

**Online course MGMT 4321 – 115 Production and Operations Management (CRN: 60139)**  
Summer 2018 – 8 Weeks – June 04 – July 27, 2018  
Texas A & M University – Central Texas

## **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Vinay Gonela

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vinay.gonela@tamuct.edu

### **Office Hours:**

Since, the course is in online mode, all the office hour will be online. The online office hours will be Tuesday and Wednesday 1 PM - 3 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 A&M-Central Texas 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](mailto:vinay.gonela@tamuct.edu)), and (3) Phone. Students can chat with me during office hours or any other mutually agreed time. In order to talk to me on phone, students are required to schedule an appointment through canvas “Inbox”. Students can also send me any questions related to the course to my Canvas “Inbox”. I will respond to the student's questions within 24 hours. Any other questions, students can contact me through A&M-CT 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 911Cellular 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 week weekly objective. At the end of the course, students meet the CLOs by achieving acceptable grade of 354 points (60%) or above for the entire course.

CLO1: Understand the dynamics of operations strategy and be able to develop one for a company.

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

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

CLO4: Develop decision making and analytical skills that are necessary to solve POM problems.

CLO5: Gain knowledge of effective 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 354 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(CLO1, CLO2, 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

Chapter 5(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/Chapter 10(CLO1, CLO2, CLO3, CLO4, CLO5): After completing this chapter, students should be able to:

CH\_SLO 9/10.1: Discuss the philosophies of quality gurus

CH\_SLO 9/10.2: Define the term quality as it relates to products and services

CH\_SLO 9/10.3: Identify the determinants of quality

CH\_SLO 9/10.4: Explain why quality is important and the consequences of poor quality

CH\_SLO 9/10.5: Describe and give examples of the costs associated with quality

CH\_SLO 9/10.6: Discuss the importance of ethics in managing quality

CH\_SLO 9/10.7: Compare the quality awards

CH\_SLO 9/10.8: Discuss quality certification and its importance

CH\_SLO 9/10.9: Describe TQM

CH\_SLO 9/10.10: Give an overview of problem solving

CH\_SLO 9/10.11: Give an overview of process improvement

CH\_SLO 9/10.12: Describe the six sigma methodology

CH\_SLO 9/10.13: Describe and use various quality tools

CH\_SLO 9/10.14: Explain the need for quality control

CH\_SLO 9/10.15: Discuss the basic issues of inspection

CH\_SLO 9/10.16: List and briefly explain the elements of the control process

CH\_SLO 9/10.17: Explain how control charts used to monitor a process and the concepts that underlie their use

CH\_SLO 9/10.18: Use and interpret control charts

CH\_SLO 9/10.19: Assess process capability

Chapter 12(CLO1, CLO2, CLO4, CLO5): After completing this chapter, students should be able to:

CH\_SLO 12.1: Describe the conditions under which MRP is most appropriate

CH\_SLO 12.2: Describe the inputs, outputs, and nature of MRP processing

CH\_SLO 12.3: Explain how requirements in a master production schedule are translated into material requirements for lower-level items

CH\_SLO 12.4: Discuss the benefits and requirements of MRP

CH\_SLO 12.5: Describe some of the difficulties users have encountered with MRP

CH\_SLO 12.6: Describe MRP 2 and its benefits

CH\_SLO 12.7: Explain how an MRP system is useful in capacity requirements planning

CH\_SLO 12.8: Describe ERP, what it provides, and its hidden cost

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 354 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 A&M – Central Texas 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 Blackboard: <https://tamuct.blackboard.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 Quizzes, Assignments, case studies, and exams.

*Quizzes (CLO1, CLO2, CLO3, CLO4, and CLO5):* There will be 12 quizzes. Each quiz will be worth 10 points adding up to 120 points. Each quiz will consist of 10 multiple choice questions. Each quiz will assess CLOs and CH\_SLOs pertaining to the chapter (see course information). However, all the quizzes together will assess all the CLOs.

*Assignments (CLO1, CLO2, CLO3, CLO4, and CLO5):* There will be 12 assignments. Each Assignment is worth 20 points adding up to 240 points. 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 16 and page 17 respectively. For Assignments, students must show the work (according to the rubric in grading criteria and rubric and conversion) 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.

**Note 2: For assignments, Students have to upload the assignment submissions at canvas website: <https://tamuct.instructure.com/>. Students can handwrite or type the answers. However, make sure to be readable when you handwrite the assignments.**

**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 case studies are required to be submitted in APA format. The rubric in page 16 will be used for discussion questions and the rubric in page 17 will be used for problems. Students must show the work (according to the rubric in grading criteria and rubric and conversion) 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.

**Exams (CLO1, CLO2, CLO3, CLO4 and CLO5):** There will be a two exams. Each exam is worth 130 points. Each exam consists of two parts: Exam PT 1 and Exam PT 2. Exam PT 1 will consist of multiple choice questions adding up to 30 points. Exam: PT 2 consists of discussion and problem solving questions adding up to 100 points. The rubrics for exam PT 2 discussion question and problems are provided in page 16 and page 17 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:** The instructor will not accept late submissions under any circumstances without appropriate documentation.

**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
Quizzes (12)	12*10 = 120	16.667
Assignments (10)	12*20 = 240	33.333
Case studies (2)	50*2 = 100	13.888
Exams (2)	2*130 =260	36.112
Total	720	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 = 648 – 720 (90% - 100%)      B = 576 – 647.99 (80% – 89.99%)  
 C = 504 – 575.99 (70% - 79%)      D = 432 – 503.99 (60% - 69.99%)  
 F = 431.99 and below (59.99% and below)

**Grading Criteria Rubric and Conversion**

The rubrics for discussion questions and problems are provided in page 16 and page 17 respectively. It should be noted that assignments, case studies and exams will contain discussion questions and problems. Therefore, discussion rubric (Page 16) will be used for discussion questions and problems rubric (Page 17) will be used for problems. Students can request regrade within 1 week of grading.

**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.

**COURSE OUTLINE AND CALENDAR**

**Complete Course Calendar**

<b>Week</b>	<b>Chapter Reading</b>	<b>Homework</b>
Week 1:	Chapter 1  Chapter 2	<b>Quiz 1 &amp; Assignment 1 (Chapter 1) due by 06/10 @ 11:59 PM</b> (CLO1, CLO2, CLO3, CH_SLO 1.1 - CH_SLO 1.8)  <b>Quiz 2 and Assignment 2 (Chapter 2) due by 06/10 @ 11:59 PM</b> (CLO1,CLO2, CLO4, CH_SLO 2.1 – CH_SLO 2.6)
Week 2:	Chapter 3  Chapter 4	<b>Quiz 3 and Assignment 3 (Chapter 3) due by 06/17 @ 11:59 PM</b> (CLO4, CLO5, CH_SLO 3.1 - CH_SLO 3.11)  <b>Quiz 4 and Assignment 4 (Chapter 4) due by 06/17 @ 11:59 PM</b> (CLO1, CLO2, CLO5, CH_SLO 4.1 - CH_SLO 4.12)
Week 3:	Chapter 5  Chapter 6	<b>Quiz 5 and Assignment 5 (Chapter 5) due by 06/24 @ 11:59 PM</b> (CLO4, CLO5, CH_SLO 5.1 - CH_SLO 5.13)  <b>Quiz 6 and Assignment 6 (Chapter 6) due by 06/24 @ 11:59 PM</b> (CLO1, CLO4, CLO5, CH_SLO 6.1 - CH_SLO 6.8)
Week 4:		<b>Exam 1 due by 07/01 @ 11:59 PM</b> <b>Chapters 1, 2, 3,4, 5, and 6</b> (CLO1, CLO2, CLO3,CLO4, CLO5, CH_SLO 1.1 – CH_SLO 6.8)

		<b>Case study 1 due by 07/01 @ 11:59 PM</b> (CLO1, CLO4)
Week 5:	Chapter 8  Chapter 9/Chapter 10	<b>Quiz 7 and Assignment (Chapter 8) due by 07/08 @ 11:59 PM</b> (CLO1, CLO4, CLO5, CH_SLO 8.1 - CH_SLO 8.7)  <b>Quiz 8 and Assignment 8 (Chapter 9/10) due by 07/08 @ 11:59 PM</b> (CLO1, CLO2, CLO3, CLO4, CLO5, CH_SLO 9/10.1 - CH_SLO 9/10.19)
Week 6:	Chapter 12  Chapter 13	<b>Quiz 9 and Assignment 9 (Chapter 12) due by 07/15 @ 11:59 PM</b> (CLO1, CLO2, CLO4, CLO5, CH_SLO 12.1 - CH_SLO 12.8)  <b>Quiz 10 and Assignment 10 (Chapter 13) due by 07/15 @ 11:59 PM</b> (CLO1, CLO4, CH_SLO 13.1 - CH_SLO 13.10)
Week 7:	Chapter 14  Chapter 15	<b>Quiz 11 and Assignment 11 (Chapter 14) due by 07/22 @ 11:59 PM</b> (CLO1, CLO2, CLO3, CH_SLO 14.1 - CH_SLO 14.10)  <b>Quiz 12 and Assignment 12 (Chapter 15) due by 07/22 @ 11:59 PM</b> (CLO1, CLO2, CLO3, CLO5, CH_SLO 15.1 - CH_SLO 15.14)
Week 8:		<b>Case study 2 due by 07/26 @ 11:59 PM</b> (CLO 1, CLO4)  <b>Exam 2 due by 07/26 @ 11:59 PM</b> <b>Chapters 8, 9, 10, 12, 13, 14 and 15</b> (CLO1,CLO2,CLO3,CLO4,CLO5, CH_SLO 8.1- 15.14)

### Important University Dates:

Date	Deadline
June 7	Last day to drop 1st 5-week classes with no record
June 11	Last day to drop 8-week classes with no record
June 12	Last day to drop 10-week classes with no record
June 22	Last day to drop a 1st 5-week class with a Q or withdraw with a W
June 22	Student End of Course Survey Opens ( 1st 5-Week Classes)

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June 29	Deadline for Admissions applications Last day to drop a 8-week class with a Q or withdraw with a W
July 2 - July 6	Finals Week First 5 week session
July 4	Independence day
July 5	Last day to withdraw from the university (1st 5- weeks session students) 1st 5 week classes end
July 6	Deadline to Submit Graduation Application for Ceremony Participation
July 9	2nd 5 week classes begin ADD/DROP/LATE REGISTRATION (2nd 5-week sessions) (\$25 fee assessed for late registrants)
July 12	Last day to drop 2nd 5-week classes with no record
July 13	Student End of Course Survey Open ( 8-Week Classes)
July 20	Student End of Course Survey Open ( 8-Week Classes)
July 23 – 27	Finals Week - Summer 8 week session
July 27	Last day to drop a 2nd 5-week class with a Q or withdraw with a W Last day to withdraw from the University (8 weeks session students) 8 week classes end
July 29	Student End of Course Survey Close (8-Week Classes)

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## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

### Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

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

### Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

*Please let the support technician know you are an A&M-Central Texas student.*

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## 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) web page [<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 related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](#), 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. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from 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 40 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-4pm Monday-Thursday during the summer with online hours available 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 [WOnline](https://tamuct.mywconline.com/) at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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](mailto: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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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### **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**

Following are some of the instructor related policies. Students are required to follow them over the entire course period.

**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.

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

without appropriate documentation.

**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/student-conduct.html>). 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**

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