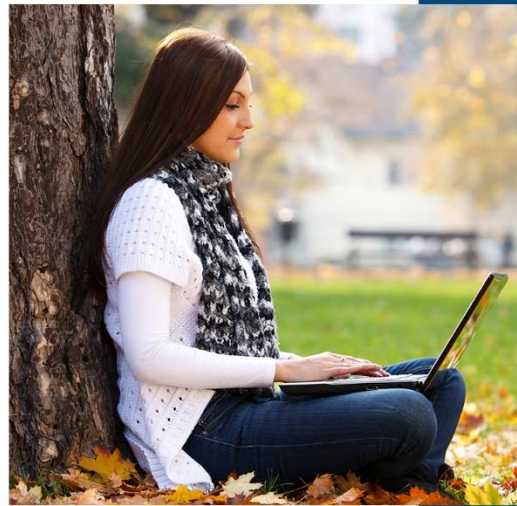




School of  
Distance Education  
Andrews University

# SYLLABUS



**BSAD 475 Operations Management  
Summer 2023**

# BSAD 475 Operations Management

## School of Distance Education

### Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

### Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

### Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

### Other Assistance

|   |  |                      |
|---|--|----------------------|
| Username and password assistance                | <a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>       | (269) 471-6016       |
| Technical assistance with online courses        | <a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a>               | (269) 471-3960       |
| Exam requests and online proctoring             | <a href="mailto:sdeexams@andrews.edu">sdeexams@andrews.edu</a>       | Call: (269) 471-6566 |
| Distance Student Services - any other questions | <a href="mailto:sdestudents@andrews.edu">sdestudents@andrews.edu</a> | Text: (269) 397-4477 |

## Part 1: Course Information

### Course Description

Analysis of problems and issues faced by production/operation managers in manufacturing and service industries. Concepts and techniques include operations scheduling, quality control, plant layout, facility location, line balancing, queues, production and inventory controls, forecasting and project management.

A study and analysis of the planning, design, direction, and control of physical and human resources used in the production of goods and services. Emphasis is placed on solutions to operational problems in the physical, location, storage, and general service subsystem.

### Prerequisite/Corequisite

STAT 285 Introduction to Applied Statistics

### Required Text/Material

**Note to Berrien Springs campus students:** This course is part of the campus' course material delivery program, [First Day Complete](#), already paid for in your bill unless you opted out. The bookstore will provide each student with a convenient package for physical books and any digital materials for this course that have been integrated into LearningHub.

**Note to online and guest students:** Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where

you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Cachon Gérard, & Terwiesch, C. (2023). *Operations management*. McGraw Hill Education.  
Print ISBN: 9781264098361. eText ISBN: 9781266053009

### **Credit Hour and Commitment**

This course is offered for 3 semester credits; therefore it is expected that you will spend 135 total hours on this course. This translates to a steady 9 hours each week. The student will leave this course with an understanding of what operation management is, what kinds of techniques it used, and how process efficiency can be analyzed. The goal is not unanimity of opinion—on almost all issues in this course, there will be genuine disagreement about the appropriate answer. The goal is to learn how to analyze these questions and how to be able to justify one's answer in rational terms. To achieve this goal, you'll spend your time reading, accessing instructional materials, interacting with your instructor and classmates via online discussions, Assignment, and taking quizzes.

A recommended weekly schedule to divide your time is provided

Readings: 3 hours

Accessing instructional material: 1 hour

Interactive Discussions: 1 hour

Studying for Quizzes: 2 hours

Assignments: 2 hours

### **Program Learning Outcomes**

1. To provide a positive and structural learning experience.
2. To understand how to apply various computer analytical skills and quantitative methods in the process of operation and production.
3. To understand the roles and functions of operation and production manager and how to be an outstanding manager.
4. To understand how to manage for quality and high performance and know how to challenge yourself to make things special and unique.
5. To fully use qualitative and quantitative research methods with computer tools.
6. To provide comprehensive training to help learners understand how to control quality, performance, and value.

### **Student Learning Outcomes**

1. Evaluate the role of Inventory Management in ensuring efficient operations management.
2. Analyze Inventory management as it relates to Demand, Quantity, Perishable Demand.
3. Determine the principles of lean operations in waste management and production systems.
4. Measure process efficiency and explain the significance of process improvements.
5. Apply Excel and SPSS to understand statistical and research methods in operations management.

6. Examine forecasting methods for effective decision making and determine how organizational processes are influenced by forecasting techniques.

## Part 2: Course Methods and Delivery

### Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, participating in discussion forums, writing case analysis, taking quizzes, and a mid-term and final exam. Regular participation in the course is essential to good performance.

### Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

### LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email [dlit@andrews.edu](mailto:dlit@andrews.edu) or call (269) 471-3960.

## Part 3: Course Requirements

**Important Note:** This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

### Assessment Descriptions

#### Case Analysis

There are four case analyses. Students should address the general aspects of the case based on the indicated questions. Case Analysis will be graded based on the Case Analysis Rubric.

#### Questions and Problems

There are five assignments that seek application of computer analytical skills and quantitative methods in the process of operation and production, including use of Excel and SPSS.

#### Quizzes

Multiple choice questions addressing all unit Chapters assigned content. For assessment of quizzes, see the Letter Grade Assignment.

#### Discussion Forums

Alternate weeks will have discussions. APA citing is required. A post should be at least one paragraph long. Please post 2 posts per discussion. 1 post is your initial post (response) plus two post to a fellow classmate. It is vital to follow the samples, go in depth and cite or points are lost. Please do not post outside questions on the Discussion board either. Feel free to use email for questions.

Discussion forums are opportunities for you, the course instructor and your classmates to engage in robust online conversations. In some instances, where one student is enrolled in a course, discussions will be with the instructor. Those conversations are most often based on academic topics and questions. They are integral to the course and provide avenues for enriching knowledge as well as constructing knowledge through thoughtful dialogue with peers and instructors.

Some discussions are formal in nature and call for thorough scholarship. They hold to the same academic standards for originality and honesty as other academic work (e.g. papers, essays, quizzes and exams). Whenever appropriate, any idea or statement in a discussion forum that is not your own original work should be referenced, according to the style guide adopted by your academic discipline (e.g. APA, MLA, Chicago, etc.).

There may also be forums in the course in which the discussions are informal. Such discussions may include personal introductions and opportunities to know more about other participants in the course as well as academic topics. Informal forums are great for sharing interests, observations and encouragements with classmates.

For each forum in this course you will be required, unless otherwise instructed, to create an initial post and, at least, two replies to classmates. Course weeks [after the first week] begin on Monday and end on Sunday. The initial post is due by 11:55 pm on Wednesday of the week the discussion is assigned. Replies to classmates are due by 11:55 pm on Sunday of the week the discussion is assigned.



**Final Course Project**

You will be developing an operation and production plan for your company. The company can be either service or manufacturing products. The plan consists of an informative paper, 1000-1200 words (4-5 pages excluding title and reference pages). The paper must be researched, citing at least four references and be in proper APA format.

Instructions:

- Title Page
- Outline
- Introduction
- The Operations Plan
- The Production Plan
- Make sure to have a strong conclusion. Properly cite the resources per the APA citation style.

**1. Facilities and Equipment**

- Discuss the nature of equipment and whether it will be leased or acquired (new or used).
- Explain the importance of skilled workers and how the availability of skilled resources determine the location?
- Discuss pros and cons of the site location in terms of labor, outsourcing), customers, suppliers, access to transportation and utilities.

**2. Inventory control**

- Explain the factors to be consider when selecting the right inventory control method?
- What are the key elements an inventory control system and how they benefit the business.
- Discuss the role of automation in inventory control management and the impact of technology in the production and operation plan.

**3. Forecast market expectations**

- How will changes in the market affect the forecast and how customer behavior will change.
- Explore forecasting tools used to identify the market trends and how they aid in business investments.
- Describe the environmental sustainability related to production process.

**4. Risk Factors**

- Discuss the common risks that are anticipated right from the beginning of your production project? Please explain.
- What are ways to reduce unforeseen risks? Do you think it's possible to do so? Please discuss.
- What are the risks involved in your project and what contingency plans can be developed to address these risks?

- How do you think technology can improve supply chain? Is there a downside to this approach?

#### 5. Regulatory and legal issues.

- Explain any legal or regulatory requirements unique to your product, process, or service applicable to your plan.

### Rubrics

#### Case Analysis Rubric

| CRITERION                        | EXCEPTIONAL<br>60 Points  | ACCEPTABLE<br>50 Points   | MARGINAL<br>40 Points   | UNACCEPTABLE<br>10 Points   |
|----------------------------------|---|---|---|---|
| <b>APPLICATION QUESTION</b>      | You thoroughly answer the question and demonstrate a sophisticated, in-depth understanding of the topic(s) through a well-reasoned and thoughtful response; your answer is substantive, with relevant references and examples and a clear connection to the readings where necessary. | You satisfactorily answer the question and demonstrate a basic understanding of the topic(s); your answer is generally correct but lacks full development and a clear connection to the readings where necessary. | You incompletely answer the question and demonstrate a limited understanding of the topic(s); your answer lacks substantive information and connection to the readings where necessary. | You insufficiently answer the question and demonstrate an inadequate understanding of the topic(s); your answer is off-topic, incorrect, or irrelevant to the readings. |
| <b>MECHANICS</b>                 | You write in complete, well constructed sentences with faultless grammar, word choice, punctuation, and spelling; writing is sharp, coherent, and demonstrates sophisticated clarity.   | You write in complete sentences with mostly correct grammar, word choice, punctuation, and spelling; minor errors may exist but do not compromise meaning.  | You write in unclear sentences with significant errors in grammar, word choice, punctuation, and spelling that may compromise meaning.  | You write in incomplete, incomprehensible sentences filled with serious errors in grammar, word choice, punctuation, or spelling.                                       |
| <b>SOURCES AND DOCUMENTATION</b> | You clearly and effectively document sources of information with in-text citations linking to references at the end of the paper; APA format is complete and entirely accurate.   | You inadequately document sources of information with either in-text citations references at the end of the paper; whatever documentation exists includes multiple and serious errors.                            | You properly document sources of information with in-text citations linking to references at the end of the paper; APA format may include a few minor errors.                           | You incompletely document sources of information with in-text citations linking to references at the end of the paper; APA format includes significant errors.          |
| <b>COMPLETENESS</b>              | You effectively fulfill the length requirement for the assignment, thoroughly address all assignment criteria, and fully develop and explore concepts.  | You fulfill the length requirement for the assignment and sufficiently address assignment criteria and explore concepts.  | You minimally fulfill the length requirement for the assignment and incompletely address criteria and explore concepts.   | You do not fulfill the length requirement for the assignment and inadequately address assignment criteria and explore concepts.   |

**Discussion Post Rubric**

|  | <b>20 POINTS</b>  | <b>17 POINTS</b>   | <b>14 POINTS</b>  | <b>10 POINTS</b>  |
|--|---|--|---|---|
| <b>CRITICAL ANALYSIS</b>                   | <p>Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology.</p> <p>Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points.</p> <p>Well-edited quotes are cited appropriately.</p> <p>No more than 10% of the posting is a direct quotation.</p> | <p>Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas.</p> <p>Sources are not cited.</p> | <p>Postings are largely personal opinions or feelings, or "I agree" or "Great idea", without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application.</p>  | <p>Discussion postings show little or no evidence that readings were completed or understood.</p>   |
| <b>PARTICIPATION IN DISCUSSIONS</b>        | <p>Discussion postings actively stimulate and sustain further discussion by building on peers' responses including building a focused argument around a specific issue, asking a new related question or making an oppositional statement supported by personal experience or related research.</p>   | <p>Discussion postings contribute to the class' ongoing conversations as evidenced by affirming statements or references to relevant research, asking related questions, or making an oppositional statement supported by any personal experience or related research.</p>               | <p>Discussion postings sometimes contribute to ongoing conversations as evidenced by affirming statements or references to relevant research, asking related questions, or making an oppositional statement supported by any personal experience or related research.</p> | <p>Discussion postings do not contribute to ongoing conversations or respond to peers' postings.</p> <p>There is no evidence of replies to questions.</p>       |
| <b>TIMELINESS</b>                          | <p>Discussion posts and replies demonstrate thorough and timely interactions that engage the conversation with several participants throughout the module/week.</p>   | <p>Discussion posts and replies meet the minimum expectations for quantity and timeliness as stated in the syllabus and instructions for specific discussions.</p>   | <p>Discussion posts and/or replies are not posted in a timely manner (after stated due dates) and/or have fewer than the required number of replies.</p>  | <p>Discussion posts and replies are posted after the module due dates.</p>  |
| <b>ETIQUETTE IN DIAGLOGUE WITH PEERS</b>   | <p>Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, and political and religious beliefs.</p>   | <p>Written interactions on the discussion board show respect and interest in the viewpoints of others.</p>   | <p>Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.</p>  | <p>Written interactions on the discussion board show disrespect for the viewpoints of others.</p>   |
| <b>QUALITY OF WRITING AND PROOFREADING</b> | <p>Written responses are free of grammatical, spelling or punctuation errors.</p> <p>The style of writing facilitates communication.</p>  | <p>Written responses are largely free of grammatical, spelling or punctuation errors.</p> <p>The style of writing generally facilitates communication.</p>   | <p>Written responses include some grammatical, spelling or punctuation errors that distract the reader.</p>   | <p>Written responses contain numerous grammatical, spelling or punctuation errors.</p> <p>The style of writing does not facilitate effective communication.</p> |



**SPSS Assignment Rubric**

| <b>CRITERION</b>                        | <b>EXCEPTIONAL<br/>60 Points</b>  | <b>ACCEPTABLE<br/>50 Points</b>   | <b>MARGINAL<br/>40 Points</b>   | <b>UNACCEPTABLE<br/>10 Points</b>  |
|---|---|---|---|--|
| <b>HISTOGRAM</b>                        | Clearly present a Histogram of the values obtained in the sample with your analysis and conclusions.                | Present a Histogram of the values obtained in the sample with your analysis and conclusions, this diagram is somewhat lacking in detail.                | Present a Histogram of the values obtained in the sample with your analysis and conclusions; this diagram is somewhat lacking in detail; little insight or visual is demonstrated.                | Present a Histogram of the values obtained in the sample with your analysis and conclusions.; or the diagram presented is flawed and/or inaccurate.                |
| <b>X-BAR AND R CONTROL CHARTS</b>       | Clearly present X-bar and R control charts of the values obtained in the sample with your analysis and conclusions. | Present X-bar and R control charts of the values obtained in the sample with your analysis and conclusions, this diagram is somewhat lacking in detail. | Present X-bar and R control charts of the values obtained in the sample with your analysis and conclusions; this diagram is somewhat lacking in detail; little insight or visual is demonstrated. | Present X-bar and R control charts of the values obtained in the sample with your analysis and conclusions.; or the diagram presented is flawed and/or inaccurate. |
| <b>CONCLUSION</b>                       | Provides an accurate, substantive, and well supported summary   | Provides an acceptable analysis of realized and potential summary   | Provides a cursory analysis of realized and potential summary   | Provides a rudimentary or irrelevant analysis of realized and potential summary  |
| <b>EXCEL FILE WITH THE CALCULATIONS</b> | Provide Excel file with the calculations  | Missing one or two Excel file with the calculations   | Missing two or three Excel file with the calculations   | Provide no Excel file with the calculations  |

### Final Assignment Rubric

| CRITERION                            | EXCEPTIONAL<br>150 Points   | ACCEPTABLE<br>120 Points   | MARGINAL<br>100 Points  | UNACCEPTABLE<br>50 Points  |
|--------------------------------------|---|--|---|--|
| <b>CONTENT/<br/>CONTEXT</b>          | Student demonstrates a highly developed plan to the assignment content and context. Considerable depth of personal insight and understanding is evidenced.                      | Student demonstrates a moderately developed plan to the assignment content and context. Moderate depth of personal insight and understanding is evidenced.                                   | Student demonstrates a minimally developed, if satisfactory, plan to the assignment content and context. Minimal depth of personal insight and understanding is evidenced.        | Student does not demonstrate a satisfactory response to the assignment content and context. Little or no depth of personal insight and understanding is evidenced. |
| <b>ORGANIZATION</b>                  | The work is highly organized, integrates concepts excellently, and includes very thorough development of points/ideas and logical transitions with strong topic sentences.      | The work is moderately well-organized, integrates concepts moderately well, and includes moderate development of points/ideas and logical transitions. Most paragraphs have topic sentences. | The work is minimally organized, minimally integrates concepts, with only minimal development of points/ideas with weak transitions. Some paragraphs are without topic sentences. | The work is poorly organized, shows little or no development of points/ideas with weak or no transitions. Paragraphs are without topic sentences.                  |
| <b>SOURCES AND<br/>DOCUMENTATION</b> | You clearly and effectively document sources of information with in-text citations linking to references at the end of the paper; APA format is complete and entirely accurate. | You inadequately document sources of information with either in-text citations references at the end of the paper; whatever documentation exists includes multiple and serious errors.       | You properly document sources of information with in-text citations linking to references at the end of the paper; APA format may include a few minor errors.                     | You incompletely document sources of information with in-text citations linking to references at the end of the paper; APA format includes significant errors.     |
| <b>COMPLETENESS</b>                  | You effectively fulfill the length requirement for the assignment, thoroughly address all assignment criteria, and fully develop and explore concepts.                          | You fulfill the length requirement for the assignment and sufficiently address assignment criteria and explore concepts.   | You minimally fulfill the length requirement for the assignment and incompletely address criteria and explore concepts.   | You do not fulfill the length requirement for the assignment and inadequately address assignment criteria and explore concepts.                                    |

### Exams

There are 2 exams for this course. The midterm exam covers material from Lessons 1-11 worth 60 points. The final exam covers material from Lessons 1 - 18 and is made up of multiple-choice questions and worth 200 points. The final exam is worth 20% of your grade. Both exams must be taken under supervision of a proctor.

Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam. Please read the important information about taking exams and how online proctoring works at [www.andrews.edu/distance/students/exams.html](http://www.andrews.edu/distance/students/exams.html).

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

**Schedule:**

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

**Academy students:** You MUST submit academic work by the drop/add date of this course to verify your attendance in this course. That deadline is likely earlier than the deadline for the first assignment.

| Week                  | Lessons   | Readings   | Assignments  | Outcomes Met    |
|-----------------------|---|--|--|-----------------|
| Intro                 | These items will need to be completed before you will have access to the rest of the course   | Orientation<br>Course Overview<br>Introductions<br>Academic Integrity  | Student Introductions<br>Academic Integrity Quiz<br>Academic Integrity Statement         |                 |
| 1<br>May 15 – 18      | Introduction to Operations Management   | Ch. 1 Introduction to Operations Management  | Discussion 1<br>Quiz 1<br>Due Thurs, May 25, 11:59 pm                                    |                 |
| 2<br>May 19 – 25      | Introduction to Processes<br>Process Analysis<br>Process Improvement  | Ch. 2 Introduction to Processes<br>Ch. 3 Process Analysis<br>Ch. 4 Process Improvement   | Assignment 1 - Cougar Mountain Case Analysis<br>Quiz 2<br>Assignment 2 - Problems        | SLO 4           |
| 3<br>May 26 – June 1  | Process Analysis with Multiple Flows<br>Learning Curves<br>Process Interruptions  | Ch. 5 Process Analysis with Multiple Flows<br>Ch. 6 Learning Curves<br>Ch. 7 Process Interruptions   | Quiz 3<br>Discussion 2<br>Quiz 4   | SLO 4           |
| 4<br>June 2 – 8       | Lean Operations and the Toyota Production System<br>Quality and Statistical Process Control   | Ch. 8 Lean Operations and the Toyota Production System<br>Ch. 9 Quality and Statistical Process Control  | Discussion 3<br>Assignment 3 - Questions<br>Quiz 5<br>Assignment 4 - SPSS                | SLOs 3, 4       |
| 5<br>June 9 – 15      | Introduction to Inventory Management<br>Supply Chain Management   | Ch. 10 Introduction to Inventory Management<br>Ch. 11 Supply Chain Management  | Discussion 4<br>Assignment 5 – Timbuk2 Case Analysis<br>Quiz 6                           | SLOs 1, 2       |
| 6<br>June 16 – 22     | Chapter 1 – 11  |  | <b>PROCTORED MIDTERM EXAM</b>  | SLOs 1, 2, 3, 4 |
| 7<br>June 23 – 29     | Inventory Management with Steady Demand<br>Inventory Management with Perishable Demand<br>Inventory Management with Frequent Orders | Ch. 12 Inventory Management with Steady Demand<br>Ch. 13 Inventory Management with Perishable Demand<br>Ch. 14 Inventory Management with Frequent Orders | Assignment 6 – Le Club Francais Du Vin Case Analysis<br>Quiz 7<br>Discussion 5<br>Quiz 8 | SLOs 1, 2       |
| 8<br>June 30 – July 6 | Forecasting   | Ch. 15 Forecasting   | Quiz 9<br>Assignment 7 – Excel   | SLO 5           |
| 9<br>July 7 – 13      | Service Systems with Patient Customers<br>Service Systems with Impatient Customers  | Ch. 16 Service Systems with Patient Customers<br>Ch. 17 Service Systems with Impatient Customers   | Discussion 6<br>Quiz 10  | SLOs 4, 6       |
| 10<br>July 14 – 20    | Service Systems with Patient Customers<br>Scheduling to Prioritize Demand   | Ch. 01 - 16 Service Systems with Patient Customers<br>Ch. 18 Scheduling to Prioritize Demand   | Quiz 11 - Practice Quiz<br>Assignment 8 – Disney Case Analysis                           | SLOs 2, 4, 6,   |

| Week                        | Lessons  | Readings | Assignments                 | Outcomes Met |
|-----------------------------|--|----------|-----------------------------|--------------|
| 11<br>July 21 – 27          | Chapters 1 - 18                                      |          | <b>PROCTORED FINAL EXAM</b> | SLOs 1 - 6   |
| 12<br>July 28 –<br>August 4 | Final Course Project - Operation and Production Plan |          |                             |              |

### Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

## Part 4: Grading Policy

### Graded Course Activities

| Points      | Description                            |
|-------------|--|
| 600         | Discussion Forums (6)                  |
| 100         | Quizzes (10)                           |
| 1920        | Assignments (8)                        |
| 240         | Midterm Exam                           |
| 240         | Final Assignment                       |
| 600         | Project: Operation and Production Plan |
| <b>3700</b> | <b>Total</b>                           |

### Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

### Letter Grade Assignment

| Letter Grade | Percentage |
|--------------|------------|
| A            | 93-100%    |
| A-           | 90-92%     |
| B+           | 88-89%     |
| B            | 83-87%     |
| B-           | 80-82%     |
| C+           | 78-79%     |
| C            | 73-77%     |
| C-           | 70-72%     |
| D            | 60-69%     |
| F            | 0-59%      |

## Part 5: Course Policies

### Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/weblmsc/moodle/public/incompletes.html>.

### Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

### Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

### Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

***[Source: University of Maryland, Communications Department]***

### Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to [success@andrews.edu](mailto:success@andrews.edu) or fax it to (269) 471-8407.
3. Email [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) to inform the School of Distance Education that a disability has been reported to Student Success.

### Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

### Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

### Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.