

**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><b>School of Business</b> <b>RLMT 309</b> <b>Reverse Logistics Management &amp; Operations</b> <b>3 Credit Hours</b> <b>8 weeks</b> <b>Prerequisite(s): None</b></p>
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### Course Description (Catalog)

This **RLMT 309 Reverse Logistics Management & Operations** course provides students with an overview of today's best practices in reverse logistics applications in manufacturing, retail and in the military. It includes the nature, scope, practices, procedures and processes of adding a reverse logistics operations center to a forward logistics supply chain. A practitioner approach is used to explore and examine the management functions and the interrelationships among the components of reverse operational logistics are provided. Case studies of Central Returns Centers are examined and core assumptions derived to help define the steps to follow in setting up a Central Returns Center. It includes the many definitions related to reverse logistics, the different scope, practices, procedures, and processes of reverse logistics as compared to forward logistics. It explores the various dilemmas practitioners face in designing a reverse logistics system. A practitioner approach explores and examines the management functions and the interrelationships among the components of reverse operational logistics are provided. This course intends for students and professionals working in reverse logistics, retail business management, and general management, transportation management, supply chain management, and corporate and military decision makers.

### Course Scope

The RLMT 309 course depends on high levels of timely interaction to link concepts effectively to real-world practice. It explores the various dilemmas practitioners face in designing in managing a reverse logistics system. The student will study the management functions and the interrelationships among the components of reverse operational logistics management.

### Course Objectives

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

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- LO-1** Demonstrate how to approach a particular planning issue in a particular decision-making situation.
- LO-2** Explain the vocabulary of the Reverse Logistics discipline
- LO-3** Explain the issues and problems managers face while implementing a reverse logistics systems framework in a manufacturing, retail, or military operation.
- LO-4** Explain the concepts, strategic issues, and different decision-making situations for each of them.
- LO-5** Explain best practices of a reverse logistics operation.
- LO-6** Demonstrate knowledge of several techniques that used in the strategic planning models
- LO-7** Classify the differences between forward and reverse logistics.
- LO-8** Demonstrate knowledge the critical thinking used to (fuzzy logic, QFD, and method of total preferences) select world markets with the most market potential.
- LO-9** Explain how managers can use reverse logistics to track and trace goods as returns, recalls, recycling and as waste.
- LO-10** Explain how to differentiate the financial impact of reverse logistics from financial components within a business environment.
- LO-11** Develop an implementation plan involving reverse technology processes and technology within a manufacturing, retail or military organization.
- LO-12** Explain the importance of reverse logistics in a competitive market.
- LO-13** Describe the various aspects and make-up of reverse logistics to include planning, organizing, staffing, directing, leading, and controlling.

**Course Delivery Method**

This **RLMT 309 Reverse Logistics Management & Operations:** course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online learning environment. Course materials and access to an online learning management system will be made available to each student. Assigned faculty will support the students throughout this 8-week course.

Course Materials			Required Course Textbooks:	
Book Number	Authors	Book Title	Publication Info	ISBN
RLMT 309	Pochampilly, K., Nukala, S., & Guota, M.	Strategic Planning Models for Reverse and Closed –Loop Supply Chains	CRC Press. 2008	10: 1420054783
RLMT 309	deBrito, Marissa P.	Managing Reverse Logistics or Reversing Logistics	(ERIM) Erasmus Research Institute of Management	90-5892-058-6

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		Management		
RLMT 309	Rogers, D., & Tibben-Lembke, R.	Going Backwards: <i>Reverse Logistics Trends and Practices.</i>	University of Nevada, Reno	

**Textbooks in APA format:**

deBrito, M. (2003). *Managing reverse logistics or reversing logistics management*, (ERIM) Erasmus research institute of management, ISBN-90:58920586

Pochampilly, K., Nukala, S., & Guota, M. (2008). *Strategic planning models for reverse and closed –loop supply chains*, p. 292, CRC Press, ISBN-10: 1420054783

Rogers, D., & Tibben-Lembke, R. (1998). *Going backwards: Reverse logistics trends and practices*. p. 283. University of Nevada, Reno.

**Required Readings:**

Castaneda, L., Harrell, M. C. Hall, L., Varda, D., Hall, K. Beckett, M. & Stern, S. (2008). *Deployment Experiences of Guard and Reserve Families: Implications for Support and Retention*. Rand Corporation and National Defense Research Institute.

<b>Evaluation Procedures</b>	Assignments in this course consist of:
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**Evaluation Criteria**

GRADED ASSIGNMENT	FINAL GRADE %
Weekly Forums (8 forums)	32
Weekly Paper Assignments (3 papers)	30
Case Study	20
Final Research Paper	18
<b>TOTAL</b>	<b>100%</b>

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

**Evaluation Criteria**

<b>Graded Assignment</b>	<b>Percent of Final Grade</b>
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<b>Week 1 Introductory Forum (250 word minimum)</b>	<b>4</b>
<b>Week 1 Forum Post/Response (Text and Lecture)</b>	<b>4</b>
<b>Week 2 Forum Post/Response (Text and Lecture)</b>	<b>4</b>
<b>Week 2 Assignment: APA Format Quiz Paper</b>	<b>10</b>
<b>Week 3 Assignment: Research Paper Proposal/Outline</b>	<b>10</b>
<b>Week 3 Forum Post/Response (Text and Lecture)</b>	<b>4</b>
<b>Week 4 Forum Post/Response (Text and Lecture)</b>	<b>4</b>
<b>Week 4 – Assignment: One Page Abstract</b>	<b>10</b>
<b>Week 5 Forum Post/Response (Text and Lecture)</b>	<b>4</b>
<b>Week 6 Forum Post/Response (Text and Lecture)</b>	<b>4</b>
<b>Week 7 Assignment: Case Study</b>	<b>20</b>
<b>Week 8 Assignment: Final Research Paper</b>	<b>18</b>
<b>Week 8 Forum Reflection</b>	<b>4</b>
<b>Total</b>	<b>100</b>

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

#### 8 – Week Course Outline

<b>Week</b>	<b>Learning Objective(s)</b>	<b>Reading(s)</b>	<b>Assignment(s)</b>
1	LO 1, 2, & 3	Listed in the Forum and Week’s lecture	APA & Week #1 Post/Response, Introductory Forum
2	LO 3 - 8	Listed in the Forum and Week’s lecture	APA Quiz & Week #2 Post/Response
3	LO 4 - 9	Listed in the Forum and Week’s lecture	Week 3 Post/Response, Research Paper Proposal/Outline
4	LO 9 - 10	Listed in the Forum and Week’s lecture	Week 4 Post/Response, One page Abstract,

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5	LO 4-5	<b>Listed in the Forum and Week's lecture</b>	Week 5 Post/Response
6	LO 9-11	<b>Listed in the Forum and Week's lecture</b>	Week 6 Post & Response
7	LO 1-13	<b>Listed in the Forum and Week's lecture</b>	Case Study
8	LO 1 – 11	<b>Listed in the Forum and Week's lecture</b>	Research Paper Week 8 Post & Response

### **Policies**

Please see the Student Handbook in the classroom under More Tools.

#### **Citation and Reference Style**

Attention Please: Students will follow the APA style 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 style cited in the sixth edition.

#### **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 7<sup>th</sup> day. No work will be accepted past the final day of class.

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### **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 be 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.

### **Online Library**

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:** Students have access to 10 free hours of tutoring service per year. **Tutor.com** is an award-winning online homework help and learning service that connects students to a certified tutor for one-on-one help. Get help with homework, studying, projects, essay writing, and test prep in every subject, including algebra, statistics, chemistry, physics, social studies, and English. There are thousands of academic and career services resources—worksheets, practice problems, videos in every subject, as well as literacy tips. They are available 24/7 so you can access them whenever you need extra help. **Tutor.com** can be accessed through the Online Library Tutorial Center link. *Tutoring services are unavailable on January 1, Easter Day, July 4,*

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*Thanksgiving Day, and December 25; beginning at 1:01 a.m. and resuming at 2:00 p.m. the following day (EST).*