

**BARTON COUNTY COMMUNITY COLLEGE
FORT RILEY CAMPUS
OCTOBER 1, 2002**

**SYLLABUS IS IN ACCORDANCE WITH THE STATE PLAN FOR
KANSAS COMMUNITY COLLEGES COURSE GUIDE (PAGE 44).**

I. GENERAL COURSE INFORMATION

Course Number: TRAD 1790
Course Title: Management of Supply Operations
Credit Hours: 2
Division and Discipline: Technical Education Division

Course Description: This course provides supervisors and managers of warehouse operation, construction companies, automotive shops and federal, state and local government agencies an overview of the systems used to manage resources.

II. CLASSROOM POLICY

Students and faculty of Barton County Community College constitute a special community engaged in the process of education. The college assumes that its students and faculty will demonstrate a code of personal honor, which is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom. There will be no eating in the classroom.

The college reserves the right to suspend a student for conduct which is determined to be detrimental to the college's educational endeavors as outlined in the college catalog.

Academic dishonesty on any academic endeavors at Barton County Community College will not be tolerated.

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act should notify the instructor and the BCCC enrollment specialist.

Student grievance procedure: BCCC policy is to secure, at the lowest possible level, equitable solutions to problems which may arise during the conduct of our academic and vocational programs. Student academic concerns that cannot be resolved with the course instructor should be directed to Program Manager BCCC Military programs (1-785-239-9769) or Director Military Programs (1-785-238-8550).

III. COURSE AS VIEWED IN TOTAL CURRICULUM

This course serves as an overview for managers to procedures used by business, industry and government agencies for maintenance and accounting for facilities, supplies and equipment.

IV ASSESSMENT OF STUDENT LEARNING/COURSE OUTCOMES

Barton County Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

- I. *Demonstrate an understanding of system functions.*
- II. *Demonstrate an understanding of methods used for Requesting and Receiving supplies.*
- III. *Demonstrate and understanding of knowing the Disposition of the organizations Property*
- IV. *Demonstrate an understanding of assignment of Property Responsibility.*
- V. *Demonstrate an understanding of Storage Area requirements.*
- VI. *Demonstrate an understanding of local, state and federal environmental constraints.*

V. COMPETENCIES

The course is designed to enable students to: Upon completion of this course, the student will be able to:

- I. *Students will demonstrate and understanding of supply management processing to ensure compliance with applicable organizational requirements.*
 1. Demonstrate an understanding of system functions.
 2. Demonstrate an understanding of methods used for Requesting and Receiving supplies.
 3. Demonstrate and understanding of knowing the Disposition of the organizations Property

II. Demonstrate an understanding of assignment of Property Responsibility.

1. Demonstrate an understanding of individual supplies and equipment requirements
2. Demonstrate an understanding of the requirements to conduct Inventories, Adjustments for Lost, Damaged or Destroyed Property

III. Demonstrate an understanding of Storage Area requirements.

1. Label absentee storage
2. Unit and Operational Load

IV. Demonstrate an understanding of local, state and federal environmental constraints.

1. Hazard Material Program

VI INSTRUCTOR EXPECTATION OF STUDENTS IN CLASS

Each student is expected to attend every class session. Each student is expected to read the textbook as assigned, turn in projects as assigned and participate in testing procedures.

VII TEXT AND SUPPLEMENTARY MATERIALS USED IN THE COURSE

Army Regulations 700-84, 710-2, 735-5, Commander's Guide Unit Level Logistics System-S4, Department of the Army Pamphlet 710-2-1

VIII REFERENCES

End User Manual, Unit Level Logistics System S-4

IX METHODS OF INSTRUCTION AND EVALUATION

Discussion, lecture, individual and small group work

Grading Scale

90 – 100 =	A
80 - 89 =	B
70 - 79 =	C

X ATTENDANCE REQUIREMENTS

Students are required to attend all classes. Emergencies must be reported to the instructor and will be handled on a case-by-case basis. Attendance will be taken every class session. If a class must be missed, work will be turned in the next class date. Tests and presentations must be completed on the assigned dates.

XI COURSE OUTLINE

Class 1

- A. In processing and introduction of Course Outline
- B. Overview of Supply Operations
- C. Individual Equipment and Supplies
- D. Maintaining Records
- E. Equipment Records
- F. Accountability of Equipment, Inventories, Disposition and Storage

Pre Test

Class 2

- A. General Information on Supply Constraints
- B. Required documentation for Supplies and Equipment, Requesting and Receiving Supplies
- C. Supply request reconciliation with vendor and order status
- D. Disposition of property, property maintenance and property responsibility

Class 3

- A. Automated Database System and Utilities Overview
- B. System Security Accesses
- E. Master File Maintenance and Display, Hardware Parameter File Update, System Log File Maintenance and Security Tracking
- F. Property Origin Maintenance

Class 4

- A. Accountability of Property Maintenance
- B. Master File Update
- C. Assign Property Accountability
- D. Equipment Process Overview, equipment Records
- E. Shortage/Excess Maintenance/Replenishment and Equipment Serial Number Maintenance

Class 5

- A. Requests for Supplies and Equipment
- B. Unserviceable supplies procedures
- C. Logistics Planning Overview
- A. Embedded Training
- B. End of Course Review
- C. End of Course Exam, Test Review, Review of any questions, Course Critique

ADDENDUM TO SECTION III

Course Transferability to Regent Universities

[Introduction to Energy Management Principles] at BCCC is equivalent to: Course is not designed as a transfer course.

INSTITUTION	EQUIVALENT COURSE(s) ^a	SOURCE(S) OF INFORMATION ^b
Emporia State University		
Fort Hays State University		
Kansas State University		
Pittsburg State University		
University of Kansas		
Wichita State University		

^a Highlighted (**boldface** font) courses may be used at the institution to fulfill general education requirements.

^b Include both the name (location) and date of the source of information.

SYLLABUS ADDENDUM

General Education Outcomes

(Bold Face indicates that the outcomes apply to this class)

Fundamental outcomes:

The student shall develop:

- F-1. **An ability and willingness to think critically about any subject area and to generate logical questions.**
- F-2. **Problem-solving skills that can be used to seek answers to questions that arise within any subject area.**
- F-3. **A set of values, attitudes, and beliefs within the context of any subject area.**
- F-4. An understanding of the historical perspective of a given subject area and how the history of a human endeavor has interacted with development of the subject area.
- F-5. **A knowledge of information storage, access, and retrieval and how information technologies relate to a given subject area.**
- F-6. An appreciation of the multicultural aspects of human endeavor and how this relates to the development of a given subject within different cultures.
- F-7. An understanding of relevance of a given subject to the individual student's life and how the student can develop habits that encourage life-long, independent learning.

Outcomes within outcome areas:

The student shall be able to:

I. COMMUNICATIONS

- I-A. **Think critically, process information logically, and arrive at opinions that could be supported with effective spoken and written arguments.**
- I-B. **Read actively, accurately, and critically by asking pertinent questions about the text, recognizing important assumptions and implications of a text, evaluating ideas, and applying information and ideas to real-life situations.**

- I-C. Demonstrate an understanding of the writing process by composing coherent and rhetorically effective essays that have content and organization appropriate for a specific audience.
- I-D. Speak in support of an idea by making a presentation that has content and organization appropriate for a specific audience and purpose and incorporate behaviors characteristics of effective oral communication.
- I-E. Communicate with others to meet basic needs for survival and safety, as well as more abstract human needs of inclusion, self-esteem, self-actualization, and participation in a socially diverse world.

II. MATHEMATICS and QUANTITATIVE REASONING

- II-A. Use mathematical concepts and skills and current technologies and problem-solving strategies to model relationships and to solve problems.**
- II-B. Demonstrate an understanding of elementary statistics by collecting, organizing, and summarizing data, and by interpreting or making inferences about the data.
- II-C. Read and listen to ideas that are expressed mathematically, as well as communicate mathematical concepts effectively, both in written and oral form.**
- II-D. Demonstrate an understanding of the role of mathematics in the development and advancement of modern civilization.

III. NATURAL SCIENCES and TECHNOLOGY

- III-A. Describe the processes, approaches, and techniques that can be used by scientists to seek truth and knowledge about the physical universe.
- III-B. Explore the universal properties of energy and matter and how these properties relate to various natural structures, phenomena, and processes that occur on Earth, in our solar system, and beyond.
- III-C. Describe the characteristics, principles, and processes associated with life and explain how this knowledge is important in the realm of making important personal and societal decisions.
- III-D. Relate the use, abuse, and conservation of renewable and non-renewable natural resources to human population growth and to the quality of human and non-human life.

III-E. Demonstrate a knowledge and understanding of the structure and dynamics of systems by describing selected natural entities or human technologies using a systems approach.

IV. HUMAN HERITAGE

IV-A. Demonstrate an understanding of western culture and heritage by identifying those traits of our western culture that were derived from ancestral cultures.

IV-B. Describe one or more systems of individual, family, and societal values, ethics, and morals that influence lifestyles and cultures.

IV-C. Develop an appreciation for how human experiences are related to and interpreted through various literary genres.

V. SOCIAL and BEHAVIORAL SCIENCES

V-A. Demonstrate an appreciation and knowledge of diversity in human cultures by applying basic vocabulary terms and concepts of the social sciences/humanities to human societies and by describing how one's own culture may differ from that of others.

V-B. Demonstrate a knowledge of world regions by interrelating historical events, regional geography, cultural influences, and current challenges and problems associated with each region.

V-C. Examine social groups and social structure and analyze how a person's assumptions, their position in a social hierarchy, and features of the social setting establish both constraints and freedoms for human relationships and expression of self.

V-D. Describe power, wealth, gender, age, occupation, education, and race as dimensions of social inequality in our society.

V-E. Analyze the social institutions of family, education, religion, government, mass media, and economics.

V-F. Demonstrate an understanding of basic psychological processes involved in learning, development, mental health, disorders, perception, and personality.

V-G. Identify the dual influences of nature and nurture in basic psychological processes and development.

V-H. Demonstrate an understanding of constitutional civic rights, privileges, and responsibilities and identify differences among various forms of government and economic systems.

V-I. Demonstrate an understanding of contemporary issues and future challenges that may be of local, state, and national concern.

VI. VISUAL and PERFORMING ARTS

VI-A. Demonstrate an appreciation of artistic expression, using tolerance and understanding when describing culturally diverse art forms.

VI-B. Develop an understanding of theories that integrate the history of the visual and performing arts with that of humankind.

VI-C. Artistically express or interpret different thoughts, ideas, emotions, and relationships using the visual or performing arts.

VI-D. Develop an understanding of how cultures are influenced by the visual and performing arts.

VI-E. Recognize and understand the technical aspects of artistic expression by identifying differences in technique associated with various media types.

VI-F. Develop a pattern of life-long self exploration through the Arts by analyzing values and stimulating creativity.

VII. PERSONAL AND PROFESSIONAL DEVELOPMENT

VII-A. Understand and address issues involving social institutions, interpersonal and group dynamics, social traditions and change, cultural diversity, and human development and behavior.

VII-B. Identify, access, and evaluate information and materials as needed for both personal and professional purposes.

VII-C. **Organize individual and group projects with effective time-management, goal-setting, and resource-allocation strategies.**

VII-D. Work collaboratively as part of a team through the use of cooperative learning and teaching skills, a tolerance for individual differences, and an understanding of one's own role and that of others in the group.

VII-E. Use computer technologies for organizing, enhancing, or modifying aspects of one's personal and professional development.

VII-F. Recognize the existence of a problem, identify important information that might be needed to solve the problem, and prioritize a set of procedures that could be used to solve the problem or accomplish some task.

VII-G. Identify and establish habits of personal wellness that might enhance the life-long quality of one's mental, emotional, and physical well being.