

GRADUATE COUNCIL: NEW COURSE PROPOSAL

Originating Unit: NEELY (INSC)

Type of action: New course Full online course**

Semester and year course will take effect: Summer 2023

New course title: Supply Chain Management and Analytics

Appropriate computer abbreviation (30 spaces or less): Supply Chain Mgmt & Analytics

Course instructional methodology: Lecture

course component types: ugradcouncil.tcu.edu/forms/Course Component Types.pdf

New course number: INSC 66110

Prerequisites for new course: *include an attachment if additional space is needed*

Admitted to Master of Science in Business Analytics program

Click here to attach a file

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View > Show/Hide > Navigations Panes > Attachments

Description of new course (catalog copy): *include an attachment if additional space is needed*

This course is designed to demonstrate how various processes and partnerships within a company's supply chain can be integrated to deliver value to customers. Students will learn to speak the language of supply chain management and understand fundamental supply chain strategies, develop tactics that can be used to gain competitive advantage, and apply technology tools and techniques to analyze and improve supply chain processes.

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Fully Online Courses**

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography.)

Describe the intended outcomes of the course and how they will be assessed: *include an attachment if additional space is needed*

See attached syllabus

Click here to attach a file

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Additional resources required:

Faculty: None

Space: None

Equipment: None

Library: None

Financial Aid: None

Other: none

Change in teaching load: No

Does this change affect any other units of the University? Yes No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name: Jeff Stratman

Unit: NEELEY - Information Systems and Supply Chain Management Department

Signature: Jeff K Stratman  Digitally signed by Jeff K Stratman
Date: 2022.11.16 12:06:36 -06'00'

Texas Christian University
M. J. Neeley School of Business
Supply Chain Management Fundamentals - INSC 60110
Master of Science in Business Analytics
Summer 2022

Instructor: Professor Morgan Swink
Phone: 817-257-7463

Office: NEEL 3236
Email: m.swink@tcu.edu

Required Course Materials

E-Course Pack containing HBR Cases. You can buy either digital or print version at Course Link:

<https://hbsp.harvard.edu/import/946694>

Selected chapters from Swink, Melnyk, Hartley, Cooper, *Managing Operations Across the Supply Chain*, McGraw-Hill/Irwin, 2020. PDFs are provided on this course site.

Course Purpose

The Fundamentals (60011) course for MSBA students is designed demonstrate how various processes and partnerships within a company's supply chain can be integrated to deliver value to customers. Students who do well in this course will learn to speak the language of supply chain management, they will understand fundamental supply chain strategies and tactics that can be used to gain competitive advantage, and they will learn how to apply some of the latest tools and techniques for analyzing and improving supply chain processes.

Learning Objectives:

This course provides an overview of the fundamental competencies for excellence in supply chain strategy and execution. Students completing the course will be able to:

- Explain the rise of the global supply chain management perspective and associated integration concepts
- Assess alignment between business strategy and demand-supply network physical and relational structures
- Apply principles of logistics, inventory, and supply management integration and effectiveness
- Describe demand-supply analytics, planning processes and technologies
- Understand competitive advantages of various supplier relationship management strategies
- Make trade-offs to optimize inventory and network design strategies
- Analyze and understand broader constraints and opportunities associated with managing global supply chain networks

Course Structure:

We will meet in person several times. Otherwise, the course will be conducted online including both asynchronous learning and synchronous case discussions. Resources will include recorded lectures, readings, and cases. A series of self-assessment opportunities covering these materials is provided.

The course instructor may make changes in the course content and structure as required due to extenuating circumstances.

Course Assignments and Grading	60011 points
In-class and/or Threaded Case Discussions*	25
Applichem Case analysis and presentation (team)	5
Walmart/Amazon supply chain metrics analysis (team)	5
Self Assessment Quizzes:**	30 (5@6)
Article/video post (team)***	8
Rating of article/video posts	2
SC analytics technology briefing (team)****	15
Summary of key learnings (team)	5
	===
Total	100

* Class participation includes frequency and quality of participation in threaded discussions and in-class discussions. See the course schedule below for dates related to case discussions. Each student is limited to 3 posts per threaded case discussion, each post containing a maximum of 200 words.

The quality of what you say is vastly more important than the quantity, however, please actively participate in the discussion of every case. Follow these guidelines so that everyone can benefit and we won't have to read needlessly repetitive posts:

- You are allowed a maximum of three posts per case and a maximum of 200 words per post (a total of 600 words per case).
- Remember that we are having a discussion, not simply posting solutions. You should strive to make solid, well thought-out posts to each case. This will help to ensure that we have a strong discussion and that you develop a good understanding of the material covered.
- Your posts do not need to be long. Building on points that your classmates have made (not simply repeating or agreeing or disagreeing with them) is an important way to advance the discussion. However, please stay current with the discussion – do not reiterate a discussion that was resolved previously. Its fine if you are late entering a discussion, however, please be sure to start by reading the entire preceding discussion to get up to speed.

- In addition to answering questions, better posts provide new insights and/or new information to the case discussion. These kinds of contributions will receive higher grades than simple repetitions of case facts or agreements/disagreements with prior posts.
- I will enter the discussion on a regular basis. Please respond to my comments and questions with your subsequent posts.
- Enter your posts in the relevant existing discussion thread. Create a new thread only when you are starting a new topic.

** Self Assessment Quizzes cover the recorded lecture and case reading assigned to each topic area. Each multi-choice quiz should be taken after listening to the lecture and reading the case. The quizzes are to be taken individually. They are open-book, but they will be timed, so you won't have much time to look up answers. You can take each quiz up to three times before the deadline, and the highest quiz score will be kept for grading. However, the questions for the quiz are randomly selected from a pool, so the questions may vary from quiz to quiz.

*** Article/video post (team) – submit a link to an article or video (less than 10 minutes long) that describes some interesting development in the world of supply chain management. Include a brief explanation of why you think the article is interesting and what it taught you about supply chain management.

Examples:

1. Item describing collaborative, partnership between two companies (could be collaboration between buyer and supplier, or between competitors).
2. Item describing projected impacts of new technology on supply chain management.
3. Item describing major competitive move in retail, distribution, or manufacturing that is supply chain focused (e.g. Amazon)
4. Item describing the role of supply chain management in responding to the Covid-19 crisis.

Each student will review and rate each web article/video posting. I will grade the assignment using my judgment along with student ratings of the originality and value of the submission.

**** Team Assignment: SC Analytics Technology

The objective of this report is to develop and share learning around a new or emerging application of analytics technology that a company has recently (2018 or later) implemented. Here are some examples of technologies used to collect, manage, and analyze data to support decision making in supply chain functions:

- Systems for data capture (e.g., sensors, RFID, bar codes, clickstreams, transactional databases)
- Data management (e.g., massively parallel-processing databases)
- Open-source programming (e.g., Hadoop, MapReduce)
- Statistical analysis (e.g., SPSS, SAS, R, Stata)

- Solution generation and optimization tools (e.g., simulation, scenario evaluation, and optimization algorithms)
- Visualization, reporting, and insight extraction tools (e.g., Tableau, dashboards, data mining)
- In-memory computing (IMC) (e.g., SAP's HANA)
- Artificial intelligence (e.g., machine learning)
- Analytics functions embedded in management and execution systems (e.g., APS, ERP, TMS, WMS, SRM, CRM)

Search the internet and press, or draw on personal experience to identify a supply chain analytics application. A broad range of examples are acceptable for this assignment. On the course site, post a brief description (1-2 sentences) of the application that you will study. Make sure you are not selecting an application that another team has already posted. Prepare a 10 minute presentation addressing the questions/issues identified below.

- Describe the components of the analytics application, including resource requirements and technology developments required. What is the fundamental capability offered by the application, and what does it replace?
- What are the potential impacts of this application? What are its limitations? What problems does it solve, or opportunities does it create? How does it change the organization's capabilities?

Your team's presentation will be graded on clarity, depth, and quality:

1. Clarity (25%) – the analytics technology and its possible applications are clearly explained, key terms are well identified, sources of info identified, information is concise and to the point.
2. Depth/effort (50%) – substantial research into the topic is demonstrated, many sources are consulted and synthesized (not just repeated), evidence of analysis is shown, degree to which assignment questions are answered.
3. Value (25%) – important insights are generated, predictions are made (perhaps industry specific), i.e., we all learn something useful!

Determination of Final Grades

The final grades will be determined as follows: 1) a raw total score will be computed for each student in each major performance area. 2) Students' total scores will be computed by multiplying the raw scores in each area by the grade "weight" set by the class. 3) Course grades will be based on each individual's standing in the overall distribution of total individual scores within the class. (Note: When this procedure is followed: 1) the actual impact of any score on an individual student's final grade depends on both the student's actual score and also how high or low the student scores relative to other members of the class, and 2) the conventional practice of 90% is an A, 80% is a B, etc. does **not** apply.)

Course Policies – See appendix at the end of this document

Course Schedule

<p>Intro to SC Concepts</p> <ul style="list-style-type: none"> - Definition and scope - SCM competencies and change drivers - Technology 	<p>Prepare before class:</p> <ol style="list-style-type: none"> 1. Recorded Lecture: Introduction to Supply Chain Management 2. View “Winners/Losers in Globalization”: https://www.youtube.com/watch?v=DQ1YZGTgTYA 3. Self assessment quiz 1 due before class, TBD
<p>Inventory Mgt Fundamentals 1</p> <ul style="list-style-type: none"> - Inventory roles, metrics & models - Inventory analytics 	<p>Prepare before class:</p> <ol style="list-style-type: none"> 1. Recorded Lecture: Inventory Management 2. Reading: Chapter 7 – Managing Inventory Chapter 7 (You do not need to know calculations for the periodic model or single period models)
<p>Inventory/Logistics Mgt Fundamentals</p> <ul style="list-style-type: none"> - Inventory types/roles/metrics - Management systems overview - Inventory strategy 	<p>Prepare before class:</p> <ol style="list-style-type: none"> 3. Case: TransStar Engines <ol style="list-style-type: none"> a. Is the Trans-star goal of global, 24 hour delivery reasonable? What characteristics of the after-sales system make this goal so challenging? b. What must Trans-star do improve their after-sales performance beyond the recent improvements? 4. Self assessment quiz 2 due before class TBD
<p>Demand Planning</p> <ul style="list-style-type: none"> - Forecasting process - Demand management - Supply management - Responsiveness 	<p>Prepare before discussion:</p> <ol style="list-style-type: none"> 1. Recorded Lecture: Demand Planning 2. Case: World Company <ol style="list-style-type: none"> a. What are the salient aspects of World’s processes for manufacturing, demand forecasting, and inventory planning? What roles do data and analytics play? b. How do the features of the supply chain explain the company’s remarkably short lead times (relative to U.S. apparel supply chains)? c. Can World’s supply chain processes be replicated at other apparel companies? What about non-apparel supply chains? 3. Self assessment quiz 3 due by Midnight TBD
	<p>Submit proposal for SC Analytics Technology presentation to discussion forum by TBD.</p> <p>Post a brief description (1-2 sentences) of the application that you will study. Make sure you are not selecting an application that another team has already posted.</p>

<p>Supply Management</p> <ul style="list-style-type: none"> - Outsourcing/vertical integration - Overview of Applichem assignment 	<p>Prepare:</p> <ol style="list-style-type: none"> 1. Recorded Lecture: Supply Management 2. Reading: Strategic Sourcing, From Periphery to the Core 3. Reading: Will Covid-19 Rearrange the Global Supply Chain? https://www.esri.com/about/newsroom/publications/wherenext/covid-19-and-supply-chains/ 4. Self assessment quiz 4 due by TBD
<p>Aggregate and Strategic Network Planning</p> <ul style="list-style-type: none"> - Productivity concepts - Global network design - Modeling/optimization 	<p>Prepare before class:</p> <ol style="list-style-type: none"> 1. Review on-line instruction video for using Excel Solver to analyze the Applichem case 2. Case: Applichem (A) (Use provided spreadsheet with the data and base model) <ol style="list-style-type: none"> a. Compare the performance of Applichem's 6 Release-ease plants. Why are some plants "better" performers than others? b. How would you advise Joe Spadaro to configure his worldwide manufacturing system? Prepare a spreadsheet analysis to support your recommendations. Assume North American sales in 1982 were allocated as follows: Gary - 26.4; Canada – 2.6; Mexico – 3.0 c. Prepare a presentation of your results with 3 slides: 1) Assumptions and modeling approach, 2) Recommendation for next year’s production allocation (with numbers!), 3) Longer term recommendations d. Submit your team’s 3-slide analysis (and supporting notes) by TBD 3. Self assessment quiz 5 due by TBD
	<p>Interesting SC article/video post due by TBD</p>

<p>Evaluating Supply Chain Capabilities</p> <ul style="list-style-type: none"> - SC metrics - Sources of competitive advantage 	<p>Review Strategic Profit Model discussion in Swink Text: Chapter 2</p> <p>Case: Walmart</p> <ol style="list-style-type: none"> 1. Are Walmart’s supply chain capabilities a source of competitive advantage? Why or why not? 2. How does it compare to its competitors? How is it doing? 3. What are the challenges facing Walmart and what are the implications for its supply chain? 4. As Doug McMillon, Walmart’s president and CEO, what steps would you take to improve the company’s supply chain? Why? 5. Prepare an analysis, comparison, and 5-minute presentation of supply chain performance metrics using most currently available financial data for Walmart and Amazon.
	<p>Team Supply Chain Analytics Briefing</p> <p>Present a 5 minute briefing that describes how a company has applied (is applying) analytics technologies to transform its supply chain processes.</p> <p>Submit the SC analytics briefing to the course web page before class starts on Thursday July 28.</p>
	<p>Final Deliverables</p> <p>Your Comments on Article/Video Posts</p> <ul style="list-style-type: none"> - Team Summary of Key Learnings - Your team member assessment

Course Policies

Students are expected to attend (in-person or remotely) each scheduled class and to have completed the assignments for the day. Absenteeism and lack of preparation will adversely affect the student's class participation grade. Students are expected to contribute to the class discussion in a professional manner by listening attentively to the comments of others and adding constructive comments to the discussion.

Students are expected to complete quizzes and exams at the scheduled times. Alternative exam dates will be considered only in the cases of unavoidable conflicts.

Email Notification: Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Student Ethics

Students are expected to act in accordance to the MBA/MS honor code. You should signify your acceptance of the honor code on all assignments by including the following signed statement on the document: "I have neither given nor received unauthorized aid on this assignment." All University and School of Business policies on academic honesty will be strictly enforced. The usual consequences of academic dishonesty are (a) referral of the charge to the MBA Honor Code Committee who will investigate the charges and recommend to the Associate Dean for Graduate Programs whether or not sanctions should be given; (b) sanctions may include community service, a zero on the compromised assignment, a grade of failure in the course, suspension from the Neeley School of Business, dismissal from the Neeley School of Business, or other sanctions; (c) the Associate Dean will then decide whether or not to uphold the Honor Code Committee's verdict; and (d) the student can appeal the verdict in a written letter to the Chancellor of the University. The complete Student Honor Code can be found at the following address:

http://neeley.tcu.edu/uUpload/Files/PDF/MBA_HonorCode4-05.pdf

Disabilities Notice

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. If you require accommodations for a disability, please contact the Coordinator for Students with Disabilities in the Center for Academic Services, located in Sadler Hall 11. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at 817-257-7486.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. Guidelines for documentation may be found at <http://www.acs.tcu.edu/DISABILITY.HTM>.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

Netiquette: Communication Courtesy Code

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the department and the online administrators and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the following link concerning "netiquette".

<http://www.albion.com/netiquette/>

TCU Campus Resources for Students

Many resources exist on the TCU campus that may be helpful to students:

Mary Couts Burnett Library (257-7117);
Center for Academic Services (257-7486, Sadler Hall. 1022);
William L. Adams Writing Center (257-7221, Reed Hall 419);
Student Development Services (257-7855, BLUU 2003);
Office of Religious & Spiritual Life (257-7830, Jarvis Hall);

Campus Life (257-7926, Sadler Hall 2006);
Counseling, Testing, and Mental Health Center (257-7863, Brown Lupton Health Center).

Recording of Class Sessions:

Our class sessions may be recorded for use by enrolled students, including those who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Campus Life and the Student Experience will Be Different This Year. The health and safety of students, faculty, and staff is Texas Christian University's highest priority. TCU has implemented public health interventions, which includes following local and state public health orders and CDC guidelines. These health interventions may impact your experience as a student both inside and outside the classroom. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

Health and Wellness: If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926. Campus Life will inform your professors that you are unable to attend class, and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: <https://www.cdc.gov/coronavirus>.

If you are unwell, but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

If you do not feel well enough to attend class in person, but feel well enough to attend class remotely, please notify your instructor as soon as possible before the class begins to arrange attendance via video conferencing.

Face Coverings and Physical Distancing: Face coverings are required on campus, unless you are alone in your private office or dorm room. Students will be expected to practice physical distancing and wear protective face coverings at all times while in public spaces on the TCU campus. Failing to do so in the classroom could result in the student being asked to leave the room and continue the class through remote access. Additionally, the instructor has the option to terminate the class period and continue it as a remote session if students do not wear required masks or practice physical distancing.

Student Access and Accommodation: Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. Students are required to provide instructors an official TCU notification of accommodation approved through Student Access and Accommodation. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567. Accommodations are not retroactive and require advance notice to implement.

Technology Policies

Email

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis.

Course Materials

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), **and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

Anti-Discrimination and Title IX Information

Statement on TCU's Discrimination Policy

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

- [Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint:](https://titleix.tcu.edu/title-ix/)
- [Learn about the Campus Community Response Team and Report a Bias Incident:](https://titleix.tcu.edu/campus-community-response-team/)

Statement on Title IX at TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting [TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office](https://care.tcu.edu/) at <https://care.tcu.edu/> or by calling (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](https://titleix.tcu.edu/student-toolkit/) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Obligations to Report Conduct Raising Title IX or VAWA Issues

Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation,

intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the [Policy on Prohibited Discrimination, Harassment and Related Conduct](#).

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other details. Failure of a Mandatory Reporter to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment. Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., "Take Back the Night," candlelight vigils, protests, "survivor speak-outs," or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual's participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

Relevant reporting phone numbers are: 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Emergency Response Information

Please review [TCU's L.E.S.S. is More public safety video](#) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

[TCU's Public Safety website](#) provides maps that show our building's rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>)

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Download the [Frogshield Campus Safety App](#) on your phone. (<https://police.tcu.edu/frogshield/>)

Academic Misconduct

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are also listed in detail in the [Undergraduate Catalog](#) and the [Graduate Catalog](#) Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or

operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.

- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.