

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

The Ultimate Advantage is an Educated Mind

<p>School of Business RLMT 305 Cost & Benefit Analysis of Reverse Logistics 3 Credit Hours 8 Weeks Prerequisite(s): None</p>

Course Description (Catalog)

This **RLMT 305 Cost & Benefit Analysis of Reverse Logistics** course provides students with a systems-centric view to explore the financial management components needed to develop best practices in reverse logistics applications in manufacturing, retail and in the military. A systems view of total life cycle cost will be calculated and compared to the benefits or value added by incorporating a reverse logistics process to manufacturing and retail operations. Students will analyze a potential reverse logistics case study to determine the short and long term financial implications to the company and to the environment. The student will examine how to define the problem and the core assumptions that define the problem space. This course is intended for students and professionals working in an organization that uses or is considering using reverse logistics.

Course Scope

This **RLMT 305 Cost & Benefit Analysis of Reverse Logistics** course is a practical and systems view of cost-benefit analysis and its use as a decision-making tool in developing, maintaining, or implementing a reverse logistics program in a company's operational plan. Focus is placed on how to conduct a cost-benefit analysis within reverse logistics processes of a retail, manufacturing, or production company. Likewise, attention is placed on the various activities of reverse logistics and how companies can use these analytical tools to improve performance

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or integrate a reverse logistics program or process into their after-market segment to recapture value from returns or determine the best logistics mix for product disposal.

Course Objectives

After successfully completing this course, students will fulfill the following **Learning Objectives (LO)**:

- Discuss the differences between forward logistics and reverse logistics and how cost and benefit analysis is useful in these two processes.
- Outline the stages of cost and benefit analysis and discuss the importance of resource allocation in reverse logistics.
- Develop an understanding for measuring cost and benefits as well as non-market valuation of time.
- Discuss the different investment criteria and decisions needed to effectively select the appropriate processes for a reverse logistics program.
- Explain how cost and benefit analysis can be used to determine the need for a reverse logistics program and assess the value of a reverse logistics program through its various activities.
- Examine how timing and resource commitment impacts the success or failure of a reverse logistics program.
- Review the various applications of cost and benefit analysis.
- Apply the stages of cost and benefit analysis through demonstrating how these stages of the evaluative process can be used to implement a reverse logistics program in a retail, manufacturing, or military organization and discuss the financial and environmental impacts.

Course Delivery Method

This **RLMT 305 Cost & Benefit Analysis of Reverse Logistics** course, delivered via distance learning, will enable students to complete academic work in a flexible manner completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by the last day of each week but Forum questions are due no later than Friday of the week they are assigned so others will have time to reply within the assigned period. The course includes examinations and quizzes (some graded electronically), and individual assignments.

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Course Materials

Required Course Textbook

Layard, R. & Glaister, S. (2003). *Cost-benefit analysis*. 2nd Edition. Cambridge University Press.

Required Readings – Articles can be found in the online Library

Breen, L. (2006). Give me back my empties or else! A preliminary analysis of customer compliance in reverse logistics practices (UK). *Management Research Review*, 29(9), 532-532-551. doi:10.1108/01409170610708989

Daugherty, P. J., Autry, C. W., & Ellinger, A. E. (2001). Reverse logistics: The relationship between resource commitment and program performance. *Journal of Business Logistics*, 22(1), 107-107-124.

Kulp, S.K., Lee, H. L., & Ofek, E. (2004). Manufacturer benefits from information integration with retail customers. *Management Science*, 50(4), 431-431-444.

Meyer, H. (1999). Many happy returns. *The Journal of Business Strategy*, 20(4), 27-27-31.

Mollenkopf, D. A., & Closs, D. J. (2005). The hidden value in REVERSE LOGISTICS. *Supply Chain Management Review*, 9(5), 34-34-36,38-40,42-43.

Richey, R. G., Daugherty, P. J., Genchev, S. E., & Autry, C. W. (2004). Reverse logistics: The impact of timing and resources. *Journal of Business Logistics*, 25(2), 229-229-250.

Richey, R. G., Tokman, M., Wright, R. E., & Harvey, M. G. (2005). Monitoring reverse logistics programs: A roadmap to sustainable development in emerging markets. *Multinational Business Review*, 13(3), 41-41-65.

Rogers, D.S. & Tibben-Lembke, R.S. (1998). *Going backwards: Reverse logistics trends and practices*. Reverse Logistics Executive Council. **(Free book can be located online at <http://www.rlec.org>)**

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Rogers, D. S., Rogers, Z. S., & Lembke, R. (2010). Creating value through product stewardship and take-back. *Sustainability Accounting, Management and Policy Journal*, 1(2), 133-133-160. doi:10.1108/20408021011089211

Stock, J. R. (2001). The 7 deadly sins of reverse logistics. *Material Handling & Logistics*, 56(3), MHS5-MHS5-MHS11.

Tibben-Lembke, R., & Rogers, D. S. (2002). Differences between forward and reverse logistics in a retail environment. *Supply Chain Management*, 7(5), 271-271-282.

Additional Resources:

In the Resources folder there are weekly videos, assignment rubrics, articles and reports, TurnItIn instructions, and up to date APA handouts.

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university’s academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
APA Style Homepage	http://www.apastyle.org/index.aspx
Reverse Logistics Association	http://www.rla.org
Reverse Logistics Executive Council	http://www.rlec.org
Supply Chain Brain	http://www.supplychainbrain.com

Evaluation Procedures

Evaluation Criteria

GRADED ASSIGNMENT	FINAL GRADE %
Weekly Forums (8 forums)	32
Weekly Paper Assignments (4 papers)	32
Term Project Outlines (3 papers)	12
Term Project Paper	24
TOTAL	100%

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Please see the Student Handbook to reference the University's grading scale.

8-Week Course Outline

<u>Week</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	LO-1, 2, 3, 6	Listed in the Forum and Week's lecture	Submissions: <ul style="list-style-type: none"> • Introductions • Forum 1
2	LO-1, 2, 3	Listed in the Forum and Week's lecture	Submissions: <ul style="list-style-type: none"> • Forum 2 • Paper 1
3	LO-1 to 8	Listed in the Forum and Week's lecture	Submissions: <ul style="list-style-type: none"> • Forum 3 • Paper 2 • Term Project Part 1: Outline
4	LO-1, 2, 3, 4, 6, 8	Listed in the Forum and Week's lecture	Submissions: <ul style="list-style-type: none"> • Forum 4 • Term Project Part 2: Abstract and Detailed Outline
5	LO-6,8	Listed in the Forum and Week's lecture	Submissions: <ul style="list-style-type: none"> • Forum 5 • Term Project Part 3: Referenced Outline
6	LO-8	Listed in the Forum and Week's lecture	Submissions: <ul style="list-style-type: none"> • Forum 6 • Paper 3
7	LO-5, 6, 7, 8	Listed in the Forum and Week's lecture	Submissions: <ul style="list-style-type: none"> • Forum 7 • Paper 4

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8	LO-1 to 8	Listed in the Forum and Week’s lecture	Submissions: <ul style="list-style-type: none"> • Forum 8 • Term Project Paper
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Policies

Please see the Student Handbook to reference all University policies. The student handbook can be found under More Tools in the classroom.

FORUM EXPECTATIONS

Forum participation is mandatory and you are expected to provide a minimum of 1 page or 300-word submission in each discussion board with a minimum of a 175-word reply to two other student’s contribution.

The 8 Discussion Boards are worth a total of 40 points of your final grade. You are expected to finish the initial forum assignment by Friday night with responses to others by Sunday night. Please review the Forum Rubric below (located in Resources folder). Your grade and feedback for each Forum assignment will be based on this rubric.

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Attention Please: Students will follow the APA Style Manual, 6th Edition as the sole citation and reference style used in written work submitted as part of coursework to the University.

Assignments completed in a narrative essay or composition format must follow the citation used in the APA Style Manual, 6th Edition.

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LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. The due date for each assignment is listed under each Assignment. As adults, students, and working professionals, I understand you must manage competing demands on your time. We all know that “life happens” but it is important to adhere as closely to the deadlines in the class as possible.

Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. If arrangements are not made in advance, a late penalty of 10% will be assessed for any assignment submitted 1-7 days past the due date. Assignments will not be accepted after the 7th day. No work will be accepted past the final day of class.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies.

Charles Town Library and Inter Library Loan: The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.

- ***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- ***Tutor.com:*** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.