

Brazosport College

Syllabus for PTAC 2314 - Principles of Quality (Online)

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I. COURSE DESCRIPTION:

PTAC 2314 - Principles of Quality CIP 4103010003

Study of the background and application of quality concepts. Topics include team skills, quality tools, and economics and continuous improvement. **Credit Hours: 3** (3 lecture, 0 lab)

August 2022

A. Required skill level: College-level reading, writing and math.

II. COURSE OBJECTIVES

| Topic Name | Objectives |
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| Course Overview | <ol style="list-style-type: none">1. Define quality.2. Trace the rebirth of quality in the United States.3. Outline Deming's philosophy of quality.4. Outline Juran's philosophy of quality.5. Outline Crosby's philosophy of quality.6. Discuss other quality gurus (e.g., Shewhart, Taguchi) and their philosophies of quality.7. Discuss quality programs significant to the process industry today: ISO 9000, Responsible Care and Six Sigma.8. Explain the purpose and benefits of ISO 9000 certification.9. Explain what policies and procedures must be in place in order for a manufacturing facility to receive ISO 9000 certification, i.e., procedures, audits, and recordkeeping. |
| TQM and Economics | <ol style="list-style-type: none">1. Discuss the philosophy, methods, and elements of TQM – Total Quality Management.2. List different terms for "quality management".3. Distinguish between the "old" versus "new" philosophy of quality, e.g., Conformance to Specifications versus Maintenance of Consistency.4. Characterize the dimensions of quality.5. Characterize the cost of quality: appraisal, internal failure, external failure, and prevention.6. Characterize the cost associated with a lack of quality.7. Define economics.8. Explain competition.9. Characterize supply and demand.10. Define inflation.11. Describe risk.12. Define standard of living.13. Discuss relationship between productivity and standard of living.14. Describe downsizing.15. Explain profit and loss.16. Define revenue.17. Describe the "Five Factors of Production".18. Describe assets and liabilities.19. Distinguish between accounts payable and accounts receivable.20. Define income.21. Illustrate the relationship between income before taxes, taxes, and income after taxes.22. Explain fixed and variable costs. |

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| TQM and Economics (cont.) | <ol style="list-style-type: none"> 23. Discuss relationship between profitability and /operating rate as it relates to fixed and variable costs. 24. Define gross profit. 25. Break down the costs that contribute to operating expenses. 26. Define depreciation. 27. Discuss how productivity affects plant profits. 28. Discuss how natural resources are used by the process industry. 29. Discuss the impact of non-conforming production. 30. Discuss the impact of off-spec production: re-grading or re-working. Describe how substandard production in one plant affects 31. Explain the economic impact of lost opportunities due to lack of certification or production limitations. |
| Customer Service and Personal Effectiveness | <ol style="list-style-type: none"> 1. Describe customer service. 2. Differentiate between internal and external customers. 3. Differentiate between customer specifications and customer requirements. 4. Discuss what customers want from their providers and suppliers. 5. Explain the relationship between the customer's processes and the supplier's processes. 6. Describe the importance of customer visits. 7. Describe the importance of responding to customer requests and comments. 8. Explain why good customer relationships are important to the success of your company's business. 9. Explain why a "win/win" relationship must exist between customer and supplier for the business to prosper. 10. Explain why the employee "is" the organization in the customer's eyes. 11. Identify personal strengths and weaknesses and how they impact personal effectiveness. 12. Describe the characteristics of an effective, efficient person. 13. Explain the concept of a person's sphere of influence. 14. Describe and practice time management skills. 15. Describe and demonstrate organizational skills. 16. Discuss and demonstrate planning and prioritization skills. 17. Define personal-productivity. 18. List and discuss the factors that impact productivity. 19. Describe various examples of employee evaluation processes. 20. Explain how expanded duties benefit the organization and the individual. 21. Explain the importance of organizational mission, vision, and values. 22. Explain the importance the importance of aligning one's own values with those of the organization. 23. Describe various organizational structures and one's place therein. 24. Describe various organizational resources and how to access them. 25. Describe the importance of the following as they relate to personal effectiveness: <ul style="list-style-type: none"> • Display patience. • Take initiative. • Display task-orientation. |

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| Customer Service and Personal Effectiveness (cont.) | <ul style="list-style-type: none"> • Demonstrate flexibility. • Display the ability to adapt to change. • Express confidence. • Characterize and display a strong work ethic <p>26. Describe and demonstrate the characteristics of a lifelong learner.</p> <p>27. Describe ways to improve time management.</p> |
| Effective Teams | <ol style="list-style-type: none"> 1. Describe and demonstrate effective verbal and written communication skills and techniques. 2. Explain the importance of communicating appropriately across the organization. 3. Describe the importance of terms used in plant communications, i.e., shift turnover, shift meetings, etc. 4. Discuss tools for plant communication: i.e., software applications, email, voicemail, telephone, radio, logbook, documentation. 5. Discuss the importance of written communication, i.e., legible, specific, signed, recordkeeping, legalities. 6. Discuss the importance of accuracy in communication. 7. Explain the necessity for sharing information. 10. Discuss the importance of checking email and voicemail regularly. 11. Explain the need to use personal computer and other technology for communications. 12. Describe the purpose and function of teams- 13. Explain-the life cycle of teams. 14. List and describe the stages of team development. 15. Team dynamics. 16. Convert team goals and objectives into team mission and statements. 17. Identify and demonstrate effective interpersonal skills. 18. Describe the following concepts as they relate to team performance: (change the following (27 – 36) to bullet points and make #16 the last bullet.) 19. Getting over the "us" versus "them" mentality. 20. Willingness to share and participate. 21. Appreciate diversity. 22. Value others' perspectives. 23. Display resourcefulness. 24. Align individual values and subsequent actions with those of the team. 25. Recognize that many points of view are better than one. 26. Accept feedback. 27. Show a willingness to depend on others. 28. Appreciate value of "win/win" thinking. |

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| Team Skills | <ol style="list-style-type: none"> 1. Describe the "group process". 2. Summarize various concepts surrounding team dynamics. 3. Identify and demonstrate effective interpersonal skills. 4. List various personality type characteristics which can be found among a diverse group of team members. 5. Showing respect for and courtesy toward team members. 6. Recognizing possible strengths and weaknesses of team members. 7. Explain the following effective meeting management techniques. 8. Importance of meetings. 9. Delegating and assigning tasks. 10. Assessing and allocating resources. 11. Methods for managing conflict. |
| Processes and Systems, and Organizational Learning | <ol style="list-style-type: none"> 1. Explain management systems and the processes that can support those Define Process concepts. 2. Discuss the concept of Process Management: <ul style="list-style-type: none"> • Process owner • Process flow • Vertical alignment (aim: please boss) • Horizontal alignment (aim: please customer) 3. Discuss the factors which impact Process Performance: <ul style="list-style-type: none"> • Efficiency (utilization of resources) • Effectiveness (meeting customer needs) • Adaptability (responsiveness to change) • Goals • Plans • Measurements • Feedback 4. Discuss-the interdependency of units. 5. Identify the value of management systems within an organization. 6. Describe the value of having a learning environment at the workplace. 7. Describe the attributes organizations must adopt in order to form a learning organization. 8. Describe the barriers that can inhibit the creation of a learning organization. 9. Discuss the advantages learning organizations have over other traditional organizations. 10. Give examples and discuss company policies and procedures <ul style="list-style-type: none"> • Standard Operating Procedures (SOP) • Harassment Prevention • Work hours • Document retention • HSE Procedures • Intellectual properties • Emergency procedures • Etc. |

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| Variance and Operating Consistency | <ol style="list-style-type: none"> 1. Define variation. 2. List variables that affect processes. 3. Summarize the various causes of variation. 4. Differentiate between common cause and special cause variation. 5. Discuss the concept of operating consistency. 6. Outline the Standardize/Do/Check/Act (SDCA) process for process standardization and continuous improvement. 7. Explain the importance of documentation in maintaining operating consistency (i.e., Why is documentation necessary: ISO 9000, customer requirements, best management practices, PSM compliance, etc.). 8. List the different levels of documentation found in the process industry today: <ul style="list-style-type: none"> • Policies • General Procedures • Specific Procedures (or Job Instructions) • Forms 9. Describe different types of procedures, procedure formats and information found in procedures. 10. Describe different types of policies, policy formats and information found in policies. 11. Discuss the process technician's role in following and maintaining procedures and policies. 12. Describe the concept of "best practices". 13. Illustrate how the information found within a policy relates to how business is conducted. 14. Explain how the information found within a procedure relates to the functioning of the process. 15. Explain the concept of "document control". 16. Discuss the various document retention systems found within industry. 17. Discuss the consequences of not following policies and procedures, i.e., product inconsistencies, threats to safety, health and environment. 18. Discuss and explain the importance of the following: <ul style="list-style-type: none"> • Willingness to take directions. 19. Attention to detail. 20. An appreciation for tasks that need to be completed in sequential order. 21. Motivation to perform steps as stated in procedures. 22. Discuss the value of policies and procedures. 23. Explain the importance of document control. 24. Explain the importance of keeping process documentation "evergreen". 25. Discuss the importance of recognizing when instructions given by others are in conflict with approved policies and procedures and steps taken to challenge the instructions. |
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| Continuous Improvement and Corrective/ Preventive Action | <ol style="list-style-type: none"> 1. Define continuous improvement. 2. Differentiate between chronic and sporadic process problems. 3. List the various strategies companies engage in to improve their processes. 4. Discuss various management approaches to process improvement. 5. Discuss the following as they relate to continuous improvement: Present alternatives. 6. Willingness to get involved. 7. Observant behavior. 8. Challenge the process. 9. Desire to improve upon the current state. 10. An openness to change. 11. Respect the fact that people can learn from ideas that "don't work". 12. Discuss preventive action. 13. Discuss corrective action. 14. Describe the concept of cause and effect. 15. Define non-conformance. 16. Describe the consequences of not addressing a non-conformance. 17. Ability to take action. 18. Ability to take initiative. 19. Assertiveness. 20. Willingness to share ideas in an environment where contributory behavior is not readily rewarded. |
| Group Problem Solving | <ol style="list-style-type: none"> 1. Discuss various processes used for problem solving. 2. Discuss various ways to generate solutions. 3. Discuss various methods used for decision making. 4. Explain Demonstrate the use of various problem-solving processes. 5. Solution generation techniques. 6. Various decision making tools. |
| Statistical Thinking and SPC Basics Basics of SPC (Statistical Process Control) | <ol style="list-style-type: none"> 1. Explain why statistics are necessary for process control. 2. Define SPC – statistical process control. 3. Discuss the foundation for SPC. 4. Explain the need for a SPC control system. 5. Discuss the following as they relate to SPC. 6. Properties of distributions: location, spread, range. 7. Normal distribution. 8. Bi-modal distribution. 9. Define and determine mean, median and mode. 10. Explain standard deviation. |

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| Data Collection and Control Charts | <ol style="list-style-type: none"> 1. Illustrate how plant data represents the process. 2. Identify various types of data process technicians would collect. 3. Explain the value of plant data. 4. Explain the purposes for collection data: <ul style="list-style-type: none"> • To describe • To infer • To predict 5. Explain the uses of plant data: 6. Explain how data is collected. 7. Explain you would want to use observation skills to collect data. <ul style="list-style-type: none"> • Touch • Hear • Feel • See 8. Explain how data is used to troubleshoot a process. 9. Explain how using questioning techniques (five why's) to collect data. 10. Define representative samples. 11. Explain the problems with improper sampling techniques. 12. Describe the importance of completing documentation. 13. Describe the following: <ul style="list-style-type: none"> • Consequences of falsifying records. 14. Importance of accuracy and precision. 15. Importance of attention to detail. 16. The ability to not become complacent. 17. The ability to seek clarification when unclear. |
| Control Charts and Data Representation Analysis | <ol style="list-style-type: none"> 1. Explain the purpose and use of control charts. 2. Explain the characteristics of control charts (upper and lower limits, average, mean, range). 3. Explain control charts for variables (continuous data): Xbar/R, X/Moving R, and Xbar/S charts. 4. Explain control charts for attributes (discrete data): p, np, c, and u charts. 5. Explain why control charts should only be used with certain types of processes (variable as opposed to fixed). 6. Calculate control limits. |
| Process Capability | <ol style="list-style-type: none"> 1. Interpret the data on a control chart. 1. Describe the rules for determining "out-of-control" status. 2. Explain over-controlling and under-controlling. 3. Define "process capability". 4. Define process capability limits. 5. Define Cp, Cpu, Cpl, and Cpk indices. 6. Compare and contrast potential capability (Cp) with actual capability (Cpk). 7. Explain the benefits of capability indices. |
| Team Project | <ol style="list-style-type: none"> 1. Apply data collection, representation, analysis, and interpretation skills in a real-world, process industry scenario. |

III. STUDENT LEARNING OUTCOMES

1. Describe the effects of the quality movement in the United States and how it has impacted economics and customer expectations.
2. Explain the importance of everyone understanding and following procedures, policies, and documentation (checklists, log books, etc.) to ensure operating consistency, reduce process variability and waste, and to prevent environmental and safety incidents.
3. Describe continuous improvement and explain how it is used to optimize processes and/or resolve operational issues.
4. Prepare, analyze, and interpret information using process data, control charts, and Quality Tools (QT).
5. Given a process scenario, use the team concept to prepare control charts, analyze data and interpret information to determine corrective and/or preventative action(s).

This course aligns with the following Chemical Technology Program learning outcomes:

| Program Outcome | Alignment |
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| Describe the duties and responsibilities of a technician working in the process industry including skills in relation to teamwork, quality, and safety. (SLO1) | Students learn what duties and responsibilities are associated with maintaining product quality. |
| Given a trouble-shooting scenario, collect and analyze information, define root cause, and make an appropriate plan of action (SLO8) | Students learn and practice technique of root cause analysis (RCA). |

This course aligns with the following Chemical/Refining Process Technician Skill Standards

| Standard | Alignment |
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| 9.2 Conduct SHE Incident and Hazard Investigations | Students learn root cause analysis (RCA) methodology which is applied to all types of incident investigations (Quality, SHE, Production interruption, Cost overrun, etc.) |
| 9.5 Comply with Local, State, and Federal Policies and Procedures | Students learn how compliance is a part of the overall Management System (like ISO 9001) used in manufacturing operations. |

This course aligns with the following Meta-Major learning outcome

| Meta Major Outcome | Alignment |
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| Apply foundational knowledge of Science, Technology, Engineering, and Math to the operation of process plants and Environmental Health and Safety activities | Students learn statistical concepts which are used in the processing industries to describe measurements and variation (mean, standard deviation, distributions, etc.) |
| Communicate clear written, verbal, and visual information to co-workers, supervisors, and external agencies. | Students learn various visual methods of conveying process information such as histograms, pareto charts, and control charts. |
| Anticipate, recognize, evaluate, and safely correct and control operational problems | Students learn how control charts are used to recognize special cause variation caused by operational problems. |

IV. TEXTBOOK OR COURSE MATERIAL INFORMATION

A. Textbook

1. Memory Jogger Two, 2nd Ed. 2018, Goal QPC, Goal QPC Publisher, ISBN: 978-1-57681-113 (required)
2. Process Quality, NAPTA, Pearson, 2nd Ed., 2021, ISBN: 978-0-13-642470-3 (required)

Required course materials are available at the Brazosport College bookstore, on campus or online at <http://brazosport.edu/bookstore/home.html>. A student of this institution is not under any obligation to purchase a textbook from the college bookstore. The same textbook is/may also be available from an independent retailer, including an online retailer.

For Distance Education Courses include the following: Contact the Brazosport College Bookstore with a credit card for course materials. Phone: 979-230-3651. Fax: 979-230-3653. Email: bookstore@brazosport.edu. Website: <http://brazosport.edu/bookstore/home.html>

Principles of Quality are one of the core courses in the Process Technology Degree. The two-year program has been created to train students for careers as Process/Laboratory Technicians in the chemical and refining process industries. This course is a foundation for all of the other courses in the PTAC program.

The Principles of Quality course provides an overview of or introduction to the field of Quality within the process industry. Within this course students will be introduced to many process product industry related quality concepts including operating consistency, continuous improvement, plant economics and statistical process control (SPC). Students will develop the knowledge and skills needed to evaluate the principles of variation and the impact on Quality Performance. They will demonstrate the process of data collection and the application of statistical methods and tools for data analysis.

B. Course Materials

1. Students will need to have a computer to access this online course in Virtual Campus (D2L). Therefore, a **Computer or tablet and access to internet is required.**
2. Computer or tablet with webcam that is compatible with Respondus Lockdown Browser/Monitor (requires webcam) and Zoom which is required for major exams. Note: If you cannot obtain a webcam, then you will need to take your major exams on campus at Learning Services.
3. Must have the ability to print out any assigned problems such as tables or graphs. And to fill these out, scan and upload into D2L with the appropriately weekly assignment
4. Must have a calculator that can do higher math functions such as exponents.
5. Students need to have access to Microsoft Excel to use for several assignments. You can obtain Microsoft software free using your college email address as login (your brazosport.edu email address, not your D2L email address). Go to this link to get registered and to get Excel through Office 360
<https://products.office.com/en-us/student/office-in-education>

C. Course Outline

This is a sample outline which may vary with individual instructors. It will also vary based on whether the course is a summer course or a fall/spring course. Students should contact their instructor for the outline of the course they are taking.

The official semester schedule is located in Virtual Campus (a.k.a. D2L) for this course under **Content** section. *Note: this schedule may change due to class progress, holidays or other. Make sure and check D2L Content regularly for any updates*

| Week | Assignments – see D2L for homework specifics |
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| 1 | Read syllabus and take Syllabus quiz |
| 2 | Chp 1 |
| 3 | Chp 2 |
| 4 | Chp 3; Major Exam 1 Chps 1-3 |
| 5 | Chp 4 |
| 6 | Chp 5 |
| 7 | Chp 5; Major Exam 2 |
| 8 | Chp 7 and 8 |
| 9 | Holiday |
| 10 | Chp 9, Major Exam 3 |
| 11 | Chp 10 |
| 12 | Chp 11 |
| 13 | Chp 12; Major Exam 4 |
| 14 | Chp 13 and 14 |
| 15 | Chp 15; Major Exam 5 |
| 16 | Final Exam |

Important Semester Dates:

Last Day to Withdraw from Classes– Check BC Academic Calendar at
<http://catalog.brazosport.edu/index.php>

D. Virtual Campus/D2L

Knowing how to use Virtual Campus is an absolute must to succeed in this course. Locations of technical support information on the Virtual Campus is on the school website, the Virtual Campus login page, on the My Home page, and Course Home areas of each online course. These areas contain links to:

- technical support
- manuals & videos orientation to online courses
- distance learning website

Here is one of several links you can use to review and learn how to use Virtual Campus: <http://www.brazosport.edu/distancelearning/Pages/Virtual-Campus-Support.aspx> In addition, the Distance Learning department conducts webinars and on campus training for using D2L, but you must sign-up ahead of time. Here is a link to sign-up, but call them if there is a problem with the link:

<https://form.jotform.com/mcconnel/rsvpvirtualtour>

D2L can be accessed through many types of devices, however, Respondus Lockdown Browser will not work on a smart phone. See system requirements on this link:

<https://web.respondus.com/he/lockdownbrowser/resources/>

Only certain file formats can be opened with D2L. Apple file extensions will not work but can be converted (file conversion instructions can be found at this link

<https://support.apple.com/en-us/HT202227>) . These are the file extensions that can be submitted:

- Microsoft Word™ (DOC and DOCX)
- Corel WordPerfect®
- HTML
- Adobe PostScript®
- Plain text (TXT)
- Rich Text Format (RTF)
- Portable Document Format (PDF)
- Microsoft PowerPoint (PPT, PPTX, and PPS)
- Hangul (HWP)

E. General

1. This course will require about 7-9 hours of time per week.
2. Check “Contents” in D2L to keep up with weekly assignments starting your first week. This is a key area in D2L.
3. Deadlines are not flexible. There are only negotiable due to emergencies/event out of your control, and with written excuse from employer, doctor, etc.

Do not wait until Sunday to start your homework or you will inevitably have problems to prevent your completion. Lack of user knowledge resulting in technical difficulties is not an allowable excuse. Make sure and ensure you know how to upload assignments and do quizzes during the week when the HELP DESK is available.

4. You can work ahead on any assignment or quiz except for the major exams and the final exam that are scheduled on a certain date.
5. By working ahead, you will receive early feedback for re-do before deadline opportunities. I highly recommend logging back in Sunday evenings to obtain feedback.
6. Students must use D2L to keep up with announcements, assignments, etc. Success can occur if you logon more than weekly and complete all homework, quizzes, and exams by deadlines and read instructor emails.
7. Several elements of D2L may be used including Dropbox, Discussions, Contents, Quizzes and more.
8. Weekly assignments and quizzes should all appear in "Contents". CONTENT is a key area for you to check. Note: do not depend on Calendar notifications
9. Feedback on assignment grades is provided in D2L and should be read weekly
10. See Communications section in syllabus concerning D2L email

F. Weekly Homework

Homework assignments and quizzes are due as indicated in weekly modules. You may work ahead of schedule if you desire. Homework assignments are typically in three categories:

1. D2L quizzes are taken largely from the Checking your knowledge questions at the end of each chapter in the textbook. Review these questions at the end of the chapter before taking the quiz to make sure you are prepared. These quizzes have an extended time, and you may use your texts, notes, etc. You will only get ONE submission, so make sure and carefully check your answers before submitting. The quizzes are graded automatically and posted to the online grade book.
2. Discussion Posts - These are assignments which require you to post in a discussion board on a topic and reply to other posts on the topic. You have to post before you are able to reply to other posts. Do not wait until the last minute to do these or you will likely not be able to formulate thoughtful posts or replies and will not receive full credit. These will be graded (manually) after the submission deadline and grades will be posted to the online grade book.
3. Dropbox submissions - These assignments are typically the most complex. You may have to print off charts, fill them out, construct tables, scan into electronic form, and submit to the dropbox. Submit the assignment into Dropbox in a Word document (created and saved on your PC or flashdrive) with title such as Week 1 HW.doc (Note: include all of the content for that dropbox in one document unless noted otherwise.

These will be graded (manually) after the submission deadline and grades will be posted to the online grade book. Please watch for feedback on the assignment that will show in notifications. Also, make sure you receive notification that your assignment was submitted.

4. Also, your homework must be your OWN work. Sharing homework answers/assignments is considered “cheating” and in violation of the academic honesty policy. Violators will be reported and at risk of failing the course.
5. If you get your homework turned in early during the week, I will provide feedback through D2L before the homework deadline so that you can revise and resubmit for a higher grade. So, turn in early for this “bonus” opportunity. Again, I highly recommend logging in Sunday evening to ensure that you have seen any early feedback for a re-do opportunity before assignment deadline.

G. Major Exams and Final Exam:

1. Are assigned per the schedule in Content section of D2L. These exams will be administered using Respondus Monitor and/or Instructor Live Proctoring (using Zoom) on a specific date and time
2. The exams are closed book / closed notes and only your Memory Jogger booklet can be used.
3. These are D2L "Quizzes" and can only be taken using Respondus Browser Monitor or Zoom live proctoring (you must have Webcam) per instructions in D2L. The webcam can be the type that's built into your computer or one that plugs in with a USB cable. If you have technical obstacles, you can go on campus and take exams at Learning Services in their testing area. If you chose to take at home, *you must download the Respondus Monitor software onto your home computer* by using the practice exam provided, so I would advise doing this right away in case you need to get the Help Desk involved. A webcam and microphone are required. I have provided a practice Respondus exam to ensure you get the system working before the first major exam is due.

Watch this brief video to get a basic understanding of LockDown Browser and the webcam feature.

<https://www.respondus.com/products/lockdown-browser/student-movie.shtml>

Download Instructions

- Select the Major Exam Practice quiz in the course
- Under Quiz Requirements you will see "To take this quiz you must use the Respondus LockDown Browser"
- Below this will appear: "You can use the button below if you have not already downloaded LockDown Browser". Click the button to go to the download page and then follow the instructions
- Use the link to download Respondus LockDown Browser to your computer; follow the installation instructions
- Return to the Quiz page in Brightspace (it may still be open in another tab) and select the quiz
- Select "Launch LockDown Browser"

- The quiz will now start

Note: LockDown Browser only needs to be installed once to a computer or device. It will start automatically from that point forward when a quiz requires it.

Additional Exam Instructions

When taking an online exam, follow these instructions:

- Ensure you're in a location where you won't be interrupted
- Keep microphone on
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- To produce a good webcam video, do the following:
 - Follow instructions within exam for doing environment scan
 - Avoid wearing baseball caps or hats with brims
 - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or other surface where the device (or you) are likely to move
 - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
 - Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button located on the toolbar. Use the "System & Network Check" to troubleshoot issues. If an exam requires you to use a webcam, also run the "Webcam Check" from this area
- 24/7/365 Live Chat Support is also available from the Respondus Help Center, or from within the "it's not working" troubleshooter.
- You can also call the BC Help Desk
- Respondus has a Knowledge Base available from support.respondus.com. Select "LockDown Browser & Respondus Monitor" as the product to view helpful articles.

- If you're still unable to resolve a technical issue with LockDown Browser, go to support.respondus.com and select "Submit a Ticket". Provide detailed information about your problem and what steps you took to resolve it
4. Ensure that you get 'approved status' from instructor after taking the Major Exam Practice quiz
 5. Credit will not be given on the exams if the Environment Scan within the quiz is not done per instructions provided in quiz.
 6. Exams are timed and automatically graded in D2L. You only get ONE submission so make sure and carefully check your answers before submitting. You can review scores upon submission or in the online grade book of D2L. Note: Make sure you get confirmation that your quiz was submitted properly. No excuses will be accepted because you later find out the quiz did not get saved and submitted.
 7. Memory Jogger is allowed for exams and the exam software has a calculator on toolbar. No cell phone nor your own calculator is allowed.
 8. For studying, past quizzes can be reviewed by going on D2L to Assessments/your name Progress/Quizzes then go to the quiz you want to see and click on Details, then Attempt. If it's a major exam, will then be prompted to launch lockdown browser to review results.

H. Communications with Instructor

1. Office Hours - Zoom/virtual office hours posted in D2L. This is a good opportunity to meet with me to discuss any concerns or questions
2. There may be Virtual Classroom or Zoom sessions scheduled and can be found in Content section of D2L
3. Check your D2L email multiple times per week.
4. Please send any emails to me through D2L email only. The Brazosport policy is for students nor faculty to communicate via personal email or texting unless urgent/emergency.
5. It is highly recommended to forward your D2L emails to an email account that you check regularly (such as your personal email). Instructions for this are on D2L along with other useful resource. But please note that you cannot reply to these forwarded emails from your personal email. You will have to log in to D2L to reply using the D2L email.
6. It is also recommended to use the D2L notifications feature to remind you of upcoming assignments and other available topics

V. STUDENTS WITH DISABILITIES

Brazosport College is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. For student to receive any accommodation, documentation must be completed in the Office of Disability Services. Please contact Phil Robertson, Special Populations Counselor at 979-230-3236 for further information.

VI. TITLE IX STATEMENT

Brazosport College faculty and staff are committed to supporting students and upholding the College District's non-discrimination policy. Under Title IX and Brazosport College's policy FFDA (Local), discrimination based on sex, gender, sexual orientation, gender identity, and gender expression is prohibited. If you experience an incident of discrimination, we encourage you to report it. While you may talk to a faculty or staff member at BC, please understand that they are "Responsible Employees" and must report what you tell them to college officials. You can also contact the Title IX Coordinators directly by using the contact information below. Additional information is found on the Sexual Misconduct webpage at www.brazosport.edu/sexualmisconduct.

Alex Crouse, Director of Student Life and Title IX Coordinator
979-230-3355; alex.crouse@brazosport.edu

Mareille Rolon, HR Coordinator and Deputy Title IX Coordinator
979-230-3303; mareille.rolon@brazosport.edu

VII. ACADEMIC HONESTY

Unless specified, all work in this course must be your own work.

Brazosport College assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work presented by you is yours alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately.

Academic dishonesty violates both the policies of this course and the Student Code of Conduct. In this class, any occurrence of academic dishonesty will be referred to the Dean of Student Services for prompt adjudication, and may, at a minimum, result in F, in this course. Sanctions may be imposed beyond your grade in this course by the Dean of Student Services. Please refer to the Brazosport College Student Guide for more information. This is available online at <http://brazosport.edu/students/for-students/student-services/>.

VIII. ATTENDANCE AND WITHDRAWAL POLICIES

You must attend class to successfully complete the course. If you are unable to complete this course, you must complete and submit a withdrawal form with the registrar's office. If the student decides to drop out of the class, it is the responsibility of the student to initiate a withdrawal before the withdrawal deadline in order to get a "W" on their transcript. If this is not done the student will receive a grade based on test grades and class grades earned during their attendance and absence (i.e., zeros on all missed materials, exams, skills tests, and final exam).

IX. COURSE REQUIREMENTS AND GRADING POLICY TESTING MAKE-UP POLICY

A. Grades are broken down into the following categories:

| | | |
|------------|------|--|
| Homework | 40% | Assigned and completed in D2L |
| Exams | 30% | Taken in D2L via Respondus Monitor Browser |
| Final Exam | 30% | Taken in D2L via Respondus Monitor Browser |
| TOTAL | 100% | |

Grades are assigned as follows:

| Grade | Final Average |
|-------|---------------|
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 60-69 |
| F | Below 60 |

X. STUDENT CONDUCT STATEMENT

Students are expected to be aware of and follow the Brazosport College Student Code of Conduct. Students have violated the Code if they “fail to comply with any lawful directions, verbal or written, of any official at BC.” Lawful directions include precautions and requirements taken to prevent the spread of COVID-19 at Brazosport College. Students who do not follow safety requirements, including the wearing of a mask, may be removed from class by their instructor and referred to the Dean of Student Services.

XI. CAMPUS CLOSURE STATEMENT

Brazosport College is committed to the health and safety of all students, staff, and faculty and adheres to all federal and state guidelines. The College intends to stay open for the duration of the semester and provide access to classes and support services on campus in the safest way possible. The College will also comply with lawful orders given by applicable authorities, including the Governor of Texas, up to and including campus closure. It is possible that on campus activities may be moved online and/or postpone if such orders are given.

XII. STUDENT RESPONSIBILITIES

Students are expected to fully participate in this course. The following criteria are intended to assist you in being successful in this course:

1. Understand the syllabus requirements
2. Use appropriate time management skills
3. Communicate with the instructor
4. Complete course work on time, and
5. Utilize online components (such as Desire2Learn) as required.

XIII. OTHER STUDENT SERVICES INFORMATION

Information about the Library is available at <http://brazosport.edu/students/for-students/places-services/library/about-the-library/> or by calling 979-230-3310.

For assistance with online courses, an open computer lab, online and make-up testing, audio/visual services, and study skills, visit Learning Services next to the Library, call 979.230.3253, or visit <http://brazosport.edu/students/for-students/places-services/learning-services/>.

For drop-in math tutoring, the writing center, supplemental instruction and other tutoring including e-tutoring, visit the Student Success Center, call 979-230-3527, or visit <http://brazosport.edu/students/for-students/student-success-center/math-center/>.

To contact the Physical Sciences and Process Technology Department call 979-230-3618.

The Student Services provides assistance in the following:

| | |
|-------------------------|--------------|
| Counseling and Advising | 979-230-3040 |
| Financial Aid | 979-230-3294 |
| Student Life | 979-230-3355 |

To reach the Information Technology Department for computer, email, or other technical assistance call the Helpdesk at 979-230-3266.



Get the information you need – when you need it. Click <http://geni.us/BRAZO> to install **BC Connect** on your mobile device to receive reminders, explore careers, map your educational plan, be in the know about events, find out about scholarships, achieve your goals and much more.