American Public University System

The Ultimate Advantage is an Educated Mind

Department of Business

BUSN603
Quantitative Analysis
3 Credit Hours
8-Weeks
Prerequisite(s): None

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Course Description (Catalog)

BUSN603 Quantitative Analysis (3 hours)

This course introduces fundamental quantitative analysis theories, such as basic probability theories and descriptive statistics. The course will not focus on the statistics theories, but will emphasize on the application of statistical packages to solve a variety of management issues, such as primary data processing techniques, various forecasting methods, inventory control models, and quality control models. After completing this course, students are expected to use Excel to solve these common management problems as well as constrained optimization problems. Students will gain some experience in applying these statistical tools to real world problems by collecting, processing, and analyzing their own data in two team writing assignments and a case study.

Course Scope

Quantitative analysis techniques and methods can be applied to problems in virtually all functional areas of business, including accounting, finance, marketing, production, and human resources. Applications in these areas will be covered during the course. This course is intended to enhance a student’s analytical and decision making ability through the use of statistical packages, tools and modules imbedded in Excel. The course will investigate the uses of quantitative and qualitative methods in addressing management decision. Furthermore, students will critically review and evaluate methods used in real life situations.
This course is designed for students majoring in a business administration or management field of study. The emphasis of the course will be on the proper use of techniques and their implementation rather than on statistics theory, mathematical calculations and derivations. Although the theory behind all tools and models will be explained in the textbook and lecture notes, students are not required to be able to fully comprehend them. However, Excel skills and knowledge of basic mathematics is necessary in order to understand and apply various quantitative and qualitative analysis modules introduced in this course to world scenarios.

Learning Objectives

LO-1 Identify the decisions necessary in business.
LO-2 Contrast a variety of quantitative methods used to address business problems.
LO-3 Employ qualitative analysis methods to solve business problems.
LO-4 Employ quantitative analysis methods to solve business problems.
LO-5 Synthesize information from multiple disciplines in order to solve business problems.

Course Delivery Method

This course will offer the student a highly interactive virtual classroom. Each week's lesson will include course announcements, lecture notes in PowerPoint Slides, assigned readings and team writing assignments in two weeks plus one ground case study. Assignments are based on either course readings or an internet-based project. Students are expected to research course concepts and be able to discuss business applications of the weekly materials.

Because the student is expected to fully participate in discussions and interact with the instructor and other students, reading assignments and assigned projects should be completed in a timely manner.

Course Materials – Textbook and Resources

Required Course Textbooks


Additional Resources

Websites and Videos
In addition to the required course texts, the following public domain websites and video links are useful. Please abide by the university's academic honesty policy when using Internet sources. Note website and video addresses are subject to change.

- American Psychological Association (APA) Style Website
- Purdue Online Writing Lab
- YouTube Video on Formatting an APA Style Paper
- Microsoft Office Training Website
- YouTube Videos on Microsoft Excel for Beginners
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

- Needles, Powers, and Crosson Textbook Companion Website
- Turnitin Website
- NetMBA.com

In Lessons, you may find at least one of the following: (Please go to "Lessons" and then right click on the blue underlined line and then select "Open Link". Somehow, double click does not work on these links.)

1. Homework Templates - to complete the assigned homework problems.
2. PowerPoint Slides - for a review and highlight of chapter concepts.
3. Selected Problems - selected practice problems to assist you in applying learned concepts.

In Resources:

In addition to the required course texts the following public domain websites are useful. Please abide by the university’s academic honesty policy when using Internet sources. Note that web site addresses are subject to change.

<table>
<thead>
<tr>
<th>Site Name</th>
<th>Website URL/Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Psychological Association (APA)</td>
<td><a href="http://www.apastyle.org/">http://www.apastyle.org/</a></td>
</tr>
<tr>
<td>Purdue Online Writing Lab</td>
<td><a href="http://owl.english.purdue.edu/owl/resource/560/01/">http://owl.english.purdue.edu/owl/resource/560/01/</a></td>
</tr>
</tbody>
</table>

Evaluation Procedures

Grades for this course will be based upon five grading instruments. There are discussion questions that are provided in the Discussion Board. The student need to respond to each discussion topic and the postings of other students. The assignments are used to review what you have learned from reading and independent research. The grade scale for each of the evaluation are provided below:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Writing Assignments</td>
<td>100 points each</td>
<td>5% each (10% total)</td>
</tr>
<tr>
<td>Discussion Forums (Posts) 2-8</td>
<td>100 points each</td>
<td>4% each (28% total)</td>
</tr>
<tr>
<td>Eight Problem Sets</td>
<td>100 points each</td>
<td>4% each (28% total, Problem Set 8 is for Extra Credit 4%)</td>
</tr>
<tr>
<td>One Case Study</td>
<td>100 points each</td>
<td>14% each (14% total)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100 points</td>
<td>20%</td>
</tr>
</tbody>
</table>

Writing Assignments.

Please review the weekly calendar posted in the first week announcement. The grading rubrics for writing assignments are listed below:

Your assignment will be evaluated according to the following Writing Assignment Grading Criteria:

<table>
<thead>
<tr>
<th>Guidelines</th>
<th>Writing Assignment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (60%)</td>
<td>Responses demonstrate a clear understanding of the key elements of assignment questions.</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Organization (20%)</th>
<th>Paper structure is clear and easy to follow with proper use of section and sub-section headings.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ideas flow in a logical sequence.</td>
</tr>
<tr>
<td>Introduction</td>
<td>Introduction provides a sound introduction to the topic and previews major points.</td>
</tr>
<tr>
<td>Paragraph</td>
<td>Paragraph transitions are logical and support the flow of thought throughout the paper.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>The conclusion thoroughly summarizes the major points.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Style, Grammar, APA Format (20%)</th>
<th>Sentences are well constructed, complete, clear, and concise.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Words used are specific and unambiguous.</td>
</tr>
<tr>
<td></td>
<td>The tone is appropriate to the content and assignment.</td>
</tr>
<tr>
<td></td>
<td>Grammar, spelling and punctuation are correct.</td>
</tr>
<tr>
<td></td>
<td>APA guidelines (6th edition) are followed, such as headers, citations, references, etc.</td>
</tr>
<tr>
<td></td>
<td>Effective use of aids, such as sections, summaries, table of contents, indices, and appendices (if appropriate)</td>
</tr>
</tbody>
</table>

**Turnitin**

You are required to have your writing assignment reviewed by Turnitin before you submit it to the professor. [www.Turnitin.com](http://www.Turnitin.com) (paste link in your browser) an excellent resource to check the content and quality of writing assignments and to avoid plagiarism. Students are required to create an account and submit all writing assignments to Turnitin. An Originality Report will be generated upon paper submission, which must be submitted with your assignment. **Writing Assignments will not be graded if the Originality Report (pdf) is not submitted in the assignment drop box with the assignment.** To sign up and enroll into this course, you need to enter 5093065 in course ID and the password is BUSN603-5-6 (This is just a sample and the actual code will be given in a separate announcement. You won't need this till Week 4.) Please do not share this information with others.
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The Originality report does not actually recommend changes. It does point out where you may need to add a citation or quotation marks (if not already cited). Once you use it a few times, you will appreciate this tool, as it will assist you in improving quality and content, as well as avoid plagiarism. Ensure that all your references are cited. Your goal is to express your ideas in your own words and keep direct quotations to a minimum and to make sure that you do not just cut and paste material. A report less than 25% is acceptable for graduate level work. You will have to rewrite and resubmit your paper if the report is higher than 25% even if you cited all your sources appropriately.

Problem Sets (Homework) and Case Study Assignments
Assigned problem set questions require you to demonstrate an understanding and thorough application of chapter objectives. You may complete your problem sets or case study in either a Microsoft Excel or Word file. However, your work must be organized and properly formatted (in numeric solutions, please highlight your answer).

If the Problem Set is in a Quiz format, then you only need to take the quiz and you do not need to turn in your Excel Worksheet. Yet, you may want to keep your worksheet so you may compare yours to the solution to be distributed after the quiz is closed. However, contents in your worksheet are not substitutable for the quiz. Hence, your score will only depend on your answers submitted within each quiz. If the Problem Set is NOT a quiz, please name and submit your problem set or case study as listed in the assignment section by midnight ET, Day 7.

Most problem sets will be in a quiz format to prepare you for the Final Exam. In such cases, you have to complete the quiz in the "Tests & Quizzes" section for these problem sets. You will only get points from taking the quiz. Please complete the quiz if the problem set is in the quiz format by midnight ET, Day 7. Also, please try to use "Excel QM" or "QM for Windows" together with Excel. Follow the specified examples in the textbook and PPP Slides. This will significantly increase your productivity and accuracy at the quizzes.

Your grade earned for the non-quiz homework assignments and case study will be based on the following Problem Set Grading Criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Exercises/Problems Grading Criteria</th>
</tr>
</thead>
</table>
| 90-100% | · Assigned exercises/problems are completed in full.  
  - Work demonstrates effective application of the concepts/principles covered in the chapter.  
  - Work thoroughly explains answers and calculations.  
  - Solutions are calculated with no errors or few insignificant errors. |
| 80-89% | · Assigned exercises/problems are completed in full or are significantly complete.  
  - Work demonstrates effective application of most concepts/principles covered in the chapter.  
  - Work thoroughly explains most answers and calculations.  
  - Solutions are calculated with several insignificant errors. |
| 70-79% | · Assigned exercises/problems are mostly complete.  
  - Work demonstrates effective application of some concepts/principles covered in the chapter. |
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- Work explains some answers and calculations.
- Solutions are calculated with a couple of significant errors.

<table>
<thead>
<tr>
<th>60-69%</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Assigned exercises/problems are fairly complete.</td>
</tr>
<tr>
<td>· Work demonstrates effective application of a few concepts/principles covered in the chapter.</td>
</tr>
<tr>
<td>· Work explains a few answers and calculations.</td>
</tr>
<tr>
<td>· Solutions are calculated with several significant errors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0-59%</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Assigned exercises/problems are less than 50% complete.</td>
</tr>
<tr>
<td>· Work does not demonstrate effective application of the concepts covered in the chapter.</td>
</tr>
<tr>
<td>· Work submitted does not thoroughly explain answers and calculations.</td>
</tr>
<tr>
<td>· Solutions are not calculated or are calculated with many significant errors.</td>
</tr>
</tbody>
</table>

Discussion Forums
Please join the discussion forums during the class session. Students must post a reply to the weekly discussion question and reply to two other students. Replies must be posted in the week due, and replies after the end of the each week will not be graded. The discussion boards are for student interaction; submitting input after the weekends does not accomplish learning objectives. Students should demonstrate their own knowledge in the discussions boards and avoid copying and pasting from web sites.

Your grade earned for the discussion boards will be based on the following Forums Guidelines:

<table>
<thead>
<tr>
<th>Forums Guidelines</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Guidelines (50%):</td>
<td>All discussion questions are answered completely.</td>
</tr>
<tr>
<td></td>
<td>Responses are original in content with a minimum of one external reference.</td>
</tr>
<tr>
<td></td>
<td>All posts demonstrate analysis of the topic and are relevant.</td>
</tr>
<tr>
<td></td>
<td>Responses to classmates are significant and advance the discussion.</td>
</tr>
<tr>
<td>Participation Guidelines (30%):</td>
<td>Main response is posted by Day 4.</td>
</tr>
<tr>
<td></td>
<td>Main response is no less than 300 words.</td>
</tr>
<tr>
<td></td>
<td>Reply to at least two of their classmates by Day 7.</td>
</tr>
<tr>
<td></td>
<td>Responses to classmates are at least 200 words.</td>
</tr>
</tbody>
</table>
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Clarity, Organization & Professionalism Guidelines (20%):

- Responses were organized and logical.
- No spelling or grammatical errors.
- References were used and cited properly.
- Appropriate language, respect and consideration toward peers/instructor.

Final Exam

The final exam is located under the Tests & Quizzes tab. The final exam must be submitted by the end of week eight and prior to the class end date.

Submission of assignments and grading

Be sure to turn in assignments and exams on time. I will grade assignments once a week. If your assignment is submitted after the weekly grading, I will grade it during the next grading period for our class. Your assignment will not be counted late if you submit it on time, but may not in time for the weekly grading. It is preferred that students visit the class each week and submit assignments during the week which they are due.

Refer to the Student Handbook for policies relevant to academic honesty and other procedures and policies related to this course. Refer to Online Resource Center for any research assistance. Plagiarized papers or incidents of academic dishonesty will earn a failing grade.

Grading Scale

Submission of assignments and grading

Be sure to turn in assignments and exams on time. Assignments will be graded within five days after the end of the week according to APUS policy. Assignments submitted after the due date will be assessed a 10% late penalty per day. Assignments submitted 7 days after the due date will not be accepted. This late policy applies even if you are approved for an extension. If your assignment is submitted after the weekly grading, it will be graded during the next grading period for our class. It is preferred that students visit the class each week and submit assignments during the week which they are due.

Refer to the Student Handbook for policies relevant to academic honesty and other procedures and policies related to this course. Refer to Online Resource Center for any research assistance. Plagiarized papers or incidents of academic dishonesty will earn a failing grade.

APUS Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points/ Grading Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0/ 100 - 94</td>
</tr>
<tr>
<td>A-</td>
<td>3.67/ 93 - 90</td>
</tr>
<tr>
<td>B+</td>
<td>3.33/ 89 - 87</td>
</tr>
<tr>
<td>B</td>
<td>3.0/ 86 - 84</td>
</tr>
<tr>
<td>B-</td>
<td>2.67/ 83 - 80</td>
</tr>
<tr>
<td>C+</td>
<td>2.33/ 79 - 77</td>
</tr>
<tr>
<td>C</td>
<td>2.0/ 76 - 73</td>
</tr>
<tr>
<td>C-</td>
<td>1.67/ 72 - 70</td>
</tr>
</tbody>
</table>
### Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Learning Objective(s)</th>
<th>Reading(s)</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
| 1    | Introduction of Statistical Packages Imbedded in Excel | LO 1. Identify the decisions necessary in business.  
LO 3. Employ qualitative analysis methods to solve business problems.  
LO 5. Synthesize information from multiple disciplines in order to solve business problems. | Render et al. Chapter 1             | Course Materials:  
1. Lecture Notes  
2. PowerPoint Slides  
Submit:  
Week 1 Discussion Forum  
Problem Set 1 |
| 2    | Basic Probability Concepts and Descriptive Statistics | LO 1. Identify the decisions necessary in business.  
LO 2. Contrast a variety of qualitative and quantitative methods used to address business problems.  
LO 3. Employ qualitative analysis methods to solve business problems.  
LO 5. Synthesize information from multiple disciplines in order to solve business problems. | Render et al. Chapter 2 Appendices 2.1 and 2.2  
Case Study 1: WTVX, page 65 | Course Materials:  
1. Lecture Notes  
2. PowerPoint slides  
Submit:  
Week 2 Discussion Forum  
Problem Set 2 |
| 3    | Expected Return and Decision Tree             | LO 1. Identify the decisions necessary in business.  
LO 2. Contrast a variety of qualitative and quantitative methods used to address business problems.  
LO 5. Synthesize information from multiple disciplines in order to solve business problems. | Render et al. Chapter 3 Appendices 3.1, 3.2, and 3.3 | Course Materials:  
1. Lecture Notes  
2. PowerPoint slides  
Submit:  
Week 3 Discussion Forum  
Problem Set 3 |
| 4    | Forecasting Models and Inventory Control Models | LO 1. Identify the decisions necessary in business.  
LO 3. Employ qualitative analysis methods to solve business problems.  
LO 4. Employ quantitative analysis methods to solve business problems.  
LO 5. Synthesize information from multiple disciplines in order to solve business problems. | Render et al. Chapter 5 Appendix 5.1  
Chapter 6 Appendix 6.1 | Course Materials:  
1. Lecture Notes  
2. PowerPoint slides  
Submit:  
Week 4 Discussion Forum  
Problem Set 4  
Problem Set 5  
Writing Assignment 1 (Team Assignment) |
<table>
<thead>
<tr>
<th></th>
<th>Queuing Theory Models and Quality Control</th>
<th>Application of Excel Solver in Linear Programming</th>
<th>Case Study Analysis (Team Project)</th>
<th>Course Review and Final Exam</th>
</tr>
</thead>
</table>
| 5 | LO 1. Identify the decisions necessary in business.  
   | LO 2. Contrast a variety of qualitative and quantitative methods used to address business problems.  
   | LO 3. Employ qualitative analysis methods to solve business problems.  
   | LO 5. Synthesize information from multiple disciplines in order to solve business problems. | Render et al.  
   | Chapter 13  
   | Appendix 13.1  
   | Chapter 16  
   | Appendix 16.1 | **Course Materials:**  
   | 1. Lecture Notes  
   | 2. PowerPoint slides | **Submit:**  
   | Week 5 Discussion Forum  
   | Problem Set 6  
   | Problem Set 7  
   | Writing Assignment 2 (Team Assignment) | Week 5 Discussion Forum  
   | Problem Set 8 (Due on Sunday Week 7, Extra Credit) |
| 6 | LO 1. Identify the decisions necessary in business.  
   | LO 3. Employ qualitative analysis methods to solve business problems.  
   | LO 4. Employ quantitative analysis methods to solve business problems.  
   | LO 5. Synthesize information from multiple disciplines in order to solve business problems. | Render et al.  
   | Chapter 7  
   | Chapter 8 | **Course Materials:**  
   | 1. Lecture Notes  
   | 2. PowerPoint slides | **Submit:**  
   | Week 6 Discussion Forum  
   | Problem Set 8 (Team Assignment) | Week 7 Discussion Forum  
   | Case Study (Team assignment) |
| 7 | LO 1. Identify the decisions necessary in business.  
   | LO 2. Contrast a variety of qualitative and quantitative methods used to address business problems.  
   | LO 3. Employ qualitative analysis methods to solve business problems.  
   | LO 4. Employ quantitative analysis methods to solve business problems.  
   | LO 5 Synthesize information from multiple disciplines in order to solve business problems. | Week 7  
   | Case Study 2: Chase Manhattan Bank, page 339 | **Course Materials:**  
   | 1. Lecture Notes | **Submit:**  
   | Week 7 Discussion Forum  
   | Case Study (Team assignment) | **Final Exam**  
   | **Submit:**  
   | Week 8 Discussion Forum |
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| business problems. |
| LO 5. Synthesize information from multiple disciplines in order to solve business problems. |

Please see the student handbook to reference all University policies. Links to frequently asked questions and policies can be accessed at edu/student-handbook/withdrawal/index.htm (paste address into a new web browser)

- Drop/Withdrawal Policy
- Grading/APUS Grading System
- Extension Process and Policy
- Plagiarism Policy
- Disability Policy

WRITING EXPECTATIONS
All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.
- Paper has section headings, introduction, conclusion, and a reference list.

CITATION AND REFERENCE STYLE
Assignments completed in a narrative essay or composition format must follow APA format.

LATE ASSIGNMENTS
Late assignments are not automatically graded. Students having difficulties meeting class commitments must communicate with the instructor. Students are expected to complete assignments on time. A 10% late penalty per day is applied for each late assignment up to 7 days after the due date unless the student contacts the instructor ahead of time for an extenuating situation. This late policy applies even if you are approved for an extension unless you qualify for special consideration.

NETIQUETTE
Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks or student attempts to stifle the discussion of others.
The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu (paste link in a new web browser)

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.

- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

- **Tutor.com:** Students have access to free hours of tutoring service http://www.tutor.com/colleges/landing/apus (paste link in a new web browser). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the “Writing Center” or “Tutoring Center” and then click “Smarthinking.” All login information is available.


The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.

- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111) or class name.
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If a guide you need isn't available yet, let us know by emailing the APUS Library:

Selected Bibliography

(paste sites in a new web browser)

Microsoft Office Help
or
Press the "F1" key while you have Excel open.
Microsoft's official help page, featuring loads of tutorials in text, video, and podcasts.

POM-QM for Windows or Excel QM for Windows
http://wps.prenhall.com/bp_weiss_software_1/
Instructions and updates for using the POM-QM for Windows or Excel QM for Windows software package illustrated in the textbook. The software can be downloaded from http://wps.pearsoned.co.uk/ge_taylor_introms_10/150/38494/9854540.cw/content/index.html. The stand alone POM-QM for Windows software is free for use while the Excel QM as an Excel Add-In requires a license, which may be purchased from Prentice Hall for about $40.


Understanding Excel Solver
Detailed, PowerPoint–style tutorial on using MS Solver in a Linear Programming problem. There are 47 slides, so set aside a half hour or more to view the entire tutorial.

University of South Dakota Excel Tutorials
http://www.usd.edu/~bwjames/tut/excel/
A well–organized list of tutorials with basic and advanced concepts listed like a glossary.

Baycon Group's Microsoft Excel 2007 Tutorials
http://www.baycongroup.com/el0.htm
A series of text–based tutorials that provide exercises for you to complete.

Site: SOS Math
URL: http://www.sosmath.com

Site: The World of Math Online
URL: http://www.math.com

Site: A Lexicon of Decision Making
URL: http://faculty.fuqua.duke.edu/daweb/lexicon.htm

Site: Mathematical Programming
URL: http://carbon.cudenver.edu/~hgreenbe/glossary/glossary.html
STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Site: Algorithms and Data Structures
URL: http://www.nist.gov/dads/

Site: Graph Theory
URL: http://www.utm.edu/departments/math/graph/glossary.html#m

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