SPC St. Petersburg College

Course Syllabus
MAN 3504 - 2883

Operations Management Fall Term 2024-2025 (0640)

Welcome

Why is this operations management important? Because it enables our organizations to gain a competitive advantage! This course is vital for students that want to run their own business or be an effective manager in an organization. Whether for-profit or not for profit, small or large, our organizational strategies need operations management to productively manage resources for the delivery of quality products or services.

Instructor Contact Information

Dr. Wende Huehn-Brown
Email
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Office and Online Chat Hours:
Campus Office Hours Each Monday and Tuesday 10AM to 2PM (or later depending on meeting schedule).

Virtual Office Hours Each Wednesday 11:30AM to 12:30PM at https://spcollege.zoom.us/j/91067658863.

Want to meet or Zoom another day or time? Just call or email to make an appointment that fits our schedules.

Contact via phone or email any time. Regularly available and quick to respond (not more than 24 hours).
Office Location:
St. Pete/Gibbs Campus TE Room 131-A and Zoom

Departmental Contact Information

Dr. Emmanuel Hernandez Agosto
Title: Dean of the College of Business
Email: hernandez.emmanuel@spcollege.edu
Phone Number: 727-712-7176
Appointment Information: Call or Email contacts above to schedule an appointment

Course Information

Prerequisite(s): Prerequisites: Admission to the BUS-BS, INTBUS-BAS, MGTORG-BAS, SUSMGT-BAS, TMGT-BAS, EDST-BS or SCMGT-ATC

Credit Hours: 3

Modality: Hybrid or Blended

Meeting Times and Location: TUES 03:00 PM to 05:40 PM - St. Petersburg/Gibbs Campus SP-TE110

Course Description: This course focuses on the managerial decision science organizations use to create a competitive advantage. The emphasis is on ten strategic operations management decisions that improve productivity and quality across the extended enterprise to deliver our products and services. Students will examine key factors impacting performance, as well as apply mathematical and computer applications to build analytic skills.

Course Objectives

1. The student will evaluate the tactical impact that operations management decisions have in implementing an organization's strategy by:
    a. differentiating the role operations have in services and products.
    b. analyzing the variables associated to productivity, as well as how it is measured and improved through operating decisions.
    c. examining the 10 strategic decisions in operations management used to create a competitive advantage.
    d. critiquing key success factors and core competencies that are enabled through the execution of operations management decisions.
    e. assessing both country and outsource providers using factor rating managerial decision-making.
    f. comparing four global operations strategies.

2. The student will assess how project management and forecasting are used to better manage operations by:
    a. differentiating how to plan, schedule, and control projects across operations.
    b. analyzing work breakdown structure (WBS) and Gantt chart schedule for a network which demonstrates relationships between activities in a project.
    c. critiquing the critical path across a network diagram for a project to determine slack time and project crashing needs.
    d. evaluating trade-offs, risks, and estimates to time and/or cost project objectives, as well as probability and confidence levels for project completion.
    e. differentiating qualitative and quantitative forecast models to understand their importance and time horizons used across supply chains.
    f. predicting forecasts using moving average, exponential smoothing, trend, and seasonality methods, as well as measuring error or accuracy and setting tracking signals.

3. The student will evaluate how product/service design impacts sustainability and quality management by:

a. describing product life cycle and design strategies used to create competitive products/services, as well as aligning to corporate social responsibility.

b. recognizing product development and quality functional deployment (QFD) methods in product/service design to create value for the customer, as well as issues in manufacturability, robust and modular design, and integrating technology and sustainability needs.

c. assessing make or buy decisions, value analysis, and weighing alternative designs including the use of decision trees when there is uncertainty.

d. explaining quality management strategies such as cost of quality, total quality management (TQM), six sigma, continuous improvement, benchmarking, Taguchi quality loss function (QLF), just-in-time (JIT), service warranty/guarantee and recovery, and SERVQUAL used to improve customer satisfaction.

e. choosing quality attributes and variables to create statistical quality control charts to help operations managers identify assignable variation to keep a process under control.

f. using seven quality tools to analyze variation and quality issues for prioritization and improvement needs, as well as for idea generation and team building needs.

g. determining process capability and statistical process control chart limits for charting both attributes and variables.

4. The student will critique the process, capacity, location, and layout operations management strategies by:

a. comparing characteristics in four types of process strategies, as well as how those strategies impact customer interaction in service processes.

b. differentiating methods to define processes using flowcharts, time-function mapping, process charts, value stream maps, and service blueprinting.

c. discussing different technology used in processes including how big data and digitalization are impacting process strategies.

d. assessing process capacity, utilization, efficiency, bottleneck analysis, breakeven analysis, as well as expected monetary value (EMV) and net

present value (NPV) to improve product, service, and process decisions.

e. discussing the importance and factors that affect location decisions, as well as judging location alternatives using different models and strategies.

f. recognizing layout types and characteristics for office, retail and servicescapes, warehouse and storage, fixed position, process-oriented, focused factories, work cells, as well as repetitive and product-oriented layouts.

g. assessing process layouts and balancing the workload for efficient flow strategies.

5. The student will evaluate human resources decisions, supply chain management, and inventory management strategies used in operations by:

a. describing labor planning, job design, self-directed teams, ergonomics, work environment issues, visual workplace, and ethics in the workplace.

b. applying methods analysis and labor standards that impact workplace procedures, conditions, and schedules.

c. identifying the strategic importance of the supply chain, sourcing strategies, and supplier selection, as well as major risks and mitigation strategies to overcome supply chain and logistics management issues.

d. assessing assets committed to inventory, disaster risks, bullwhip effect, supplier selection, as well as transportation and warehousing costs.

e. recognizing types, functions, importance, and models used to manage inventory.

f. recommending inventory classification with ABC analysis, cycle counting, optimal order quantities, reorder points, safety stock, as well as assessing ordering and holding costs.

6. The student will examine sales and operations planning (S&OP), material requirements planning (MRP), enterprise resource planning (ERP), short-term scheduling, waiting lines, and simulation models by:

a. explaining planning processes that vary by time horizons, chase versus level strategies, as well as capacity versus demand management options.

b. deciding aggregate plans based on different options, as well as allocating resources for revenue (or yield) management.

c. distinguishing product structure for dependent vs. independent demand in a bill of material (BOM), material requirements planning (MRP) with gross and net requirements and lot-sizing techniques, as well as enterprise resource planning (ERP) system use for supply chain management.

d. analyzing short-term scheduling importance, issues, loading, assignment, sequencing, input-output control, and capacity decisions.

e. investigating queuing or waiting line models for arrival, performance, cost, and service psychological characteristics.

f. experimenting with simulation modeling methods used to duplicate real business systems to estimate the effects of various actions.

7. The student will assess how lean operations, maintenance and reliability, linear programming, learning curves, and big data business analytics enables operating decisions by:

a. classifying waste and variability issues to improve throughput and support just-in-time, lean, and Toyota production system strategies.

b. computing number and size of kanbans, as well as the total ordering and holding costs for this inventory.

c. identifying the importance of maintenance and reliability, as well as techniques used to enhance it.

d. comparing failure rates and system reliability for serial and parallel processes.

e. applying linear programming techniques for optimal resource allocation decisions.

f. critiquing the impact learning (or experience) curves have on operations.

g. organizing big data sets using business analytic Excel tools and other techniques into summary information to support managerial decision-making.
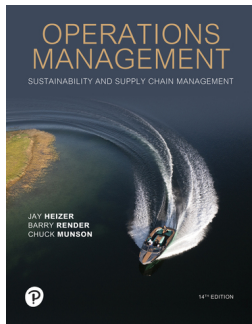
Important Dates

Class Dates: 12-AUG-2024 to 04-OCT-2024

Drop Date: 16-AUG-2024

Withdrawal Date: Please reference the Academic Calendar below

https://www.spcollege.edu/academic-calendar

Required Textbook and Other Resources

Operations Management - eText and MyLab access

Subtitle: Sustainability and Supply Chain Management

Required or Optional: Required

ISBN: 8220126470170

Authors: Jay Heizer, Barry Render, & Chuck Munson

Publisher: Pearson

Publication Date: 2023

Edition: 14th Edition

Notes

After successful completion of the Start Here – Introduction syllabus quiz, the First Day – Course Materials module will open. This will explain how to acquire these materials and register for MyOMlab.

MyOMlab has a purchase option for the Student Value Edition (unbound pages, 3 hole punched). This text is available elsewhere in a bound purchase, rental, used, new, etc. format. First Day provides the ability to just acquire MyOMlab too.

First Day Access (Digital Books) Program

What is First Day Access: Textbook Savings Program?

This course is participating in the First Day Access Program. You will be given access to the course materials through MyCourses. You will receive instant access to the required materials

and save 20-50% or more off the retail price. **You have the option to opt out of the program within the first 10 days of class** if you want to purchase your materials elsewhere. Opting out of the program is likely to cause you to pay a higher rate. **The opt-out date is 10 days from the first day of class. (View Opt-out deadline dates).**

The materials that are accessed through MyCourses are **NOT** included in your tuition. **If you do not click on the button to opt-out, you agree to pay the discounted fee and SPC will bill your student account at the First Day price after the opt-out deadline passes-approximately 2 weeks after your class starts.** This will show as a bookstore charge. Please check your student account. If you have BLOC or are a 3rd Party vendor then the charges will be covered ***exceptions do appl**y, if you are self-pay, please make those payments to the business office.

Refund Policy

If you drop a class within the drop deadline for your course, the refund policy will be the same as SPC's drop w/refund policy. If you withdraw after the drop deadline (see your schedule for dates), then you will be responsible for those charges on your account (For example, if you receive a "W" you will not be eligible for a refund).

Should you choose to purchase the required materials out of pocket you **MUST** opt out to avoid being charged. If you do not opt out by the deadline, which is 10 days from the start of class, then you must request to be opted out and proof of purchase must be submitted to tharrison@bncollege.com to prevent First Day Fees being added to your account.

Performance Assessment and Grading

What do I need to do to be successful in this course? Break down the schedule and plan your time each week. Follow the weekly lessons in the MyCourses Course Content using the resources. Recognize this field of study is often new to students and it will take time to build your vocabulary and master the analytics.

- Readings – Assigns textbook chapters, supplements, and modules each week.

- Dynamic Study Modules – Delivers personalized learning to reinforce chapter concepts. Students must earn ≥ 30% to access the corresponding quiz (3 attempts

on questions). Try to complete these before the Wednesday blended class meeting each week (will be available through Saturday).

- Blended Classes – Meets each Tuesday for the modmester. Participation points will be earned in this course. The assessment rubric includes on-time attendance for the full class meeting (6PM to 8:40PM), as well as active engagement in activities learning the lessons.

- Quizzes – Assesses terminology from the assigned reading. Students have 30 minutes (20 questions) and 3 attempts each week on concepts by Saturday. The highest grade of 3 attempts is used after the due date.

- Homework – Assigns mathematical problems in different scenarios from blended class problems. Students need to show mastery in analytic methods by Sunday. Students can redo a homework problem once (i.e. two attempts per problem) if no MyOMlab learning aid was used on the first attempt.

- Final Exam – Consolidates concepts and terms from weekly dynamic study modules and quizzes, as well as analytics from blended class and homework problems, in a comprehensive exam. There is one timed submission (max. 3.5 hours). Students must attempt Quiz 7 and Homework 7 to access the final exam which is due by Wednesday in Week 8.

Assignment Type	Points	Final Grade Weight
Introduction Quiz	10	1.9%
Dynamic Study Modules	18	3.5%
Blended Class Participation	140	27.0 %
Quizzes	140	27.0%
Homework	140	27.0%
Final Exam (comprehensive)	70	13.5%
Total Points	518	100%

There are various opportunities for success across different learning styles and assessment methods that test higher order cognitive and affective skills. As the schedule shows, the course is broken down into 8 weekly lessons with a variety of assignments

designed for students to learn the 10 key operations management decisions, as well as the analytical tools used in each of the decisions.

A working knowledge of algebra is required. Students encouraged to know some probability and statistics (will review in course).

Students will need to further build their computer skills in this course as decision science software (POM for Windows and ExcelOM add-in) is available through MyOMlab and is vital to aid in the analytics. Students may use MS Office Excel and/or calculator (may require further time management).

Grading Scale

Follow the instructions, tutorials, and assessment rubrics for assignments. Students should discuss any assignment questions or grade issues directly with the professor. Total points earned for all assignments results in the final grade:

Final Grade	Min. Points			Max. Points
A	466.2	to		518
B	414.4	to		466.1
C	362.6	to		414.3
D	310.8	to		362.5
F	0	to		310.7

A final grade curve may be applied at the professor's discretion. Instructors may assign an incomplete (I) grade if a student provided a documented excuse or circumstance(s) for the extension. The student must have 80% of the course completed and be considered in good standing (i.e. minimum of C). In the event of an I grade; the professor will provide the terms to complete remaining work and the student must acknowledge this plan in writing to complete the work before final grades are submitted on Friday in

Week 8. After the agreed upon incomplete assignment deadline, a grade of F (or higher if the work submitted justifies) will be assigned.

Late Work Policy

Late submissions may be accepted with a documented excuse (i.e. family death certificate, doctor's note, etc.). Flexibility may be granted due to illness or other challenges. Contact your professor to discuss your needs. Advance notice should be provided to arrange alternative needs. Late submissions must be complete no later than 5 days from the original due date.

Availability of Course Content

The course opens by midnight the Thursday prior the first day of class, approximately one week before the first blended class meeting. Students have action items to complete BEFORE the first blended class. Students must complete specific action items in the Start Here and First Day module to open further Course Content which contains the weekly lessons. Students may work ahead up until the due date at their own pace.

This course is offered also in a 12-week express format, as well as 8-week option online each semester. The same learning objectives are met across all formats to support learning standards and articulation needs.

Course Assignment Schedule

The MyCourses Course Content has weekly lessons explaining each action item and linking students to each assignment due. Additionally, further resources are provided to support studying each week. Each week plans a minimum 15-18 hours for learning standards and articulation. All submissions are due by 11:59 PM (EST).

See MyCourses Calendar for specific dates. Set MyCourses Notifications (can get text or email reminders) to help yourself stay on track. The Start-Here module includes this schedule in an Excel file with specific dates.

Week #	Action Item	Points	Chapter	Additional Instructions	Deadline
1	Syllabus			Start Here - Introduction	Monday
1	Introduction Quiz	10		Earn ≥ 90% on Syllabus Quiz	Monday
1	Register for MyOMlab			First Day - Course Materials	Tuesday
1	*Operations Management* (Read)		1	Operations and Productivity	Wednesday
			2	Operations Strategy in a Global Environment	Wednesday
1	Dynamic Study Module 1	3		MyOMlab - How DSM Work, Chapter 1 and 2	Tues.-Sat.
1	Blended Class Meets	20		St. Pete/Gibbs TE-110 from 3 to 5:40PM	Tuesday
1	Quiz 1	20		MyOMlab - DSM 1 pre-requisite	Saturday
1	ExcelOM/POM for Windows			MyOMlab - Download Center	Sunday
1	Homework 1	20		MyOMlab - Do after blended class examples	Sunday
2	*Operations Management* (Read)		3	Project Management	Wednesday
			4	Forecasting	Wednesday
2	Dynamic Study Module 2	2		MyOMlab - Chapter 3 and 4	Tues.-Sat.
2	Blended Class Meets	20		St. Pete/Gibbs TE-110 from 3 to 5:40PM	Tuesday
2	Quiz 2	20		MyOMlab - DSM 2 pre-req.	Saturday
2	Homework 2	20		MyOMlab - Do after blended class examples	Sunday
3	*Operations Management* (Read)		5	Designing Goods and Services	Wednesday
			Sup.5	Sustainability in the Supply Chain	Wednesday
			6	Managing Quality	Wednesday
			Sup.6	Statistical Process Control	Wednesday
3	Dynamic Study Module 3	2		MyOMlab - Chapter 5 and 6	Tues.-Sat.
3	Blended Class Meets	20		St. Pete/Gibbs TE-110 from 3 to 5:40PM	Tuesday
3	Quiz 3	20		MyOMlab - DSM 3 pre-req.	Saturday
3	Homework 3	20		MyOMlab - Do after blended class examples	Sunday
4	*Operations Management* (Read)		7	Process Strategy	Wednesday
			Sup.7	Capacity and Constraint Mgmt	Wednesday
			8	Location Strategies	Wednesday
			9	Layout Strategies	Wednesday
4	Dynamic Study Module 4	3		MyOMlab - Chapter 7, 8 and 9	Tues.-Sat.
4	Blended Class Meets	20		St. Pete/Gibbs TE-110 from 3 to 5:40PM	Tuesday
4	Quiz 4	20		MyOMlab - DSM 4 pre-req.	Saturday
4	Homework 4	20		MyOMlab - Do after blended class examples	Sunday
5	*Operations Management* (Read)		10	Human Resources, Job Design, and Work Measurement	Wednesday
			11	Supply Chain Management	Wednesday
			Sup.11	Supply Chain Management Analytics	Wednesday
			Module C	Transportation Models (Supplement 11 introduced)	Wednesday
			12	Inventory Management	Wednesday
5	Dynamic Study Module 5	3		MyOMlab - Chapter 10, 11 and 12	Tues.-Sat.
5	Blended Class Meets	20		St. Pete/Gibbs TE-110 from 3 to 5:40PM	Tuesday
5	Quiz 5	20		MyOMlab - DSM 5 pre-req.	Saturday
5	Homework 5	20		MyOMlab - Do after blended class examples	Sunday
6	*Operations Management* (Read)		13	Aggregate Planning and S&OP	Wednesday
			14	Material Requirements Planning (MRP) and ERP	Wednesday
			15	Short-Term Scheduling	Wednesday
			Module D	Waiting-Line Models (*NOT Model B, C & D p.771-777*)	Wednesday
			Module F	Simulation	Wednesday
6	Dynamic Study Module 6	3		MyOMlab - Chapter 13, 14 and 15	Tues.-Sat.
6	Blended Class Meets	20		St. Pete/Gibbs TE-110 from 3 to 5:40PM	Tuesday
6	Quiz 6	20		MyOMlab - DSM 6 pre-req.	Saturday
6	Homework 6	20		MyOMlab - Do after blended class examples	Sunday
7	*Operations Management* (Read)		16	Lean Operations	Wednesday
			17	Maintenance and Reliability	Wednesday
			Module B	Linear Programming	Wednesday
			Module E	Learning Curves	Wednesday
			Module G	Applying Analytics to Big Data in OM	Wednesday
7	Dynamic Study Module 7	2		MyOMlab - Chapter 16 and 17	Tues.-Sat.
7	Blended Class Meets	20		St. Pete/Gibbs TE-110 from 3 to 5:40PM	Tuesday
7	Quiz 7	20		MyOMlab - DSM 7 pre-req.	Saturday
7	Homework 7	20		MyOMlab - Do after blended class examples	Sunday

8	Final Exam (comprehensive)	70		MyOMlab-Must submit Quiz 7 & Homework 7 to open	Wednesday

Due dates are not start dates, so work to plan your time each week to support milestone deadlines. Follow MyCourses Course Content for each week.

Communication Plan

There are a variety of communication channels for general course information and needs:

1. Course Home News - Be sure to read and watch each news item as announced.

2. MyCourses - See Calendar (aligns to syllabus schedule). The weekly modules in the Course Content offer each lesson resource and each assessment submission in sub-modules. Everything is built in the Course Content. Follow the weekly lessons as critical to read and watch resources for success in the assessment at the end of each sub-module.

3. Blended Classes - Each week the class will meet on campus. Come prepared finishing your Dynamic Study Modules before the class meeting. That simply helps you learn the most and ask questions to support further assignments in the course. Various active learning methods and activities are used to help students study each lesson. Blended class participation includes an assessment rubric which includes student-students and student-professor interaction needs.

4. Emails - Weekly emails guide action items and explain further communication thoughts for success. Students can easily reply if having further questions (or call/Zoom). Use

MyCourses for course related communication (be sure to set notifications and forward to an account readily seen to enable timely communication, see top right under your name).

5. Water Cooler Discussion - Further Questions/Answers are discussed regularly. Be sure to subscribe to the Water Cooler discussion as important information and questions/answers that you may not even considered will be discussed throughout the course. You may find this discussion quite helpful for assignments.

Students should create notifications and register their phone for text messages to help stay on track (top right, under name). Students can also register email and forward email from MyCourses so they do not miss vital communication about their courses.

How to Be a Successful Student

Embarking on the journey of higher education can be transformative, and embracing the habits of successful students is a key component of that transformation.

Habits of Successful Students:

- Proactive and disciplined attendance: punctual attendance, active engagement in class activities.
- Actively seek to catch up on missed materials: acquire notes and assignments promptly.
- Engage in continuous study outside class: deepen understanding through self-study.
- Integrate feedback and seek extra credit opportunities.
- Remain fully involved in the educational process.

Mindset and Strategic Approach:

- Set realistic and specific learning goals for focus and direction.

- Recognize the value in each task to sustain effort.

- Maintain a positive attitude and break tasks into manageable parts.

- Regularly monitor progress and understanding.

- Embrace mistakes as learning opportunities for resilience and genuine interest in the subject.

Course Attendance

Participation in the course is essential for learning and avoiding withdrawal for nonattendance. Participation is defined as reading and preparing for weekly lessons, attending on-campus blended meeting, as well as completing and submitting ALL assignments on time as listed on the syllabus schedule. The schedule in the Start Here module includes a spreadsheet format to aid student planning and aligns to the syllabus schedule and the MyCourses course calendar. Each action item is required for active participation and attendance in this course.

Lack of attendance can result in students being administratively withdrawn. Effective August 2024, the SPC college wide policies have changed. Students absent Week 1 will be dropped without penalty from this course. Students with participation issues at the 60% participation reporting point with be withdrawn (W). Avoid missing any item in the syllabus schedule to avoid these issue as it can result in serious financial and GPA consequences. Talk to the professor or an academic advisor for help with options if having attendance issues.

SPC Policy: Attendance/Participation/Withdrawal

Withdrawing from a course with a "W" or "WF" may impact students' academic standing and financial aid eligibility including placing the student in early repayment. It is the student's responsibility to understand the consequences of withdrawing.

Attendance
College policy requires students to attend class prior to the published deadline to drop

with a refund. The instructor is required to report non-attendance and the student will be dropped after the first week of classes.

If you don't attend during the first week of the term, you will be automatically dropped, and the class removed from your schedule. If you receive financial aid, your award amount may be adjusted if the drop changes your enrollment status (e.g. full-time to part-time).

It is the student's responsibility to know the attendance policy of the class in which they are enrolled.

- Depending on the modality of the course, attendance may be online, LIVE Online, blended, or on-campus.
- For LIVE Online classes, attendance will be taken online during the normal class meeting time/days.
- Students who are feeling ill for any reason should communicate in a timely manner with their instructor regarding attending online instead of on-campus, and/or the responsibility of excused absences. Students are also responsible to discuss completing any missed work with the instructor.

Participation
College policy require the instructor to report any student who is not actively participating at the 60% point of a class. The instructor will report the student by the end of the week immediately following the 60% point of the class and the student will be withdrawn from the course and assigned a "W" grade. It is the student's responsibility to understand the instructor's requirements for 'active participation.

Student Withdrawals
You may drop a course through the Drop with Refund date listed on your Fee Schedule and be eligible for a refund, although withdrawing may affect your financial aid. If you withdraw prior to completing 60% of a class and receive any form of federal financial aid (grants or loans) you will be required to repay a portion. If you are thinking of withdrawing, please speak with your instructor, an Academic Advisor or a financial aid counselor.

Withdraw requests submitted after the last date to withdraw with a "W" (see academic calendar) will result in a "WF". Students and instructors will automatically receive an email notification through their SPC email address whenever a withdrawal occurs. Students should consult with an academic advisor or financial assistance counselor prior to withdrawing from a class.

Students who wish to withdraw completely from SPC are not able to totally withdraw from all classes through MySPC. A student must contact an Academic Advisor to totally withdraw.

Technology Requirements & Policy

View the [MyCourses Minimum Technology Requirements](#).

If you need technical assistance, please [Contact the Technical Support Center.](#)

Minimum Technical Skills: Students should know how to navigate the course and use the course tools (email, discussion, gradebook, etc.). MyCourses tutorials are available to students new to this LMS and are located at the beginning of the course. Most features on MyCourses are accessible on mobile devices, although it is recommended that you use a computer for quizzes, tests, and essay assignments.

Students should have MSOffice and Adobe Acrobat Reader, as well as access to a web camera and microphone to support video submissions.

Students should have regular access to a computer connected to the Internet. When viewing online videos or completing online assignments, students should have an Internet connection that is stable and will not drop their connection. Students without should consider making arrangements where a stable high-speed internet connection is available.

Students also MUST become proficient with the Pearson MyLab and the tools contained within the program to be successful in this course.

Accessibility of Technology

- [MyCourses (Brightspace by Desire2Learn) Accessibility](#)
- [Microsoft Accessibility](#)
- [Google (YouTube) Accessibility](#)
- [Turnitin Accessibility](#)
- [Pearson Accessibility](#)

Privacy

- [MyCourses (Brightspace by Desire2Learn) Privacy](#)
- [Microsoft Privacy](#)
- [YouTube Privacy](#)
- [Turnitin Privacy](#)
- [Pearson Privacy](#)

Academic Honesty Policy

You are expected to be honest in all your academic work. By enrolling at the College, you agree to abide by all the standards of academic honesty and integrity and failing to observe the rules may result in academic and disciplinary action, up to and including expulsion from the College. The academic honesty policy and procedures are available online:

- [Academic Honesty Policies, Honor Code](#)
- [Academic Integrity Policies and Procedures](#)

These documents include details on what is meant by:

- Cheating

- Bribery

- Misrepresentation

- Conspiracy

- Fabrication

- Collusion

- Duplicate submissions

- Academic misconduct

- Improper calculator, computer or online use

Some of your courses may include online material that is protected by copyright. This means that the work is available for you to use in your studies, but you can't copy and share the materials (copyright.gov). Please see [SPC's copyright information](). It's your responsibility to be academically honest in all of your work.

Students that receive assistance from a tutor for this course must ensure all scheduled quizzes, homework assignments, simulations (extra credit), and exams are their own work. ***Tutors may assist with other similar problems only***.

Generative AI Not Permitted

The best-known example of Generative AI (Artificial Intelligence) is ChatGPT, a chatbot that allows you to type a question as if you were talking to a real person, and it quickly offers a seemingly meaningful, original answer. Tools like this are powerful and can be useful in many contexts, but you must be aware of their limitations, as they can produce inaccurate, fabricated, and even offensive content. In addition, the work produced is not technically your own. In order to avoid violating SPC's academic integrity policy, students must be sure to follow the course's policies regarding the use of artificial intelligence in academic work. The AI policies for this class are outlined below.

You are strictly prohibited from using use Generative AI (Artificial Intelligence), including ChatGPT and similar AI tools, in this course for any submission. The work produced by AI writing tools is not your own original work and is therefore unacceptable for the assignments in this course. If you cite AI-generated content, the work will be considered incomplete and receive a zero. If you do not cite, the work will be considered plagiarism and receive a zero.

If students use AI or tutors for their graded work, it violates the academic honor code agreed upon when registering for the class. For example, when writing a discussion post, it needs to be your own original work as use of AI to make a post or reply is unacceptable for this course. Also, it is unlikely AI understands what you did in the simulation to write an effective post or reply to discuss it which may lead to low performance.

Contact your professor if you need tutoring on analytics or have further questions on concepts. AI or tutors are not a replacement for building your own critical thinking needs for the submissions in this course. Organizational leaders and managers expect students that take this kind of course to learn the objectives for the course. If students cut their learning short violating the academic honesty and integrity polices, they leave themselves at a deficient level for building the knowledge, skills, and abilities needed to support their own business and/or career too.

Turnitin

The instructor of this course may require use of Turnitin.com as a tool to promote learning. The tool flags similarity and mechanical issues in written work that merit review. Use of the service enables students and faculty to identify areas that can be strengthened through improved paraphrasing, integration of sources, or proper citation. Submitted papers remain as source documents in the Turnitin database solely for the purpose of detecting originality. Students retain full copyright to their works. Review the Turnitin Usage Agreement for full details. Students who do not wish to submit work through Turnitin must notify their instructor via course email within the first seven days of the course. In lieu of Turnitin use, faculty may require a student to submit copies of sources, preliminary drafts, a research journal, or an annotated bibliography.

View the [Reviewing a TurnItIn/Originality Report](#) tutorial.

Learner Support and Other Student Resources

Use the following links to view web sites on SPC's:

- [Free Tutoring](#)

- [Accessibility Services](#)

- [Academic Support](#)

- [On-Campus and Online Support](#)

- [Student Services](#)

Additional Resources:

- [Academic Calendar](#)

- [Learning Resources](#)

- [Career Services](#)

- [International Student Services](#)

- [Veterans Services](#)

Code of Conduct

Code of Conduct
The behavior of all students in class should reflect a professional, respectful, and compassionate environment. Inappropriate or inconsiderate behavior will result in consequences. Students must be thoughtful of their comments, actions, and decisions, considering how these impact classmates and instructors.

Online Student Participation and Conduct Guidelines

The practices of courtesy and respect that apply in the on-campus classroom also apply online. Any discriminatory, derogatory, or inappropriate comments are unacceptable and subject to the same disciplinary action applied in courses offered on campus.

Netiquette

Whether you are in an online class or a physical classroom, certain behaviors are expected when you communicate with your peers and your instructors. You need to contribute to a positive learning/teaching environment, respecting the rights of others and their opportunity to learn. No one has the right to interfere with the teaching/learning process. Below are the traits of a successful student. These guidelines pertain whether your course is online or in the classroom. When communicating, you should always:

- Treat everyone with respect in every communication

- Use your professor's proper title: Dr. or Prof., or if you are in doubt use Mr. or Ms.

- Use clear and concise language

- Remember that college level communication should use correct grammar, whether written or spoken. Avoid slang.

- Use correct spelling and avoid texting abbreviations

- Avoid using the caps lock feature as it can be interpreted as yelling online

- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and, even when spoken, your message might be misunderstood

- Be cautious with personal information (both yours and others')

When you send an email to your instructor, department chair, dean, or classmates, you should:

- Use a subject line that describes what you are writing about

- Avoid attachments unless you are sure your recipients can open them

- Be clear, concise, and courteous

- Sign your message with your name

- Use your SPC email account to ensure delivery. Sometime emails from non-SPC accounts are stopped by the spam filter and the recipient may not receive it.

When posting to a discussion board, you should:

- Write posts that are on-topic and within the scope of the course material

- Take your posts seriously; review and edit your posts before sending

- Be as brief as possible while still making a thorough comment

- Always give proper credit when referencing or quoting another source

- Read all messages in a thread before replying

- Avoid repeating someone else's post without adding something of your own to it

- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point

- Always be respectful of others' opinions, even when they differ from your own

- Express any differing opinions in a respectful, non-critical way

- Not make personal or insulting remarks
- Be open-minded

Recordings in the classroom

Students may record lecturers in class for personal use (such as studying or documenting complaints to the institution) without explicit permission. However, students may not record non-lecture portions of class (such as skills labs, student group work, individual student instruction, Q/A sessions, recording studio critiques, group/individual production and computer lab time, practicums/internships, or clinical/simulation rotations) or other students without explicit permission, and may not disrupt class in making such recordings (such as trying to use a device with a calculator or calculator app in a class that does not allow calculators, or blocking the view or aisles for others in the class). Having an approved ADA accommodation is considered explicit permission to record from the college.

Students making such recordings may not share recordings without explicit permission and are personally liable for unauthorized dissemination. If in doubt, please discuss with your professor before class.

The instructor has the authority to ask a disruptive student to leave a classroom or lab. The instructor may also delete posts or materials from an online or blended class and/or take disciplinary action if disruptive behavior continues. This ensures that all students in the class have an opportunity to learn.

For additional information, review the [SPC Expectations for Student Conduct](), [Online Student Participation and Conduct Guidelines](), and the [SPC Netiquette Policy](). Please strive to uphold these standards to ensure a positive and productive learning environment.

Student Survey of Instruction

The Student Survey of Instruction is administered in courses each semester. It is designed to improve the quality of instruction at St. Petersburg College. All student responses are confidential and anonymous and will be used solely for the purpose of performance improvement.

Title IX

At St. Petersburg College, our faculty are dedicated to fostering a secure and open environment conducive to learning for all students. Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you, or someone you are aware of, has experienced sexual harassment or sexual violence, or any form of sexual misconduct, which includes incidents like sexual assault, relationship violence, or stalking, please know that there are avenues for help and support.

We strongly encourage every member of our college community to be proactive, seek assistance, and report occurrences of sexual misconduct to the Title IX Office. It's important to be aware that under Title IX regulations, faculty members are obligated to report such incidents to the Title IX Office. However, if you prefer to have a conversation with someone who is not required to report, you can consult the [SPC's Counseling Services](#).

St. Petersburg College urges everyone in our community to step forward, seek support, and report any incidents of sexual harassment or gender-based discrimination to the St. Petersburg College Title IX Office. They can be reached via email at SPCTitleIX@spcollege.edu or by phone at 727-341-3261. Remember, these resources are here for your support and well-being.

Equal Access

St. Petersburg College affirms its equal opportunity policy in accordance with the provisions of the Florida Educational Equity Act and all other relevant state and federal laws, rules and regulations. The College will not discriminate on the basis of race, color, ethnicity, religion, sex, age, national origin, marital status, pregnancy, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the College will not tolerate such conduct. Should you experience such behavior, please contact the Equal Access/Equal Opportunity Office at 727-341-3261; by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489; or by email at eaeo_director@spcollege.edu.

Accessibility Statement

St. Petersburg College recognizes the importance of equal access for all students. Accessibility Services (AS) is the campus office that supports students with disabilities to approve and coordinate reasonable accommodations. Students who have, or think they may have, a disability (e.g., learning disability, ADD/ADHD, psychiatric, medical/orthopedic, vision, and/or hearing) are invited to contact their AS campus coordinator ([Accessibility Services Contacts](#)) for a confidential discussion. If an

accommodation is deemed to potentially alter the nature of the course, it will require a decision by a committee. Therefore, ample time must be provided to evaluate and process such requests. Students who are currently registered with AS are encouraged to request accommodations early in the semester by logging into their AIMS account. Additional information is available at the college-wide Accessibility Services website www.spcollege.edu/accessibility.

Safety and Security

We want to make sure that you are comfortable on campus and feel secure in your learning environment. The SPC campuses are very safe but you should be aware of your surroundings, just as you are anytime you are in a public space. In each classroom there is an Emergency Response Guide to help you during an emergency. It is also a good idea to be familiar with evacuation routes in buildings that you use frequently. **If you have an emergency, dial 911 immediately**. For information on campus safety and security policies, please call 727-791-2560. More information is also available on the Campus Safety website.

The college website (spcollege.edu) is the best source of information in the event of an emergency. It's possible for something like a hurricane to disrupt classes on campus; if this happens there are plans on how to help you continue your education. You should be comfortable using MyCourses as the learning management system will be key in communicating with faculty about course materials and assignments. Make sure you complete the Introduction to MyCourses so that you are familiar with sending and receiving emails, participating in discussion posts, navigating through course materials, and submitting assignments. It is important to be able to use MyCourses for learning activities if your campus is closed.

Federal and state law requires a person designated as a "sexual predator or offender" to register with the Florida Department of Law Enforcement (FDLE). The FDLE is then required to notify the college if the person attends, or is employed, by a college or university. You can find out more information by calling the FDLE hotline (1-888-FL-PREDATOR) or by visiting offender.fdle.state.fl.us/offender. A list of sexual offenders or predators registered for classes at SPC is also available.

Titans Care (Student Assistance Program)

As an SPC student it's vital that you know Titans Care. You can access resources through [SPC's Student Assistance Program (SAP)](#), a collaborative resource for students with mental health or general life issues. SAP provides help and education in suicide prevention, mental health, substance abuse awareness and more. It is SPC's belief that supporting mental wellness is everyone's charge and that one loss as a result of substance abuse, mental illness, or suicide is one too many. If you or a loved one are considering suicide, please call the National Suicide Prevention Lifeline at 1-800-273-8255.

Student Concerns

St. Petersburg College wants to make sure that you are able to receive prompt and fair resolutions to any concerns that you might have. If you feel that you have had a bad experience with a college employee, or you have a concern about college facilities, please bring it to our attention. Begin by speaking directly to the person responsible for the department; direct conflict resolution is an important skill to develop and usually brings about the best results. If you aren't satisfied with the outcome, or are not comfortable approaching the person directly, you may submit the information using an online form: web.spcollege.edu/survey/13002

If you're not able to submit the form online yourself, feel free to ask a college employee to submit the form on your behalf.

SPC Vaccination Policy

SPC is concerned about the health and well-being of all students. We encourage all students to remain current on vaccinations as suggested by appropriate health authorities. SPC does not require vaccinations for general admissions to our degree or certificate programs, with some exceptions for specific programs.

Instructional Continuity During Emergencies

The St. Petersburg College website at www.spcollege.edu is the official source of college information regarding the status of the institution. Other important information will be communicated via SPC Alert, local media outlets, and the college toll-free phone number 866-822-3978. All decisions concerning the discontinuation of college functions, cancellation of classes, or cessation of operations rest with the President or his/her designee. The College realizes that it is possible for a significant natural disaster to compromise SPC campus facilities sufficiently to disrupt the delivery of classes on campus/campuses for an extended period and is planning ways our operations can continue following such an emergency.

So, if a hurricane or other natural disaster causes significant damage to St. Petersburg College facilities, please visit the college website for an announcement of the College's plan to resume operations.

Further, in the event of such a disaster, the Instructor will continue using the Learning Management System (LMS) of MyCourses for continuation of all required learning and instructional activities in this course, including the issuing of graded online assignments and expectation of student completion of those graded assignments.

Therefore, to keep up with all activities in this course during and after a natural disaster, please plan to continue this course by maintaining online access to MyCourses (possibly through duration of the course's regularly scheduled end date). We will finish this course in MyCourses, as directed by your Instructor online, and your Instructor will use all graded assignments to assess and issue your final letter grade for this course, as normally planned, despite occurrence of the natural disaster.

For all current updates on pandemic conditions or other events, please visit SPC Updates at https://www.spcollege.edu/spc-updates

Terms of Instruction

Please note this syllabus is an instructional guide and that the instructor/professor reserves the right to make any changes to it, as needed. This includes changes to the

course schedule and assignments, etc., throughout the term. If changes occur, you will be notified as soon as possible via email and/or an announcement in MyCourses. Changes may be necessary for various reasons, including instructor illness, students' progress, weather events, institutional needs, etc. Please approach any changes with flexibility and understanding.