



**LSCM 4560**  
**Transportation**  
**Spring 2026**



### *The Logistician*

Logisticians are a sad and embittered race who are very much in demand in war, and who sink resentfully into obscurity in peace. They deal only in facts, but must work for those who merchant in theories. They emerge during war because war is very much a fact. They disappear in peace because peace is mostly theory. The people who merchant in theories, and who employ logisticians in war and ignore them in peace, are generals.

Generals are a happily blessed race who radiate confidence and power. They feed only on ambrosia and drink only nectar. In peace, they stride confidently and can invade a world simply by sweeping their hands grandly over a map, pointing their fingers decisively up terrain corridors, and blocking defiles and obstacles with the sides of their hands. In war, they must stride more slowly because each general has a logistician riding on their back and knows that, at any moment, the logistician may lean forward and

whisper: "No, you can't do that." Generals fear logisticians in war and in peace, generals try to forget logisticians.

Romping along beside generals are strategists and tacticians. Logisticians despise strategists and tacticians. Strategists and tacticians do not know about logisticians until they grow to become generals--which they usually do.

Sometimes a logistician becomes a general. If a logistician does, then they must associate with generals whom they hate; logisticians have a retinue of strategists and tacticians whom they despise; and, on their back, is a logistician whom they fear. This is why logisticians who become generals always have ulcers and cannot eat their ambrosia. *Paraphrased from an author Unknown*

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## DEPARTMENT OF MARKETING & LOGISTICS COURSE SYLLABUS

### LSCM 4560.001, Business Transportation Management

- TERM:** Spring 2026
- CATALOG DESCRIPTION:** Principles of transportation covering the role of transportation systems; environmental and economic impacts; modal components; managerial and economic aspects of the various modes, with applications to both domestic and international operations.
- INSTRUCTOR:** Terrance L. Pohlen, PhD, CTL  
Senior Associate Dean  
Director, Jim McNatt Institute for Logistics Research  
BLB 290M (Dean's suite)  
Office: (940) 565-4660 E-mail: pohlen@unt.edu
- OFFICE HOURS:** Monday/Wednesday: 10:00 – 11:30 and 1:30 – 3:00.  
Tues/Thurs/Fri: 10:00 – 11:30. Other times by appointment.  
Appointments are preferred. Please indicate the purpose when scheduling the meeting.
- COMMUNICATION CONTACT INFO:** All communication relating to the course should occur by Canvas message. Discussion topics have been created for posting questions related to specific chapters or assignments. Grade challenges and other communications related to the course should also be accomplished through Canvas messages. Communication unrelated to the course (advising, internships, etc.) may be submitted to pohlen@unt.edu. All assignments will be turned-in using Canvas. Please see the assignments module in Canvas for instructions on posting assignments.

**Please note: this syllabus does not include the learning objectives for individual class sessions or assignments. Access Canvas to obtain detailed learning objectives for each class session.**

*For want of a nail the shoe was lost,  
for want of a shoe the horse was lost;  
and for want of a horse the rider was lost;  
being overtaken and slain by the enemy,  
all for want of care about a horse-shoe nail.*

-Benjamin Franklin  
*The Way to Wealth, 1758*

**IMPORTANT DATES:**

Attachment 1 contains important dates for the Spring semester. You should be aware of key dates that may affect you. Important dates for this course are included in the Course Schedule.

**COURSE ETTIQUETTE AND CONDUCT:**

You have enrolled in a business course. My expectation is that you will conduct yourself professionally in all interactions regarding this course. Communications should occur in complete sentences with correct grammar, spelling, and punctuation. You should not use abbreviations or “texting” when communicating in this class.

All in-class discussions require professional courtesy and language. Individuals must demonstrate respect for other students in the course—rude behavior and interruptions will not be tolerated. All students are expected to fully comply with the UNT student code of conduct. You can review the code of conduct at: [https://policy.unt.edu/sites/policy.unt.edu/files/07.012\\_CodeOfStudConduct.Final8\\_.19.format\\_0\\_0.pdf](https://policy.unt.edu/sites/policy.unt.edu/files/07.012_CodeOfStudConduct.Final8_.19.format_0_0.pdf)

**NETIQUETTE:**

This course will rely on a blend of face-to-face and on-line class sessions/communications. Online communications can be frequently misunderstood or misinterpreted. As a result, the following guidelines are recommended to help you communicate and work effectively in an on-line environment:

- Only write what you would say in a face-to-face communication with an individual or group of people.
- Write as if you are speaking in a public place—your communication may be resent to other individuals that you never intended to receive your writing.
- Use the subject line in emails or Canvas discussion postings to clearly identify the content of your communication. This approach allows others to quickly understand the focus or purpose of your communication. Keep the topics related to course materials or content.
- Avoid forwarding emails or other communications without the original author’s permission.
- Review previous discussion postings to ensure your communication is current and relevant.
- Avoid “reply all” or using a group reply when responding to an individual.
- Recognize your electronic communications do not have the visual cues occurring in face-to-face communications, and humor or sarcasm can be easily misunderstood.

- Do not respond when angry or upset—respond when you have a clear mind and be unemotional when responding.
- Write in clear proper English and remember to spell check. You should not write as if you are texting, even terms such as best friends forever (BFF) could easily be misinterpreted.
- Limit your electronic communications to a single topic at a time.
- Avoid placing entire word or phrases in capital letters.
- Spell acronyms and then place in parentheses afterward when using terms that may be unfamiliar to the individual(s) receiving your communication; for example, you would spell less-than-truckload (LTL) freight.
- Always be sensitive in your class related communications to the cultural, political, and religious differences which exist among the individuals that may read your writing.
- Use good taste in your communications—profanity and swearing have no place in on-line class or business communications.
- Allow individuals an appropriate amount of time to respond to your communications.

#### CANVAS USE:

Students are expected to check Canvas, [unt.instructure.com](http://unt.instructure.com), for any course updates on a daily basis. Announcements, updates, and revised materials will periodically be posted. Students are responsible for any updates posted in Canvas—on the course header, Canvas messages, or announcements.

Technical problems or system outages may affect Canvas. Students are expected to plan ahead and download required materials in advance of due dates. System outages or problems encountered with Canvas will not be accepted as an excuse for failing to complete an assignment. Canvas typically goes down for maintenance at 11:30PM on Saturday evenings.

#### REQUIRED TEXTBOOKS:

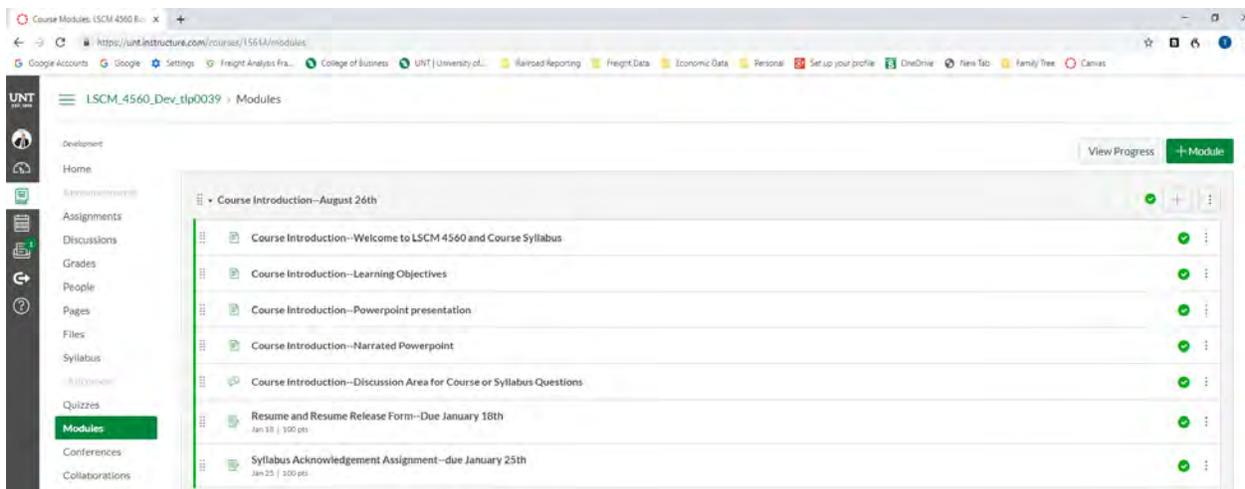
Novack, Robert A., Brian J. Gibson, and Yoshinori Suzuki (2024), *Transportation A Global Supply Chain Perspective*, 10<sup>th</sup> edition, Cengage Learning, Boston, MA, ISBN 978-0-357-90854-9.

Rodrigue, Jean-Paul (2024), *The Geography of Transport Systems*, 6th edition, Routledge: New York, NY, ISBN 9781032380407. **Please note: You can access this text for free on-line.** Portions of this text will be used. You may obtain any required material from the on-line version of this text at <https://transportgeography.org/>

## COURSE MATERIALS:

Course materials, assignments, and outside readings will be available within Canvas. Students can access Canvas using the Internet at the website [unt.instructure.com](https://unt.instructure.com). The site is password protected. You can learn more about Canvas by reviewing the on-line student manuals. Some materials will be available in Adobe Acrobat Reader (\*.pdf) format. You can obtain Adobe Acrobat Reader via the Internet at [www.adobe.com](http://www.adobe.com).

You can view the learning modules (organized by chapter) for the course by selecting the appropriate course in Dashboard and then the module from the menu on the left-hand side of the Canvas page (see Figure 1 below).



**Figure 1:** Course Module in Canvas

**Outside readings:** Outside readings may be required for several class sessions. These readings will be posted by module in Canvas or can be downloaded from the UNT library.

**Homework:** The course includes four graded homework assignments. These assignments may be quantitative in nature, and you can expect similar problems to appear in one of the three examinations. The graded assignments will be made available for download in the Assignments module, within Canvas. Graded assignments will be turned-in electronically in the Assignments section of Canvas. See the “Grading” section of the syllabus for additional instructions.

**Transportation Case Analysis:** The class requires one team case analysis. The due date is posted in the class schedule. The case will be available in Canvas.

*Wall Street Journal:* An online, complimentary, subscription to the Wall Street Journal is available to all students, faculty, and staff at the University of North Texas. Subscriptions can be activated by visiting [WSJ.com/UNT](https://www.wsj.com/UNT). The transportation case project will require recent information regarding the topic for the analysis, and the articles and commentaries in the *Wall Street Journal* will assist in fulfilling this requirement.

The online subscription also provides a daily logistics report which addresses key topics in logistics, transportation, and supply chain management. These daily reports frequently address many of the topics covered in this course or for the case analysis.

*Software and Adobe licenses for students:* Software available to students can be found at <https://aits.unt.edu/software/downloads.html>. At this website, you can also obtain information on obtaining an Adobe Create Cloud license for a significantly discounted rate.

*Internet Software:* You will need Internet access and a web browser such as Firefox, Google Chrome, or Microsoft Internet Explorer. Course materials and assignments will be distributed via Canvas. You will be responsible for accessing Canvas to obtain all course materials and to post completed assignments.

*Adobe Acrobat Reader:* Adobe Acrobat Reader will be required to read the majority of these materials. Acrobat Reader is available free from the Adobe web site: <https://www.adobe.com/acrobat/pdf-reader.html>. Many of the printed materials required for this course will be saved in PDF.

*Class Powerpoint Presentations:* Copies of the PowerPoint slides used for each module can be downloaded from Canvas. The Powerpoint files will be saved in one of two formats:

- One version contains the Powerpoint slides in two slides per page for note taking. I would encourage you to download and print copies of the slides in advance reading the book chapter or viewing the narrated version.
- The second version provides the Powerpoint slides with note pages for modules not contained in the course text. You are strongly encouraged to read the notes/book chapter to prepare for class and the corresponding quiz.

**COURSE  
OVERVIEW:**

Table 1 provides an *approximate* breakdown of the coverage of the topics covered in this course:

**Table 1:** Course Coverage by Transportation Topic

| Topic  | Portion of the course |
|--|-----------------------|
| Course introduction  | 3%                    |
| Significance of transportation and effect on economic development and global trade | 6%                    |
| Transportation economics   | 4%                    |
| Transportation regulation and deregulation   | 4%                    |
| Transportation public policy and promotion   | 4%                    |
| Transportation and logistics   | 3%                    |
| Modal characteristics and operations   | 26%                   |
| Intermodal transportation  | 4%                    |
| Vehicle routing  | 4%                    |
| Principles of transportation & logistics   | 4%                    |
| Transportation costing and pricing   | 4%                    |
| Transportation risk management and security  | 4%                    |
| Ecommerce, last mile, and transportation   | 4%                    |
| Third-party transportation providers   | 4%                    |
| Private transportation   | 4%                    |
| Shipper and carrier strategies   | 8%                    |
| Future transportation challenges   | 4%                    |
| Exams  | 6%                    |
| <b>Total</b>   | <b>100%</b>           |

*“Behind every great leader  
there was an even greater logistician.”*

**– M. Cox**

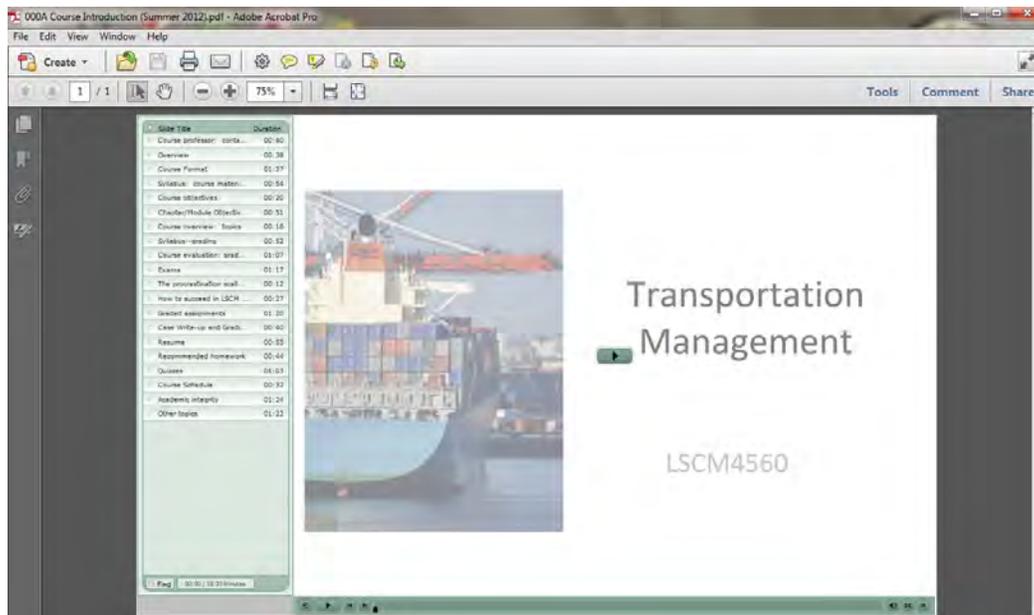
**COURSE  
OBJECTIVES:**

The overall course objective is to develop effective problem solving skills for transportation management by obtaining an understanding of the key transportation concepts and issues affecting the movement of goods and people. The major objectives for the course include developing the capability for students to:

- Develop transportation strategies for movement of freight across the supply chain based on customer service constraints and logistics cost trade-offs.
- Calculate freight charges and classify freight using the National Motor Freight Classification, TL and LTL quote systems, and dimensional weights
- Route vehicles using heuristics and optimization models
- Apply facility location models (heuristics and optimization) to determine how transportation affects total logistics costs and site selection.
- Determine how transportation contributes to total logistics costs and how to make effective cost trade-offs with other logistics functions
- Connect changes in transportation policy, regulation and funding to the performance, condition, and safety of the US transportation system
- Select the most appropriate transportation mode for a shipment based on product attributes, total landed cost, and customer service objectives
- Identify the leading transportation providers and explain how their capabilities have enabled these firms to achieve a competitive advantage in the marketplace
- Apply key financial and performance indicators to determine the financial health and operational capabilities of a transportation provider
- Compare and contrast key differences of the transportation modes' operating and service characteristics
- Project future changes in the transportation system and their effect on logistics management and performance
- Identify the key differences in the transportation modes, processes, intermediaries, regulations and documentation used in international and domestic transportation
- Compare how insourcing versus outsourcing strategies for transportation affect service, performance, and competitive capabilities for a firm
- Determine appropriate strategies for managing the shipper-carrier relationship

## COURSE FORMAT:

The course will be conducted in a blended format, a combination of in-class and distance sessions. *Several class sessions and exams may be conducted in a distance format. You should prepare in advance to ensure access to a computer with dependable internet access.*



**Figure 2:** Example of narrated Powerpoint Presentation

**Lecture format:** This course will primarily rely on the in-class lecture and discussion format. Students sometimes criticize the lecture format as not teaching creativity or how to obtain new knowledge. A frequent criticism is that it only tasks the student to *parrot back* existing or previous knowledge. However, a key objective of this course is to for you to develop an in-depth knowledge of the key concepts and professional knowledge in transportation management to enable effective decision-making. You must possess this knowledge to enter the profession and to understand the problems you will face in subsequent courses and in the required logistics internship. During the lectures, questions will be posed to promote in-class discussion of key topics or current issues. Students are also encouraged to pose questions and engage in an active dialogue regarding key issues or policies affecting the transportation industry.

**Schedule:** The class will adhere as closely as possible to the schedule posted in the syllabus. **All assignments and are due at 5:00PM on Friday of the week shown in the course schedule.**

*Learning Objectives for Class Sessions and Assignments:* Before you begin any chapter or assignment, you should first refer to the learning objectives posted in Canvas. I have essentially created a “mini-syllabus” for each chapter and assignment. You will find information on how I expect you to prepare, the reading and viewing assignments, any required or recommended outside readings or videos, key learning objectives, and discussion questions.

I recommend you use the learning objectives as a study guide—ensure that you have identified and carefully read the sections in the book or Powerpoint slides that relate to these objectives. If you take thorough notes on these objectives, then you should be well-prepared for the quizzes and examinations. *All examination and quiz questions will be linked to the learning objectives.*

In several instances, the material in the primary course text may already be outdated. **If the material in the Powerpoint slides contradicts or contains different information from the course text, you need to use the information contained in the Powerpoint slides. Grade challenges based on conflicting material will not be accepted.**

*Canvas Discussion Areas:* Any questions regarding the course should be posted in the discussion area. This approach will ensure all students benefit from your question and my response.

*Assignments and Posting Homework:* All homework and the transportation case analysis are due at 5:00PM Friday in the week shown in the syllabus course schedule. An electronic copy will be submitted as a .pdf, .xlsx or .docx (should be a single file—do not use jpg or graphics formats) attachment and posted to the appropriate assignment in Canvas. Within the assignments module, you will also find instructions or guidelines for completing each assignment. **Do not submit homework as an email or Canvas message attachment unless previously approved.**

## **GRADING:**

You should view the graded assessments, as an integral part of learning about logistics and supply chain management. Each graded element provides an opportunity for you to interact with the different problems frequently encountered by logistics professionals and to receive immediate feedback on how you have performed.

The graded elements within the course include three examinations, a case analysis, four graded homework assignments, daily quizzes,

and professional development. The weights assigned to each element are shown below in Table 2.

**Table 2:** Graded elements for LSCM 4560

| Graded Element  | Percentage |
|---|------------|
| Exam 1  | 20%        |
| Exam 2  | 20%        |
| Exam 3  | 20%        |
| Daily quizzes on learning objectives  | 10%        |
| Facility location assignment  | 6%         |
| Vehicle routing assignment  | 6%         |
| Modal selection assignment  | 6%         |
| Rate making assignment  | 6%         |
| Professional Development (1)  | 3%         |
| Professional Development (2)  | 3%         |
| Total   | 100.00%    |
| <b>Note:</b> Failure to actively participate in class may result in up to a one letter grade (10 percent of total points for the course) deduction from the final course grade. |            |

**EVALUATION OF STUDENT PERFORMANCE:**

Your course grade will be determined based on the following evaluation instruments:

*Exams.* Three exams will be given. The exams will consist of questions drawn from the readings, lectures, speakers, presentations, and homework assignments. **You are responsible for the material even if it is not emphasized or directly covered during the lectures.**

Past experience strongly suggests you will learn much more (and thus perform better) in the class if you have completed the reading assignment before attending class or taking the quizzes and examinations. The book chapters cover much of the material addressed in this course; however, I will cover material in addition to the text in the in-class lectures or narrated Powerpoint slides. I strongly recommend that you take thorough notes. A module in Canvas covers note-taking. You should refer to this module to increase the effectiveness of your note-taking skills.

Exams will focus on the chapters and modules contained in the class schedule; however, due to the nature of the course and subject matter, all exams contain some comprehensive elements. **The exams will emphasize material identified in the learning objectives for each chapter or topic.** No make-up exams will

occur except in extraordinary situations that require approval before the scheduled exam. **The exams are not cumulative; however, you must be familiar with basic concepts covered earlier in the class.**

Attachment 5 provides a rubric used to assess student performance on short answer and essay questions on the exams.

*Quizzes.* A quiz will be administered at the start of every class **and** another online following the class (two per class period) except on the first day of class, exams, or when previously announced. Quizzes will consist of five to fifteen questions covering the material assigned for the class period. Failure to prepare for the quizzes may seriously affect your grade. The quizzes are representative of the multiple-choice questions, and you can expect to see similar questions on the examinations.

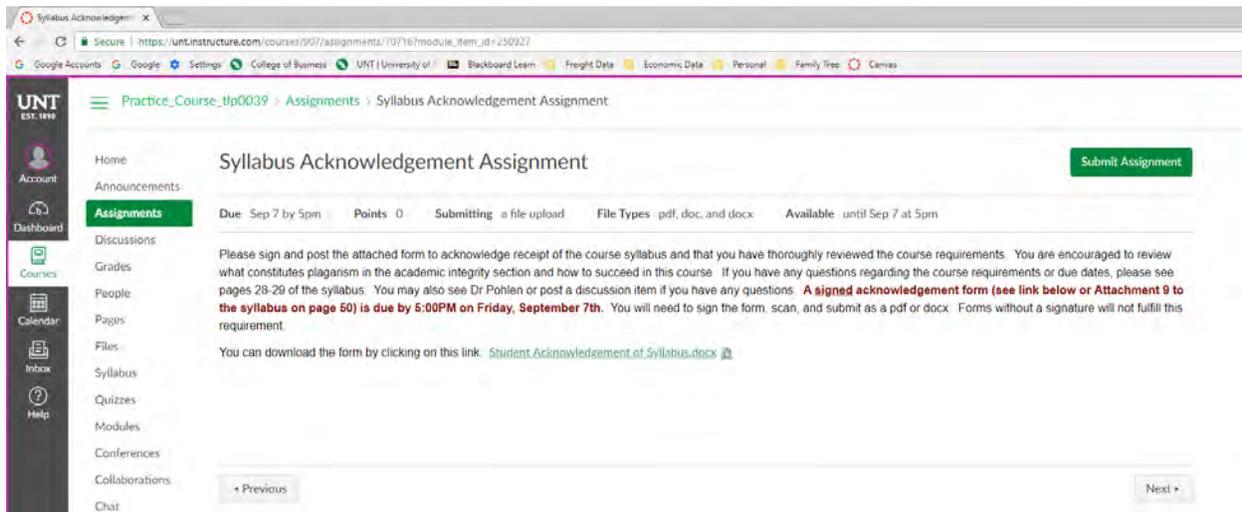
**The in-class quizzes will be given during the first five minutes of class. If you arrive late or miss class, the quizzes cannot be made up. On-line quizzes open immediately after the corresponding class session and will be available until the start of the next class.**

*Graded Homework Assignments.* Each student will individually complete four homework assignments. The assignments consist of short problems, and you can expect similar problems to appear on the following exams. Assignment submissions must follow the instructions contained in the learning objectives for the assignment, and Excel spreadsheets should be used when appropriate. The answers typically should be no more than two to three pages in length. The assignments will be graded based on accuracy, professional appearance, ability to completely answer the question, as well as ability to follow instructions.

**The graded homework assignments are an individual effort. Students must not discuss or exchange information for completing the assignments with other students. Failure to comply with this requirement will result in a failing grade for the assignment.**

All assignments will be turned in at 5:00PM Friday of the week shown in the course schedule and also be submitted as an attachment in the Canvas Assignment area. *The file name must follow the file name convention shown in the learning objectives for the assignment.* **A five-point deduction will be assigned to any assignment that does not have an appropriate file name.**

Figure 3 provides an example of how an Assignment will appear in Canvas.



**Figure 3:** Assignment in Canvas

*Resumes.* Resumes will be submitted by 5:00 PM, Friday, January 23<sup>rd</sup>. Failure to submit a resume will result in a 3-point deduction from the final course grade. Resumes should be submitted as an attachment in the Assignments module of Canvas (see Attachment 2 of this syllabus for instructions). You must include the resume release form as a separate file with your resume. The file name for the resume must follow the directions shown in Attachment 2, otherwise points will be deducted.

*Class participation.* Class participation incorporates several elements including: in-class participation, an individual introduction, resume submission, syllabus acknowledgement submission, and team name submission. In-class participation will be based on preparation for class, frequency of participation, quality of participation, organization, and conciseness. The class participation grade also includes the resume submission, syllabus acknowledgement, the professional introduction, individual in-class discussion of daily course content, outside readings, and in-class quizzes.

Ensure you are making your presence known through positive class contributions. Behavior detrimental to class discussion and progress (e.g., talking, making noise, sleeping, newspaper reading, etc.) will be heavily considered in this component of your grade. It is of particular importance that you show respect for visitors (guest lecturers) to the class.

**Failure to submit your resume, a personal introduction, team roster, syllabus acknowledgement and to be prepared, regularly attend class, and actively participate in class discussion may result in up to a one-letter grade deduction (10% of total points in the course) from your final grade in the course.**

I will grade participation on a daily basis using a 0 to 5-point scale. You are not required to participate during every class period; however, if you fail to make a meaningful contribution at least once every two weeks, you should anticipate a deduction in your final grade (see Attachment 4 for grading template).

*Professional introduction.* Each individual in the course will be required to provide a professional introduction in the Canvas Discussion module. Please see the Professional Introduction discussion posting for the required minimum content. You may include additional information relevant to how you may contribute to the team assignments.

The purpose of this discussion posting is to assist you in better knowing the other participants in the class.

*Professional development.* You are required to participate in two professional speaker events. Each event is worth 3.0 points toward your final grade (see Attachment 3 for additional information). Students must register (RSVP) in advance for the executive lecture series or on-boarding sessions on-line. If you cannot attend you must cancel your RSVP. The cancellation must occur by 5:00PM on the Thursday before the event. If you are a no-show, then you automatically forfeit the 3% of your final grade for that session. You will not be allowed to make-up the event for credit.

Approval of alternative activities (professional meetings, ISM events, or COB distinguished speakers) requires advance approval. **No “double dipping” is permitted, even if permitted by your other instructor! You cannot count an outside speaker for this course and for another course. A student may not attend one event and count it for two classes**—attendance will be checked across courses

*Syllabus acknowledgement.* All students must acknowledge receipt and an understanding of the requirements contained in the course syllabus. Attachment 6 can be signed and submitted to complete this requirement. Students may also print

Attachment 6 by printing the on-line copy of the syllabus from Canvas. The signed acknowledgement form will be posted to the appropriate assignment in Canvas.

**ASSIGNMENTS  
AND DUE DATES:**

You are expected to approach each assignment with the professionalism required in the “real” world by fulfilling completed staff work. Each assignment is due at 5:00PM on Friday of the week shown in the syllabus. An electronic copy must be submitted in Canvas. A 50% penalty will be assessed for submissions within 24 hours after the assignment is due (one day late). A 100% penalty will be assessed for submissions more than 24 hours after the assignment is due. Correct spelling, grammar, and punctuation are expected and will be considered in the grading of all assignments. The overall appearance and professionalism of the submission will also be considered in the grade.

Please refer to the course schedule and the learning objectives for each assignment to obtain more detailed information.



*Port of Houston*

*“The amateurs discuss tactics, the professionals discuss logistics.”*

*– Napoleon Bonaparte*

**RESPONSE  
AND GRADING  
TIME GOALS:**

I will do my best to address discussion postings and Canvas messages within one business day (weekends not included). For examinations, the multiple-choice portions will be completed and returned by the next class period. The portion of the exam containing problems or essay questions may take up to five business days due to the number of students enrolled in the course. However, the answers and grading rubric will be made available before the next class period so you can perform a self-assessment.

The assigned homework has a goal of a five-business day turn-around time for grading and feedback, but class performance and the amount of required feedback may delay the return. The answers, accompanying detail, and the grading rubric will be made available prior to the next class period to enable a self-assessment and grade projection.

**GRADING  
SCALE:**

The following grading scale is guaranteed. You will receive no less than the grade listed within the appropriate range (Table 3). I reserve the right to adjust the grading scale in favor of the class if warranted.

Numeric grades for the final are not rounded up to the next higher letter grade. I frequently curve the grades for many of the assessments in the course. Rounding would result in an additional curve for a limited number of students near grade “breaks.” For example, a final numeric grade of 89.9 will result in a final letter grade of B.

**Table 3:** Grading Scale for LSCM 4560

| Grade | Numeric Range | Grade Points |
|-------|---------------|--------------|
| A     | 90 to 100     | 4.0          |
| B     | 80 to 90      | 3.0          |
| C     | 70 to 80      | 2.0          |
| D     | 60 to 70      | 1.0          |
| F     | Below 60      | 0.0          |

**HOW TO  
SUCCEED IN  
THIS COURSE:**

The following actions are provided to assist in you in succeeding in this course:

1. Review study methods you may have encountered in other classes or preparatory college courses.
2. Purchase the course text.
3. Carefully review the learning objectives for each chapter/module. I have posted these objectives in Canvas for each chapter. The exam and quiz questions directly correspond to the learning objectives.
4. Read the course text and other required assignments.
5. Review the narrated pdf and recommended homework for each chapter/module--contains my notes for each slide.
6. Attend all class sessions. The lectures contain material not contained in the texts or narrated pdf files. Class attendance is required as daily quizzes will take place.
7. Take careful notes and review your notes shortly after class. You should compare the notes with material covered in the narrated pdf.
8. Form a study group. The study group can exchange notes, discuss key topics, and prepare for the exams.
9. Be selective and wisely choose your study group members.
10. Contribute to your study group with notes and summaries.
11. Ask questions when you require clarification.
12. Come to class prepared.
13. Submit all homework and other assignments—many students lose four percent of their grade by not completing a required assignment. Even one percent often makes the difference between letter grades.
14. Check Canvas daily for updates.
15. Take advantage of non-graded requirements—executive lecturer series counts for six percent of the final grade.
16. Review on-line tutorials for Excel to perform different types of calculations or to use Solver.
17. Take advantage of the resources available in the UNT Learning Center, <https://learningcenter.unt.edu/>, which include sessions on how to study, notetaking, speed reading and other useful tools.
18. Identify two students in this class that you can call to obtain information if a class is missed.

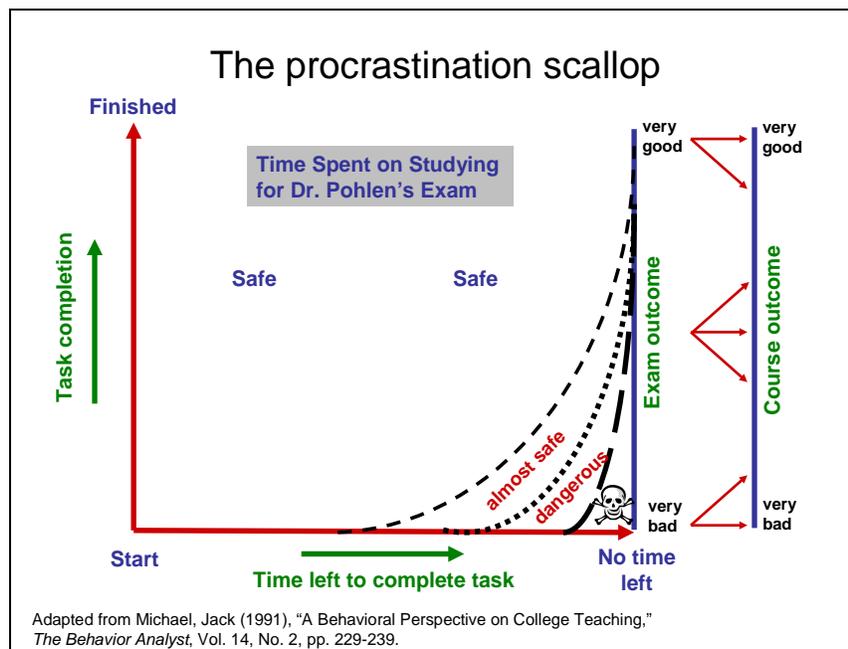
Name 1 and email: \_\_\_\_\_

Name 2 and email: \_\_\_\_\_

## EXAM STUDYING & PREPARATION

I strongly recommend that you use the chapter/module learning objectives posted in Canvas when reading the chapters, viewing the narrated Powerpoint files, and studying for the exam. When reading the chapter, you should search for the answer for each objective. When taking notes from class lectures, I recommend you incorporate the key points made in the narrated Powerpoint and “flesh out” the answers or notes for each objective.

As you prepare for the exam, you should carefully review your notes. Ensure that you understand each objective and the answer you developed. Key questions you should ask yourself include: “why is this important to understanding logistics and supply chain management, how does this material relate to the other topics covered in class, and how does this material affect logistics and supply chain performance?”



**Figure 4:** Procrastination Scallop

In this logistics course, you are expected to take the initiative, plan and read ahead, and *study* the assigned materials in order to fully understand the topics and be prepared for in-class discussion and assessments. A considerable amount of self-discipline is expected from you. If you wait until the weekend or night before an assignment is due or an assessment will be taken, then you have made a tremendous mistake and will likely incur a high penalty in terms of your grade. In addition, you will not benefit from the time and resources you have already put into your educational experience.

I believe individuals that spend two to four hours for each chapter will most likely receive an A for the course. Sometimes this may not be the case, but a strong correlation exists between students that prepare and that excel on the examinations (see Figure 4). I developed the chapter objectives to ensure that you can make the most effective use of your study and preparation time and can concentrate on the material that will be emphasized on the quizzes and examinations.

**EXAM POLICY  
AND  
PROCEDURES:**

All examinations and quizzes are “closed” book except for a one-page, hand-written formula sheet, and a calculator. Exams are to be taken without the aid of any other person or materials.

Each student must place *all* items and materials, except those designed by the course professor, completely out of sight. Any devices that can transmit, receive, store or play back information are prohibited.

Students are required to sit in every other seat whenever possible and are not permitted to share calculators or any other equipment, wear headphones, or disassemble the examination.

Any student that may need to leave the room must ask the course professor or individual proctoring the examination for permission to leave and then return to complete the examination.

Tests must be taken at the assigned time and date. No absence will be permitted from any scheduled examination without prior notification to the professor. Make-up examinations will only be permitted if extraordinary circumstances have occurred and are deemed excusable by the course professor or the Dean of Students. In other words, students are not entitled to “make-up” a missed examination. Any unexcused absence from an examination will result in a grade of “zero.”

**EXTRA CREDIT:**

This course does **not** have any extra credit assignments or opportunities.

“The line between disorder and order lies in logistics...”

-- Sun Tzu

**LIBRARY ASSIGNMENTS:** Students are expected to use the library to research material for their case assignment. Students can access the UNT library's electronic resources to obtain full-text access, *www.library.unt.edu*.

**WRITTEN COMMUNICATION SKILLS:** This course requires four individual written assignments. Approximately 20 to 40 percent of exam questions may require open-ended or essay responses.

**COMPUTER APPLICATIONS:** The Internet provides considerable resources for accomplishing the case assignment and for obtaining additional information regarding the subjects covered in the class. Course materials will be accessed via the Internet using Canvas. Students are encouraged to use the Internet.

This course will require students to develop an intermediate level understanding and application of Excel to transportation problems. Students will also require extensive use of an internet search engine, Adobe Acrobat, a graphics program, and Microsoft Word and Powerpoint.

**ENVIRONMENTAL ISSUES COVERED:** Class discussion will address transportation's effect on the environment when discussing transportation and the economy, transportation regulation, sustainability and corporate responsibility, different transportation modes, and future directions for transportation.

**ETHICAL ISSUES COVERED:** The course will include discussion concerning ethical issues primarily during the discussions on transportation regulation and pricing. The role of ethical business conduct will be discussed as appropriate when covering other course materials. Ethical behavior in intercompany relationships is part of the discussion of these topics.

**ACADEMIC INTEGRITY** Cheating, plagiarism, or other inappropriate assistance on examinations, homework, or case analysis will be treated with **zero tolerance** and will result in a grade of "F" for the course. Any work on the case or assignments is to be treated identically to an examination: the work must be entirely yours with **ABSOLUTELY NO** outside help or assistance. When working on the assignments (case included), you must not discuss your work with anyone (other faculty or other students) unless specifically approved by the course professor.

You must footnote all outside sources used when preparing your assignments. Copying or using material from any source, including assignments, or papers previously submitted by other students (at

UNT or other learning institutions) or downloaded from the Internet is plagiarism. If you quote material, you must cite your sources.

**Large scale “cutting and pasting” from other sources, even if properly footnoted does not meet the criterion of submitting your own work and will result in a failing grade for the course.**

The examination instructions are very clear regarding what materials may be used on the exam. **If you use any materials other than those permitted on the exam, talk with other individuals during the exam, exchange information about an exam with an individual that has not taken the exam, or copy or use material from another individual’s exam, you will receive a failing grade for the course.** Any student discovered using an examination, even if for study purposes, from a previous semester of this course will receive a failing grade.

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 ranging from admonition to expulsion from the University.

## **AMERICANS WITH DISABILITIES ACT**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the ODA website at <https://studentaffairs.unt.edu/office-disability-access/index.html>

**FINAL GRADE  
APPEALS,  
WITHDRAWALS,  
AND  
INCOMPLETES**

Please refer to the UNT Undergraduate Catalog for policies governing these actions. If you have any questions, please contact me for clarification.

Any request for an incomplete must be submitted in writing to the course professor. The decision to assign an incomplete rests solely with the Dean of Students and the course professor. As a general rule, incomplete grades will be assigned due to unusual or extraordinary circumstances and only to students who have attended and completed most of the course up to the last day to withdraw from classes but who, as a result of circumstances beyond their control, such as a major illness or family emergency, are unable to complete the course.

The student's written request may be accomplished by email. The request must clearly identify the timeline for accomplishing any remaining course requirements. The timeline and due dates must be acceptable to the course professor. The incomplete may only cover the portion of the course that was missed by the student. Incomplete grades will not be assigned in order for a student to have more time or to re-take or re-do portions of the course that have already been completed.



*“Supply chain management is the integration of key business processes from end user through original suppliers, that provides products, services, and information that add value for customers and other stakeholders.”*

Lambert, D.M. and M.C. Cooper (2000), “Issues in Supply Chain Management,” *Industrial Marketing Management*, Vol. 29, pp. 65-83.

## EXAM AND ASSIGNMENT GRADE APPEALS

If you disagree with how any assignment, quiz or examination was graded, you must submit a written appeal by Canvas message before the end of the following week (Friday, 5:00PM). The message must clearly state the rationale for the appeal and provide evidence to support your position. For example, you may cite text references, Powerpoint slides, or outside readings to support your position—these must be clearly referenced by title and page number. The rationale should be objective in nature and should not include subjective opinions. Appeals that do not provide supporting rationale and specific reference(s) to course materials will be returned without consideration. You can obtain a copy of the University's grade appeal process at:  
<https://policy.unt.edu/sites/policy.unt.edu/files/06.040%20Grade%20Appeals.pdf>

## 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 Canvas for contingency plans for covering course materials.

### ***Emergency Evacuation Procedures for Business Leadership Building:***

- **Severe Weather** In the event of severe weather, all building occupants should immediately seek shelter in the designated shelter-in-place area in the building. If unable to safely move to the designated shelter-in-place area, seek shelter in a windowless interior room or hallway on the lowest floor of the building. All building occupants should take shelter in rooms 055, 077, 090, and the restrooms on the basement level. In rooms 170, 155, and the restrooms on the first floor.
- **Bomb Threat/Fire** In the event of a bomb threat or fire in the building, all building occupants should immediately evacuate the building using the nearest exit. Once outside, proceed to the designated assembly area. If unable to safely move to the designated assembly area, contact one or more members of your department or unit to let them know you are safe and inform them of your whereabouts. Persons with mobility impairments who are unable to safely exit the building should move to a designated area of refuge and await assistance from emergency responders. All building occupants should immediately evacuate the BLB and proceed to the south side of Crumley Hall in the grassy area, west of parking lot 24.

## USE OF ELECTRONIC DEVICES

All mobile phones and must be turned “off” or to vibrate during class and examinations.

Students may use laptops or mobile devices to take notes; however, **anyone found using electronic devices for purposes other than to take notes or support the class discussion (such as surfing the internet or viewing pictures, videos, Facebook, emails, etc.) will be asked to leave the classroom.** This practice is distracting to other students as well as the course professor. **Failure to comply with this request will result in a letter grade deduction if repeated.**

## CLASS ATTENDANCE:

Attendance is required for all class sessions in this course. You are expected to attend all classes. Quizzes or exams will take place during each class. Failure to attend classes will affect your quiz or exam grades. In addition, you will fail to obtain required content and knowledge necessary to perform satisfactorily in course evaluations and assignments.

## COURSE DISCLAIMER:

The schedule, policies, and assignments, contained in this course syllabus, are subject to change in the event of extenuating circumstances, class progress, or by mutual agreement between the instructor and the students. All changes will be announced prior to taking effect with a posted change to the syllabus being placed in Canvas.



*“Logistics management is that part of supply chain management that plans, implements, and controls the efficient, effective forward and reverse flow and storage of goods, services and related information between the point of origin and the point of consumption in order to meet customers’ requirements.”*

Council of Supply Chain Management Professionals (CSCMP), 2003

**CLASS SCHEDULE & READINGS ASSIGNMENTS**  
**LSCM 4560, TRANSPORTATION MANAGEMENT**

*3:30 – 4:50 PM, Monday and Wednesday, (Section 001): BLB 005*

**Note: all assignments due by 5:00PM on the Friday of the week indicated**

| Date                    | Topic Covered   |
|-------------------------|---|
| <b>Week 1</b><br>Jan 12 | Course introduction   |
| Jan 14                  | Transportation in the United States (Canvas)  |
| <b>Week 2</b><br>Jan 19 | <b>Marting Luther King Jr. Holiday—No class—University Closed</b>   |
| Jan 21                  | Transportation in the United States (continued)<br>Chapter 1: Global Supply Chains (pp. 3-16)<br>Transportation, Logistics, and Supply Chain Management (Canvas)<br><b>Syllabus acknowledge forms (Atch 8) due on Friday at 5:00 PM</b><br><b>Resumes due by 5:00 in Canvas on Friday (see Atch 2 for instructions)</b><br><b>Individual introductions (discussion posting) due on Friday at 5:00PM</b> |
| <b>Week 3</b><br>Jan 26 | Facility Location (Canvas)  |
| Jan 28                  | Chapter 1: Global Supply Chains (pp. 16-22)<br>Transportation, Logistics, and Supply Chain Management (Canvas)  |
| <b>Week 4</b><br>Feb 2  | Chapter 2: Transportation and the Economy (pp. 26-42)<br>Transportation Demand and Economic (Canvas)  |
| Feb 4                   | Chapter 12: Government Roles in Transportation (pp. 357-375)<br>Transportation Regulation and Deregulation (Canvas).<br><b>Homework #1: Facility location assignment due by 5:00PM on Friday</b>  |
| <b>Week 5</b><br>Feb 9  | Chapter 12: Governmental Roles in Transportation (pp. 376-385)<br>Transportation Promotion and Public Policy (Canvas)   |
| Feb 11                  | Chapter 12 continued<br>Exam review and homework feedback   |
| <b>Week 6</b><br>Feb 16 | <b>Exam 1 (Chapters 1, 2, 12, Transportation in the US, and Facility Location)</b>  |
| Feb 18                  | Chapter 5: Motor Carriers (pp. 138-180)   |
| <b>Week 7</b><br>Feb 23 | Vehicle Routing (class materials available in Canvas)   |
| Feb 25                  | Chapter 6: Rail Carriers (pp. 187-207 and Class materials in Canvas)  |
| <b>Week 8</b><br>Mar 2  | Chapter 6: Rail Carriers continued (pp. 187-207 and Class materials in Canvas)  |
| Mar 4                   | Intermodal transportation (pp. 336-338 and class materials in Canvas)<br><b>Vehicle Routing Homework #2 Due</b>   |

| Date                      | Date  |
|---------------------------|---|
| <b>Week 9</b><br>Mar 9-15 | <b>Spring Break—no classes</b>  |
| <b>Week 10</b><br>Mar 16  | Chapter 7: Air Carriers (pp. 211-229 and class materials in Canvas)   |
| Mar 18                    | Chapter 8: Water Carriers (pp. 232-245 and class materials in Canvas)   |
| <b>Week 11</b><br>Mar 23  | Chapter 8: Pipeline Carriers (pp. 246-254 and class materials in Canvas)  |
| Mar 25                    | Chapters 5-8 and vehicle routing review   |
| <b>Week 12</b><br>Mar 30  | <b>Exam 2 (Chapters 5 – 8, Intermodal, and Vehicle Routing)</b>   |
| Apr 1                     | Chapter 4: Costing and Pricing of Transportation (pp. 72-107 and class materials in Canvas)   |
| <b>Week 13</b><br>Apr 6   | Chapter 4: (continued)  |
| Apr 8                     | Carrier Strategies (class materials in Canvas)<br><b>Homework #3: Modal Choice due on Friday at 5:00PM</b>  |
| <b>Week 14</b><br>Apr 13  | Shipper Strategies (course materials in Canvas)   |
| Apr 15                    | Chapter 9: Third Party Logistics (pp. 262-291 and course materials in Canvas)<br><b>Homework #3: Rate-making assignment due on Friday at 5:00PM</b>     |
| <b>Week 15</b><br>Apr 20  | Private Transportation (course materials in Canvas)   |
| Apr 22                    | Principles of Transportation (Canvas)   |
| <b>Week 16</b><br>Apr 27  | Transportation Security (Canvas) and Chapter 13: Issues and Challenges for Global Supply Chains (pp. 389-407 and class materials in Canvas)             |
| Apr 29                    | Chapters 4, 9, 10, 13, Transportation Security, Private Transportation, Principles of Transportation, Carrier Strategies, and Shipper Strategies review |
| <b>Week 17</b><br>May 6   | <b>Final Exam is Wednesday May 6<sup>th</sup>, 12:30 PM – 2:30 PM</b>   |



“Transportation is the foundation of our entire economy and quality of life.”

The Federal Transportation Advisory Group, “Vision 2050: An Integrated National Transportation System”

## Attachment 1 Important Dates—Spring 2026 Semester

These dates are provided for information purposes only. Please refer to the UNT registrar for the most information: <https://registrar.unt.edu/sites/default/files/spring-2026-academic-calendar.pdf>

| KEY SEMESTER DATES  | Full Semester<br>Jan. 12-May 8        | 3 week I<br>Winter Session<br>Dec. 15-Jan. 9 | 8 week I Session<br>Jan 12-Mar. 6 | 8 week II Session<br>Mar. 16-May 8 |
|---|---------------------------------------|--|-----------------------------------|------------------------------------|
| Schedule of Classes Available on myUNT  | Sept. 22                              | Sept. 22                                     | Sept. 22                          | Sept. 22                           |
| Registration Opens<br><small>For specifics by student group/class: <a href="https://registrar.unt.edu/when-can-i-register">https://registrar.unt.edu/when-can-i-register</a></small>  | Oct. 6                                | Oct. 6                                       | Oct. 6                            | Oct. 6                             |
| Prerequisite Drop<br><small>Students not meeting course prerequisites will be dropped from their courses.</small>   | Dec. 16                               | Dec. 15                                      | Dec. 16                           | Mar. 16                            |
| Regular Registration Ends   | Jan. 8                                | Dec. 11                                      | Jan. 8                            | Mar. 12                            |
| Late Registration Period—For Students not Registered for the Term   | Jan. 9-16                             | Dec. 12-15                                   | Jan. 9-16                         | Mar. 13-20                         |
| Last Day to Withdrawal from Entire Term on myUNT<br><small>Courses do not appear on the transcript. After this date see Dean of Students to withdrawal from the entire term.</small>  | Jan. 11                               | Dec. 14                                      | Jan. 11                           | Mar. 15                            |
| Classes Begin   | Jan. 12                               | Dec. 15                                      | Jan. 12                           | Mar. 16                            |
| Last Day to Add a Class or Swap Sections<br><small>A swap is switching sections of the same course in the same session.</small>   | Jan. 16                               | Dec. 15                                      | Jan. 16                           | Mar. 20                            |
| Last Day to Drop a Class Section Without a W (Census)<br><small>Courses dropped before this date will not appear on official transcript. (Dropping courses may impact financial aid and degree completion. See advisors.)</small> | Jan. 24                               | Dec. 16                                      | Jan. 17                           | Mar. 21                            |
| Drop with a Grade of W Begins<br><small>Courses appear on the transcript with a grade of W and tuition and fees remain. (Dropping courses may impact financial aid and degree completion. See advisors.)</small>                  | Jan. 25                               | Dec. 17                                      | Jan. 18                           | Mar. 22                            |
| Last day to change to pass/no pass grade option (undergrads)  | Feb. 20                               | Dec. 19                                      | Jan. 30                           | April 3                            |
| Midpoint of the Semester  | Mar. 6                                | Dec. 24                                      | Feb. 6                            | April 10                           |
| Last day for a student to drop a course or all courses with a grade of W.   | April 10                              | Jan. 6                                       | Feb. 20                           | April 24                           |
| First day to request a grade of Incomplete  | April 11                              | Jan. 7                                       | Feb. 21                           | April 25                           |
| Pre-Finals Days   | April 29-30                           | N/A  | N/A                               | N/A                                |
| Last Regular Class Meeting  | April 30                              | Jan. 8                                       | Mar. 5                            | May 7                              |
| Reading Day—No Classes  | May 1                                 | N/A  | N/A                               | N/A                                |
| Final Exams   | May 4-8                               | Jan. 9                                       | Mar. 6                            | May 8                              |
| Last Day of Session   | May 8                                 | Jan. 9                                       | Mar. 6                            | May 8                              |
| University Grade Submission Deadline 4 pm   | May 11                                | Jan. 12                                      | Mar. 9                            | May 11                             |
| Grades/Academic Standing posted on the Official Transcript 6pm  | May 13                                | May 13                                       | May 13                            | May 13                             |
| Winter Break (no classes; university closed)  | December 24-26, December 29-January 2 |  |                                   |                                    |
| Martin Luther King Jr. Holiday  | Jan. 19, 2026                         |  |                                   |                                    |
| Spring Break  | March 9-15, 2026                      |  |                                   |                                    |
| University Commencement   | May 7-11, 2026                        |  |                                   |                                    |

Last Modified: December 3, 2025

“My logisticians are a humorless lot ... they know if my campaign fails, they are the first ones I will slay.”

— Alexander the Great

## Attachment 2 Resume Assignment

So, you attend a professional meeting tonight and chat with a vice president with a 3PL. “Looking for an exceptional UNT graduate highly capable to do great things for your company?” you ask. She replies, “Send me your resume by Noon tomorrow.”

Now is the time to get your resume in shape. Post a copy of your current resume in the Assignments module within Canvas no later than 5:00 PM on January 23<sup>rd</sup>. To avoid a reduction in participation points, you should name your resume file using your last name and the term and year of your graduation. For example:

**Lastname\_GraduationTerm\_GraduationYear.doc**  
**Example: Doe\_Spring\_2030.doc<sup>1</sup>**

Failure to properly name your file will result in a penalty toward participation points. Late submissions will receive a three-point reduction in their final grade. The intent is to ensure you are prepared to meet with corporate recruiters and assist you with obtaining an internship or a career position.

**YOU MUST COMPLETE THE RESUME SUBMISSION and turn-in as a scanned pdf or Word document by 5:00PM on Friday, January 23<sup>rd</sup>.**



“Leaders win through logistics. Vision, sure. Strategy, yes. But when you go to war, you need to have both toilet paper and bullets at the right place at the right time. In other words, you must win through superior logistics.”

– Tom Peters – Rule #3: Leadership Is Confusing As Hell, *Fast Company*,  
March 2001

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<sup>1</sup> This student obviously does not plan to pass LSCM4560 on the first attempt!

### Attachment 3 Professional Development Supply Chain Management Executive Lecture Series

The Department of Supply Chain Management (SCM) provides Professional Development opportunities through the SCM Executive Lecture Series. These lecture sessions expose students to senior industry leaders, allowing them to interact directly with senior executives and gain first-hand knowledge regarding the challenges they face and the leadership strategies being deployed by their company.

As part of your journey in completing a Supply Chain Management course, you will actively participate in professional development activities that are focused on preparing you for a successful career. Your task is to build a **Professional Development Portfolio** that documents your engagement, reflects on your learning, and connects your experiences.

In Supply Chain Management courses you are enrolled in (courses beginning with LSCM, OPSM, LGAV, and PRCH), you may complete Professional Development activities to earn a required number of points in Professional Development (3 points per session for a total of 6 points toward final grade in LSCM 4560).

These activities are designed to help you prepare for a professional career, expand your network, and optimize your knowledge. By participating in events and completing activities, you will earn digital badges to showcase on your LinkedIn and Resume, all while gaining valuable experience that sets you apart.

#### **The first step is to download the Suitable App.**

Scan the QR Code to download the app or search, "Suitable" in your app store.



#### **Logged in**

Log in using this email format: EUID@untsystem.edu. For example: jld0426@untsystem.edu. (DO NOT use your my.unt.edu email address. Be sure to use the email format listed in this step. It will take you to your UNT single sign-on page.)

## **Allow Notifications**

This will ensure that you receive push notifications for events, activities, and pop-up badges. Also, make sure to give Suitable access to your camera, this is to make sure you can scan QR Codes for events.

## *SCM Professional Development Events*

### **Supply Chain Management Speaker Series**

A series of weekly lectures offered by the Department of Supply Chain Management. Attend at least **one Supply Chain Management Executive Lecture**. Events are held on Wednesdays from 5:00 to 5:50 p.m. in BLB 180. ***These are in-person only, and you will need to use the Suitable app to participate.***

THE FOLLOWING EVENTS DO NOT QUALIFY FOR PROFESSIONAL DEVELOPMENT IN LSCM 4560 BUT MAY APPLY TOWARD SUPPLY CHAIN MANAGEMENT PROFESSIONAL DEVELOPMENT & LEADERSHIP DIGITAL BADGE

### **Career Coaching 1:1**

A SCM Career Coach for helping students clarify, plan, and achieve their career goals. These services are offered through the Wilson Jones Career Center. They include: Resume and Cover Letter, LinkedIn Profiles & Branding, Interviewing/Mock Interviewing, and Networking & Elevator Pitch. ***These are in-person or virtual, and you will need to register through the Navigate360 Student app:***

<https://navigate.unt.edu/access.html> ***Your Career Coach is Jenny Garcia.***

In addition, there are two SCM coaching workshops/events, which will allow 40 students per event. These new Spring Workshops are tagged and EDGE Creditable.

*Build, Boost, and Brand: Resume & LinkedIn Workshop*

January 26th 2:00pm – 3:30pm

[https://unt.joinhandshake.com/events/1864202/share\\_preview](https://unt.joinhandshake.com/events/1864202/share_preview)

*Build, Boost, and Brand: Resume & LinkedIn Workshop*

February 3rd 2:00pm – 3:20pm

[https://unt.joinhandshake.com/events/1864215/share\\_preview](https://unt.joinhandshake.com/events/1864215/share_preview)

### **Eagle City Business Ready Series**

Wilson Jones Career Center events are aligned with career activities in the RCoB and UNT. They include: Workplace Wednesdays, CHATS Series, Experiential Learning, and Networking Workshops. ***You will need to use Handshake to participate, and they will be linked to Suitable app.***

See the Wilson Jones Career Center for more details on opportunities:

<https://careercenter.unt.edu/channels/business/>

## Networking and Training

**Networking:** A structured gathering designed to help build connections, exchange information, and create opportunities. They include: Industry Conferences, Summits & Expos, Alumni Networking Events, Professional Association Meetings, and SCM Student Organization Meetings.

**Training:** A structured learning experience designed to develop specific skills, knowledge, or behaviors in participants, often aligned with organizational or professional goals. They include: workshops and seminars, simulations and role-plays, webinars and online courses.

***These are events not organized by the Wilson Jones Career Center and will NOT use the Suitable app. Participation in these events needs prior approval from your professor.***

## Grading

## RCoB EDGE and SCM Badge

Completing the Professional Development activities that are associated with the Suitable app can lead you to career credentialing through the RCoB EDGE (Elevate. Distinguish. Grow. Equip) Program (<https://cob.unt.edu/edge/index.html>). As a Ryan College of Business student at UNT, you're already enrolled in the program! Just download the app as described above and start exploring! Participate in events, complete activities, and earn digital badges to showcase on your LinkedIn and Resume, all while gaining valuable experience that sets you apart.

In the future, you will be able to earn a Supply Chain Management Professional Development & Leadership digital badge, which demonstrates your unique competency in supply chain management and can be showcased on LinkedIn and your resume.



## Attachment 4 Grading Template For Class Participation

| Learning Outcome   | Exceeds Expectations   | Meets Expectations   | Approaches Expectations  | Below Expectations   |
|--|--|--|--|--|
| <b>Degree to which student integrates course readings into classroom participation</b> | Often cites from readings, uses readings, work experience, and outside materials to support points; often articulates "fit" of readings with topic at hand     | Occasionally cites from readings; sometimes uses readings, work experience or outside materials to support points; occasionally articulates "fit" of readings with topic at hand | Rarely able to cite from readings; rarely uses readings, work experience, or outside materials to support points; rarely articulates "fit" of readings with topic at hand            | Unable to cite from readings; cannot use readings, work experience, or outside materials to support points; cannot articulate "fit" of readings with topic at hand               |
| <b>Interaction/participation in classroom discussions</b>                              | Always a willing participant, responds frequently to questions; routinely volunteers point of view   | Often a willing participant; responds occasionally to questions; occasionally volunteers point of view   | Rarely a willing participant; rarely able to respond to questions; rarely volunteers point of view   | Never a willing participant, never able to respond to questions; never volunteers point of view  |
| <b>Interaction/participation in classroom learning activities</b>                      | Always a willing participant; actively discusses case study analyses and recommendations; responds frequently to questions; routinely volunteers point of view | Often a willing participant; discusses case study analyses and recommendations with prompting; occasionally volunteers point of view   | Rarely a willing participant; rarely participates and discusses case study analyses and recommendations; rarely able to respond to direct questions; rarely volunteers point of view | Never a willing participant; never participates and discusses case study analyses and recommendations; never able to respond to direct questions; never volunteers point of view |
| <b>Demonstration of professional attitude and demeanor</b>                             | Always demonstrates commitment through thorough preparation; always arrives on time; often solicits instructors' perspective outside of class                  | Rarely unprepared; rarely arrives late; occasionally solicits instructor's perspective outside of class  | Often unprepared; occasionally arrives late; rarely solicits instructor's perspective outside of class   | Rarely prepared; often arrives late; never solicits instructor's perspective outside of class  |

“My logisticians are a humorless lot...they know if my campaign fails, they are the first ones I will slay.”

*-- Alexander the Great*

## Attachment 5

### Short Answer and Essay Question Rubric for Assessing Student Responses on Examinations

| Category                 | Percentage | 0   | 1   | 2   | 3  | 4  | 5   | Score | Weighted Score |
|--------------------------|------------|---|---|---|--|--|---|-------|----------------|
| Understanding            | 50%        | Fails to address the question, is illegible, or is blank  | Shows limited understanding of the question and subject matter; omits concrete examples; uses weak details or none at all   | Attempts to address the question but uses vague and/or inaccurate information   | Presents a satisfactory understanding of the question and subject matter   | Demonstrates a good understanding of the question and subject matter   | Shows a clear understanding of the question and subject matter  | 5     | 2.5            |
| Task                     | 50%        | Fails to address the question, is illegible, or is blank  | Does not address the question. Minimally develops response to the question  | Does not address the question explicitly. Minimally develops all aspects of the response to the question or some of the question in some depth  | Does not address the question explicitly, though does so tangentially. Develops all aspects of the response with little depth or most aspects in some depth                                  | Addresses the question but unevenly. Develops all aspects of the response to the question but may do so somewhat unevenly  | Addresses the question. Thoroughly develops all aspects of the response evenly and in depth   | 5     | 2.5            |
| Analysis                 | 60%        | Clearly lacks understanding of the topic--no evidence of topic knowledge in response            | Descriptive; lacks understanding  | Primarily descriptive or faulty; weak or isolated analysis of material  | More descriptive than analytical--student reports rather than synthesizes information  | Descriptive and analytical--student going beyond reporting information   | More analytical than descriptive--student interpreting and synthesizing material  | 5     | 2              |
| Support & Accuracy       | 40%        | No support, facts, or examples provided   | Little to no support provided for the essay response--may have included inaccurate information  | Few relevant facts or support provided, may have included some minor inaccuracies   | Some relevant facts, may include some minor inaccuracies   | Supports essay response with relevant facts, examples, and details   | Richly supports essay response with relevant facts, examples, or details  | 5     | 1.333          |
| Organization             | 70%        | No obvious organization--moves from point to point or topic to topic with no coherent structure | Weak, lacks focus; contains digressions; lacks introduction, conclusion; unclear which aspect of the question is being addressed  | General plan; lacks focus; contains digressions; lacks introduction or conclusion   | Satisfactory plan of organization; introduction and conclusion may be restatements of key points used in the theme of the response to the question   | Logical and clear plan of organization; includes introduction and conclusion that are beyond restatement of the theme of the response to the question  | Logical and clear plan of organization; includes introduction and conclusion that are beyond a restatement of the theme   | 5     | 1.167          |
| Spelling and Punctuation | 30%        | Numerous spelling and punctuation errors; incomplete sentences; no obvious paragraph structure  | Spelling, punctuation, and grammar are weak. Paragraph and sentence structure very difficult to follow. No obvious structure to paragraphs. Incomplete sentences prevalent. Lack of topic sentence. | Spelling, punctuation, and grammar moderately weak. Paragraph and sentence structure present, but content does not logically progress. Topic sentences unclear and not linked to content. | Spelling, punctuation, and grammar are somewhat accurate. Paragraph and sentence structure does not detract from understanding of the response. Topic sentences missing for some paragraphs. | Spelling, punctuation, and grammar are mostly accurate. Paragraph and sentence structure logical and enables reader to move through the writing. Topic sentence used but not always linked to paragraph content. | Spelling, punctuation, and grammar are accurate. Paragraph and sentence structure easy to follow and promotes understanding of the content through logical progression and clear topic sentences. | 5     | 0.5            |
|                          |            |   |   |   |  |  |   |       | 10             |

## Attachment 6 Student Acknowledgement and Acceptance

I have received and read the LSCM 4560 course syllabus and understand all of the requirements stipulated therein. I am aware of the course information and requirements regarding:

- Plagiarism and penalties
- Individual effort on homework assignments
- Requirement to contribute on team assignments and use of peer evaluations
- Class attendance
- Executive lecturer and on-boarding program attendance
- Grading and graded elements
- Use of Canvas

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Signature

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Date

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Printed Name