptable grade of 300 points (60%) or above for the entire course.

CLO1: Identify and effectively explain the dynamics of operations strategy for businesses.

CLO2: Define the key POM concepts, principles, and practices related both manufacturing and service based businesses.

CLO3: Identify the interrelationship of various function areas and the role of POM for the success of business.

CLO4: Apply decision making and analytical skills to solve POM problems.

CLO5: Differentiate between strategic, tactical and operational planning for both manufacturing and service based companies.

Chapter based Student Learning Outcomes (CH_SLO): CH_SLO enable students to master the skills in each chapter. Gaining proficiency in each of the chapters will enable students achieve CLOs. Students gain proficiency by achieving an acceptable grade of 300 points (60%) or above for the entire course.

Chapter 1 (CLO1, CLO2, CLO3): After completing this chapter, students should be able to:

CH_SLO 1.1: Define the terms operations management and supply chain management

CH_SLO 1.2: Identify the similarities and dissimilarities between production and service operations

CH_SLO 1.3: Explain the three functional areas of organizations and describe how they interrelate

CH_SLO 1.4: Summarize the two major aspects of process management

CH_SLO 1.4: Describe the operations function and the nature of the operations manager's job

CH_SLO 1.5: Explain the key aspects of operations management decision making

CH_SLO 1.7: Briefly describe the historical evolution of operations management

CH_SLO 1.8: Explain the need to manage supply chain

Chapter 2(CLO1, CLO2, CLO4): After completing this chapter, students should be able to:

CH_SLO 2.1: List several ways that business organizations compete

CH_SLO 2.2: Name several reasons that business organizations fail

CH_SLO 2.3: Define the terms mission and strategy and explain why they are important

CH_SLO 2.4: Discuss and compare organizations strategy and operations strategy and explain

CH_SLO 2.5: why it is important to link the two

CH_SLO 2.6: Describe the term productivity and explain why it is important to organizations and to countries

CH_SLO 2.7: Describe several factors that affect productivity

Chapter 3 (CLO4, CLO5): After completing this chapter, students should be able to:

CH_SLO 3.1: List features common to all forecasts

CH_SLO 3.2: Explain why forecasts are generally wrong

CH_SLO 3.3: List the elements of a good forecast

CH_SLO 3.4: Outline the steps in the forecasting process

CH_SLO 3.5: Summarize the forecast errors and use summaries to make decisions

CH_SLO 3.6: Describe four qualitative forecasting techniques

CH_SLO 3.7: Prepare a moving average, weighted moving average, exponential smoothing, linear trend, trend adjusted exponential smoothing forecasts

CH_SLO 3.8: Compute and use seasonal relatives

CH_SLO 3.9: Compute and use regression and correlation coefficient

CH_SLO 3.10: Construct control charts and use them to monitor forecast errors

CH_SLO 3.11: Describe the key factors and trade-offs to consider when choosing a forecasting technique

Chapter 4/4S (CLO1, CLO2, CLO4, CLO5): After completing this chapter, students should be able to:

CH_SLO 4.1: Explain the strategic importance of product and process design

CH_SLO 4.2: Describe what product and service design does

CH_SLO 4.3: Name the key questions of product and service design

CH_SLO 4.4: Identify some reasons for design or redesign
CH_SLO 4.4: List some of the main sources of design ideas
CH_SLO 4.5: Discuss the importance of legal, ethical, and sustainability considerations in product and service designs
CH_SLO 4.6: Explain the purpose and goal of life cycle assessment
CH_SLO 4.7: Explain the phrase 3R's
CH_SLO 4.8: Briefly describe the key issues in product or service design
CH_SLO 4.9: Discuss several key issues in product or service design
CH_SLO 4.10: List the characteristics of well-designed service systems
CH_SLO 4.11: List some guidelines for successful service design
CH_SLO 4.12: Define reliability
CH_SLO 4.13: Perform simple reliability computations
CH_SLO 4.14: Define the term availability and perform simple calculations

Chapter 5/5S (CLO4, CLO5): After completing this chapter, students should be able to:

CH_SLO 5.1: Name the three key questions in capacity planning
CH_SLO 5.2: Explain the importance of capacity planning
CH_SLO 5.3: Describe the ways of defining and measuring capacity
CH_SLO 5.4: Name several determinants of effective capacity
CH_SLO 5.5: Discuss factors to consider when deciding whether to operate in-house or outsource
CH_SLO 5.6: Discuss the major considerations related to developing capacity alternatives
CH_SLO 5.7: Describe the steps that are used to resolve constraint issues
CH_SLO 5.8: Briefly describe approaches that are useful for evaluating capacity alternatives
CH_SLO 5.9: Outline the steps in the decision process
CH_SLO 5.10: Name some causes of poor decisions
CH_SLO 5.11: Describe and use techniques that apply to decision making under uncertainty
CH_SLO 5.12: Describe and use the expected value approach
CH_SLO 5.13: Construct a decision tree and use it to analyze a problem

Chapter 6(CLO1, CLO4, CLO5): After completing this chapter, students should be able to:

CH_SLO 6.1: Explain the strategic importance of process selection and the influence it has on the organization and its supply chain
CH_SLO 6.2: Name the two main factors that influence process selection
CH_SLO 6.3: Compare the four basic processing types
CH_SLO 6.4: Explain the need for management of technology
CH_SLO 6.5: List some for resign of layouts
CH_SLO 6.6: Describe product layouts and their main advantages and disadvantages

CH_SLO 6.7: Solve simple line-balancing problems

CH_SLO 6.8: Develop simple process layouts

Chapter 8(CLO1, CLO4, CLO5): After completing this chapter, students should be able to:

CH_SLO 8.1: Identify some of the main reasons organizations need to make location decisions

CH_SLO 8.2: Explain why location decisions are important

CH_SLO 8.3: Discuss the options that are available for location decisions

CH_SLO 8.4: Discuss key considerations related to global location decisions

CH_SLO 8.5: Outline the decision process for making location decisions

CH_SLO 8.6: Describe some of the key factors that guide service and retail location decisions

CH_SLO 8.7: Use the techniques presented to evaluate location alternatives

Chapter 9 (CLO1, CLO2, CLO3, CLO4, CLO5): After completing this chapter, students should be able to:

CH_SLO 9.1: Discuss the philosophies of quality gurus

CH_SLO 9.2: Define the term quality as it relates to products and services

CH_SLO 9.3: Identify the determinants of quality

CH_SLO 9.4: Explain why quality is important and the consequences of poor quality

CH_SLO 9.5: Describe and give examples of the costs associated with quality

CH_SLO 9.6: Discuss the importance of ethics in managing quality

CH_SLO 9.7: Compare the quality awards

CH_SLO 9.8: Discuss quality certification and its importance

CH_SLO 9.9: Describe TQM

CH_SLO 9.10: Give an overview of problem solving

CH_SLO 9.11: Give an overview of process improvement

CH_SLO 9.12: Describe the six sigma methodology

CH_SLO 9.13: Describe and use various quality tools

CH_SLO 9.14: Explain the need for quality control

CH_SLO 9.15: Discuss the basic issues of inspection

Chapter 13(CLO1, CLO4): After completing this chapter, students should be able to:

CH_SLO 13.1: Define the term inventory

CH_SLO 13.2: Describe the different types of inventory

CH_SLO 13.3: Describe the main functions of inventories

CH_SLO 13.4: Discuss the main requirements for effective inventory management

CH_SLO 13.5: Explain periodic and perpetual review systems

CH_SLO 13.6: Describe the costs that are relevant to inventory management

CH_SLO 13.7: Describe A-B-C approach and how it is useful

CH_SLO 13.8: Describe the basic EOQ model and its assumption and solve typical problems

CH_SLO 13.9: Describe the quantity discount model and solve typical problems

CH_SLO 13.10: Describe reorder point models and solve the typical problems

Chapter 14(CLO1, CLO2, CLO3): After completing this chapter, students should be able to:

CH_SLO 14.1: Explain the terms lean operations and JIT

CH_SLO 14.2: Describe the main characteristics of lean systems

CH_SLO 14.3: List the five principles of the way lean systems function

CH_SLO 14.4: List some of the benefits and some of the risks of lean operation

CH_SLO 14.5: Describe the Toyota Production System (TPS).

CH_SLO 14.6: List the three goals of a lean system and explain the importance of each

CH_SLO 14.7: List the eight wastes according to lean philosophy

CH_SLO 14.8: Identify and briefly discuss the four building blocks of a lean production system

CH_SLO 14.9: Describe key lean improvement tools

CH_SLO 14.10: Outline considerations for successful conversion from a traditional system to a lean system

CH_SLO 14.11: Describe some of the obstacles to lean success

Chapter 15(CLO1, CLO2, CLO3, CLO5): After completing this chapter, students should be able to:

CH_SLO 15.1: Explain the terms supply chain and logistics

CH_SLO 15.2: Name the key aspects of supply chain management

CH_SLO 15.3: List, and briefly explain, current trends in supply chain management

CH_SLO 15.4: Outline the benefits and risks related to outsourcing

CH_SLO 15.5: Explain what the main supply chain risks are and what businesses can do to minimize those risks

CH_SLO 15.6: Describe some of the complexities related to global supply chains

CH_SLO 15.7: Briefly describe ethical issues in supply chains and the key steps companies can take to avoid ethical problems

CH_SLO 15.8: Describe the three concerns of small businesses related to the supply chain and suggest ways to manage those concerns

CH_SLO 15.9: List several strategic, tactical and operational responsibilities related to managing the supply chain

CH_SLO 15.10: Discuss procurement in terms of the purchasing interfaces, the purchasing cycle, ethics and centralized versus decentralized decision making

CH_SLO 15.11: Briefly describe the key aspects of supplier management

CH_SLO 15.12: Discuss the logistic aspects of supply chain management including RFID technology

CH_SLO 15.13: Discuss the issues involved in managing returns

CH_SLO 15.14: Describe some of the challenges in creating an effective supply chain and some of the trade-offs involved

Competency Goals Statements (certification or standards): Students meet competency requirements for this course by achieving a minimum of 300 points (60%) or above grade in the entire course.

Required Reading and Textbook(s):

Required Textbook: Operations Management (w/out ConnectPlus)

Author: Stevenson

Edition: 13th

ISBN: 9781259667473

Note 1: A Student of Texas A&M University – Central Texas (TAMUCT) is not under any obligation to purchase a textbook from a university – affiliated bookstore.

Other required materials: Apart from the required textbook, students should have access to computer with Microsoft Word, PowerPoint, Excel, PDF reader along with proper internet service and browser (Required). Students can obtain a free PDF reader at <http://www.adobe.com/products/acrobat/readstep.html>. All the materials related to the course will be available in electronic format (Lecture slides, homework assignments, exams and solutions) in canvas: <https://tamuct.instructure.com>. Students are recommended to have a hand held calculator (should be able to perform square roots and above apart from addition, subtraction, multiplication and division – at a minimum) for calculations.

COURSE REQUIREMENTS

The assessments in this section will measure the CLOs and CH_SLOs stated in the course information section. In this course, some of the outcomes will be measured several times using assignments, case studies, and exams. It should be noted discussions will be provided to the students which are not part of the final grading.

Discussions (Optional): Select Discussions from the menu found on the left side of the Canvas class home page. All discussions and questions will be placed in their respective topics for ease of understanding by all class members and the instructor. All entries are threaded so that you may easily see a question and the respective responses to that question. All class members are invited to fully participate in the discussions by sharing their perspectives of a particular chapter. **Please note that this does not mean you will post assignment and case study solutions to the assignments. Posting assignment and case study solutions to discussion will result in deduction of 20 points from final score for each instance.** In addition, please note discussions are not required as part of your grade but are highly encouraged for better understanding and clarification of the theory and in conducting calculations of specified problems. The instructor will always read each question and the respective answers to ensure correctness and accuracy.

Assignments: There will be 12 assignments, one for each chapter, out of which best 10 assignments will be considered towards final grading. Each assignment will be worth 20 points adding to 200 points. Each assignment will assess the CLOs pertaining to a particular chapter (see course outline and calendar). Each assignment will have several discussion and problem solving questions. The rubric for the assignment discussion question and problem solving questions are available in page 17 and page 18 respectively. Students can handwrite, scan (or make image) and post the assignments to the canvas. However, make sure that the handwriting is readable. If the assignment is not readable, students will not receive any points. For assignments, students must show the work in order to receive full credit. Points will be awarded based on the correctness and quality of the work. Each assignment will assess CLOs and CH_SLOs pertaining to the chapter (see course information). However, all the assignments together will assess all the CLOs.

Case studies (CLO1, CLO4): There will be two case studies. Each case study is worth 50 points. The case studies consists of both discussion questions and problems. The rubric in page 17 will be used for discussion questions and the rubric in page 18 will be used for problems. The case study must be typed in APA style. Please refer to the following link for APA style: <https://owl.english.purdue.edu/owl/resource/560/18/> . Students must show the work in order to receive full credit. Points will be awarded based on the correctness and quality of the work. Each case study will assess CLO 1 and CLO 4.

Note 2: Students can chose to handwrite the assignments. However, make sure to be readable when you handwrite the assignments. If the assignment is not readable, students will not receive any points.

Exams (CLO1, CLO2, CLO3, CLO4 and CLO5): There will be a two in-class exams. Each exam is worth 100 points. Each exam consists of multiple choice questions, discussion and problem solving questions adding up to 100 points. The rubrics for exam discussion question and problems are provided in page 17 and page 18 of the syllabus.

Note 3: Check the course outline and Calendar section for assessment due dates. All the assignments will be due on Sunday @ 11:59 PM

Late submissions penalties: The instructor will not accept late submissions under any circumstances.

Grading Policy: Following is the grading policy that will be used for this course:

Course Evaluation: Table 1 presents the point scale for each of the activities performed in this class.

Table 1: Activity scores and percentages

Activity	Point scale	Percentages
Assignments (10)	10*20 = 200	40%

Case studies (2)	50*2 = 100	20%
Exam 1	100	20%
Exam 2	100	20%
Total	500	100%

Grade computation: Below is the grading scale for the course. Students earn the grades by completing the scheduled activities. There will no bonus points. Failure to submit the appropriate activities will result in a failing grade.

Grading Scale:

A = 450 – 500 (90% - 100%) B = 400 – 449.99 (80% – 89.99%)

C = 350 – 399.99 (70% - 79%) D = 300 – 349.99 (60% - 69.99%)

F = 299.99 and below (59.99% and below)

Grading Criteria Rubric and Conversion

The rubrics for discussion questions and problems are provided in page 17 and page 18 respectively. It should be noted that assignments, case studies and exams will contain discussion questions and problems. Therefore, discussion rubric (Page 17) will be used for discussion questions and problems rubric (Page 18) will be used for problems.

Posting of Grades

All the grades will be posted on canvas. Students can view the grades in the “Grades” tab. The grades will be posted within two weeks of the submission.

Week	Chapter Reading	Homework
Week 1: Jan 16 - Jan 21	Introduction and syllabus	“Meet and Greet” on discussion board by 01/21 @ 11: 59 PM
Week 2: Jan 22 – Jan 28	Chapter 1	Assignment 1 (Chapter 1) due by 01/28 @ 11:59 PM (CLO1, CLO2, CLO3, CH_SLO 1.1 - CH_SLO 1.8)
Week 3: Jan 29 – Feb 4	Chapter 2	Assignment 2 (Chapter 2) due by 02/04 @ 11:59 PM (CLO1,CLO2, CLO4, CH_SLO 2.1 – CH_SLO 2.6)
Week 4: Feb 5 - Feb 11	Chapter 3	Assignment 3 (Chapter 3) due by 02/11 @ 11:59 PM (CLO4, CLO5, CH_SLO 3.1 - CH_SLO 3.11)
Week 5: Feb 12 – Feb 18	Chapter 4/4S	Assignment 4 (Chapter 4/4S) due by 02/18 @ 11:59 PM (CLO1, CLO2, CLO5, CH_SLO 4.1 - CH_SLO 4.12)
Week 6: Feb 19 – Feb 25	Chapter 5	Assignment 5 (Chapter 5) due by 02/25 @ 11:59 PM (CLO4, CLO5, CH_SLO 5.1 - CH_SLO 5.13)
Week 7: Feb 26 – Mar 4	Chapter 5S	Assignment 6 (Chapter 5S) due by 03/04 @ 11:59 PM (CLO 4, CLO 5, CH_SLO 5.1 - CH_SLO 5.13)

Week 8: Mar 5 – Mar 11	Exam 1 due by @ 03/11 @11:59 PM (Chapter 1-5S) Case study 1 due by 03/11 @ 11: 59 PM	
Week 9: Mar 12 – Mar 18	Spring Break	
Week 10: Mar 19 – Mar 25	Chapter 6	Assignment 7 (Chapter 6) due by 03/25 @ 11:59 PM (CLO1, CLO4, CLO5, CH_SLO 6.1 - CH_SLO 6.8)
Week 11: Mar 26 – Apr 1	Chapter 8	Assignment 8 (Chapter 8) due by 04/01 @ 11:59 PM (CLO1, CLO4, CLO5, CH_SLO 8.1 - CH_SLO 8.7)
Week 12: Apr 2 – Apr 8	Chapter 9	Assignment 9 (Chapter 9) due by 04/08 @ 11:59 PM (CLO1, CLO2, CLO3, CLO4, CLO5, CH_SLO 9.1 - CH_SLO 9.15)
Week 13: Apr 9 – Apr 15	Chapter 13	Assignment 10 (Chapter 13) due by 04/15 @ 11:59 PM (CLO1, CLO4, CH_SLO 13.1 - CH_SLO 13.10)
Week 14: Apr 16 –Apr 22	Chapter 14	Assignment 11 (Chapter 14) due by 04/22 @ 11:59 PM (CLO1, CLO2, CLO3, CH_SLO 14.1 - CH_SLO 14.10)
Week 15: Apr 23 – Apr 30	Chapter 15	Assignment 12 (Chapter 15) due by 04/30 @ 11:59 PM (CLO1, CLO2, CLO3, CLO5, CH_SLO 15.1 - CH_SLO 15.14)
Week 16: May 1 – May 5	Review Case study 2 due by 05/05 @ 11: 59 PM	
Week 17: May 6 – May 11	Exam 2 on 05/09@ 11: 59 PM Chapter 6, 8, 9, 13, 14, 19	

Important University Dates:

January 2018

January 2, (Tuesday) Winter Break Ends

January 2, (Tuesday) Priority Deadline for Admissions applications

January 5, (Friday) VA Certification Request Priority Deadline

January 11, (Thursday) Convocation

January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week)

January 15, (Monday) Martin L. King Jr. Day

January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)

January 16, (Tuesday) Classes Begins

January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)
January 23, (Tuesday) Last day to drop 1st 8-week classes with no record
January 31, (Wednesday) Last day to drop 16 week classes with no record

February 2018

February 2, (Friday) Priority Deadline to Submit Graduation Application
February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W
February 15, (Thursday) Last day to apply for Clinical Teaching
February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)

March 2018

March 1, (Thursday) Deadline to submit application to Teacher Education Program
March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation
March 9, (Friday) 1st 8 week classes end
March 9, (Friday) Deadline for Admissions applications
March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)
March 12, (Monday) Spring Break Begins
March 12, (Monday) 1st 8-week grades from faculty due by 3pm
March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)
March 16, (Friday) Spring Break Ends
March 19, (Monday) 2nd 8 week begins
March 19, (Monday) Summer Advising Starts
March 19, (Monday) Class Schedule Published
March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)
March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)
March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record
March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

April 2018

April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies
April 2, (Monday) Scholarship Deadline
April 2, (Monday) Registration begins
April 5, (Thursday) Priority Deadline for International Student Admission Applications
April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W*
April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

May 2018

May 7-11, Finals Week
May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office) (\$20 Late Application Fee applies)
May 11, (Friday) Spring Term Ends
May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)
May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for spring graduation (5pm)
May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)

May 14, (Monday) Minimester begins
May 15, (Tuesday) Last Day to clear Thesis Office
May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)
May 21, (Monday) Priority Deadline for Admissions applications
May 25, (Friday) VA Certification Request Priority Deadline
May 28, (Monday) Memorial Day

TECHNOLOGY REQUIREMENTS AND SUPPORT

Students should have access to computer with Microsoft Word, PowerPoint, Excel, PDF reader along with proper internet service and browser (*Required*). Students can obtain a free PDF reader at <http://www.adobe.com/products/acrobat/readstep.html>. All the materials related to the course will be available in electronic format (Lecture slides, homework assignments, exams and solutions) in canvas: <https://tamuct.instructure.com/>. Students are recommended to have a hand held calculator (should be able to perform square roots and above apart from addition, subtraction, multiplication and division – at a minimum) for calculations.

Student can choose to handwrite the Assignments. However, students need to scan them or take an image and post it canvas. Therefore, it is student's responsibility to obtain necessary equipment required to post the handwritten assignment.

Technology Requirements.

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed,

signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex

and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

University Writing Center: Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a

distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

OPTIONAL POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Class Policy: Instructor holds the right to change certain policies such as reading schedule, late submissions if the instructor feels it is necessary or beneficial for the class.

Office hour policy: Instructor expects the students to be punctual when scheduled for an office hour. In addition, when a student comes to the office hour for course activity (assignments and case studies), the instructor expects the student have read all the material and tried the assignment at least ones. If the student shows up without adequate reading, the instructor would direct the student to read the material first and come back.

Late submissions penalties: The instructor will not accept any late submissions.

Missed course activities: If the student misses course activities such as assignments, case studies and exams, there will be no make-up unless a formal notice is given ahead. In addition, if the student misses significant number of course activities, it is the responsibility of the student to drop-off from the course. No make-ups can be given in such circumstances.

Netiquette: Online communication is a very critical component of any online environment, and in this course, you are expected to conduct yourself in the same respectful manner that would be followed in a face-to-face course. Be sure to abide by the following guidelines when participating in the various methods of communication with instructors and classmates:

- Think your response through before responding. Before you submit your comments, proofread your comments to prevent any misunderstandings from occurring.
- Do not capitalize everything. Capital letters may be used for the occasional EMPHASIS, but avoid typing completely in capital letters AS IT MAY APPEAR AS THOUGH YOU'RE SHOUTING!
- Keep conversations clean from foul language. The online course is an environment for positive feedback and productive dialogue. Profanity will not be tolerated.
- Use correct spelling and proper grammar. Keep your responses on topic and concise. Do not write long responses, for it will not likely be read or take up too much of another person's time.
- Do not ramble. You are not the only person behind a keyboard. Be mindful of others' feelings and treat them with the same respect that everyone deserves.
- Communicate respectfully.

In this course, you are also expected to abide by the University's student code of conduct and the policies on classroom. View the University's Student Code of Conduct online (<https://www.tamuct.edu/student-affairs/docs/tamuct-student-handbook1.pdf>). Visit the Office of Student Conduct Website here. (<https://www.tamuct.edu/student-affairs/student-conduct.html>.)

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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Rubric for discussion questions

***Note: This rubric will be used for discussion questions in Assignments, Case studies, and Exams**

Criteria	No work (0%)	Missing work (25%)	Needs improvement (50%)	Met Expectations (75%)	Exceeds expectation (100%)
Evidence/Content 65%	Work is not submitted	The answer has several errors in both conceptual level (textbook) and communication clarity.	The answer contains one or two basic facts that are correct (textbook), but may also have incorrect statements as well.	The answer contains most (75%) of the points that needed to be included.	The answer contains the main points and provides comprehensive understanding.
Writing mechanics 35%	Work is not submitted	Writing mechanics are a major issue.	Problems with length, format, grammar, spelling, originality, or citations.	Only minor problems with length, format, grammar or spelling, or citations. No issues with originality	No problems with length, format, grammar or spelling, originality, or citations if needed.

Rubric for problems

***Note: This rubric will be used for problems in Assignment, Case studies, and Exams**

Criteria	No work 0 %	Missing work 25%	Needs improvement 50%	Met expectations 75%	Exceeds expectations 100%
Communication (25%)	<ul style="list-style-type: none"> • Work is not submitted • Only final answers are presented without proper 	<ul style="list-style-type: none"> • Does not select and use important information from the problem. • Little work is evident and/or is very confusing. • Words (labels and sentences), numbers, and/or pictures are not used or do not match the problem. • Does not use correct math vocabulary and symbols. Charts, tables and/or graphs are not used, even when appropriate 	<ul style="list-style-type: none"> • Selects and uses some important information from the problem. • Work is partly complete. It may not be very clear or organized. • Tries to use words (labels and/or sentences), numbers and/or pictures to explain thinking. Some steps may be missing. • Uses some correct math vocabulary and symbols. Tries to show using charts, tables, and/or graphs if appropriate. 	<ul style="list-style-type: none"> • Selects and uses all important information from the problem. • Work is complete. Organization is fairly clear. • Uses words (labels and sentences), numbers, and pictures to explain thinking. Every step is shown. • Uses correct math vocabulary and symbols. Shows data correctly using charts, tables, and/or graphs if appropriate. 	<ul style="list-style-type: none"> • Uses appropriate information from the problem • Uses words, numbers and pictures to clearly explain thinking. Every step is shown • Uses correct math vocabulary and symbols. Shows data clearly and correctly using charts, tables, and/or graphs if appropriate.
Problem Solving (75%)	<ul style="list-style-type: none"> • No work is shown 	<ul style="list-style-type: none"> • Shows little understanding of the problem • No clear strategy was used • Work has major errors • Answer does not make sense 	<ul style="list-style-type: none"> • Shows some understanding of the problem • Tried a strategy • Work is partly correct • Answer may not make sense or solve the problem 	<ul style="list-style-type: none"> • Shows good understanding of the problem • Used a strategy that worked • Work is mostly correct. Errors, if any, are minor • Answer makes sense and solves the problem 	<ul style="list-style-type: none"> • Displays thorough understanding of the problem • Used the best strategy to solve the problem • Work is correct • Steps leading to the answer is correct • Appropriate conclusions are made