

## **Online Course MGMT 4321 – 140 Production and Operations (CRN: 81348)**

Fall 2021 – August 23 – December 10

Texas A&M University-Central Texas

### **COURSE DATES, MODALITY, AND LOCATION**

This course runs from August 23, 2021 to December 10, 2021. This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

This course is cross-listed with face-to-face MGMT 4321 – 130 course. So, students have multiple options to choose to attend the class. These options include:

1. Attend class with face-to-face section or join synchronously through WebEx in Founder’s Hall 210, Monday and Wednesday, 9:30 am – 10:45 am.
2. Mathematical problems in course are available asynchronously through YouTube videos embedded in each chapter module in Canvas.

### **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Vinay Gonela

**Office:** 217

**Phone:** 254-501-5944 (Melanie Mason, Administrative Assistant)

**Email:** Preferred email for course – Canvas “Inbox”

[vinay.gonela@tamuct.edu](mailto:vinay.gonela@tamuct.edu)

### **Office hours:**

The office hours for this course will be both in-person and online depending on the student’s request. The online office hours will be through WebEx. I will be available through WebEx every Monday and Wednesday 1:00PM – 4PM. Students can avail this online opportunity to discuss their question, problems, and concerns related to the course. Students can also ask me questions through “canvas inbox”. I will respond to the student’s questions within 24 hours. Any other questions, students can contact me through A&M University – Central Texas email: [vinay.gonela@tamuct.edu](mailto: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 and correspondence due to meetings and conferences will be communicated to students through instructor announcements.

### **Student-instructor interaction**

As suggested earlier in office hours, I will be available Monday and Wednesday 1:00 – 4:00 PM through in-person meeting or WebEx. In addition, students can contact me through “canvas inbox”. I will respond to your canvas inbox messages within 24 hours. In addition, I recommend students to contact me as soon as possible if you’re facing any difficulty with the course. I will

help me to work with you one-on-one basis and provide me opportunity to provide all the assistance that will be necessary for your success in course.

## WARRIOR SHIELD

**Emergency Warning System for Texas A&M University-Central Texas**  
Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

## COURSE INFORMATION

### Course Overview and description

This course provides an introduction to the principles, problems, and practices of production and operations management. Managerial emphasis will be placed on effectively conducting operations and services for both service-based and manufacturing-based industries. All the three strategic, tactical, and operational aspects of decision making in businesses will be discussed. Topics such as forecasting, operations strategy, process design, capacity planning, location analysis, layout design, quality management, Just-in-time (JIT), lean manufacturing, inventory management, queuing theory, and optimization modelling will be covered.

**Course Learning Objective (CLO):** All the course objectives can be achieved by mastering weekly objectives. At the end of the course, students meet the CLOs by achieving acceptable grade of 504 points (70%) 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.

**Relationship between CLOs and Program Learning Outcomes (PLOs):** The following presents the relationship between the CLOs and PLOs:

CLOs	BBA Management PLOs						
	Written Communication	Oral Communication	Cross-Cultural Competency	Ethical Reasoning	Business Integration	Business Decision Making using Data Analysis	Management Knowledge
CLO 1							P
CLO 2							P

<b>CLO 3</b>					P		P
<b>CLO 4</b>						P/R	P
<b>CLO 5</b>							P

P – Practice; R – Reinforce

**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 518 points (70%) 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

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

Chapter 19 (CLO4): After completing this chapter, students should be able to:

CH\_SLO 19.1: Formulate Linear Programming model from a description of the problem

CH\_SLO 19.2: Solve simple linear programming model using Excel solver

**Criteria for meeting all course objectives and outcomes:** Students meet course requirements for this course by achieving a minimum aggregate score of 518 points (70%) or C and above grade in the entire course.

### **Required Reading and Textbook(s)**

Required textbook: Operations Management (w/out Connect Plus)

Author: Stevenson

Edition: 14<sup>th</sup>

ISBN: 9781260238891

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

**Video lectures:** There will be YouTube video lectures that will be posted for the problem sets or analytical portion of the textbook. Students are required to watch them ahead of class in order to be successful in the course. Consequently, students are required to have a browser that will allow them to watch the posted video lectures.

**Microsoft Excel:** This course recommends students to complete assignments in excel such that the student's excel skills can be improved. Therefore, several class practices will use excel and assignments can be solved by using excel.

**Other required materials:** Apart from the required textbook, students should have access to a computer with Microsoft Word, PowerPoint, and PDF reader along with proper internet service. 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, video lectures, homework assignments, exams and solutions) in canvas: <https://tamuct.instructure.com>. Students will also be required to submit the scanned copies or images of the assignments and exams. Therefore, students are required to have a scanner and/or camera to take pictures. Students are recommended to have a handheld calculator (should be able to perform square roots and above apart from addition, subtraction, multiplication and division – at a minimum) for calculations. Please feel free to contact me whenever you have difficulty in accessing the material.

## **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.

**Meet and Greet:** There will be one meet & greet discussion which is worth 10 points. In this discussion, students are required to introduce about themselves.

**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 13 assignments. Each Assignment is worth 20 points adding up to 240 points. Each assignment will have several discussions and problem-solving questions. The rubric for the assignment discussion question and problem-solving questions are available in page 19 and page 20 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. If you choose to handwrite, scan or take picture and submit the assignment to canvas submission.



**Note 3:** For assignments, students can solve the problems in Microsoft Excel and submit it to canvas website: <https://tamuct.instructure.com/>. If you solve by using Microsoft Excel, make sure to submit the Microsoft Excel work sheet. I will not accept copy and paste of Microsoft Excel work on to the word document or scanned copy as it will not allow be to see the formula you used.

**Note 4:** Canvas submissions accept multiple documents in various formats that include word, pdf, jpeg images, and Microsoft Excel. Therefore, I suggest you submit all your work for assignments. Students can submit multiple documents showing the work. Submitting only answers will be equivalent to no submission for this course resulting in zero grade. In addition, I will not be able to accept HEIC format. This format is happening when you take picture from iPhone. In this case insert your pictures in word document and submit it as word document.

**Case studies (CLO1, CLO4):** There will be two case studies. Each case study is worth 50 points. The case studies consist of both discussion questions and problems. The case studies are required to be submitted in APA format. The rubric in page 19 will be used for discussion questions and the rubric in page 20 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. Students are required to follow APA format for case studies. 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 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 9 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 19 and page 20 of the syllabus. For Exam: PT 2, 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.

**Note 5:** For exams: PT 2 students have to show the work in order to receive full credits. Consequently, 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. If you choose to handwrite, scan or take picture and submit the assignment to canvas submission.

**Note 6:** For exams: PT 2, students can solve the problems in Microsoft Excel and submit it to canvas website: <https://tamuct.instructure.com/>. If you solve by using Microsoft Excel, make sure to submit the Microsoft Excel work sheet. I will not accept copy and paste of Microsoft Excel work on to the word document or scanned copy as it will not allow be to see the formula you used.

**Note 7:** Canvas submissions accept multiple documents in various formats that include word, pdf, jpeg images, and Microsoft Excel. Therefore, I suggest you submit all your work for exam: PT 2. Therefore, students can submit multiple documents showing the work. Submitting only answers will be equivalent to no submission for this course resulting in zero grade. In addition, I will not be able to accept HEIC format. This format is happening when you take picture from iPhone. In

*this case insert your pictures in word document and submit it as word document.*

**Note 8:** Check the course outline and Calendar section for assessment due dates. All the quizzes, assignments, and case studies will be due on Sunday @ 11:59 PM.

**Instructor Evaluation Survey:** There will be an instructor evaluation survey at the end of the semester using Blue. Since, instructor can know the only the response rate related to survey, all the students will receive 2 bonus points if the overall class response rate is 80% or above. If the response rate is less than 80%, none of the students will receive 2 bonus points.

### **Grading Criteria Rubric and Conversion**

#### **Posting of Grades**

All the grades will be available in canvas and students can monitor their grades in canvas grades page. I will try to grade and provide all weekly activities within a week. In addition, students will be given a week to ask questions or dispute my grading.

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

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

Activity scores and percentages

Activity	Point scale	Percentages
Meet & Greet	$1 * 10 = 10$	1.33%
Quizzes (12)	$12 * 10 = 120$	15.96%
Assignments (13)	$12 * 20 = 260$	34.57%
Case studies (2)	$50 * 2 = 100$	13.30%
Exams (2)	$2 * 130 = 260$	34.57%
Instructor Evaluation Survey bonus	$1 * 2 = 2$	0.27%
Bonus	At the discretion of Instructor	
Total	752	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 = 676.8 – 752 (90% - 100%)      B = 601.6 – 676.79 (80% – 89.99%)

C = 526.4 – 601.59 (70% - 79%)      D = 451.2 – 526.39 (60% - 69.99%)

F = 451.19 and below (59.99% and below)

### **Grading Criteria Rubric and Conversion**

The rubrics for discussion questions and problems are provided in page 19 and page 20

respectively. It should be noted that assignments, case studies and exams will contain discussion questions and problems. Therefore, discussion rubric (Page 19) will be used for discussion questions and problems rubric (Page 20) will be used for problems. Students can request regrade within 1 week of grading.

## COURSE OUTLINE AND CALENDAR

### Complete Course Calendar

<b>Week</b>	<b>Reading</b>	<b>Homework</b>
Week 1 08/23 – 08/29	Syllabus	<b>Meet and Greet due by 08/29 @ 11:59 PM</b>
Week 2 08/30 – 09/05	Chapter 1	<b>Quiz 1 &amp; Assignment 1 (Chapter 1) due by 09/05 @ 11:59 PM</b> (CLO1, CLO2, CLO3, CH_SLO 1.1 - CH_SLO 1.8)
Week 3 09/06 – 09/12	Chapter 2	<b>Quiz 2 and Assignment 2 (Chapter 2) due by 09/12 @ 11:59 PM</b> (CLO1, CLO2, CLO4, CH_SLO 2.1 – CH_SLO 2.6)
Week 4 09/13 – 09/19	Chapter 3	<b>Quiz 3 and Assignment 3 (Chapter 3) due by 09/19 @ 11:59 PM</b> (CLO4, CLO5, CH_SLO 3.1 - CH_SLO 3.11)
Week 5 09/20 – 09/26	Chapter 4/4S	<b>Quiz 4 and Assignment 4 (Chapter 4) due by 09/26 @ 11:59 PM</b> (CLO1, CLO2, CLO4, CLO5, CH_SLO 4.1 - CH_SLO 4.13)
Week 6 09/26 – 10/03	Chapter 5	<b>Quiz 5 and Assignment 5 (Chapter 5) due by 10/03 @ 11:59 PM</b> (CLO4, CLO5, CH_SLO 5.1 - CH_SLO 5.13)
Week 7 10/04 – 10/10	Chapter 6	<b>Quiz 6 and Assignment 6 (Chapter 6) due by 10/10 @ 11:59 PM</b> (CLO1, CLO4, CLO5, CH_SLO 6.1 - CH_SLO 6.8)
Week 8 10/11 – 10/17	<b>Exam 1: PT 1 &amp; PT 2 due 10/17 @ 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 10/17 @ 11:59 PM</b> (CLO1, CLO4)	
Week 9 10/18 – 10/24	Chapter 8	<b>Quiz 7 and Assignment 7(Chapter 8) due by 10/24 @ 11:59 PM</b>

		(CLO1, CLO4, CLO5, CH_SLO 8.1 - CH_SLO 8.7)
Week 10 10/25 – 10/31	Chapter 9/Chapter 10	<b>Quiz 8 and Assignment 8 (Chapter 9/10) due by 10/31 @ 11:59 PM</b>
Week 11 11/1 – 11/07	Chapter 12	<b>Quiz 9 and Assignment 9 (Chapter 12) due by 11/07 @ 11:59 PM</b> (CLO1, CLO2, CLO4, CLO5, CH_SLO 12.1 - CH_SLO 12.8)
Week 12 11/08 – 11/14	Chapter 13	<b>Quiz 10 and Assignment 10 (Chapter 13) due by 11/14 @ 11:59 PM</b>
Week 13 11/15 – 11/21	Chapter 14	<b>Quiz 11 and Assignment 11 (Chapter 14) due by 11/21 @ 11:59 PM</b> (CLO1, CLO2, CLO3, CH_SLO 14.1 - CH_SLO 14.10)
Week 14 11/22 – 11/28	Chapter 15	<b>Quiz 12 and Assignment 12 (Chapter 15) due by 11/28 @ 11:59 PM</b> (CLO1, CLO2, CLO3, CLO5, CH_SLO 15.1 - CH_SLO 15.14)
Week 15 11/29 – 12/05	Chapter 19	<b>Assignment 13 (Chapter 19) due by 12/05 @ 11:59 PM</b> <b>Case study 2 due by 05/09 @ 11:59 PM</b>
Week 16 12/06 – 12/10	<b>Exam 2: PT 1 &amp; PT 2 due by 12/09 @ 11:59 PM</b> <b>Chapters 8, 9, 10, 12, 13, 14, 15 and 19</b> (CLO1, CLO2, CLO3, CLO4, CLO5, CH_SLO 8.1- 15.14)  <b>Instructor Survey Bonus Points due by 12/10 @ 11:59 PM</b>	

### **Important University Dates**

The following link shows the important dates relevant to the student:

<https://www.tamuct.edu/registrar/academic-calendar.html>

### **TECHNOLOGY REQUIREMENTS AND SUPPORT**

#### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in

through our Microsoft portal.

Username: Your MyCT email 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.

### **Online Proctored Testing**

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

### **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 the [Drop Request](#) Dynamic Form through Warrior Web.

[[https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=eaed95b9-f2be-45f3-a37d-](https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612)

[46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612](https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612)].

Faculty 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. Once you submit the completed 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### **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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

### **Important information for Pregnant and/or Parenting Students**

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 [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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 Associate Dean in 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

### **University Writing Center**

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

### **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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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].

## **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 Wellness and 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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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## **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.

**Emergency situation:** It is the responsibility of the student to work with professor for assignment submissions under emergency. The student need to contact the professor as soon as possible, i.e., within 15 days of emergency. The professor will not accept any reasoning for non-submission after 15 days of emergency. If the student fails to complete 30% of the course without notifying the professor, then the instructor will not accept any makeups or resubmissions. In that case, the student needs to either drop the course or receive the overall earned grade.

**Academic Integrity:** If the student violates any academic integrity (that include, but 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), the student will receive the following penalty:

1<sup>st</sup> Offense: One downgrade and the student has to write a 1500 word paper on academic integrity. The due date for the submission of the paper will be 3 weeks from the day of realization of violation of academic integrity by the student.

2<sup>nd</sup> Offense: The student will receive failing grade.

**Note 9: Under both offenses mentioned above, the student will be reported to university's Office of Student Conduct.**

**Communication policy:** Students are expected to have read the course content at least once before communicating with the professor for doubts. The faculty will not be able to teach the entire course or chapter content during the communications. Faculty can help students with the doubts, but not with the entire topic.

**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

Sub-Competency/Criteria	Not Answered 0%	Fair (Needs Improvement)  Percentage score: 33%	Good (Met expectations)  Percentage score: 66%	Expert (Exceeds expectations)  Percentage score: 100%
<b>Problem Definition:</b> <i>Identify and understand the problem, need or opportunity</i>		<ul style="list-style-type: none"> <li>• Incorrectly identifies problem or fails to recognize the need or opportunity</li> <li>• Unable to identify the scope of the problem or success criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly identifies the problem, or recognizes and articulates need or opportunity</li> <li>• Identifies the scope of the problem and appropriate success criteria</li> </ul>	Correctly identifies problem Articulates the problem with appropriate reasoning
<b>Situation Analysis:</b> <i>Gather information to understand the situation, identify and interpret symptoms, determine possible causes</i>		<ul style="list-style-type: none"> <li>• Fails to gather data or gathers incomplete data</li> <li>• Does not use appropriate models, tools, or techniques in understanding the situation</li> <li>• Need improved understanding and insights into situation</li> <li>• Cannot distinguish between symptoms and causes</li> </ul>	<ul style="list-style-type: none"> <li>• Secures data as needed to assess situation/identify possible issues</li> <li>• Basic application of some models, tools, or techniques in understanding the situation</li> <li>• Correctly distinguishes between causes and symptoms of problem</li> </ul>	<ul style="list-style-type: none"> <li>• Creative and thoughtful approach and/or original methodology for securing data</li> <li>• Applies most appropriate models, tools, and techniques in understanding the situation</li> <li>• Strong understanding of situation demonstrated through explanations</li> <li>• Comprehensive analysis of problem causes and solution</li> </ul>
<b>Solution Alternatives:</b> <i>Identify and evaluate feasible ways of addressing the situation</i>		<ul style="list-style-type: none"> <li>• Identifies no alternatives, one obvious alternative or infeasible alternatives</li> <li>• Unable to use technology in problem solving or selects inefficient/ineffective tool</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies some viable solutions or alternatives</li> <li>• Selects appropriate technology or decision making process</li> <li>• Able to use technology to correctly evaluate alternatives</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies most of the viable alternatives</li> <li>• Creative and thoughtful approach to selection of technology or decision making process</li> <li>• Clearly superior use of technology to evaluate alternatives</li> </ul>
<b>Select appropriate solution:</b> <i>Based on the success criteria, selects the appropriate alternative and provides support for decision</i>		<ul style="list-style-type: none"> <li>• Does not evaluate alternatives or does so incorrectly</li> <li>• Does not evaluate criteria with respect to success criteria</li> <li>• Selects a sub-optimal solution</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the pros/cons of each alternative vis a vis the success criteria</li> <li>• Selects a good solution</li> </ul>	<ul style="list-style-type: none"> <li>• Superior analysis and discussion of pros/cons of available alternatives vis a vis success criteria</li> <li>• Selects the optimal solution with adequate reasoning.</li> </ul>