To Whom This Concerns:

We in the Department of Marketing and Supply Chain Management are requesting your consideration of the addition of a new major in the field of Supply Chain Management. We believe the addition of this major will offer several benefits to our students at the College of Charleston and to the community at large.

In the attached package, you will find several specific requested additions and/or changes related to this proposed program. Specifically, we are requesting the approval of the following changes and additions:

- Addition of a new major in the field of Supply Chain Management which will require completion of 39 hours of general business curriculum, 15 hours of core supply chain curriculum, and 6 hours of approved electives. The complete curriculum is provided along with a suggested course sequence.

- Addition of the following new courses representing core offerings in the proposed major:
  - SCIM 366: Lean and Six Sigma (3)
  - SCIM 373: Supply Chain Planning and Analysis (3)
  - SCIM 424 Supply Chain and Operations Strategy (3)

- Addition of the following new courses representing elective offerings in the proposed major:
  - SCIM 360: Special Topics in Supply Chain Management (3)
  - SCIM 371: Green Supply Chain (3)
  - SCIM 420 Independent Study (1-3)
  - SCIM 444: Internship in Supply Chain Management (3)
  - SCIM 499 Bachelors Essay in Supply Chain Management (3)

Attached you can find:

1. Letters of support for a proposed major in Supply Chain Management
2. New Major Form for the proposed addition of the Supply Chain Management major
3. Course Form for SCIM 360: Special Topics in Supply Chain Management with sample syllabus
4. Course Form for SCIM 366: Lean and Six Sigma with sample syllabus
5. Course Form for SCIM 371: Green Supply Chain with sample syllabus
6. Course Form for SCIM 373: Supply Chain Planning and Analysis with sample syllabus
7. Course Form for SCIM 420 Independent Study with sample syllabus
8. Course Form for SCIM 424 Supply Chain and Operations Strategy with sample syllabus
9. Course Form for SCIM 444: Internship in Supply Chain Management with sample syllabus
10. Course Form for SCIM 499 Bachelors Essay in Supply Chain Management with sample syllabus

If you have any questions or need any additional information, please feel free to contact me directly. Thank you in advance for the time and effort you dedicate to these requests.

Sincerely,

Joshua M. Davis
Department of Marketing and Supply Chain Management
School of Business
College of Charleston
davisjm@cofc.edu
FACULTY CURRICULUM COMMITTEE
NEW MAJOR/PROGRAM/DEGREE FORM

Instructions:
• Before starting on this form, please consult with the Provost’s Office and the relevant Deans. In addition, please read all of the relevant documentation on the FCC’s website.
• If the addition of a major will affect another major, minor, program, concentration, etc., please submit the relevant forms to change or delete those programs.

A. CONTACT INFORMATION.

Contact Name: Dr. Joshua M. Davis  Email: davisjm@cofc.edu  Phone: 843-953-6653
School Name: School of Business  Department Name: Marketing & Supply Chain Management

B. TYPE OF REQUEST. Please check all that apply and fill out the requested information.

Catalog Year in which this degree/major will first be offered: FALL 2015

☐ Add a New Degree  

☐ Add a New Major

☐ Supply Chain Management

Name of Major:  
Number of Credit Hours: 60
Requested Acronym: SCIM
CIP code: 52.0203 Logistics, Materials, and Supply Chain Management

☐ Concentration, if any (within the major)*  ☐ Required  ☐ Optional

☐ Cognate (outside the major)*  ☐ Required  ☐ Optional

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

☐ Proposed program is eligible for LIFE/Palmetto Fellows Math/Science Scholarship Enhancement

How many courses could count for both this major and another one? __________
What percentage of courses could count towards another major? __________
C. CURRICULUM. Note: additional information will be required for SACS notification. Please attach the complete curriculum for the proposed major. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

The proposed Bachelor of Science in Supply Chain Management will require completion of 39 hours of general business curriculum, 15 hours of core supply chain curriculum, and 6 hours of approved electives. The complete curriculum is listed below along with a suggested course sequence.

**Business Courses Required for the B.S. in Supply Chain Management (must earn C- or better in each)**

1. ECON 200 ~or~ HONS 211 Principles of Microeconomics (3)
2. ECON 201 ~or~ HONS 212 Principles of Macroeconomics (3)
3. MATH 104 Elementary Statistics (3)
   **OR**
   MATH 250 Statistical Methods I (3)
4. MATH 105 Calculus for Business and Social Sciences (3)
   **OR**
   MATH 120 Introductory Calculus (4)
5. ACCT 203 Financial Accounting (3)
6. ACCT 204 Managerial Accounting (3)
7. DSCI 232 Business Statistics (3)
8. MKTG 301 Management and Organizational Behavior (3)
9. MGMT 302 Marketing Concepts (3)
10. FINC 303 Business Finance (3)
11. BLAW 205 Legal Environment of Business (3)
12. DSCI 304 Production and Operations Management (3)
13. DSCI 320 Management Information Systems (3)

**Supply Chain Core Courses Required for the B.S. in Supply Chain Management**

1. SCIM 366: Lean and Six Sigma (3) This course will provide students with an introduction to Lean Six Sigma and the tool sets of Team Work and Time Management, Statistical Analysis, Elimination of Waste, process mapping, dashboards and other business improvement techniques. There is emphasis on voice of the customer and tools needed to measure those needs. *(Prerequisites: DSCI 304, Junior Standing)*

2. SCIM 373: Supply Chain Planning and Analysis (3) Covers the primary methods of analysis required for supply chain planning, with a special emphasis given to the quantitative modeling techniques used in developing and managing the performance of supply chain systems. Students will gain experience using the tools (e.g., analytical models) that generally qualify decision-making in supply chain environments. *(Prerequisites: DSCI 304, Junior Standing)*
3. **TRAN 312 Global Logistics (3)**

4. **MKTG 333 Purchasing and Supply Chain Management (3)**

5. **SCIM 424 Supply Chain and Operations Strategy (3)** This capstone course provides an opportunity for students to synthesize the knowledge gained in their previous coursework to integrate supply chain management, production and operations management, logistics and enterprise solutions to develop supply chain and operations strategies. *(Prerequisites: DSCI 304, DSCI 320, TRAN 312, MKTG 333, Senior Standing, permission of the instructor)*

**Upper Level Elective Courses for the B.S. in Supply Chain Management**

*(Notes: Students must complete 6 hours of coursework from this list; Students minoring in Global Logistics and Transportation may apply a maximum of 6 credit hours from the Global Logistics and Transportation program to the Supply Chain Management major)*

**SCIM 360: Special Topics in Supply Chain Management (3)** This subject presents a range of advanced topics in supply chain management providing a solid foundation of the theory and application of supply chain management techniques and practices for which no regular course is offered. This course may be repeated for credit if the content is different. *(Prerequisites: Junior standing and permission of the instructor)*

**SCIM 371: Green Supply Chain (3)** This course introduces students with tangible and intangible benefits of moving towards a green supply chain. The course prepares future supply chain managers with practical ways of building a socially and environmentally responsible strategy in their supply chains, by working with suppliers and customers.

**SCIM 420 Independent Study (1-3)** The student will select a reading or research project in consultation with a faculty member, who will guide the work and determine hours of credit to be allowed. A maximum of six credit hours of independent study may be applied toward business major elective requirement.

**SCIM 444: Internship in Supply Chain Management (3)** An internship is a supplemental source of learning designed to enhance the student’s academic program and career objectives. The learning experience is guided by a learning contract outlining specific work and academic components. A total of three credit hours of supply chain management credit is awarded. *(Prerequisites: MKTG 333 and at least nine additional hours of SCIM program courses at the 200 or 300 level. The student must have at least sophomore standing, be in good academic standing, and have permission of the SCM director. Course prerequisites may vary depending on the nature of the placement. Students must sign up for the internship through an approval process initiated the semester preceding the actual internship.)*

**DSCI 406 Quantitative Methods and Decision Making (3)** Students are introduced to quantitative modeling techniques and to the role quantitative models play in the decision-making process. Emphasis will be placed on the understanding of tools necessary to qualify decision making, with extensive use of computer-assisted solution methods. *(Prerequisites: Junior standing; DSCI 232; MATH 104, 105)*

**FINC 382 International Financial Markets (3)**

**MKTG 326 International Marketing (3)**

**TRAN 360 Special Topics in Intermodal Transportation (1-3)**

**TRAN 431 Issues in Global Logistics (3)**

**TRAN 432 Global Logistics Systems Management (3)**

*Note: Students majoring in Supply Chain Management may not double major in Business Administration.*
Students minoring in GLAT may apply a maximum of 6 credit hours from the GLAT program to the SCM major.
Sample Schedule for a Supply Chain Major

Year 1 Fall:
ENGL 110 or 215
HIST 115
Natural Science
MATH 101
Foreign Language 101

Year 1 Spring:
General Elective
HIST 116
Natural Science
MATH 105 or 120
Foreign Language 102

Year 2 Fall:
ECON 200 (Social Science)
ACCT 203
MATH 104 or 250
Foreign Language 201
Humanities

Year 2 Spring:
ECON 201 (Social Science)
ACCT 204
DSCI 232
Foreign Language 202
Humanities

Year 3 Fall:
MGMT 301
DSCI 320
Humanities
MKTG 302
General Elective

Year 3 Spring:
BLAW 205
MKTG 333
TRAN 312
DSCI 304
General elective

Year 4 Fall:
SCIM 373
SCIM 366
SCIM Elective
Humanities
General Elective

Year 4 Spring:
SCIM 424
SCIM elective
FINC 303
General Elective
General Elective
D. RATIONALE AND EXPLANATION. Attach a narrative that addresses the following:

State the purposes and objectives of the program.

Building on the success of a long-standing and well-received concentration/minor in Global Logistics and Transportation offered at the College of Charleston, this proposed major in supply chain management extends the current curriculum in logistics and transportation with a portfolio of courses that together, represent the broader area of supply chain management. The American Productivity and Inventory Control Society (APICS) dictionary defines supply chain management as *the design, planning, execution, control, and monitoring of supply chain activities with the objective of creating net value, building a competitive infrastructure, leveraging world-wide logistics, synchronizing supply with demand, and measuring performance globally*\(^1\). In line with its definition, supply chain management is characterized as an interdisciplinary field that emphasizes cross-functional linkages and inter-connected systems. These inter-connected systems ultimately form the foundation for the provision of goods and services to the end customer. The discipline of supply chain management draws heavily from the areas of procurement, operations management, logistics, management information systems, and statistics.

The College of Charleston has a history in the field of global logistics and transportation. Specifically, the School of Business has offered a concentration/minor in the area of logistics and transportation for many years. In this existing program, students complete a program of study that includes 18 hours of coursework in logistics and transportation, and participation in a professional training certificate program. Building on the strength of this concentration/minor without creating excessive duplication, the proposed major in supply chain management will combine existing coursework in logistics and transportation with coursework from the other areas of supply chain management including: supply chain planning and analysis, business process improvement, supply chain analytics, project management, and supply chain risk. In doing so, this proposed major will offer a 60-hour degree program in the broader area of supply chain management, while maintaining the integrity of the existing concentration/minor in the sub-field of logistics and transportation. Moreover, this approach will allow the College to leverage the strengths and lessons learned from the existing logistics and transportation concentration/minor in this broader supply chain management curriculum.

Responding to calls from many at the College of Charleston and the community at large, the overarching purpose of this proposed major in supply chain management is to provide College of Charleston students with the opportunity to acquire the foundational knowledge and the skills necessary to assist organizations in managing the flow of raw materials into the production process and finished goods to the final customer in a way that will provide a sustainable competitive advantage to the firm.

In addition to the purposes described above, the objectives for this degree program include:

- *Provide students with a strong liberal arts foundation as part of a supply chain management program.*
  This proposed program will produce graduates that understand and are able to apply various quantitative and analytical supply chain management techniques. With a strong liberal arts foundation, these graduates will also have knowledge of the wider world and a sense of social responsibility, they will be able to communicate professionally both orally and in writing, and they will understand the value of

\(^1\) American Production and Inventory Control Society (APICS) Dictionary 12th Edition, American Production and Control Society, Inc., Falls Church, VA.
cultural diversity. Together, these knowledge bases and skill sets can result in a capable, ready-to-work graduate that embraces diversity and understands the impact of his/her actions on the rest of the world.

- **Provide students with a professional degree that leads to full employment directly after graduation**

  Supply chain management is an area of professional study that benefits from consistently high demand in industry. As such, average starting salaries for supply chain graduates are approximately $49,500, but can rise quickly as graduates obtain work experience in the area, with professionals holding up to five years of experience earning an average of $83,689\(^2\). In fact, a recent U.S. News and World Report career guide predicts that supply and value chain management will be one of the 20 hottest career paths in this century. This proposed major will prepare those students interested in pursuing a career with historically healthy demand and projected future demand by building the specific knowledge and skills required for success in this area.

- **Grow the educational and career opportunities for students attending the College of Charleston**

  While the College of Charleston has a long-standing tradition in the subfield of global logistics and transportation, the College currently does not offer much of the coursework in the other areas that, along with logistics, make up the broader field of supply chain management. In line with this, the proposed supply chain management major will share one course in common with this concentration/minor, but remains distinct beyond that course. Further evidence of the uniqueness of this proposed major is provided by 3 new core supply chain courses and 9 new elective supply chain courses proposed. A survey of students currently enrolled in the global logistics and transportation concentration/minor indicated that almost every students presently enrolled would have considered taking advantage of a major in supply chain management, had it been made available to them. We believe this interest will be even more pronounced as students learn about employment opportunities in the area. As South Carolina Secretary of Commerce Bobby Hitt touched on in the 2013 Supply Chain Summit held at the College of Charleston, there are more jobs in supply chain management and operations than there are qualified graduates to fill them. This proposed major can be considered an effort toward filling that gap, in a way that strongly complements the liberal arts tradition of the College of Charleston, as well as the existing degree programs and concentrations offered at the School of Business.

Describe the relevance of the program to the College of Charleston’s mission.

College of Charleston is a comprehensive institution with a strong liberal arts tradition. Embedded in its mission is a focus on providing degree programs which lead to employment, continued education, or both. This proposed program directly supports the College of Charleston’s mission by offering an interdisciplinary professional degree which leverages the knowledge and skills developed through the liberal arts curriculum. The major will also prepare students to solve complex problems that often cross organizational and national borders, involve diverse stakeholder groups, and impact a variety of interconnected systems. Overall, this major is expected to reinforce the College of Charleston’s mission by building an a curricular bridge between the liberal arts foundation, and a currently under-addressed professional field that values much of the knowledge and skill developed in a liberal arts foundation.

Explain the relationship of the proposed program to other majors, programs, and disciplines at the College.

As an interdisciplinary degree program, the proposed major in Supply Chain Management will complement many of the other disciplines in the School of Business, without creating unnecessary duplication across disciplines. The major will be organized around a foundation of general business requirements in the School of Business as well as other foundational courses from the fields of Management, Finance, and Marketing. This proposed program will then introduce important specialized coursework in areas such as Lean and Six Sigma, Supply Chain Analysis and Design, Purchasing, and Logistics and Transportation. If approved, this program will join six other specialized majors in the School of Business that reflect core functional areas of the firm—International Business, Accounting, Hospitality and Tourism Management, Economics, Finance, and Marketing.

The College of Charleston currently offers a concentration/minor in Global Logistics and Transportation; however, this proposed major’s extended focus on business process design, purchasing, project management, analytics, and statistics set it apart from the currently offered concentration/minor in Global Logistics and Transportation. As indicated earlier, APICS defines supply chain management as the design, planning, execution, control, and monitoring of supply chain activities with the objective of creating net value, building a competitive infrastructure, leveraging world-wide logistics, synchronizing supply with demand, and measuring performance globally (APICS Dictionary 12th Edition). As this definition implies, global logistics and transportation represents one of many other areas of expertise that make up the field of supply chain management. Consistent with this understanding, the proposed major in supply chain management will leverage one of the foundation courses currently part of the Global Logistics and Transportation concentration (TRAN 312); however, the remainder of the program expands well beyond the Global Logistics and Transportation concentration. Further evidence of the distinctive nature of this proposed major is the fact that several of the specialized courses are not currently offered by the College of Charleston. In all, a total of three (3) new core supply chain courses and five (5) elective supply chain management courses are being proposed as part of this new major.

If approved, the proposed major in supply chain management and existing concentration in Global Logistics and Transportation will complement one another very well, and will provide College of Charleston students with a number of value-added options for pursuing education in supply chain management and/or logistics. For students interested in the field of supply chain management, that also want to specialize in the area of logistics; the option exists to take the major in Supply Chain Management, with a concentration in Global Logistics and Transportation. Meanwhile, students interested in the field of supply chain management that are not interested in specializing in logistics do not have to complete the logistics concentration courses. Finally, for students that are not interested in the majoring in Supply Chain Management, but would like to build some knowledge and skills in the area of logistics; they have the option to complete the logistics minor while pursuing a major in a different discipline. Together, the proposed major and existing concentration will add substantial value by providing students with options that allow them to go as deep into supply chain management and logistics as their career aspirations drive them to go.

Show how the new program supports the College’s liberal-arts tradition.
Supply Chain Management fits very well within the liberal arts tradition. Moreover, the College of Charleston’s liberal arts tradition should be considered a key complementary strength as it relates to students interested in obtaining a degree in supply chain management. Supply chain management
emphasizes cross-functional linkages and inter-connected systems, which form the foundation for the provision of goods and services to the end customer. At the same time, a strong liberal arts education provides the ideal foundation for understanding problems that are systems-based. The liberal arts education provided by the College prepares students to deal with complexity, diversity, and change. These challenges are at the heart of the current state of the supply chain management field. While the required quantitative and analytical skills would be developed in this proposed major, a broad understanding and knowledge of the wider world, a sense of social responsibility, and superior communication skills are equally important to professionals in this field.

The liberal arts background provided by the College of Charleston equips students with the ability to understand the world as integrated systems. Moreover, the liberal arts background fosters innovation, the ability to communicate, and a cross-cultural understanding. The proposed supply chain management major will build on this foundation to deliver field-specific knowledge of the tools and techniques leveraged in the interdisciplinary, global, and increasingly complex world of supply chain management. Together, the liberal arts tradition of the College of Charleston and the proposed supply chain management major complement one another very well and deliver competent, skilled, holistic thinkers that are able to enter the workforce in an area that is, has been, and will continue to be in high demand.

Assess the state’s need for the program. (This may include data on student interest and anticipated employment opportunities for graduates; both of these should be quantified to the greatest extent possible, and sources should be cited.)

The state’s need for such a program can be recognized by observing the rapidly changing industrial landscape with the state of South Carolina. Drawn in part by the Port of Charleston, which is one of the busiest container ports along the Southeast and Gulf coasts, a number of world class manufacturing, retail, and distribution firms have made the decision to locate in South Carolina. Companies including BMW, Michelin North America, Bridgestone Americas, Boeing, and Amazon have expanded and/or moved operations to the state. While these companies directly create demand for professionals with knowledge and skills in supply chain management, demand for this skillset is also generated by the broader networks of firms that co-locate with these large companies. Boeing, for example, is currently working with over 300 different businesses in the state of South Carolina, many of them suppliers and/or vendors for the products Boeing manufactures (http://www.boeing.com/assets/pdf/aboutus/govt_ops/state_cards/card_SC.pdf). Many of these 300 businesses desire college graduates with the knowledge and skills delivered in a supply chain management program. As another example, past research conducted by the University of South Carolina suggests that the “auto cluster,” which comprises of auto assemblers and manufacturers such as BMW and its supplier network within the state of South Carolina, supports as many as 84,935 full-time equivalent jobs within the state. Many of these jobs require the knowledge and skills that students can acquire in this proposed major. As these examples suggest, the industrial landscape of the state of South Carolina strongly supports the need for a program such as this.

In March 2013, the College of Charleston School of Business hosted the South Carolina Supply Chain Summit where representatives from BMW, Michelin North America, Boeing, Horizon Lines, MVP Group International and other key South Carolina businesses met with faculty and administrators in higher education to discuss mutual needs and interests. SC Secretary of Commerce Bobby Hitt challenged higher education to fill a critical gap: there are more jobs in supply chain management and operations
than there are qualified graduates to fill them. This proposed major can be considered an effort to address that need within the state, in a way that strongly complements the liberal arts tradition of the College of Charleston, as well as the existing degree programs and concentrations offered at the School of Business.

Burgeoning demand in supply chain management is not just within the state. Bureau of Labor Statistics (BLS) ten-year employment projection data (2010-2020) demonstrates stronger than expected growth in a number of supply chain management areas including logistics (+26%), operations management (+18%), operations research (+15%), distribution (+10%) and purchasing (+6%). Similarly, U.S. News and World Report career guide predicts that employment in supply chain management will increase 25.5% by 2020.4

Describe the similarities and differences between the proposed program and similar programs at other institutions in South Carolina, the region, and the nation.

This proposed program is in some ways similar to the Global Supply Chain and Operations Management (GSCOM) concentration offered in the University of South Carolina’s Management Science major. Specifically, coursework in the areas of business process, supply chain planning, global logistics, and procurement is common across both programs. There are however, several important distinctions between the proposed major in supply chain management and the GSCOM concentration.

The first important distinction of this proposed major relates to the liberal arts tradition of the College of Charleston. Specifically, if approved, this proposed major would differ in that it builds directly on top of the strong liberal arts core, which is different than the core curriculum of the University of South Carolina. Embedded in the College of Charleston’s strategic plan is the development of professional programs that are rooted in the strong undergraduate liberal arts and sciences foundation at the College of Charleston. This proposed major would integrate the College’s liberal arts foundation with field-specific knowledge of the tools and techniques leveraged in the interdisciplinary, global, and increasingly complex world of supply chain management. Together, the liberal arts tradition of the College of Charleston and the proposed supply chain management major offer a complete undergraduate curriculum that is distinct from that offered by the GSCOM concentration at the University of South Carolina.

A second distinction is structural. As a concentration, the GSCOM track requires 15 hours of specialized coursework in the area, 12 hours of which are pre-determined and 3 of which can be either logistics focused or supply chain planning focused. This in contrast to the proposed major in supply chain management at the College of Charleston, which will consist of 21 hours of specialized coursework in the area, 15 hours of which are pre-defined and 6 of which can be customized to the student’s interests within the domain of supply chain management in the form of approved electives. Moreover, being structured as a major, this proposed program offers students more options for tailoring the focus of their education by combining any of a variety of minors offered at the College of Charleston, with the major in supply chain management. Students would have the option of obtaining a degree in supply chain management with a specialized minor in global logistics and transportation, finance, international business, or some other complementary area of study. This is different than the GSCOM track offered by the University of South Carolina.

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Carolina, which is a concentration that plugs into the Management Science major. This distinction is an important one, as the proposed supply chain management major is designed to provide more variety in the path of study in supply chain management than is available with a concentration.

A third distinction is geographic. The GSCOM concentration is offered in Columbia, SC which is over 100 miles away. There currently is no other comprehensive supply chain management program offered in the Lowcountry. Given the presence of the Port of Charleston, which is a major hub for supply chain activities in locally, nationally, and globally; there is a need for a supply chain management program that serves the Lowcountry directly.

Similar to the University of South Carolina’s GSCOM concentration, there are important distinctions between the proposed major in supply chain management at the College of Charleston and the supply chain management emphasis offered as part of the B.S. in Management degree program offered at Clemson University. The first important distinction is structural. Specifically, completion of the supply chain management emphasis at Clemson University requires completion of 12 hours of specialized coursework in the area, 6 of which are pre-determined (sourcing and supplier management; and global supply chain management) and 6 of which are selected from an approved list of supply chain management courses (economics of transportation; logistics management; operations planning and control; lean operations; managing continuous improvement; international perspectives in industrial management; business-to-business marketing). This is in contrast to the proposed program’s 21 required hours of specialized coursework, 15 of which are pre-defined and 6 of which can be customized to the student’s interests within the domain of supply chain management in the form of approved electives. In addition, this proposed major can be readily combined with other concentrations/minors offered at the School of Business (e.g., global logistics and transportation; finance; etc.) to broaden the students areas of study. This is different than the supply chain emphasis offered by the Clemson University, as part of the B.S. in Management degree.

Finally, the supply chain emphasis offered by Clemson University is approximately 240 miles away from Charleston, SC. As such, this program cannot directly serve residents of the Lowcountry.

Georgia Southern University (GSU) offers a degree program in Logistics and Intermodal Transportation, which is similar to the College of Charleston’s Global Logistics and Transportation concentration, but very different than this proposed major in supply chain management. Almost all of the coursework required as part of GSU’s Logistics and Intermodal Transportation major is dedicated to logistics and transportation, whereas the proposed major in supply chain management recognizes logistics as one part of the broader field of supply chain management. GSU’s degree program does not address supply chain planning, supply chain analytics, purchasing, project management, or lean/six sigma.

Nationally, schools such as Bowling Green State University, Texas Christian University and the University of Missouri-St. Louis offer degrees in the area of supply chain management. That said, the majority of institutions nationally that offer degree programs in supply chain management lack the liberal arts background that complements this degree, and is provided at the College of Charleston.
E. ENROLLMENT. If there are any admission criteria specific to the program, state them here. In addition, complete Tables A and B below and explain how these estimates were made.

There are no separate admissions criteria for the Supply Chain Major beyond the admissions criteria for the School of Business. Currently all students must earn a C- or better in each of the following courses:

- MATH 104 ~or~ MATH 250 Statistics
- MATH 105, MATH 120, ~or~ HONS 115 Calculus
- ECON 200 ~or~ HONS 211 Principles of Microeconomics
- ECON 201 ~or~ HONS 212 Principles of Macroeconomics
- ACCT 203 Financial Accounting
- ACCT 204 Managerial Accounting
- DSCI 232 Business Statistics

Table A: Projected Total Enrollment over Five Years. This table should enumerate all students, including those who are already enrolled at the College, those who transfer into the new program from other majors, and those who are new to the institution and to the program.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Headcount</td>
<td>Credit Hrs.</td>
<td>Headcount</td>
</tr>
<tr>
<td>2015-16</td>
<td>10</td>
<td>150</td>
<td>10</td>
</tr>
<tr>
<td>2016-17</td>
<td>13</td>
<td>195</td>
<td>13</td>
</tr>
<tr>
<td>2017-18</td>
<td>17</td>
<td>255</td>
<td>17</td>
</tr>
<tr>
<td>2018-19</td>
<td>23</td>
<td>345</td>
<td>23</td>
</tr>
<tr>
<td>2019-20</td>
<td>30</td>
<td>450</td>
<td>30</td>
</tr>
</tbody>
</table>

Given that the proposed major in supply chain management does not currently have a direct referent concentration/minor to base our forecasts on, we based our forecasts on enrollment data for the global logistics and transportation concentration and past major introductions within the School of Business. Using these data sets, we are forecasting conservatively that the supply chain major will achieve enrollment of approximately 30 students per year in its fifth year of existence. This estimate was derived by first calculating a flat average on enrollment numbers in the global logistics and transportation concentration over the past 10 years, which resulted in a value of 15 students per year. Next, we conducted a qualitative analysis of current student sentiment regarding this proposed major. A survey of the 30 currently enrolled global logistics concentration/minor students was conducted, and revealed that over 90% would have considered the major had it been available. To maintain a conservative forecast however, we applied a 66% proportion to the flat average of 15 students per year to estimate first year enrollment, rounding up to the nearest integer. This process led to a forecast for 2015 enrollment of 10 students per year. After establishing the 2015 enrollment projection, we estimated year-over-year growth by analyzing enrollment growth over the past 5 years for the global logistics and transportation concentration/minor. This analysis suggested an average growth rate of 60% year-over-year is appropriate; however, a more conservative estimate of 30% was used for this analysis, rounding enrollment numbers up to the nearest integer. Applying our growth-rate estimate to the 2015-16 (year 1) enrollment estimate leads to a 2019-20 (year 5) enrollment estimate of 30. A qualitative comparison of these projected numbers with historical data from the introduction periods of other majors in the School of Business suggests that our forecast is safely conservative.
F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

As outlined below, four program-level learning goals have been set for the Supply Chain Management major. The first two goals relate to knowledge and skill development within the domain of supply chain management. The second two goals relate to knowledge and skills that support the execution of work in the area of supply chain management—technical knowledge and skills and communication knowledge and skills. These learning outcomes will be assessed multiple times throughout the proposed major using the methods described.

<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
<th>Who will be assessed, when, and how often?</th>
<th>How well should students be able to do on the assessment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major? Attach Curriculum Map.</td>
<td>Quantitative competence will be demonstrated through quizzes, exams, case studies, and homework assignments in almost all of the courses that make up the supply chain management major (DSCI 232, DSCI 304, MKTG 333, SCIM 366, SCIM 373, and SCIM 424). Students should be able to identify the appropriate quantitative models to apply based on problem-related information and provide solutions using provided data. Students should be able to both correctly identify the appropriate models for solving business problems, and provide correct answers based on provided data.</td>
<td>100% of students majoring in supply chain management will be assessed at multiple points throughout the curricular path (DSCI 232, DSCI 304, MKTG 333, SCIM 366, SCIM 373, and SCIM 424).</td>
<td>Currently, students must pass DSCI 232 and DSCI 304 with a passing grade of C- or higher and pass MKTG 333, SCIM 366, SCIM 373, and SCIM 424 with a D or higher. It is expected that on average, students will make a 75% or higher across these assignments.</td>
</tr>
<tr>
<td>1. Demonstrate the ability to use quantitative models in solving business-related problems in the field of supply chain management.</td>
<td>Measured through case analysis, comprehensive exam, and project required in the capstone course (SCIM 424). Students cannot receive a degree in Supply Chain Management without successful completion of SCIM 424. In SCIM 424, students will be required to produce case study reports and presentations, complete an exam, and produce a supply chain management project. Together, they account for 60% of the grade in this course.</td>
<td>100% of students majoring in supply chain management will be assessed in the capstone (SCIM 424).</td>
<td>It is expected that on average, students will make a 70% or higher across these assignments.</td>
</tr>
<tr>
<td>2. Demonstrate proficiency in the core areas of the supply chain management discipline (purchasing, logistics, planning, process control, supply chain integration) within a global context.</td>
<td>Measured via comprehensive technology-use exam in DSCI 320. Students should be able to modify basic elements of existing technology tools; be able to create, read, update, and delete business information; analyze provided supply chain datasets through technology-based tools; and prepare presentations based on provided data. Later measured via project required in the capstone course (SCIM 424). Students cannot receive a degree in Supply Chain Management without successful completion of SCIM 424. In SCIM 424, students</td>
<td>100% of students majoring in supply chain management will be assessed at both points in the curricular path (DSCI 320 and SCIM 424).</td>
<td>It is expected that at least 80% of students will get Acceptible in all levels of the associated rubric(s). These rubrics will be applied to the technology-use exam and subsequently in the capstone course.</td>
</tr>
<tr>
<td>3. Demonstrate the ability to use current technology-based tools to acquire, store, retrieve, and analyze supply chain related information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Definition</td>
<td>Assessment</td>
<td>Notes</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>4. To demonstrate proficiency in both oral and written communication through the preparation and presentation of supply chain and related projects.</td>
<td>Measured via instructor and peer evaluation of student-prepared documents and student-delivered presentations at multiple points in the curricular path (SCIM 366, SCIM 371, SCIM 373, SCIM 424). Final measurement will be accomplished through case analyses, comprehensive exam, and project required in the capstone course (SCIM 424). Students cannot receive a degree in Supply Chain Management without successful completion of SCIM 424. In SCIM 424, students will be required to produce a case studies report and presentation, complete an exam, and produce a supply chain management project. Together, they account for 60% of the grade in this course.</td>
<td>100% of students majoring in supply chain management will be assessed in SCIM 366, SCIM 373, and in the capstone (SCIM 424).</td>
<td>It is expected that at least 80% of students will get Acceptible in all levels of the associated written/oral communication rubrics (see sample rubrics below).</td>
</tr>
<tr>
<td>5. To demonstrate proficiency in the core business disciplines of accounting, finance, marketing, management, economics, and quantitative methods.</td>
<td>Measured via Major Field Test in Business administered through the Educational Testing Services.</td>
<td>100% of students majoring in supply chain management graduating in the Spring semester, every 3rd year.</td>
<td>The goal is for a program score in the 90th percentile nationally, and to achieve at least the 80th percentile for each sub-discipline.</td>
</tr>
</tbody>
</table>
### Sample Rubrics

#### Written Communication

<table>
<thead>
<tr>
<th>Base</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>All sections are thoroughly and insightfully completed. All narratives, profiles, and relevant sections are factually accurate and documented. Lots of facts and data to support the claims. The student clearly demonstrates a superior level of analytical reasoning and critical thinking based on the student’s analysis. The paper is well-written and put together with care (page breaks, layout, etc. are appropriately placed. The paper is grammatically correct and the level of writing is appropriate to an undergraduate in the Supply Chain Management major.</td>
</tr>
<tr>
<td>89-80</td>
<td>All or most sections are adequately and factually accurate. All sections are included and reasonably prepared. Most sections include data or references to support assertions and are appropriately documented. A large amount of analytical reasoning and critical thinking is evident. Writing and layout may contain a few errors, but most of the document is relatively clean.</td>
</tr>
<tr>
<td>79-70</td>
<td>Some (few) sections are rather shallow and superficial, lacking any significant insight and/or a few are missing in the document. Too little data provided to support claims, and documentation is either incorrect or missing. Some of the sections may contain factually inaccurate data and the layout may be sloppy and/or done without care. Writing may be fair to poor containing several errors and style is poor or inappropriate for a formal document.</td>
</tr>
<tr>
<td>69 or less</td>
<td>The paper is extremely poor and/or some sections are missing. The sections are very superficial and little documentation is provided, and/or the sections deviate from the required format. Errors/inconsistencies are evident. Writing contains several to many errors and grammar is poor. In short, it appears that the paper was written ''at the last minute” and didn’t reflect much thought.</td>
</tr>
</tbody>
</table>

#### Oral Communication/Presentation

<table>
<thead>
<tr>
<th>Presentation Traits</th>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>SUPERIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>DELIVERY:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Body Language</td>
<td>Appears nervous or distracted.</td>
<td>Appears slightly nervous, but it doesn’t interfere with the presentation. Occasional use of meaningful hand gestures. Body language needs some improvement but it doesn’t significantly distract from the presentation.</td>
<td>Appears extremely poised and comfortable. Doesn’t appear nervous. Appears relaxed, in control, and confident. Body language (e.g., posture, facial expressions, eye contact, gestures) enhance the presentation. Good use of appropriate gestures to emphasize points.</td>
</tr>
<tr>
<td>Vocal Presentation</td>
<td>Speaks too fast or too slow.</td>
<td>Articulation, volume, pace, and pronunciation are acceptable. Slightly monotone. Somewhat lacking in enthusiasm and assertiveness.</td>
<td>Fluid, natural delivery. Enthusiastic and assertive. Excellent vocal tone. Articulation, volume, pace, and pronunciation are clear. Excellent volume and pace.</td>
</tr>
<tr>
<td>Eye Contact</td>
<td>Reads speech directly from notes or visual aids (e.g., PowerPoint). Little to no eye contact with the audience.</td>
<td>Occasionally refers to notes or visual aids. Sometimes fails to make eye contact with audience.</td>
<td>Never or rarely glances at notes or visual aids. Consistently looks at audience</td>
</tr>
<tr>
<td>Word Choice and Tone</td>
<td>Uses clichés, slang, jargon, or offensive language. Word choice is inappropriate and exhibits bias. Tone is unprofessional and disrespectful of the audience.</td>
<td>No inappropriate language. No apparent bias. Tone is acceptable, but somewhat casual for a professional business presentation.</td>
<td>Word choice illustrates grasp of content and enhances presentation. Tone is extremely professional.</td>
</tr>
<tr>
<td>Use of Visual Aids</td>
<td>Visual aids missing, inappropriate, or poorly designed and executed. Visual aids have errors, are difficult to read, and don’t enhance the presentation. Visual aids not properly integrated into presentation.</td>
<td>Visual aids are adequate but could be improved. Easy to read and informative, but not outstanding. No significant errors. Adequate integration of visual aids.</td>
<td>Visual aids are easy to read, attractive, informative and error free. Visual aids greatly enhance the presentation. Excellent integration of visual aids.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>ORGANIZATION</td>
<td>Information presented in a disorganized manner. Abrupt transitions from one topic to another with no clear transition or logic. Does not appear prepared or practiced. If appropriate: Lacks a clear introduction and conclusion.</td>
<td>Information organized and presented adequately. Minor problems with topic transitions or logical flow. If appropriate: Introduction and conclusion are clear, but not used effectively.</td>
<td>Information presented in an organized, logical fashion. Obviously prepared and practiced. If appropriate: Has an effective introduction and conclusion.</td>
</tr>
<tr>
<td>CONTENT</td>
<td>Much too general or anecdotal. Insufficient use of evidence to support key points. Lacks appropriate source citations.</td>
<td>Adequate use of specifics and evidence. Sources cited appropriately.</td>
<td>Excellent details. Uses multiple forms of evidence to support key points. Sources cited appropriately.</td>
</tr>
<tr>
<td>ATTIRE</td>
<td>Attire is inappropriate for type of presentation. Attire distracts from the quality of the presentation.</td>
<td>Attire is appropriate for type of presentation. Attire neither distracts nor enhances presentation.</td>
<td>Attire is appropriate for type of presentation. Creative attire significantly enhances presentation.</td>
</tr>
</tbody>
</table>
G. **FACULTY.** Note: additional information will be required for SACS notification.

If new faculty or staff will be required to support the program, please describe their necessary qualifications and experience, and state when these new personnel would need to be hired.

Over the past two years, two additional faculty lines were allocated and filled with supply chain management faculty, in order to develop and teach new courses in the area of supply chain management. In addition to these two filled lines, we are currently in the process of filling a third line which will also be leveraged in the supply chain management program. Moreover, existing faculty in the School of Business offer expertise in the different areas that make up the supply chain management field, including: Logistics, Quantitative Methods, Manufacturing Management, Industrial Engineering, and Management Science. With the inclusion of these two new faculty members, the School of Business possesses the capacity and expertise necessary to deliver a successful curriculum in the area of supply chain management. We are positioned such that existing faculty will be able to cover all of the coursework involved in this proposed major.

If existing faculty or staff will take on new teaching duties to support this program, please explain whether new hires would be needed to take over their former assignments.

When existing faculty are required to take on new teaching duties to support this program, it is not expected that new hires will be needed to take over their former assignments. Currently, there are enough roster and adjunct faculty in place to make the necessary adjustments to teaching duties in support of this program, while maintaining adequate availability of courses in other areas.

Provide a plan for professional development related to the proposed program (this can include but is not limited to release time for research, consulting, or curriculum development).

Professional development related to this proposed major will be provided via a single course release, each semester, from the normal 12 hour teaching load. This course release is intended to free up time and effort for research and professional development that leads to maintaining an academically qualified status per accreditation standards, as well as curriculum development. Faculty failing to meet the academically qualified status may result in revocation of the course release, and being assigned a four-course teaching schedule.
Table C. Provide the requested information for all faculty who will be involved in the new program.

<table>
<thead>
<tr>
<th>Name and Rank</th>
<th>Highest Degree Earned</th>
<th>Field of Study</th>
<th>Teaching in Field (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kent Gourdin, Prof.</td>
<td>DBA</td>
<td>Logistics/Transportation</td>
<td>Y</td>
</tr>
<tr>
<td>Mark Hartley, Prof.</td>
<td>DBA</td>
<td>Quantitative Analysis</td>
<td>Y</td>
</tr>
<tr>
<td>Marvin Gonzalez, Assoc.</td>
<td>PhD.</td>
<td>Industrial Engineering</td>
<td>Y</td>
</tr>
<tr>
<td>T. Jeff Shockley, Asst.</td>
<td>Ph.D.</td>
<td>Ops/Supply Chain Mgmt.</td>
<td>Y</td>
</tr>
<tr>
<td>Chris Swanton, Instructor</td>
<td>Ph.D.**</td>
<td>Supply Chain Mgmt.</td>
<td>Y</td>
</tr>
<tr>
<td>Jose Gavidia, Assoc.</td>
<td>Ph.D.</td>
<td>Intl Prod/ Ops Mgmt</td>
<td>Y</td>
</tr>
<tr>
<td>Joshua Davis, Asst.</td>
<td>Ph.D.</td>
<td>Management Science</td>
<td>Y</td>
</tr>
<tr>
<td>Chen Chou, Asst.</td>
<td>Ph.D.</td>
<td>Management Science</td>
<td>Y</td>
</tr>
<tr>
<td>New Hire #1</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

**Expected; upon receipt of the Ph.D. degree, rank will move from Instructor to Assistant Professor.**
Table D. Please list the number (i.e., a head count) and full-time equivalent (FTE) of the faculty, administrators, and staff to be used in the program. Note that new and existing personnel should be listed separately.

<table>
<thead>
<tr>
<th>-unit administration/faculty/staff support</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>2014-15</td>
</tr>
<tr>
<td>2015-16</td>
</tr>
<tr>
<td>2016-17</td>
</tr>
<tr>
<td>2017-18</td>
</tr>
<tr>
<td>2018-19</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>2014-15</td>
</tr>
<tr>
<td>2015-16</td>
</tr>
<tr>
<td>2016-17</td>
</tr>
<tr>
<td>2017-18</td>
</tr>
<tr>
<td>2018-19</td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td>2014-15</td>
</tr>
<tr>
<td>2015-16</td>
</tr>
<tr>
<td>2016-17</td>
</tr>
<tr>
<td>2017-18</td>
</tr>
<tr>
<td>2018-19</td>
</tr>
</tbody>
</table>

Notes: The faculty and staff support numbers provided include time & effort allocated to courses dedicated solely to the proposed major as well as existing courses taught by supply chain management faculty that are shared with other programs. The proposed major in supply chain management comprises of 15 hours of “new” coursework (SCIM 366; SCIM 373; SCIM 424; Elective 1; Elective 2) and 15 hours of existing “shared” coursework (DSCI 232; DSCI 304; DSCI 320; TRAN 312; MKTG 333).
H. SPACE REQUIREMENTS. What are the space requirements for the new program? To what extent can existing facilities be used to accommodate teaching and research requirements? Please provide a five-year space plan for the proposed program; note when existing space can be used and when new space will be required. If modifications to existing facilities are required, please explain in detail.

We do not anticipate any new space requirements as a result of the new program. Existing facilities can be used to accommodate teaching and research requirements for the new program for the foreseeable future.

I. EQUIPMENT. Please note any equipment needs unique to the proposed program over the next five years.

There is no equipment needed that is unique to the proposed program.

J. LIBRARY RESOURCES. Note: additional information will be required for SACS notification.

Provide a quantitative comparison of the College’s current holdings with a standard guide (such as the American Library Association’s Standards for College Libraries) in relationship to the new program being proposed.

The Association of College and Research Libraries’ Standards for Libraries in Higher Education encourages using existing institutional peer groups for quantitative comparisons. The College of Charleston Office for Institutional Research and Planning provided a list of Institutional Peers which includes our South Carolina Peers, Aspirational Peers, Top Competitors, and National Peers. Gobi software from our library services book vendor, Baker & Taylor, allows the library staff to compare our collection against those of our peers. For the Library of Congress subject heading, business logistics, which includes supply chain management and related subjects, there have been 283 titles purchased by our peers in the last 10 years. Of these titles, 114 or 40% have been acquired by College of Charleston Libraries. Remaining funds in this year’s library budget may be used to purchase additional titles already selected by the School of Business faculty.

Please provide a qualitative assessment of the library’s current holdings in view of the new program being proposed along with a quantitative estimate of acquisitions that may be needed annually for at least the first five years and the estimated additional cost of these acquisitions. (Note: The statewide higher education electronic library (PASCAL) should be included as part of the library’s resource base when making calculations of need for library resources for a new or modified program proposal, and should be noted in the proposal narrative if so included.)

In addition to the books already in our collection and those that can be purchased with existing allocations in the coming year, 259 additional titles are available through PASCAL. The core journals needed for the program are already available in the College of Charleston Libraries’ ejournal collection. In addition, current database resources are sufficient to support the proposed major.
Book titles

For the Library of Congress subject heading, business logistics, which includes supply chain management and related subjects, there have been 283 titles purchased by our peers in the last 10 years. Of these titles, 114 or 40% have been acquired by College of Charleston Libraries. Remaining funds in this year’s library budget may be used to purchase additional titles already selected by the School of Business faculty. An additional 259 titles are available through PASCAL.

Core journals available electronically

1999-Present
3/1/2000-Present
1996-Present
2003-Present
1995-Present
1994-Present
3/1/78-Present
1990-Present
Journal of Supply Chain Management
Supply Chain Management Review
Supply Chain Management
Supply Chain Forum
Journal of Operations Management
International Journal of Operations and Production Management
Journal of Business Logistics
International Journal of Logistics Management

Databases

**Business Abstracts with Full Text**

*Business Abstracts with Full Text™* offers a multitude of business magazines and scholarly journals: this comprehensive database contains the full text of articles from more than 510 key publications dating back to 1995, and provides access to product evaluations, interviews, biographical sketches, corporate profiles, obituaries, surveys, statistical rankings, book reviews and reports from associations, societies, trade shows, conferences and more.

**Business Insights: Essentials**

*Business Insights: Essentials* combines all of the content formerly found in *Business & Company Resource Center* with a new interface designed around the research goals and workflows of your diverse business research community. Easily find information on companies, industries and more in the context of timely news, statistical data, and in-depth reports.

**Business Source Complete**

Provides full text for over 2,300 scholarly business journals covering management, economics, finance, accounting, international business and much more.

**Emerald Full Text**

Full text access to current journal articles covering numerous aspects of management including accounting, business management, environmental management, library science, marketing, professional development, and more.

**IBISWorld - US Industry Reports**

Since 1971 IBISWorld has provided thoroughly researched, accurate and current business information. IBISWorld’s unrivalled range of industry analysis is available online whenever you need it.

**Import Genius**

This database collects and organizes hundreds of millions of shipping manifests and customs records from government agencies and private companies around the world. Students and faculty can now access these datasets to research private and public companies to find out what they import and export, learn who their trading partners are, analyze industry trends, and more.
**LexisNexis Academic**
LexisNexis® is a leading global provider of content-enabled workflow solutions designed specifically for professionals in the legal, risk management, corporate, government, law enforcement, accounting, and academic markets.

**Marketline**
MarketLine is a leading provider of quality information on companies, industries and countries. Marketline offers a comprehensive and unique collection of information in a variety of user-friendly formats, including interactive reports and databases. Compiled by its global research team, these products are ideal for helping you build a thorough understanding of markets, whether you’re researching for qualifications, jobs or business.

**Value Line Investment Survey -- Standard Edition**
Comprehensive source of information and advice on approximately 1,700 stocks, 90+ industries, the stock market, and the economy.

**Wall Street Journal**
Full-text of the financial newspaper of record offering in-depth coverage of national and international finance. Covers from 1984 to the present.

**K. ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION.**

If the proposed program is subject to specialized or professional accreditation please provide a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and when that accreditation or approval may be reasonably expected.

The proposed program is subject to accreditation by the Southern Association of Colleges and Schools (SACS) and by the Association to Advance Collegiate Schools of Business (AACSB). The information regarding the SACS re-accreditation process is summarized from their website (www.sacs.org). The SACS re-accreditation process starts with a Compliance Certification document submitted by the institution demonstrating compliance with the Core Requirements, Comprehensive Standards, and Federal Regulations outlined in the SACS Principles of Accreditation handbook. The institution must also develop a Quality Enhancement Plan (QEP) that describes a specific course of action to address one or more well-defined issues related to improving student learning. A SACS committee examines the documents and recommends areas of interest to the on-site review team, who then spend three days examining data and conducting interviews to determine the soundness of the QEP and the level of compliance of the institution with the Principles of Accreditation. The review team drafts a preliminary report and presents their findings to the appropriate administrators before leaving. The final report of the review team and the institution’s response are reviewed by the Committee on Compliance and Reports, who makes a recommendation to the Executive Council of the Commission, who then makes a recommendation to the Commission on Colleges.

The following information about the AACSB accreditation process is summarized from their website (www.aacsb.edu); information on the re-accreditation process is not readily available, so the initial process is discussed. The accreditation process starts when the school becomes a member of AACSB International and submits an Eligibility Application. The Pre-Accreditation Committee appoints a mentor and provides direction to which will be used to help the school prepare an Accreditation Plan. The Accreditation Coordinating Committee reviews the revised Eligibility Application and rules on any remaining eligibility issues, at which time the mentor can help the school finalize the Strategic Plan.
containing the Accreditation Plan. The Pre-Accreditation Committee either approves the Accreditation Plan or suggests changes to be made before approval; once that approval is obtained, the Accreditation Plan is sent to the Initial Accreditation Committee, who either approves the plan or suggests changes that again must be made before approval. Accreditation must be obtained within five years of plan acceptance by the Initial Accreditation Committee, the school can continue to work with their mentor for another three years, and annual reports to AACSB detail progress toward, or delays in, achieving accreditation. Two years before the accreditation site visit, a Peer Review Team chair is appointed by AACSB to monitor progress over the last two years of the Accreditation Plan and to help the school prepare a Self-Evaluation Report. The remaining Peer Review Team members are appointed, asked to review the Self-Evaluation Report, and sent to conduct the site visit. After the site visit, the Peer Review Team provides a report to the school and the Initial Accreditation Committee with a recommendation regarding accreditation. As long as the Initial Accreditation Committee agrees with the team’s recommendation, the decision is sent to the AACSB Board for final approval.

Since the College of Charleston is already accredited by SACS and the School of Business is already accredited by AACSB, the proposed program would be covered under these existing accreditations.

If graduates of the proposed program are subject to licensure or certification by any public or private agency, please provide a brief description of that process. Also, please describe the ways in which the proposed program will ensure that its graduates can reasonably attain such certification or licensure. NOTE: For education programs that lead to initial teacher certification or to licensure/certification of other school personnel (e.g., principals, superintendents, and counselors), a concise but complete description of how the proposed program addresses national Specialty Professional Association standards and State Content Standards should be included.

There are no obligatory certifications or licensures required for graduates of a baccalaureate degree program in supply chain management.

L. STATE ARTICULATION. Describe the ways in which the proposed program links to similar programs offered by other South Carolina institutions. Specifically, explain the entry path for students from two-year institutions; highlight any collaboration with other state institutions (or explain the lack thereof).

The Statewide Articulation Agreement requires that state four-year institutions provide the full agreement along with substantial supporting information on the institution’s website, including a list of courses approved for transfer from two-year institutions and their institutional equivalents. According to that information, with careful course selection, a transfer student entering from a two-year institution can have all general education and lower-level business courses accounted for, with the exceptions of MATH 250 (should they choose this option) and DSCI 232. Also, the grade in all courses must be a C- or better.

M. ESTIMATED COSTS. Complete Table F below showing estimated annual costs for the first five years of the program and note the sources of funds to cover new costs. Sources of funds might include tuition generated by students in the program; reallocation of existing funds from institutional sources; federal funding; and/or grant funds. In identifying sources of funds, program faculty should work closely with Academic Deans and Academic Affairs prior to the proposal submission. Also describe a contingency plan in case expected funds do not materialize. NOTE: Any new fees associated with the program must be approved by the Board of Trustees.

SEE TABLE F ON NEXT PAGE.
### Table F  ESTIMATED COSTS BY YEAR

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Administration</td>
<td>33,975</td>
<td>33,975</td>
<td>33,975</td>
<td>33,975</td>
<td>33,975</td>
<td>169,875</td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td>1,040,372</td>
<td>1,040,372</td>
<td>1,040,372</td>
<td>1,040,372</td>
<td>1,040,372</td>
<td>5,201,860</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Clerical/Support Personnel</td>
<td>21,357</td>
<td>21,357</td>
<td>21,357</td>
<td>21,357</td>
<td>21,357</td>
<td>106,785</td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td>2,500</td>
<td>2,500</td>
<td>2,500</td>
<td>2,500</td>
<td>2,500</td>
<td>12,500</td>
</tr>
<tr>
<td>Library Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Equipment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Facilities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (Identify)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTALS</td>
<td>1,098,204</td>
<td>1,098,204</td>
<td>1,098,204</td>
<td>1,098,204</td>
<td>1,098,204</td>
<td>5,491,020</td>
</tr>
</tbody>
</table>

### SOURCES OF FINANCING BY YEAR

<table>
<thead>
<tr>
<th>Source</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Funding</td>
<td>2,817,603</td>
<td>2,817,603</td>
<td>2,817,603</td>
<td>2,817,603</td>
<td>2,817,603</td>
<td>14,088,015</td>
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<tr>
<td>Program-Specific Fees</td>
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<tr>
<td>State Funding</td>
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<tr>
<td>Reallocation of Existing Funds</td>
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<tr>
<td>Federal Funding</td>
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</tr>
<tr>
<td>Other Funding (Specify)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTALS</td>
<td>2,817,603</td>
<td>2,817,603</td>
<td>2,817,603</td>
<td>2,817,603</td>
<td>2,817,603</td>
<td>14,088,015</td>
</tr>
</tbody>
</table>

**Program Administration** estimate was obtained by first calculating the average salary (with benefits) of faculty members assigned to the supply chain management major. This average was then multiplied by .25 to project the annual cost of program administration.

**Faculty Salary** estimate was obtained by calculating each participating faculty member’s 9-month salary, plus 30% for benefits to project total annual compensation. Each faculty member’s projected compensation was then multiplied by the proportion of teaching he/she is assigned to in the proposed major (also reflected in the FTE calculations in Table D). No adjustment was made for potential increases in faculty salaries or future increases in tuition, and no deflator was applied to reflect research and/or service responsibilities.

**Support Personnel** estimate was obtained by taking 1/2 of the annual salary (with benefits) of current personnel.

**Tuition Funding** estimate was obtained by first adding up the projected total number of sections taught (annually) for courses in the Supply Chain Management major. That total was then multiplied by a factor of 30, representing the average number of students per class across all projected sections. This student total estimate was then multiplied by 3 to project total credit hours. Finally, the credit hour projection was multiplied by $666.10, reflecting per-credit-hour revenues from a mix of 65% in-state and 35% out-of-state students.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Marvin Gonzalez   Phone: 843-953-4276   Email: gonzalezm@cofc.edu

Department or Program: Supply Chain Management   School: School of Business

Subject Acronym and Course Number: SCIM 360

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- [ ] Add a New Course (complete parts C, D, F, G, H, I, J, K)
- [ ] Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  - [ ] Course Number
  - [ ] Course Name
  - [ ] Course Description
  - [ ] Credit/Contact Hours
  - [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- [ ] Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
- [ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

The issue of supply chain management is vast; the student interested in directing their studies in specific topics will have the opportunity to register special topics and expand their curriculum in areas such as operations management, transportation, operations research, information technology and procurement to among other

This course addresses the following School of Business learning goals: (other goals can apply depending on the special topic selected)

*Communication Skills*

Students demonstrate the ability, via both written and spoken word, to effectively present critique and defend ideas in a cogent, persuasive manner.
Global and Civic Responsibility

Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students are able to integrate knowledge and skills in addressing these issues.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course will add a relevant course of study for students interested in the Supply Chain Management profession. Specifically, this course will contribute to our students’ knowledge base in different specialized areas of supply chain management.

The addition of this course is not expected to impact enrollment in other courses.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: Marketing and Supply Chain Management  
School: School of Business  
Subject Acronym: SCIM  
Course Number: 360

Credit hours: 3 lecture  __ lab  __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title: Special Topics in Supply Chain Management
Course description (maximum 50 words, exactly as it appears in the catalog):

SCIM 360: Special Topics in Supply Chain Management (3). This subject presents a range of advanced topics in supply chain management providing a solid foundation of the theory and application of supply chain management techniques and practices for which no regular course is offered. This course may be repeated for credit if the content is different.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Junior standing or permission of the instructor.

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? □ yes  □ no  
If so, which course? __________________

Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): 
Note: Cross-listed courses are equivalent.

Is this course repeatable?  □ yes  □ no  
If yes, how many total credit hours may the student earn? _6_

Is there an activity, lab, or other fee associated with this course? □ yes  □ no  
What is the fee? $______

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs will be incurred with the addition of this course offering. Current faculty are able to teach this course. Moreover, the library resources provided by the College are sufficient for addressing the needs of students and faculty engaged in this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT. (varies depending on the special topic selected)

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore the development of choice of acting theory employed (examples; operations research, Advance topics in Supply Chain, Experimental design)</td>
<td>Students will follow a research process and conduct all the analysis required for a final project report</td>
</tr>
<tr>
<td>Interpret and analyze the impact that legal, global, industry and customer environments have on the supply chain.</td>
<td>Lectures, case studies and papers analysis will evaluate this point</td>
</tr>
<tr>
<td>Describe the external forces (e.g. legal/regulatory, economic, global, industry, and customer) applicable to the Supply Chain.</td>
<td>Through study cases and lectures</td>
</tr>
<tr>
<td>Analyze the impact of external forces on the Supply Chain.</td>
<td>Quizzes and assignment will be scheduled to evaluate this potion</td>
</tr>
</tbody>
</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate the ability to use quantitative models in solving business-related problems in the field of supply chain management.</td>
<td>Quantitative competence will be demonstrated through quizzes, exams, and homework assignments. Students should be able to identify the appropriate quantitative models to apply based on problem-related information and provide solutions using provided data. Students should be able both correctly identify the appropriate models for solving business problems, and provide exact, correct answers based on provided data.</td>
</tr>
<tr>
<td>2. Demonstrate proficiency in the core areas of the supply chain management discipline (purchasing, logistics, planning, process control, supply chain integration) within a global context.</td>
<td>Proficiency in each of these areas will be assessed through homework, projects, and exams embedded in the core courses of the proposed supply chain major. In addition, proficiency in these areas will be assessed in the capstone course through examinations and end-of-semester projects covering these areas.</td>
</tr>
<tr>
<td>3. Demonstrate the ability to use current technology-based tools to acquire, store, retrieve, and analyze supply chain related information.</td>
<td>Technical competence will be demonstrated through homework assignments, mini-projects, computer laboratory work, and/or end-of-semester projects. Students should be able to modify basic elements of existing technology tools; be able to create, read, update, and delete business information; analyze provided supply chain datasets through technology-based tools; and prepare presentations based on provided data.</td>
</tr>
<tr>
<td>4. To demonstrate proficiency in both oral and written communication through the preparation and presentation of supply chain and related projects.</td>
<td>Instructor and/or peer evaluation of student-prepared manuscripts and presentations.</td>
</tr>
</tbody>
</table>

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
SCIM-360. Special Topics in Supply Chain Management

Professor: TBA
Meeting Times: XX
Office Hours: XXX
Office: BCTR XXX
E-mail: XXX@CofC.edu
Office Phone: (843) 953-XXXX

Course Description:
General and practical methodologies of design, operation and control of production and supply chain systems. Topics include operations management, transportation, operations research, procurement systems and information technology. Relevant quantitative techniques are covered.

Prerequisites
Course prerequisites may vary depending on the nature of the placement. The student must have at least junior standing, be in good academic standing, and have permission of the SCM director.

Learning Goals
1. Obtain a deep knowledge in the area selected.
2. To work in a professional environment with your instructor.
3. Do research in the topic selected
4. Objectives varies depending the area selected

School of Business Learning Goals Addressed by this course
At the completion of this course, the student should understand the following:

Communication Skills
Students demonstrate the ability, via both written and spoken word, to effectively present critique and defend ideas in a cogent, persuasive manner.

Global and Civic Responsibility
Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students are able to integrate knowledge and skills in addressing these issues.

Intellectual Innovation and Creativity
Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.

Synthesis
Students integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

Course Materials:
The professor will assign reading materials that are related to the specific learning objectives identified by the student and the firm supervisor.
Grading and Evaluation:

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1</td>
<td>25%</td>
</tr>
<tr>
<td>Project 2</td>
<td>25%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>10%</td>
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</tbody>
</table>

LETTER GRADE

<p>| | |</p>
<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>&gt;= 93</td>
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<tr>
<td>90.92.99</td>
<td>A-</td>
</tr>
<tr>
<td>86.89.99</td>
<td>B+</td>
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</tbody>
</table>

FINAL PROJECT
General Comments and Guidelines

Final Projects: Final projects will entail original investigation into any area of the special topic selected.

Scope: As a broad target, final projects should involve approximately 30-40 pages. For groups of more than one person, the total work should scale roughly linearly with the group size, and be distributed roughly equally. An ambitious, well-done project from a group of two or more (or shared between two or more classes) should be on the order of a conference paper in depth of experimentation.

Grading and Milestones: The milestones will be:

xxxxx Abstracts due
xxxxx Proposals due
xxxxx Progress reports due
xxxxx Preliminary results due
xxxxx 7th In-class presentations
xxxxx Final reports due

The abstract is just a short paragraph telling who’s in your group, describing the problem you’ve chosen, sketching the general approach you intend to take and the kinds of data you’re going to need. If you haven’t already spoken to me about project ideas, you should make an appointment and do so before this point (also, please feel free to use the newsgroup to form groups and bounce around ideas). The abstract mainly serves to give me a chance to help you get resources you may need, and to make sure you’ve got a plausible direction in mind.

The proposal is a one page description of what exactly you plan to do, design to convince me that you’ve got a research plan and that you’ve started on the project (or at least starting thinking seriously about it). When you submit your proposals, you should have your groups and topics completely firmed up.

The progress report is a statement of what you’ve accomplished, early numbers, problems, and so on. It can be as short or long as necessary, under a page is fine if all’s going well. At this stage, your project should no longer be vaporware.
The preliminary reports should be 1-2 pages convincing the instructor that your basic implementation is complete, you’ve got some solid results and baselines, and all that you’ve got left is extensions, comparisons, data analysis, and so on.

**College of Charleston Honor Code**

- Students can find the complete Honor Code and all related processes in the Student Handbook at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html).
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
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- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Marvin E Gonzalez Phone: 843-953-4276 Email: gonzalezm@cofc.edu

Department or Program: Supply Chain Management School: School of Business

Subject Acronym and Course Number: SCIM 366

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, and then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)

☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

It is imperative that we offer students a wide range of courses within the discipline. Lean and Six Sigma helps our students to understand, based on real and practical facts, how to reduced cost and increased profits. Lean and Six Sigma is a strategy that optimizes the process of outputting products and services by getting rid of errors so that results are always constant and always growing. Several quality management methods are used to achieve this, including methods based on statistics. A unique infrastructure of people is created within an organization linking together people who are experts in this field. Projects that are carried on in the organization are then done following a series of steps aimed at reaching pre-determined financial targets. The term Six Sigma is one that comes from the manufacturing sector, in particular statistical modeling of processes involved in manufacturing. A sigma rating is used to indicate the yield of a manufacturing process. This rating is based on the percentage of products manufactured that have no defects. In a six sigma process, the manufacturing process creates products where 99.99966 percent are defect free, this is the equivalent to only 3.4 defects in every 1 million products created. The objectives and goals can be broken down into a number of key principles. One is that it is important that efforts towards keeping output predictable and of consistently high quality must be continuous. Another is that business processes that will determine good and consistent results must be broken down into aspects that can be measured, analyzed, improved and controlled. The third is that everyone must be involved, from the employees who are hands-on in the
manufacturing process to senior level managers. The course prepares our students (future supply chain professionals) with real-world examples to improve business processes in the company in order to satisfy producers and customers. The class will be presented in case studies and practical applications in order to present real situations that helps students to understand in a better way, the business process and potential problems, always with the final objective of reduce cost and improve productivity.

This course addresses the following School of Business learning goals:

- **Goal 1: Quantitative Fluency.** Students will demonstrate competency in logical reasoning and data analysis skills solving problems related with quality control and statistical analysis. **Assessment will take place in the exams and in the final project.** The students will demonstrate creative/innovative approaches to course-based assignments or projects

- **Goal 2: Intellectual Innovation and Creativity.** Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems integrating their knowledge from multiple sources

- **Goal 3: Ethical, Social and Global Awareness.** Students will analyze similarities and differences in human experiences and consequent perspectives and they will identify contemporary ethical questions and relevant stakeholder positions

**D. IMPACT ON EXISTING PROGRAMS AND COURSES.** Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

It is important for professional in the area of Supply Chain Management to know and understand ways to reduce costs. As part of their responsibility in any company our students will be familiar with common problems in any business process using the tools and techniques of this class. This class it is about design and control of the quality systems, but as a traditional class that only focus in the systems design.

The addition of this course is not expected to impact enrollment in other courses.

**E. EXISTING COURSE INFORMATION.** If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

<table>
<thead>
<tr>
<th>Department:</th>
<th>School:</th>
<th>Subject Acronym:</th>
<th>Course Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit hours:</td>
<td>_ _ lecture _ _ lab _ _ seminar _ _ independent study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact hours:</td>
<td>_ _ lecture _ _ lab _ _ seminar _ _ independent study</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? | yes | no | If yes, how many total credit hours may the student earn? ____ |
F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Marketing and Supply Chain Management  
School: School of Business  
Subject Acronym: SCIM  
Course Number: 366

Credit hours: 3 lecture _ lab _ seminar _ independent study  
Contact hours: _ lecture _ lab _ seminar _ independent study

Course title: Lean and Six Sigma

Course description (maximum 50 words, exactly as it appears in the catalog):

This course will provide students with an introduction to Lean Six Sigma and the tool sets of Team Work and Time Management, Statistical Analysis, Elimination of Waste, process mapping, dashboards and other business improvement techniques. There is emphasis on voice of the customer and tools needed to measure those needs.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Junior standing or permission of the instructor.

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? ☐ yes ☒ no  
If so, which course? _____________

Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):  
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☒ no  
If yes, how many total credit hours may the student earn?

Is there an activity, lab, or other fee associated with this course? ☐ yes ☒ no  
What is the fee? $______  
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs will be incurred with the addition of this course offering. Current faculty are able to teach this course. Moreover, the library resources provided by the College are sufficient for addressing the needs of students and faculty engaged in this course.
H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will understand the concepts of Lean and Six Sigma and will be able to differentiate between these two techniques that reduce cost in the most efficient way possible.</td>
<td>Students will be assessed in Quizzes, Exam 1 and Exam 2 in conceptual understanding of the two theories. It is expected that at least 80% of the students achieve at least 70 in all evaluations.</td>
</tr>
<tr>
<td>2. Students will apply basic Lean Six Sigma knowledge and skills in support of work-team goals, objectives and tasks.</td>
<td>Students will be assessed in the application of Lean Six Sigma both in the cases and in the final project. It is expected that at least 80% of students will get Satisfactory in all levels of the rubric in the projects.</td>
</tr>
<tr>
<td>3. Students will utilize the fundamental principles and practices of Lean Six Sigma to better frame and solve real supply chain daily problems.</td>
<td>Students will be assessed in the application of Lean Six Sigma both in the cases and in the final project. It is expected that at least 80% of students will get Satisfactory in all levels of the rubric in the projects.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. Demonstrate the ability to use quantitative models in solving business-related problems in the field of supply chain management.
2. Demonstrate the ability to use current technology-based tools to acquire, store, retrieve, and analyze supply chain related information.
3. To demonstrate proficiency in both oral and written communication through the preparation and presentation of supply chain and related projects.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  

- [ ] yes  
- [ ] no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
Lean and Six Sigma

Course Description
Lean Six Sigma Six Sigma techniques, introduced to industry in the late 1980's, use data-driven decisions to reduce defects, drive down costs and increase efficiency. This methodology focuses on minimizing process variation, thereby enabling the process to operate more smoothly and efficiently. Lean is a process that focuses on eliminating waste and streamlining operations. Lean Six Sigma combines the two processes, providing a powerful tool to make improvements in any process or business. In this course, students learn the history, context, and tools of Lean/Six Sigma and apply the process in a course project.

Course Objectives
1) Develop a broad understanding of Lean/Six Sigma principles and practices
2) Build capability to implement Lean/Six Sigma initiatives in manufacturing operations
3) Operate with awareness of Lean/Six Sigma at the enterprise level
4) Develop skills in problem solving and root cause analysis
5) Compare and contrast lean with the Theory of Constraints and Quick Response Manufacturing.
6) Define an appropriate Lean Six Sigma Project

Course Texts

Additional Reading

Grading and Evaluation:
- Exam 1 20%
- Exam 2 20%
- Cases 20%
- Quizzes 10%
- Final Project 30%

Professor: Dr. Marvin E Gonzalez
Office: BCTR 432 (Beatty Center)
Office Hours: 3 hrs. per week or By Appointment
Phone: (843) 953-4276
OAKS: link at www.lms.cofc.edu
email: gonzalezm@cofc.edu
<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Letter Grade</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>Superior</td>
</tr>
<tr>
<td>87-92.99</td>
<td>B+</td>
<td>Very Good</td>
</tr>
<tr>
<td>80-86.99</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>77-79.99</td>
<td>C+</td>
<td>Fair</td>
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<td>70-76.99</td>
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<tr>
<td>60-69.99</td>
<td>D</td>
<td>Barely Acceptable, Passing</td>
</tr>
<tr>
<td>&lt; 60</td>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>WA</td>
<td></td>
<td>Withdrawn Excessive Absences (equivalent to F)</td>
</tr>
<tr>
<td>XXF</td>
<td></td>
<td>Failure due to Academic Dishonesty</td>
</tr>
</tbody>
</table>

Course Requirements
- DSCI-232 (Business Statistics)
- DSCI-304 (Operations Management)

School of Business learning goals:
- Goal 1: QUANTITATIVE FLUENCY. Students will demonstrate competency in logical reasoning and data analysis skills solving problems related with quality control and statistical analysis. Assessment will take place in the exams and in the final project.
- Goal 2: INTELLECTUAL INNOVATION AND CREATIVITY. Students will be able to demonstrate their resource fullness and originality in addressing extemporaneous problems integrating their knowledge from multiple sources

Topics Included:
- Principles of Six Sigma.
- Project Organization, Selection, and Definition.
- Process Improvement and Process Control.
- Design for Six Sigma.
- Implementing Six Sigma.
- Benefiting from Design of Experiments (DOE).
- Reliability Testing.
- Lean Thinking Chapter 1 - Customer Value, The Value Stream.
- Cellular Manufacturing.
- Lean and Its Integration with SCM.
- Integrating of Theory of Constraints (TOC).

Course Expectations
As your teacher I have the following responsibilities:
1. Come prepared to every class.
2. Plan my class so you can accomplish the objectives listed in the syllabus.
3. Treat you as responsible adults.
4. Consider that it is not always your fault if you don’t understand the material.
5. Create a mutually respectful classroom environment.
6. Encourage you to ask and answer questions.
7. As students you have the following responsibilities:
   1. Come prepared to every class.
   2. Complete all work on time with proper thought.
   3. Behave as responsible adults.
   4. Consider that it is not always my fault if you don’t understand the material.
   5. Treat others with respect.
   7. Learn the statistics software outside the classroom with guidance from the professor during office hours (Excel).
   8. If you are not familiar with excel, it is YOUR responsibility to do the Excel Review by yourself during the first days of class. You are expected at least to have this knowledge for the class.

Policies and Procedures

Attendance Policies
- Students are expected to attend classes. You cannot expect to have a thorough grasp of the material if you miss class. You are responsible for all material or assignments that are covered in class. Students are expected to contribute to class discussion. Class participation, attendance and promptness are expected and highly encouraged. It is not acceptable to be regularly tardy for class. If you miss a quiz / in class assignment due to tardiness, you may not make it up.
- Students are allowed to miss only two classes without any penalty. If you miss more than two sessions, your will lose a letter grade per absence. NON-NEGOTIABLE. You don’t have to come to the professor to excuse your absence, any absence counts for this rule!!!
- Attendance will be taken randomly in different time periods of the class. If you are absent at the time of attendance signing, it is considered absence. If you come in late and the attendance has already been passed, you will be considered absent. Don’t bother to justify your absence since both justified and unjustified absences count for this rule.
- If you miss a session, the professor won’t repeat the missed material on office hours, it is your responsibility to read on your own and ask your classmates for missing concepts.

Withdrawal Policy
The professor does not process Instructor Withdrawals after the first evaluation for any reason.

Missing Exams/Quizzes
- No makeup exams will be given. It is impossible to make an equivalent exam without the student at either an advantage or disadvantage. If you miss an exam, with or without a legitimate excuse, you will have a zero for that exam. This policy is non-negotiable.
- No makeup quizzes will be given. This policy is non-negotiable. If you registered late for the course and you missed any quizzes, you will have zero on those missing quizzes. The professor cannot wait until the last day to add/drop to start the class.

SNAP Students/Special Accommodations/Athletes
- Students that require special accommodations for exams or athletes must talk to the professor no later than ONE week after the semester start and provide necessary documentation.
- **SNAP students are responsible to remind the professor one week in advance before each exam to allow the professor enough preparation time.** If a student fails to remind the professor one week in advance before each exam, the student will have the same evaluation time as the rest of the class for that particular exam.

- **Center for Student Learning:** I encourage you to utilize the Center for Student Learning’s (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

  **College of Charleston Honor Code**

  All work that you submit in this course must be your own; unauthorized group efforts will be considered academic dishonesty. This is particularly important with regards to assignments and exams. The sharing or copying of program files (e.g., spreadsheets) is a form of plagiarism. Academic dishonesty is a serious offense, which may result in a failing grade for the course and/or report to the Honor Board for evaluation. If copying is involved, both parties will be judged equally guilty.

  **Professional Behavior Guidelines:**

  - **Tardiness:** Please arrive on time. If you are later than the start of the class for three times in the semester, it will count as one missed class. If you are late in a quiz day, you have until the other students finish the quiz, the time will not start when you come into the classroom.
  
  - **Side Conversations:** Side conversations make it difficult for your classmates to actively listen and learn.
  
  - **Sleeping:** Falling asleep in class is not considered professional behavior.
  
  - **Inattention:** Please don’t read other material (chat, browsing the web, books) or study for other courses during my class. It’s not polite. Please pay attention and join in the individual and group discussions. It will help you master the material.
  
  - **Cell Phone:** Please set your cell phone to silent mode while you are in the class. Cell rings can disturb your classmates as well as me.
  
  - **Printing:** Do not print outside work during class. I will turn off the printer at the beginning of class to prevent any interruption to the class.
  
  - **Navigating or other computer tasks different than class matters:** It is not polite to be doing course work or assignments other than the ones required in class. Also, it is not polite to navigate internet or check email while in class. One point will be taken out from your final grade for every time you do this in class. If you finish your work before other classmates, you might ask for permission to do other work in the computer and until given, you should not do other work.

  **Miscellaneous Policies:**

  - Although I will try to maintain the class schedule and objectives, I may need to make adjustments. You are responsible to check WEBCT CALENDAR for the most recent calendar of activities and dates. Don’t ask the professor about quizzes or exams dates, since she will not give you as accurate information as the WebCT Calendar.
  
  - **I do not give additional projects to increase one’s grade before or after the exam(s).** The professor does not round grades; a 59.9 total grade is an F.

  **Complaints about Exams**

  - The professor encourages students to review in detail when exams are returned. You have two days after the graded evaluation was given to you to make any questions or complaints about it. If that time is passed, it means you have accepted the grade given.
No complaints are accepted for any reason if the two days period has passed (non-negotiable)

FINAL PROJECT
General Comments and Guidelines
The following template has been provided as a guideline for the preparation and submission of your final project report required for Lean Six Sigma class. You need instructor approval of your initial idea (and company selected).

Your project submission should:

- Follow as closely as possible the layout and structure of this template
- When you finish your project there should be no instructional language in your report including this page
- Contain similar headings or sections as indicated in this template
- Be as specific as possible in terms of describing your Lean Six Sigma project, including any supporting details or data that for the analysis and conclusions drawn from your project
- Closely adhere to the DMAIC, (Define, Measure, Analyze, Improve and Control), including the description of the project, key milestones from each phase of the DMAIC cycle
- Present a professional, compelling and sufficiently detailed account of your Lean Six Sigma project, and your role in that process
- Typical Lean Six Sigma reports are 15-20 pages in length – sufficient to provide a concise, yet complete account of your Lean Six Sigma project.
- Include an executive summary which clearly states the outcome of the project as well benefits to the organization/company that sponsored your work in the project. This information will also be captured in the Control Phase.
- Key process metrics before as well as after the improvement
- Include the project timeline – the start, duration and completion of the project and estimates of time spent in each phase of the DMAIC cycle
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.
Name: Gioconda Quesada Phone: 843-953-4277 Email: quesadag@cofc.edu
Department or Program: Supply Chain Management School: School of Business
Subject Acronym and Course Number: SCIM 371
Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

The concept of socially responsible businesses and supply chains is becoming a mandatory factor in today and tomorrow’s society. The conceptual structure behind Green Supply Chain Management is essentially the encouragement from investors and consumers for businesses/supply chains to improve and implement socially and environmentally responsible business practices in their operations and strategic decisions. Proactive companies/supply chains are reaping benefits in the form of cost savings, customer loyalty, favorable public opinion and access to clean-energy stimulus funds. This course introduces students with tangible and intangible benefits of moving towards a green supply chain. It also presents them with associated direct and indirect costs for applying more socially and environmentally responsible policies. The course prepares future supply chain managers with practical ways of building a green supply chain strategy in their supply chains, by working with suppliers and customers. It will present students with ways to use performance indicators to measure the improvements in their supply chain green initiatives, and finally, how to overcome any barriers in implementation.

This course was previously been taught as a special topics course (DSCI 360).

This course addresses the following School of Business learning goals:
• Goal 1: Global and Civic Responsibility. Students will be able to identify and define corporate/supply chain social, ethical, environmental and economic challenges in implementing a Green Supply Chain Management policy. Students will be able to integrate knowledge and skills in addressing these issues.

• Goal 2: Synthesis. Students will demonstrate the ability to integrate knowledge from multiple sources incorporating learning from both classroom and non-classroom settings in the completion of cases in the class.

• Goal 3: Students will demonstrate the ability, via both written (essays, case solving) and spoken word (presentations), to effectively present, critique and defend ideas in a coherent, persuasive manner.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course will add a relevant course of study for students interested in the Supply Chain Management profession. Specifically, this course will contribute to our students’ knowledge base in the areas of green supply chain management, corporate social responsibility and sustainability.

The addition of this course is not expected to impact enrollment in other courses.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: School: Subject Acronym: Course Number:

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? [ ] yes [ ] no If yes, how many total credit hours may the student earn? _____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Marketing and Supply Chain Management School: School of Business
Subject Acronym: SCIM Course Number: 371

Credit hours: 3 lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title: Green Supply Chain Management
Course description (maximum 50 words, exactly as it appears in the catalog):

SCIM 371 (3) This course introduces students with tangible and intangible benefits of moving towards a green supply chain. The course prepares future supply chain managers with practical ways of building a socially and environmentally responsible strategy in their supply chains, by working with suppliers and customers.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Junior standing or permission of the instructor.

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? ☐ yes ☒ no
If so, which course? ____________
Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☒ no If yes, how many total credit hours may the student earn?

Is there an activity, lab, or other fee associated with this course? ☐ yes ☒ no What is the fee? $______
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs will be incurred with the addition of this course offering. Current faculty are able to teach this course. Moreover, the library resources provided by the College are sufficient for addressing the needs of students and faculty engaged in this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. Students will gain expertise in issues of green supply chain management.

Students will be evaluated on concepts in green supply chain management and related topics in the exams, one in the middle of the semester, and one at the end. It is expected that students earn, on average, at least 70% of the available points on these exams.

2. Students will identify tangible and intangible benefits and costs of moving towards a green supply chain.

Students will be evaluated on tangible and intangible benefits and costs of moving forward a green supply chain strategy in the exams, one in the middle of the semester, and one at the end. It is expected that at least 80% of the students make a 70 or higher. It is expected that students earn, on average, at least 70% of the
3. Students will understand the importance of integrating all stakeholders of a supply chain to create a green supply chain strategy. Students will interview a business and survey their person in charge of sustainability and analyze the importance of integrating all stakeholders in the development of a green supply chain management. This concept will also come after the literature review they need to do for the research paper/final project and the different case studies. It is expected that students earn, on average, at least 70% of the available points on these assignments.

4. Students will identify barriers to green supply chains and how they can be overcome. Students will be evaluated on identifying barriers to green supply chains and how to overcome those barriers in the exams, one in the middle of the semester, and one at the end. It is expected that at least 80% of the students make a 70 or higher. It is expected that students earn, on average, at least 70% of the available points on these exams.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The supply chain major has the following major outcomes supported by this course:

2. Demonstrate proficiency in the core areas of the supply chain management discipline (purchasing, logistics, planning, process control, supply chain integration) within a global context. This outcome is aligned with course learning goals #1, #2, #3 and #4. Skills/content are reinforced in this course.

4. To demonstrate proficiency in both oral and written communication through the preparation and presentation of supply chain and related projects. This outcome is assessed in the final project and journal article report and presentation. The skill is reinforced in this course.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
SCIM 371-001. Green Supply Chain Management

Professor: Dr. Gioconda Quesada
Office: BCTR 434 (Beatty Center)
Phones: (843) 953-4277 (No home calls!)
E-mail: quesadag@cofc.edu
Office Hours: MWF 9 AM – 11 AM (Beatty 434)

NOTE: When you send me e-mail, please use a descriptive subject and start your email politely: Dear Professor: or Dear Dr. Quesada.

**Please note that occasionally, I will have meetings or other University activities during scheduled office hours. Therefore, I strongly encourage you to make an appointment to see me.**

Course Description:
This course introduces students with tangible and intangible benefits of moving towards a green supply chain. The course prepares future supply chain managers with practical ways of building a socially and environmentally responsible strategy in their supply chains, by working with suppliers and customers.

Course Objectives:
1) To gain expertise in issues of green supply chain management.
2) To identify tangible and intangible benefits and costs of moving towards a green supply chain.
3) To understand the importance of integrating all stakeholders of a supply chain to create a green supply chain strategy.
4) To identify barriers to green supply chains and how they can be overcome.

Text and Course Materials:

Grading and Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Article/Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Research Paper/Final Project</td>
<td>35%</td>
</tr>
<tr>
<td>Case Studies</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 1 (in class)</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2 (in class)</td>
<td>20%</td>
</tr>
</tbody>
</table>

Each student will be responsible for presenting an assigned journal article. Students should prepare questions about the article in advance and give these to classmates at least one class period before the presentation. Presenters will provide an overview of the theory, methodology and results for the article, and will be responsible for leading a discussion that ties the article to related topics in the course.

The research paper/final project should be 15 pages of content, double spaced, 12 pt font Courier, APA format. You should include a cover page with your name, course section, research topic and other important information. You should include a reference section that lists all sources (at least 7 academic journals) in APA format. All papers must be submitted in OAKS.
under Dropbox and bring a hard copy to the instructor. The hard copy must be stapled or an automatic 10% penalty will be applied. Hard copies must be turned in to the professor no later than the last day of class. Case studies will be assigned for students to work in groups. They will read the case thoroughly, define the central problem, identify the constraints to the problem, and select the best alternative. If provided with the actual solution, generate alternative solutions and analyze benefits/weaknesses of each alternative. Develop an implementation plan. Students must use online resources to strengthen their discussion of the case (references must follow APA format).

**GRADING:**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Letter Grade</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>Superior</td>
</tr>
<tr>
<td>90.92.99</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>87-89.99</td>
<td>B+</td>
<td>Very Good</td>
</tr>
<tr>
<td>83-86.99</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>80-82.99</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>77-79.99</td>
<td>C+</td>
<td>Fair</td>
</tr>
<tr>
<td>73-76.99</td>
<td>C</td>
<td>Acceptable</td>
</tr>
<tr>
<td>70-72.99</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>67-69.99</td>
<td>D+</td>
<td>Barely Acceptable, Passing</td>
</tr>
<tr>
<td>63-66.99</td>
<td>D</td>
<td>Failure</td>
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<td>Failure due to Academic Dishonesty</td>
<td></td>
</tr>
</tbody>
</table>

This course addresses the following School of Business learning goals:

- **Goal 1: Global and Civic Responsibility.** Students will be able to identify and define corporate/supply chain social, ethical, environmental and economic challenges in implementing a Green Supply Chain Management policy. Students will be able to integrate knowledge and skills in addressing these issues. Assessment will take place in the exams and in the research paper/final project.

- **Goal 2: Synthesis.** Students will demonstrate the ability to integrate knowledge from multiple sources incorporating learning from both classroom and non-classroom settings. Assessment will take place in the case studies and in the research paper/final project.

- **Goal 3: Students will demonstrate the ability, via both written (essays, case solving) and spoken word (presentations), to effectively present, critique and defend ideas in a coherent, persuasive manner. Assessment will take place in the journal article presentation and in the research paper.**

**TOPICS**

- Introduction to Green Supply Chains
- Green Supply Chain Planning
- Green Procurement and Sourcing
- Green Supply Chain Execution
- Carbon Management
- Green Supply Chain Migration Strategy
- Continuous Improvement and Performance Evaluation of Green Supply Chain Strategies
E-mail Business Etiquette

e-Mail will be responded in 24 hours (except on Weekends). Do not abandon business etiquette in your use of e-mail! I will not respond to e-mails if you do not follow the below guidelines:

- Business-like writing style (Dear Dr. Quesada, sincerely etc.)
- Be concise and to the point.
- E-mail alias so recipient sees your full name, or your full name with @g.cofc.edu, in his/her e-mail inbox.
- Subject line meaningful to recipient (identify your class SCIM-4XX). Always include this as your subject line!!! Including section number.
- Content clear states the purpose of the e-mail including any action to be taken from the professor.
- Be careful about including quotations and sayings in your signature block. Obviously don't include anything that has potential to be offensive or misunderstood. Think about the impression your message sends to someone who doesn't know you, and be judicious.

Missing Exams

- No makeup exams/quizzes will be given.
- Dates for exams are posted in the Schedule. Please check it now and make sure you don't plan any trips, or doctor's appointments, since no makeup exams will be given!

SNAP Students/Special Accommodations/Athletes

- Students needing special accommodations should present official letters to the professor within the first week of class.
- No additional time will be given for quizzes. We measure in quizzes the ability of the student to respond within a specific time what is being tested, additional to answering the question correctly.
- For all other tests, the student should bring the envelope to the professor and he/she should pick it up on the day of the test to bring to the testing center. The professor won't bring the test to the testing center, it is the student’s responsibility. Students should use the testing center for additional time. If they decide to do the test with the rest of the class, no additional time will be given.

College of Charleston Honor Code

- Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.
- Computer monitoring will also be reinforced during quizzes/exams.
- Each student is expected to complete their own work in assignments/quizzes/exams without additional help.

Miscellaneous Policies:

- Although I will try to maintain the class schedule and objectives, I may need to make adjustments. You are responsible to check OAKS schedule for the most recent calendar of activities and dates. Don't ask the professor about exams dates, since he/she will not give you as accurate information as the OAKS schedule.
- The professor does not give additional projects to increase students’ grades before or after the exam(s). The professor does not round grades, a 59.9 total grade is an F.
- The professor has the right to disable OAKS 2 hours before the test. You still have your book to study last-minute concepts. However, plan accordingly that you will have no access to data or videos or any other material in OAKS.

Complaints about Exams Grading

- The professor encourages students to review in detail when exams/quizzes are returned. You have one week after the graded evaluation is turned back to you to make any questions or complaints about it. If that time is passed, it means you have accepted the grade given and no further complaints are accepted.
- No complaints are accepted for any reason if the one-week period has passed (non-negotiable).
FINAL PROJECT/PAPER (35%) 

Requirements:

The final project consists of two parts: evaluation of a company in your local community and support with literature review in green supply chain management related to the company you chose. The research paper/final project should be 20 pages of content, double spaced, 12 pt font Courier, APA format. You should include a cover page with your name, course section, research topic and other important information. You should include a reference section that lists all sources (at least 7 academic journals) in APA format. All papers must be submitted in OAKS under Dropbox and bring a hard copy to the instructor. The hard copy must be stapled or an automatic 10% penalty will be applied. Hard copies must be turned in to the professor no later than the last day of class.

You must find an off-campus company located in your local community (a minimum of 30 employees is required) which is willing to allow you to examine their social responsibility practices using a survey and an interview approach. Next, for each company you need to create a report (following the ISM audit and the questionnaire for Green Supply Chain Management Practices available in OAKS). Then, combine the suggestions you create for each company and create a single report with the following sections:

Project Objectives
Methodology: In this section, indicate the contact information, background of the company’s products and green initiatives and explain the way you examined their green practices. Each of you must summarize your visit to the company and provide the "scanned" copy of the results of the questionnaires applied (audit and Green Supply Chain Management questionnaire) and a transcript of your interviews as Appendix.

Company: XXX, Charleston, SC.

Suggestions to company

Conclusions: A one or two-page summary of what you learned in this project and the impact of results to your knowledge.

You must include the completed audit for each firm and the filled questionnaire as an Appendix. Also, you must go online to submit your results by using the following link for the Greening the Supply Chain Management questionnaire:


NOTE: Before you go to interview with the company, you must be 100% familiar with the audit (including ISM principles posted on OAKS) and the Greening the Supply Chain Questionnaire.

People at the company might ask you: what is this term? And you should know.

You can get company’s information at the World Trade Center or local Chamber of Commerce, or in Yellow Pages! If you plan ahead, it can take you only one visit to the company.
Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Dr. Jeff Shockley
Phone: 843-953-7070
Email: shockleytj@cofc.edu

Department or Program: Supply Chain Management
School: School of Business

Subject Acronym and Course Number: SCIM 373

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
   ■ Course Number
   ■ Course Name
   ■ Course Description
   ■ Credit/Contact Hours
   ■ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course introduces students to the primary methods of analysis required for supply chain management planning and design, with a special emphasis given to the quantitative modeling techniques and the role of quantitative models in developing and managing the performance of modern supply chain systems. This course covers the primary methods of analysis required for solving complex supply chain management planning and control problems, using mathematical tools (e.g., analytical models) that are generally used to qualify decision-making in increasingly complex supply chain environments. The course will give students: 1) the opportunity to understand how quantitative methods (developed from the management and decision sciences fields) improve decision-making, performance, and planning in supply chain systems; 2) experience using quantitative models for justifying and supporting supply chain decisions; 3) the required analytical and communication skills for interpreting and reporting complex information to diverse audiences; and 4) experience using computer software tools used for quantitative decision-making in supply chain environments.

Understanding methods for planning and designing supply chain networks is of critical importance in modern business management. While still an evolving discipline, supply chain management borrows from a number of
different fields in business, economics, and operations research fields. In this class, students will be challenged in a number of key areas to use the quantitative skills they gain to manage uncertainty, formulate optimal solutions, and synthesize and report their findings to diverse business audiences. This course will help to develop and integrate the critical skillsets required of supply chain managers to develop, plan and manage increasingly complex buyer and supplier networks.

This proposed course addresses the following School of Business learning goals:

- **Goal 1:** Communication Skills: Students will take on a series of supply chain cases where they will serve as consultants. Students will be required to report their findings through executive memos, reports, and/or presentations to the class.

- **Goal 2:** Quantitative Fluency: Course will be highly quantitative in its orientation, and students will be required to show that they can formulate and execute a series of analytical models applied to specific types of supply chain problems.

- **Goal 3:** Synthesis: Through the case-consulting projects and take-home assignments students will have the opportunity to define, analyze, and interpret complex problems for improving supply chain design and execution performance.

**D. IMPACT ON EXISTING PROGRAMS AND COURSES.** Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course will add a relevant course of study for students interested in the Supply Chain Management profession. Specifically, this course will contribute to our students’ knowledge base in the areas of supply chain optimization, performance management, and network design and planning. The addition of this course is not expected to impact enrollment in other courses.

**E. EXISTING COURSE INFORMATION.** If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours:  __ lecture  __ lab  __ seminar  __ independent study
Contact hours:  __ lecture  __ lab  __ seminar  __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn?  _____
F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Marketing and Supply Chain Management  
School: School of Business  
Subject Acronym: SCIM  
Course Number: 373

Credit hours: 3 lecture __ lab __ seminar __ independent study  
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title: Supply Chain Planning and Analysis

Course description (maximum 50 words, exactly as it appears in the catalog): Covers the primary methods of analysis required for supply chain planning, with a special emphasis given to the quantitative modeling techniques used in developing and managing the performance of supply chain systems. Students will gain experience using the tools (e.g., analytical models) that generally qualify decision-making in supply chain environments.

Restrictions (pre-requisites, co-requisites, majors only, etc.): DSCI 304, Production and Operations Management

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it?  
☐ yes  ☒ no

If so, which course? ______________

*Note: You must deactivate that course by submitting an additional Course Form.*

Cross-listing, if any (submit approval from relevant department):

*Note: Cross-listed courses are equivalent.*

Is this course repeatable?  
☐ yes  ☒ no  If yes, how many total credit hours may the student earn?

Is there an activity, lab, or other fee associated with this course?  
☐ yes  ☒ no  What is the fee? $______

*Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.*

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs will be incurred with the addition of this course offering. Current faculty are able to teach this course. Moreover, the library resources provided by the College are sufficient for addressing the needs of students and faculty engaged in this course.
H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. An understanding of how quantitative methods can be applied to decision-making and planning in supply chain systems</td>
<td>Students will be assessed on their ability to formulate practical problems using the analytical methods introduced in the course. This will be assessed primarily on questions in two mid-term exams and a final project. Expectation that students will be able to do this in the 80% or higher frequency on individual mid-term exam questions and the final exam project.</td>
</tr>
<tr>
<td>2. An understanding of how to create and use quantitative models for making supply chain decisions</td>
<td>Students will be assessed on their ability to create and execute practical supply chain problems using appropriate software tools. This will be assessed primarily on questions in two mid-term exams and assigned homework problems. Expectation that students will be able to do this in the 80% or higher frequency.</td>
</tr>
<tr>
<td>3. Skills for interpreting and reporting analytical results for various audiences</td>
<td>Students will work with their teams on at least two “consulting” assignments where they will write a 3 page report and/or present their findings to the class. Graded using class rubric (A, B, C, etc.).</td>
</tr>
<tr>
<td>4. Experience using Excel applications for statistical and quantitative decision analysis in a supply chain planning and design context</td>
<td>Students will complete projects throughout the course using Excel. The final project will involve a series of individual Excel models each graded using the class rubric (A, B, C, etc). 100% demonstrated fluency in these Excel software applications is expected at the time of this project.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The course will support or reinforce several student-learning outcomes for the proposed major in Supply Chain Management. Primarily, students will be introduced to the practical use quantitative models in the supply chain planning and design decision-making process (Goal 1) through homework assignments, in-class examinations, and the final exam project. Students will be required to demonstrate how these types of supply chain analyses can be used for planning supply chain networks through problem-solving (mini) consulting projects and the final exam project (Goal 2). Technical competency in analytical software tools and functions (e.g., MS Excel Solver) will be both 1) introduced to students and 2) continually reinforced through heavy reliance on these tools to formulate, analyze, and solve relevant problems (Goal 3). Student proficiency in both oral and written communication will be reinforced through in-class presentations and write-ups of the assigned problem-solving (mini) consulting projects (Goal 4).
1. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
Course: SCIM 373  
Instructor: Dr. Jeff Shockley

Supply Chain Planning and Analysis

Office: 415 Beatty  
Term: Fall 2015  
Class Times: W 4:00 – 6:30pm  
Web: Oaks

Email: shockleytj@cofc.edu  
Phone: (843) 953-7070

Office Hours: T/W; other times by appointment or walk-in anytime I’m in my office.

Course Description

Covers the primary methods of analysis required for supply chain planning, with a special emphasis given to the quantitative modeling techniques used in developing and managing the performance of supply chain systems. Students will gain experience using the tools (e.g., analytical models) that generally qualify decision-making in supply chain environments.

Prerequisites: DSCI 304.

Course Objectives

This course is an opportunity for you to gain

✓ An understanding of how quantitative methods can be applied to decision-making and planning in supply chain systems
✓ An understanding of how to create and use quantitative models for making supply chain decisions.
✓ Skills for interpreting and reporting analytical results for various audiences
✓ Experience using Excel applications for statistical and quantitative decision analysis in a supply chain planning and design context

Course Materials


Optional Text:

Software: Microsoft Excel 2010 or later with Analysis Tool-Pack, Excel Module, and Solver add-ins installed.

Website: The course website will contain class notes, homework assignments, practice exams, and supplemental material in PDF, video, and multimedia format. Material will be available at least 1-2 days before class. I will hand out the first set of class notes. You should check the website regularly and print the notes for subsequent class sessions as you desire.
Course Policies

The course grade will be comprised of the following:

- 20% Homework Assignments and Reports
- 10% Participation and in-class assignments
- 10% Case Study – Team consulting reports
- 20% Exam 1
- 20% Exam 2
- 20% Final Exam Project

Final Grades will be assigned based on the following (+/- scores will be to your advantage):

- A 90 – 100
- B 80 – 89
- C 70 – 79
- D 60 – 69
- F 0 – 59

The grades of A, B, C, D, and F indicate gradations in quality from Excellent to Failure. Please note that a D grade is less than satisfactory and many not meet particular program and/or course requirements.

You should familiarize yourself with CofC class withdrawal and drop-add policies and procedures including time deadlines.

Attendance:
Class attendance is essential to perform well in this course. You are responsible for all material and announcements we discuss during class. Although attendance is not recorded, missing or arriving more than 10 minutes late for more than four classes will significantly reduce or result in no credit for your participation and in-class portion of the overall grade. There are no make-up in-class assignments. If you miss class, it is your responsibility to obtain notes on the material, class announcements, and discussion that you miss.

Grades/Assessments:

Exams:
- Exam 1, Exam 2, and the Final Exam Project may contain multiple-choice, short-answer, and questions requiring the use of Microsoft Excel software based on material from class and the text.
- The Final Exam Project will be comprehensive.
- If you are unable to take an Exam at the scheduled time, arrangements must be made PRIOR to the Exam. Excused absences will be handled in one of two ways:
  - You will be required to make-up the exam at a date and time determined by the instructor (which may be before the regularly scheduled time or during final examination week), or
  - The weight corresponding to that exam will be added to the Final Exam. The decision as to which alternative will be implemented is at the discretion of the instructor.

Homework Assignments:
Homework assignments are designed to help you learn and practice the fundamental mechanics of the methods and concepts discussed in class. Working together with others in discussing the homework problems and general solution approaches is encouraged; however, copying another student’s solution or Excel file is a violation of the CofC Honor Code.
Homework solutions and Excel files are required to be individually created (this will be validated by me), unless part of a team consulting assignment.

We will have 6 homework assignments throughout the semester. The highest 5 homework grades will be considered in computing your homework average. Homework assignments will be graded on a 100-point scale. These assignments are due at the beginning of class on the date and time assigned or by the assigned date and time if submitted via Oaks. Late assignments will receive NO credit.

**Participation and In-class assignments:**
There will be regular in-class assignments throughout the course. The scores on these assignments will be counted in computing the grade for the class participation and in-class assignments portion of the overall course grade.

**Case study – Team mini-consulting report assignment:**
Everyone will be a member of a team that will be assigned one case study to report on during the semester. For the assigned case study, each team will present their results to the class in a 5-10 minute oral presentation and report their analysis and conclusions in a 2-3 page written report, which will include a cover letter/executive summary. The report may also include attachments and exhibits as appropriate for the case problem. In addition, each consulting team will submit an Excel file containing their complete formulation of the problem.

As part of the case study assignment, each team (ALL team members) is required to meet with the instructor at least one week prior to the due date for their case study. In addition, each team member must present some material (i.e. talk) during the oral presentation and complete a summary evaluation of the team’s work process and performance in a format provided by the instructor.

**Cell Phones, PDAs, Computers, etc.:**
Please turn off cell phones, PDAs, iPods, SEGA Nintendo DS, and all other electronic devices and remove any headphones and ear buds before class starts. All electronic devices, except calculators, are prohibited during in-class exams. Using an iPad, laptop, or tablet computer during class to take notes, etc. is encouraged; however, please refrain from using any of these devices for any non-class activities such as checking or sending email, texting, web browsing, etc. Please turn off your computer if you are not using it for class-related activities.

**Accommodations for Students with Disabilities:**

**Academic Honesty:**
College of Charleston, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at C Of C because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

a) Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
b) Fabrication—Intentional falsification of information or citation in an academic exercise.
c) Plagiarism—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise.
d) Facilitation of Academic Dishonesty—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.
Exams are closed book and closed notes and may include the use of Excel. You may use calculators, but not PDAs, cell phones, or other electronic devices unless specifically permitted. All exams should be done individually. Working together with other students on homework, team case reports, and in-class exercises is permitted and encouraged; however, copying another student’s homework, Excel file, or in-class exercise is NOT permitted. Excel files for all assignments must be individually created. Copying Excel files from other students and submitting them for assignments as your own is a violation of the CofC honor code.

Miscellaneous:

You are encouraged to keep up with the course requirements. If you experience difficulties with Excel or other software, the course website, course material, or any other aspect of the course, please let me know immediately so that we can work together to successfully resolve any problems. It is my hope for everyone to have an enjoyable and successful semester!

Sample Course Schedule (Topics)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Work Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td>Supply Chain Planning and Design Principles</td>
<td>Ch. 1</td>
<td>HMWK 1,2</td>
</tr>
<tr>
<td>Jan/Feb</td>
<td>Supply Chain Drivers and Metrics/KPIs</td>
<td>Ch. 2; Article 1</td>
<td>HMWK 3,4; Case1</td>
</tr>
<tr>
<td>Feb</td>
<td>Linear Programming I – Load, Mix Constraint Management</td>
<td>Ch. 3-4</td>
<td>HMWK 5</td>
</tr>
<tr>
<td>Feb</td>
<td>Linear Programming 2 – Manufacturing Applications</td>
<td>Ch. 3-4</td>
<td>“; Case 2</td>
</tr>
<tr>
<td>Feb/Mar</td>
<td>Network Design in the Supply Chain</td>
<td>Ch. 5</td>
<td>“</td>
</tr>
<tr>
<td>Mar</td>
<td>Transportation, Assignment, and Network Models</td>
<td>Ch. 6</td>
<td>“</td>
</tr>
<tr>
<td>Mar</td>
<td>Managing Economies of Scale: Inventory Location Decisions</td>
<td>Ch 7.; Article 2,3</td>
<td>“; Case 3</td>
</tr>
<tr>
<td>Mar/Apr</td>
<td>Managing Uncertainty: Safety Inventory and Controlling the Bullwhip Effect</td>
<td>Ch 8; Article 4</td>
<td>“</td>
</tr>
<tr>
<td>Apr</td>
<td>Determining Optimal Level of Product Availability</td>
<td>Ch. 9; Article 5</td>
<td>“; Case 4</td>
</tr>
<tr>
<td>Apr</td>
<td>Forecasting Models/Other Models</td>
<td>Ch. 10</td>
<td>“; Case 5</td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Gioconda Quesada                  Phone: 953-4277                  Email: quasadag@cofc.edu

Department or Program: Supply Chain Management        School: School of Business

Subject Acronym and Course Number: SCIM 424

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course will be the capstone course for the new major in Supply Chain Management. Currently, we don’t have a capstone course in the area. The course will allow students to integrate the knowledge learned in the major courses and to solve real world problems as a “supply chain manager”. It is essential for a major to have a capstone course that will synthesize what students learn throughout the curriculum and apply it to solving cases. This course is about the strategic design and effective operation of supply chains.

This course addresses the following School of Business learning goals:

- Goal 1: Communication Skills. Students will demonstrate the ability, via both written (essays, case solving) and spoken word (presentations), to effectively present, critique and defend ideas in a coherent, persuasive manner.
- Goal 2: Quantitative Fluency. Students will demonstrate competency in logical reasoning and data analysis skills.
• Goal 3. Global and Civic Responsibility. Students will be able to identify and define social, ethical and environmental and economic challenges using different case studies. Students will be able to integrate knowledge and skills in addressing these issues.

• Goal 4. Intellectual Innovation and Creativity. Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems provided as case studies.

• Goal 5: Synthesis. Students will demonstrate the ability to integrate knowledge from multiple sources incorporating learning from both classroom and non-classroom settings in the analysis of the case studies and completion of the final project.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

We do not expect the addition of this course to impact enrollment in other courses.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course number:

Credit hours: _ lecture _ lab _ seminar _ independent study
Contact hours: _ lecture _ lab _ seminar _ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? _____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Marketing and Supply Chain Management 
School: School of Business
Subject Acronym: SCIM 
Course Number: 424

Credit hours: 3 lecture _ lab _ seminar _ independent study
Contact hours: _ lecture _ lab _ seminar _ independent study
Course title: Supply Chain and Operations Strategy

Course description (maximum 50 words, exactly as it appears in the catalog):

SCIM 424 Supply Chain and Operations Strategy (3) This capstone course provides an opportunity for students to synthesize the knowledge gained in their previous coursework to integrate supply chain management, production and operations management, logistics and enterprise solutions to develop supply chain and operations strategies.

Restrictions (pre-requisites, co-requisites, majors only, etc.):
Prerequisites: Senior standing; MKTG 333, TRAN312, DSCI 304, DSCI 320, Permission by the Instructor.

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? ☐ yes ☒ no
If so, which course? __________
Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☒ no If yes, how many total credit hours may the student earn?

Is there an activity, lab, or other fee associated with this course? ☐ yes ☒ no What is the fee? $_____
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs will be incurred with the addition of this course offering. Current faculty are able to teach this course. Moreover, the library resources provided by the College are sufficient for addressing the needs of students and faculty engaged in this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. To articulate the process perspective and the total systems view of supply chain management, the impact of systems thinking on supply chain performance and the nature of relationships supply chain networks.</td>
<td>Students will be evaluated in the case studies report and presentations, in the final exam and in the final project. Together, they account for 60% of the grade. It is expected that on average, students make a 70 or higher in all examinations.</td>
</tr>
<tr>
<td>2. To quantify the effect of strategic initiatives on the financial performance of the supply chain.</td>
<td>Students will be able to quantify the effects of proposed initiatives in their final project. Assessment will be conducted in the final project reports, where it is expected that at students earn, on average, a 70 or above in the</td>
</tr>
</tbody>
</table>
3. To use and apply selected quantitative tools useful in implementing supply chain strategies. Students will be assessed in the final exam and in the case reports and final project in the use of quantitative tools for solving supply chain management problems and integrating those solutions in strategic initiatives. It is expected that students earn, on average, a 70% or above in these evaluations.

4. To explain the complex nature of human interaction needed to successfully introduce supply chain strategies in the firm. Students will solve case studies in which they must identify the need to integrate different stakeholders into the supply chain strategy development. This knowledge will be assessed in the final project, case studies reports, presentations and final exam. It is expected that on average, students earn at least 70% of the available points.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The supply chain major has the following major outcomes supported by this course:

1. Demonstrate the ability to use quantitative models in solving business-related problems in the field of supply chain management. This outcome is aligned with course learning goals #2 and #3 above. Skills are demonstrated in this course after being introduced and reinforced in prerequisites.

2. Demonstrate proficiency in the core areas of the supply chain management discipline (purchasing, logistics, planning, process control, supply chain integration) within a global context. This outcome is aligned with course learning goals #1 and #4. Skills/content are demonstrated in this course.

3. Demonstrate the ability to use current technology-based tools to acquire, store, retrieve, and analyze supply chain related information. This outcome is aligned with course learning goal #3. Students will demonstrate technology based tools to be able to apply quantitative tools in supply chain strategies.

4. To demonstrate proficiency in both oral and written communication through the preparation and presentation of supply chain and related projects. This outcome is aligned with many of the assessment tools in the course, which include writing reports for final project/cases and making business presentations of their final reports/case analyses. This skill is reinforced in this course.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
SCIM 424001. Supply Chain and Operations Strategy

Professor: Dr. Gioconda Quesada
Office: BCTR 434 (Beatty Center)
Phone: (843) 953-4277 (No home calls!)
E-mail: quesadag@cofc.edu
Office Hours: MWF 9 AM - 11 AM (Beatty 434)
OAKS: lms.cofc.edu

NOTE: When you send me e-mail, please use a descriptive subject and start your email politely: Dear Professor: or Dear Dr. Quesada.

**Please note that occasionally, I will have meetings or other University activities during scheduled office hours. Therefore, I strongly encourage you to make an appointment to see me.**

Course Description:
This capstone course provides an opportunity for students to synthesize the knowledge gained in their previous coursework to integrate supply chain management, production and operations management, logistics and enterprise solutions to develop supply chain and operations strategies.

Course Objectives:
5) To articulate the process perspective and the total systems view of supply chain management, the impact of systems thinking on supply chain performance and the nature of relationships supply chain networks.
6) To quantify the effect of strategic initiatives such as postponement and risk pooling on the financial performance of the supply chain.
7) To use and apply selected quantitative tools useful in implementing supply chain strategies.
8) To explain the complex nature of human interaction needed to successfully introduce supply chain strategies in the firm.

Text and Course Materials:


Grading and Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>15%</td>
</tr>
<tr>
<td>Case Reports</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

The final project should be 15 pages of content, double spaced, 12 pt font Courier, APA format. You should include a cover page with your name, course section, research topic and other important information. You should include a reference section that lists all sources (at least 7 academic journals) in APA format. All papers must be submitted in OAKS under Dropbox and bring a hard copy to the instructor. The hard copy must be stapled or an automatic 10% penalty will be applied. Hard copies must be turned in to the professor no later than the last day of class. Topics of the final project vary by semester. The student will contact a local company to work on a specific project and support his work with literature.
Case studies will be assigned for students to work in groups. They will read the case thoroughly, define the central problem, identify the constraints to the problem, and select the best alternative. If provided with the actual solution, generate alternative solutions and analyze benefits/weaknesses of each alternative. Develop an implementation plan. Students must use online resources to strengthen their discussion of the case (references must follow APA format). You will be selected to present different case studies throughout the semester.

Learning Using the Case Method:
We will use short cases as a tool to synthesize the content learned in other major courses. You have had prior exposure to case studies in other Supply Chain Management courses. The cases will be complex in nature (you will need to use Excel solvers, and other software) and mix both quantitative and qualitative analyses. A case is concerned with a problem or situation in supply chain management, and there is always a decision or set of decisions around which the case centers. A recommendation for a case should always propose a decision and defend that choice. The instructor will provide guidelines and instructions on how to analyze the case studies, and become proficient in the case study method.
The use of case studies in this capstone is recommended because strategy is concerned with broad, overall plans, objectives and tactics that are used to achieve some overall goal. Strategy covers the integration and alignment of those plans, objectives and tactics, so that all the parts of the supply chain work together to accomplish the same goals. By using the case method, we can analyze different perspectives of a given situation and problem, analyzing how to frame the total supply chain management set of issues for maximum effectiveness.

GRADING:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Letter Grade</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
<td>Superior</td>
</tr>
<tr>
<td>90.92.99</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>87-89.99</td>
<td>B+</td>
<td>Very Good</td>
</tr>
<tr>
<td>83-86.99</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>80-82.99</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>77-79.99</td>
<td>C+</td>
<td>Fair</td>
</tr>
<tr>
<td>73-76.99</td>
<td>C</td>
<td>Acceptable</td>
</tr>
<tr>
<td>70-72.99</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>67-69.99</td>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>63-66.99</td>
<td>D</td>
<td>Barely Acceptable, Passing</td>
</tr>
<tr>
<td>60-62.99</td>
<td>D-</td>
<td></td>
</tr>
<tr>
<td>&lt; 60</td>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>WA</td>
<td></td>
<td>Withdrawn Excessive Absences (equivalent to F)</td>
</tr>
<tr>
<td>XXF</td>
<td></td>
<td>Failure due to Academic Dishonesty</td>
</tr>
</tbody>
</table>

This course addresses the following School of Business learning goals:
- Goal 1: Communication Skills. Students will demonstrate the ability, via both written (essays, case solving) and spoken word (presentations), to effectively present, critique and defend ideas in a coherent, persuasive manner.
- Goal 2: Quantitative Fluency. Students will demonstrate competency in logical reasoning and data analysis skills.
- Goal 3. Global and Civic Responsibility. Students will be able to identify and define social, ethical and environmental and economic challenges using different case studies. Students will be able to integrate knowledge and skills in addressing these issues.
• Goal 4. Intellectual Innovation and Creativity. Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems provided as case studies.

• Goal 5: Synthesis. Students will demonstrate the ability to integrate knowledge from multiple sources incorporating learning from both classroom and non-classroom settings in the analysis of the case studies and completion of the final project.

TOPICS

• Building a Strategic Framework to Analyze Supply Chains
  o Understanding the Supply Chain
  o Supply Chain Performance: Achieving Strategic Fit and Scope
  o Supply Chain Drivers and Metrics

• Designing the Supply Chain Network
  o Designing Distribution Networks and Applications to e-Business
  o Network Design in the Supply Chain
  o Designing Global Supply Chain Networks

• Planning and Coordinating Demand and Supply in a Supply Chain
  o Demand Forecasting in a Supply Chain
  o Aggregate Planning in a Supply Chain
  o Sales and Operations Planning: Planning Supply and Demand in a Supply Chain
  o Coordination in a Supply Chain

• Planning and Managing Inventories in a Supply Chain
  o Managing Economies of Scale in a Supply Chain: Cycle Inventory
  o Managing Uncertainty in a Supply Chain: Safety Inventory
  o Determining the Optimal Level of Product Availability

• Designing and Planning Transportation Networks
  o Transportation in a Supply Chain

• Managing Cross-Functional Drivers in a Supply Chain
  o Sourcing Decisions in a Supply Chain
  o Pricing and Revenue Management in a Supply Chain
  o Information Technology in a Supply Chain
  o Sustainability and the Supply Chain
**E-mail Business Etiquette**

E-Mail will be responded in 24 hours (except on Weekends). Do not abandon business etiquette in your use of e-mail! I will not respond to e-mails if you do not follow the below guidelines:

- Business-like writing style (Dear Dr. Quesada, sincerely etc..)
- Be concise and to the point.
- E-mail alias so recipient sees your full name, or your full name with @g.cofc.edu, in his/her e-mail inbox.
- Subject line meaningful to recipient (identify your class SCIM-4XX). Always include this as your subject line!!! Including section number.
- Content clear states the purpose of the e-mail including any action to be taken from the professor.
- Be careful about including quotations and sayings in your signature block. Obviously don't include anything that has potential to be offensive or misunderstood. Think about the impression your message sends to someone who doesn't know you, and be judicious.

**Missing Exams**

- No makeup exams/quizzes will be given.
- Dates for exams are posted in the Calendar in OAKS. Please check it now and make sure you don't plan any trips, or doctor’s appointments, since no makeup exams will be given!

**SNAP Students/Special Accommodations/Athletes**

- Students needing special accommodations should present official letters to the professor within the first week of class.
- For all other tests, the student should bring the envelope to the professor and he/she should pick it up on the day of the test to bring to the testing center. The professor won’t bring the test to the testing center, it is the student’s responsibility. Students should use the testing center for additional time. If they decide to do the test with the rest of the class, no additional time will be given.

**College of Charleston Honor Code**

- Students can find the complete Honor Code and all related processes in the Student Handbook at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html).
- Computer monitoring will also be reinforced during quizzes/exams.
- Each student is expected to complete their own work in assignments/quizzes/exams without additional help.

**Miscellaneous Policies:**

- Although I will try to maintain the class schedule and objectives, I may need to make adjustments. You are responsible to check OAKS schedule for the most recent calendar of activities and dates. Don’t ask the professor about exams dates, since he/she will not give you as accurate information as the OAKS schedule.
- **The professor does not give additional projects to increase students’ grades before or after the exam(s). The professor does not round grades, a 59.9 total grade is an F.**
- The professor has the right to disable OAKS 2 hours before the test. You still have your book to study last-minute concepts. However, plan accordingly that you will have no access to data or videos or any other material in OAKS.

**Complaints about Exams Grading**

- The professor encourages students to review in detail when exams/quizzes are returned. You have one week after the graded evaluation is turned back to you to make any questions or complaints about it. If that time is passed, it means you have accepted the grade given and no further complaints are accepted.
- No complaints are accepted for any reason if the one-week period has passed (non-negotiable).
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Gioconda Quesada Phone: 843-953-4277 Email: quesadag@cofc.edu

Department or Program: Supply Chain Management School: School of Business

Subject Acronym and Course Number: SCIM 444

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☑ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)

☐ Course Number
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)

☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Students learn more when they are actively engaged in the learning process. The School of Business has formalized course designations and internship study opportunities for all its other majors. The opportunity for Supply Chain Management students to complete a Supply Chain Management internship is currently available under one of the other designations. This new course simply changes the course designation to more accurately reflect the supply chain management aspects of the course. The SCM internship can be either domestically-based or an abroad experience.

Through supervised fieldwork, the student will have the opportunity to apply their Supply Chain Management knowledge and skills toward the end of their academic degree.

This course addresses the following School of Business learning goals:

• Goal 1: Communication Skills. Students will demonstrate the ability, via both written (essays, case solving) and spoken word (presentations), to effectively present, critique and defend ideas in a coherent, persuasive manner.
• Goal 3. Global and Civic Responsibility. Students will be able to identify and define social, ethical and environmental and economic challenges at the company they are working for. Students will be able to integrate knowledge and skills in addressing these issues.

• Goal 4. Intellectual Innovation and Creativity. Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems within the company they are interning.

• Goal 5: Synthesis. Students will demonstrate the ability to integrate knowledge from multiple sources incorporating learning from both classroom and non-classroom settings in the completion of cases in the class.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course will add a relevant course of study for students interested in the Supply Chain Management profession. Specifically, this course will contribute to our students’ knowledge base in the applied areas of supply chain management by working on a project inside a real company.

The addition of this course is not expected to impact enrollment in other courses.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: Marketing and Supply Chain Management  
School: School of Business  
Subject Acronym: SCIM  
Course Number: 444  
Credit hours: 1-3  
Contact hours: 1-3  
Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no  
If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Marketing and Supply Chain Management  
School: School of Business  
Subject Acronym: SCIM  
Course Number: 444  
Credit hours: 1-3  
Contact hours: 1-3
Course title: Internship in Supply Chain Management

Course description (maximum 50 words, exactly as it appears in the catalog):

An internship is a supplemental source of learning designed to enhance the student’s academic program and career objectives. The learning experience is guided by a learning contract outlining specific work and academic components. A total of three credit hours of supply chain management credit is awarded.

At the completion of this course, the student should understand the following:

**Communication Skills**

Students demonstrate the ability, via both written and spoken word, to effectively present, critique and defend ideas in a cogent, persuasive manner.

**Global and Civic Responsibility**

Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students are able to integrate knowledge and skills in addressing these issues.

**Intellectual Innovation and Creativity**

Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.

**Synthesis**

Students integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

Restrictions (pre-requisites, co-requisites, majors only, etc.): MKTG 333 and at least nine additional hours of SCIM program courses at the 200 or 300 level. The student must have at least sophomore standing, be in good academic standing, and have permission of the SCM director. Course prerequisites may vary depending on the nature of the placement. Students must sign up for the internship through an approval process initiated the semester preceding the actual internship.

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? □ yes ☒ no

If so, which course?  _______________

Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):

Note: Cross-listed courses are equivalent.

If this course repeatable?  ☒ yes □ no

If yes, how many total credit hours may the student earn?  __3__

Is there an activity, lab, or other fee associated with this course? □ yes  ☒ no

What is the fee? $_____  

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.
No additional costs will be incurred with the addition of this course offering. Current faculty is able to teach this course. Moreover, the library resources provided by the College are sufficient for addressing the needs of students and faculty engaged in this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. To identify potential work interests in supply chain management.  
   Students will be surveyed before they start the internship. They will be asked about what their current work interests are. After the internship, the same survey will be used to see any improvements. The instructor will be in charge of the surveys.

2. To work in a professional environment  
   Students will be requested to have a journal that describes their professional environment and everything they learn on a day to day basis.

3. To network and make professional connections  
   In the journal, students are required to indicate new professional contacts they make each day. At the end of the internship, they must quantify the number of professional contacts they got after the internship and record it in the survey.

4. To make the connection between classroom theory and real-world application in supply chain management.  
   Students are required to write a final paper that includes the description of what they considered the connection was between courses they took and how they helped them in their internship work.

5. To identify specific learning goals with the company and to prove learning of these goals.  
   Students are required to have a learning contract signed at the beginning of the internship, with both the student and the company supervisor’s signature. The contract will indicate specific learning goals relevant to the assignment to the student, and will be measured before and after the internship is completed. The specific learning goals identified by the student and the company supervisor will be assessed in the journal and the final paper of the student.

6. To demonstrate proficiency in both oral and written communication through the preparation and presentation of reports and final paper.  
   Students will be asked to provide any presentation or reports they have to present at the firm. They also must do a presentation of the outcomes of the internship to the professor once the final paper is submitted. Written skills will be assessed in the journal and final paper and oral skills in the final presentation of the outcomes of
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The supply chain major has the following major outcomes supported by this course:

1. Demonstrate the ability to use quantitative models in solving business-related problems in the field of supply chain management. This outcome could be aligned with course learning goals #1, #4 and #5 above, depending on the area of the internship chosen by the student, the company and the faculty. Some internship areas are not quantitative in nature, some others are. This will depend on the area of the specific project the student work on during the internship. Skills/content will be demonstrated.

2. Demonstrate proficiency in the core areas of the supply chain management discipline (purchasing, logistics, planning, process control, supply chain integration) within a global context. This outcome is aligned with course learning goals #1, #2, #3, #4 and #5. Students working in an internship related to supply chain management should be able to identify how core disciplines are interconnected. Skills and content will be demonstrated.

4. To demonstrate proficiency in both oral and written communication through the preparation and presentation of supply chain and related projects. This outcome is aligned with course learning goal #6, which will be assessed through the paper and presentation. Skills and content will be demonstrated.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
SCIM-444. Internship in Supply Chain Management

Professor: TBA
Meeting Times: XX
Office Hours: XXX

Office: BCTR XXX
E-mail: XXX@CofC.edu
Office Phone: (843) 953-XXXX

Course Description:
An internship is a supplemental source of learning designed to enhance the student’s academic program and career objectives. The learning experience is guided by a learning contract outlining specific work and academic components. A total of three credit hours of supply chain management credit is awarded.

Prerequisites
MKTG 333 and at least nine additional hours of SCIM program courses at the 200 or 300 level. The student must have at least sophomore standing, be in good academic standing, and have permission of the SCM director. Course prerequisites may vary depending on the nature of the placement. Students must sign up for the internship through an approval process initiated the semester preceding the actual internship.

Learning Goals
1. To identify potential work interests in supply chain management.
2. To work in a professional environment.
3. To network and make professional connections.
4. To make the connection between classroom theory and real-world application in supply chain management.
5. To identify specific learning goals with the company and to proof learning of these goals.
6. To demonstrate proficiency in both oral and written communication through the preparation and presentation of reports and final paper.

School of Business Learning Goals Addressed by this course

At the completion of this course, the student should understand the following:

Communication Skills
Students demonstrate the ability, via both written and spoken word, to effectively present, critique and defend ideas in a cogent, persuasive manner.

Global and Civic Responsibility
Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students are able to integrate knowledge and skills in addressing these issues.

Intellectual Innovation and Creativity
Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.

Synthesis
Students integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

Course Materials:
The professor will assign reading materials that are related to the specific learning objectives identified by the student and the firm supervisor.

Grading and Evaluation:

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Contract</td>
<td>5%</td>
</tr>
<tr>
<td>Journal</td>
<td>30%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Firm Supervisor Evaluation</td>
<td>10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;= 93</td>
<td>A</td>
</tr>
<tr>
<td>90-92.99</td>
<td>A-</td>
</tr>
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<td>86-89.99</td>
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<td>D</td>
</tr>
<tr>
<td>60-62.99</td>
<td>D-</td>
</tr>
<tr>
<td>&lt; 60</td>
<td>F</td>
</tr>
</tbody>
</table>

The *learning contract* is an extensive statement of your goals and activities, supervision and evaluation procedures and other aspects of your internship. It is the result of the agreement among you, your professor and your firm supervisor. It should present details of what you will be doing, what your supervisor and professor expect from you and what you can expect from them.

The *journal* should be taken seriously. You will be evaluated on the writing as well as the content of the journal. You must write in daily, showing what your advances in learning are, the number and description of new professional contacts, how the theory learned in the classroom was applied to your activity on a specific day, and the description of your responsibilities for the day were. It should identify questions and problems you face. You should submit your journal to your professor once a week, and keep it together to submit all of your journal entries at the end of the semester.

The *final paper* should be submitted to your professor near the end of the semester (the deadline is indicated by the instructor). The paper is a substantial evidence of work reflecting not only a report of your activities, but an analysis of issues related to your work at the firm, the organization and the environment. You must try to make reference to academic literature to support your work.

The *final presentation* should be professionally prepared in a power point presentation submitted to your professor 2 days before the date of the presentation. During the presentation, your firm supervisor and a minimum of 2 other professors will be invited to attend. You should be ready to address any questions, and show what your work in the firm meant to your learning in supply chain management.

The *firm supervisor evaluation* will be requested a few weeks before the end of the semester. You should check to make sure your supervisor has received and returned the evaluation to your professor.
College of Charleston Honor Code

- Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Gioconda Quesada Phone: 843-953-4277 Email: quesadag@cofc.edu
Department or Program: Supply Chain Management School: School of Business
Subject Acronym and Course Number: SCIM 420
Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

The new course will be offered as business elective. In this new course (SCIM420), the student will select a reading or research project in consultation with a faculty member, who will guide the work and determine hours of credit to be allowed. A maximum of 6 hours of independent study may be applied toward the business major elective requirement. Students will be able to explore and learn about various supply chain management topics. At the same time, the student will develop a deeper knowledge of analytical research skills.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course will add a relevant course of study for students interested in the Supply Chain Management profession. Specifically, this course will contribute to our students’ knowledge base in research areas in supply chain management.
E. **EXISTING COURSE INFORMATION.** If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

[Department:] [School:] [Subject Acronym:] [Course Number:]

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? [ ] yes [ ] no  If yes, how many total credit hours may the student earn? ___

F. **NEW COURSE INFORMATION.** If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

[Department: Marketing and Supply Chain Management] [School: School of Business] [Subject Acronym: SCIM] [Course Number: 420]

Credit hours: __ lecture __ lab __ seminar _1-3_ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title: Independent Study in Supply Chain Management

Course description (maximum 50 words, exactly as it appears in the catalog):

SCIM 420 Independent Study (1-3) The student will select a reading or research project in consultation with a faculty member, who will guide the work and determine hours of credit to be allowed. A maximum of six credit hours of independent study may be applied toward business major elective requirement.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Junior standing; written agreement with instructor and chair.

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? [ ] yes [ ] no  If so, which course? ___________

Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):

Note: Cross-listed courses are equivalent.

Is this course repeatable? [ ] yes [ ] no  If yes, how many total credit hours may the student earn? ___6___

Is there an activity, lab, or other fee associated with this course? [ ] yes [ ] no  What is the fee? $______

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.
G. **COSTS.** List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs will be incurred with the addition of this course offering. Current faculty are able to teach this course. Moreover, the library resources provided by the College are sufficient for addressing the needs of students and faculty engaged in this course.

**H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

<table>
<thead>
<tr>
<th><strong>Student Learning Outcomes</strong></th>
<th><strong>Assessment Method and Performance Expected</strong></th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. To identify a topic of interest in supply chain management to investigate and conduct research on.</td>
<td>The student will be required to present an independent study learning contract showing the title of the research and the learning goals.</td>
</tr>
<tr>
<td>2. To construct formal research in a topic of interest using appropriate tools depending on the type of research to be conducted (theoretical versus empirical studies).</td>
<td>There is a final paper showing the results of the research. The paper should show the appropriate amount of work, depending on the credit hours requested for the course (min. 3 hours/week per credit).</td>
</tr>
<tr>
<td>3. To identify specific learning goals related to the area of study in which the student will focus his/her research.</td>
<td>The specific learning goals depend on the area of study chosen for the research and are presented by the student in the independent study learning contract.</td>
</tr>
<tr>
<td>4. To demonstrate proficiency in both oral and written communication through the preparation and presentation of the final paper.</td>
<td>Written communication will be assessed in the final paper and oral communication will be assessed in the presentation of the research to either faculty members or a faculty member and a class with students interested in related areas.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. The supply chain major has the following major outcomes supported by this course:
2. Demonstrate the ability to use quantitative models in solving business-related problems in the field of supply chain management. This outcome could be aligned with course learning goals #1, #2 and #3 above, depending on the area of research chosen by the student and the faculty. Some research areas are not quantitative in nature, some others are. This will depend on the research topic chosen. Skills/content will be demonstrated.
3. Demonstrate proficiency in the core areas of the supply chain management discipline (purchasing, logistics, planning, process control, supply chain integration) within a global context. This outcome is aligned with course learning goals #1, #2 and #3. Students doing research in supply chain management should be able to identify how core disciplines are interconnected. Skills and content will be demonstrated.
4. Demonstrate the ability to use current technology-based tools to acquire, store, retrieve, and analyze supply chain related information. This outcome is aligned with course learning goal #1, #2 and #3. Students will need to use technology-based tools to conduct their research. Skills and content will be demonstrated.
5. To demonstrate proficiency in both oral and written communication through the preparation and presentation of supply chain and related projects. This outcome is aligned with course learning goal #4, which will be assessed through the paper and presentation. Skills and content will be demonstrated.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
SCIM 420. Independent Study in Supply Chain Management

Professor: TBA
Office: BCTR XXX
Office Hours: XXX
E-mail: XXX@CofC.edu
Office Phone: (843) 953-XXXX

Course Description:
The student will select a reading or research project in consultation with a faculty member, who will guide the work and determine hours of credit to be allowed. A maximum of six hours of independent study may be applied toward the business major elective requirement.

Prerequisites
Junior standing and written agreement with instructor and chair.

Learning Goals
1. To identify a topic of interest in supply chain management to investigate and conduct research on.
2. To construct formal research in a topic of interest using appropriate tools depending on the type of research to be conducted (theoretical versus empirical studies).
3. To identify specific learning goals related to the area of study in which the student will focus his/her research.
4. To demonstrate proficiency in both oral and written communication through the preparation and presentation of reports and final paper.

School of Business Learning Goals Addressed by this course

At the completion of this course, the student should understand the following:

Communication Skills
Students demonstrate the ability, via both written and spoken word, to effectively present, critique and defend ideas in a cogent, persuasive manner.

Global and Civic Responsibility
Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students are able to integrate knowledge and skills in addressing these issues.

Intellectual Innovation and Creativity
Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.

Synthesis
Students integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

Course Materials:
The professor will assign reading materials that are related to the specific learning objectives identified by the student and the professor.
Grading and Evaluation:

<table>
<thead>
<tr>
<th>EVALUATION</th>
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<tbody>
<tr>
<td>Independent Study Contract</td>
<td>10%</td>
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<tr>
<td>Final Paper</td>
<td>60%</td>
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<tr>
<td>Final Presentation</td>
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<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
<td>C+</td>
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</table>

The *independent study learning contract* is the definition of the specific learning goals for the independent study (follow guidelines at: http://oiep.cofc.edu/pv_obj_cache/pv_obj_id_BBED71D9358E199CFD94C35AA064796EF59B0C00/filename/assessment-guide.pdf)

In the learning contract, you should indicate how you will demonstrate that you have will achieve your learning goals. The instructor should play an important role in the definition of the learning goals and the assessment tool for each goal (paper, journal, portfolio, written report, photo or video essay, or other outcome negotiated between you and your instructor). The proposal should include a title, tentative summary or description of area of study, detailed outline of what the student will do, theory and methods to be used, plus a one page bibliography of appropriate sources.

The *final paper* should be submitted to your professor near the end of the semester (the deadline is indicated by the instructor). The paper is a comprehensive written report or examination of your research. It is expected that the student will participate in 3 hours of research activities per credit per week. This means that a 3 credit hour independent study will involve at least 9 hours of research each week, in addition to a weekly meeting with the professor.

The *final presentation* should be professionally prepared in a power point presentation submitted to your professor 2 days before the date of the presentation. During the presentation, a minimum of 2 other professors will be invited to attend, or you could be asked to present your findings in a class. You should be ready to address any questions, and show what your research work meant to your learning in supply chain management.

**College of Charleston Honor Code**

- Students can find the complete Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.
Instructions:

- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Marvin Gonzalez  Phone: 843-953-4276  Email: gonzalezm@cofc.edu

Department or Program: Supply Chain Management  School: School of Business

Subject Acronym and Course Number: SCIM 499

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST.  Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  □ Course Number
  □ Course Name
  □ Course Description
  □ Credit/Contact Hours
  □ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Students learn more when they are actively engaged in the learning process. Through supervised research, students will be able to explore and learn about various supply chain management topics in greater depth. At the same time, the student will develop a deeper knowledge of analytical research skills. Currently, School of Business students complete the Bachelor's Essay under other SB course designations (eg. MKTG 499, MGMT 499, INTB 499, etc.)

This course addresses the following School of Business learning goals:

- Goal 1: Communication Skills. Students will demonstrate the ability, via both written (essays, case solving) and spoken word (presentations), to effectively present, critique and defend ideas in a coherent, persuasive manner.

- Goal 3: Global and Civic Responsibility. Students will be able to identify and define social, ethical and environmental and economic challenges at the company they are working for. Students will be able to integrate knowledge and skills in addressing these issues.

- Goal 4: Intellectual Innovation and Creativity. Students will be able to demonstrate their resourcefulness and originality in addressing extemporaneous problems within the company they are interning.
• Goal 5: Synthesis. Students will demonstrate the ability to integrate knowledge from multiple sources incorporating learning from both classroom and non-classroom settings in the completion of cases in the class.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course will add a relevant course of study for students interested in the Supply Chain Management profession. Specifically, this course will contribute to our students’ knowledge base in the applied areas of supply chain management by working on a supervised research project.

This is a year-long research and writing project completed during the senior year of Honors students majoring in Supply Chain Management under close supervision of a tutor from the school. A project proposal must be submitted in writing and approved by the program faculty prior to registration for the course.

The addition of this course is not expected to impact enrollment in other courses.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:  
School:  
Subject Acronym:  
Course Number:  
Credit hours:  
Contact hours:  
Course title:  
Course description (maximum 50 words, exactly as it appears in the catalog):  
Restrictions (pre-requisites, co-requisites, majors only, etc.):  
Cross-listing, if any:  
Is this course repeatable?  □ yes  □ no  If yes, how many total credit hours may the student earn?  ____
F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use **boldface** for the information that is changing.

Department: Marketing and Supply Chain Management  School: School of Business
Subject Acronym: SCIM  Course Number: 499

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: Bachelor’s Essay in Supply Chain Management

Course description (maximum 50 words, exactly as it appears in the catalog):

This is a year-long research and writing project completed during the senior year of Honors students majoring in Supply Chain Management under close supervision of a tutor from the school. A project proposal must be submitted in writing and approved by the program faculty prior to registration for the course.

At the completion of this course, the student should understand the following:

**Communication Skills**

Students demonstrate the ability, via both written and spoken word, to effectively present, critique and defend ideas in a cogent, persuasive manner.

**Global and Civic Responsibility**

Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students are able to integrate knowledge and skills in addressing these issues.

**Intellectual Innovation and Creativity**

Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.

**Synthesis**

Students integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Senior Standing. Additionally, this course is only available to Honors students completing a major in Supply Chain Management.

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? ☐ yes ☒ no
If so, which course? ________________
Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☒ yes ☐ no  If yes, how many total credit hours may the student earn? _6_
Is there an activity, lab, or other fee associated with this course? ☐ yes ☒ no  What is the fee? $____
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No additional costs will be incurred with the addition of this course offering. Current faculty are able to teach this course. Moreover, the library resources provided by the College are sufficient for addressing the needs of students and faculty engaged in this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. To conduct independent, in-depth research in a selected area of interest in supply chain management.</td>
<td>The student will have the supervision of an advisor to guide him/her during the research. The student will meet with the advisor on a regular basis (weekly is recommended) to assure the student is in a good understanding of the research methods chosen. The advisor will assess the student improvements and provide feedback.</td>
</tr>
<tr>
<td>2. To write a high quality research paper in a chosen area of interest in supply chain management.</td>
<td>The final paper will be approximately 10,000 words. It should be well-written (i.e. free of spelling, grammar, punctuation and formatting errors) in APA academic style. The advisor will assess the student’s paper using the proposed rubric below.</td>
</tr>
<tr>
<td>3. To broaden supply chain management knowledge not obtained in the classroom.</td>
<td>The student will address in the final paper how the research adds to the learning obtained in the classroom.</td>
</tr>
<tr>
<td>4. To conduct a professional business presentation to show the final results of the research.</td>
<td>The student will prepare a formal business presentation and present it to a minimum of 3 faculty members after submitting the Bachelor’s Essay.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

1. Demonstrate the ability to use quantitative models in solving business-related problems in the field of supply chain management. Demonstrated.
2. Demonstrate proficiency in the core areas of the supply chain management discipline (purchasing, logistics, planning, process control, supply chain integration) within a global context. Demonstrated.
3. To demonstrate proficiency in both oral and written communication through the preparation and presentation of supply chain and related projects. Demonstrated.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☑ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
SCIM-499. Bachelor's Essay in Supply Chain Management

Professor: TBA
Office: BCTR XXX
E-mail: XXX@CofC.edu
Office Hours: XXX
Office Phone: (843) 953-XXXX

Course Description:
This is a year-long research and writing project completed during the senior year of Honors students majoring in Supply Chain Management under close supervision of a tutor from the school. A project proposal must be submitted in writing and approved by the program faculty prior to registration for the course.

Prerequisites
Senior standing. Additionally, this course is only available to Honors students completing a major in Supply Chain Management.

Learning Goals
5. To conduct independent, in-depth research in a selected area of interest in supply chain management.
6. To write a high quality research paper in a chosen area of interest in supply chain management.
7. To broaden supply chain management knowledge not obtained in the classroom.
8. To conduct a professional business presentation to show the final results of the research.

School of Business Learning Goals Addressed by this course
At the completion of this course, the student should understand the following:

Communication Skills
Students demonstrate the ability, via both written and spoken word, to effectively present, critique and defend ideas in a cogent, persuasive manner.

Quantitative Fluency
Students demonstrate competency in logical reasoning and data analysis skills.

Global and Civic Responsibility
Students identify and define social, ethical, environmental and economic challenges at local, national and international levels. Students are able to integrate knowledge and skills in addressing these issues.

Intellectual Innovation and Creativity
Students demonstrate their resourcefulness and originality in addressing extemporaneous problems.

Synthesis
Students integrate knowledge from multiple disciplines incorporating learning from both classroom and non-classroom settings in the completion of complex and comprehensive tasks.

Course Materials:
The professor will assign reading materials that are related to the specific learning objectives identified by the student and the professor.
Grading and Evaluation:

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>90%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s Essay</td>
<td></td>
</tr>
<tr>
<td>Research Dissemination</td>
<td>10%</td>
</tr>
<tr>
<td>(presentation)</td>
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<tr>
<th>LETTER GRADE</th>
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<tbody>
<tr>
<td>&gt;= 93</td>
<td>A</td>
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<tr>
<td>90-92.99</td>
<td>A-</td>
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<tr>
<td>86-89.99</td>
<td>B+</td>
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<tr>
<td>83-85.99</td>
<td>B</td>
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<td>80-82.99</td>
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<td>76-79.99</td>
<td>C+</td>
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<td>&lt; 70</td>
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A quality bachelor’s essay will reflect careful, critical and thorough investigation of the chosen topic. The paper will also be well-written (i.e. free of spelling, grammar, punctuation and formatting errors) in APA academic style. The following rubric will be used to evaluate the final essay:

<table>
<thead>
<tr>
<th>Base</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-90</td>
<td>All sections are thoroughly and insightfully completed. All narratives, profiles, and relevant sections are factually accurate and documented. Lots of facts and data to support the claims. The student clearly demonstrates a superior level of analytical reasoning and critical thinking based on the student’s analysis. The paper is well-written and put together with care (page breaks, layout, etc. are appropriately placed. The paper is grammatically correct and the level of writing is appropriate to an undergraduate senior in the Supply Chain Management major.</td>
</tr>
<tr>
<td>89-80</td>
<td>All or most sections are adequately and factually accurate. All sections are included and reasonably prepared. Most sections include data or references to support assertions and are appropriately documented. A large amount of analytical reasoning and critical thinking is evident. Writing and layout may contain a few errors, but most of the document is relatively clean.</td>
</tr>
<tr>
<td>79-70</td>
<td>Some (few) sections are rather shallow and superficial, lacking any significant insight and/or a few are missing in the document. Some to little data was provided to support claims, and documentation is either incorrect or missing. Some of the sections may contain factually inaccurate data and the layout may be sloppy and/or done without care. Writing may be fair to poor containing several errors and style is poor or inappropriate for a formal document.</td>
</tr>
<tr>
<td>69 or less</td>
<td>The paper is extremely poor and/or some sections are missing. The sections are very superficial and little documentation is provided, and/or the sections deviate from the required format. Errors/inconsistencies are evident. Writing contains several to many errors and grammar is poor. In short, it appears that the paper was written “at the last minute” and didn’t reflect much thought.</td>
</tr>
</tbody>
</table>

A bachelor’s essay should be conducted over two semesters, although it may be conducted in one semester if the advisor approves. Students conducting research involving human subjects must complete Institutional Review Board (IRB) training through the CITI program and file an application for IRB approval.

Advisors will provide continual feedback during development of the research project. Students should have a final draft of their bachelor’s essay completed and submitted to their advisor at least seven weeks before commencement. Second readers will have a final revised draft of the bachelor’s essay at least four weeks before commencement. There is no specific page requirement. However, quality bachelor’s essays will typically exceed 10,000 words.

**College of Charleston Honor Code**

- Students can find the complete Honor Code and all related processes in the Student Handbook at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html).
<table>
<thead>
<tr>
<th>Supply Chain Management Core Courses</th>
<th>Supply Chain Management Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DSCI</strong> 232&lt;br&gt;<strong>DSCI</strong> 304&lt;br&gt;<strong>DSCI</strong> 320&lt;br&gt;<strong>SCIM</strong> 366&lt;br&gt;<strong>SCIM</strong> 373&lt;br&gt;<strong>TRAN</strong> 312&lt;br&gt;<strong>MKTG</strong> 333&lt;br&gt;<strong>SCIM</strong> 360&lt;br&gt;<strong>SCIM</strong> 371&lt;br&gt;<strong>SCIM</strong> 420&lt;br&gt;<strong>SCIM</strong> 499</td>
<td><strong>SCIM</strong> 444&lt;br&gt;<strong>SCIM</strong> 360&lt;br&gt;<strong>SCIM</strong> 371&lt;br&gt;<strong>SCIM</strong> 420&lt;br&gt;<strong>SCIM</strong> 499</td>
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To demonstrate the ability to use quantitative models in solving business-related problems in the field of supply chain management.

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To demonstrate proficiency in the core areas of the supply chain management discipline (purchasing, logistics, planning, process control, supply chain integration) within a global context.

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To demonstrate the ability to use current technology-based tools to acquire, store, retrieve, and analyze supply chain related information.

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To demonstrate proficiency in both oral and written communication through the preparation and presentation of supply chain and related projects.

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<th>D</th>
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</thead>
</table>
Approval and Signatures

New Major Form for the proposed addition of the Supply Chain Management major

Course Form for SCIM 360: Special Topics in Supply Chain Management
Course Form for SCIM 366: Lean and Six Sigma
Course Form for SCIM 371: Green Supply Chain
Course Form for SCIM 373: Supply Chain Planning and Analysis
Course Form for SCIM 420 Independent Study
Course Form for SCIM 424 Supply Chain and Operations Strategy
Course Form for SCIM 444: Internship in Supply Chain Management
Course Form for SCIM 499 Bachelors Essay in Supply Chain Management

1. Signature of Department Chair (s) or Program Director(s):
   ___________________________ Date: ________________

2. Signature of Academic Dean (s):
   ___________________________ Date: ________________

3. Signature of Provost:
   ___________________________ Date: ________________

4. Signature of Curriculum Committee Chair:
   ___________________________ Date: ________________

5. Signature of Budget Committee Chair:
   ___________________________ Date: ________________

6. Signature of Academic Planning Committee Chair:
   ___________________________ Date: ________________

7. Signature of Faculty Senate Secretary:
   ___________________________ Date: ________________

Date Approved by Faculty Senate: ___________________________