

Application for a New Course

Course ID <i>Subject and Number</i>	BUSA 652
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Don Pope/Brad Crisp
2	Course Teacher	Don Pope
3	Course Title	Operations and Information Technology Management
4	Course Abbreviation (if title is over 30 characters)	Operations and IT Management
5	College	College of Business Administration
6	School/Department	Management Sciences
7	Number of Credit Hours	3.0
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	N/A
11	Maximum number of hours credit	3.0
12	Explanation for variable credit	
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	40
13g	Course contact hours - Colloquium	
13h	Course contact hours - Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours -	

	Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	The process of managing operations and information technology to achieve organizational goals. Topics include product and service delivery; systems to support business functions; ethical issues related to technological, data, and personnel resources; and techniques for effectively deploying these resources.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	N/A
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	As needed
23a	How often will it be offered? Spring	As needed
23b	How often will it be offered? Summer	As needed
23c	How often will it be offered? Fall	As needed
24	Frequency?	
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog.</i>	Spring 2-2016
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	N/A
27	Is this course required	Yes

	for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	N/A

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course is required for the MBA degree plan.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This is one of the core courses being developed for the new MBA program.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate students in the MBA program.
2	State the overarching course goal(s) in performance terms.	Each student should be able to: 1. Apply operations management concepts including overall process and supply chain design to maximize value to customers and satisfy stakeholder requirements. 2. Evaluate potential benefits and issues with enterprise systems and other technologies that impact decision making, operational processes, and ultimately value to customers. 3. Work collaboratively to plan projects for the design and deployment of

		operational processes and technologies to support strategy and improve organizational performance. 4. Recognize and propose mitigations for the ethical and sustainability concerns related to operational processes and supporting technologies.
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2. Competencies and Measurements

Course Competency	MBA Program SLOs	Measurements (see more detailed assignments in syllabus)
1. Apply operations management concepts including overall process and supply chain design to maximize value to customers and satisfy stakeholder requirements.	SLO 2.1: Students will effectively apply strategic tools to position their organizations for a changing marketplace. SLO 2.2: Students will design and deploy organizational processes and technologies to improve organizational performance. SLO 3.1: Students will utilize organizational practices and tools to collect, analyze, interpret, and use data to make decisions across a wide array of topics.	Evaluation and Application Assignments Case Analysis Assignments
2. Evaluate potential benefits and issues with enterprise systems and other technologies that impact decision making, operational processes, and ultimately value to customers.	SLO 2.1 SLO 2.2 SLO 3.1	Evaluation and Application Assignments Case Analysis Assignments
3. Work collaboratively to plan projects for the design and deployment of operational processes and technologies to support strategy and improve organizational performance.	SLO 1.3: Students will employ teams and cooperative efforts inside and outside organizations to achieve desired outcomes. SLO 2.2	Project Management Assignments

4. Recognize and propose mitigations for the ethical and sustainability concerns related to operational processes and supporting technologies.	SLO 4.2: Students will understand and apply their personal ethical framework to business decisions.	Evaluation and Application Assignments Discussion Questions
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3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Books

Meredith, J. & Shafer, S. (2012). *Operations management for MBAs, fifth edition*. John Wiley & Sons, Inc., United States.

Gallaughier, J. (2015). *Information systems: A manager's guide to harnessing technology*, v. 4.0. Flat World Education, Inc., United States.

Articles

[Is mass customization nearing its tipping point?](#)

[Beyond Automation \(ACU Library Link\)](#)

[Optimizing your Digital Business Model](#)

[Accelerating the Digitization of Business Processes](#)

[The Magic Bullet Theory in IT-Enabled Transformation \(ACU Library Link\)](#)

[Manufacturing's Next Act](#)

[Apple and Google Race to See Who Can Kill the App First](#)

[Leading Virtual Teams](#)

[How to Manage Virtual Teams \(ACU Library Link\)](#)

[Vision Statement: Why Mumbai at 1 PM Is the Center of the Business World](#)

[Building Your Information Systems from the Other Side of the World: How Infosys Manages Time Zone Differences](#)

[The Internet of Things and the Future of Manufacturing](#)

[The Amplified Enterprise: Using Social Media to Expand Organizational Capabilities](#)

[The Transparent Supply Chain \(ACU Library Link\)](#)

[The Great Decoupling \(ACU Library Link\)](#)

[When Your Boss Wears Metal Pants \(ACU Library Link\)](#)

Videos

[Randy Pausch Lecture: Time Management](#)

[Globalization](#)

[What in the World: End to globalization?](#)

[Why H&M Costs More Than You Think](#)

Presentations

3D Printing Overview presentation

2. For combined undergraduate/graduate courses, make two lists:
 - a. full publication information; label Undergraduate.
 - b. full publication information; label Graduate. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	School/Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2

	9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
	10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Program/School

Brad Conis
MBA Program Director

2/25/16

Date

same
Assistant Dean of the School

Date _____

Cross-listing Department *Add more lines if multiple departments are cross-listing*


Mgmt Sci Dept. Chair

2/25/16
Date

Bred Conn
COBA Associate Dean

2/25/16

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: BUSA 652

Course Title: Operations & Information Technology Management

1. Program Curriculum Committee and/or College Academic Council Review & Recommend: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Recommend ☒ Do not recommend ☐

Bruce Criss 2/25/16
MBA Program Director Date

Recommend ☒ Do not recommend ☐

David Parker 2-25-16
COBA Academic Council Date

Recommend ☒ Do not recommend ☐

Jaime Loff 3/1/2016
CGPS Academic Council Date

2. Academic Council Action:

Recommend ☐ Do not recommend ☐ _____

3. Vice President of Academic Affairs Action: (for all courses)

Approved ☐ Denied ☐

Vice President of Academic Affairs Date

Attach notes, comments, or conditions from appropriate councils:



BUSA 652 Operations and Information Technology Management

Lead Teacher: Name 1
Facilitator(s): Name 2
Name 3

Email: @acu.edu
Email @acu.edu

Mission

Abilene Christian University (ACU)

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. This mission is achieved through:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society;
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

ACU College of Business Administration (COBA)

The mission of ACU's College of Business Administration is to glorify God by creating a distinctively Christian environment in which excellent teaching, combined with scholarship, promotes the intellectual, personal, and spiritual growth of business students, and educates them for Christian service and leadership throughout the world.

ACU Master of Business Administration (MBA)

The mission of the Master of Business Administration program is to prepare business professionals for administrative roles that call on them to demonstrate ethical management and decision-making skills informed by principles of Christian vocation. This is accomplished through equipping business leaders to:

1. Practice effective leadership of themselves, their teams, their organizations, and their external constituents;
2. Lead organizational innovation efforts through effective integration of strategy with appropriate organizational processes and technologies;
3. Engage in data-informed decision-making; and
4. Make ethical decisions informed by values and goals that are consistent with relevant laws and Christian principles.

Course Overview

Course Description and Prerequisites

The process of managing operations and information technology to achieve organizational goals. Topics include product and service delivery; systems to support business functions; ethical issues related to technological, data, and personnel resources; and techniques for effectively deploying these resources. (Required course for all MBA students. Assumes knowledge of basic statistics.)

Integration of Christian Faith & Ethics

The effective management of operations and information technology can have a tremendous impact on the success of a business and achieving organizational goals. However, business success and profit are not the only considerations for a responsible Christian. In this course students will have the opportunity to apply principles of

Christian faith and ethics as they consider issues such as pollution, resource depletion, climate change, and the health and safety of workers and consumers. They will also discuss the application of Christian values in the design of technology to maximize the blessings in people's lives while mitigating the potential negative impacts.

Course Competencies

As outcomes of the course, each student should be able to:

1. Apply operations management concepts including overall process and supply chain design to maximize value to customers and satisfy stakeholder requirements.
2. Evaluate potential benefits and issues with enterprise systems and other technologies that impact decision making, operational processes, and ultimately value to customers.
3. Work collaboratively to plan projects for the design and deployment of operational processes and technologies to support strategy and improve organizational performance.
4. Recognize and propose mitigations for the ethical and sustainability concerns related to operational processes and supporting technologies.

Required Textbooks & Course Materials

Gallaugh, J. (2015). *Information systems: A manager's guide to harnessing technology* (4th ed.). Washington, DC: Flat World Knowledge. (ISBN 978-1-4533-7281-4)

Meredith, J.R. & Shafer, S.M. (2012). *Operations management for MBAs* (5th ed.). Hoboken, NJ: John Wiley & Sons, Inc. (ISBN 978-1-118-36997-5)

Assignments and Grading

Assignments (100 points possible; see Canvas for more detailed descriptions)

1. Evaluation and Application Assignments
 - a. Organizational Focus Assignment (5 points)
 - b. Process and Technology Evaluation Assignment (10 points)
 - c. Emerging Technology Evaluation Assignment (5 points)
 - d. Assessing Quality Issues Assignment (5 points)
 - e. Process Capability Application Assignment (5 points)
 - f. Cause & Effect Application Assignment (5 points)
2. Case Analysis Assignments
 - a. Zara Case Analysis Assignment (10 points)
 - b. Amazon Case Analysis Assignment (15 points)
3. Project Management Assignments
 - a. Project Management Assignment Part 1: Project Concept Proposal (5 points)
 - b. Project Management Assignment Part 2: Project Plan and Assessment of Benefits, Costs, and Risks (20 points)
4. Discussion Questions (15 points)

Alignment of Assignments with Course Competencies and Program Student Learning Outcomes

Course Competency	MBA SLOs	Measurement(s)
1. Apply operations management concepts including overall process and supply chain design to maximize value to customers and satisfy stakeholder requirements.	SLO 2.1: Students will effectively apply strategic tools to position their organizations for a changing marketplace.	Evaluation and Application Assignments
	SLO 2.2: Students will design and deploy organizational processes and technologies to improve	Case Analysis Assignments

	organizational performance. SLO 3.1: Students will utilize organizational practices and tools to collect, analyze, interpret, and use data to make decisions across a wide array of topics.	
2. Evaluate potential benefits and issues with enterprise systems and other technologies that impact decision making, operational processes, and ultimately value to customers.	SLO 2.1 SLO 2.2 SLO 3.1	Evaluation and Application Assignments Case Analysis Assignments
3. Work collaboratively to plan projects for the design and deployment of operational processes and technologies to support strategy and improve organizational performance.	SLO 1.3: Students will employ teams and cooperative efforts inside and outside organizations to achieve desired outcomes. SLO 2.2	Project Management Assignments
4. Recognize and propose mitigations for the ethical and sustainability concerns related to operational processes and supporting technologies.	SLO 4.2: Students will understand and apply their personal ethical framework to business decisions.	Evaluation and Application Assignments Discussion Questions

Grades

A=90-100, B=80-89, C=70-79, D=60-69, F=0-59 points.

General Writing Expectations

(Adapted from Dr. Cole Bennett, Director of the ACU Writing Center, used with permission)

- **An excellent paper (A)** will adhere carefully to the prompt; be on-topic with the appropriate scope, length, and formatting; match the rhetorical task of the assignment; and be virtually flawlessly edited.
- **A good paper (B)** will approach the *excellent paper* guidelines, but may have too limited a scope or fall short of editing, logical sequencing, elaboration of ideas, or well-suited research.
- **An adequate paper (C)** is a readable attempt toward answering the prompt, but lacks sufficient development.
- **Sub-standard papers (D and F)** fall short of acceptable business and professional standards. At the professor's discretion, the student may be given the opportunity to revise and resubmit for half credit.

Academic Policies

Faculty Roles [For courses taught by a lead teacher and facilitator – delete section if only one professor]

A lead teacher and a facilitator will guide you through this course. Each is available to you by email and, if necessary, by phone. The facilitator addresses your day-to-day needs within the course and is your primary contact person. The lead teacher is assigned to multiple sections of the course and works in a supervisory role. Please direct all questions and issues to your facilitator; however, you may contact your lead teacher if a situation arises in which you have not gotten a response from the facilitator with 48 hours.

Engaged Learning in an Online Format

This online course invites students into a community of engaged learners. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management

System). We expect students to log in to the course frequently (at least 5 days per week), master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium. Weekly individual assignments will allow students to demonstrate mastery over the course outcome and competencies. Weekly readings and discussion boards will allow students to do what advanced practitioners do: Question the material, reflect on application, note areas of interest, respectfully challenge each other, and discover connections to other readings.

Initial posts on discussion questions are due no later than 11:59 pm Central time on the stated due date. Appropriate posts are concise, focused, substantive, well-reasoned, and cite readings that support arguments or opinions. Unless stated otherwise, each student must respond to the posts of at least two other students within 48 hours of the initial post deadline.

Assignment Due Dates

Please refer to the Canvas LMS for specific assignment and reading due dates. All deadlines are set for 11:59pm Central time and will occur on Tuesday, Thursday, Saturday or Monday. Any submission received after 8:00am Central time of the day following the deadline will incur an automatic 30% deduction; any submission not received within 1 week of the deadline will receive a zero. Required follow-up to a discussion question is due within 48 hours of the initial post deadline. If you are having difficulty completing an assignment on time, please consult with your course facilitator immediately.

Incomplete Policy

ACU Online policy states that all required work for an online course must be completed within the time framework established by that particular course's assignment calendar. Neither the facilitator nor the lead teacher is allowed to enter a grade of "Incomplete" for any student.

No grade of Incomplete will be given as a final course grade. A student will receive the grade earned at the conclusion of the course. In extreme circumstances, the student may request additional time to complete course assignments from the lead teacher. This request must be submitted in writing during the course term. The request must include the circumstances that have led to the necessity of the requested extension, along with a detailed plan of action which outlines how each assignment will be completed and proposes a date of completion. This request must be received by the lead teacher before the final day of class. In the rare situation that the request is approved, a submission date will be set by the lead teacher. At the agreed time, the submitted assignments will be graded, and if appropriate, the course grade will be changed.

Adults with Disabilities

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or email our compliance coordinator, Scott Self, at jss00c@acu.edu.

Questionable Materials

Occasionally, Abilene Christian University course designers and professors will include readings or audio-visual materials in courses that some individuals might deem offensive or questionable. The selection of activities, readings, and media are thoughtfully and prayerfully made. The decision to include such materials is made after careful consideration of several questions:

- Does the material simulate or portray actual life experience that enhances the learning potential of this course?
- Does the material deliver the information or experience in a manner that does not overly exaggerate or exploit the portrayal?

- Are there other, less objectionable, materials that could be employed to provide an equal or superior learning experience?

When such questionable materials are employed, every effort is made to prepare students for exposure to the materials and to provide an appropriate advisory statement.

COBA Honor Code

In joining ACU's College of Business Administration, students, faculty, and staff covenant to abide by the following ethical principles:

- **Competence** – To lead and serve well requires competence. And to become competent requires diligence and hard work. We owe it to all who have prepared the way and who will follow in our footsteps, to be good stewards of opportunities and resources. Thus, in all you do: set priorities, seek excellence and professionalism in your work, satisfy requirements, and take responsibility for your learning and performance. You cannot build competence if you lie, cheat, steal, or tolerate those who do.
- **Character** – A reputation of good character is built slowly through testing, yet can be destroyed in an instant by compromise or careless work, just as it can through injustice. Guard your character; it is worth more than a grade or promotion. "A good name is more desirable than great riches; to be esteemed is better than silver or gold" (Proverbs 22:1). You cannot build character if you lie, cheat, steal, or tolerate those who do.
- **Community** – A spirit of fellowship and mutual encouragement holds each community member accountable. Accountability leads to a healthy community through adequate preparations for the tasks at hand, respectful truthfulness in all situations, and adding value to the tasks at hand. As a community, we must hold each other accountable to the principles of competence, character, and community. You cannot build community if you lie, cheat, steal, or tolerate those who do.

ACU's Academic Integrity Policy

Violations of academic integrity and other forms of cheating, as defined in Abilene Christian University's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full policy is available for review at the link above.

1. **Plagiarism** – Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. For example:
 - Wholesale copying of passages from works of others into an assignment, paper, discussion
 - posting, thesis or dissertation without acknowledgment.
 - Using the views, opinions, or insights of another without acknowledgment.
 - Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.

Faculty members monitor student work for evidence of plagiarism.
2. **Lying** – Inventing data or sources or making false attributions about the origin of material or offering a deceptive reason for an absence or delay in the completion of academic work.
3. **Cheating** – Facilitating or participating in any process that circumvents the intent of any exam, test, quiz, paper, or assignment.

Any dishonest act observed or reported will be investigated and if proven, be reported in administrative offices and records, and may be subject to any or all of the following outcomes based on severity:

1. A zero for the assigned work
2. A failing grade for the course
3. Dismissal from the university

Reading and Assignment Schedule

[Note: This section will only be included for course application purposes. All of this information will be presented in the Canvas LMS.]

Reading Schedule by Module

1. Week One

- a. *Operations Management for MBAs* text, Chapter 1
- b. *Information Systems* text, Chapter 2 sections 1-2
- c. *Information Systems*, Chapter 3

2. Week Two

- a. *Operations Management for MBAs* text, Chapter 2 pp. 48-55, 59-61, 66-69, 73-84
- b. *Information Systems* text, Chapter 5 section 1 and Chapter 6 section 1
- c. *Information Systems* text, Chapter 8
- d. Articles:
 - i. [Formby, S. & Crandall, R. \(2015\) Is mass customization nearing its tipping point? *Industrial Engineer*, 47\(6\).](#)
 - ii. [Davenport, T. & Kirby, J. \(2015\). Beyond automation. *Harvard Business Review*, June \(ACU Library Link\).](#)
 - iii. [Weill, P. & Woerner, S. \(2013\). Optimizing your digital business model. *MIT Sloan Management Review*, Spring.](#)
 - iv. [Markovitch, S. & Willmott, P. \(2014\). Accelerating the digitization of business processes. *McKinsey*, May.](#)
- e. Instructor Notes
 - i. [3D Printing Overview presentation](#)

3. Week Three

- a. *Information Systems* text, Chapter 13 sections 1, 5-6
- b. *Information Systems* text, Chapters 14, 17
- c. Articles:
 - i. [Markus, M. & Benjamin, R. \(1997\). The magic bullet theory in IT-enabled transformation. *MIT Sloan Management Review*, January. \(ACU Library Link\)](#)
 - ii. [Baur, C. & Wee, D. \(2015\). Manufacturing's next act. *McKinsey*, June.](#)
 - iii. [Pavlus, J. \(2015\). Apple and Google race to see who can kill the app first. *Wired*, June.](#)

4. Week Four

- a. *Operations Management for MBAs* text, Chapter 6 pp. 203-219, 233-234
- b. *Information Systems* text, Chapter 10 sections 1, 4-5
- c. Articles:
 - i. [Malhotra, A., Majchrzak, A., & Rosen, B. \(2007\). Leading virtual teams. *Academy of Management Perspectives*, 21\(1\), 60-70.](#)
 - ii. [Siebdrat, F., Hoegl, M., & Ernst, H. \(2009\). How to manage virtual teams. *MIT Sloan Management Review*, July. \(ACU Library Link\)](#)
 - iii. [Segala, M. \(2010\). Vision statement: Why Mumbai at 1 PM is the center of the business world. *Harvard Business Review*, October.](#)
 - iv. [Carmel, E. \(2006\). Building your information systems from the other side of the world: How Infosys manages time zone differences. *MIS Quarterly Executive*, March.](#)

5. Week Five

- a. *Operations Management for MBAs* text, Chapter 7: 241-277
- b. *Information Systems* text, Chapter 13 section 3
- c. *Information Systems* text, Chapters 7, 15
- d. Article:

- i. [Loffler, M. & Tschiesner, A. \(2013\). The Internet of things and the future of manufacturing. *McKinsey Quarterly*, June.](#)
- 6. Week Six
 - a. *Operations Management for MBAs* text
 - i. Chapter 3 pp. 91-103, 110-112
 - ii. Chapter 4 pp. 119-145, 151-155
 - iii. Chapter 5 pp. 167-185, 194-198
 - b. *Information Systems* text, Chapter 9 section 8
 - c. Article
 - i. [Bradley, A. & McDonald M. \(2011\). The amplified enterprise: Using social media to expand organizational capabilities. *MIT Sloan Management Review*, November.](#)
- 7. Week Seven
 - a. Articles:
 - i. [New, S. \(2010\). The transparent supply chain. *Harvard Business Review*, October. \(ACU Library Link\)](#)
 - ii. [Bernstein, A. & Raman, A. \(2015\). The great decoupling: An interview with Erik Brynjolfsson and Andrew McAfee. *Harvard Business Review*, June. \(ACU Library Link\)](#)
 - iii. [Frick, W. \(2015\). When your boss wears metal pants. *Harvard Business Review*, June. \(ACU Library Link\)](#)

Assignment Schedule and Deadlines

Week	Assignment	Points
1	Organizational Focus Assignment	5
1	Zara Case Analysis Assignment	10
2	Process and Technology Evaluation Assignment	10
3	Emerging Technology Evaluation Assignment	5
4	Project Management Assignment Part 1: Project Concept Proposal	5
5	Amazon Case Analysis Assignment	15
6	Assessing Quality Issues Assignment	5
6	Process Capability Application Assignment	5
6	Cause & Effect Application Assignment	5
7	Project Management Assignment Part 2: Project Plan and Assessment of Benefits, Costs, and Risks	20
All	Discussion Questions	15
	Total Points	100

February 18, 16

Dr. Brad Crisp
Mabee Business Building Rm 241
(325)674-2077
cbc06d@acu.edu

Re: Review of BUSA 652 Operations and Information Technology

Dr. Reed,

Thank you for the submission of Review of BUSA 652 Operations and Information Technology. The syllabus meets the guideline requirements, except you may need to add missing information about term, year and instructors when such information becomes available.

There is no need to bring it back to the Adams Center for further review. However this letter is not meant to be a final approval in the course application process. It is intended as a reference for council members, who may have questions or comments of their own. If there is anything else I can do for you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Paulin Fong".

Director of Instructional Design
Adams Center for Teaching and Learning
Abilene Christian University

Abilene Christian University Library

MEMORANDUM

Date: February 22, 2016
To: Dr. Brad Crisp, Dr. Don Pope
From: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for BUSA 652 - Operations and IT Management

After reviewing the course application and syllabus, the library can adequately support the proposed course with the provision of library funding for online programs included in the ACU Dallas/ACU Library Memorandum of Understanding. Please contact Mark McCallon (mccallonm@acu.edu), Librarian Liaison for the ACU Dallas MBA Program, if additional resources are needed for the course. Thank you for letting us examine the course proposal.

MEMO

DATE: March 3, 2015

TO: Dr. John Weaver, Dean of Library Services and Educational Technology

FROM: Dr. Stephen Johnson, Vice President of Academic Affairs for ACU-Dallas

RE: Funding Model for Academic Resources for Online Graduate Programs

This memo is to articulate the funding model for academic resources for online graduate programs administered by the Dallas Campus (referred to in previous documents as "Graduate School").

Funding Model Agreement:

In a meeting on February 26, 2015 and through subsequent electronic communication, representatives from the Dallas Campus and the Library reached the following agreement regarding a funding model for graduate online programs:

- a. The Dallas Campus will pay \$50 per student/per course enrolled to the Library to adequately support licensing or purchase of online information resources with the technology and service infrastructure and personnel to support them. [The total amount will be estimated before the beginning of the fiscal year to establish a budget, with quarterly payments based on the estimated amount. Any significant adjustments to budget based on enrollment will be communicated by the Dallas Campus to the Library on a quarterly basis.](#) This agreement renews automatically each year subject to review.
- b. The funding model for graduate online programs will be reviewed annually in order to assess appropriateness. This review will take place to coincide with the end of the Spring 2 term, end of April/first of May and allows for FY budget planning. The review will be initiated by the Library, [overseen by the Chief Academic Officers at the Abilene and Dallas Campuses](#), and be based, [in part,](#) on a regular report of how these funds are used in support of online graduate programs and their excellence, continually seeking the input of faculty and program directors.