This course syllabus is intended as a set of guidelines for LMGT 1345. Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.

**Instructor Information:**
Instructor: Jeffrey Wendt  
Email: jwendt@dcccd.edu  
Phone: 972-860-4481  
Office: North Lake College North Campus, for Assistance Contact (972) 860-4481  
Office Hours: Virtual MTWRF 7 a.m. – 5 p.m., will respond to emails at other times/days by next business day. On-campus office hours are arranged by appointment.

**Course Information**
Course title: Economics of Transportation and Distribution  
Course number: LMGT 1345  
Section number: 73479, concurrently with 1045-76479  
Credit hours: 3  
Class meeting time: This is an eCampus online class with no on-campus meetings. This is an accelerated course done in an 8 week format. Assignments are due sooner than in the traditional 13 week format. Be prepared for this accelerated pace.

**Course prerequisites:** Although there are no prerequisites in the form of previous courses it is strongly suggested you have a thorough understanding of The Microsoft office tools Word, Excel, and Power Point. You will be using these tools throughout the course and a substantial part of your grade will be on the successful use of these applications.
On Line Course Requirements
As this is a class with an online component, there are required online study materials and activities that are available on e-Campus for the entire semester and accessible almost 24/7. Therefore, access to a computer with Internet access and updated software (available free from Adobe.com) are required. If a student does not have a home computer or Internet, such options as the Student Resource Center located in the North Lake Library or at a local public library are available. Students may also search for other locations with such services.

Course description:
A study of the basic economic principles and concepts that apply to transportation and distribution.

Required or Recommended Textbooks and Materials

CLASS START/END DATES: 03/20/2017–05/10/2017 (8 WEEKS–Fast Track)

THE LAST DAY TO WITHDRAW WITH “W” IS Friday, April 28, 2017. Please read “Stop before you ’Drop,” and “Drop Policy” under Institutional Policies.

Course Objectives
1. Apply basic economic principles and concepts applicable to transportation, distribution and the broader logistics and supply chain entities.
2. Specify the impact that alternative transportation methods have on distribution and logistics systems.
3. Specify the impact that creating customer value, information visibility of real-time demand, managing relationships across complex networks, and process focus have on total system cost and business profitability.

Specific Course Learning Outcomes: (See page 8 of syllabus)

COURSE OUTLINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 20</td>
<td><strong>Week #1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topic: 21st Century Supply Chains and Logistics</td>
<td>Chapters 1-2 (pgs. 1-146 in textbook)</td>
</tr>
<tr>
<td></td>
<td>▪ Introductions</td>
<td>Readings - eCampus</td>
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<td></td>
<td>▪ Administrative</td>
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<tr>
<td></td>
<td>▪ Overview of the Course</td>
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</tbody>
</table>
• Reading Assignments
• Discussion Board Forums
  o Discussion Question(s)
  o Reading Response
  o Peer Response

**Post personal Bio’s on the Discussion Board by 11:55 p.m., Sat.**

**Week #2**
March 27

**Topic:** Customer Relationship Management; Procurement

- **Reading Assignments**
- **Discussion Board Forums**
  o Discussion Question(s)
  o Reading Response
  o Peer Response

See Course Menu Link “Syllabus and Paper” for course paper information

**Week #3**
April 3

**Topic:** Manufacturing and Integrated Operations Planning

- **Reading Assignments**
- **Discussion Board Forums**
  o Discussion Question(s)
  o Reading Response
  o Homework Assignment

Submit your topic for your course paper for approval no later than April 8. You will be awarded 20 points towards your paper grade for following this request.

**Week #4**
April 10

**Topic:** Exam #1(mid term)

None

Exam #1: (Chapters 1-6). Exam must be completed by 11:55 p.m., Saturday.

AND
Topic: Case Study and power point presentation

Please submit a three page defense of the suggested case study under the weeks assignment along with least 10 slides for a power point presentation to support your three page paper. Must be submitted by Saturday

Week #5
April 17
Topic: Inventory; Transportation; Warehousing
- Reading Assignments
- Discussion Board Forums
  - Discussion Question(s)
  - Reading Response
  - Homework Assignment

Week #6
April 24
Topic: Packaging and Handling; Global Supply Chains; Network Design; Operations Analysis
- Reading Assignments
- Discussion Board Forums
  - Discussion Question(s)
  - Reading Response
  - Homework Assignment

LAST DAY TO WITHDRAW IS Friday, April 28, 2017

Week #7
May 1
Topic: Collaboration; Performance Measurement; Risk and Sustainability
- Reading Assignments
- Discussion Board Forums
  - Discussion Question(s)
  - Reading Response
  - Peer Response

Course paper due for up to full credit - submit paper via e-mail attachment to your instructor by December 10
Saturday 11:55 p.m.

Week #8

May 8  

Topic: Exam #2 (Final)  

None

NO DISCUSSION BOARD FORUM ASSIGNMENTS THIS WEEK

Exam #2: Dec 13-14 (Chapters 7-16).  
Exam must be completed by 11:55 p.m., Wednesday, May 10.

Course Paper Due for up to 80% Credit - submit paper via e-mail attachment to your instructor by 11:55 p.m., Wednesday, May 10.

MEANS OF ASSESSMENT OF COURSE LEARNING OUTCOMES

WEEKLY DISCUSSION BOARD FORUM DISCUSSION QUESTION(S)
WEEKLY DISCUSSION BOARD FORUM READING RESPONSE
WEEKLY DISCUSSION BOARD FORUM PEER RESPONSE
COURSE PAPER
3 IN-CLASS EXAMS

EVALUATION PROCEDURES

DISCUSSION BOARD FORUMS
You are required to PARTICIPATE WEEKLY by substantive postings as follows:

1. Response to weekly discussion board forum discussion question(s) (DQ) with a minimum 50-word response.

2. Reading response (RR). This minimum 100-word response could include one or more of the following:
   a. A concise summary of chapter highlights (not Table of Contents),  
   b. Sharing how a topic in the chapter relates to your work,  
   c. Sharing how a topic in the chapter relates to something you read in addition to any assigned readings (include the article reference/link)
d. Your “take-away” from the chapter, discussion questions, peer response – what key point was important to you and why.

3. Peer response (PR). Comment on (Reply to) two classmate’s discussion question responses with a minimum 50-word response each.

Item 1 above (DQ) is due by 11:55 p.m., each Thursday, and items 2 and 3 above are due by 11:55 p.m. each Saturday of weeks where discussion board forums are assigned in the Course Syllabus Schedule.

NOTE: To receive FULL credit, you must post ON TIME. Late postings may have up to 50% of the points deducted if received up to 1 week past the due date/time. After 1 week late, the postings will not be accepted for credit.

A SUBSTANTIVE post is a minimum of 50 or 100 words as noted above, but more importantly, it should add a new dimension or thought to the topic under discussion. A Reading Response that simply states something like, “Chapter 10 was about managing risk in the supply chain” or a Peer Response that says “I agree,” are not substantive posts, and up to 50% of the points may be deducted for non-substantive posts.

Please check your spelling, grammar, sentence structure and flow, and response to the question or reading. Points will be taken off for spelling, grammar, sentence structure and flow (Standard English) errors, as well as for content errors. For Discussion Question and Peer Responses, this is generally -2 points for content errors; and -1 point for 2 – 4 Standard English errors and – 2 points for more than 4 Standard English errors. For Reading Responses, this is generally -2 points for content errors; and -1 point for 2 to 4 Standard English errors, -2 points for 5 – 8 Standard English errors, and -3 points for more than 8 Standard English errors.

Please ensure you are posting to the correct Discussion Board Forum (organized by Week and by Title).

Top Five Rules of Netiquette in an Online Course

written by: Laurie Patsalides•edited by: Laurie Patsalides•updated: 9/4/2013

Be prepared to communicate **effectively** when taking an online course. Following these simple netiquette rules in your online class or education environment will ensure your success!

With the onset of the [online](http://example.com) education environment and the expansion of online courses, a new buzzword has evolved called *netiquette*. Simply defined, it means etiquette on the Internet (or net).
In an online course you will have your communication skills tested! You will be speaking through writing both to fellow students and instructors, so it is imperative to communicate well and professionally.

Let's look at five important netiquette rules in an online course or education environment:

1. **Be Friendly, Positive and Self-Reflective**

When people cannot see you, and also do not know you, feelings can be hurt if you are not careful in how you express yourself. The old saying, think before you speak, is important here. Think before you write.

One word of advice is: Do not respond when you feel angry. Wait. Write it down somewhere and come back to it. When you do, you may find that you no longer feel the same way as you did when you wrote it, because you have had time to reflect about the situation. Last, if you still feel the need to be heard, then edit before you post, and write it in terms that are easily embraced. This is also true when you feel a critique is necessary; say it in a positive tone. Reread what you have written to be sure it is positive.

2. **Use Proper Language and Titles**

Do not use slang or even profane words in an online education environment, even if they are words you consider "not so bad," as they will sound offensive to the reader. Do not refer to your professor as "Doc" or by his or her first name, unless it is acceptable with him or her to do so. Also, do not use caps lock when typing. It will insinuate yelling. That would hurt someone's feelings and possibly give him (or her) the wrong impression of you.

3. **Use Effective Communication**

Say what you mean to say. This takes practice and thoughtful writing. Try to speak and write clearly at all times. Again, reread before you respond. Define and restate your words when necessary. Correct a misunderstanding right away. Chances are, if one person feels a certain way about what you have said, another may do so as well. Likewise, be mindful of chosen words and joking. Let's say for example, I write, "get out!" This slang term can be interpreted in several ways, either positively or negatively.

4. **Professionalism**

Leave out the characters like smiley faces and instant message abbreviations. Your friends may like it, but chances are your professor will not. Save it for personal conversations or definitely ask for permission before using them. It may be interpreted as
childish or too casual for the online education environment. Last, always say please and thank you.

5. Ask for Clarification

If you are unsure of what was said, or the instructor's directive, or are trying to interpret a person's expressions, then ask again. Do not sit in silence either misunderstanding or feeling offended. Do not interrupt, though; wait until there is a break in the conversation, or until the open interaction occurs. Your instructor will appreciate your responsiveness and maturity. A simple way to do this is to say (or write), "I did not understand...", which will always keep the onus for the misunderstanding on yourself.

The Golden Rule of Netiquette

With these top five netiquette rules, you are on your way to a great grade in your online course. Most importantly, when speaking in an online course or in any online environment for that matter, the same rules apply for etiquette as in real-time. The golden rule of netiquette in an online class or environment is, do not do or say online what you would not do or say offline.

These rules of netiquette are provided by author, Laurie Patsalides; http://www.brighthub.com/education/online-learning/articles/26946.aspx

EXAMS AND COURSE PAPER

Three exams will be given during the semester. Each exam will cover the assigned readings. The third exam will not be comprehensive except to the extent that material covered in the final exam chapters builds on material in previous chapters. The format for each exam will be similar. Exams submitted past the due date/time noted in the Course Outline schedule will not be accepted unless you notify me concerning an emergency situation. If you have a reasonable conflict on the scheduled dates of an exam, please contact the instructor BEFORE the exam to make alternate arrangements.

There will be a case study that will require reading the study, researching the problems, and submitting a three page paper addressing the study. It is also required to submit a minimum 10 slide power point presentation with the paper as if you were giving a presentation on your three page case study submittal.

There is an individual course paper assigned as well. Course paper instructions will be provided during the second week of the semester. Papers submitted past the final due date/ time noted in the Course Outline schedule will not be accepted.
GRADING SCALE
In determining grades, each student will be judged solely on the following criteria. There is no extra credit or additional items beyond the list below:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Earned</th>
<th>Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1</td>
<td>100</td>
<td>0</td>
<td>-100</td>
</tr>
<tr>
<td>Exam #2</td>
<td>100</td>
<td>0</td>
<td>-100</td>
</tr>
<tr>
<td>Case Study/PP</td>
<td>100</td>
<td>0</td>
<td>-100</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>60</td>
<td>0</td>
<td>-60</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>90</td>
<td>0</td>
<td>-90</td>
</tr>
<tr>
<td>Peer Res/Homework</td>
<td>60</td>
<td>0</td>
<td>-60</td>
</tr>
<tr>
<td>Course Paper</td>
<td>150</td>
<td>0</td>
<td>-150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>660</td>
<td>0</td>
<td>-660</td>
</tr>
</tbody>
</table>

Grade Scale

A 594 – 660
B 528 – 593
C 462 – 527
D 396 – 461
F 395 & below
PERFORMANCE OBJECTIVES

SCANS Competencies
The Secretary's Commission of Achieving Necessary Skills (SCANS), established in 1990, defined a common core of skills that constitute job readiness.

|----------------|-----------------|--------------------------------------------------------------------------------------------------------|

SCANS FOUNDATION SKILLS

|-------------------|------------------------|-----------------------------------------------------------------|

WORKPLACE SKILLS

1. Work ethics.
2. Implement responsibilities of job position including exhibition of dependability, demonstrating high confidentiality, and meeting of organizationally defined expectations.
3. Operate within scope of authority adhering to company rules, regulations, and policies as established including interpretation of employer/employee handbook and procedures.
5. Practice time management and follow work schedule.
6. Assume responsibility for own decisions and actions.
7. Exhibit pride and positive attitude.
8. Display initiative and enthusiasm in undertaking new tasks.
9. Show assertiveness appropriate to the situation.
10. Seek work challenges.
11. Understand and apply ethical principles to decision-making.
12. Understand the importance of providing good customer service (internal and external).
13. Exhibit ability to handle stress.
14. Participate in meetings in a positive and constructive manner.
15. Maintain state-of-the-art skills through participation in in-service or other training.
17. Interpersonal relationships.
18. Respect individual diversity.
19. Respond to praise or criticism.
20. Provide constructive criticism or praise.
21. Channel and control emotional reactions.
22. Resolve conflicts.
23. Display a positive attitude.
25. Employ appropriate skills for gathering and retaining information.
26. Interpret written, graphic, and oral instructions.
27. Identify problems.
28. Clarify individual and company purposes and goals.
29. Identify available solutions and their impact including evaluation of credibility of information, and location of information.
30. Evaluate options.
31. Set priorities.
32. Select/implement options/decisions including prediction of results of proposed action.
33. Organize personal workloads.
34. Participate in brainstorming sessions to generate new ideas and solve problems.

**Learning Activities, Outcomes, and Assessment**

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Learning Outcomes</th>
<th>Assessment</th>
<th>SCANS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a brief description of the learning activity.</td>
<td>Briefly list the specific learning outcomes/objectives for the activity.</td>
<td>How will the activity be assessed?</td>
<td>Which SCANS are addressed by the learning activity?</td>
</tr>
<tr>
<td>Read weekly textbook, reading assignments, and lecture notes, and conduct literature review.</td>
<td>Demonstrate an 80% level of proficiency for explaining how transportation and logistics and supply chain systems and economics impact customer value, total system cost, and business profitability.</td>
<td>Individual course paper.</td>
<td>C1, C3, C4, C11, C12, C13, C14, C15, C16, C17 F1, F2, F3, F7, F8, F9, F10, F13, F16, F17</td>
</tr>
<tr>
<td>Read weekly textbook, reading assignments, and lecture notes. Read weekly textbook assignment, lecture notes, and summary notes.</td>
<td>Demonstrate a 78% level of proficiency on three exams that emphasize how transportation, logistics and supply chain concepts impact total system cost and business profitability.</td>
<td>3 exams covering the lectures and course materials.</td>
<td>C1, C3, C4, C11, C12, C13, C14, C15, C16, F1, F2, F3, F7, F8, F9, F10, F13, F16, F17</td>
</tr>
<tr>
<td>Read weekly textbook, reading assignments, lecture notes, and responses to discussion questions; and respond to discussion board forums.</td>
<td>Demonstrate an 80% level of proficiency in discussion board forms for explaining how economic concepts, creating customer value and alternative transportation and distribution systems impact the broader logistics and supply chain systems.</td>
<td>Participation in and completion of weekly postings to discussion board forums.</td>
<td>C1, C3, C4, C5, C6, C11, C12, C13, C14, C15, C16 F1, F2, F3, F7, F8, F9, F10, F13, F14, F15, F16, F17</td>
</tr>
</tbody>
</table>
ACADEMIC DISHONESTY
The Student Code of Conduct prohibits academic dishonesty and prescribes penalties for violations. According to this code, which is printed in the college catalog, "academic dishonesty", includes (but is not limited to) cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion.

1) The Vice-President of Academic & Student Affairs may initiate disciplinary proceedings against a student accused of academic dishonesty.
2) Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism and collusion.
3) Cheating on a test includes:
   a) Copying from another student’s test paper;
   b) Using, during a test, materials not authorized by the person giving the test;
   c) Collaborating with another student during a test without permission to do so;
   d) Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or part the contents of an un-administered test.
   e) Substituting for another student, or permitting another student to substitute for you to take a test; and
   f) Bribing another person to obtain an unadministered test or information about an unadministered test.
4) “Plagiarism” means the appropriation of another’s work (ideas and/or words) and the unacknowledged incorporation of that work in one’s written work offered for credit. Quotes not identified as quotes constitute a form of plagiarism even if the borrowed ideas are documented.
5) “Collusion” means an unauthorized collaboration with another person in preparing written work offered for credit.

Academic dishonesty may result in the following sanctions, including, but not limited to:
1. A grade of zero or a lowered grade on the assignment or course.
2. A reprimand.
3. Suspension from the college.

NOTIFICATION OF ABSENCE DUE TO RELIGIOUS HOLY DAY(S)
Students who will be absent from class for the observance of a religious holiday must notify the instructor in advance. Please refer to the Student Obligations section of the college catalog for more explanation. You are required to complete any assignments or take any examinations missed as a result of the absence within the time frame specified by your instructor.

REQUIREMENTS OF THE AMERICANS WITH DISABILITIES ACT (A430)
North Lake College provides academic accommodations to students with disabilities, as defined under ADA law. It is the student's choice and responsibility to initiate any request for accommodations. If you are a student with a disability who requires such ADA accommodations, please contact North Lake College's Disability Services Office in person (A430) or by phone at 972-273-3165. [http://www.northlakecollege.edu/resources/disability.html](http://www.northlakecollege.edu/resources/disability.html)

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (FERPA)**

In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the College may release information classified as “directory information” to the general public without the written consent of the student. Directory information includes: (1) student name, (2) student address, (3) telephone numbers, (4) date and place of birth, (5) weight and height of members of athletic teams, (6) participation in officially recognized activities and sports, (7) dates of attendance, (8) educational institution most recently attended, and (9) other similar information, including major field of student and degrees and awards received. Students may protect their directory information at any time during the academic year. If no request is filed, directory information is released upon written inquiry. No telephone inquiries are acknowledged. No transcript or academic record is released without written consent from the student, except as specified by law.

**ADMINISTRATIVE WITHDRAWAL**

Students with valid extenuating circumstances may be eligible for an administrative withdrawal by the Dean of the Division in which the course or courses are taught. An administrative withdrawal will not be awarded to students who simply fail to withdraw prior to the last day to receive a “W.” The request for an administrative withdrawal must be made in writing to the Dean of the Division with any supporting documentation attached. This must occur before the last official day of the semester.

**DROP POLICY**

If you are unable to complete this course, you must officially withdraw by: Check e-Connect for dates. Withdrawing is a formal procedure which you must initiate; your instructor cannot do it for you. All Dallas County Community Colleges charge a higher tuition rate to students registering the third time for a course. This rule applies to the majority of credit and Continuing Education / Workforce Training courses. Developmental Studies and some other courses are not charged a higher tuition rate. Third attempts include courses taken at any DCCCD college since the fall 2002 semester. For further information, go online to: [http://www.DCCCD.edu/thirdcourseattempt](http://www.DCCCD.edu/thirdcourseattempt).

**STOP BEFORE YOU DROP**

For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: [https://www1.dcccd.edu/coursedrops](https://www1.dcccd.edu/coursedrops)

**FINANCIAL AID STATEMENT AND CERTIFICATION OF ATTENDANCE**
You must attend and participate in your on-campus or online course(s) in order to receive federal financial aid. Your instructor is required by law to validate your attendance in your on-campus or online course in order for you to receive financial aid. You must participate in an academic related activity pertaining to the course such as but not limited to the following examples:

- initiating contact with your instructor to ask a question about the academic subject studied in the course;
- submitting an academic assignment;
- taking an exam;
- completing an interactive tutorial;
- participating in computer-assisted instruction;
- attending a study group that is assigned by the instructor;
- or participating in an online discussion about academic matters relating to the course.

In an online class, simply logging in is not sufficient by itself to demonstrate academic attendance. You must demonstrate that you are participating in your online class and are engaged in an academically related activity such as in the examples described above. Students who are receiving any form of financial aid should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate are also subject to this policy.

To apply for financial aid in the DCCCD, students must complete FAFSA (Free Application for Federal Student Aid) on the web at: [http://www.fafsa.ed.gov](http://www.fafsa.ed.gov)

**COUNSELING SERVICES (A311)**
Counseling services for personal issues are provided to all students currently enrolled at North Lake College at NO CHARGE. These services are provided by licensed professionals who are bound by confidentiality (within ethical parameters). With the assistance of a counselor, students are able to identify, understand, resolve issues and develop appropriate skills. To make an appointment call 972-273-3333 or visit A311.
For additional information, go to: [http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx](http://northlakecollege.edu/services-and-resources/health-and-wellness/counseling-services/Pages/default.aspx)

**THE ACADEMIC SKILLS CENTER (ASC)**
The ASC is designed to provide the following assistance to students:

- An ESOL lab with computer access.
- Free tutoring for students enrolled in Foreign Language courses.
- The iRead Lab offers individual and small group tutoring, as well as workshops, to help current students improve their reading, study, and test taking skills.
- The Writing Center to help students clarify writing tasks, understand instructors’ requirements, develop and organize papers, explore revision options, detect grammar and punctuation errors, properly use and document sources, and improve their writing skills.
The Online Writing Lab (OWL) allows students to submit papers to our writing tutors electronically and get feedback within 24-72 hours. The OWL can be accessed through eCampus.

- After logging on to eCampus, click on the Community Tab at the top.
- Type “Owl” in the search field and click “Go.”
- Next, click on the double drop-down arrows next to “NLC-OWL2,” and then click on “Enroll.”
- Once enrolled, students can receive services from the OWL.

The Blazer Internet Lounge with 12 computers, additional open seating, and WiFi Internet access.

For more information or to schedule a tutoring appointment, come by A-332 or call 972-273-3089.

**TESTING CENTER (A 425)**

Monday-Thursday: 8:30 a.m. – 8:00 p.m.

No tests will be issued after 7:00 p.m. Other cut-off times may be in effect for specific exams by the instructor’s direction. All exams collected at 8:00 p.m.

Friday-Saturday: 8:30 a.m.-3:30 p.m.

No tests will be issued after 2:30 p.m. Other cut-off times may be in effect for specific exams by the instructor’s direction. All exams collected at 3:30 p.m.

Sunday – CLOSED

If you instructor requires you to complete an exam in the Testing Center, be sure to have the following information when you request you test:

1. Instructor’s name
2. Subject, course number, and section number (exp: Speech 1311.7011)
3. Exam number (1st, 2nd, 3rd, etc.)
4. Exam deadline (Get this information from your instructor. The testing staff cannot look up this information on computers).

You should also bring the following supplies:

1. Pencil
2. Scantron answer sheet
3. A Test Request Form must be completed before entering the Testing Center.
5. Government or school issued photo identification is required & enforced.

You may not bring personal items into the Testing Center. This includes bags, cell phones, and pagers.

Please show courteous and cooperative behavior while using the services provided by the Testing Center.

DO NOT bring children to the Testing Center. You must make arrangements for the care of your children prior to your exam date. The police department will be notified of any unattended children.
DO NOT take any testing materials with you when you leave the Testing Center. This includes the test, answers, charts, scratch paper. These items will be attached to your test.

Questions? Please visit the Testing Center (A 425) or call 972-273-3160.

**DCCCD OIE FACULTY SYLLABI STATEMENT - FALL 2016**

The Office of Institutional Equity, in coordination with DCCCD colleges, has the primary responsibility for reviewing, updating and implementing compliance policies and procedures. The Institutional Equity and Compliance Officer and the Office of Institutional Equity will ensure compliance with College District policies, federal and state laws related to sexual assault, Title IX, Title II (Americans with Disabilities Act) and the Military Veterans Full Employment Act to support diversity and inclusion.

**STUDENTS WITH DISABILITIES**

If you are a student with a disability and/or special needs, or if you think you may have a disability, please contact the college Disability Services Office (DSO). Please note that all communication with DSO is confidential. If you are eligible for accommodations, please provide or request that the DSO send your accommodation letter to me as soon as possible (students are encouraged to contact DSO at the beginning of the semester). For more information regarding the College Disability Services Office, please visit the Student Services website: dcccd.edu/DSO Offices or contact DCCCD Office of Institutional Equity at (214) 378-1633.

**College Disability Services Offices**
- **Brookhaven** 972-860-4673
- **Cedar Valley** 972-860-8119
- **Eastfield** 972-860-8348
- **El Centro** 214-860-2411
- **Mountain View** 214-860-8677
- **North Lake** 972-273-3165
- **Richland** 972-238-6180

**A NOTE ON HARASSMENT, DISCRIMINATION AND SEXUAL MISCONDUCT**

We are committed to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX and DCCCD policy prohibit harassment, discrimination and sexual misconduct. If you encounter harassment, sexual misconduct (sexual harassment, sexual assault, stalking, relationship violence, stalking), retaliation or discrimination based on race, color, religion, age, national origin, disability, sex, sexual orientation, gender identity, and/or gender expression, please contact your College Title IX Coordinator or the Office of Institutional Equity. We treat this information with the greatest degree of confidentiality possible while also ensuring student welfare and college safety.

We are concerned about the well-being and development of our students, and are available to discuss any concerns. There are both confidential and non-confidential resources and reporting options available to you. If students wish to keep the information confidential, please contact the college Counseling or Student Health Services. As required by DCCCD policy, incidents of discrimination and/or sexual misconduct shared with faculty will be reported to the College Title IX Coordinator or District Title IX Coordinator. The Title IX Coordinator will contact the student and determine if further investigation is needed. For more information about policies, resources or reporting options, please contact your college Title IX Coordinator or visit www.dcccd.edu/titleIX.

**College Title IX Coordinators**
<table>
<thead>
<tr>
<th>College</th>
<th>Contact Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**District Title IX Coordinator**

LaShawn Grant

TitleIX-District@dcccd.edu

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This course syllabus is intended as a set of guidelines for LMGT 1345. Both North Lake College and your instructor reserve the right to make modifications in content, schedule, and requirements as necessary to promote the best education possible within prevailing conditions affecting this course.