

## **TOTAL QUALITY MANAGEMENT**

**52:620:320:90:08631**

**Term: Spring 2026**

**On-Line**

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Office Hours: By appointment

### **Key Dates:**

Classes begin	Tuesday, January 20 <sup>th</sup>
Last day of classes	Tuesday, April 28 <sup>th</sup>
Final Exam period	Tuesday, May 12 <sup>th</sup>

### **Course Overview:**

Total Quality Management (TQM) is critical to the strategic success of businesses today now more than ever. Competition is fierce, and the pace of innovation and technical advancement is staggering. Companies must “get it right the first time” in every aspect of their organization to maintain a competitive differentiation against their competitors. TQM provides the framework for ensuring that companies will be able to produce a product or service of consistent quality while simultaneously improve all aspects of their operations.

### **Learning Goals:**

1. Critical Thinking and Analytical Decision Making: Students will be able to critically use information and data to analyze, interpret, and solve business problems.
2. Technology Fluency and IT Literacy: Students will demonstrate conceptual knowledge and practical application of information technology.
3. Ethical Reasoning: Students will realize that organizations and their actions affect different stakeholders; they will demonstrate the ability to identify and weigh the ethical implications of these actions.

### **Course Objectives:**

After taking this course students are expected to achieve the following objectives:

1. Understand what a Total Quality Management culture is and how an organization may use the concepts and techniques to improve the business performance.
2. Identify problems and recognize opportunities for improving the efficiency and effectiveness of processes in organizations.
3. Know how to utilize the quality improvement tools presented in the course to improve performance.

### **Required Textbook:**

*Managing Quality - An Essential Guide and Resource Gateway*

By: Dale, Bamford, van der Wiele: Wiley: 6th Edition, August 2016. ISBN-13: 978-1-119-13092-5.

Paperback, electronic, versions are acceptable.

### **CANVAS On-line Application:**

The on-line application used exclusively for this course will be Canvas. Students are expected to know how to access the application and use the features efficiently.

**Teaching Methodology:**

This course will take place on-line in a series of “modules” that commence Tuesday through the following Tuesday. There will be virtual lectures, on-line Quizzes, and Discussion Threads that are completed via Canvas. The Mid-Term Exam, Final Exam, and the Business Case Project will also be posted on Canvas. The material presented in the textbook provides the fundamental theories and concepts of the course. Students are expected to have read the text material prior to the applicable lecture. All pertinent information will be posted on Canvas each week.

**Syllabus Updates and General Course Communications:**

All updates and changes to the syllabus, and other important communications will be communicated via Canvas. All course material and announcements will be posted on Canvas. The professor reserves the right to update or modify the syllabus and course requirements if necessary. The course topics will be managed by the dates listed in the Syllabus.

**Assessments:****1. Student Introduction Video:**

As an on-line course, we will miss the opportunity to meet each other face to face. Instead, we will utilize Canvas to provide an introductory video so other students may know who is in their class and to help me get to know you better. Students are to upload a one-to-three-minute introductory video that describes themselves, what major is being pursued, what school year they are in and a tidbit about themselves.

**2. Class Participation:**

There will be no “groups” or “teams” in this course but there will be required individual participation. You alone will be responsible for learning the course content and demonstrating your understanding. My role will be your facilitator in understanding the concepts and techniques. This is an intense course and requires a strong commitment of your time and effort. Sharing personal examples and experiences is encouraged as they help others to visualize the course material and how it is used in real life.

**3. Discussion Threads:**

Most of the weekly modules will have a required Discussion Thread for you to respond to and provide your own perspective. The Discussion Thread will present either a concept, argument, or situation applicable to the concepts presented during that module. You are required to respond to the Discussion Thread via Canvas and provide your opinion, argument, and / or own personal experience as it pertains to the concept. The intent is for you to have an opportunity to write about your understanding and personal experiences of the concept. You are also encouraged to comment on the responses of fellow classmates.

**4. Quizzes:**

There will be a series of short on-line quizzes throughout the course. Each quiz will be associated with a particular chapter or chapters and will cover various concepts. The quizzes are “open book” and may be completed remotely at any time during the specified period. Once started they must be completed in one sitting. You will have limited time to take each quiz. Each quiz will consist of True / False or Multiple-Choice questions. The quizzes are designed to test your understanding of the key concepts as the course progresses and are meant to prepare you for the Mid-Term and Final Exam.

**5. Exams:**

There will be two on-line exams: one Mid-Term Exam and one Final Exam. The exams are non-cumulative and will cover the chapters presented in the course. Exams are “open book” and are scheduled over the course of a few days and are taken remotely. Once started they must be completed. You will have a specified amount of time to take each exam. Each exam will consist of a mixture of True / False and Multiple-Choice questions that are designed to test your understanding of the facts and concepts of the course.

**6. TQM Research Project:**

This course will require you to apply your own learning and understanding of the TQM concepts to a real-life situation that you experienced. You will be required to write a Research Project from the perspective of a consultant. Using an adverse situation that you actually experienced, whether a product or service, analyze what went wrong and recommend specific principles and concepts from TQM that may have prevented the poor quality if properly implemented. **Research Projects will not be returned.** Research Projects are to be uploaded to Canvas in .pdf format only by the due date specified in the Syllabus.

**Make-up Policy:**

If, for a university-approved reason, you cannot complete an assignment at the scheduled time you must give the professor written notice at least one week in advance so that other arrangements may be made. If the situation does not allow for advance notification (for example, emergency hospitalization), contact the professor as soon as possible after the missed assignment. Any student who misses an assignment without prior approval of the instructor or a compelling reason will receive a zero grade for that item. The professor reserves the right to request written documentation to support your absence (such as a doctor's note or military orders).

**Evaluation Policy:**

The assignment of final grades will be weighted as follows:

Introduction Video.....	5%
Discussion Threads .....	15%
Quizzes.....	20%
Mid-Term Exam .....	20%
Final Exam.....	20%
TQM Research Project .....	20%

**Grading Policy:**

A	Highest grade	90% and above
B+	Work of distinction	86.0% to 89.99%
B	Work of distinction	80.0% to 85.99%
C+	Average work	76.0% to 79.99%
C	Average work	70.0% to 75.99%
D	Passing, but unsatisfactory	60% to 69.99%
F	Failure without credit	Below 60%

**Disability Services/Accommodations:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you and your instructor with a Letter of Accommodations. Please discuss the accommodations with your instructors as early in your courses as possible. To begin this process, please complete the registration form <https://webapps.rutgers.edu/student-ods/forms/registration>.

**Academic Integrity:**

The Academic Integrity policy can be found at <https://studentconduct.rutgers.edu/processes/university-code-student-conduct> <http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>

*Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the RU-Camden Dean of Students.*

*Academic dishonesty includes (but is not limited to):*

- cheating*
- plagiarism*
- aiding others in committing a violation or allowing others to use your work*
- failure to cite sources correctly*
- fabrication*
- using another person's ideas or words without attribution*
- re-using a previous assignment*
- unauthorized collaboration*
- sabotaging another student's work*

*If in doubt, please consult the instructor. Please review the [Academic Integrity Policy](#).*

*Information is also available at the RU-Camden Dean of Students site:*

<https://camden.rutgers.edu/deanofstudents/academic-integrity>

**Responsible Use of Artificial Intelligence (AI):**

AI can be a valuable learning tool when used thoughtfully, but it should not replace independent learning. Research indicates that overreliance on AI use can weaken critical thinking, analytical reasoning, and professional judgment—skills vital for academic success, career advancement, and job competitiveness.

This course promotes AI use to enhance learning, not substitute for it. Students must actively engage with material, critically assess any AI-assisted work, and take full responsibility for submissions, as generative AI may produce inaccurate or fabricated information. The goal is to develop students' ability to think, reason, and communicate clearly and confidently.

**Acceptable and Unacceptable Uses of AI:**

The use of generative AI tools (e.g. ChatGPT, Dall-e, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft or final content on any writing assignment.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any assignment that is found to have used generative AI tools in unauthorized ways based on guidelines in this syllabus, will be subject to report of a violation of Academic Integrity and thus the appropriate adjudication. When in doubt about permitted usage, please ask for clarification.

### **University Code of Conduct:**

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space. As a student at the University, you are expected adhere to the Code of Student Conduct. To review the Code of Conduct and Title IX policy go to [RU-Camden Dean of Students Office](#)

Note that the conduct code specifically addresses disruptive classroom conduct, which means *"engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."*

### **Diversity Statement:**

This class strives to be an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As a community, we aim to be respectful to all. We reject all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. Faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding how others' viewpoints may be different from their own.

Our goal as a learning community is to create a safe environment that fosters open and honest dialogue. We are all expected to contribute to creating a respectful, welcoming, and inclusive environment. To this end, classroom discussions should always be conducted in a way that shows honor, respect, and dignity to all members of the class. Moreover, disagreements should be pursued without personal attack and aggression, and instead, should be handled with grace and care. This will allow for rigorous intellectual engagement and a deeper learning experience for all.

### **Pronouns:**

This course affirms people of all gender expressions and gender identities. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

## Course Schedule

Listed below are the tentative topics to be covered each class and the Exam schedule:

<u>Module</u>	<u>Date</u>	<u>Topic</u>	<u>Readings</u>
1	1/20/26	TQM: An Overview and the Role of Mgmt <a href="#">On-line Quiz</a> / <a href="#">Discussion Thread</a>	Chapter 1
2	1/27/26	The Received Wisdom on TQM <a href="#">On-line Quiz</a>	Chapter 2
3	2/3/26	The Introduction and a Framework for TQM <a href="#">On-line Quiz</a> / <a href="#">Discussion Thread</a>	Chapter 3
4	2/10/26	Policy Deployment <a href="#">Discussion Thread</a>	Chapter 4
5	2/17/26	Quality Costing <a href="#">Discussion Thread</a>	Chapter 5
6	2/24/26	Managing Service Quality <a href="#">On-line Quiz</a> / <a href="#">Discussion Thread</a>	Chapter 6
		Supplier Development	Chapter 7
-	3/3/26	<b>MID-TERM EXAM: Chapters 1 through 7</b>	
7	3/10/26	Quality Management Systems <a href="#">On-line Quiz</a> / <a href="#">Discussion Thread</a>	Chapter 8
-	3/17/26	<b>*** NO CLASS – SPRING BREAK***</b>	
8	3/24/26	Quality Management Tools	Chapter 9
9	3/31/26	Quality Management Techniques <a href="#">On-line Quiz</a> / <a href="#">Discussion Thread</a>	Chapter 10
10	4/7/26	Teams and Teamwork <a href="#">On-line Quiz</a> / <a href="#">Discussion Thread</a>	Chapter 11
11	4/14/26	Self-Assessment, Models and Awards <a href="#">On-line Quiz</a> / <a href="#">Discussion Thread</a>	Chapter 12
12	4/21/26	Managing Quality: New Challenges <a href="#">On-line Quiz</a> / <a href="#">Discussion Thread</a>	Chapter 13
13	4/28/26	Managing Quality: The Future <b>TQM Research Project Due</b>	Chapter 14
-	5/5/25	<b>READING DAY</b>	
-	5/12/26	<b>FINAL EXAM: Chapters 8 through 14</b>	