

New Program Proposal
Bachelor of Science in Business Administration, Supply Chain Management
The Citadel

Summary

The Citadel requests approval to offer the program leading to the Bachelor of Science in Business Administration, Supply Chain Management, to be implemented in Fall 2019 through traditional delivery. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	10/01/18	Not Applicable
Comments and suggestions from CHE staff sent to the institution	11/07/18	Staff requested revisions to the proposal to adequately address program questions.
Revised Program Proposal Received	11/15/18	The revised proposal was submitted for ACAP consideration.
ACAP Consideration	11/29/18	Representatives from The Citadel introduced the proposal, citing the need for the program and feasibility for the offering based on current faculty, support service and curricular infrastructure. The Citadel representatives stated there are no new courses with the proposed program, and that it is currently structured as a career pathway (i.e., a packaging of currently offered courses). However, a stand-alone, recognized major is strongly desired by discipline-related employers and by students to improve employability. Existing faculty will service the program, helping to minimize costs. Members of the Advisory Committee on Academic Programs (ACAP) discussed the proposal with no additional questions or comments, ensuring no similar programs were omitted in the comparison of similar program. After remaining discussion, ACAP voted to approve the program proposal. Staff transmitted remaining questions for additional clarity.
Comments and suggestions from CHE staff sent to the institution	12/05/18	Staff requested the proposal be revised to include elaboration on the use of existing staff and how current library/learning, collections, databases, etc. can support the proposed program.
Revised Program Proposal Received	01/09/19	The revised proposal satisfactorily addressed request for updates.

Recommendation

The staff recommends the Committee on Academic Affairs and Licensing approve the program leading to Bachelor of Science in Business Administration, Supply Chain Management to be implemented in Fall 2019.

The Citadel Student and Program Data

Undergraduate In-/Out-of-State Enrollment, Fall 2017	1,787 (62.99%)/1,050(37.01%)
Number of Approved Programs in 10 Yrs. (FY 2009- 2018)	18
Number of Terminated Programs in 10 Yrs. (FY 2009- 2018)	2

Industry Related Occupational Wages and Projections in South Carolina, 2016 – 2026*

Occupational Field¹	2016 Median Income²	2016 Estimated Employment³	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
Business and Financial Operations	\$54,750	86,283	98,373	12,090	1.32%	14.01%

¹ “Occupational Field” represents the closest related occupation category that includes the occupations aligned with the program proposal.

² SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

³ SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

* Data downloaded October 8, 2018; Most recent data available.

NEW PROGRAM PROPOSAL FORM

Name of Institution:

The Citadel, The Military College of South Carolina

Name of Program (include degree designation and all concentrations, options, or tracks):

Bachelor of Science in Business Administration, Supply Chain Management Major

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: Fall 2019

CIP Code: 520203

Delivery Site(s): The Citadel Main Campus

Delivery Mode:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

Program Contact Information (name, title, telephone number, and email address):

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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Baker School of Business: 16 August 2018
The Citadel Undergraduate Curriculum Committee: September 11, 2018
The Citadel Faculty Senate: September 21, 2018
President and Board of Visitors Approval: September 28, 2018

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

This proposal is formalizing existing Supply Chain Management electives into a Supply Chain Management major. The Citadel currently offers over 24 credit hours in Supply Chain Management to students who are interested in a career pathway in Supply Chain Management. A review of other Supply Chain Management programs in the state (USC, College of Charleston, Clemson, and Coastal Carolina) shows that their Supply Chain Management majors require between 18-24 credit hours in Supply Chain Management. Therefore, The Citadel is currently offering the same number of Supply Chain Management credit hours for this career pathway as other institutions are requiring for a major.

No curricular changes, faculty costs, or administrative changes are proposed or required for this reclassification. The purpose of the reclassification is to make more visible to students and employers that The Citadel Baker School of Business offers a robust supply chain specialization that equips students with the knowledge, skills, training, and experiential learning valued by the global supply chain and logistics sector. The Citadel's Baker School of Business is accredited by AACSB.

The field of Supply chain and logistics management encompassing logistics, manufacturing, transportation, sourcing and purchasing plays an important role in driving efficiencies across various business functions, and professionals in this area are therefore employed in multiple industries in the economy. The demand for qualified graduates is increasing. A proposed Supply chain management major will prepare our students to enter the workforce and provide them an advantage in the job market after graduation.

Citadel students and recent graduates who took our supply chain and logistics management courses have already completed internships or started employment with companies like Boeing, Amazon, Sonoco, Palmetto Railways, Mediterranean Shipping Company (MSC) among many other regional and global businesses. Other students start will be serving in military logistics operations fulfilling their military contracts. A few others continue their education with advanced specialized graduate degrees in institutions like SUNY Maritime College. Additionally, our program have established connections with professional maritime industry organizations and the South Carolina Ports Authority that are among the main drivers of regional economic growth. According to the company information database Buzzfile, employment of supply chain and logistics specialists is projected to grow 22 percent from 2012 to 2022, much faster than the average for all occupations. Employment growth will be driven by the important role supply chain and logistics play in the transportation of goods in a global economy. Job prospects should be best for those with a bachelor's degree and work experience related to logistics. Overall, over 1,000 potential business employers of Supply chain and logistics professionals are listed in the State of South Carolina (Source: <http://www.buzzfile.com/Major/Logistics.And.Supply-Chain-Mgmt/SC>)

*Additional statistical data could be found at the Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook (e.g. Logisticians, online at <https://www.bls.gov/ooh/business-and-financial/logisticians.htm>)

According to the national supply chain management association, APICS (American Production and Inventory Control Society):

“Supply chain management is an integral part of organizations and is essential to company success and customer satisfaction, but there is a massive supply chain talent shortage. The U.S. Bureau of Labor Statistics reports that jobs in logistics are estimated to grow by 26 percent between 2010 and 2020. Additionally, the DHL report “The Supply Chain Talent Shortage: From Gap to Crisis” estimates that demand for supply chain professionals exceeds supply by a ratio of six to one. To make matters worse, more and more Baby Boomers are leaving the workforce.”

Source: <http://www.apics.org/apics-for-individuals/apics-magazine-home/magazine-detail-page/2018/05/02/supply-chain-job-trends>

The quote from DHL is especially relevant since DHL opened a new logistics management facility in Charleston in 2018.

Volvo estimates that it will need an additional 2,500 workers at its Charleston area manufacturing plant by 2021. Many of those jobs will require supply chain management skills.

Source: https://www.postandcourier.com/business/volvo-needs-to-fill-jobs-but-fewer-than-percent-of/article_adbd2c1a-3cd7-11e8-838e-cf375092a33b.html

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

Supply chain management is an area of professional study that benefits from consistently high demand in industry. For example, in logistics demand is outpacing supply in every sector of the industry, including rail, air, motor freight, pipelines, and warehouses according to CSCMP's 2017 Annual State of Logistics Report.

The continuing need for this major, and its benefit to The Citadel's students, can be seen in the rapidly changing industrial landscape of South Carolina. Daimler's \$500 million expansion investment of existing operations in North Charleston, Boeing's with its continued impact on Charleston and the state, and the Port of Charleston with its continued growth are typical of

world class organizations that are thriving in South Carolina. According to US Department of Labor Bureau of Labor Statistics, 36% of South Carolina's major industries by employment are Manufacturing, Trade, Transportation, and Utilities - all of which are supply chain related. BMW, Michelin North America, Bridgestone Americas, and many others have moved and/or expanded operations in South Carolina. These companies create direct demand for professionals with knowledge and skills in supply chain management, but demand is also generated by the broader clusters of firms that co-locate with these large companies. All these businesses require college graduates with the knowledge and skills delivered in a supply chain management program such as this proposed major.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

There are no special articulation agreements for the proposed Supply Chain Management major, as it would be a Bachelor of Science in Business Administration degree program. The Citadel's Bachelor of Science in Business Degree Program has in place active articulation agreements with all South Carolina technical colleges, facilitating transfer of general education coursework.

Employment Opportunities

Table 1. Employment Outlook (Bureau of Labor Statistics)

Job Title	2017 Median Pay	Number of Jobs, 2016	Expected Growth 2016-2026
Industrial Production Managers	\$100,580	170,600	Stable
General and Operations Managers (BLS has no category for <i>Supply Chain Manger</i>)	\$104,700	2,572,000	8%
Logisticians	\$ 74,590	148,700	7%
Management Analysts	\$ 82,450	806,400	14%
Purchasing Managers	\$ 66,610	520.400	-3%
Transportation, Storage, & Distribution Managers	\$100,740	118,680	7%

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
<i>Industrial Production Manager</i>	248 ¹	12.5%/yr. ²	170,600 ³	-1% ('16-'26)	See Footnote
<i>Logistician</i>	377 ⁴	15.3%/yr. ⁵	148,700 ⁶	7% ('16-'26)	See Footnote

<i>Logistics Manager</i>	119 ⁷	18.4%/yr. ⁸	148,700 ⁹	7% ('16-'26)	See Footnote
<i>Purchasing Manager</i>	80 ¹⁰	12.5%/yr. ¹¹	520,400	-3% ('16-'26)	See Footnote
<i>Transportation Manager</i>	119 ¹²	18.4%/yr. ¹³	148,700 ¹⁴	7% ('16-'26)	See Footnote

1

<https://jobs.scworks.org/vosnet/lmi/profiles/profileSummary.aspx?valueName=occupation&session=occdetail&geo=4501000000&geotype=&city=&zip=&radius=&onetcode=113050&returnto=oeswage&searchCode=code>

2

<https://jobs.scworks.org/vosnet/lmi/profiles/profileDetails.aspx?valueName=occupation&session=occdetail&geo=4501000000&geotype=&city=&zip=&radius=&onetcode=113050&returnto=oeswage&searchCode=code§ionID=25>

³ <https://www.bls.gov/ooh/management/industrial-production-managers.htm>

4

<https://jobs.scworks.org/vosnet/lmi/profiles/profileSummary.aspx?valueName=occupation&session=occdetail&geo=4501000000&geotype=&city=&zip=&radius=&onetcode=131080&returnto=oeswage&searchCode=code>

5

<https://jobs.scworks.org/vosnet/lmi/profiles/profileDetails.aspx?valueName=occupation&session=occdetail&geo=4501000000&geotype=&city=&zip=&radius=&onetcode=131080&returnto=oeswage&searchCode=code§ionID=25>

⁶ <https://www.bls.gov/ooh/business-and-financial/logisticians.htm>

7

<https://jobs.scworks.org/vosnet/lmi/profiles/profileSummary.aspx?valueName=occupation&session=occdetail&geo=4501000000&geotype=&city=&zip=&radius=&onetcode=113071&returnto=oeswage&searchCode=code>

8

<https://jobs.scworks.org/vosnet/lmi/profiles/profileDetails.aspx?valueName=occupation&session=occdetail&geo=4501000000&geotype=&city=&zip=&radius=&onetcode=113071&returnto=oeswage&searchCode=code§ionID=25>

⁹ <https://www.bls.gov/ooh/business-and-financial/logisticians.htm>

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<https://jobs.scworks.org/vosnet/lmi/profiles/profileSummary.aspx?valueName=occupation&session=occdetail&geo=4501000000&geotype=&city=&zip=&radius=&onetcode=113060&returnto=oeswage&searchCode=code>

11

<https://jobs.scworks.org/vosnet/lmi/profiles/profileDetails.aspx?valueName=occupation&session=occdetail&geo=4501000000&geotype=&city=&zip=&radius=&onetcode=113060&returnto=oeswage&searchCode=code§ionID=25>

12

<https://jobs.scworks.org/vosnet/lmi/profiles/profileSummary.aspx?valueName=occupation&session=occdetail&geo=4501000000&geotype=&city=&zip=&radius=&onetcode=113070&returnto=oeswage&searchCode=code>

13

<https://jobs.scworks.org/vosnet/lmi/profiles/profileDetails.aspx?valueName=occupation&session=occdetail&geo=4501000000&geotype=&city=&zip=&radius=&onetcode=113070&returnto=oeswage&searchCode=code§ionID=25>

¹⁴ <https://www.bls.gov/ooh/business-and-financial/logisticians.htm>

Description of the Program

The Bachelor of Science in Business Administration, Supply Chain Major at The Citadel is designed to meet the growing job needs and opportunities for supply chain practitioners in manufacturing, purchasing, transportation, and logistics - including military, public, private, and not-for-profit entities. The Citadel has offered a well-defined group of electives in this area for over five years. Designating Supply Chain as a major in The Baker School of Business will formalize the curriculum that already exists and give our students interested in a supply chain management career pathway the recognition they have earned.

The Supply Chain Management major would continue the current focused series of courses coupled with extra-curricular enrichment activities related to the operations, logistics, and supply chain field. The major is intended to give interested students in The Citadel Baker School of Business (BSB) a higher level of preparation for entering the supply chain field upon graduation.

Supply Chain Management includes operations and logistics, and encompasses the planning and management of all activities involved in sourcing and procurement, conversion, and all logistics management activities. Importantly, it also includes coordination and collaboration with channel partners, which can be suppliers, intermediaries, third party service providers, and customers. In essence, supply chain management integrates supply and demand management within and across companies. Supply Chain Management is thus concerned with the creation and performance of an aligned network of organizations that produce, procure, house, and transport personnel, materials, goods, information, and services to the intended recipient, location, or market.

General goals of the Supply Chain Major are listed below; the focus is not merely academic, but heavily experiential in nature.

- Gain academic and professional knowledge and skills in procurement, distribution, transportation, logistics, inventory, customer service, and other important aspects of supply chain management.
- Obtain experience in and exposure to the supply chain management field in order to prepare for positions such as purchasing and supplier management, manufacturing, inventory management, transport management, distribution, business integration, warehousing management, quality management, customer service management, information management, import/export, and logistics management.
- Become well equipped to take certification exams in the supply chain field, once any other prerequisites such as work experience are fulfilled. Professional organizations offering certification include APICS – The Association for Operations Management, CSCMP – the Council of Supply Chain Professionals, ASQ – the American Society for Quality, ISM – the Institute for Supply Management, and PMI – the Project Management Institute.

These goals are supported by four primary *building blocks*:

- Academic Specialization – a strong general education supplemented with a set of focused courses in the supply chain field.
- Experiential Opportunity – including internships, speakers, and collaborative projects.
- Strong Guidance through internal Faculty Academic Advisor and external Career Mentor.
- Professional Development through attending professional society meetings, taking part in facility and plant tours, participating in and leading club activities (Student Port and Supply Chain Club).

Projected Enrollment

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2018	76	76	15
2019	76	76	15
2020	76	76	15
2021	76	76	15
2022	76	76	15

Historical data from 2012-2018 shows headcounts per class for the upper level Supply Chain Management Courses. As shown in the Table below, enrollment across these courses each Fall and Spring Semester for the past two years is 65.8 students and for the summer, enrollment is 14.6 students. Based on market data and that the Supply Chain Program continues to gain popularity, we believe that enrollment will continue to increase annually over the next four years.

					<i>Headcount</i>			
			<i>BADM323</i>	<i>BADM324</i>	<i>BADM329</i>	<i>BADM421</i>	<i>BADM429</i>	<i>Total</i>
<i>AY</i>	<i>YEAR</i>	<i>Semester</i>	<i>Quality MGT</i>	<i>Purchasing and Materials MGT</i>	<i>Project MGT</i>	<i>Logistics MGT</i>	<i>Supply Chain MGT</i>	
<i>2011-2012</i>	<i>2012</i>	<i>Spring</i>			<i>10</i>			<i>10</i>
<i>2012-2013</i>	<i>2012</i>	<i>Fall</i>					<i>13</i>	<i>13</i>
<i>2012-2013</i>	<i>2013</i>	<i>Spring</i>			<i>4</i>	<i>14</i>	<i>8</i>	<i>26</i>
<i>2013-2014</i>	<i>2013</i>	<i>Fall</i>	<i>13</i>		<i>6</i>		<i>12</i>	<i>31</i>
<i>2013-2014</i>	<i>2014</i>	<i>Spring</i>		<i>24</i>		<i>27</i>		<i>51</i>
<i>2014-2015</i>	<i>2014</i>	<i>Fall</i>	<i>41</i>		<i>7</i>		<i>21</i>	<i>69</i>
<i>2014-2015</i>	<i>2015</i>	<i>Spring</i>		<i>29</i>		<i>9</i>		<i>38</i>

2015-2016	2015	Fall	41			20		61
2015-2016	2016	Spring		16			37	55
2015-2016	2016	Summer					14	14
2016-2017	2016	Fall	28		20	26		74
2016-2017	2017	Spring		36			41	77
2016-2017	2017	Summer					9	9
2017-2018	2017	Fall	35			18		53
2017-2018	2018	Spring	24	24			28	76
2017-2018	2018	Summer	21					21
2018-2019	2018	Fall	36			24		60

Explain how the enrollment projections were calculated.

The most recent data show 76 students currently enrolled that take at least 24 hours of elective credit in supply chain management. This has been a popular career pathway for Business students. But because it attracts students from a relatively stable pool of Business students a conservative forecast is that the number of Supply Chain students will remain stable. We believe that enrollment for the Supply Chain Program will be stable for two reasons. First, The Citadel Enrollment numbers have been relatively stable for the past several years. In each of those years, students majoring in business have been consistent at approximately 30%. The students who decide to pursue Supply Chain Management come from a relatively stable pool of business majors.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

- Yes
- No

Curriculum

New Courses

List and provide course descriptions for new courses.

There are no new courses. All required and elective courses have been offered and published in the College Catalog for several years. The current Supply Chain electives consist of 24 credit hours (eight courses) from among the student’s Business and general electives. These courses focus on the operations, logistics, and supply chain field. In this new degree program, four of the courses will be required of all Supply Chain students; the remaining four courses may be chosen from a list of approved electives. Courses are summarized in Table 1.

Table 1. Supply Chain Coursework

Course	Title	Type
BADM 323	Quality Management	Required
BADM 429	Supply Chain Management	Required
BADM 324	Purchasing and Materials Management	Required
BADM421	Logistics Management	Required
Electives (Four)	Selected from an approved list developed by supply chain faculty. Approved electives include Project Management, Negotiations, International Business, Transportation Management, Internship, Operations Management, Analytics Capstone, and Independent Study.	Elective

Business Course Descriptions

BADM 101 Introduction to Business Three Credit Hours
 A survey course that acquaints students with the fundamental concepts of business operations, familiarizes them with spreadsheets and the application of spreadsheets to common business problems, introduces common accounting reports used in managing businesses, and presents an overview of career opportunities that exist in business today.

BADM 110 Computer Applications in Business Three Credit Hours
 The application of computer software to assist in analyzing common business decisions, with an emphasis on advanced techniques in spreadsheet and database development and design. Includes a major business project utilizing presentation software and the Internet.

BADM 201 Principles of Macroeconomics Three Credit Hours

A study of the origins of capitalism and the development of economic institutions; an introduction to economic principles, including an analysis of the determination of national income and its fluctuations, and an introduction to money, banking, and government finance. (May be taken after BADM 202.)

BADM 202 Principles of Microeconomics Three Credit Hours

A study of value and price, including factors affecting short- and long-run adjustments of the individual firm with respect to prices, costs, and levels of production; value and price determination; market adjustments in competition and monopoly; distribution of income; international economics; and current economic problems. (May be taken before BADM 201.)

BADM 205 Business Statistics I Three Credit Hours

This course introduces the student to the concepts and techniques necessary to organize and analyze data. Topics covered in this course include data collection and presentation, probability distributions, sampling theory, hypothesis testing, analysis of variance, and simple regression analysis. Students will be introduced to computer-based tools used in the analysis of statistical data.

BADM 206 Applied Business Statistics Three Credit Hours

A continuation of STAT 160, including an introduction to t, Poisson, and Chi-square distributions; tests of significance; regression and correlation analysis; index numbers; and simple and multiple correlation, as well as a more sophisticated exploration of sampling and probability theory. Students will be introduced to computer-based tools for statistical analysis of data.

BADM 211 Introduction to Financial Accounting and Reporting Three Credit Hours

Part one in a two-part series on introductory accounting concepts. This course provides an introduction to the basic theory and practice of financial accounting and reporting in an ethical environment. The course focuses on the fundamental concepts, terminology, and techniques for the preparation and interpretation of the corporate financial statements: the balance sheet, the income statement, and the statement of retained earnings.

BADM 212 Introduction to Managerial Accounting Three Credit Hours

Part two of a two-part series on introductory accounting. This course focuses on the interpretation and use of accounting information for external and internal decision-making. Topics include preparation and interpretation of the statement of cash flows; financial statement analysis; an integrative annual report project involving the study and interpretation of the corporate annual report; ethics; and the fundamental concepts, terminology, and techniques necessary for the development and use of reports for internal purposes such as cost analysis, budgeting, and decision analysis.

BADM 216 Communications in Business Three Credit Hours

A study of written and oral communication in organizations. Emphasis is given to communication theory including communication flows and barriers, as well as the psychology of communicating good, neutral, negative, and persuasive messages. The course also covers career planning, delivering professional presentations, electronic communications, and writing formal reports. This course is the same as COMM 216.

BADM 305 Legal & Ethical Environment of Business Three Credit Hours

An introduction to the legal system, with special emphasis on its relation to business. Students will contend with federal and state regulations as well as the common law to arrive at an understanding of the legality, ethics, and social responsibility of business decisions. Topics include an introduction to

the judicial system, torts and product liability, administrative law and consumer protection, agency and partnership, contracts, the Constitution, criminal law, ethics, and fiduciary trust.

BADM 309 Marketing Principles Three Credit Hours

Introduction to basic concepts and terminology in marketing: the process of developing marketing strategy, the role of marketing activities within the firm, external influences that affect the development of marketing strategy, and basic analytical tools appropriate to marketing decision-making. International and ethical issues in marketing are examined.

BADM 310 Operations Management Three Credit Hours

Operations management focuses on the systematic direction of the processes involved in the sourcing, production, and delivery of products and services. This course addresses managerial issues such as facility location and layout, service design, demand forecasting, production scheduling, project management, quality management (for example, lean, JIT, Six Sigma, TQM, etc.), inventory management, supply chain management, maintenance and reliability, and capacity management. Included are applications of decision models, statistical methods, or optimization techniques such as linear programming, queueing theory, simulation, or others.

BADM 321 Business Finance Three Credit Hours

An introductory course combining both a description of the structure of business financing and a study of financial principles and practices, with special emphasis on their relation to managerial planning and control.

BADM 323 Quality Management Three Credit Hours

Students will develop an overall framework within which they can understand quality as a system. Content includes a look at the impact of the quality movement on our world during recent decades for both manufacturing and service organizations. The course focuses on management, leadership, organization, and tools needed to build and continuously improve quality and customer value throughout the supply chain. Included is a review of the contributions of those who are considered prime movers in the quality revolution, including Deming, Crosby, Juran, and Taguchi; a survey of current developments in the field; and practice in use of typical Quality Management techniques, tools, and processes including Lean, Six-Sigma, SPC, ISO 9000, business process improvement, QFD, and others.

BADM 324 Purchasing Materials Management Three Credit Hours

The course introduces students to the critical role of purchasing in the supply chain. Topics may include the evolution of supply management and its strategic nature in world-class organizations; the supply manager's responsibilities; the "boundary-spanning" nature of supply management; the purchasing process, objectives and responsibilities; supplier evaluation and selection; supplier quality and risk management; negotiation framework and planning; cost concepts (e.g., direct and indirect costs, fixed, step, and variable costs, and target costs) and cost analyses; "Make or Buy" decisions; developing in-country sources of supply versus "offshoring" decisions; ethical and professional standards expected among supply management professionals; and environmental considerations in purchasing and materials management.

BADM 421 Logistics Management Three Credit Hours

Logistics is that part of supply chain management that plans, implements, and controls the efficient, effective forward and reverse flow and storage of goods, services, and related information between the point of origin and point of consumption in order to meet customers'

requirements (Council of Supply Chain Management Professionals, 2003). The course covers the role and importance of the key logistics intermediaries that facilitate global trade. It describes the functions comprising logistics, describes how these functions interact, and explains how logistics can be managed as a system to reduce total cost.

BADM 429 Supply Chain Management Three Credit Hours

This course focuses on basic principles and essential concepts of supply chains and their effective operation and management. Topics may include methods of resource acquisition, contract management, procurement, production, packaging, shipping, warehousing, inventory placement, distribution, transportation, logistics planning, risk, quality, information technology, and product support.

BADM 422 Strategic Management Three Credit Hours

A capstone course designed to give the student practice in integrating the numerous theory courses in all phases of business management. The student develops problem-solving and decision-making skills by assuming the role of top management in a simulated company and through the study of actual business cases.

BADM 430-435 Lecture in Business Administration Three Credit Hours

These courses are designed to provide students of exceptional ability and background with the opportunity to explore a variety of advanced, business-oriented, analytical techniques. Specified topics covered within these courses will be offered at the discretion of the instructor and under the supervision of the department head.

Total Credit Hours Required:

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ENGL 101 Composition and Literature I	3	ENGL 102 Composition and Literature II	3		
Math 104 Elementary Mathematical Modeling	3	STAT 160 Statistical Methods	3		
BADM 110 Business Computer Applications	3	BADM 211 Intro to Fin. Acct. and Reporting	3		
BADM 101 Introduction to Business	3	BADM 201 Principles of Macroeconomics	3		
A Modern Language	3	A Modern Language	3		
1st Year Basic ROTC	0	1st Year Basic ROTC	0		
RPED 250 Required Physical Education	2	RPED 251 Required Physical Education	2		
LDRS 101 First Year Seminar	1	LDRS 111 Freshman Ethical Fitness Seminar	0		
Total Semester Hours	18	Total Semester Hours	17	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
ENGL 201 Major British Writers	3	COMM 216 Communications in Business	3		
BADM 202 Principles of Microeconomics	3	HIST History of Western or World Civ.	3		
A Modern Language	3	A Modern Language	3		
Biology, Chemistry or Physics	4	Biology, Chemistry or Physics	4		
BADM 212 Introduction to Managerial Acct.	3	BADM 206 Applied Business Statistics	3		
2nd Year Basic ROTC	0	2nd Year Basic ROTC	0		
RPED Required Physical Education	0	RPED Required Physical Education	0		
LDRS 201 Sophomore Seminar	1	LDRS 111 Sophomore Seminar	0		
Total Semester Hours	17	Total Semester Hours	16	Total Semester Hours	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
Biology, Chemistry or Physics	4	Biology, Chemistry or Physics	4		
BADM 305 Legal & Ethical Env. Of Business	3	BADM 309 Marketing Principles	3		
HIST History of Western or World Civ.	3	BADM 324 Purchasing & Materials Management	3		
BADM Supply Chain Major Elective	3	ENGL English, American or World Literature	3		
BADM 321 Business Finance	3	BADM 338 Management & Org. Behavior	3		
BADM 323 Quality Management	3	BADM Supply Chain Major Elective	3		
1s Year Advanced ROTC	0	1s Year Advanced ROTC	0		
LDRS 311 Junior Ethics Enrichment Experience	0				
Total Semester Hours	19	Total Semester Hours	19	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
BADM 371 Leadership in Organizations	3	BADM 422 Strategic Management	3		
ELECTIVE	3	Social Science Core	3		
BADM 429 Supply Chain Management	3	BADM Supply Chain Major Elective	3		
BADM Supply Chain Major Elective	3	BADM 421 Logistics Management	3		
ELECTIVE	3	ELECTIVE	3		
2nd Year Advanced ROTC	0	2nd Year Advanced ROTC	0		
LDRS 411 Senior Leadership Integration Sem.	0				
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 5					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
<u>Major</u> in Operations and Supply Chain	Five courses (15 hours) beyond the common Business core	University of South Carolina Darla Moore School of Business	Both have sourcing and supply chain management courses	USC has more emphasis on Business Process Management and Service Operations. No quality management course. The Citadel proposed major has more hours (24), with more emphasis on Logistics and customizing the major using electives. Military Logistics is a major element in all services, to which military cadets relate.
<u>Major</u> in Supply Chain Management	Five courses (15 hours) specifically focused on Supply Chain Management, plus two courses (6 hours) selected from a designated list	College of Charleston	Some similarity of courses by necessity to cover fundamental concepts. CofC Supply Chain Management Major also requires MGMT 301 Management & Organizational Behavior (3) and MKTG 302 Marketing Concepts (3); two courses comparable to these are also required of all Citadel Business students but outside the major.	College of Charleston has more emphasis on “green” supply chain, and fewer elective opportunities. The Citadel has more emphasis on Materials Management, and more electives to offer customization. College of Charleston major is 21 hours; The Citadel 24 hours. Military Logistics is a major element in all DOD services, to which Citadel military cadets relate. Citadel focus is on industry credential building, e.g., material from Body of Knowledge (BOK) produced by industry experts and published by professional societies. Aim is to have students <i>certification test ready</i> upon completion of the major. Via the Six Sigma BOK being incorporated into the course content, students can earn Lean Six Sigma Green Belt as part of the course.

<u>Emphasis Area</u> in Supply Chain Management	Four courses (12 hours) overall - two required courses and two additional courses selected from a designated list	Clemson University College of Business	Two required courses (1) Sourcing and Supplier Management and (2) Global Supply Chain Management are similar to two of The Citadel courses.	Clemson's emphasis has no courses on logistics or quality. Fewer hours overall (12) compared to The Citadel's 24 hours. Military Logistics is a major element in all services, to which military cadets relate.
<u>Concentration</u> in Operations and Supply Chain Management	Six courses (18 hours) consisting of four required courses (12 hours) and two additional courses (6 hours) selected from a designated list	Coastal Carolina University's Wall College of Business Administration	Both have a course in supply chain management.	Two required courses - Managing Human Capital and Leading High Performance Teams - seem to cover areas that The Citadel provides to all students. Coastal Carolina has no emphasis on logistics or purchasing. Fewer hours overall – 18 hours compared to The Citadel's 24 hours. Military Logistics is a major element in all services, to which military cadets relate.
<u>Major</u> in Supply Chain Management	Six courses (18 hours) consisting of five required courses (15 hours) and one additional elective course (3 hours).	Francis Marion University	Some overlap in courses. Both include a course on quality.	Has five required courses and one elective (18 hours), with more emphasis on detailed production planning and management science. The Citadel proposed major has four required courses and four electives (24 hours), with more emphasis on Logistics and customizing the major using electives. Military Logistics is a major element in all services, to which military cadets relate.
N/A	N/A	Furman University	N/A	Furman University does not have a supply chain program.
N/A	N/A	Wofford College	N/A	Wofford College does not have a supply chain program.
<u>Concentration</u> in Supply Chain Management	Four required courses (12 hours) and 3 additional electives (9 hours)	Anderson University	Some obvious overlap in courses including Operations Management and Supply Chain Management.	Offers an MBA concentration in Supply Chain Management
Courses in Supply Chain Management	Required Supply Chain Management course and several related electives.	Charleston Southern	Some overlap in courses such as Supply Chain Management.	Only has a few courses and no official concentration or degree.

Faculty

Rank and Full-or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Associate Professor – Full Time	<ul style="list-style-type: none"> • BADM 323 Quality Management (required) • BADM 324 Purchasing & Materials Management (required) • BADM 329 Project Management (elective) • BADM 434 Transportation Management (elective) • BADM 310 Operations Management (elective) 	<ul style="list-style-type: none"> • BS Civil Engineering, Old Dominion University • MBA, The Citadel • PhD in Operations, University of Georgia – full range of operations management courses as part of 5-year doctoral program 	<ul style="list-style-type: none"> • Board of Directors and former President, APICS Charleston • Board of Directors and Education Chair, American Society for Quality, Charleston • Board of Directors and Treasurer, Council of Supply Chain Management Professionals • Six Sigma Green Belt • APICS Risk Management Certification (supply chain) • Senior manager in DOD (20 years) – operations, construction, project & Program Management. • Six years Consulting (part time)
Associate Professor – Full Time	<ul style="list-style-type: none"> • BADM 421 Logistics Management (required) • BADM 429 Supply Chain Management (required) • BADM 310 Operations Management (elective) • Supply Chain Analytics (proposed elective) 	<ul style="list-style-type: none"> • PhD in Supply Chain Management / Logistics, The University of Tennessee • M.S. Statistics / Business Analytics, The University of Tennessee; • MBA, The University of Louisiana. 	Member of CSCMP, DSI, ISM, and APICS professional organizations; 3 years of relevant professional experience.
Assistant Professor – Full Time	<ul style="list-style-type: none"> • BADM 421 Logistics management • BADM 310 Operations Management • BADM 429 Supply Chain Management 	PhD in Operations and Supply Chain Management (State University of New York at Buffalo)	Member of APICS Buffalo Chapter and Charleston Chapter

Total FTE needed to support the proposed program:
Faculty: 2.5 Existing Faculty FTE
Staff: 0.25 Existing FTE
Administration: 0.25 Existing FTE

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

There are no staffing implications associated with this proposal, as it is grouping existing elective courses to establish a major. Accordingly no new faculty, staff, or administrative personnel are needed.

Faculty – The Baker School of Business currently has sufficient faculty in this area to administer the new major. The courses are currently being taught as electives and we do not anticipate additional faculty requirements for this major.

Admin/Staff – The Baker School of Business has an administrative assistant and an academic advisor that currently serve all students. These staff members will continue in this role and we do not anticipate additional staff requirements for this major.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

This is not a new program, but grouping existing electives into a major. We worked with our library several years ago to include professional journals in the supply chain field, and to confirm that existing collections and databases were adequate. Accordingly no new library or learning resources are needed.

The Citadel's Daniel Library currently has many resources to support the Supply Chain Management major, including subscriptions to the EBSCO Business Source Complete database, the *Wall Street Journal*, the Science Direct database, and the *Operations Management Education Review*. We anticipate that these current resources will be more than sufficient to support the Supply Chain Management major, as well as faculty research in this discipline.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

The Citadel's student support programs, services, and activities promote student learning and enhance the total growth and development of students by emphasizing the college's core values

– honor, duty, and respect. Specifically, they are unified and governed by The Citadel’s Philosophy of Student Support Programs, Services, and Activities, an overarching statement of purpose that commits them “to encourage the development and integration of personal values and habits that will remain with the individual for life,” published in both The Citadel’s Undergraduate Catalog and The Citadel’s Student Support Services Brochure. This is their common goal.

The Citadel’s numerous student support programs, services, and activities are categorized and listed in the Student Support Services Inventory. The comprehensiveness of this list highlights their appropriateness and consistency with the college’s Philosophy of Student Support Programs, Services, and Activities. Student support services are also annually assessed to ensure they are fully supporting the institutional mission and attaining high student satisfaction ratings.

The Citadel also provides a robust array of academic support services.

The Citadel Academic Support Center’s mission is to aid students in their transition to college life and to help them achieve individual academic success culminating in graduation. To further this mission, the Center provides support to Citadel students through the following programs:

- Corps Squad Program (Athletic Academic Services)
- Learning Strategies Programs
- Mathematics Lab
- Reading Strategies Program
- Subject-Area Tutorial Program
- Supplemental Instruction Program
- Writing Lab

Students will be taking classes on the main Citadel Campus in Charleston, SC. Occasionally, students will travel to businesses, conferences, or job sites. Classes will typically be held in the Professional Selling and Supply Chain Management Laboratory in Bond Hall Room 348. This room has been specially designed with the technology necessary to support teaching Supply Chain Courses.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution’s plan for meeting the requirements.

Current physical facilities and technology will fully support the implementation of this proposed degree program.

Equipment

Identify new instructional equipment needed for the proposed program.

Current equipment will fully support the implementation of this proposed degree program.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes

No

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Tuition Funding	0	1,710,000	0	1,710,000	0	1,710,000	0	1,710,000	0	1,710,000	0	8,550,000
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	0	1,710,000	0	8,550,000								
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Program Administration and Faculty/Staff Salaries	0	1,200,000	0	1,200,000	0	1,200,000	0	1,200,000	0	1,200,000	0	6,000,000
Facilities, Equipment, Supplies, and Materials	0	100,000	0	100,000	0	100,000	0	100,000	0	100,000	0	500,000
Library Resources	0	25,000	0	25,000	0	25,000	0	25,000	0	25,000	0	125,000
Other (specify)												
Total	0	1,325,000	0	6,625,000								
Net Total (Sources of Financing Minus Estimated Costs)	0	385,000	0	1,925,000								

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

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Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

The Citadel currently offers a robust collection of Supply Chain Management electives for students who are interested in pursuing the supply chain management career pathway. All of the infrastructure, curriculum, and faculty resources for this proposed major already exist at the institution. Recasting of these electives to a major will not result in additional costs.

There are no staffing implications associated with this proposal, as it is only grouping existing elective courses to establish a major. There are no cost factors in this proposal (no additions to faculty and staff or changes to the curricula). Therefore, the table reflects no new costs.

Evaluation and Assessment

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Because the Supply Chain Major would be an integral part of the Business Administration Degree Program, all BSBA Program Learning Goals will apply to the proposed Supply Chain Major. Program-level student learning outcomes will be assessed in a manner that is consistent with standards set forth by the Southern Association of Colleges and Schools (SACSCOC) and Association to Advance Collegiate Schools of Business (AACSB) accreditation bodies. Currently, the Baker School of Business has a well-established approach to program assessment that has been evaluated by SACSCOC and AACSB. This process will be extended to include the proposed major. Program-level student learning outcomes will be assessed each year by the Supply Chain faculty in concert with the School of Baker Business Assessment of Student Learning Committee. As with all undergraduate programs in the Baker School of Business, assessment methods will include both direct and indirect measures. Examples include in-class assessment instruments (e.g., rubrics on communication and presentation skills, projects, course-embedded assessment, etc.); graduating student surveys; and feedback from internship and/or permanent employers; and the ETS Major Field Test for national benchmarking. The specific program-level student learning goals for the proposed major are:

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
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Supply Chain Management Discipline Proficiency	Students will demonstrate knowledge in the functional areas of supply chain management within a global context.	This learning goal is assessed in the capstone business strategy course (BADM 422). The methodology for assessing this goal is the use of the Major Field Test from ETS. The results of the MFT are compared to the results of the course's COMP-XM for validation. The MFT is administered during the strategic management capstone course because at this point in the curriculum students have been exposed to coursework in all of the functional areas. Additional course-embedded measures for the proposed major will be included in the four required courses.
Leadership	Students will demonstrate the ability to (a) identify principled leadership behaviors, and (b) articulate evidence supporting the identified behaviors.	A structured case study will be administered in BADM 371 classes, collected, and scored independently using a rubric developed with the case.
Effective Professional Communication (Oral)	Students will demonstrate the ability to deliver an effective presentation.	Video archived oral presentations from across the business curriculum are sampled and evaluated using the VALUE rubric adopted by the College.
Effective Professional Communication (Written)	Students will demonstrate the ability to write effectively.	Written artifacts from across the business curriculum are sampled and evaluated by external writing professionals using the VALUE rubric adopted by the university. Additionally, CSB will evaluate student's written communication using the writing effectiveness and writing mechanics of the institution's CLA+ administration.
Critical Thinking	Students will demonstrate the ability to think critically.	This domain of learning is evaluated using the institutions administration of the CLA+ instrument. The Measures used to assess Critical Thinking are the students' performance on the selected response sections of the CLA+ related to critical reading and critiquing an argument as well as the performance task section of Analysis and Problem Solving. In addition the HEIghten critical thinking standardized test is administered.
Quantitative Reasoning	Students will demonstrate the ability to reason quantitatively through interpretation of formulas, graphs, tables, statistics, spreadsheet models, simulations, or other mathematical representations.	This learning outcome will be assessed by student performance on the selected response questions of the institution's CLA+ test in the domain of Scientific and Quantitative Reasoning and the Quantitative Business Analysis section of the Major Field Test.

On an annual basis, assessment results will be provided to the Baker School of Business Undergraduate Curriculum Committee for review and discussion. Focal points of the evaluation of assessment results will be on how well the program is performing at meeting the stated learning goals, as well as if/whether the program's learning goals continue to align with the needs of the local community and the broader market. For example, ETS Major Field Test

scores will provide a national benchmark assessment for how well students are performing relative to their peers related to Business Discipline Proficiency and Quantitative Reasoning. This test is broken into a number of subcontent areas representing key knowledge and skills in areas such as accounting, finance, marketing, management, economics, and quantitative methods. National benchmarking is available at detailed levels, allowing the School to identify areas of deficiency in which to target program changes. Rubrics, internship feedback, and in-class assessment will also allow for targeted changes to the program based on developmental goals at specific points in the curriculum. Employment data, employer feedback, and alumni feedback can inform assessment of the program's performance in accomplishing the stated learning goals and whether or not the stated learning goals continue to align with industry needs. If/when assessment data indicates the need to initiate changes, the major faculty will work in conjunction with the Baker School of Business Undergraduate Curriculum Committee and the Baker School of Business Assessment of Student Learning Committee to propose, evaluate, and approve changes to the program.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

- Yes
 No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

- Yes
 No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

- Yes
 No