

OPSM 3830-004 Operations Management

Thursday 6:30PM to 9:20PM

Room BLB 245

College of Business- University of North Texas

Instructor

Joe Michels, PhD, P.E., C.P.L.
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Teaching Assistant:

To be determined

Textbook and Required Reading

Operations Management, 12th edition, William J. Stevenson, ISBN 978-0-07-802410-8.

The Wall Street Journal—use this link to order your subscription to the Wall Street Journal. www.wsj.com/studentoffer.

Textbook chapters are delineated later in this document. Each student is required to have a subscription to the Wall Street Journal. Students are expected to thoroughly read each edition of the *Wall Street Journal* each day. Class discussion material will come from articles contained in the *Journal*. After filling out your contact information, select the following under the School Information section:

- a. Zip Code= 76201
- b. School= University of North Texas
- c. Referring Professor= Michels, Joseph B.

Prerequisites: DSCI 2710. My assumption is that you know, comprehend, and understand the material that was taught in this class as prerequisite to the class that you are currently enrolled in. We will not “relearn” material that you were taught previously.

Course Description: Operations Management is the management of production emphasizing industrial enterprises; production systems, design and improvement of processes, work methods, physical facilities, both layout and location siting; use of measurements and standards; production planning and control; quality control; budgetary and cost control as well as supply chain management and materials management.

This course utilizes the full suite of classroom learning that the student has achieved up to his/her undergraduate degree matriculation. We will explore, through actual case analysis and hands on learning application, how to successfully analyze business principles in a for profit corporate environment. These same principles also apply to non-profit enterprises.

Strong emphasis is placed on strategic thinking, strategy development and project management to successfully address a challenge that a company possesses. This emphasis is very similar to what the student may experience in his/her initial job assignments. Close and collegial teamwork with other students, class participation and contribution along with Oral and written communication skills will be emphasized during this course, reflecting the expectations of an actual business work environment.

NOTE: Attending all classes IS NOT, REPEAT IS NOT adequate and sufficient reasons or rationale to receive all contribution/participation points. You must be actively engaged in each class session, answer all questioned proffered to you by the professor and be an active, engaged student learner. You are expected to participate and contribute in this class. This requires that you have done your homework, have read the lessons prior to attending class and wish to actively participate in the class by providing new, innovative insight, ideas, counter prevailing theories, etc.

Class Attendance is MANDATORY AND REQUIRED!

Course Objectives

The course provides an introduction to operations management, key processes, relationship analysis between operations management and other business functions, and the strategies and techniques frequently employed to obtain a competitive market share advantage.

Student Learning Outcomes:

Specific objectives for the course include developing an understanding of the:

- Introduce the students to terminology associated with Operations Management (OM)
- To develop the student's understanding of the scope of OM
- To develop the student's understanding of the different functional activities associated with OM
- To explain why understanding productivity is important for managers of organizations
- To explain the strategic importance of product and process design
- To develop, enrich and enhance the student's understanding of various types of production processes
- To explain the importance of capacity planning
- Discuss the advantages and disadvantages of specialization
- To develop the student's ability to use quantitative techniques for decision making
- To develop the student's understanding of basic concepts associated with managing OM activities
- To introduce students to new OM techniques and practices
- To describe the main characteristics of lean systems
- To provide students with the foundational skills necessary to achieve advanced work in OM

Course Format

The course is conducted using a "hybrid-blended format." Classes will be conducted using a combination of discussion, lecture, and in-class case discussions and presentations. Class discussion will cover the assigned chapters, outside readings, and Powerpoint presentations. The lectures will supplement the in-class discussions. Lectures will cover the assigned topic but will not necessarily present the material as covered in the text or readings. Students must be prepared to discuss and/or apply assigned readings and cases. Students will be addressed by name to discuss any of the material assigned for any specific lesson. Thorough preparation is paramount here and is required of each student.

This style is emblematic and representative of a real world working environment. Your supervisor will ask you for suggestions, recommendations, ideas, concepts, thoughts, beliefs on any matter to which you are assigned. You will be expected to answer in a logical, coherent manner with crisp, articulated answers to address the question asked.

Instructional Pedagogy

The instructional pedagogy employed in this course includes, but not limited to the following: Readings, both assigned and researched, case studies, both assigned and researched, lecture, class projects and shared experience discussions.

The didactic methods used in the class include active class discussion involving a modified Socratic form. Students are expected to be fully prepared for class and actively engage in all class discussions. Students will experience a **REAL LIFE** corporate environment, very much like what they may experience in initial job assignments. As such, being fully prepared for each class through reading and review of assigned material, active discussion participation, sharing new ideas and applying those ideas to the topics being discussed is expected of each class member.

Students will be called on, by name, to answer/address a certain point, idea, concept, value that is being discussed. The student is expected to be able to address the question clearly and eloquently which is asked, elucidate upon the question being explored and share new viewpoints, ideas and beliefs with the class.

I am a firm believer in active, participative learning. This is why I like the Socratic method—you must know the material and be able to present a rational and cogent argument to the question which is propounded to you. We will be actively engaged the full class period!

Failure to participate in the class discussion will result in deduction of class participation points. Each student is authorized 2 passes, i.e., the ability to not know an answer and not be penalized. However, this option should be exercised, sparingly, if at all.

Many of the activities that transpire in this class will emulate and replicate those conducted in an operational world business environment. As such, personal student accountability and responsibility may be greater than experienced in previous classes. We will work diligently, there is a lot of material to cover in this class. We will address vast degree of the material contained in the book. Our goal is to have fun, learn new ideas and be ready to successfully apply those skills and ideas the first day in a new position in a real world work environment.

Course Requirements

Individual Assignments (20% of final grade, 2 papers, each counting 10% each of the total grade)

Each student team of two (2) students is required to submit two (2) written papers during the semester. Each paper will be approximately 6 pages in length, 900-1000 words, double-spaced, employ professional business writing skills and be formatted per the guidelines below. The specific format of each paper will be provided, but will be like a memorandum that you would prepare for a corporate officer advocating/articulating a specific position on a particular matter that a new employee may have responsibility. Organizational ability, creativity, rational and robust logic for the position taken by the student will all be factors used in the evaluation of the written product.

The paper that you write will address some article that is contained in the previous weeks *Wall Street Journal* that pertains to the lesson that we are currently studying. You have significant latitude in this paper, as long as it has a correlation to the strategic operations management principles and the lesson that we are currently studying.

The University has a graduate writing laboratory available for all students. I highly recommend that you use this resource to help you write your papers. This laboratory is in Sage Hall, room 152. Use this link to find the lab and get help. Writinglab.unt.edu. There is nothing wrong with seeking help. **Be advised, the writing lab is NOT designed to write your paper for you. It is designed to HELP you write and turn in a graduate quality product. DO NOT expect the writing lab staff to do your work. That is your job. This is just another tool available to you that you pay for to help you turn in the best available student artifact.**

Strong **attention to detail** is required in all student artifacts. This cannot be over-emphasized—**strong attention to detail is extremely important**. Careful proof reading is expected on all written products that the student develops in

this class. Said another way, think of it as writing a paper to the company president. Remember, you only get one chance to make a positive first impression. Don't blow it.

Each student will receive the same grade on the paper. Finding a good, collaborative partner is your decision, not mine. At this level of matriculation in your collegiate experience, I expect that any differences between members can be amicably resolved without any faculty intervention.

Midterm /Final Examinations (48% of grade, mid-term examination is weighted at 25%, final exam is weighted 23%)

Each examination will be a written examination inclusive of all material assigned and covered in the text book, supplemental reading material as well as all class lectures. The format may be essay in format, demonstrating knowledge, understanding, application of all principles discussed in class. Some part of the examination will be multiple choice while other parts will be short answer.

Each examination will be 2 hours in length, essay style, written in a Blue Book. The student is required to develop and frame a rich, robust answer addressing each question proffered on the examination. Robust, critical strategic thinking is paramount in answering this type of examination.

Each examination will contain a series of questions. Some questions may require calculations. You will be required to bring your own calculator to perform these calculations. Calculation type questions are more concerned about higher order learning, logic, reasoning and thinking skills than “mechanical plug and chug” factors into an equation. Although you may be required to perform some calculations, the crux of the question(s) will be on the import and significance of the data. You will need to bring and use graph paper and a mathematical calculator to perform some calculations.

Exact exam format and student requirements will be explained prior to the examination. Examinations will be open book with essay answers written in a “Blue Book.” The “Blue Book” requires the student to frame his/her answer in a cogent/precise manner which addresses the question asked while at the same time constraining the answer to the topic addressed.

You are allowed to use your book for each exam. In other words, this is an examination in which you can use your book to refer to various formulae that we have learned in class.

DO NOT be lulled into a false sense of complacency because you are are allowed access to your textbook. This is no different than the Professional Engineering examination where you are allowed to bring as many books as you deem necessary to answer examination questions. You will need to know, comprehend and understand all of the material in the book. Being able to address the critical thinking questions at the end of each chapter as well as having master proficiency in being able to work the problems, and then clearly understanding what the data is telling you is important. You will NOT have enough time to “teach yourself the test material” during the testing period.

No computers will be allowed to be used on either examination. If you elect to use a computer for class, that is fine, however, you will NOT be able to use a computer when taking each examination. Be forewarned on this matter now, you may have to find a book to borrow from a friend, NOT A CLASSMATE, when taking each examination.

While I do not present a “test review” like some professors, you will find that the tests I use are similar in content and context to the questions at the end of each chapter. If you know, understand and identify with each question, you should have no difficulty successfully taking each examination. We will discuss this more in class.

Class Participation and Attendance (16% of grade)

- Learning cannot transpire if the student is not actively engaged in the class participation process. Each student is expected to attend and actively participate in all class sessions.

- If a medical emergency transpires during the class session which precludes a student's attendance, a note from a licensed medical provider is required to document the illness. This is no different than what is expected in today's modern corporate world.
- **Attendance is REQUIRED for this class.**

MS-EXCEL CERTIFICATION (10 unweighted points for passing, 0 points for failing)

Our industry partners have emphasized the need for our students to have spreadsheet skills and initial proficiency. The COB has a new initiative to certify all COB students in MS-Excel at **NO COST** to the student. In this semester of this initiative, all DSCI 3870, ECON 4140, LSCM 3960 and OPSM 3830 courses are incorporating certification as part of the course grade. Fine tune your Excel skills using Gmetrix software and after you have completed the training, you will be able to reserve a time slot to complete your certification testing at the Sage Testing Center during the week of 2 April. Additional details will be provided to you during class.

In our class, the way this will work is that you will receive the 10 unweighted points for **PASSING** this examination. The minimum passing score is 70%-- if you receive a score of 70% or higher, you will earn 10 points. Conversely, if you earn less than 70% on the final certification exam, you earn 0 points. This is **EXACTLY** how many professional certification and licensing exams work.

If you have already certified in MS-Excel at level 1, you will be required to certify in level 2. If you have earned certification in both levels 1 and 2 in MS Excel, you will have the option to certify in another MS product. I suggest that you certify level 1 in Power Point—however, that decision is up to you. If you have any questions, I will be happy to address those with you.

This requirement is **EXACTLY** what is expected when you enter the world of work. Job related expectations are identified when you are hired and you are given a certain amount of time to complete those expectations, recognizing that failing to attain the necessary skill, license, certification could place your job in jeopardy. Here, failing to successfully take the test and pass will prevent you from earning the awarded 10 unweighted points.

You may take this test as many times as you see fit in order to earn a passing score. **HOWEVER**, the College of Business will only pay for 2 attempts. I am told that each attempt costs about \$100, so unless you have lots of extra money, you need to study hard and successfully pass while the COB is paying for it. If you elect to test more than 2 times, each successive time, the cost, I am told, is somewhat greater than \$100 for each attempt. No reason to spend your money when the COB is paying for you to earn this certification—at least that is my sense of this.

You should tackle this as a “One and Done” type of exercise. Study and practice to take the test one time and be done with it. There is no stigma for taking the test multiple times, however, focused, dedicated efforts the first time always result in better test scores.

Elevator Speech Interview (6 points, unweighted)

You will present an “elevator speech” to prominent business community leaders in the DFW metroplex. This is the oral communications component of this class. The business leaders will come to class, you will come to the front of the class and visit with them, just like you are in an elevator! This is a fun component, emphasizing oral communication skills. The business leaders enjoy this also. You may get to meet some leaders who are seeking someone like you for a new position.

Grading

- No extra credit or make up work is offered.
- Grammar, spelling, formatting errors will decrease the grade earned on each written work product up to 65% of the grade.

- All assignments must be turned in by the specified date, at the beginning of class or as mentioned in the schedule of classes contained in this syllabus.
- **Late assignments** are subject to a 75% grade reduction. No late assignments will be accepted after the final scheduled class session.

Course Grading

Student Artifact	Weight of Artifact on Final Grade
Written papers 1,2	10% each, 20% of final grade
Mid Term Examination	25%
MS Excel Certification	10 points for passing, 0 points for failing
Final Examination	23%
Attendance/Individual Contribution	16%
Interview skills-oral presentation in class	6 points
Total	100%

Student Total Point Accumulation	Course Grade Earned
90–100	A
80-89	B
70-79	C
60-69	D
<60	F

There is no rounding of any grades in this course. Grade points earned equal grade points awarded. A student that has a cumulative point total of 89.9 will earn a B in the class. I DO NOT round up or down—this is the same way it is in the real world. Do NOT ask or wish to argue on this point. I am willing to have a caucus on general matters, however, the grade you earn is YOUR GRADE—YOU are the one who determines which grade you earn.

Course Schedule—Spring Semester 2018

This schedule will be adhered to the maximum extent possible. In some instances, “field adjustments” may be required to adapt to changing field conditions! I will try to inform you as early as possible if changes are necessitated by my travel schedule or other exigencies which may occur.

Date	Reading Assignment	Topic in Text Book	Student Artifact to be submitted for grading	Dress Requirement	Student Project Progress Check
January 18, 2018	None—Wall Street Journal, appropriate chapter in book	Administrative matters, Review of Syllabus to understand course expectations, Chapter 1 and 2—Introduction to Operations Management, Competitiveness, Strategy and Productivity		School Clothes	
January 25, 2018	WSJ	Chapter 3- Forecasting		School Clothes	
February 1, 2018	WSJ	Chapter 4— Product and Service Design		School Clothes	Student Team Progress Check #1
February 8, 2018	WSJ	Chapter 5- Strategic Capacity Planning		School Clothes	
February 15, 2018	WSJ	Chapter 6— Process Selection and Facility Layout	Paper 1	School Clothes	
February 22, 2018	WSJ	Chapter 7- Work Measurement and Design		School Clothes	Guest Instructor this class—Dr. Michels is out of town.
March 1, 2018	WSJ	Chapter 8- Location Planning and Analysis		School Clothes	Student Team Progress Check #2
March 8, 2018	MID TERM EXAMINATION	Chapters 1-2-3-4-5-6-7-8 will be on exam.		School Clothes	
March 15, 2016	Spring Break	No Classes			
March 22, 2018	WSJ	Chapter 9 Management of Quality, Chapter 10, Quality Control		Business Casual	

Date	Reading Assignment	Topic	Student Artifact to be submitted for grading	Dress Requirement	Student Project Progress Check
March 29, 2018	WSJ	Chapters 13—Inventory Management	Paper 2	Business Casual	
April 5, 2018	WSJ	Chapters 14—JIT and Lean		Business Casual	
April 12, 2018	WSJ	Chapter 16-Schedling		Business Casual	
April 19, 2018	WSJ	Chapter 17—Project Management		Business Casual	
April 26, 2018		Elevator Interviews		Business Casual/professional	
May 3, 2018		Review of class material		School Clothes	
May 10, 2018	FINAL EXAMINATION			School Clothes	

Ethical Student Behavior and Classroom Comportment

Ethical conduct of business professionals is a matter that has reached significant proportions in the past several years. Each student in this class should be familiar and knowledgeable of the guidelines for academic honesty as defined in the University of North Texas Student Guidebook. Any form of dishonesty, including but not limited to cheating, deception, betrayal, defrauding, defalcation, lying, plagiarism, expropriation, infringement, imitation, stealing, copying is illegal, immoral and dishonest.

Plagiarism as used in this syllabus includes, but is not limited to the following:

- A. The use of any unauthorized assistance in taking quizzes, tests or examinations.
- B. Dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments.
- C. The acquisition, without permission, of tests or other academic material belonging to a faculty member or staff member of this university.

Any student found to engage in any form of unethical student behavior will receive a grade of “F” in the course and be immediately referred to the Dean of Students/ Office of Student Conduct for disciplinary action which may include expulsion from the University. The university academic integrity policy can be reviewed at <http://vpaa.unt.edu/academic-integrity.html>.

Business ethics and integrity are a “big deal” in the world today. There is no reason to cheat, deceive, lie, steal, copy or in any other form or fashion try to illegally enhance your classroom performance.

American with Disabilities Act

The College of Business Administration complies with the American with Disabilities Act in making reasonable accommodation for qualified students with a documented disability. If you possess a documented disability, as defined in

the American with Disabilities Act and need accommodation, If you believe you have a disability requiring an accommodation, please contact Disability Services for Students at 940-565-4323 or visit the website: <http://disability.unt.edu>. No accommodations will be provided to students unless they are registered with the Disability Services for Students.

Classroom Comportment and Etiquette

Students preparing to enter the world of work are expected to exhibit a high sense of business professionalism, bearing comportment and proper business etiquette. An old football saying that many coaches have used is “Practice as you play.” Using that homily as a foundational backdrop, the following rules will be followed in this class:

- A. **No cell phones or cameras are allowed during class.** Nothing is more important than the class that you are paying to attend. All cell phones are expected to be turned OFF when you enter the classroom. Ringing cell phones (as well as twittering) are an insult to the professor and a reflection of non-existent manners on the part of the student.
 - a. Any phones that are ringing or used for any purpose during class will be immediately confiscated and returned to the owner upon completion of the final examination—NO EXCEPTIONS.
 - b. Uses of cameras or scanning devices in the classroom are distracting and prohibited.
- B. Use of computers is allowed during class.
- C. No wearing of hats, headgear or sunglasses is allowed in class. This is a business class and you are being prepared to enter the work world.
- D. A professional dress code is attached to this syllabus. We will discuss this matter in class, however, for certain events; you will be expected to conform to the dress code as defined in the attachment to this syllabus.
- E. Plan on being in your seat as class begins. In some instances, a student may have to leave early. This should be an exception only.
- F. The class is scheduled for 3.0 hours. The class will take breaks to use the restroom, check cell phones, etc. However, each student should plan on being in attendance for the full time period of the class.

Written Documentation Standards

All written work in this class shall be typewritten and shall conform to the following standards:

MS WORD Documents

- .7 inch borders, top, sides, bottom
- Georgia Font, Size 11
- White paper
- Double spaced pages
- All pages stapled in upper left hand corner
- Header
 - All pages numbered in “x of y page” format
 - Title of paper
 - Name of author
 - Class title
 - Date of paper
- **Use this format exactly! Use size 9 font, Georgia. This is an attention to detail step—there is a reason why your paper is to be formatted this exact way. Failure to follow this format will result in a 15 point automatic deduction—this is ATTENTION TO DETAIL. See the format on this syllabus header. That is my expectation.**

MS Excel Documents

- Strong user discretion in this document, business creativity encouraged

- Easy to read and interpret
- Font size at least size 10

MS PowerPoint

- Strong user discretion in this document, business creativity encouraged
- Easy to read and interpret
- Font size at least size 10
- Background colors and script to be easily read
- Use of all features, i.e., animation, video, etc. is encouraged

Communication Standards

Communication skills, both written and oral are primary skills that employers seek in today's business school graduates. Each student will be required to make oral presentations to the class. This is one of the most stressful requirements for many individuals, however, is expected of the successful business school graduate.

In order to fulfill this requirement, we will have "elevator speeches" presented to business people in the community. The program will work like this—we will have some prominent business people attend class. You will come up front, just like being in an elevator and try and develop a conversation with the business people. Really, what this is, is your 2 minute "elevator speech" that you should be able to present to anyone as you seek a new job opportunity! Now, the elevator may go up only 2 floors, or, it may go to the top of the 55 story building—the idea being, that the longer time you are in the elevator, the more information you can share with the business leader. This is a fun project—previous classes enjoyed the time with senior business leaders—and the senior business leaders enjoyed being with students. This may allow you to present your resume to a business leader who is seeking a new employee. This requirement also fulfills AACSB accreditation requirements for oral communication skill development.

These are learning opportunities and are to be considered as such. At this level of the student's college matriculation, the student should have successfully completed at least one (1) or more public speaking classes. If not, the student will still present to the class. Constructive feedback will be provided as necessary.

Public speaking is a learned skill that comes with practice. This is a skill that will set you apart from the rest of your colleagues in the professional sector. Good public speakers are easily recognized! We wish to help you become recognized.

Written communications is important today also. Specific standards for each writing assignment will be provided to the student prior to the beginning of the writing assignment. Corporate business leaders today expect students to be able to write in a crisp, persuasive style which communicates cogent and salient points on the particular matter at hand.

Graduation Status

Students who are taking this class to fulfill graduation requirements will want to ensure that their graded academic performance in the class does not preclude their successful matriculation and final graduation. A student that earns a grade that precludes he/she from matriculation/graduation will be required to take additional class(es) necessary to comply with university graduation requirements. Said another way, earning a grade in this class that precludes you from successful graduation is a student responsibility, not a university or professor responsibility. Selling your car, all of your personal effects, and having a one way return ticket to your home town is something that you will want to carefully plan. Taking part in commencement ceremonies and then finding out that your academic record is insufficient to permit graduation is a student responsibility.

Association To Advance Collegiate Schools of Business (AACSB) Standards Compliance

This class syllabus conforms to the following AACSB Standards for professional accreditation:

- A. Standard 9—Curriculum Content
- B. Standard 10—Student-Faculty Interaction
- C. Standard 11—Degree Program Educational Level, Structure, Equivalence
- D. Standard 13—Student Academic and Professional Engagement

PERSONAL APPEARANCE—DRESS CODE

These standards come from a major banking institution in the Dallas-Fort Worth Metroplex. This is the expectation of all employees working in the bank—from the teller to the bank office support staff to the President and Chief Executive Officer of the bank. These standards are provided to you for knowledge and reference—we will employ them during the class duration.

School clothes are those clothes that a student normally wears to class. Business Professional and Business Casual clothes are defined in the table below.

Professional appearance and dress appropriate for the work environment and position are expected of all employees. Following are the guidelines to be used in determining professional appearance.

FEMALE – Business PROFESSIONAL October 1 – Memorial Day	FEMALE – Business CASUAL Memorial Day – September 30
Suits	
Pantsuits: -coordinating dress pant and jacket -nice sweater set and slacks -dress blouse and slacks	
Slacks -dress slacks	Slacks -docker style or twill slacks that have been pressed or starched
Capris -only if they appear as coordinated business suit -not shorter than mid-calf -must project professional image -not stretch or tight fitting	Capris -prefer coordinated business unit

<p>Blouses</p> <ul style="list-style-type: none"> -dress blouse -nice sweater set -should not be revealing in any way -must cover all areas when sitting, standing, or bending 	<p>Blouses</p> <ul style="list-style-type: none"> -sleeveless blouses must cover all under garments and be at least three inches in shoulder width
<p>Dresses/Skirts</p> <ul style="list-style-type: none"> -hemlines should be on the conservative side of the current style -not shorter than two inches above the middle of the knee 	
<p>Hosiery</p> <ul style="list-style-type: none"> -optional 	

<p>MALE – Business PROFESSIONAL</p> <p>October 1 – Memorial Day</p>	<p>MALE – Business CASUAL</p> <p>Memorial Day – September 30</p>
<p>Suit coat or sport coat</p> <ul style="list-style-type: none"> -always available and worn when necessary 	
<p>Slacks</p> <ul style="list-style-type: none"> -fit appropriately, not too tight or baggy 	<p>Slacks</p> <ul style="list-style-type: none"> -docked style or twill that have been pressed or starched
<p>Shirt</p> <ul style="list-style-type: none"> -long sleeve 	<p>Shirt</p> <ul style="list-style-type: none"> -shirts with collars (golf shirts, short sleeve and long sleeve shirts) -mock turtlenecks

	<ul style="list-style-type: none"> -printed shirts must be conservative in style -wild prints not allowed
Tie	

Always Applicable	Always Unacceptable
<p>Shoes</p> <ul style="list-style-type: none"> -must promote safety and be appropriately polished/maintained -dress sandals or dressy open toe shoes are allowed 	<p>Clothing:</p> <p>Denim (only when permitted at management’s discretion for special events)</p> <p>T-Shirts</p> <p>Any dress/outfit/shirt of extreme style, fashion, or wild print</p> <p>Recreational Clothing (sweats or wind suits)</p> <p>Revealing or tight fitting garments (leggings or stretch pants)</p> <p>Clothing or jewelry that could be hazardous around equipment</p> <p>Shoes:</p> <ul style="list-style-type: none"> - Tennis Shoes - Flip Flops - Casual Sandals - Clogs
<p>Body Piercing</p> <ul style="list-style-type: none"> -traditional ear piercing for women is allowed -one toe ring per individual 	
<p>Tattoos</p> <ul style="list-style-type: none"> -visible tattoos must be covered 	
<p>Hair</p> <ul style="list-style-type: none"> -must be clean and neat -hair color should be conservative -facial hair (beards, sideburns, and mustaches) must be neatly trimmed 	

	<ul style="list-style-type: none">- Open style casual shoes- Excessively high or spike heels- Steel heels- Toe plates <p>Body piercing, except the traditional ear piercing for women</p>
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- Business Professional (October 1 – Memorial Day)
 - Monday through Thursday – Business Professional
 - Friday – Business Casual
 - Saturday – Business Casual (Jeans appropriate for the workplace are acceptable. Must be clean, neatly pressed with no holes, tears, or frayed edges).

- Business Casual (Memorial Day through September 30)

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ORAL PRESENTATION FEEDBACK

Grade

Student/Group Name(s) _____	Date _____
Course _____	Assignment _____

Content

<ul style="list-style-type: none"> -Presentation content clearly follows the written paper upon which it is based (if applicable) -Topic is relevant and addresses assignment specifications -Content presented is comprehensive, accurate, and believable -Key points are noted -Topic is researched adequately 	
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Organization/Structure

<ul style="list-style-type: none"> -Presentation is well-organized, clear, and effectively structured -If this is a group presentation, it is integrated rather than being a disjointed series of individual presentations -There is an introduction to gain the audience's attention and explain the purpose of the presentation 	
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Style/Presentation/Appearance

<ul style="list-style-type: none"> -Dress and grooming are appropriate to the setting -Non-verbal cues/gestures are appropriate to presentation and flow of ideas -Content knowledge/confidence are evident -Time was used well/not rushed 	
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Use of Visual Aids

<ul style="list-style-type: none"> -Visual aids are used where appropriate -Visual aids are appropriately professional given the presentation's context -They are easy to see/read -Media are used correctly--i.e., overheads, videos, computer generated slides, charts, etc. -Visual aids contribute to the overall effectiveness of the presentation 	
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Audience Participation

<ul style="list-style-type: none"> -The presenter(s) involved the audience and solicited feedback -Questions from the audience are effectively addressed and answered correctly 	
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Adherence to Time Limit

<ul style="list-style-type: none"> -The presenter(s) stayed within the allotted time limit (Failure to do so may result in a <i>deduction</i> of points) 	
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WRITTEN ASSIGNMENT FEEDBACK

Grade

Content/Development 50%

<p><u>Subject Matter:</u></p> <ul style="list-style-type: none"> • All key elements of the assignment are covered in a substantive way • Content is comprehensive/accurate/persuasive • Displays an understanding/application of relevant theory • Major points supported by specific details/examples/analysis • Research is adequate/timely 	
<p><u>Higher-Order Thinking:</u></p> <ul style="list-style-type: none"> • Writer compares/contrasts/integrates theory/subject matter with work environment/experience • At an appropriate level, the writer analyzes and synthesizes theory/practice to develop new ideas and ways of conceptualizing and performing 	

Organization 20%

<ul style="list-style-type: none"> • The introduction provides sufficient background on the topic and previews major points • Central theme/purpose is immediately clear • Structure is clear, logical, and easy to follow with effective transitions • Organization supports development of the central theme • Conclusion/recommendations follow logically from the body of the paper 	
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Style/Mechanics 30%

<p><u>Format--10%</u></p> <ul style="list-style-type: none"> • Follows APA format guidelines • Sources properly cited • Paper is laid out effectively, uses headings and other reader-friendly aids • Paper is neat, shows attention to detail <p><u>Grammar/Punctuation/Spelling--10%</u></p> <ul style="list-style-type: none"> • Rules of grammar, usage, punctuation are followed • Spelling is correct <p><u>Readability/Style--10%</u></p> <ul style="list-style-type: none"> • Sentences are complete, clear, and concise • Sentences are well-constructed with consistently strong, varied structure • Transitions between sentences/paragraphs/sections help maintain the flow of thought • Vocabulary is precise and unambiguous • The tone is appropriate for the assignment 	
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Comments

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