

OPRE 6341: RETAIL OPERATIONS (Fall 2022)

(Last updated on August 30, 2022)

COURSE INFORMATION:

Course number: OPRE 6341
Sections: 0W1
Course title: Retail Operations
Term: Fall 2022
Class level: Graduate
Class credits: 3 credits
Instruction mode: Online

Professor's name: Dr. Dorothée Honhon
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TA's name: Rucha Pupala (Dual MBA/MS in Supply Chain Management)
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Office Location: 2.1L1 Graduate Student Lounge (during office hours)
Office hours Thursdays 2 to 3pm.

COURSE MODALITY:

For this course, the **Online** instructional modality is implemented as follows:

- The lectures take place entirely online, with no in-person classroom sessions.
- Office hours are hybrid – students may join virtually via Teams or in person in the instructor's office.
 - Students may also request appointment with the instructor or the TA in person or virtually via Teams.
- Students are invited to use the Discussion board to earn class participation
- Each (regular) week the students are expected to do the following:
 - o Do the required reading for the week's course module
 - o Watch the video presentations for this week's course module
 - o Complete and submit the homework assignment
 - o Participate by posting a message on the discussion board
- Unless otherwise stated, the deadline for completion of the weekly tasks is Sunday at 11:59 pm, Dallas time.
- There are two online exams taken on eLearning which are open book and open notes and are to be taken remotely using the automated proctoring system Honorlock (must have a webcam on).
- There is one team course project with a final written report as the main deliverable (no presentation).

INSTRUCTOR PRESENTATION:

Dr. Dorothée Honhon is a Professor of Operations Management at the Jindal School of Management of the University of Texas at Dallas. She joined the school in September 2013. She received her Undergraduate and Master's degrees in Business Administration from the University of Liege, in Belgium (2000) and a Ph.D. in Operations Management from New York University (2006). Prior to her position at UT Dallas, she worked at the McCombs School of Business of the University of Texas at Austin (2006-2011) and the Eindhoven University of Technology, in the Netherlands (2011-2013). At UT Dallas, she teaches OPRE 6302 Operations Management and OPRE 6341 Retail Operations. In 2010, she received the Regents' Outstanding Teacher Award from the Board of Regents of the University of Texas system, in 2011, she received the Trammell/CBA Foundation Teaching Award for Assistant Professors, in 2018, she received the Outstanding Graduate Teaching Award in 2017-18 from the Naveen Jindal School of Management and in 2021 she received the OWLIE for Faculty of the Year (Graduate).

Her research interests include inventory management, food waste management, assortment planning, retail operations and sustainability in supply chains. She is an Associate Editor for the *Management Science*, *Manufacturing and Service Operations Management* and *Production and Operations Management* journals. She is the Past President of the Women in OR/MS (a.k.a. WORMS) forum from INFORMS and the past President of the College of Supply Chain Management of the Production and Operations Management Society. She is the current chair of the [Sustainability Committee](#) at UT Dallas and the Associate Dean for Diversity, Equity and Inclusion at the Naveen Jindal School of Management.

Dorothée is very passionate about teaching and loves the interaction with her students. She enjoys working on her research projects, especially her latest work on minimizing food waste in supply chains. In her spare time, Dorothée loves to play with her two kids Elsa (12 years old) and Jonah (10 years old) and three cats, practice yoga, run, cook vegan food, listen to podcasts and write with fountain pens from her collection. She loves scented candles and anything coconut-flavored.

COURSE PRE-REQUISITES & CO-REQUISITES:

There are no pre- or co-requisites for this course.

However, students are expected to have at least a basic knowledge of algebra and statistics. Some notions of econometrics (e.g. forecasting and regression analysis), process analysis (e.g., cycle time, just-in-time...) inventory management (e.g., economic order quantity and newsvendor models) and corporate finance (e.g., how to read a balance sheet, how to compute the net present value of a project) are a plus (though a quick review of these topics will be provided by the instructor).

In addition to a confident level of computer and Internet literacy, knowing how to use a spreadsheet software (e.g., Microsoft Excel) will also be useful for the course.

COURSE DESCRIPTION AND OBJECTIVES:

Retail is the sale of goods and services to the end consumer; it is the final stage in the supply chain. Retailing is an important industry to study. In the US, retailing accounts for about 40% of the economy and is the largest employer. The online retail business is booming and now corresponds to about 13% of all retail sales in the United States (2021).

This retail industry is at the forefront of business changes through its direct connection with the consumer. It generates and foretells demand for the rest of the economy. It is a dynamic industry, with continuous changes in marketing channels, formats, technology, and sourcing. Currently, retailing is one of the main drivers of economic growth and transformation in emerging markets around the world, through both global sourcing and global marketing.

Retailing is also a laboratory to learn and test ideas that may apply to other businesses. Various types of sophisticated data can be collected in retailing with more ease than in other industries. Performance can be measured accurately and promptly. Managers in retailing receive rapid feedback on their decisions.

This course examines various new developments in retailing and the application of operations management principles to these developments. Topics which will be discussed include: responsive supply chains, store execution, inventory management, assortment planning, pricing, online retailing, omni-channel retailing, sustainability, use of technology such as RFID, and linking inventory and financial performance.

The course develops managerial insights for the retail sector and uses quantitative and empirical modeling skills. This course will be useful for students in two ways. First, because retailers play a dominant role in many supply chains, it is not only important for retailers but also for manufacturers and distributors to understand the retail processes and their consequences on the total supply chain. Secondly, the problems faced by retailers (data availability, reducing lead-times, complexity, etc.) are shared by many other firms in the industry. As such, these problems are very generic and the knowledge obtained via this course can thus be applied in a variety of industries.

The main objectives of this course are:

- To provide students with an understanding of the crucial importance of retail operations management in today's business environment;
- To familiarize students with the basic concepts, techniques, methods and applications of retail operations management;
- To enhance students' analytical skills and ability to uncover problems and opportunities for improvement in production and service processes.

COURSE MATERIALS:

Required Materials

- **Course packet:** Available for purchase online at:
<https://hbsp.harvard.edu/import/960650>
Registration with Harvard Business Publishing is required. The course packet contains case studies and articles which we will discuss in class.
- **Other articles:** Cases and articles which cannot be made available via the Harvard Business Publishing website will have to be downloaded by the students (links or references will be provided).

COURSE PLATFORMS:

This course can be accessed using your UT Dallas NetID account on the [eLearning](#) website. Please see the course access and navigation section of the [Getting Started with eLearning](#) webpage for more information. To become familiar with the eLearning tool, please see the [Student eLearning Tutorials](#) webpage.

Students will find the following on the course website:

1. **Video presentations:** Each week a video presentation (often divided in two or three parts) will be made available for students to watch.
2. **Course Notes:** Each week a PDF version of the slides from the video presentation will be posted.
3. **Assignments:** Each week a homework assignment will be made available for the students to complete by Sunday at 11:59 pm, Dallas time.
4. **Practice exams:** Before each exam, at least one practice exam will be posted, with the exact same number of questions and level of difficulty as the actual test.
5. **Forums** (discussion board): Students are invited to post questions on the material via the eLearning Discussion Board. They can also post comments, criticisms and suggestions anonymously regarding the course and the instructor.
6. **Grades:** Grades on exams and assignments will be posted on eLearning.

Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience. Please review the important technical requirements on the [Getting Started with eLearning](#) webpage.

PERFORMANCE EVALUATION:

The students' grade will be assessed through homework assignments, two exams and a course project as follows:

	% of final grade
Exam I	20%
Exam II	20%
Homework assignments	20%
Course project	20%
Class participation (discussion board)	20%

Extra credit work will not be given under any circumstance.

The following grading scheme for assigning letter grades is provided as a guideline. The actual grading scheme may differ based on the relative performance of students in the class.

Final grade	Letter grade
[93-100]	A
[90-93)	A-
[87-90)	B+
[83-87)	B
[80-83)	B-
[73-80)	C+
[66-73)	C
[60-66)	C-
[0,60)	F

Exams

Exam I will cover the materials from sessions 1-7. Exam II will cover the materials from sessions 8-12. In other words, Exam II is not cumulative.

For each exam, students have a choice between three time windows to take the test.

For **Exam I**:

- Friday, **October 14**, start time between 5 and 8 pm,
- Saturday, **October 15**, start time between 3 and 6 pm,
- Sunday, **October 16**, start time between 5 and 8 pm.

For **Exam II**:

- Friday, **December 9**, start time between 5 and 8 pm,
- Saturday, **December 10**, start time between 3 and 6 pm,
- Sunday, **December 11**, start time between 5 and 8 pm.

Once each exam is started, students have 3 hours and 30 minutes to complete it. So, for example, a student can start taking Exam I at 8pm on Friday, October 14, and have until 11:30 pm that day to complete it.

The exams are open book and open notes and will take place remotely (i.e., not in our classroom nor at the UTD testing center). Students are not allowed to communicate with anyone during the exam time window, in particular, students may not share exam questions and/or answers with anyone.

This course will use [Honorlock](#), which is an online exam proctoring tool. To successfully take an exam, students must have a web camera with microphone, a laptop or desktop computer (no tablets/phones), the Chrome browser, a reliable internet connection and a photo ID. Students will be prompted to install the Honorlock Chrome Extension (which can be removed after the test). They will then access the exam within the eLearning course and go through the authentication process. Please see the [Testing Guidelines](#) and [Support Information](#) for additional information.

Any concern regarding the grading of exams should be addressed directly to the instructor no later than two weeks after the marks were posted.

Homework Assignments

There are 12 homework assignments throughout the semester. Homework assignments must be submitted individually on eLearning by Sunday at 11:59 pm, Dallas time. No late submission will be accepted.

Homework assignments are set up as quizzes on eLearning which will be automatically graded. For all homework assignments, students may work in teams but each student in the team must complete the assignment on eLearning. Each student in the team must participate in the homework and contribute a fair share of the workload.

Grades on homework assignments out of a maximum score of 10. A grade of 0 out of 10 will be given to students who do not turn in an assignment. Any concern regarding the grading of homework assignments should be addressed directly to the TA, no later than one week after its due date/time.

When computing the average grade on homework assignments, the two lowest grades will be dropped. In other words, a student's final score on homework assignments will be the average of his or her best 10 scores (each homework having equal weight). However, students are strongly encouraged to turn in every assignment, as they constitute the best preparation for the exams.

Course project

The course project is to be done in teams of **up to 5 students**.

Each team is to pick a retailer (or online retailer) and perform an analysis **focusing on one particular dimension of the retailer's business**. The dimension chosen for the analysis can be selected from the list of course topics:

- A discussion of relevant aspects of inventory management for the retailer, e.g., inventory perishability or short life cycle (obsolescence), demand seasonality, quick response replenishment;
- A discussion of stock-outs and inventory availability;
- A discussion of store execution problems such as inventory inaccuracy and misplaced items;
- A discussion of the use of technology for managing store operations and for interactions with the customers;
- A discussion of the internet channel, e.g., design of the website, level of customization, etc.;
- A discussion of the omni-channel initiatives and challenges;
- A discussion of assortment planning, i.e., depth vs breadth, customization, localization, etc.;
- A discussion of pricing practices, e.g., markdowns, dynamic pricing, coupons, etc.;
- A calculation of inventory turns and related metrics and interpretation of these values;
- A discussion of sustainability practices and initiatives.

Alternatively, the students can decide to focus on another aspect of the retailer's business not from the list above. Examples of course project titles would be "An analysis of the inventory records inaccuracy problem at Dollar Tree" or "Omni-channel initiatives at Sephora".

While the main focus of the report should be the chosen dimension of analysis, it should still include a brief presentation of the retailer including a description of the products/services, company history, business model, financial performance, primary market analysis, main competitors, etc. The project should also include a section on recommendations regarding the dimension of analysis, that is, ways for the retailer to improve on that dimension.

Students are given a lot of freedom in designing the analysis to answer the question they have chosen to focus on. They can make use of empirical methods or analytical methods. The report can be purely descriptive or include a mathematical analysis. If the students use empirical methods, the data they use can be gathered through store visits, interviews with store employees, surveys, even experiments or it can be publicly available data (from the internet or financial reports). The final report should include a bibliography, which is a list of references including links to websites where data and information were gathered from. **Ultimately it is up to the students to decide how ambitious they want their project to be. As explained below, effort is an important component in the grading of the final report.**

Deadlines and deliverables:

By the end of Week 2 (Sep 4): students should form teams and register their team using the Group Signup Sheet on eLearning. When forming team, students are encouraged to seek diversity of backgrounds, national origin, age, gender, ethnicity, etc. as research shows that more diverse teams outperform more homogenous ones (source: [PsychologyToday](#)). Students who are not in a team by the end of week 2 will be assigned to a team by the instructor.

By the end of Week 3 (Sep 11): students should then send an email to the instructor with (i) their group number (ii) the composition of their team (first and last names of the students), (iii) the retailer they have chosen to study and (iv) the chosen dimension for their analysis. Within 2 days, they will receive confirmation from the instructor that their choice is accepted. Only one team can study a retailer and retailers who have been chosen by teams in previous semesters may not be chosen again (see the “Guidelines for choosing a retailer” document on eLearning for the list of retailers which can no longer be chosen). Confirmation will be given to teams on a first-come-first-serve basis.

By the end of Week 10 (Oct 30): A one-page progress report should be submitted as a PDF file via eLearning. In this report, the students should write about:

- The retailer they have chosen;
- The dimension of analysis they have selected and why it is relevant for that particular retailer;
- The methodology they have chosen: for example, data gathering in the stores, research on the internet, interviews, surveys, etc.
- (If relevant) Their data collection process: how much data they have collected so far and how much more they plan on collecting;
- A list of articles they have found which are relevant to the topic they focus on (either academic papers or news articles);
- (Optional) A list of challenges faced so far. This may include concerns about the unequal distribution of work amongst teammates.

By the end of Week 15 (Dec 4): A written report of at most 20 pages (not counting bibliography and appendices) should be submitted as a PDF file via eLearning. The report should be submitted by one team member twice: once via a regular assignment upload link and once via a Turnitin link (plagiarism detection tool). The length requirement on the project is intentionally kept fairly loose (there is no requirement on the number of words, spacing or page margins). Students are their own judges of what is the appropriate length for their report and they are not to add extra “fluff” just to make it to the maximum number of pages. Students should review the “Project Guidelines” document available on eLearning for instructions on how to write the report.

By end of Week 15 (Dec 4): The students must submit a Peer Evaluation Form, where they evaluate each team member, including themselves, on the following dimensions: participation in team events, workload, quality of work and team interaction skills. Failure to submit the peer evaluation form will cost the student 5 points out of 100 on the course project.

The breakdown of the grade for the course project (out of 100) is as follows:

- 10 points: progress report
- 90 points: final report

The grade on the one-page progress report will be mostly based on effort. The grade on the final report will be based on effort/ambition (30%), execution (30%), clarity/format (20%) and the Similarity Index Score from Turnitin, a plagiarism detection tool, (20%). Ideally this score should be below 10% (the lower the better). Students are allowed to submit their report multiple times via the Turnitin link in order to view (and improve) their Similarity Index Score. Only the last version of the report will be read and marked. The effort/ambition dimension is to some extent a relative one: the teams who submit a more in-depth, ambitious project will ultimately receive the highest scores. Students within the same team may receive a different grade due to the peer evaluation process. Any concern about the lack of involvement in the project of one of the team members should be brought up to the instructor as early as possible (via email). The following rubric is used for the marking of the final project:

Criteria	Levels of Achievement			
	Poor	Moderate	Good	Excellent
Effort/ambition Weight 30.00%	30.00 % Report is based mostly on internet searches with little to no original content	50.00 % Report contains one of the following: survey (conducting and analyzing), interviews, data collected during store visits, data analysis	80.00 % Report contains two of the following: survey (conducting and analyzing), interviews, data collected during store visits, data analysis	100.00 % Report contains most of the following: survey (conducting and analyzing), interviews, data collected during store visits, data analysis
Execution Weight 30.00%	30.00 % Poorly executed analysis. Explanation and interpretation is missing.	50.00 % Analysis contains some mistakes. Explanation is insufficient and interpretation is lacking.	80.00 % Analysis is done well. Explanation is sufficient and interpretation is provided.	100.00 % Analysis is of high quality. Extensive explanation is provided. Interpretation of the results is correct.
Clarity/formatting Weight 20.00%	30.00 % Report does not read well. Lots of typos and grammatical errors. Some of the required sections are missing.	50.00 % Report reads OK but contains some typos and grammatical errors. One of the required sections is missing.	80.00 % Report reads well. Very few typos. All required sections are included.	100.00 % Report looks very professional and reads very well. No typos. All required sections are included. Report includes innovative personal touches.
Turnitin score Weight 20.00%	0.00 % Above 50%	50.00 % Between 20 and 50%	80.00 % Between 10 and 20%	100.00 % Below 10%

One group member should submit the progress report and final report on behalf of the entire group so that all group members can view the results and feedback once it has been graded. Both files should be submitted in PDF format. All students should individually submit the peer evaluation form as a PDF file via eLearning. All concerns or questions regarding the score on the course project should be directed to the instructor, not the TA.

Class participation

To earn class participation credits, the students must participate on the Class participation forum of the eLearning discussion board. For each module, a question will be posted and students are invited to post a response. Students must write original posts and are encouraged to conduct research or share personal experiences in their responses.

The course teaching assistant will review and grade the posts on a scale of 0 to 2 for each module, as follows:

- 0 points for no post or for an invalid/irrelevant post (i.e., does not answer the question) or a post which does not contain original content (i.e., was copied and pasted from some outside source without proper source referencing)
- 1 point for a valid post but shows limited effort, critical thinking and/or personal experience.
- 2 points for a valid post which demonstrates effort, critical thinking and/or personal experience.

When computing the average grade on class participation, the total scores on each course module questions will be added up, with a maximum possible score of 20. Since there are 12 course modules, students may not submit responses to up to 2 course module questions and still get a perfect score of 20 out of 20.

All concerns or questions regarding the score on a class participation question should be directed to the TA, not the instructor.

Bonus points

Students who are the first person to notice a significant mistake in the course material (slides, formula sheet, solutions to an assignment etc.) will be awarded a bonus point (each bonus point is worth 0.1 which gets added to their final score out of 100). Note that spelling or English mistakes are not significant errors. Bonus points can no longer be earned after Exam II has taken place.

COURSE SCHEDULE:

The following is a tentative schedule of meetings, and deliverables for the semester. This is subject to change. Students will be notified via email if there is a major change. A current schedule will always be available on the eLearning course website.

Week #	Monday date	Topic	Required readings	Deliverables – due by Sunday 11:59 pm
1	Aug 22	Module 1: Introduction to retail operations	Course syllabus	HW1
2	Aug 29	Module 2: Inventory management	Paper and More (A)	HW2, Project team sign up
3	Sep 5	Module 3: Fast fashion	ZARA: Fast Fashion Case Flash Forward: Zara: Fast Fashion	HW3, Submit project retailer and team
4	Sep 12	Module 4: Inventory inaccuracy and stock-outs	Stock-Outs Cause Walkouts Execution: The Missing Link in Retail Operations	HW4
5	Sep 19	Module 5: Technology in retailing	RFID at the METRO Group	HW5
6	Sep 26	Module 6: Online retailing	Amazon.com, 2021	HW6
7	Oct 3	Module 7: Omni-channel retailing	The Store Is Dead – Long Live the Store	HW7
8	Oct 10	Exam I		
9	Oct 17	Module 8: Consumer choice	Which products should you stock? Pages 1-9	HW8
10	Oct 24	Module 9: Assortment planning	Which products should you stock? Pages 10-11	HW9
11	Oct 31	Module 10: Pricing	Cambridge Software Corporation	HW10, Project progress report
12	Nov 7	Module 11: Retail finance	David Berman	HW11
13	Nov 14	Module 12: Sustainability in retail	Greening Walmart: Progress and Controversy	HW12
14	Nov 21	*** no lecture – Fall break ***		
15	Nov 28	*** no lecture – work on report ***		Final project report, Peer Evaluation Form
16	Dec 5	Exam II		

COURSE POLICIES:

- Extra credit work will not be given under any circumstance.
- Offering a make-up exam for a missed exam or scheduling it a different time is entirely at the discretion of the instructor. Students with legitimate reasons and letters of proof can request to take make-up exams.
- No late homework assignments will be accepted under any circumstance.
- Students are to follow the principles of academic integrity. In particular:
 - They cannot copy and paste from external sources without proper reference citation;
 - They are only to put their name on a homework assignment if they have done their fair share of the work;
 - They cannot communicate with other students during the exam time window; in particular, they may not share exam questions and/or answers with anyone.
 - They cannot refer to material from this course taught in previous semesters, especially solutions to homework assignments or exams from previous semesters (mostly because they are changed from semester to semester).
 - They cannot reproduce or share the course content with those not registered in the course, or upload to other online environments except to implement an approved Office of Student AccessAbility accommodation.

TIPS FOR SUCCESS (FROM YOUR INSTRUCTOR FOR THIS PARTICULAR COURSE)

1. As much as your schedule allows, start working on the readings, and watching of the video presentation and homework assignment **early each week**. Count for at least 4 hours of work each week.
2. Start working on your course project **early in the semester**. Especially if you want to collect data from store visit or interviews.
3. **Ask questions.** Either during office hours, via the eLearning discussion board or by email. Never be afraid that a question could be perceived as “stupid” or “irrelevant”; there are no such things as stupid or irrelevant questions.
4. Resist the temptation to take shortcuts. **Do not cheat** and do not tolerate those who do.
5. **Respect** your fellow students and **accept** them for who they are. Help contribute to fostering an **inclusive** classroom, recognizing that **diversity** brings a richness of ideas.
6. Focus on the **learning experience**, not on your final grade. “*Exams and grades are temporary but education is permanent*”.
7. **Have fun!** Find pleasure in learning about retail operations, especially working on your team project!

UTD POLICIES AND PROCEDURES:

Diversity, Equity and Inclusion

In developing the materials and assignments for this course, I have aimed to be thoughtful about how identity, culture, and learning styles impact the course content. I intend students from all diverse backgrounds and perspectives be well-served by this course and that the diversity that students bring to this class be viewed as a strength and benefit.

Learning can only happen in a community that is respectful and inclusive; we all belong in this community and we will value each other's experiences. All members of class will conduct themselves in a professional manner. Remember, you can disagree with the idea and still respect the person.

I also invite you to share your personal experiences and perspective related to the course content; we can learn from each other. Your suggestions on how to make this class and our classroom more inclusive are encouraged and appreciated.

Student AccessAbility

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the [AccessAbility Resource Center](#) (formally called the Office of Student AccessAbility) is required. Students who are eligible to receive an accommodation and would like to request it for this course, should discuss it with the instructor and allow one-week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the AccessAbility Resource Center for a confidential discussion.

The AccessAbility Resource Center provides:

- Academic accommodations for eligible students with a documented permanent physical, mental or sensory disability
- Facilitation of non-academic and environmental accommodations and services
- Resources and referral information, and advocacy support as necessary and appropriate.

It is the student's responsibility to notify the instructor of the need for such an accommodation. The AccessAbility Resource Center provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the instructor immediately during the first week of the semester.

Comet Creed

The Comet creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: *"As a Comet, I pledge honesty, integrity, and service in all that I do."*

Academic Honesty

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done

by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism (especially from internet sources), cheating, fabrication, and collaboration/collusion.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found [here](#).

Students in this course suspected of academic dishonesty are subject to [disciplinary proceedings](#), and if found responsible, the sanctions will be determined according to the severity and the nature of the violation with the following minimum sanctions being applied: zero point for the assignment/exam.

Academic Support Resources

Please refer to [Academic Support Resources webpage](#) for the University's academic support resources.

For help with test anxiety or time management, the following resources are available: your academic advisor, the Learning Resource Center (MC2.402), the Counseling Center (SU1.608), the New Student Programs Office (SU1.610) and your instructor.

TECHNICAL SUPPORT AND ONLINE RESOURCES:

UT Dallas OIT Help Desk provides technical support for Microsoft Office 365 (including Excel, Teams, and Streams) 24 hours a day/7 days a week. See [here](#) for their contact information (e.g., phone number, email, and Live Chat).

UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The [eLearning Support Center](#) includes a toll-free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service.

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online eLearning Help Desk. The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

Communication

This course utilizes online tools for interaction and communication. Some external communication tools such as regular email and a web conferencing tool may also be used during the semester. For more details, please visit the [Student eLearning Tutorials](#) webpage for video demonstrations on eLearning tools. Student emails and discussion board messages will be answered within 3 working days under normal circumstances.

Distance Learning Student Resources

Online students have access to resources including the McDermott Library, Academic Advising, The Office of Student AccessAbility, and many others. Please see the [eLearning Current Students](#) webpage for more information.

Server Unavailability or Other Technical Difficulties

The University is committed to providing a reliable learning management system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the online [eLearning Help Desk](#). The instructor and the eLearning Help Desk will work with the student to resolve any issues at the earliest possible time.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the instructor. The latest version of the syllabus will always be available on eLearning.

I believe you belong here. I am cheering for you and want to see you succeed. I know that your grades do not reflect your worth or your potential to be successful in your future career. I care more about you as a person than as a student. I know life doesn't stop for school, so do not be afraid to reach out to me if you ever need anything. Dorothee.¹

¹ Modified from [Viji Sathy's](#) statement.