ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 1-26-09

1. ACADEMIC UNIT: Supply Chain Management

2. COURSE PROPOSED: SCM 355 Purchasing and Supply Management 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Michele Pfund Phone: 480-965-6409
   Mail Code: 4706 E-Mail: michele.pfund@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry—L ☒
   Mathematical Studies—MA ☐ CS ☐
   Humanities, Fine Arts and Design—HU ☐
   Social and Behavioral Sciences—SB ☐
   Natural Sciences—SQ ☐ SG ☐

   Awareness Areas
   Global Awareness—G ☐
   Historical Awareness—H ☐
   Cultural Diversity in the United States—C ☐

6. DOCUMENTATION REQUIRED:
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☐ No ☐ Yes; Please identify courses: _______________________________

Is this a multisection course?: ☐ No ☒ Yes; Is it governed by a common syllabus? Each instructor develops his / her own customized syllabus but the course structure is the same.
Criteria Checklist for General L

Includes course description
Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE—AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Syllabus</td>
</tr>
</tbody>
</table>

**CRITERION 1:**
At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.*

1. Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-1".

**CRITERION 2:**
The composition tasks involve the gathering, interpretation, and evaluation of evidence

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-2".

**CRITERION 3:**
The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-3".
| YES | NO | CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. Intervention at earlier stages in the writing process is especially welcomed | Syllabus |

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-4".

C-4
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,3</td>
<td>70 - 90% of the course is dependent upon written communication.</td>
<td>A grading summary is provided on page 6 of the syllabus and is highlighted in yellow.</td>
</tr>
<tr>
<td></td>
<td>Written communication tasks include two exams (short essay &amp; multiple choice), discussion questions, a class presentation, and a team project report.</td>
<td>* Please note: the discussion questions and the team project are team projects. We will add the requirement of a summary report to the syllabus upon approval of the General L.</td>
</tr>
<tr>
<td></td>
<td>Some instructors structure the exams as short essay only and others use a 50% short essay &amp; 50% multiple choice format.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>That is why the total written content is between 70 - 90%.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Each of the writing tasks include gathering, interpretation, and evaluation of evidence.</td>
<td>A sample exam and team project are included with this package.</td>
</tr>
<tr>
<td></td>
<td>The discussion questions and exams require synthesis and interpretation of course content.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The team project is a capstone assignment which requires students to select a moderately sized organization, describe its supply chain and objectives, identify and depict the supply base, review the critical suppliers and the supply management system, and perform a SWOT analysis</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The course is designed to allow feedback between successive assignments.</td>
<td>A schedule of assignments is provided on page 10 of the syllabus and is highlighted in yellow.</td>
</tr>
</tbody>
</table>
Course Syllabus
SCM 355
COURSE GUIDE

Purchasing and Supply Management

Spring 2009
Revision 0: 1/15/2008

Instructor:
Thomas J. Kull
Assistant Professor - Supply Chain Management

<table>
<thead>
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<th>Section No.</th>
<th>Time</th>
<th>Days</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-LEC(13560)</td>
<td>10:30AM - 11:45PM</td>
<td>Tu/Th</td>
<td>BA 341</td>
</tr>
<tr>
<td>2-LEC(13561)</td>
<td>1:30PM - 2:45PM</td>
<td>Tu/Th</td>
<td>BA 365</td>
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<td>COURSE MATERIALS INFORMATION</td>
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<td>By Email</td>
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<td>By Phone</td>
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<td>By Mail</td>
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<td>Special Challenges and Needs</td>
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<td>Changes to the schedule or policies in this syllabus</td>
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<td>Bomb Threats, Fire Drills and other interruptions</td>
<td>8</td>
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</table>
COURSE MATERIALS:
Required Text and Materials:
Documents that have been assigned should be downloaded from Blackboard and brought to class on the date assigned.

Recommended Materials:
PowerPoints for the assigned chapters are on Blackboard. Please download these slides as notes and bring them to class with you. Some slides will need to be downloaded as the individual slide if you want to be able to read the details. It is also recommended that you bring your text to class with you. When we do in-class exercises, you will be at a disadvantage if you do not have it.

INSTRUCTOR INFORMATION:
Thomas J. Kull, Assistant Professor, Supply Chain Management
E-Mail Address: Thomas.Kull@asu.edu
SCM Office Phone: 480-965-6125
Office: BA 405
Office Hours: Tuesday & Thursday, 12:00PM–1:00PM or by appointment

COMMUNICATION WITH YOUR INSTRUCTOR
By Email:
During or after class is by far the best way to communicate with Professor Kull. However, emailing attendance issues and non-urgent questions may be best. When sending email please sign your message with your first and last name. Please use your asu.edu email whenever possible and put SCM 355 in the subject line. Emails with no subject line or an unidentifiable name will be deleted as a protection against computer viruses. Emails sent from your home email address may be trapped in a spam filter. I usually check every weekday, but I delete all unrecognizable emails.

By Phone:
When leaving a phone message please say your name very distinctly and repeat your phone number slowly. Please include the area code. If your message includes the nature of your request, it may be possible to answer your question by leaving a message for you, even if you are not available when your call is returned. Failure to say your name and number distinctly may mean your phone call cannot be returned.

By Fax or material being dropped off or picked up at the front desk:
SCM Department Information: BA 443 8 AM – 5 PM, Mon. – Fri.
SCM Department Office: 480-965-6044
SCM Department Fax: 480-965-8629

By U. S. Mail: Department Mailing Address for Professor Kull:
Prof. Thomas J Kull
Department of Supply Chain Management
W. P. Carey School of Business
Arizona State University
P. O. Box 874706
Tempe, AZ 85287-4706

COURSE OBJECTIVES
If you participate fully in course activities and assignments you will enhance your understanding of and ability to use supply management systems in order to be an effective supply chain manager. Purchasing and supply management is an integral part of Supply Chain Management. Supply management within an organization is responsible for making sure the rest of the organization has the materials, services, equipment, and processes in place to deliver the goods and services to the organization’s customers. This course is presented at the strategic level, while the follow-on course, scm455, presents supply management tools. A successful learner in this course will to be able to demonstrate understanding of these concepts:

- The evolution of supply management, its strategic nature and fit within many organizations
- The full range of a supply manager’s responsibilities within supply chain management
- The “boundary-spanning” and “connection building” nature of supply management
- The set of activities that are involved in evaluating, selecting, and monitoring suppliers
- Determination of when to outsource and when to produce a good or service within the organization, also known as the “Make or Buy” decision
• Current issues related to global sourcing and "off shoring" decisions
• Ethical and professional standards expected among supply management professionals

In addition, there are these behavioral objectives:
• Students will gain experience in team work through a variety of assignments and projects
• All participants will engage in high ethical standards expected of supply chain professionals in the United States
• We will enjoy our learning experience together

Covering all of these objectives means we will all be busy. Your instructor has a goal that you will have a positive learning experience, and that you will see the value of this course to your professional life in the business community. You probably have a goal of getting a good grade in the course. If we work together, we should be able to accomplish ALL of these goals.

INSTRUCTOR'S EXPECTATIONS and REQUIREMENTS OF PARTICIPANTS

Expectations of your entering knowledge base
You are expected to:
• Have successfully completed SCM 300 (Global Supply Operations)
• Have basic working knowledge of Microsoft Office software (Excel, Word, Access, Visio, Project)
• Are concurrently enrolled in or previously completed SCM 345

Expectations for your classroom behavior
You are expected to:
• Attend all class meetings and exams.
• Arrive on time.
• Read assigned materials ahead of the class period in which the materials are scheduled to be discussed. Use this preparation to create questions/topics for class discussion.
• Complete and submit all assignments on schedule.
• Indicate your presence in class by signing the attendance sheet for yourself and yourself only. This responsibility is yours and yours alone. Having one of your teammates sign you in puts the entire team's points in jeopardy if Professor Kull notices. Do not engage in these behaviors. They are unethical and cast you in a poor light in a profession where ethics is very important. Legitimate reasons to miss class do arise, and you are an adult and able to choose how you spend your time.
• Let the instructor know by email or phone that you will miss class, especially if an assignment is due. Prior notice does not excuse your absence, but if you are on the borderline for a specific grade at the end, your instructor is more likely to look kindly on the upper side of the borderline when assigning your grade if you have notified him of impending absences.
• If you are going to miss an exam, please let Professor Kull know as soon as you possibly can. Taking an exam at an alternative time other than in class is subject to a penalty of a minimum of 5%.
• Stay until class is finished.
• Behave in class in a manner that respects the rights of your classmates to hear and to learn.
Expectations for your behavior with regard to exams and individual assignments:

- When you / your team are directed to do individual / team work, such as an exam or project, you are expected to do just that – your / your team’s own work. You are not to share your work with others or to copy anyone else’s work. The prohibition on copying extends to people not in your own class, and to people who have previously taken the course. See the excerpt from the ASU Student Code of Conduct below.
- Exams are expected to be taken at the assigned time for your class. Exams taken at any other time, early or late, regardless of reason, are subject to a minimum 5% penalty.
- A one-week period after receipt of exam/assignment results is provided for discussion of results. After this period all results are final.

Expectations for your behavior with regard to team assignments:

For team assignments all work turned in is expected to be the original work of the team. Any and all material sources will be cited appropriately or loss of credit will result. See the excerpt from the ASU Student Code of Conduct below. All team members are expected to do her or his share of the work. A team is responsible for structuring team work assignments so that every person has some role in each phase of the project. Consider that a project generally has the idea generation phase, a research collection phase, an organization of the research and draft writing phase, and a finalization phase. Each team is expected to be able to tell me what he or she has contributed in each phase, and be able to produce some evidence to support that contribution (notes, or a draft document). Furthermore, there should be some general agreement among team members that about what each person’s contribution is.

If a team is having difficulty working together, please tell your professor as soon as you have discovered there is a problem. Signs of difficulty include (but are not limited to) the following:

- one team member not attending meetings
- one team member feeling like he or she has to do all the work or one team member monopolizing the project
- one team member never being available or in class
- never being able to reach one or more team members
- a team member does not complete something for which he or she has accepted responsibility
- one team member never accepts responsibility for any part of the assignment.

Note that these difficulties are often in the eye of the beholder. It is possible that a team member, whose behavior you find offensive or less than a good effort, is equally offended by your behavior. If you experience any of these symptoms, please discuss it as soon as possible with your teammates first (if you can), then, if the issues are not resolved, discuss it with your professor who will try to help you and your team arrive at an equitable solution. Disagreements and dysfunctional teams that come to your professor’s attention at the end of the semester will result in a lower grade for the entire team.

You are expected to submit individual and team assignments on time. There is a penalty for late submission of assignments. The penalty starts at 5% for one hour late up to 24 hours late, and increases until after a week when the penalty may go to 50%. The moral of the story is: get your work in on time!

ACADEMIC DISHONESTY AND ETHICAL STANDARDS FOR STUDENTS

The following section is from the Arizona State University Student Code of Conduct (Source: Arizona Board of Regents Policy Manual - 5-308 Section F):

Prohibited Conduct

The rights and privileges that are afforded to all students are subject to their assumption of the responsibility of reasonable behavior. Behavior that results in harmful or reckless action(s), whether intended or unintended, is a violation of the community trust.

The following misconduct is subject to disciplinary action:

- All forms of student academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism. For more information on the ABOR Student Code of Conduct see http://www.asu.edu/aad/manuals/sta/sta104-01.html. You may also access this link from the Course information section of our class web site.

If you are unclear about what constitutes academic dishonesty, please see an additional explanation of plagiarism on the website of the Writing Tutorial Services page at Indiana University http://www.indiana.edu/~wts/wts/plagiarism.html (January 14, 2005) and the web site of the Online Writing Lab at Purdue University http://owl.english.purdue.edu/handouts/research/r_plagiar.html (January 14, 2005).

If you are in the least bit of doubt about whether to cite a source or not, cite the source. Failure to do so could cause you to earn a grade of “0” for that assignment, and be subject to possible disciplinary action such as removal from the course and/or
the W. P Carey undergraduate program. If you think an action is cheating, it probably is. What can get you in trouble is an action that you don't think constitutes cheating, but it does. Here is an example of a very common form of academic dishonesty: Using a quotation or paraphrase from a web site without citing the name of the web site (the EXACT URL), and the date of the access.

There will be occasions in your individual and team project reports when you will probably want to quote from or paraphrase information on web sites. There is nothing wrong with this action if you give the proper credit (the exact URL, and the date that you "lifted" the quote.) In other words, extensive reporting of sources will keep you out of trouble. You must collect these as you go, because finding them after the fact is sometimes very difficult.

Be aware that stringing together a group of quotations lifted from web sites, even when properly documented, does not follow the requirement of any project in this class. You are to critically evaluate what you are reading, make sure you understand it, and then tell about it in YOUR OWN WORDS. The most effective projects will involve a real organization following a supply chain practice, so that information comes from the organization, from people, and from other sources including magazines, newspapers, and web sites.

GRADING AND EVALUATION

Grades

One of the expectations that the University has is that your performance in the course will be evaluated and a grade will be assigned. Customers for the output of this course -- the organizations that will hire you, the professors who will instruct you in other courses that follow this one, and you, yourself, as a tuition-paying student, expect that assessment will be reliable and fair, and will reflect your understanding of the concepts in the course. There is widespread recognition, based on much pedagogical evidence that people learn in many ways. Therefore, we give you a variety of methods with which to demonstrate your mastery of the concepts and ideas in the course. With those considerations in mind, you will be graded based on performance in the exams, assignments, and activities listed below:

Exam and Assignment Weights:

<table>
<thead>
<tr>
<th>Work performed as an individual</th>
<th>Expected Points Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st EXAM (Short Essay)</td>
<td>20</td>
</tr>
<tr>
<td>2nd EXAM (Short Essay)</td>
<td>20</td>
</tr>
<tr>
<td>Attendance</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong> 45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Work performed as a team</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>5</td>
</tr>
<tr>
<td>Discussion Questions(^1)</td>
<td>25</td>
</tr>
<tr>
<td>Presentation of Project</td>
<td>10</td>
</tr>
<tr>
<td>Team Project Report</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td><strong>Subtotal</strong> 55</td>
</tr>
</tbody>
</table>

**TOTAL** 100

\(^1\) The lowest grade among these will be dropped
Grading Scale
Your grade is determined by the number of points earned. It is important to note that you start with 0 points and earn points for your work.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97.0 to 100.0</td>
<td>(of total available points)</td>
</tr>
<tr>
<td>A</td>
<td>93.0 to 96.9</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90.0 to 92.9</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87.0 to 89.9</td>
<td></td>
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<tr>
<td>B</td>
<td>83.0 to 86.9</td>
<td></td>
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<tr>
<td>B-</td>
<td>80.0 to 82.9</td>
<td></td>
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<tr>
<td>C+</td>
<td>77.0 to 79.9</td>
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<tr>
<td>C</td>
<td>70.0 to 76.9</td>
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<td>D</td>
<td>60.0 to 69.9</td>
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<tr>
<td>E</td>
<td>0 to 59.9</td>
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INDIVIDUAL COURSE COMPONENTS

Exams
Two exams will be given. The first exam will cover the first half of the course and the second exam will cover the second half – the second exam is not cumulative. Exams will consist entirely of short essays based upon the discussion questions that you completed in your teams for homework. They will be modified to avoid rote memorization.

Class Attendance
Presence in class is expected. Cooperative participation is also expected. Attendance will be taken during each class session by means of a sign-in sheet. It is each student’s responsibility to sign in when present. Alternatively, your professor may choose to take the roll daily. Full attendance credit is based upon attending at least 20 classes.

Class Participation
Participation will be based upon anyone in your team contributing during class time. As in business environments, active participation improves success. If you are not clear about a concept being discussed in the class, please ask questions. I consider asking questions as a very important form of class participation. Also, if you have an interesting experience or insight that either supports or contradicts the concept being discussed, please share it with the class. Full participation credit is based on some contribution in at least 10 classes.

Attendance and participation will be posted on Blackboard throughout the semester.

Please avoid scheduling job interviews, work requirements, doctor’s appointments, and other classes during this class. I realize that sometimes these things are out of your control. It is appreciated when you let your instructor know with email when you must miss class. If you find that you will need to miss more than one class, you may be able to substitute other activities for up to half credit for times missed. Contact your instructor immediately when this situation occurs. We will do some activities as a class for which there will be no substitute. It is highly recommended that you be present in class for all outside speakers, as the material they present will be unique and is likely to be covered on the exams.

Discussion Questions
At the conclusion of a chapter lecture, 4 to 6 discussion questions will be assigned that are due the following class meeting. These discussion questions are meant to highlight the most important areas of the chapter and will be the basis for the short essay portion of the exams. They should be answered with about 6 sentences – about 12 lines of 12-font text. Completion of the discussion questions is the team’s responsibility, and therefore one completed
assignment should be submitted per team. Submission must be into Safe Assignment in Blackboard. This homework will be graded on a team basis.

Team Project
You will do a project with your team of 2 to 3 people. This team project will involve a study of the supply management process in an actual organization, a professional report describing your assessment, and a presentation to the class. The project is described on a separate assignment sheet, which includes guidelines for length and specific requirements. Format and style guidelines are given in the document posted under course information on Blackboard. Failure to use these guidelines will result in a lower grade.

Peer Evaluation
Each group member will be required to assess each of his/her group members' contribution to the group's work as well as his/her own input. For the assessed-subtotal points, an individual's grade will be weighted by the average participation score that the group member receives from all team participants. Please see the appendix to this syllabus for a detailed description and form. An anonymous evaluation will be done mid-semester.

MISCELLANEOUS ITEMS

Accessing Course Materials on the INTERNET
Your course materials are accessible on Blackboard through MyASU Courses at http://my.asu.edu

Use of the English Language
All written materials submitted for a grade are expected to use correct grammar, spelling, punctuation and standard American English. Please be especially careful in your use of "there," "their," "your," "you're," "its," "it's," "by," "buy," "bye," "to," "too," "two," possessives in general, contractions, and apostrophes. When in doubt, look it up in a usage manual. Some Grammar checkers give you misleading advice, especially with respect to apostrophe usage. Up to 10% of your grade on any one item may be reduced for misuse of the English Language. Please refer to the Guide for all Written Documents for format instructions, and information about citing references.

Strategy for Doing Well in This Course
Start to pay more attention to the systems around you that are responsible for getting goods and services in the right place at the right time. Observe what happens when they don't work and try to guess what happened. Notice the different ways individuals purchasing goods and services. Start to pay attention when you place orders and how you track orders. Notice implicit and explicit contracts. As you observe supply management in action everywhere, the concepts in this class will become simple to remember.

Special Challenges
If you are challenged in any way -- sight, hearing, mobility, learning, language or other -- please see your instructor so that we may plan together how best to meet those challenges so that your learning opportunities may be as equitable as possible. If you need more time to take exams, you must make those arrangements through the Matthews Center.

Changes to the Schedule or Policies in this Syllabus
There will be changes to this schedule, these assignments, and occasionally to these policies. Such changes will be announced in class and on MyASU, and by email sent to your ASU email account. (REMEMBER, CHANGE IS INEVITABLE).

Cancelled Class
If a class is cancelled or fails to meet without prior notice, the assignment for the first resumed class will be the assignment for the canceled class, whatever that assignment was (including an exam). Adjustments will be announced when the class resumes, as well as through MyASU and email.

Bomb Threats, Fire Drills (BTFD), and other unscheduled interruptions
Should a BTFD occur during an exam, take yourself as quickly as possible to a quiet place such as the library, and **BY YOURSELF, ON YOUR HONOR, COMPLETE THE EXAM.** The exam will be due at the instructor's office, BA 435 or, if the building cannot be entered, in the mall in front of the Student services building, **by 30 minutes past the scheduled ending of the exam.** The extra 30 minutes is to make up for the time required to walk to and from the library. Should a BTFD LASTING LONGER THAN 30 MINUTES interrupt any class in which an exam is not scheduled, the "cancelled class policy" above will apply.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Ch</th>
<th>Due</th>
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<tbody>
<tr>
<td>1</td>
<td>Tu 01/20</td>
<td>Introduction to Course</td>
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<td></td>
<td>Th 01/22</td>
<td>Introduction to Purchasing and Supply Management</td>
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<td></td>
<td>The Purchasing Process</td>
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<tr>
<td>2</td>
<td>Tu 01/27</td>
<td>Introduction to Purchasing and Supply Management</td>
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<td>Team membership</td>
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<td></td>
<td>Th 01/29</td>
<td>The Purchasing Process</td>
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<td>3</td>
<td>Tu 02/03</td>
<td>The Purchasing Process</td>
<td>2</td>
<td></td>
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<td></td>
<td>Th 02/05</td>
<td>The Purchasing Process</td>
<td>2</td>
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<td></td>
<td></td>
<td>Supply Management Integration</td>
<td>4</td>
<td>DQ-Ch2</td>
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<tr>
<td>4</td>
<td>Tu 02/10</td>
<td>Purchasing Policies and Procedures</td>
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<td></td>
<td>Th 02/12</td>
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<td></td>
<td>Supply Management Integration</td>
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<td>5</td>
<td>Tu 02/17</td>
<td>Purchasing and Commodity Strategy Development</td>
<td>6</td>
<td>Team Project Plan</td>
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<td></td>
<td>Th 02/19</td>
<td>Purchasing and Commodity Strategy Development</td>
<td>6</td>
<td>DQ-Ch3/4</td>
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<tr>
<td>6</td>
<td>Tu 02/24</td>
<td>Supplier Evaluation and Selection</td>
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<td></td>
<td>Th 02/26</td>
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<td>DQ-Ch6</td>
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<td>7</td>
<td>Tu 03/03</td>
<td>In class exercise</td>
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<td>Anonymous Peer Review</td>
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<td>Th 03/05</td>
<td>Exam Preparation</td>
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<td>DQ-Ch7</td>
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<td>8</td>
<td>Tu 03/10</td>
<td>Spring Break</td>
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<td></td>
<td>Th 03/12</td>
<td>Spring Break</td>
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<td>9</td>
<td>Tu 03/17</td>
<td>1st Exam</td>
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<tr>
<td></td>
<td>Th 03/19</td>
<td>Supplier management / development</td>
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<td>10</td>
<td>Tu 03/24</td>
<td>Contract Management</td>
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<td></td>
<td>Th 03/26</td>
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<td>Tu 03/31</td>
<td>Purchasing Law and Ethics</td>
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<td></td>
<td>Th 04/02</td>
<td>Purchasing Law and Ethics</td>
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<td>DQ-Ch14</td>
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<td>12</td>
<td>Tu 04/07</td>
<td>Performance Measurement and Evaluation</td>
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<td>Th 04/09</td>
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<td>DQ-Ch15</td>
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<td>Tu 04/14</td>
<td>Purchasing Services</td>
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<td>Th 04/16</td>
<td>Supply Chain Information Systems and Electronic Commerce</td>
<td>18</td>
<td>DQ-Ch19</td>
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<tr>
<td>14</td>
<td>Tu 04/21</td>
<td>Presentations</td>
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<tr>
<td></td>
<td>Th 04/23</td>
<td>Presentations</td>
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<tr>
<td>15</td>
<td>Tu 04/28</td>
<td>Presentations</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Th 04/30</td>
<td>Presentations</td>
<td></td>
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<td>16</td>
<td>Tu 05/05</td>
<td>Course Overview and Exam Preparation – LAST CLASS</td>
<td></td>
<td>Project Report</td>
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<td></td>
<td>Tu 05/12</td>
<td>2nd Exam : For 10:30AM class: 9:50 - 11:40 AM</td>
<td></td>
<td>Peer Review</td>
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<tr>
<td></td>
<td></td>
<td>For 1:30PM class: 12:10 – 2:00 PM</td>
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</table>

* Subject to change! Any changes will be announced in class and posted on the course website.
APPENDIX:

Peer Evaluation:

Each group member will be required to assess each member’s contribution to the group project. An individual’s grade will be affected by the peer weighting that the group member receives from all group members.

Individual grades will be assigned as follows:

- The group project will get an overall group score.
- Each student automatically gets 50% of the group score. This is the auto-subtotal.
- The other 50% is the assessed-subtotal and affected by your peer weighting.
- Your individual project score is the auto-subtotal plus the assessed-subtotal.
- If you do not submit the peer review form (see next page), your peer weighting will be 0.5

Example: Assume your overall group scores is 100, and the peer assessments are:

<table>
<thead>
<tr>
<th></th>
<th>Tim</th>
<th>Jane</th>
<th>Mike</th>
<th>Liz</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim</td>
<td>65</td>
<td>60</td>
<td>60</td>
<td>55</td>
<td>60.0</td>
</tr>
<tr>
<td>Jane</td>
<td>70</td>
<td>65</td>
<td>75</td>
<td>70</td>
<td>70.0</td>
</tr>
<tr>
<td>Mike</td>
<td>40</td>
<td>45</td>
<td>35</td>
<td>40</td>
<td>40.0</td>
</tr>
<tr>
<td>Liz</td>
<td>50</td>
<td>55</td>
<td>45</td>
<td>50</td>
<td>50.0</td>
</tr>
</tbody>
</table>

The denominator ➞ Group Avg.: 55.0

Tim’s peer weighting would be 60/55 = 1.09
Jane’s peer weighting would be 70/55 = 1.27
Mike’s peer weighting would be 40/55 = 0.73
Liz’s peer weighting would be 50/55 = 0.91

Auto-subtotal is (100) x 50% = 50 and the assessed-subtotal is (100) x 50% = 50

Tim’s project score would be: 50 + 50*1.09 = 104.5
Jane’s project score would be: 50 + 50*1.27 = 113.5
Mike’s project score would be: 50 + 50*0.73 = 86.5
Liz’s project score would be: 50 + 50*0.91 = 95.5

NOTE: Your peer assessment will remain confidential, and will not be shared with the group. Your peer average will be made known to you alone, but separate marks will not be disclosed.
Confidential Group Assessment Form

Assessment Date: ___________________________ Team Number: ___________________________

Your Name: ___________________________ Project: ___________________________

Please assess each person in your group according to the guidelines below. Indicate the mark you assign each person in the table below. You can assign marks within the ranges (i.e., you can assign one team member a mark of 64 and another mark of 67).

"This person...
00  ...didn't contribute at all; "who?"
10  ...showed up, but hardly said or did anything."
20  ...participated sporadically in conversation; made no other contribution."
30  ...took part in conversation regularly but did not add significantly to the overall assignment."
40  ...added occasional useful comments but could have done more."
50  ...added useful comments and did a fair, equal proportion of the work."
60  ...did slightly more than the fair share of work."
70  ...suggested most of the ideas or added significantly more than others."
80  ...did much of the work for the project, made most of the insights."
90  ...did close to all the work necessary for the successful completion of this project."
100  ...did all the work, nobody else contributed anything."

Note some things about this scale:
• If everyone did exactly an equal amount, then everyone gets 50.
• It is logically impossible for more than one person to get above 80.
• It is unlikely that everyone will get marks above 70.
• Most of the people will get marks in the 40-60 range.
• It is unlikely that everyone will receive less than 60.
• It is quite possible for more than one individual to receive less than 50.
• It is impossible for everyone to receive less than 50.

<table>
<thead>
<tr>
<th>Team Member Name</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 (myself)</td>
<td>grade=</td>
</tr>
</tbody>
</table>
1 Introduction

1 Introduction to Purchasing 1

2 Operational Purchasing

2 The Purchasing Process 20
3 Purchasing and Supply Chain Organization 63
4 Purchasing Policy and Procedures 99
5 Purchasing as a Boundary Spanning Function 125

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9 Supplier Quality Management 266
10 Supplier and Development: Creating a World-Class Supply Base 297
11 Worldwide Sourcing 329

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15 Managing Contracts 485
16 Purchasing Law and Ethics 518

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17 Managing Supply Chain Inventory 558
18 Purchasing Transportation Services 592
19 Supply Chain Information Systems and Electronic Commerce 624
20 Performance Measurement and Evaluation 659

6 Future Directions

21 Purchasing and Supply Chain Changes and Trends 688
Sample Exam – Fall 2009
SCM 355
Purchasing and Supply Management

Exam II, Spring 2008, Version 2

Student Name: _____________________________

Exam Date: _______________________________

Please answer six (6) of the following eight (8) questions within the space provided for each.
1. Your manager at the medium-sized company where you work has just called you in and asked you to explain why the company should spend its scarce financial resources to develop a supplier measurement system. What do you tell her?

2. Megan is the Director of Procurement for Abercrombie and Fitch (Clothing Company). She was recently asked to assess the company’s policies regarding contract terms. Under what conditions would she assess that short-term contracts are preferable to long-term contracts?
3. Kojak used to be the leaders in the camera industry but has recently fallen behind due to poor supplier agreements made by its buyers. What does the term agent mean? Under what conditions can a purchasing agent be held personally responsible for “abusing” his or her position?

4. Gary, the new Chief Technology Officer of Samsung, presented to the top purchasing directors the structure and operations of the company’s information system. Why should the purchasing department have an understanding of the information system? What could be a danger of NOT keeping up with emerging technology?
5. Intel is faced with trying to control and reduce its indirect spend. If you were responsible for this, would you seek senior executive support before implementing an indirect spend purchasing strategy? Why or why not?

6. Peter recently took over a supplier development program for the Apple Ipod. What are some different types of supplier development and support initiatives Peter should consider? He also doesn’t wish to conflict with other development efforts, so which are the most common to most industries?
7. When Monica took over her position at Ford, she was to develop a purchasing performance program and found they still relied on measures that harmed purchasing's long-term performance objectives. What does this mean? Provide examples of performance measures that might actually result in a negative longer-term effect on purchasing performance?

8. In the wake of recent corporate scandals, Tim was considering a training program involving a purchasing professional code. Should he do this? What is the purpose of a professional code of purchasing ethics?
Description of Team Project
Presentation

- Class participation counts during these looking for whole group participation
- Describe SWOT
- Describe supply management systems
- Describe supply base
- Overview company and supply chain
- Only about 7 slides
- Professional in all aspects

Report

- Use 10+ class concepts with references
- Discuss SWOT
- Discuss supply management systems
- Discuss critical suppliers
- Discuss it's supply chain(s) and objectives
- Intro, body, conclusion
- Professionally written and produced (APA)

Expectations

- Perform SWOT analyses
- Supply management system
- Review the critical suppliers and the
- 2 layers deep
- Identify and depict the supply base at least
- The overall objectives
- Describe supply chain of organization and
- Assessable moderately sized organization that
- Team Project Expectations