

FA 26

Meeting days: Tuesday and Thursday	Instructor title and name: Matt Boyne
Meeting times: 13:00-4:15	Phone: 760.715-8071
Meeting location: FSB 103	E-mail: mboyne@pointloma.edu
Final Exam: Tuesday 12/15/26 4:30-7:00	Office location and hours: FSB 130 MWF 9:00 – 3:00
Additional info: After Class Hours as Desired	Additional info: Zoom Office Hours as Needed

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Fermanian School of Business Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course provides an understanding of the critical role procurement and planning play in an organization's supply chain. Students will explore the role of purchasing, order management, metrics, performance, contracts, the intelligent supply chain, and ethical/sustainable sourcing. The overall impact of human capital and strategy in a supply chain will also be addressed.

COURSE LEARNING OUTCOMES

Students will

1. Exhibit an understanding of the essential elements of a supply chain (PLO 1, F1 & F4).
2. Describe the influence of purchasing on other major functional activities within an organization (PLO 1 & F1)

3. Examine the strategic nature of purchasing going beyond simply buying goods and services (PLO 2 & F4).
4. Analyze the ethical, contractual, risk management, sustainability, and legal issues faced by purchasing and supply chain professionals (PLO 2 & F4).
5. Demonstrate effective business communication (PLO 3).

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Textbook-Through Loma Books. McGrawHill Connect Purchasing and Supply

Management by P. Fraser Johnson, 17th edition, ISBN10: 1266793356 | ISBN13: 978126679335

For more information about LomaBooks, please go: [HERE](#)

Assignments and Grading

<u>Sample</u> assignment distribution by percentage:	<u>Sample</u> grade scale:	
• 10 Quizzes and Readings-Take-home 30% (300 Points) • Assignment-LEGO Lab Write Up Week 5 20% (200 Points) • Patagonia Supplier Sourcing Case Analysis 20% (200 Points) • Stewardship Sourcing Exercise (10%) (100 Points) • Apple Final Case Team Presentation (20%) (200 Points)	A=93-100	C=73-76
	A-=90-92	C-=70-72
	B+=87-89	D+=67-69
	B=83-86	D=63-66
	B-=80-82	D-=60-62
	C+=77-79	F=0-59

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

FINAL EXAMINATION POLICY⊗

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, Grammarly Go, Perplexity, etc) to generate ideas, look up information and as a proof reading source, but you are not allowed to use AI tools to generate submitted content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Sourcing, all the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include child and slave labor. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of sourcing, and I will support you throughout your learning in this course.

TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Sourcing we will cover a variety of topics, some of which you may find triggering. These topics include laborers that are being abused by employers. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of outsourcing, and I will support you throughout your learning in this course.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality. If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

PLNU ACADEMIC BEHAVIOR POLICY

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

LOMA WRITING CENTER

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more.

Walk-ins are welcome, but we recommend making an appointment in advance. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- [Email](#)

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix. If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on

reporting and resources at www.pointloma.edu/bias

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center, [by email](#) or phone at 619-849-2533. Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines approved accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had

accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC eligibility process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive an “F” grade.

COURSE SCHEDULE AND ASSIGNMENTS

Module 1 — Week 1 (Sept 1 & 3)

Introduction

This week establishes the foundation of supply chain and procurement thinking. Students learn the three flows—material, information, and cash—and begin to see procurement as a strategic function. The LEGO warm-up makes abstract concepts tangible.

Intended Learning Outcomes

- Define supply chain and procurement
- Identify core flows in a supply chain
- Understand interdependence between suppliers and buyers
- Visualize a simple supply chain using LEGO modeling

Tuesday (Reading + Quiz)

- Reading: Hugos Ch. 1
- Assessment: None

Thursday (Activity)

- LEGO Lab: Build a simple 3-tier supply chain
- Focus: Material → Information → Cash flows

Module 2 — Week 2 (Sept 8 & 10)

Introduction

Students explore demand variability and the bullwhip effect. Hugos introduces forecasting and flow stability. LEGO simulation demonstrates push vs. pull systems under uncertainty.

Intended Learning Outcomes

- Explain demand variability
- Understand the bullwhip effect
- Compare push vs. pull systems
- Measure cycle time and WIP

Tuesday (Reading + Quiz)

- Reading: Hugos Ch. 2
- Assessment: Week 2 Quiz (30 pts)

Thursday (Activity)

- LEGO Lab 1: Push vs pull, cycle time, WIP limits

Module 3 — Week 3 (Sept 15 & 17)

Introduction

Inventory acts as a buffer against uncertainty. Students learn safety stock, reorder points, and service levels. LEGO simulation shows how supplier variability creates bottlenecks.

Intended Learning Outcomes

- Bills of Material
- ABC Inventory
- Calculate safety stock and reorder points
- Understand supplier variability
- Apply Kanban principles
- Connect inventory decisions to procurement

Tuesday (Reading + Quiz)

- Reading: Hugos Ch. 3
- Assessment: Week 3 Quiz (30 pts)

Thursday (Activity)

- LEGO Lab 2: Kanban + supplier quality variation

Module 4 — Week 4 (Sept 22 & 24)

Introduction

Students shift to logistics and transportation. Hugos explains freight modes, cost structures, and Incoterms. LEGO simulation models multi-tier chains and transportation trade-offs.

Intended Learning Outcomes

- Understand transportation modes

- Interpret Incoterms
- Evaluate freight cost vs. speed vs. reliability
- Map multi-tier supply chains

Tuesday (Reading + Quiz)

- Reading: Hugos Ch. 4
- Assessment: Week 4 Quiz (30 pts)

Thursday (Activity)

- LEGO Lab 3: Multi-tier chain + transportation cost simulation

Module 5 — Week 5 (Sept 29 & Oct 1)

Introduction

This week consolidates foundational knowledge. Students demonstrate mastery of supply chain flows, inventory concepts, logistics, and procurement basics.

Intended Learning Outcomes

- Synthesize Weeks 1–4
- Demonstrate competency in supply chain fundamentals
- Apply LEGO insights to real scenarios

Tuesday (Review)

- Topic: Exam review
- Assessment: No quiz this week

Thursday (Major Assignment #1)

- Supply Chain Fundamentals + LEGO Exam (200 pts)

UNIT II — Patagonia Domestic Merino Wool Project (Weeks 6–10)

Module 6 — Week 6 (Oct 6 & 8)

Introduction

Students begin the Patagonia Merino Wool project. Biddle introduces domestic sourcing constraints and startup-style supply chain design. Lab focuses on Tier 3 (raw material) mapping.

Intended Learning Outcomes

- Understand domestic sourcing constraints
- Identify Tier 3 wool suppliers
- Use mapping tools (Google Maps/Tableau)

- Connect geography to procurement

Tuesday (Reading + Quiz)

- Reading: Biddle Ch. 1
- Assessment: Week 6 Quiz (30 pts)

Thursday (Activity)

- Lab: Map Tier 3 sheep ranches

Module 7 — Week 7 (Oct 13 & 15)

Introduction

Students learn supplier scorecards and Tier 2 processing partners. Carbon footprint estimation is introduced.

Intended Learning Outcomes

- Build supplier scorecards
- Identify Tier 2 processors
- Estimate carbon impact
- Connect supplier selection to Patagonia's mission

Tuesday (Reading + Quiz)

- Reading: Biddle Ch. 2
- Assessment: Week 7 Quiz (30 pts)

Thursday (Activity)

- Lab: Tier 2 processors + carbon footprint estimation

Module 8 — Week 8 (Oct 20 & 22)

Introduction

Students explore Tier 1 cut-and-sew facilities and domestic production feasibility. Labor standards and certifications are emphasized.

Intended Learning Outcomes

- Identify Tier 1 cut-and-sew facilities
- Evaluate labor standards (Fair Trade, GOTS)
- Understand assembly lead time and cost

Tuesday (Reading + Quiz)

- Reading: Biddle Ch. 3
- Assessment: Week 8 Quiz (30 pts)

Thursday

- No Class — Fall Break

Module 9 — Week 9 (Oct 27 & 29)

Introduction

Students analyze domestic logistics networks and supply chain risk. Hugos provides frameworks for logistics optimization.

Intended Learning Outcomes

- Map domestic logistics flows
- Evaluate transportation trade-offs
- Identify supply chain risks
- Compare domestic vs offshore logistics

Tuesday (Reading + Quiz)

- Reading: Hugos Ch. 5
- Assessment: Week 9 Quiz (30 pts)

Thursday (Activity)

- Lab: Integrate Tier 1 Cut and Sew facilities into write up.

Module 10 — Week 10 (Nov 3 & 5)

Introduction

Students deliver a professional sourcing report for Patagonia's board. Emphasis on synthesis, clarity, and strategic justification.

Intended Learning Outcomes

- Present a complete domestic supply chain
- Justify supplier selection using scorecards
- Demonstrate mapping proficiency

Tuesday (Review)

- Topic: ESG metrics
- Assessment: No quiz this week

Thursday (Major Assignment #2)

- Patagonia Domestic Sourcing Report Due (300 pts)

UNIT III — Stewardship Business Suit Procurement Project (Weeks 11–15)

Module 11 — Week 11 (Nov 10 & 12)

Introduction

Students begin the Stewardship Business Suit project. Wesley's Sermon 50 frames procurement as moral and operational stewardship. Students can "procure" from their own closet, family, thrift stores, Poshmark and similar websites, or clothing swaps. Establish a strict spending cap (maximum \$100 spent for clothes, cleaning, alterations, etc.) to keep the project grounded in the frugality and TCO principles we are learning.

Intended Learning Outcomes

- Interpret Wesleyan stewardship principles
- Conduct closet inventory and build BOM
- Evaluate thrift, resale, and repair sourcing
- Introduce Total Cost of Ownership (TCO)

Tuesday (Reading + Quiz)

- Reading: Biddle Ch. 4
- Assessment: Week 11 Quiz (30 pts)

Thursday (Activity)

- Lab: Closet inventory + BOM creation

Module 12 — Week 12 (Nov 17 & 19)

Introduction

Students analyze Amazon's frugality principle and connect it to TCO. Reverse logistics and carbon footprint allocation are introduced.

Intended Learning Outcomes

- Understand Amazon's frugality principle
- Calculate TCO
- Evaluate repairability and lifecycle cost

Tuesday (Reading + Quiz)

- Reading: Hugos Ch. 6
- Assessment: Week 12 Quiz (30 pts)

Thursday (Activity)

- Lab: Reverse logistics + carbon footprint allocation- Stewardship Board prep for budget allocation

Module 13 — Week 13 (Nov 24 & 26)

Introduction

Students explore Patagonia's Worn Wear program and circular supply chains. Repairability becomes a sourcing criterion.

Intended Learning Outcomes

- Understand circular supply chain principles
- Evaluate repairability
- Compare new vs used procurement

Tuesday (Reading + Quiz)

- Reading: Biddle Ch. 5
- Assessment: Week 13 Quiz (30 pts)

Thursday

- No Class — Thanksgiving

Module 14 — Week 14 (Dec 1 & 3)

Introduction

Students execute their procurement plans—purchasing, tailoring, cleaning, repairing—and finalize their BOM. Supplier negotiation is emphasized.

Intended Learning Outcomes

- Execute procurement plan within budget
- Negotiate with suppliers
- Track reverse logistics costs

Tuesday (Reading + Quiz)

- Reading: Hugos Ch. 7
- Assessment: Week 14 Quiz (50 pts)

Thursday (Activity)

- Lab: Complete analysis of TCO

Module 15 — Week 15 (Dec 8 & 10)

Introduction

Students present their procurement strategy to the Stewardship Board. This week emphasizes communication, justification, and professional presentation skills.

Intended Learning Outcomes

- Present procurement strategy clearly
- Defend supplier selection using TCO
- Refine final presentation

Tuesday (Reading + Quiz)

- Reading: Hugos Ch. 8
- Assessment: Week 15 Quiz (30 pts)

Thursday (Activity)

- Lab: Final rehearsal
- Deliverable: Attire ready

Module 16 — Week 16 (Dec 15)

Introduction

Students deliver a capstone presentation wearing their procured business attire. This is the culmination of the entire course—combining supply chain mapping, procurement strategy, sustainability, frugality, and stewardship.

Intended Learning Outcomes

- Present a complete sustainable procurement strategy
- Demonstrate mastery of TCO, reverse logistics, carbon footprint
- Integrate Patagonia, Amazon, and Wesleyan frameworks
- Communicate professionally in business attire

Tuesday (Final Exam)

- Major Assignment #3: Stewardship Business Suit Final Write-Up and Presentation (200 pts). 150 points for the write up and 50 points for the presentation.
- In-Person Presentation Wearing Procured Attire
- Time: 4:30–7:00 PM