

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 502 Decision Making Strategies in Reverse Logistics 3 Credit Hours 8 weeks Prerequisite(s): None</p>
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### Course Description (Catalog)

#### **RLMT502 – Decision Making Strategies in Reverse Logistics Management (3 hours)**

This course investigates the advanced analysis methods and techniques used to solve the pricing and packing needs of products entering the reverse logistics supply chain. The course emphasizes the most successful methods from business statistics, production and operations management, management science, and operations research fields of study. Students will be required to synthesize material from several major fields of study in order to apply it in this course. Methods of analysis will be investigated to solve these problems including probability concepts and their applications, statistical quality control, process design, forecasting, inventory control, waiting line models, transportation and assignment methods, decision analysis, and simulation modeling.

### Course Scope

Companies are seeking to improve performance and increase customer retention. To this end, it is currently estimated that reverse logistics accounts for 1/2% of the US GDP, so a few percentage points for a large company or the military translates to millions of dollars.

Reverse Logistics is becoming critically important in manufacturing, retail and even in the military. As companies continually compete improve operations, companies are trying different management, leadership and statistical control to achieve these higher goals. Furthermore, as

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organizations become more complex, organizations must not only address the needs of the external customer they must be proficient with meeting the needs of their employees.

### Course Objectives

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

LO-1 Explain reverse logistics

LO-2 Outline best practices in reverse logistics

LO-3 Describe the importance of statistical process control in customer service returns and after service customer support as applied to reverse logistics

LO-4 Analyze organizational structure to apply to reverse logistics

LO-5 Analyze leadership strategies that support reverse logistics

LO-6 Describe decision making processes in reverse logistics

LO-7 Understand future business needs of reverse logistics

### 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
<b>TOTAL</b>	<b>100%</b>

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

### 8 – Week Course Outline

Week	Topic(s)	Learning Objective(s)	Reading(s)	Assignment(s)
	Identify problems	LO-1 Explain reverse	Value recovery	Week #1 Post/Response,

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1	and issues in reverse logistics	logistics	from the reverse logistics pipeline: Front Matter, Chapter 1 and 2	Introductory Forum
2	Understand best practices in Reverse Logistics	LO-2 Outline best practices in reverse logistics	Recall Handbook (all)	Week #2 Post/Response Assignment #1
3	Understand statistical control in reverse logistics	LO-3 Describe the importance of statistical process control in customer service returns and after service customer support as applied to reverse logistics	Value recovery from the reverse logistics pipeline: Chapter 3, 4, Appendix	Week 3 Post/Response, Assignment #2 and Assignment #3 Research Paper Proposal/ Outline
4	Consider organizational structure as a solution to the reverse logistics crisis	LO-4 Analyze organizational structure to apply to reverse logistics	Quantitative Model for Reverse Logistics Chapters 1-4	Week 4 Post/Response, Assignment #4 One page Abstract,
5	Conduct an informal review of a retail operations or military returns operations to understand existing statistical and non-statistical strategies in use	LO-5 Analyze leadership strategies that support reverse logistics	Quantitative Model for Reverse Logistics Chapters 6-8	Week 5 Post/Response, Assignment #5 Referenced Outline
6	Summarize the issues related to the decision making	LO-6 Describe decision making processes in reverse	Quantitative Model for Reverse Logistics Chapter 9	Week 6 Post & Response, Assignment #6

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	process in reverse logistics	logistics		
7	Review the progression in the field of reverse logistics management	LO-7 Understand future business needs of reverse logistics	Quantitative Model for Reverse Logistics Chapter 10	Week 7 Post & Response, Assignment #7
8	Review of LOs 1-7, and Readings	<u>1 – 7</u>	Review all readings	Week 8 Post & Response, Assignment #8 Research Paper

### **Policies**

Please see the Student Handbook to reference all University policies. The student handbook is available in the classroom under the More Tools tab.

#### **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 6th 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.

#### **Netiquette**

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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.

#### **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

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Library Tutorial Center link. *Tutoring services are unavailable on January 1, Easter Day, July 4, Thanksgiving Day, and December 25; beginning at 1:01 a.m. and resuming at 2:00 p.m. the following day (EST).*