

LSCM 4510: Logistics and Business Analysis
G. Brint Ryan College of Business
University of North Texas
Spring 2026 (Online)

Instructor:	Suman Niranjan <u>(Class Number # 11380) – Section 407</u>
Days:	N/A (Fully Online)
Time:	<u>Optional</u> Zoom Session (office hours) – Every Tuesday and Thursday, 3PM- <u>Will via Zoom</u> (will be recorded for convenience, any concept being explained)
First Meeting:	Thursday, 3 PM (Jan 15 th , 2026) via Zoom – <i>Please attend if possible</i>
Office:	BLB 338B – Denton Campus.
Office Hours:	Tuesday and Thursday, 3 PM, Via Zoom. Also available via Appointment for Zoom/in-person
Phone:	940.565.3673 (Denton)
Email:	E-mail preferred through Canvas Email/Message, alternatively, you can reach me via UNT e-mail: suman.niranjan@unt.edu
Canvas URL:	https://canvas.unt.edu/
Student Assistant:	If available, will post it on Canvas

CATALOG DESCRIPTION

Analysis of logistics case studies and development of issue-based problem-solving skill sets and tools. Students will develop business analysis frameworks and apply Excel-based optimization tools to assess shareholder value implications of logistics solutions.

REQUIRED COURSE MATERIAL

Required Textbook:

- *An introduction to management science: quantitative approach.* Anderson, D. R., Sweeney, D. J., Williams, T. A., Camm, J. D., & Cochran, J. J. Cengage Learning. 2018.
- *Operations Management 14th Edition By William J Stevenson ISBN10: 126023889X ISBN13: 9781260238891*

For this class, several CSCMP cases will be provided to students throughout the semester. About four to five cases which does not require purchase and will be available on Canvas.

Recommended Textbooks: The following textbooks are not required for this course but provide excellent references and further details for many of the concepts presented in class.

- *Designing and managing the supply chain: concepts, strategies and case studies.* David Simchi-Levi, Philip Kaminsky, Edith Simchi-Levi. 3rd Ed., McGraw Hill, 2008.
- *Supply chain management: strategy, planning and operation.* Sunil Chopra, Peter Meindl. 7th Ed., Pearson Prentice Hall, 2018.
- *Matching supply with demand: an introduction to operations management.* Gérard Cachon, Christian Terwiesch. 4th Ed., McGraw Hill, 2018

COURSE LECTURE MATERIALS

Canvas: Course materials, assignments, and outside readings will be available within Canvas. Students can access [Canvas](#) using the Internet and the site is password protected. You are expected to log in to Canvas at least once in every 24 hours. Important announcements are delivered to you via Canvas e-mail and announcements.

Outside Readings: Outside readings will be provided for class sessions as determined by the instructor. Topical issues will be provided from current business readings and sources. Students will be required to find and publish readings through the Canvas course page.

Class PowerPoint Presentations: Softcopy of the PowerPoint slides used during the in-class lectures can be downloaded from Canvas. I will frequently cite material that is not on the slides, so you should plan on taking notes as well as referring to the power point slides.

Outside Readings: A few articles and readings will require you to access UNT online library services. Students can access Canvas or UNT Library using the Internet. The site is password protected. You can learn more about Canvas by reviewing the on-line student manuals. Go to [Canvas](#) or [UNT library](#) and login using your EUID and AMS password.

Recorded Videos: Some numerical problems are recorded and posted on canvas from time to time. Additionally, based on popular request from students, I will post more videos on demand.

Class Lectures: Classroom lectures are made available prior to the class and will be posted on Canvas. You should be able to download the lecture notes which are usually in the form of a MS PowerPoint and print them off for class. The lecture notes will be extremely helpful for exam preparation.

COURSE FORMAT

This course will be conducted using a combination of ~~class discussion~~, online synchronous lectures, online asynchronous lectures, homework/quizzes, ~~in-class exercises~~, FlexSim supply chain software assignments/case studies, and outside readings. The lectures will cover the assigned topics but will not necessarily present the material as covered in the text or reading. You are highly encouraged to at least watch recordings of the lecture. Please read the assigned material for the course in UNT Canvas. The course will emphasize how mathematical modeling, and quantitative analysis can be performed for logistics/supply chain issues using the concepts learned in earlier classes.

The course is conducted entirely online for 15 weeks, and eight units/modules in the course, approximately one module per two weeks, and eight modules related to eight different topics in the course. Additionally, two more modules, an exam module focusing on take-home exams 1 and 2 and a simulation module focusing on simulation-related material, will be available.

ZOOM SESSIONS – VIRTUAL CLASS AND VIRTUAL OFFICE HOURS

First Meeting LSCM 4510 Section 407 – Spring 2026

Strongly recommend attending—watch the recorded session if you missed it.

When: *Jan 15th, 3PM Central Time*, tentative (US and Canada)

Register in advance for this meeting:

<https://unt.zoom.us/meeting/register/n6moImPiTp2P7AuxvbSsSA>

After registering, you will receive a confirmation email with details on how to join the meeting.

Weekly Meeting AFTER FIRST MEETING (OPTIONAL-Not Required, however, watch recording without fail)

When: Every Tuesday and Thursday, 3 PM Central Time

If you did not register for the Aug 19th meeting, please register for the meeting and use the same link

Register in advance for this meeting:

<https://unt.zoom.us/meeting/register/n6moImPiTp2P7AuxvbSsSA>

Topic: Virtual Office Hours: LSCM 4510 Section 407 – Spring 2026

Time: Tuesday and Thursday, 3PM to 4PM, and additional times by appointment

[Join Zoom Meeting](#)

Meeting ID: 805 213 5235

COURSE OBJECTIVES

The discipline of supply chain management and logistics has undergone rapid evolution over the last two decades. Such evolutions require students to be up-to-date with new analytical techniques, trends, and benchmark practices in the industry. This course enables students to work on realistic scenarios, where they can hone their skills and learn simultaneously through a case-based approach. For students studying LSCM 4510 course their primarily focus will be on the following aspects of learning: (1) identifying the nature of supply chain/logistics problem/issue an organization is facing, (2) brainstorming and coming up with a series of potential solutions, (3) evaluate each alternative, (4) designing implementation methods, and (5) conduct numerical analysis of the problem where applicable.

The following topics and its associated mathematical techniques will be taught throughout the course:

- Inventory Control
- Demand Forecasting
- Risk Pooling
- Bullwhip Effect
- Capacity Planning
- Decision Theory
- Facilities Location and Flow Analysis
- Supply Chain Network Analysis
- Linear Programming using MS Excel Solver and LINGO

- Omnichannel Distribution

This course discusses aforementioned concepts in the context of logistics and supply chain using a case-based approach. The cases selected in the course will focus on operational, strategic and tactical concepts used in manufacturing of goods and providing services in a supply chain/logistics environment. The emphasis of the course is on applying the concepts of logistics and supply chain to solve applied problems, furthermore, use mathematical programming and optimization techniques as part of implementation. At the end of the course students will be able to:

1. Analyze a logistics/supply chain problem and design strategies that will solve the issue
2. Use analytical techniques such as linear programming, forecasting methods, inventory control policies etc. to implement logistics/supply chain strategies
3. Apply theory and methods provided in courses such as operations management, introductory logistics and supply chain to the implementation of logistics/supply chain business systems
4. Understand the mathematical, and simulation concepts to solve a real problem in an efficient and effective manner
5. Develop out of the box and novel thought process to solve a research problem in the area of logistics/supply chain.
6. Conduct mathematical, numerical analysis, simulation optimization using anyLogistix to draw managerial conclusions for logistics/supply chain issues

COURSE PREREQUISITES OR OTHER RESTRICTIONS

Must complete LSCM 3960 with a grade of C or better. BUND/DBUND and PACC/DPACC students may not enroll in this course unless they are assigned to BFND/DBFND or AFND/DAFND subplan.

STUDENT CONDUCT AND CLASSROOM POLICIES

1. Cheating, or other academic misconduct, will not be tolerated. **Violators will be dropped from the course and receive a grade of “F” for the semester.** Cheating includes but is not limited to looking at other students' papers during an exam, obtaining information from a student in other sections about an exam, using unauthorized notes or help during an exam, submitting identical assignments, and claiming someone else's work as his/her own. You are strongly encouraged to review the [academic integrity policy](#).
2. Class members are expected to treat both the professor and other students with courtesy and respect. Violators will be asked to leave and reported to the proper authorities if necessary.
3. Students are expected to exhibit ethical conduct in performing their assignments and examinations. All examinations are expected to be individual efforts and not group efforts.
4. Students are expected to read, be familiar with and adhere to university regulations. **Students are expected to complete reading assignments prior to lectures and require participating actively in class to help in the learning process.**
5. Late work: Late work will earn a score of zero. There are exceptions for sickness and death in the student's immediate family. A note from a doctor, a funeral director, etc. must document these incidents. The note should be submitted to me via e-mail within a week of the incident.
6. Treat your instructor and classmates with respect in email or any other communication.

7. Always use your professors' proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
8. Unless specifically invited, don't refer to your instructor by first name.
9. Use clear and concise language.
10. Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
11. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
12. Use standard fonts such as Arial, Calibri, or Times New Roman, and use a size 10 or 12-point font
13. Please avoid using the caps lock feature AS IT CAN BE interpreted as YELLING.
14. Limit and possibly avoid the use of emoticons like :) or ☺.
15. Be cautious when using humor or sarcasm. Tone is sometimes lost in an email or discussion post, and your message might be taken seriously or sound offensive.
16. Be careful with personal information (both yours and others).
17. Do not send confidential information via e-mail.

GRADING

Grades will be based upon performance on the following:

Grade Determination

Grades will be based upon performance on the following:

Take-Home Examination I	20%	150 points
Take-Home Examination II	25%	250 points
Individual Case-study Assignments	20%	200 points
Homework (including module quizzes)	25%	250 points
Applied Project (Individual)	18%	180 points
Spot, Peer Evaluation	2%	20 points
	<hr/> 100%.	<hr/> 1000 points

Grade Distribution (in percentage):

- A: > 89% (Outstanding, excellent work. The student performs well above the minimum criteria.)
- B: Greater than 79% less than equal 89% (Good, impressive work. The student performs above the minimum criteria.)
- C: Greater than 69% less than equal 79% (Solid, college-level work. The student meets the criteria of the assignment.)
- D: Greater than 59% less than equal 69% (Below average work. The student fails to meet the minimum criteria.)
- F: less than equal 59% (Sub-par work. The student fails to complete the assignment.)

COMMUNICATION WITHIN THE COURSE

How to reach the instructor?

The best way to reach me is via the e-mail messages sections in Canvas. If for some reason you believe canvas is not working or you have not received a response from me after the e-mail in canvas please do not hesitate to reach me via my UNT e-mail suman.niranjan@unt.edu.

How to get to know your classmates?

Please get to know your classmates by talking and interacting to them. There will be an introduction page located on canvas as well, please introduce yourself. Please make sure you meet and introduce yourself with other classmates prior and after class, especially during the first two weeks. On Canvas introduction forum please include the following things: your reason for taking this course, your major, where you are from, what's your career goal etc. I hope to know each one of you!

How soon will you receive a response from the instructor or the student academic assistant to e-mails or to questions posed on the discussion board?

You can expect a response within one business day, in many cases sooner than 24 hours. For questions posted on active discussion forums, expect up to two business days for response.

What is the response time on graded homework's, assignments, project deliverables and exams?

Usually all the feedback is available within two weeks, if there is a delay in grading the instructor will keep you posted.

What student support services and academic services are available to the students?

Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located within Canvas on the "Academic Support" tab.

Other resources available to you are

1. [***UNT Portal***](#)
2. [***UNT Canvas Student Resources: Technical Support***](#)
3. [***UNT Library Information for Off-Campus Users***](#)
4. [***UNT Computing and Information Technology Center***](#)
5. [***UNT Academic Resources for Students***](#)
6. [***Computer Labs: General Access Computer Lab Information***](#)
7. [***CoB Computer Labs***](#)

TECHNICAL REQUIREMENTS & SKILLS

Minimum Technology Requirements

- Computer
- Reliable internet access
- Speakers
- Microphone

- Video camera
- Plug-ins
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

Computer Skills & Digital Literacy

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs

CHALLENGE POLICY

You have until the start of the next class to submit a written request for a regrade (known as a "challenge") after an exam or assignment has been returned to the class. To earn additional points, you must be able to convince me, in writing, that your answer is correct.

EXAMINATION

All the exams will be take-home exams. There will be two exams during the semester, exam 1 and 2 are non-cumulative, however having knowledge of topics covered in class earlier will be helpful to master the exams in the later part of the course. Exam 2 can be considered as a final exam and will consist of all topics covered in the course, if there are any changes to not include certain topics for final exam, it will be notified in the class. The exams will have equal emphasis on both conceptual and quantitative problems that will require the use of tools to solve. Exams will test students on both concepts and problem-solving ability that were learnt during the in-class exercises as well as via case-studies that were provided as assignments.

CASE STUDY ASSIGNMENTS

Eight topics covered in this course will be designed around the discussion and analysis of four select CSCMP cases assigned in this course. It is expected that you will read the cases. The course timetable (found later in the syllabus) describes which case-study needs to be read. The case will be discussed in the synchronous Zoom session, and case-based homework questions are expected for the students to answer. *A total of four Individual Case-Study Assignments/ are due throughout the semester; however, the best two will be considered for the final grade. You can opt to only answer two. If you answer more than two, the extra ones will be considered for bonus/extracredit (Max of 5%)-Tentative.*

WEEKLY HOMEWORK and QUIZ

Every week you will be lectured on a topic that helps you understand a concept, and solve problems related to the concept mathematically. HW questions from each class will help you in the general direction of answering the larger questions on the case assignment. Therefore, it is imperative that each student attend the class. Weekly HW is individual and requires an understanding of the week's concept. The answer to the HW question will be discussed in class.

Each week, based on the modules' videos that are recorded, you will answer about 10 quiz questions. You are expected to watch the module video to answer the questions, the questions will test whether you watched the video or not.

FLEXSIM EXERCISES

FlexSim is 3D simulation modeling and analysis software. It's used by companies worldwide to solve problems and better understand processes in manufacturing, material handling, healthcare, logistics, supply chain, and more. A couple of the weekly HW's in the course will consist of FlexSim exercises.

APPLIED INDUSTRY PROJECT

More details will become available on Canvas. This will be 18% of your course credit, plus an **additional 2% that may be given as a bonus (more details to follow).**

SYLLABUS CHANGE POLICY

The syllabus is currently tentative and any change in syllabus and/or grading policy will be communicated to students at least 7 days in advance via canvas. The instructor reserves the right to change the syllabus and grading policy, however this may be exercised only under unusual circumstances.

COMPUTER APPLICATIONS

Students will need access to MS-Office. The class will extensively use PowerPoint, Excel and Word. As part of the course, students will need an internet connected computer to watch recorded lectures as well as access information from Canvas. Students will be required to use Adobe Acrobat Reader to view course materials.

UNT COLLEGE OF BUSINESS STUDENT ETHICS STATEMENT

As a student of the UNT College of Business, I will abide by all applicable policies of the University of North Texas, including the Student Standards of Academic Integrity, the Code of Student Conduct and Discipline and the Computer Use Policy. I understand that I am responsible

reviewing the policies as provided by link below before participating in this course. I understand that I may be sanctioned for violations of any of these policies in accordance with procedures as defined in each policy.

I will not engage in any acts of academic dishonesty as defined in the Student Standards of Academic Integrity, including but not limited to using another's thoughts or words without proper attribution (plagiarism) or using works in violation of copyright laws. I agree that all assignments I submit to the instructor and all tests I take shall be performed solely by me, except where my instructor requires participation in a group project in which case, I will abide by the specific directives of the instructor regarding group participation.

While engaged in on-line coursework, I will respect the privacy of other students taking online courses and the integrity of the computer systems and other users' data. I will comply with the copyright protection of licensed computer software. I will not intentionally obstruct, disrupt, or interfere with the teaching and learning that occurs on the website dedicated to this course through computer "hacking" or in any other manner.

I will not use the university information technology system in any manner that violates the UNT nondiscrimination and anti-sexual harassment policies. Further, I will not use the university information technology system to engage in verbal abuse, make threats, intimidate, harass, coerce, stalk or in any other manner which threatens or endangers the health, safety or welfare of any person. Speech protected by the First Amendment of the U.S. Constitution is not a violation of this provision, though fighting words and statements that reasonably threaten or endanger the health and safety of any person are not protected speech.

[Student Standards of Academic Integrity](#)
[Code of Student Conduct and Discipline](#)
[Computer Use Policy](#)

SUCCESS IN AN ONLINE COURSE

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations that students may not be aware of. Consider providing tips for success based on your own online teaching and learning experiences. You can also include a link to or adapt tips from this webpage for students, ["How to Succeed as an Online Student"](#)

GETTING HELP

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: <http://www.unt.edu/helpdesk/index.htm>

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](#)
(<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Student Support Services

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Other student support services offered by UNT include

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)

- [Academic Success Center \(<https://success.unt.edu/asc>\)](https://success.unt.edu/asc)
- [UNT Libraries \(<https://library.unt.edu/>\)](https://library.unt.edu/)
- [Writing Lab \(<http://writingcenter.unt.edu/>\)](http://writingcenter.unt.edu/)
- [MathLab \(<https://math.unt.edu/mathlab>\)](https://math.unt.edu/mathlab)

AMERICANS WITH DISABILITIES ACT

The College of Business Administration complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with a disability. If you have an established disability as defined in the Act and would like to request accommodation, please see me as soon as possible. I can be contacted at the location and phone number shown in this syllabus. Please note: University policy requires that students notify their instructor within the first week of class than an accommodation will be needed. Please do not hesitate to contact me now or in the future if you have any questions or if I can be of assistance.

Please note if you are an international student with disability, reasonable accommodations will be made available for qualifying student on par with what's stated above.

STUDENT PERCEPTIONS OF TEACHING

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and is a requirement for all organized classes at UNT. I am always trying to learn from my mistakes, in a service industry you only learn via feedback. Your feedback is extremely valuable to me, I hope you will provide constructive feedback that will help me as an instructor to do better the next time I teach the same course.

Student feedback is important and an essential part of participation in this course. The survey will be made available during weeks 12, 13, 14 and 15 of the 15-week semester to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email spot@unt.edu.

I am less concerned about the impact my assessment scores mean to my performance evaluation for the university, but about what they mean to giving the student a quality product. While you are welcome to visit with me and provide personal, verbal feedback, UNT utilizes the Student Perceptions of Teaching (SPOT) system. To promote participation, there is a point value in the grading for completing the SPOT evaluation. Because I cannot know who completed the evaluations, I cannot know who to award the actual points to individually. Thus, while you will get an individual score for this assignment, it is a group effort that will determine your score. **You do not need to submit an artifact to this assignment in CANVAS, only complete the SPOT evaluation using the link provided by UNT.** Here is how you can earn the points:

- If less than 30% of the class completes the SPOT evaluation, everyone in the class will get 0 points.

- If 30-34% of the class completes the SPOT evaluation, everyone in the class will get 5 points.
- If 45-49% of the class completes the SPOT evaluation, everyone in the class will get 8 points.
- If 50-59% of the class completes the SPOT evaluation, everyone in the class will get 12 points.
- If 60-69% of the class completes the SPOT evaluation, everyone in the class will get 15 points.
- If greater than 70% of the class completes the SPOT evaluation, everyone in the class will get 20 points.

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc.

Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more.

ACCESS TO INFORMATION - EAGLE CONNECT

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (<https://it.unt.edu/eagleconnect>).

SEXUAL ASSAULT PREVENTION

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

IMPORTANT NOTICE FOR F-1 STUDENTS TAKING DISTANCE EDUCATION COURSES

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

STUDENT VERIFICATION

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

USE OF STUDENT WORK

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

ACADEMIC INTEGRITY

The G. Brint Ryan College of Business takes academic honesty seriously. Ethics and integrity are important business values, essential to building trust and adhering to both professional and legal standards. Academic dishonesty destroys trust, damages the reputation and the value of the degree and is unacceptable.

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions from admonition (a warning) to expulsion from the University.

Some of the most common examples of academic integrity violations include plagiarism or cheating, such as unauthorized assistance on examinations, homework, research papers or case analyses. Your work must be entirely your own. When working on assignments, you should not discuss your work with others unless approved by the course instructor. Group assignments should only be discussed with members assigned to your group, and all group members may be held accountable in some way for known academic integrity violations in a group assignment.

Another example of academic dishonesty relates to improper attribution. When preparing your assignments, you must cite all outside sources in the manner requested by your instructor. Copying or using material from any source prepared by or previously submitted by others, at UNT or other institutions, or downloaded from the Internet, is plagiarism. Unless directed otherwise in an assignment, large scale “cutting and pasting” from other sources, even if properly footnoted, is not appropriate. You should synthesize this material in your own words and provide a footnote.

Your instructor will specify what materials, if any, may be used on the tests and exams.

Using materials other than those permitted, talking with other individuals during the exam, individuals exchanging information about an exam when one has taken the exam and the other has not, or copying or using material from another individual’s exam is academic dishonesty and will result in a meeting to discuss academic integrity violations and potentially issue sanctions mentioned above, and may result in ineligibility for academic scholarships. The use of online assistance, such as sites commonly used for finding homework solutions, group chat, cell phones, smart watches, and similar tools during exams is not allowed for any reason unless specifically permitted. No portion of an exam may be copied or photographed without permission.

Students are expected to conduct themselves in a manner consistent with the University's status as an institution of higher education. A student is responsible for responding to a request to discuss suspected academic dishonesty when issued by an instructor or other University official. If a student fails to respond after a proper attempt at notification has been made, the University may take appropriate academic actions in the absence of the student's participation.

PROPOSED CLASS SCHEDULE We will try to stay as close as possible to this proposed schedule, however if any changes take place, I will notify all students, this might include field trip opportunities, bringing in industry experts for guest lectures etc.

Week #	Date (Every Thu)	Topic Name (T)	Case-Studies (CSCMP, UNT)	Deadlines (Sunday)
1	15-Jan-26	T1: Demand Forecasting – I ALX-ST1: Facility location planning Distribution network design Supply chain design	Lecture Notes on Demand Forecasting. ALX Chapter 1	
2	22-Jan-26	Demand Forecasting - II ALX-ST1	Lecture Notes on Demand Forecasting. C1: Dockomo Heavy Machinery-Demand Forecasting (CSCMP) ALX Chapter 1	HW1
3	29-Jan-26	Demand Forecasting – III ALX-ST1	Lecture Notes on Demand Forecasting. C1: Dockomo Heavy Machinery-Demand Forecasting (CSCMP) ALX Chapter 1	HW2
4	5-Feb-26	T2: Inventory Control-II ALX-ST2: Inventory management	Lecture Notes on Inventory Control; C2: Silo Manufacturing Corp (CSCMP); ALX Chapter 2	Case-Study Assignment 1
5	12-Feb-26	T2: Inventory Control-II ALX-ST2	Lecture Notes on Inventory Control; C2: Silo Manufacturing Corp (CSCMP); ALX Chapter 2	HW3
6	19-Feb-26	T2: Inventory Control-III ALX-ST2	Lecture Notes on Inventory Control; C3: Innovative Distribution Company (CSCMP); ALX Chapter 2	Case-Study Assignment 2
7	26-Feb-26	T3: Risk Pooling and Transportation Consolidation ALX-ST2	Lecture Notes on Risk Pooling; C3: Innovative Distribution Company (CSCMP); ALX Chapter 2	HW4
8	5-Mar-26	T3: Risk Pooling and Transportation Consolidation ALX-ST3: Sourcing strategy	Exam 1 on T1 to T3 Assigned Lecture Notes on Risk Pooling; C4: ConSort Inc. Utilizing Consolidation to Lower Transportation Costs ALX Chapter 3	Exam 1

Week #	Date (Every Tue and Thu)	Topic Name (T)	Case-Studies (CSCMP, UNT)	Deadlines (Sunday's)
9	12-Mar-26	T4: Bullwhip Effect ALX-ST3	Lecture Notes on Bullwhip Effect; C4: ConSort Inc. Utilizing Consolidation to Lower Transportation Costs ALX Chapter 3	Case-Study Assignment 3
10	19-Mar-26	T4: Bullwhip Effect ALX-ST3	Lecture Notes on Bullwhip Effect; ALX Chapter 3	HW5
11	26-Mar-26	T5: Capacity Planning and Decision Theory ALX-ST4: Transportation Planning	Lecture Notes on Capacity Planning and Decision Theory; ALX Chapter 2	Case-Study Assignment 4
12	2-Apr-26	T6: Facilities Location ALX-ST4	Lecture Notes on Facilities Location; ALX Chapter 2	HW6
13	7-Apr-26	T7: Supply Chain Network Analysis I	Lecture Notes on Supply Chain Network Analysis;	FlexSim Homework 1
14	16-Apr-26	T7: Supply Chain Network Analysis II	Lecture Notes on Supply Chain Network Analysis;	HW7
15		Thanksgiving Break		
15	23-Apr-26	Final Project Presentations Submission (Apr 30th week) Select Top 5 will present to Shoppa Inc. (Opportunity to Impress Finals Week)		FlexSim Homework 2 Applied Industry Project SPOT and PEER Evaluation
16	30-Apr-26	Final Exam-Take Home	Final Exam Due in Canvas	Final Exam

MY TURN: MAKING THE GRADE
BY KURT WIESENFELD
Newsweek, June 17, 1996, p. 16

It was a rookie error. After 10 years I should have known better, but I went to my office the day after final grades were posted. There was a tentative knock on the door. "Professor Wiesenfeld? I took your Physics 2121 class. I flunked it? I wonder if there's anything I can do to improve my grade?" I thought: "Why are you asking me? Isn't it too late to worry about it? Do you dislike making declarative statements?" After the student gave his tale of woe and left, the phone rang. "I got a D in your class. Is there any way you can change it to 'Incomplete'?" Then the e-mail assault began: "I'm shy about coming in to talk to you, but I'm not shy about asking for a better grade. Anyway, it's worth a try." The next day I had three phone messages from students asking me to call them. I didn't.

Time was, when you received a grade, that was it. You might groan and moan, but you accepted it as the outcome of your efforts or lack thereof (and, yes, sometimes a tough grader). In the last few years, however, some students have developed a disgruntled consumer approach. If they don't like their grade, they go to the "return" counter to trade it in for something better.

What alarms me is their indifference toward grades as an indication of personal effort and performance. Many, when pressed about why they think they deserve a better grade, admit they don't deserve one but would like one anyway. Having been raised on gold stars for effort and smiley faces for self-esteem, they've learned that they can get by without hard work and real talent if they can talk the professor into giving them a break. This attitude is beyond cynicism. There's a weird innocence to the assumption that one expects (even deserves) a better grade simply by begging for it. With that outlook, I guess I shouldn't be as flabbergasted as I was that 12 students asked me to change their grades after final grades were posted.

Many students
wheedle for a
degree
as if it were a
freebie T shirt

That's 10 percent of my class who let three months of midterms, quizzes and lab reports slide until long past remedy. My graduate student calls it hyperrational thinking: if effort and intelligence don't matter, why should deadlines? What matters is getting a better grade through an unearned bonus, the academic equivalent of a freebie T shirt or toaster giveaway. Rewards are disconnected from the quality of one's work. An act and its consequences are unrelated, random events.

Their arguments for wheedling better grades often ignore academic performance. Perhaps they feel it's not relevant. "If my grade isn't raised to a D I'll lose my scholarship." "If you don't give me a C, I'll flunk out." One sincerely overwrought student pleaded, "If I don't pass, my life is over." This is tough stuff to deal with. Apparently, I'm responsible for someone's losing a scholarship, flunking out or deciding whether life has meaning. Perhaps these students see me as a commodities broker with something they want -- a grade. Though intrinsically worthless, grades, if properly manipulated, can be traded for what has value: a degree, which means a job, which means money. The one thing college actually offers -- a chance to learn -- is considered irrelevant, even less than worthless, because of the long hours and hard work required.

In a society saturated with surface values, love of knowledge for its own sake does sound eccentric. The benefits of fame and wealth are more obvious. So is it right to blame students for reflecting the superficial values saturating our society? Yes, of course it's right. These guys had better take themselves seriously now, because our country will be forced to take them seriously later, when the stakes are much higher. They must recognize that their attitude is not only self-destructive but socially destructive. The erosion of quality control--giving appropriate grades for actual accomplishments--is a major concern in my department. One colleague noted that a physics major could obtain a degree without ever answering a written exam question completely. How? By pulling in enough partial credit and extra credit. And by getting breaks on grades.

But what happens once she or he graduates and gets a job? That's when the misfortunes of eroding academic standards multiply. We lament that schoolchildren get "kicked upstairs" until they graduate from high school despite being illiterate and mathematically inept, but we seem unconcerned with college graduates whose less blatant deficiencies are far more harmful if their accreditation exceeds their qualifications.

Most of my students are science and engineering majors. If they're good at getting partial credit but not at getting the answer right, then the new bridge breaks or the new drug doesn't work. One finds examples here in Atlanta. Last year a light tower in the Olympic Stadium collapsed, killing a worker. It collapsed because an engineer miscalculated how much weight it could hold. A new 12-story dormitory could develop dangerous cracks due to a foundation that's uneven by more than six inches. The error resulted from incorrect data being fed into a computer. I drive past that dorm daily on my way to work, wondering if a foundation crushed under kilotons of weight is repairable or if this structure will have to be demolished. Two 10,000-pound steel beams at the new natatorium collapsed in March, crashing into the student athletic complex. (Should we give partial credit since no one was hurt?) Those are real-world consequences of errors and lack of expertise.

But the lesson is lost on the grade-grousing 10 percent. Say that you won't (not can't but won't) change the grade they deserve to what they want, and they're frequently bewildered or angry. They don't think it's fair that they're judged according to their performance, not their desires or "potential." They don't think it's fair that they should jeopardize their scholarships or be in danger of flunking out simply because they could not or did not do their work. But it's more than fair; it's necessary to help preserve a minimum standard of quality that our society needs to maintain safety and integrity. I don't know if the 13th-hour students will learn that lesson, but I've learned mine. From now on, after final grades are posted, I'll lie low until the next quarter starts.