

Brothers, Sheila C.

From: Cramer, Aaron M.
Sent: Thursday, January 16, 2020 3:27 PM
To: Bird-Pollan, Jennifer; Brothers, Sheila C.; Ett-Mims, Joanie; Woolery, Stephanie L.
Cc: Sun, Haoying
Subject: NEW MS: Supply Chain Management
Attachments: MS SCM Proposal Faculty Senate and CPE 01152020.pdf

Proposed New MS in Supply Chain Management

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new MS degree: Supply Chain Management, in the Department of Marketing and Supply Chain within the Gatton College of Business and Economics.

Rationale: Kentucky is one of the logistics hubs in the country due to its central location. There are nearly 500 logistics/distributions operations throughout the state employing more than 60,000 workers. The projected job growth rate in this area in the next five years is more than 13%. The proposed one-year program has been developed in cooperation with the College of Engineering. The program features nine hours of common core courses (shared with the MS in Supply Chain Engineering), 15 hours of Business-specific core courses, three elective hours, and three hours of capstone industry project. Initial enrollment of 20 students growing to 40 is anticipated.

Aaron

Aaron M. Cramer
Kentucky Utilities Associate Professor of Electrical and Computer Engineering
Director of Graduate Studies, Electrical Engineering
Chair, Senate Academic Programs Committee
University of Kentucky
859-257-9113
aaron.cramer@uky.edu

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Office of Strategic Planning and Institutional Effectiveness (OSPIE). The new program approval process begins when a contact persons submits a "Notification of Intent" (NOI) and substantive change checklist (available [HERE](#)) to OSPIE. Units have six months from the point of NOI submission to the time when the completed proposal is approved by Senate. After the NOI is submitted, a contact person should begin working to complete this form. Contact persons should work with OSPIE to identify the program's degree designation and CIP, as well as to solicit a letter of administrative feasibility from the Provost (per SR 3.2.3.A.2).

Pre-proposal. The CPE requires that a pre-proposal be submitted after a proposed program has achieved approval at the college level. Answers to questions identified with a * by the question number on this form will be used by OSPIE staff to submit the pre-proposal to the CPE (Council on Postsecondary Education).

Form structure. This form has two sections. The first half (white background) contains information required by the University Senate and Registrar's office and the second half (beige/brown background) contains information required by two external entities, the CPE and SACSCOC (Southern Association of Colleges and Schools Commission on Colleges). Although only the first half is required for University Senate approval, every question must be answered to receive CPE approval. Please do not leave any area blank, but instead write "not applicable" wherever that is the appropriate response.

Approval process. Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (possibly HCCC and/or GC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the SC and University Senate. (The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.) Once approved by the Senate, the Senate Council office will submit the proposal for it to be placed on an agenda for the Board of Trustees. After approval by the Board, OSPIE will ensure the proposal is submitted to the CPE for final approval. Generally, a new program proposal must have received approval from the Senate by early spring (February or March) in order for the new program to be effective for the following fall semester.

INFORMATION REQUIRED BY UNIVERSITY SENATE	
1. Basic Information: Program Background and Overview	
1a	Home College: Gatton College of Business and Economics
1b	Home Educational Unit (school, department, college ¹): <i>Marketing and Supply Chain</i>
1c*	Office of Strategic Planning and Institutional Effectiveness (OSPIE) (Please contact OSPIE (OSPIE@L.uky.edu) for help with questions in this section.)
	Date of Contact with OSPIE: 11/29/18
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from OSPIE.
	<input type="checkbox"/> Appended to the end of this form is a letter of administrative feasibility from the Provost.
	<input checked="" type="checkbox"/> Appended to the end of this form is a letter(s) of administrative feasibility from the dean(s) of the college(s) offering the degree.
	CIP Code (confirmed by OSPIE): 52.1399

¹ Only interdisciplinary graduate degrees may be homed at the college level.

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	Degree Type (MA, MS, etc.) ² : MS		
	Is this degree designation on the CPE's list of degree designations ² ? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
	If "No," please provide an explanation for OSPIE's use in external reporting purposes.		
1d*	Major Name (Biology, Finance, etc.): <i>SCM</i>		
1e	Is there a specialized accrediting agency related to this program?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," name: <i>Association to Advance Collegiate Schools of Business (AACSB)</i>		
	Do you intend to seek accreditation from this agency?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
1f	Was this particular program ever previously offered at UK but subsequently suspended?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," describe. (300 word limit)		
1g*	Requested effective date:	<input type="checkbox"/> Fall semester following approval.	OR <input checked="" type="checkbox"/> Specific Date ³ : <i>Fall 20 20</i>
1h*	Anticipated date for granting first degree(s): <i>Aug, 2021</i>		
1i*	Contact person name: <i>Haoying Sun</i>	Email: <i>haoying.sun@uky.edu</i>	Phone: <i>859-257-3131</i>

2. Program Overview

2a*	Provide a brief description of the proposed program. (300 word limit)
	<p><i>The Master of Science (MS) in Supply Chain Management (SCM) will be a one-year program with a 30 credit-hour requirement. It will equip students with the multi-disciplinary knowledge and skills required for careers related to operations and supply chain management. The program is housed in the Department of Marketing and Supply Chain. Its target starting date is Fall 2020.</i></p> <p><i>The MS SCM program and the MS in Supply Chain Engineering (SCE) program (currently being proposed by the College of Engineering) are designed as two independent degree programs sharing three common core courses (9 credit hours) and one capstone Industry Project course (3 credit hours). In addition to taking the three common core courses, students in the MS SCM program are required to take another five Business core courses (15 credit hours) and one elective course (3 credit hours) from a list of recommended courses. The elective is intended to allow students to become familiar with a subject domain. In the summer capstone Industry Project course, students will work on an industrial project at a sponsoring company under the supervision of faculty from both Gatton and the College of Engineering.</i></p>
2b	List the program objectives of the proposed program. These objectives should deal with the specific institutional and societal needs that the program will address, such as how students will benefit from the program, both tangibly and intangibly. (Please note that "program objectives" are different from "student learning outcomes.") (300 word limit)
	Kentucky is one of the logistics hubs in the country due to its central geographic location. There are currently 482 logistics/distribution operations throughout the state that employ nearly 62,000 full-time workers. Fifteen new logistics/distribution locations or expansions have been announced through September 2017, representing

² Visit <http://dataportal.cpe.ky.gov/cpedegreedesignations.aspx> for the CPE's list of approved degree designations.

³ Programs are effective the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

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	<p>a total investment of \$1.9 billion and nearly 4,000 new full-time jobs. However, within the state, none of the universities offer a Master of Science in Supply Chain Management program.</p> <p>According to the Burning Glass national database, the job growth rate in the next five years related to operations and supply chain management positions in Kentucky and the neighboring states is 13.04%, which is higher than the 9.92% growth rate in the nation for the same job category and much higher than the 7.4% general growth rate in the nation for all jobs requiring a master's degree. Meanwhile, the salary in this field is also quite attractive, ranging from \$61,947 for beginner analysts to \$97,579 for more experienced managers.</p> <p>Thus, one of the objectives of the proposed program is to provide trained supply chain professionals for the commonwealth to meet the rising demand in this growing sector. Another objective is to provide students with skill sets that make them competitive in today's labor market. Our program, with four common core courses shared with the College of Engineering, will provide a multi-disciplinary environment for Business and Engineering students to learn and work together collaboratively under the joint-expertise of Business and Engineering faculty. Students also have an opportunity to partner with the industry to apply knowledge and skills gained from the program to recommend solutions for real-world supply chain problems.</p>
2c*	<p>List the intended student learning outcomes (SLOs) for the proposed program. Address one or more of the five areas of learning: 1. broad, integrative knowledge; 2. specialized knowledge; 3. intellectual skills; 4. applied learning; and 5. civic learning. (300 word limit) (More detailed information will be addressed in a subsequent question.)</p>
	<p><i>Learning Outcome 1: Critical Thinking</i> <i>Learning Objective: Students will apply analytical, critical, and logical reasoning skills to solve complex operations and supply chain related issues</i></p> <p><i>Learning Outcome 2: Identification of Ethical Issues</i> <i>Learning Objective: Students will be able to identify ethical and societal issues that arise in a supply chain related context</i></p> <p><i>Learning Outcome 3: Multidisciplinary Competence</i> <i>Learning Objective: Students will work in a multidisciplinary team-based environment to identify and solve contemporary supply chain problems</i></p> <p><i>Learning Outcome 4: Technological Skills</i> <i>Learning Objective: Students will utilize ubiquitous business application software tools to assist decision making in a complex global supply chain setting</i></p> <p><i>Learning Outcome 5: Communications Skills</i> <i>Learning Objective: Students will demonstrate strong written and oral communication skills</i></p>
2d	<p>Describe the rationale and motivation for the program. Give reference to national context, including equivalents in benchmark institutions. (150 word limit)</p>
	<p><i>As we explained in section 2b, Kentucky is one of the logistics hubs in the country due to its central geographic location. Jobs in the logistics sectors are expected to grow nationwide and within the state. Meanwhile, with globalization, effectively managing a global supply chain becomes increasingly important to most of the traditional manufacturers. However, none of the universities in the commonwealth offer a Master of Science in Supply Chain program, which creates an opportunity to provide qualified employees with proper trainings.</i></p>

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	<i>Among UK's peer and aspirant institutions, many do offer a similar program, such as the University of Michigan, Michigan State University, University of Florida, University of Alabama, University of Arkansas, University of Tennessee, Rutgers University, Drexel University, and The University of Texas at Dallas. However, Kentuckians' access to these programs is very limited due to their financial and geographic barriers.</i>	
2e	Describe the proposed program's uniqueness within UK. (250 word limit)	
	<i>There is no existing Master in Supply Chain Management program at UK. The proposed program is unique in that four core courses are collaboratively developed by faculty from the College of Engineering and the Gatton College of Business and Economics. Both Engineering and Business students would benefit from the synergies achievable through common courses and group work. Engineers leave the program with an increased understanding of how they, as designers and analysts, can support supply chain managers in making better decisions. Business students would appreciate and learn to take advantage of the analytical decision support capabilities offered by supply chain engineers/analysts to help them with their managerial tasks.</i>	
2f	Describe the target audience. (150 word limit)	
	<i>Recent graduate students with bachelor's degrees who had basic calculus and introductory statistics courses are the target audience. In particular, this program will attract those undergraduate students in Business, Engineering, Economics, Agrieconomics, Mathematics, Statistics and related majors, who want to work in the field of supply chain management and who want to obtain a graduate degree right after getting their bachelor's degree. This program will be a good fit for students with a good quantitative problem solving background who are interested in data driven managerial decision making and who like to work in a team environment.</i>	
2g*	Does the program allow for any concentrations?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If "Yes," name the concentration(s). (Specific course requirements will be described in Section A, part 7.)	
	Concentration #1:	
	Concentration #2:	
	Concentration #3:	
2h	Are necessary resources available for the proposed new program? (A more detailed answer is requested in Section A, part 4.)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
2i	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. (150 word limit)	
	<i>The MS in Supply Chain Management will be housed in and administered by the Department of Marketing & Supply Chain. The day-to-day operations of the program will be the responsibility of the program director. A faculty committee will be responsible for the admissions process. The program director will make the final decisions on admission based on faculty committee's recommendations. Once enrolled in the program, each student will be assigned a faculty advisor, who will help the student to be successful in the program. The program director and the faculty committee will be selected from members of the faculty of record (see point 4d below).</i>	
2j	Are multiple units/programs collaborating to offer this program?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	If "Yes," please discuss the resource contribution(s) from each participating unit/program. (150 word limit) (Letters of support will be addressed in Part A, section 7.)	
	<i>Faculty from the Department of Mechanical Engineering will teach one of the common core courses: MKT/SCE 631 (Production and Operations Management). Faculty from the Department of Finance and Quantitative</i>	

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<p><i>Methods will teach MKT 633 (Applied Data Analytics). Faculty from the Department of Management will teach MKT 634 (Quality and Lean Operations) and MKT 637 (Neogotiations in Supply Chain). The rest of three core courses will be taught by faculty from the Department of Marketing and Supply Chain. The electives are from existing courses offered in the College of Engineering, Gatton College of Business and Economics, College of Public Health, Martin School of Public Policy and Administration and College of Agriculture, Food and Environment.</i></p>			
2k	<p>List all UK programs⁴ that the proposed program could be perceived as replicating. Give a rationale for why this is not duplication, or is a necessary duplication. (250 word limit)</p>		
	<p>None</p>		
2l	<p>Will the faculty of record for the proposed new master's degree be the graduate faculty of the department/school offering the proposed new degree?</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
	<p>If "No," please describe the faculty of record for the proposed master's program, including: selection criteria; term of service; and method for adding/removing members. Will the existing director of graduate studies (DGS) in the department/school be the DGS for this proposed master's degree?</p>		
2m	<p>Will the program have an advisory board⁵?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
	<p>If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. (150 word limit)</p>		
	<p>If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.</p>		
	<p>Faculty within the college who are within the home educational unit.</p>		
	<p>Faculty within the college who are outside the home educational unit.</p>		
	<p>Faculty outside the college who are within the University.</p>		
	<p>Faculty outside the college and outside the University who are within the United States.</p>		
	<p>Faculty outside the college and outside the University who are outside the United States.</p>		
	<p>Students who are currently in the program.</p>		
	<p>Students who recently graduated from the program.</p>		
	<p>Members of industry.</p>		
	<p>Community volunteers.</p>		
	<p>Other. Please explain:</p>		
	<p>Total Number of Advisory Board Members</p>		
3. Delivery Mode		UK DLP and eLearning Office ⁶	
3a*	<p>Initially, will any portion of the proposed program's core courses be offered via distance learning⁷?</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>

⁴ You must include a letter of support from any other program's home unit. Please convert the letter to a PDF and append to the end of this form.

⁵ An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

⁶ For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (<http://www.uky.edu/DistanceLearning/>).

⁷ Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and

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	If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.				
(check one)	1% - 24% <input checked="" type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input type="checkbox"/>	100% <input type="checkbox"/>
	NOTE: Programs in which 25% or more of the program will be offered via distance learning may need to submit a substantive change prospectus to SACS. Please contact institutionaleffectiveness@uky.edu for assistance. <i>The prospectus is required by SACS, but it is NOT required for Senate review.</i>				
3b*	If <i>any</i> percentage of the program will be offered via the alternative learning formats below, check all that apply, below.				
	<input checked="" type="checkbox"/>	Distance learning.			
	<input checked="" type="checkbox"/>	Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web.			
	<input type="checkbox"/>	Technology-enhanced instruction.			
	<input checked="" type="checkbox"/>	Evening/weekend/early morning classes.			
	<input type="checkbox"/>	Accelerated courses.			
	<input checked="" type="checkbox"/>	Instruction at nontraditional locations, such as employer worksite.			
	<input type="checkbox"/>	Courses with multiple entry, exit, and reentry points.			
	<input type="checkbox"/>	Modularized courses.			
3c	Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. (200 word limit)				
	<ul style="list-style-type: none"> • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements. 				
	<p><i>All courses taught by the Gatton faculty in this proposed program will be delivered in the traditional face-to-face, classroom setting. There is one common core course, SCE/MKT 631 (Production and Operations Management), that will be taught by faculty from the College of Engineering. Since the MS SCE program, i.e., the independent parallel program currently proposed by CoE, will be an online program, SCE/MKT 631 will be taught as a hybrid course with students meeting in classroom half of the time and meeting online the other half of the time. In addition, to accommodate online, distant learning engineering students who will enroll in the newly proposed MS SCE program, the two other common courses taught by the Gatton faculty, MKT/SCE 630 (Supply Chain Strategy) and MKT/SCE 635 (Logistics Management), may be delivered in evening sessions. Finally, the capstone course, MKT 740 (Industry Project), may require students to be present at a sponsoring company's site and to use video conferencing to communicate with company sponsors.</i></p>				
4. UK Resources					
4a*	Will the program's home educational unit require new or additional faculty?			Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. (150 word limit)				
	<p><i>Approximately 3 FTE faculty members will be needed to staff the program. Initially, we may need to borrow some existing faculty from other departments to teach courses on an overload basis and to rely on adjunct faculty to deliver some courses. The department has one new hire joining in Fall 2019. The dean's office will allocate funding for a faculty position starting Fall 2020. This faculty will teach primarily in this proposed master program.</i></p> <p><i>After year three, we believe the program will generate sufficient revenue to support an additional faculty hire. At that time, the new hire can replace the adjunct faculty.</i></p>				
	If "Yes," when will the faculty be appointed? (150 word limit)				
	<i>A faculty will join in Fall 2020. A new faculty member may be hired to replace the adjunct faculty after year three.</i>				

instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

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4b	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If "No," explain why. (150 word limit)			
<i>One classroom with video recording and broadcast capacity is required to teach the three core courses shared with the SCE program hosted in the College of Engineering. A computer lab is required to teach MKT 632 and MKT 633. Other courses can be taught in regular classrooms. The program will need student recruitment and placement assistance from staff members. Although the Department of Marketing and Supply Chain does not have these resources, the Gatton College can and is agreed to provide them.</i>			
4c	Will the program include courses from another educational unit(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. (150 word limit)			
<p><i>SCE 631, Production and Operations Management from the Department of Mechanical Engineering</i> <i>MKT 637, Negotiation in Supply Chain from the Department of Management</i> <i>In addition, the program offers the following electives:</i> <i>MFS 613: Sustainability, Ethics & Leadership in Manufacturing Organization from the Department of Mechanical Engineering</i> <i>SCE 614: Sustainable Systems and Supply Chain from the Department of Mechanical Engineering</i> <i>MFS 606: Global Issues in Manufacturing from the Department of Mechanical Engineering</i> <i>MGT 610: Global Management from the Department of Management</i> <i>MGT 697: Leadership, Communications & Ethics from the Department of Management</i> <i>CPH 600: Health Services and Systems Organizations from the Department of Health Management & Policy</i> <i>PA 602: Strategic Planning and Organizational Change in the Public and Nonprofit Sectors from the Martin School of Public Policy & Administration</i> <i>HMT 588: Strategic Management in the Hospitality & Food Service Industry from Department of Retailing and Tourism Management</i></p>			
<p>If "Yes," append to the end of this form a letter of support from the appropriate educational unit chair/director from whose unit individual courses will be used. A letter must include the following:</p> <ul style="list-style-type: none"> • Demonstration of true collaboration between multiple units⁸; • Impact on the course's use on the home educational unit; and • Verification that the chair/director has consent from the faculty members of the unit. 			

⁸ Show evidence of detailed collaborative consultation with such units early in the process.

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4d	Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed program.		
NAME	COURSES TAUGHT	ACADEMIC DEGREES AND COURSEWORK	OTHER QUALIFICATIONS AND COMMENTS
List name & identify faculty member as "F" (full-time) or "P" (part-time).	Include term; course prefix, number and title; & credit hours. Identify courses as D, UN, UT or G.	List relevant courses taught, including institution and major.	Note qualifications and comments as they pertain to course taught.
Dr. Haoying Sun (FT)	MBA616 SC Operations (G)	PhD, SCOM, UT Austin, 2011	Will teach MKT 632 SC Modeling & Analysis. Has multiple recent publications at top-tier POM journal.
Dr. Anita Lee-Post (FT)	AN300 Bus. Oper. (UG)	PhD, OM/MIS, University of Iowa, 1990	Can teach MKT 631 POM if needed.
Dr. Ram Pakath (FT)	AN300 Bus. Oper. (UG)	PhD, MIS, Purdue University, 1988	Will teach MKT 633 Applied Data Analytics.
Dr. Chen Chung (FT)	AN403G Pro & Inv Sys (UG)	PhD, OM, Ohio State University, 1982	May teach MKT 634 Quality & Lean Operations.
Dr. Joe Labianca (FT)	MGT612 Neogotiation (G)	PhD, Management, Pennsylvania State University, 1998	Will teach MKT 637 Negotiation. Has multiple publications in the area of interpersonal conflict, in Science, AMJ, etc.
Dr. Yunke Mai (FT)	Decision Model (G)	PhD, DS, Duke Univeresity, May 2019	Course taught is at Duke. Will teach MKT 636.
Dr. Charles Sox (PT)	Operation Management (G)	Ph.D. ORIE, Cornell University, 1992	Mutiple publications in the field of operations and supply chain management, such as MS, EJOR, etc. Currently Professor of OM at the University of Cincinnati. Will teach MKT 635.
New hire of Mechanical Engineering Departmetn (FT)		PhD, IE or related major	Will teach MKT 631.
Faculty (new hire, FT)		PhD in SCOM ore related field	Will teach MKT 740. May also teach MKT 630 or MKT 635.

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FT = full time PT= part time	D = developmental UN = undergraduate nontransferable UT = undergraduate transferable G = graduate		

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5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)	
5a	Referring to program objectives, student benefits, and the target audience (questions 2b and 2f), explain how the <i>program</i> will be assessed, which is different from assessing student learning outcomes. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. <i>(250 word limit)</i>
	<p><i>As part of the program level assessment, the program director, along with the Gatton Graduate Studies Committee, will use five criteria to evaluate the success of the program.</i></p> <ol style="list-style-type: none"> <i>1. Program enrollment numbers over time</i> <i>2. Program degrees conferred</i> <i>3. Student attainment of learning outcomes</i> <i>4. Feedback/suggestions from faculty who teach in the program</i> <i>5. Graduating exit survey responses from students prior to graduation</i> <p><i>5.1) Placement data regarding jobs by graduation and three months post-graduation, along with salary and signing bonus information</i></p> <p><i>5.2) Overall satisfaction with the MS SCM program</i></p>
5b	<i>(related to section 15) Append an assessment plan⁹ for the SLOs to the end of this form. (Click HERE for a sample assessment plan.)</i>
5c	<p>Explain how the curriculum achieves the program level student learning outcomes by describing the relationship between the overall curriculum or the major curricular components and the program objectives. <i>(300 word limit)</i></p> <p>There are five learning outcomes (please see 2c for details):</p> <ol style="list-style-type: none"> 1: Critical Thinking 2: Identification of Ethical Issues 3: Multidisciplinary Competence 4: Technological Skills 5: Communications Skills <p>MKT 630 is an introductory course that is shared with the SCE program (currently being proposed for approval by the College of Engineering). Both engineering and business students will sit in the same session taking this course together. All five learning outcomes will be introduced in this course.</p> <p>LO1 will be reinforced in the three methodology-focused courses, MKT 631, 632 and 633. It will be emphasized in the four functional area courses (i.e., MKT 634 – 637).</p> <p>Since ethic issues often arise in quality, logistic, sourcing and procurement management settings, LO2 will be reinforced in both MKT 634 and 635. Furthermore, it will be emphasized in MKT 636.</p> <p>In addition to the introductory course MKT 630, there are two other core courses, MKT 631 and 635, that are shared with the SCE program. Therefore, LO3 will be reinforced in these two courses.</p> <p>MKT 631 also introduces students to, LO4, the use of business software tools. LO4 will be reinforced and emphasized in the two hands-on courses that will be taught in the computer lab – MKT 632 and 633.</p>

⁹ An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

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	<p>Similar to LO1, LO5 will be touched upon in all of the core courses. It will be introduced in MKT 631 again and reinforced in MKT 632 - 636. Negotiation outcomes rely heavily on a person's communication skills. Hence, LO5 will be emphasized in MKT 637.</p> <p>Finally, students will take MKT 740, where they will apply all of the knowledge they have obtained in this program to solve real-life supply chain problems. Students may be put into the same team with students in SCE 740. Hence, all five learning outcomes will be emphasized in MKT 740 again.</p>
5d	Append a PDF of the program's course map ¹⁰ to the end of this form. (Click HERE for a sample curricular map.)
5e	<p><i>(related to 2c)</i> Based on the SLOs from question 2c, which components will be evaluated, i.e. course mapping? For each student learning outcome identify in which courses it is covered in the curriculum and note whether employers, students, alumni, and/or faculty outside of the program were involved in the development of student learning outcomes. (300 word limit).</p> <p><i>There are five learning outcomes (please see point 2c for details):</i></p> <ol style="list-style-type: none"> 1: Critical Thinking 2: Identification of Ethical Issues 3: Multidisciplinary Competence 4: Technological Skills 5: Communications Skills <p><i>Please see point 5c on how the five Learning Outcomes map to the nine core courses. As shown in the curriculaum map in the attached assessment plan, LO1 and LO2 will be evaluated in MKT 636 by a combination of case analyses, quizzes and exams. LO3 and the oral part of LO5 will be evaluated in MKT 740 by a combination of peer evaluations and presentations. LO4 will be evaluated in MKT 632 by a combination of homeworks and exams. The written part of LO5 will be evaluated in MKT 637 by written reports.</i></p>
5f	<p>When will components be evaluated? Identify the review cycle for each student learning outcome. (e.g, every semester or each year) (150 word limit)</p> <p><i>Beginning in Year 1, program learning outcomes will begin to be assessed, and all learning outcomes will be reviewed within the first three years.</i></p>
5g	<p>When will the data be collected? (This may or may not be different from when the assessment is conducted.) (150 word limit)</p> <p><i>Assessment of student learning takes place throughout the program and occurs in select courses. The program will follow a three-year cycle with two/one outcomes assessed during each year. Data collection will start from the first year the program is offered. Please see Point 7 of MSC Assesment Plan document for details.</i></p>
5h	<p>How will the data be collected? (150 word limit)</p> <p>Data will be collected in a variety of ways including student work, surveys, and student/faculty feedback. Assessment data will be collected each semester in which a course is offered. Faculty whose courses are to be assessed for the upcoming academic year will be contacted in August, notifying them of the learning goal(s) being assessed in their course(s). Faculty will collect the assessment data through classroom assignments.</p>
5i	What will be the benchmarks and/or targets to be achieved? (150 word limit)

¹⁰ Course mapping (or "curricular mapping") is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is "introduced," "developed," and/or "mastered" within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

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	<i>Selected artifacts from courses across the curriculum will be evaluated using rubrics on an annual basis to inform the faculty as they alter and improve the curriculum. Benchmarks relative to course artifacts will be based on appropriate faculty consensus and will be developed after the first initial review process is concluded.</i>		
5j	What individuals or groups will be responsible for data collection? (150 word limit)		
	<i>The graduate committee of the proposed program and faculty who teaches in the proposed program.</i>		
5k	How will the data and findings be shared with faculty? (150 word limit)		
	<i>Data and findings will be shared with the graduate committee of the program who will analyze and report findings to the full program faculty. Assessment data will also be shared with relevant college-wide committees. Both will occur on an annual basis.</i>		
5l	How will the data be used for making programmatic improvements? (150 word limit)		
	<i>Student performance on selected artifacts will be measured against program learning outcomes. Faculty analysis will focus on shortcomings identified through specific artifacts. That information will feed into the appropriate faculty curriculum committee that will provide input to the program faculty on necessary changes to the curriculum. This will occur annually.</i>		
5m	What are the measures of teaching effectiveness? (150 word limit)		
	<i>All instructors will use the University Teacher Course Evaluation (TCE) process to be evaluated by their students at the end of each course. The Department Chair will review the TCE results and provide feedback to the instructor. This will occur on an annual basis.</i>		
5n	What efforts to improve teaching effectiveness will be pursued based on these measures? (150 word limit)		
	<i>Faculty will make use of existing University resources (for example CELT – the Center for the Enhancement of Learning and Teaching) to improve.</i>		
5o	What are the plans to evaluate students' post-graduate success? (150 word limit)		
	<i>Surveys of graduating students will be conducted annually. Surveys to alumni will be conducted every five years.</i>		
6. Miscellaneous			
6a	Is there anything else about the proposed program that should be mentioned? (150 word limit)		
	n/a		
7. Non-Course Requirements			
7a	Will the program require completion of a bachelor's degree from a fully accredited institution of higher learning?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "No," explain below. (150 word limit)		
7b	The Graduate School requires applicants to have an overall GPA of 2.75 on undergraduate work. Will the program have a higher undergraduate GPA requirement?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," describe below. (150 word limit)		

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7c	Will the proposed program include requirements for testing (e.g. GRE, GMAT, TOEFL) to be considered for admission?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," name each test and describe the specific requirements, scores, etc. below. (150 word limit)		
	<i>Students applying for admission will be evaluated primarily on standardized test scores (GMAT or GRE; either will be accepted) and undergraduate grades and major. The TOEFL will be required for non-native English-speakers who do not have a degree from an accredited U.S. university, though this requirement may be waived based on an interview or other considerations. Work experience is not required. There are no explicit minimum scores established by the UK Graduate School. Furthermore, there are no specific course pre-requisites other than college-level calculus and introductory statistics. However, as mentioned above, we expect that most of the admitted applicants will have undergraduate degrees in business, engineering, economics, mathematics, statistics, or agrieconomics.</i>		
7d	Will the program have a world language requirement?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," describe below. (150 word limit)		
7e	The Graduate School allows transfer of up to nine credits or 25% of course work. Please describe transfer credit limitations below for the proposed program. (150 word limit)		
	Not applicable. This is a professional master's degree offered in a cohorted, lock-step format. Transfers will not be permitted.		
7f	Will the program have a thesis requirement (Plan A)? (If "Yes," explain the requirements below. If "No," proceed to question 6g)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
7g	Will the program have a non-thesis requirement (Plan B)? (If "Yes," explain the requirements below. If "No," proceed to question 6h)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," explain the requirements below.		
	After completing all eight core courses, students are required to take MKT 740 Industry Project. Please see 7h for details on the final examination criteria of MKT 740. A student will be awarded a degree only after successfully completing MKT 740.		
7h	Provide the final examination criteria.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	As part of the required course MKT 740 Industry Project, student teams will be required to provide a written project report accompanied by an oral presentation to a faculty committee. Committee members examine the technical competency of students at the oral presentation. Each team will be assigned a grade based on both their written report and their oral presentation. Each team member will rate other members of the team on their contributions, in term of efforts, prefssionalism and quality of the contribution. Finally, each student's individual grade will be adjusted based on the peer evaluations of their team members.		
7i	Describe termination criteria.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
	The termination of a student follows the criteria set forth by the UK Graduate School.		
	In particular, when students have completed 12 or more semester hours of graduate course work with an average of less than 3.0, they will be placed on scholastic probation. Students will have one full-time semester		

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or the equivalent (9 hours) to remove the scholastic probation by attaining a 3.0 average. If probation is not removed, students will be dismissed from the program.

Students who have been dismissed from the program for this reason may apply for readmission after two semesters or one semester and one full summer term. Readmitted students will have one full-time semester or the equivalent (9 hours) to remove the scholastic probation by attaining a 3.0 average.

Besides, a student's enrollment in the program will also be terminated for either one of the following reasons:

- 1) Scholastic probation for three enrolled semesters.
- 2) Earn a failing grade (E) in MKT 740.

8. Course Requirements.

8a Document the total credit hours required by level below. At least two-thirds of the minimum requirements for the master's or specialist degree must be in regular courses, and at least half of the minimum course requirements (excluding thesis, practicum, or internship credit) must be in 600- or 700-level courses.

400G-level: 10%	500-level: 0%	600-level: 80%	700-level: 10%
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8b* What is the total number of credit hours required for the degree?¹¹ (e.g. 24, 32) 30

If an explanation about the total credit hours is necessary, use the space below. (150 word limit)

n/a

*Use the grids below to list core courses, electives, courses for a concentration, etc.
Use the course title from the Bulletin or from the most recent new/change course form.*

8c* **Program Major Core Courses.** These courses are required for all students in the program and include prerequisite courses. Check the appropriate box to describe the course as either "program core" or "prerequisite."

Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status ¹²
MKT 630	<i>Supply Chain Fundamentals and Strategy</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	Change
MKT 631	<i>Production and Operations Management</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
MKT 632	<i>Supply Chain Modeling and Analysis</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
MKT 633	<i>Applied Data Analytics</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
MKT 634	<i>Quality Management and Lean Operations</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
MKT 635	<i>Logistics Management</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New

¹¹ A non-thesis option (Plan B) requires that six or more graduate credit hours of course work be submitted in lieu of a thesis.

¹² Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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<i>MKT 636</i>	<i>Sourcing, Purchasing and Contract Management</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
<i>MKT 637</i>	<i>Negotiation in Supply Chain</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	Change
<i>MKT 740</i>	<i>Industry Project</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3	New
		<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
Total Core Courses Credit Hours:			27	
8d	Is there any narrative about prerequisite courses for the program that should be included in the Bulletin? If "Yes," note below. (150 word limit)		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<i>Students should earn at least C grades in a college-level Calculus course (e.g., MA123 Elementary Calculus and Its Applications, or MA 113 Calculus I, or equivalent) and a Statistics course (e.g., STA 296 Statistical Methods, STA 381 Engineering Statistics, ECO 391 Economic and Business Statistics, or equivalent) before gaining admission.</i>			
8e	Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below.		Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	Program Guided Electives¹³ (Guided electives for <u>all</u> students in the program.)			
8f*	Does the program include any guided electives? (If "Yes," indicate and note the specific courses in the grid below. If "No," indicate and proceed to question 7i.)		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
8g*	Using the grid provided, list the guided electives below.			
Prefix & Number	Course Title	Credit Hrs	Course Status ¹⁴	
<i>SCE 614</i>	<i>Sustainable Production Systems and Supply Chains</i>	3	New	
<i>MFS 606</i>	<i>Global Issues in Manufacturing</i>	3	No Change	

¹³ Guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

¹⁴ Use the drop-down list to indicate if the course will be newly proposed as a new course ("new"), if the course is an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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MFS 613	<i>Sustainability, Ethics & Leadership in Manu. Orga.</i>	3	No Change
MKT430G	<i>Service Marketing Management</i>	3	Change
MGT610	<i>Global Management</i>	3	No Change
MGT 697	<i>Leadership, Communications & Ethics</i>	3	No Change
CPH 600	<i>Health Services and Systems Organizations</i>	3	No Change
PA 602	<i>Strategic Planning and Organizational Change in the Public and Nonprofit Sectors</i>	3	No Change
HMT588	<i>Strategic Mgmt in the Hosp & Fd Serv Ind</i>	3	No Change
			Select one....
Total Credit Hours as Guided Electives:		3	
8h	Is there any narrative about guided electives courses that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<i>Student can select one elective from the approved list under the guidance of the faculty advisor or the program director.</i>		
Program Free Electives¹⁵. (Free electives for <u>all</u> students in the program.)			
8i*	Does the program include any free electives? (If "Yes," indicate and proceed to question 7j. If "No," indicate and proceed to 7l.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
8j*	What is the total number of credit hours in free electives?	n/a	
8k	Provide the free electives courses language that will be included in the Graduate School Bulletin. (150 word limit)		
	n/a		
Courses for a program's concentration(s).			
Click HERE for a template for additional concentrations ¹⁶ .			
8l	Does the program include any concentrations? (If "Yes," indicate and proceed to question 7m. If "No," indicate and proceed to 7p.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
8m	Concentration name: n/a		
Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")	Credit Hrs	Course Status ¹⁷
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....

¹⁵ Program free electives are available to all students in the program (regardless of any concentration(s)) and the choice of which course(s) to take is up to the student. Courses are not grouped but can be described as "student must take three courses at the 600-level or above."

¹⁶ Append a PDF with each concentration's courses to the end of this form.

¹⁷ Use the drop-down list to indicate if the course will be newly proposed as a new course ("new"), if the course is an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
		<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....

8n	Provide concentration-related language that should be included in the Graduate School Bulletin. (150 word limit)			
	n/a			

8o	Does the program have an additional concentration? (If "Yes," indicate and proceed to question 7p. If "No," indicate and proceed to 7r.)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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8p	Concentration #2 Name:	n/a
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Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")	Credit Hrs	Course Status ¹⁸
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....
	<input type="checkbox"/> Core <input type="checkbox"/> Elective		Select one....

¹⁸ Use the drop-down list to indicate if the course will be newly proposed as a new course ("new"), if the course is an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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		<input type="checkbox"/> Core		Select one....
		<input type="checkbox"/> Elective		
		<input type="checkbox"/> Core		Select one....
		<input type="checkbox"/> Elective		

Total Credit Hours, Concentration #2:

8q Provide concentration-related language that should be included in the Graduate School Bulletin for the second concentration. (150 word limit)

n/a

8r Is there anything else about the proposed program that should be mentioned? (150 word limit)

n/a

9. Degree Plan

9a Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. Use the spaces for "Year 3" only if necessary. If multiple concentrations are available, click [HERE](#) for a template for additional concentrations. Append a PDF with each concentration's semester-by-semester program of study to the end of this form.

YEAR 1 - FALL:	<i>MKT 630: Supply Chain Strategy MKT 631: Production and Operations Management MKT 632: Supply Chain Modeling and Analysis MKT 633: Applied Data Analytics</i>	YEAR 1 - SPRING:	<i>MKT 634: Quality Management and Lean Operations MKT 635: Logistics Management MKT 636: Sourcing, Purchasing and Contract Management MKT 637: Negotiation in Supply Chain One Elective (any semester) Industry Project (summer session)</i>
YEAR 2 - FALL :		YEAR 2 - SPRING:	
YEAR 3 - FALL:		YEAR 3 - SPRING:	

9b With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. (150 word limit)

Supply Chain Strategy is an introductory course that provides students with overviews about the terminologies and frameworks of supply chain. Students also learn some more in-depth topics and methodological tools in the three core courses taught in the first semester: process analysis and basic inventory models in MKT 631; modeling supply chain and using Excel solver to solve optimization supply chain problems in MKT 632; running predictive models, building decision trees and using Tableau for data visualization in MKT 633.

In the second semester, students learn three functional areas of supply chain in three core courses. In MKT 634, they learn lean and six sigma concepts and statistical quality control tools, which require them to utilize some methods and software they learned in MKT 633. In MKT 635, they learn warehousing and location models, integrated logistics and inventory planning. In MKT 636, they learn strategic sourcing, supplier selection and contract design. In both MKT 635 and 636, students need to utilize the inventory models and optimization models they learned in the first semester from MKT 631 and MKT 632. In this semester, they also further improve their interpersonal skills by taking another core course, MKT 637, to learn how to negotiate and collaborate with their supply chain partners.

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Students are allowed to chose one elective from the list of eligible courses to acquire background information in a particular industry that interests them, such as manufacturing, health care, service, hospitality, small business, and non-profit. This is generally done in the second semester. But, it can also be done in the first semester to suit a student's schedule (subject to the approval of the program director.)

In the summer session of year one, students apply the knowledge they have learned in the classroom in the previous two semesters to an industry project at a sponsoring company (a.k.a. MKT 740). Each project is carried out by a team of three to five students. A team needs to write a report and present their findings to both the faculty advisors and the personnel from the sponsoring company at the end of the summer session to earn course credit. The final grade for this course will be granted by the faculty committee consisting of all faculty advisors.

10. Approvals/Reviews

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
10a	<i>(Within College) In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.</i>		
	<i>Department of Marketing and Supply Chain faculty</i>	<i>12/13/2018</i>	<i>David Hardesty / (859) 257-9419 / david.hardesty@uky.edu</i>
	<i>Gatton College of Business and Economics faculty</i>	<i>4/19/2019</i>	<i>Nicole Jenkins / (859) 218-1649 / nicole.t.jenkins@uky.edu</i>
			/ /
			/ /
10b	(Collaborating and/or Affected Units)		
	<i>Department of Mechanical Engineering faculty</i>		/ /
	<i>College of Engineering faculty</i>		/ /
			/ /
			/ /
			/ /
			/ /
			/ /
			/ /
10c	(Senate Academic Council)	Date Approved	Contact Person Name

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	Health Care Colleges Council (if applicable)		
	Graduate Council		

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INFORMATION REQUIRED BY CPE AND SACS	
11. Program Overview – Program Quality and Student Success	
11a*	<p>Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? (300 word limit)</p> <p><i>The Gatton College of Business and Economics has a number of nationally and internationally recognized faculty members with expertise in the area of supply chain management and related fields. The proposed program is hosted within the Department of Marketing and Supply Chain, where faculty members serve on the editorial boards of several premier journals in the field of supply chain management or a related field, such as POM, JMR and JM.</i></p> <p><i>The Gatton College has a proven track record in providing high quality graduate level business education. The one year accelerated MBA program was ranked in the top 15% of all AACSB accredited U.S. business schools. The recently launched Master of Science in Finance program shows the sign of success by doubling its enrollment in the second year.</i></p> <p><i>The proposed SCM program is developed collaboratively by the business and engineering schools at UK with courses taught by faculty from both colleges. The program is designed to develop multi-disciplinary skills in students by providing collaboration between students enrolled in both SCM and SCE (currently proposed by UK's engineering school). There is no other supply chain MS program in the United States with a such a unique structure.</i></p> <p><i>Thus, the proposed MS in Supply Chain Management will be distinguished in its scientific depth and breadth, collaboration between engineering and business schools in its development and delivery, its nationally and internationally recognized faculty, and the proven experience in delivering graduate level business education. It will serve UK, Kentucky and the nation as a unique place to train the next generation of business leaders in the field of supply chain and operations management.</i></p>
11b	<p>Clearly state the student admission, retention, and completion standards designed to encourage high quality. (300 words)</p> <p><i>The MS in Supply Chain Management will be housed in and administered by the Department of Marketing & Supply Chain. The day-to-day operation of the program will be the responsibility of the program director. A faculty committee will be responsible for the admissions process. The program director will make the final decisions on admission.</i></p> <p><i>Admission: Students will be evaluated on standardized test scores (GMAT or GRE; either will be accepted) and undergraduate grades and major. The TOEFL will be required for non-native English-speakers who do not have a degree from an accredited U.S. university, though this requirement may be waived based on an interview or other considerations. Work experience is not required. There are no explicit minimum scores established by the UK Graduate School. Furthermore, there are no specific course pre-requisites other than college-level calculus and introductory statistics. Applicants with undergraduate degrees in business, engineering, economics, mathematics, statistics, or agrieconomics will be given priority.</i></p> <p><i>Retention: Once enrolled in the program, each student will be assigned a faculty advisor, who will help the student be successful in the program.</i></p> <p><i>Completion: Students must meet all requirements set by the Graduate School. In particular, they must maintain a GPA of 3.0 or better. Students whose GPA falls under 3.0 are placed on probation; if they cannot improve their GPA during the probation period (one semester), they are removed from the program.</i></p>
11c*	<p>Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. (300 word limit)</p>

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	<i>None of the universities in the commonwealth offer a Master of Science in Supply Chain Management program, which creates an opportunity to train professionals for jobs in this growing field. Since this is a lock-step, one year accelerated program, only fall admission is offered and transfer is not accepted.</i>
11d	<p>Identify the applicant pool and how applicants will be reached. (300 word limit)</p> <p><i>The program will be marketed regionally and internationally to recruit undergraduate students who are considering graduate education and are interested in pursuing an advanced degree in supply chain management.</i></p> <p><i>Information sessions will be held in other colleges at the University of Kentucky, such as the College of Arts and Sciences and College of Engineering, and other universities in the commonwealth such as EKU and WKU, etc. Open houses in conjunction with other master level degree programs at the Gatton College will be held in major cities in Kentucky, such as Lexington, Louisville and northern Kentucky. Online marketing and advertisement (e.g., Facebook ads and other social media channels) will also be utilized aggressively to increase the awareness of the program to the targeted students.</i></p> <p><i>International student recruitment efforts will be focused on a selected set of Gatton College's partner schools. This will be marketed as a 2+2+1 program, i.e., international students finish the first two years at their home institutions and the later two years at UK. Then, they attend this master program in their fifth year of study at UK. The application process will be streamlined for these 2+2+1 students.</i></p>
12. Mission: Centrality to the Institution's Mission and Consistency with State's Goals	
12a*	<p>(related to 2b) Explain how the program objectives support at least two aspects of UK's institutional mission and academic strategic plan? (150 word limit)</p> <p><i>The proposed MS SCM program will directly support and implement UK's strategy in (1) Graduate Education and (2) Research and Scholarship. This will be achieved by:</i></p> <ol style="list-style-type: none"> <i>1. Facilitating learning informed by scholarship and research, thereby expanding knowledge and skills; and</i> <i>2. Serving the commonwealth and the society by developing capabilities and expanding scholarship to address some of the most challenging problems faced by industry in the supply chain domain.</i>
12b*	<p>(related to 2b) How do the program objectives support at least two aspects of the Council on Postsecondary Education's (CPE) Strategic Agenda and the statewide implementation plan? (300 word limit)</p> <p><i>One aspect of the CPE's Strategic Agenda that the proposed program will support is to "Increase degree and certificate completion, fill workforce shortages, and guide more graduates to a career path." Another aspect of the CPE agenda that will be impacted by the proposed program is that "Kentucky will be stronger by training a globally competitive, entrepreneurial workforce; educating an engaged, informed citizenry; improving the health and well-being of families; and producing new research and discoveries that fuel job creation and economic growth."</i></p> <p><i>KY is a national logistics hub due to its geographical location. The state is home to some of the large companies who are major players in supply chain (e.g., UPS, DHL, Amazon, etc.). In addition, KY is also home to some large OEMs (e.g., Toyota, GE Appliances, Ford, etc.) and a major player in the automotive and aerospace industries. The proposed SCM MS degree will contribute to CPE's strategic objectives by offering advanced education in the supply chain area that will directly impact a number of important industry sectors in the state. The program will prepare industry-ready graduates who can help enhance the performance of supply chain operations and help increase competitiveness of Kentucky companies to promote economic growth. Irrespective of the technologies used by companies, successful supply chain operations are essential to develop products and deliver them to end consumers. The proposed SCM program will prepare graduates who can contribute to achieving this goal. Further, the online modality will increase program accessibility statewide, as well as across the nation, and provide better opportunities to increase degree completion.</i></p>
12c*	<p>If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form. <input type="checkbox"/></p> <p>(E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)</p>

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13. Resources	
13a*	<p>How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. (300 word limit)</p> <p><i>The MS SCM program and the MS in Supply Chain Engineering (SCE) program (currently being proposed by the College of Engineering) are designed as two independent degree programs sharing three common core courses (9 credit hours) and one capstone Industry Project course (3 credit hours). In addition to taking the three common course courses, students in the MS SCM program are required to take another five Business core courses (15 credit hours) and one elective course (3 credit hours) from a list of recommended courses.</i></p> <p><i>The elective is intended to allow students to become familiar with a subject domain. Hence, the list of elective courses are carefully selected from existing courses offered by the Gatton College of Business and Economics, College of Engineering, College of Public Health, Martin School of Public Policy and Administration and College of Agriculture, Food and Environment.</i></p> <p><i>Furthermore, in the summer capstone Industry Project course, students will work on an industrial project at a sponsoring company under the supervision of faculty from both Gatton and College of Engineering.</i></p>
13b	<p>What will be the projected “faculty-to-student in major” ratio? (150 word limit)</p> <p><i>There are three FTE faculty in the program. The initial target enrollment will be 20. It is expected to grow to 40 students in 5 years. So the ratio is between 1:6.7 to 1:13.3.</i></p>
13c	<p>Describe the library resources available¹⁹ to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. (300 word limit)</p> <p><i>UK library resources are generally sufficient to support this program. The request to subscribe to a new journal, INFORMS Journal on Applied Analytics, in assisting the teaching needs of the program has been made to the library.</i></p>
13d	<p>Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. (300 word limit)</p> <p><i>The three shared core courses (MKT 630, 631 and 635) will be delivered in a classroom with recording and broadcasting capability. MKT 632 and 633 will be delivered in a computer lab. MKT 740 will need multiple small group study rooms. The rest of the courses will be delivered in a regular classroom. All of these are available in the Gatton College building. No additional physical facilities will be required to deliver the courses for this program.</i></p>
14. Demand and Unnecessary Duplication	
14a*	<p>Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. (300 word limit)</p> <ul style="list-style-type: none"> • This evidence is typically in the form of surveys of potential students and enrollments in related programs at the institution. • Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program. <p>Provide evidence of student demand at state and national levels.</p> <p><i>Kentucky is a national logistics hub due to its central geographic location. The state is within a day’s drive of 65 percent of the U.S. population. It boasts highly developed logistics and distribution infrastructure and facilities. It</i></p>

¹⁹ Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

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	<p><i>is home to the world hub of UPS, North American hub of DHL, and the air hub of Amazon. There are currently 482 logistics/distribution operations throughout the state that employ nearly 62,000 full-time workers. Fifteen new logistics/distribution locations or expansions have been announced through September, 2017, representing a total investment of \$1.9 billion and nearly 4,000 new full-time jobs. Jobs related to operations and supply chain management are expected to grow strongly within the state as well as nationwide.</i></p> <p><i>With all these job opportunities in this growing area, we expect a high demand for this program.</i></p>		
14b	<p>Clearly state the degree completion requirements for the proposed program. (150 word limit)</p>		
	<p>Students must meet the following requirements for degree completion:</p> <ol style="list-style-type: none"> 1. Completion of the three common core courses (MKT 630, MKT 631, MKT 635) 2. Completion of the five required business courses (MKT 632, MKT 633, MKT 634, MKT 636, MKT 637) 3. Completion of the Industry Project course (MKT 740) 4. Completion of an elective course from a list of approved electives. <p>Students must obtain an average GPA of 3.0 or higher to complete the degree requirements.</p>		
14c*	<p>Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? (300 word limit)</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
	<p>If "Yes," explain: <i>This (along with the SCE program being proposed in the engineering school) is the first supply chain program being proposed in the UK. So it does not replace any other existing programs. However, the intellectual knowledge and capacity developed through this program, i.e., the research and teaching expertise developed in the field of supply chain management, will certainly enhance the existing MBA program at Gatton College.</i></p>		
14d	<p>Identify the primary feeders for the program. (150 word limit)</p>		
	<p><i>Current college students who had calculus and introductory statistics courses, and who want to obtain graduate degrees immediately after getting their bachelor's degrees are the target students. For example, a 4th year undergraduate student majoring in Business, Engineering, Economics, Agrieconomics, Mathematics, Statistics or a related major, who wants to work in the field of supply chain management and has a high GPA will be a good candidate. Both domestic and international students will be recruited. A diverse student body with various cultural and academic backgrounds will be highly valuable to students' learning and training to be a successful supply chain professional – one who works well with individuals from diverse backgrounds and academic disciplines.</i></p> <p><i>Primary feeders include UK's undergraduates in the Gatton College of Business and Economics, College of Arts and Sciences, College of Engineering, and College of Agriculture, as well as similar undergraduates at other public and private higher-education institutions in KY.</i></p>		
14e	<p>Describe the student recruitment and selection process. (300 word limit)</p>		
	<p><i>The program will be marketed regionally and internationally to recruit undergraduate students who are considering graduate education and are interested in pursuing an advanced degree in supply chain management.</i></p> <p><i>Information sessions will be held in other colleges at the University of Kentucky and other universities in the commonwealth. Open houses in conjunction with other master level degree programs at the Gatton College will be held in major cities in Kentucky. Online marketing and advertisement (e.g., Facebook ads and other social media channels) will also be utilized aggressively to increase the awareness of the program to the targeted students.</i></p> <p><i>International student recruitment efforts will be focused on a selected set of Gatton College's partner schools. This will be marketed as a 2+2+1 program, i.e., international students finish the first two years at their home</i></p>		

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	<p><i>institutions and the later two years at UK. Then, they attend this master program in their fifth year of study at UK. The application process will be streamlined for these 2+2+1 students.</i></p> <p><i>Applications (on-line applications submitted in accordance with the Graduate School Policies and including resume, relevant university transcripts, statement of purpose, letters of recommendation) will be reviewed by the SCM program admission committee consisting of 2-3 faculty members. The program director will make the final admission decision.</i></p>																				
14f*	<p>Specify any distinctive qualities of the proposed program. (300 word limit)</p> <p><i>The proposed Supply Chain Management (SCM) MS program is offered by the Gatton College of Business and Economics at UK, but will be developed and taught jointly by faculty from both the Gatton College of Business & Economics (Gatton) and the College of Engineering (CoE) at UK. The proposed degree includes a set of core courses that will also be required for the newly proposed (by CoE) Supply Chain Engineering MS program. This approach is adopted to ensure that students can understand the complexity of supply chain challenges and appreciate the multi-disciplinary nature of the supply chain related jobs.</i></p>																				
14g	<p>Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. (300 word limit)</p> <p><i>We anticipate an increase in the number of students enrolled in the Gatton College. A few students of this program will come from the Gatton undergraduate programs. But we are expecting to have a significant number of students from other colleges and universities, as well as a few young professionals from the industry to enroll in the program. Since no other supply chain management programs exist in the state of Kentucky, we are optimistic about recruiting.</i></p>																				
14h	<p>Use table below to estimate student demand for the first five years following implementation.</p> <table border="1"> <thead> <tr> <th>Academic Year</th> <th># Degrees Conferred</th> <th>Majors (headcount) Fall Semester</th> </tr> </thead> <tbody> <tr> <td>2020 - 2021</td> <td>20</td> <td>20</td> </tr> <tr> <td>2021 - 2022</td> <td>25</td> <td>25</td> </tr> <tr> <td>2022 - 2023</td> <td>30</td> <td>30</td> </tr> <tr> <td>2023 - 2024</td> <td>35</td> <td>35</td> </tr> <tr> <td>2024 - 2025</td> <td>40</td> <td>40</td> </tr> </tbody> </table>			Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester	2020 - 2021	20	20	2021 - 2022	25	25	2022 - 2023	30	30	2023 - 2024	35	35	2024 - 2025	40	40
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14i	<p>Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. (300 word limit)</p> <p><i>Several reports have highlighted the national and state skills gap and demand for trained professionals in supply chain related careers (see point 14a, 14m, ad 14n for details). In addition, the importance of a skilled, technically savvy workforce capable of managing and improving complex supply chains to operate in environments with new technologies such as Internet of Things (IoT), digitalization, blockchain, etc., has also been well publicized. Therefore, the establishment of the MS in SCM degree program at UK is both compelling and timely. No only will it help train the much needed work force for the state, it will also help to develop faculty talents (both research and teaching) in this growing area.</i></p>																				
14j	<p>Has the Council on Postsecondary Education identified similar programs?²⁰</p> <p>If "Yes," the following questions (14jh1 – 14jh5) must be answered.</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>																		
(1)	<p>Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? (150 word limit)</p> <p>If "Yes," explain:</p> <p><i>The existing program is the Master of Science in Data Analytics (MSDA) program at University of Louisville. Their program and our proposed program are very different in terms of curriculum and focus. We teach</i></p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>																		

²⁰ Please contact OSPIE (OSPIE@L.uky.edu) for help with this question.

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students supply chain specific domain knowledge with a few common data analytics tools such as Excel, Solver and Tableau. Their program teaches students general data analytics methodologies with a huge emphasis on using various programming languages and packages.

Our nine core courses are: Supply Chain Strategy; Production and Operations Management; Supply Chain Modeling & Analysis; Applied Data Analytics; Quality Management & Lean Operations; Logistics Management; Strategic Sourcing & Procurement; Negotiation in Supply Chain; and Industry Project.

MSDA's ten core courses are: Programming for Analytics (Python); Introduction to Linear Algebra; Introduction to Statistical Programming (R); Story Telling with Data (Tableau); Data Analytics I & II (SAS); Data Analytics III (R); Data Mining (SAS); Data Management; and Capstone.

(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If "Yes," explain:			
(3)	Is access to existing programs limited? (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
If "Yes," explain:			
(4)	Is there excess demand for existing programs? (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If "Yes," explain: <i>According to the CPE, MSDA at University of Louisville is the existing program that may overlap with our proposed program due to the shared CIP code. Both programs should have an appeal to those students who like quantitative problem solving. However, our program is intended to attract those who are also interested in the domain knowledge and want to work in the supply chain area. The existing MSDA program at University of Louisville attracts those who are more generalist and like to work with data and do programming. In summary, there is little overlap in the markets that these two programs cater. In other words, we can also consider that there is excess market demand beyond what MSDA can accommodate.</i>			
(5)	Will there be collaboration between the proposed program and existing programs? (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.			
<i>The proposed SCM is hosted in the department of Marketing and Supply Chain. The similar program, Data Analytics, is hosted in College of Business, University of Louisville. There are ongoing research collaborations between the two units. For example, U of L organizes annual CLIK conference in early June and our department always send speakers and participants there. With the building of the two new master degree programs in the two universities, the research collaborations between the two units will be strengthened in the future. Gatton College sponsors a Supply Chain Forum annual conference in late Feb. which attracts around 150 participants. In the future, we will reach out and invite faculty and students from the new Data Analytics program at U of L to participate in our annual conference.</i>			
<i>In addition, the propose SCM program has close collaborations with the College of Engineering at University of Kentucky. Details are explained in the Program Overview section (point 2a and 2e).</i>			
14k*	Are there similar programs in other Southern Regional Education Board (SREB) states in the nation?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
If "Yes," please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.			
14k. i*	Identify similar programs in other SREB states and in the nation.		
The following universities also have an MS degree in Supply Chain Management: University of Florida, University of Alabama, University of Arkansas, University of Tennessee, and University of Texas at Dallas. There is one MS program in International Logistics at the Texas A&M International University in Texas.			

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14k.ii*	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? If "Yes," explain. (300 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	The UK program is a collaboration with the College of Engineering, which makes it unique and different from any of the aforementioned programs (or any similar programs in the U.S.)		
14k.iii*	Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs? If "Yes," explain. (300 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	This program will mainly serve students in Kentucky and international students. No other similar program exists within the state of Kentucky.		
14k.iv*	Is access to existing programs limited? If "Yes," explain. (300 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Kentuckians' access to these programs in other states is very limited due to their financial and geographic barriers.		
14k.v*	Is there excess demand for existing similar programs? If "Yes," explain. (300 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Same as the above.		
14k.vi*	Will there be collaboration between the proposed program and existing programs? If "No," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	Due to the geographic distance, no faculty from those universities will teach in the proposed program.		
14l	Would your institution like to make this program available through the Academic Common Market ²¹ ?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
14m	Clearly describe evidence of employer demand or discipline needs. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. (300 word limit)		
	<i>According to the reports published by the KY Center for Statistics, there are projected 6,415, 901 and 9,336 job openings in KY with the job titles of "general and operations manager", "operations research analyst", and "business operations specialists", respectively, in 2018 – 2022.</i>		
	<i>KY Occupational Outlooks to 2026 projects the "operations research analyst" to be one of the fast growing occupations in KY with a 28.2% growth rate. The same report also projects that "general and operations manager" to be one of the occupations with the most openings in KY, with 25,327 openings. In addition, it projects 15.5%, 7.3%, 5.9%, and 4.6% growth for "transportation, storage, and distribution manager", "logistician", "purchasing manager", and "industrial production manager", respectively, with a combined opening of 7,624 in Kentucky.</i>		
	<i>Similarly, the occupational outlook handbook published by the US Bureau of Labor Statistics projects 27%, 14% and 7% national growth for "operations research analyst", "management analyst", and "logistician", respectively, in 2016 – 2026.</i>		

²¹ Please contact OSPIE (OSPIE@L.uky.edu) for more information.

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Salary information for these occupations is given in point 14n.

14n* Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.

Table 1 shows the projected job growth rate in the next five years for graduates with a master's degree in SCM from the Burning Glass national database. The job growth rate related to operations and supply chain management positions in Kentucky and the neighboring states is 13.04%, which is higher than the 9.92% growth rate in the nation for the same job category and much higher than the 7.4% general growth rate in the nation for all jobs requiring a master's degree. Meanwhile, the salary in this field is also quite attractive. Table 2 shows the statistics on the salary for two representative positions: Logistics and Supply Chain Managers and Logistics and Supply Chain Analysts/Specialists.

Table 1: Job growth in the next five years for people with a master's degree

	<i>Selected Occupations</i>	<i>Geography</i>	<i>Relative Growth</i>
<i>Selected States*</i>	13.04%	8.20%	Average
<i>Nationwide</i>	9.92%	7.40%	Average

** Selected states include Kentucky, Georgia, Virginia, West Virginia, Illinois, Indiana, Ohio, Alabama, Tennessee, North Carolina, Missouri, and South Carolina*

Table 2: Salary Statistics

<i>Occupation Group</i>	<i>25th Percentile</i>	<i>Average</i>	<i>75th Percentile</i>
<i>Logistics and Supply Chain Managers</i>	\$65,919	\$81,984	\$97,579
<i>Logistics and Supply Chain Analysts /Specialists</i>	\$61,947	\$72,365	\$80,471

Note: In general, 25th percentile corresponds to people with 0-2 years of experience; average corresponds to people with 3-5 years of experience; and 75th percentile corresponds to people with 6 more years of experience.

15. Assessment and Oversight

15a* Describe *program* evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. (300 word limit)

The Gatton College of Business and Economics is accredited by the Association to Advance Collegiate Schools of Business (AACSB). As part of the accreditation process that takes place every five years, all academic programs are reviewed to ensure that standards of quality and alignment with workforce needs are met. For each program, the college is required to demonstrate that relevant and appropriate learning goals have been identified and have been assessed on a regular basis to ensure students are meeting these goals. If not, the college has processes in place to identify steps for improvement. These goals are assessed annually within a three-year cycle in accordance with university requirements.

As a basic tenant of this review, all programs must capture “input from key business school stakeholders” and must be “influenced by assurance of learning results, new developments in business practices and issues” and “revision of mission and strategy that relate to new areas of instruction (2013 Eligibility Process and Accreditation Standards for Business Accreditation, pgs. 32-33). The college must demonstrate that curricular improvements have been made based on the assurance of learning (assessment) process.

All Gatton academic programs participate in the University’s periodic program review, which includes a review of program curricula and assurance of learning/obtaining the learning goals outlined by each academic program.

15b* Describe how each program-level student learning outcome will be assessed and how assessment results will be used to improve the program. (300 word limit)

All programmatic learning outcomes are assessed within a three-year cycle per university requirements. Each year, at least one learning outcome (usually several) is assessed for each academic program. Course instructors

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assess the learning outcome(s) tied to their courses through the most appropriate assessment method based on the course and learning outcome. These methods may include embedded questions on an exam, team projects/presentations, case studies or other written assignments. Faculty within each department identify the target/benchmark that assessment results should meet based on national standards or previous data collections.

Course instructors submit an assessment report, including results of the assessment itself, an interpretation of the results and suggestions for improvement if the target/benchmark was not met. The Gatton Office of Assessment and Accreditation provides oversight and assistance to faculty for the assessment process, including the submission of reports to the University central assessment office. Completed reports, along with feedback from the central assessment office, are then reviewed by the college graduate studies committee (GSC), which oversees all curricular management and changes for the graduate programs. The GSC will then recommend changes to the college/departmental faculty, as needed.

16. Cost and Funding of the Proposed Program²²

16a	Will this program require additional resources?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. (300 word limit)		
	<i>Existing faculty members within different departments have the expertise to teach the majority of the courses in the program. However, a new faculty will be hired to lead the Industry Project (MKT 740) and teach one or two other courses in the program (in case the existing faculty cannot teach a course due to scheduling conflicts). One or two part-time instructors will also be recruited to teach in the program.</i>		

16b	Will this program impact existing programs and/or organizational units within your institution? (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes, briefly describe.		

16c	Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. Note whether the program is predicted to: increase retention rates; increase revenue; attract a new pool of students; meet employment needs in the state; feed into fields that have been shown to be beneficial to the economic needs of the state, etc. (300 word limit)		
	<i>The costs of implementing and running the MS in Supply Chain Management degree can be met with the new funds that will be generated from the tuition revenue. There are also other non-financial benefits from implementing this program. The program will help address an emerging, and increasingly widening skills gap in the supply chain area in the state, the surrounding region, and across the nation. Given there are no other Supply Chain Management MS degrees in the state, the university can position itself as a center of excellence to develop talents in the supply chain area for the commonwealth.</i>		
	<i>The collaborative approach proposed to develop and teach this program as well as the close links it will establish with industry (for the Industry Project course) can promote interdisciplinary research and convergent research at the University of Kentucky.</i>		

17.* Budget Funding Sources, by Year of Program

All the fields in number 16 are required for the CPE's pre-proposal form. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below. Please answer in terms of dollar amounts. All narratives have a 100-word limit.

Total Resources Available from Federal Sources (Federal sources include grants, earmarks, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year

²² For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

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New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation: 0					
Total Resources Available from Other Non-State Sources (Non-state sources include philanthropies, foundations, individual donors, etc.)					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:					
State Resources (State sources include general fund revenue, grants, pass-thru funds, etc.)					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:					
Internal (The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.)²³:					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
(New) Allocated Resources	0	0	0	0	0
(Existing) Reallocated Resources	137,000	139,055	141,141	143,258	145,407
Narrative/Explanation: <i>We are assuming a recurring investment from the Gatton College for a faculty position. The above numbers include salary and fringe benefits, and assume a 1.5% annual increase in salary.</i>					
Student Tuition (Describe the impact of this program on enrollment, tuition, and fees.)					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	600000	750000	900000	1050000	1200000
Existing	0	0	0	0	0
Narrative/Explanation: <i>The MS SCM program will be launched in FY20 with 20 students, growing to a steady state of 40 in FY24. The program will be priced at \$30,000 initially (\$25,000 in-state and \$35,000 out-of-state) and the pro forma assumes no increases in tuition. The enrollment will be capped at 40.</i>					
Total Funding Sources					
	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year

²³ The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organizational units.

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<u>Total</u> New	600000	750000	900000	1050000	1200000
<u>Total</u> Existing	137000	139050	141141	143258	145407
<u>TOTAL FUNDING SOURCES</u>	737000	889055	1041141	1193258	1345407

18. Breakdown of Program Expenses/Requirements⁴

(Please note – all the fields in number 17 are required for the CPE’s pre-proposal form.)

Staff: Executive, Administrative & Managerial (Include salaries and whether new hires will be part time or full time.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	25,000	25,000	25,000	25,000	25,000
Existing					
Narrative/Explanation ²⁴ :	<i>Stipend and research support for the director of the program.</i>				
Other Professional (Include salaries.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative/Explanation:					
Faculty (Include salaries and whether new hires will be part time or full time.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	213,890	221,944	230,028	238,143	246,291
Existing	250,000	256,250	262,656	269,223	275,953
Narrative/Explanation ²⁵ :	<i>New: Salary (plus benefit) for one FT faculty; Overload teaching payments to the two faculty from other departments in Gatton; Salary for two adjunct professors (PT); Revenue sharing to the College of Engineering for providing POM course and other electives. Existing: Salary (plus benefit) for one FT assistant professor.</i>				
Graduate Assistants (Include salaries and/or stipends.)²⁶	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Student Employees (Include salaries and/or stipends.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					

²⁴ Discuss whether new hires will be full-time or part-time.

²⁵ If new hires are involved, explain whether new hires will be full-time or part-time.

²⁶ Identify the number of assistantships/stipends to be provided; Include the level of support for each.

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Narrative Explanation/Justification:					
Equipment and Instructional Materials	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Library (Include new journal subscriptions, collections, and electronic access.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Contractual Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Academic and/or Student Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Other Support Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	50,000	50,000	50,000	50,000	50,000
Existing					
Narrative Explanation/Justification:	<i>Scholarship to attract top students.</i>				
Faculty Development (Include travel, conference fees, consultants, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	10,000	10,000	10,000	10,000	10,000
Existing	13,000	13,000	13,000	13,000	13,000
Narrative Explanation/Justification:	<i>Travel to professional conferences. Membership dues. Taking students to participate in case competitions. Build a student chapter with CSCMP (Council of Supply Chain Management Professionals), etc.</i>				

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Assessment (Include personnel, software tools, data collection tools, survey administration, outside consulting services, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Student Space and Equipment	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Other	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	50,000	50,000	50,000	50,000	50,000
Existing					
Narrative Explanation/Justification:	<i>Students recruitment and retention. Program marketing.</i>				
Total Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	348,890	356,944	365,028	373,143	381,291
Existing	263,000	266,750	270,556	274,420	278,341
TOTAL Program Budgeted Expenses/Requirements:	<i>This budget projects new tuition revenue and new expenditures associated with the creation of the new Master of Science in Supply Chain Management program. All other expenditures supporting the program will be absorbed within the current budget of the Gatton College of Business and Economics. BEGINNING WITH YR 1, THE PROJECTED 'NET COST' IDENTIFIED FOR THE GRAND TOTAL, REFLECTS REVENUE/SURPLUS, NOT LOSS. THE PROPOSED PROGRAM IS EXPECTED TO BE A REVENUE GENERATING PROGRAM.</i>				
GRAND TOTAL	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
Total Funding Sources	<u>737,000</u>	<u>889,055</u>	<u>1,041,141</u>	<u>1,193,258</u>	<u>1,345,407</u>
Total Expenses/Requirements	<u>611,890</u>	<u>623,694</u>	<u>635,584</u>	<u>647,563</u>	<u>659,632</u>
TOTAL NET COST:	<u>125,110</u>	<u>265,362</u>	<u>405,557</u>	<u>545,695</u>	<u>685,775</u>

19. Course Descriptions

19a Program Core Courses (includes pre-major and pre-professional courses)

Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
MKT 630	<i>SUPPLY CHAIN FUNDAMENTALS AND STRATEGY. This course concerns the integration of key business processes that enable fulfillment of end-customers' real needs. Central to supply chain management philosophy is integration - the socio-technical linkages that facilitate the efficient flows of information,</i>

NEW MASTER'S DEGREE PROGRAM

	<i>ideas, knowledge, goods, services, and cash through the supply chain. This course will introduce students to the terminology, concepts, and skills related to supply chain management, with a focus on strategic, relational, and operations issues. Through this course, students will develop an understanding of important supply chain terminology, processes, systems, and improvement methodologies that enable effective management and strategy deployment.</i>
<i>MKT 631</i>	<i>PRODUCTION AND OPERATIONS MANAGEMENT. This course will introduce students to concepts, tools, and techniques necessary for planning and control of production and other operations of an organization. Organizational processes from sourcing and inventory management to production planning and scheduling as well as quality control will be covered. Students will learn how to model and analyze operations, and to evaluate impact of various strategies on the processes and on products/service quality, productivity, efficiency, and cost effectiveness, especially when there are uncertainties.</i>
<i>MKT 632</i>	<i>SUPPLY CHAIN MODELING & ANALYSIS. This course teaches students how to make business decisions based on the data and quantitative models. It introduces students to the optimization methods used in business – primarily linear and integer programming. The concepts are studied mainly in the context of applications to the operations and supply chain management field. Examples from other business disciplines such as finance and human resource management are included too. In this course, students learn to model the business problems on Excel spreadsheets, analyze and solve the models, and then interpret the solutions obtained to make recommendations to managers.</i>
<i>MKT 633</i>	<i>APPLIED DATA ANALYTICS. In today's business settings, knowledge workers increasingly rely on data-driven decision-making strategies. This course provides the necessary data analytics background for subsequent coursework dealing with topics such as quality control, inventory management, sourcing, and logistics management. It introduces students to the Normal distribution, Decision Tree Analysis, Demand Forecasting, and Interactive Data Visualization, all of which rely on data as the grist to help generate useful managerial information and insights.</i>
<i>MKT 634</i>	<i>QUALITY MANAGEMENT & LEAN OPERATIONS. This course focuses on the principles, and practices of total quality management (TQM) and lean operations. Topics that are covered include: process focus; continuous improvement; service quality; customer satisfaction; process control and capability; Six-Sigma methodology and tools; economics of quality; and organizational learning.</i>
<i>MKT 635</i>	<i>LOGISTICS MANAGEMENT. This course focuses on the physical distribution, movement, and delivery of goods and services throughout the supply chain so that the right amount of materials and/or products arrive at the right place at the right time. It requires the co-ordination, organization, and management of an organization's distribution network to perform such function as facility location, transportation, storage, material handling, packaging, inventory control, order fulfillment, and reverse logistics.</i>
<i>MKT 636</i>	<i>SOURCING, PURCHASING AND CONTRACT MANAGEMENT. Sourcing and purchasing are the processes of acquiring goods and services to support an organization's operations. Once tactical functions in vertically integrated firms, sourcing and purchasing have now become a core capability vital to an organization's success in the wake of specialization, disintegration and globalization during the past decades. Today's complex supply chain landscape poses tremendous challenges, but also generously rewards world-class management. This calls for professionals trained to understand and manage the subject on a strategic level.</i> <i>This is an advanced course that aims to educate students about strategic considerations and complex decision-making processes in sourcing, purchasing and contract management. The course broadens and enhances students' knowledge and skills to manage related issues through a mixture of lectures and case analyses and discussions. Students will learn how to systematically and effectively approach complicated supply chain management problems on strategic sourcing, supplier selection, and contract design by integrating and applying the knowledge, analytics skills, and ways of thinking that they acquired in prior SCM coursework.</i>

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MKT 637	<p><i>NEGOTIATION IN THE SUPPLY CHAIN. This course focuses on developing your negotiating skills and making you a more confident negotiator. By the conclusion of this course, you will have improved your ability to diagnose negotiation situations, strategize and plan upcoming negotiations, and engage in more fruitful negotiations, even in situations where you are dealing with difficult negotiation partners.</i></p> <p><i>Because negotiating agreements is as much art as science, learning in this course will take place mainly by doing experiential exercises, and research on negotiations will be used to supplement this learning. You will be placed into numerous realistic negotiation settings, and you will need to prepare for, participate in, and analyze your negotiations.</i></p>
MKT 740	<p><i>INDUSTRY PROJECT. This is a team-based industry project course where collaborative teams of Supply Chain Engineering (those who registered in SCE 740) and Supply Chain Management students are paired with a company or organization. Each company or organization provides the team with a supply chain related problem of importance. Student teams are co-advised by Engineering and Business faculty who have direct contact with the company. The faculty co-advisers will mentor and guide each team to work together collaboratively to propose solutions for a real-world supply chain problem facing an industry partner.</i></p>
19b	Program Guided Electives Courses (for the major)
Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
MKT 530	<p><i>SERVICES MARKETING MANAGEMENT. (3) This course addresses marketing and management issues and problems faced by service organizations. Marketing and management concepts are broadened and applied to the service organizations. Topics related to service quality, the marketing mix, and service delivery are covered. Prereq: MKT 300, MGT 301. (Same as MGT 430.)</i></p>
MFS 613	<p><i>SUSTAINABILITY, ETHICS, AND LEADERSHIP IN MANUFACTURING ORGANIZATIONS. This course is intended to provide future manufacturing managers and leaders a basic understanding of important theories and practices necessary to successfully manage and lead teams to achieve manufacturing organizational objectives. The course is organized into several modules. The first module will focus on developing an understanding and capability to approach ethical and sustainability concerns confronted by manufacturing organizations. This will include coverage of tools to help identify and address societal and environmental obligations of manufacturing organizations and issues confronting them that span multiple cultures and nations. Because people are one of the most important resources in any organization, the second and third modules will address organizational behavior (OB) and individual effectiveness. OB theories and practices that can be used to increase the capability to observe, understand and manage people's behavior will be covered. The last module considers safety and ergonomics as they relate to manufacturing organizations. Coverage will include tools and techniques that can be used to analyze the manufacturing workplaces and ensure its ergonomic design as well as an overview of the current state of occupational safety and health regulations. Prereq: Graduate standing.</i></p>
MFS 606	<p><i>GLOBAL ISSUES IN MANUFACTURING. (3) The need to increase quality, productivity, efficiency and sustainability in manufacturing operations spanning the product, process and systems (manufacturing systems as well as supply chain) domains is essential for companies to be successful. The increased globalization of markets and manufacturing operations, declining natural resources and negative consequences of some manufacturing practices as well as increased legislation in many regions have led to many new challenges that companies must overcome to be successful in competitive markets. This seminar course will introduce students to a variety of global issues in manufacturing through presentations by leading national and international experts in these domains. The seminars will cover a broad range of manufacturing related topics relevant to many disciplines including manufacturing, mechanical and</i></p>

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	<i>electrical engineering. The course can also help graduate students identify topical issues that need further investigation and could become potential research topics. (Same as EE/ME 606.)</i>
MGT 610	<i>GLOBAL MANAGEMENT. (3) This course examines the problems of managing a business enterprise which spans international boundaries. Students will develop an understanding of the political, social, economic, and technological factors driving globalization and will consider the impact of these forces on competition, markets, industry structure, and organization.</i>
MGT 697	<i>LEADERSHIP, COMMUNICATIONS AND ETHICS. Political, historical, and philosophical perspectives on the meaning and processes of top management leadership. Applications of leadership perspective to the development of organizational culture, ethics and values, stakeholder relations, business-government relations, and competitiveness.</i>
CPH 600	<i>HEALTH SERVICES AND SYSTEMS ORGANIZATIONS. (3) An introduction to the health care delivery system in the United States, including its composition, functioning, the interrelationships of organizations and professional groups within the system in various settings, health care terminology, and major problems and issues in the delivery of health services. Prereq: College of Public Health graduate program enrollment or permission of instructor.</i>
HMT 588	<i>STRATEGIC MANAGEMENT IN THE HOSPITALITY AND FOOD SERVICE INDUSTRY. A course requiring students to use integrative skills to evaluate theories and applications regarding decision making, strategic planning and management concepts specific to hospitality and food service organizations. Prereq: Graduate student status or HMT 120, HMT 210, HMT 270, HMT 308, MGT 301 and MKT 300.</i>
SCE 614	<i>SUSTAINABLE PRODUCTION SYSTEMS AND SUPPLY CHAIN. This course aims to provide students with an understanding of the sustainability opportunities and challenges facing manufacturing systems and supply chains. Students will be introduced to the 6R-based approach to sustainable manufacturing and the importance of product-process-system (manufacturing system, and supply chain) integration for improving sustainability performance. Students will also learn tools and techniques that can be used to model, measure and evaluate manufacturing systems and supply chains to improve economic and environmental performance while meeting the needs of consumers, employees, and other stakeholders.</i>

19c	Program Free Electives Courses
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Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)

19d	Courses for a Track. (If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF to the end of this form with each track's courses and descriptions.
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Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
	<input type="checkbox"/> Track Core	

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<input type="checkbox"/> Track Elective	
<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
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UNIVERSITY OF KENTUCKY
GATTON COLLEGE OF BUSINESS AND ECONOMICS

STUDENT LEARNING OUTCOMES

Master of Science in Supply Chain Management (SCM)

Submitted to the University of Kentucky, Office of Assessment

September, 2019

1. Introduction

Assessment Plan for Master of Science in Supply Chain Management (SCM) College of Business and Economics

Unit Mission Statement:

The Gatton College of Business and Economics is focused on enriching people's lives by creating and disseminating intellectual capital through excellence in teaching, research and engagement. The Gatton College's intellectual domains within the University are the intellectual disciplines of business and economics.

Across these disciplines the College:

- Expands knowledge through research, scholarship and creative activity
- Facilitates learning, informed by scholarship and research
- Serves a global community by disseminating, sharing and applying knowledge
- Promotes human and economic development that improves lives within Kentucky's borders and beyond.

Basic Assessment Approach:

Assess all learning outcomes within a three-year cycle, using direct and indirect methods. Please see attached Curriculum Map and Artifact Map.

Definition of Key Terms:

Assessment: A strategy for evaluating and improving student learning through a continuous, systematic process.

Curriculum Map: A visual depiction of how learning outcomes and/or professional standards are translated into individual courses taught within a program

Learning Outcomes: Statements of learning expectations.

Indirect Evidence: Data from which you can make inferences about learning but do not demonstrate actual learning, such as perception or comparison data. Includes, but is not limited to: surveys, focus groups, exit interviews, grades, and institutional performance indicators.

Direct Evidence: Students show achievement of learning goals through performance of knowledge and skills. Includes, but is not limited to: capstone experiences, portfolios, and substantial course assignments that require performance of learning.

2. Assessment Oversight, Resources

Data are collected by the instructors through either embedded questions on exams and/or quizzes or from other written assignments. These items are scored based on the Learning

Outcomes (see below) the courses were assigned to assess. To have sufficient data, at least 40% of all students in each course must be assessed.

Students are categorized based on their scores on embedded questions or written assignments. Those with a 90% or above are considered Exemplary, 70-89% scores are Proficient, and 69% and below are Deficient. This data is then summarized into percentages and are included in the assessment reports. Lastly, course faculty describe how they plan to improve students' mastery of the learning goal moving forward.

The reports are then sent to the Gatton Office of Assessment. Data are aggregated for the year across courses by learning goal. These annual summaries are reviewed by the program's Advisory Committee where the College's continuing strengths and weaknesses are discussed. Plans to address weaknesses are generated, agreed upon and executed by this Committee.

3. Program-Level Learning Outcome

Learning Outcome 1: Critical Thinking

Learning Objective: Students will apply analytical, critical, and logical reasoning skills to solve complex operations and supply chain related issues

Learning Outcome 2: Identification of Ethical Issues

Learning Objective: Students will be able to identify ethical and societal responsibilities that arise in a supply chain context

Learning Outcome 3: Multidisciplinary Competence

Learning Objective: Students will work in multidisciplinary team-based environment to identify and solve contemporary supply chain problems

Learning Outcome 4: Technological Skills

Learning Objective: Students will utilize ubiquitous business application software tools to assist decision making in a complex global supply chain setting

Learning Outcome 5: Communications Skills

Learning Objective: Students will demonstrate strong written and oral communication skills

4. Curriculum Maps

Core Curriculum

Course Name	Goal	Critical Thinking	Identification of Ethical Issues	Multidisciplinary Competence	Technological Skills	Communication Skills
	Course #	SLO1	SLO2	SLO3	SLO4	SLO5
Supply Chain Fundamentals and Strategy	MKT 630	I	I	I	I	I
Production and Operations Management	MKT 631	I, R	-	R	I	I
Supply Chain Modeling & Analysis	MKT 632	I, R	-	-	I, R, E	R
Applied Data Analytics	MKT 633	I, R	-	-	I, R, E	R
Quality Management & Lean Operations	MKT 634	E	R	-	R	R
Logistics Management	MKT 635	E	R	R	R	R
Sourcing, Purchasing & Contract Management	MKT 636	E	E	-	R	R
Negotiation in Supply Chain	MKT 637	E	R	-	-	E
Industry Project	MKT 740	E	E	E	E	E

* I=Introductory, R=Reinforced, E=Emphasized

Measurement of the student learning goals:

Student Learning Goals					
Learning Goal	Critical Thinking	Identification of Ethical Issues	Multidisciplinary Competence	Technology Skills	Communication Skills
MKT 632				X	
MKT 636	X	X			
MKT 637					X (Written)
MKT 740			X		X (Oral)
Learning Objective	<i>Students will apply analytical, critical, and</i>	<i>Students will be able to identify of ethical and</i>	<i>Students will work in multidisciplinary team-based</i>	<i>Students will utilize ubiquitous business</i>	<i>Students will demonstrate strong written and oral</i>

	<i>logical reasoning skills to solve complex operations and supply chain related issues</i>	<i>societal responsibilities that arise in a supply chain context</i>	<i>environment to identify and solve contemporary supply chain problems</i>	<i>application software tools to assist decision making in a complex global supply chain setting</i>	<i>communication skills in a supply chain-related context</i>
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***Note: X indicates where the assessment of the goal will occur.**

5. Assessment Methods and Measures

Direct Methods:

- Exams
 - Using a series of embedded questions that align with the learning outcomes the course is oriented toward.
 - This is the primary method for courses assessing LO2, LO4, and LO5.
- Written Paper and/or Group Projects with attached Rubrics
 - This is the primary method for courses assessing LO1 and LO3.

6. Data Collection and Review

SCM 2020-2023 SLO Reporting Cycle				
Cycle	Learning Outcome (LO) #	Stated Student Learning Outcome	Academic Year	Reporting Year
Year 1	LO 1	Demonstrate the ability to apply analytical, critical, and logical reasoning skills to solve complex operations and supply chain related issues	2020-2021	31-Oct-21
	LO 2	Identify ethical and societal responsibilities in a supply chain related context		
Year 2	LO 4	Demonstrate ability to utilize ubiquitous business application software tools to assist decision making in a complex global supply chain setting	2021-2022	31-Oct-12
	LO 5	Demonstrate strong written and/or oral communication skills in a supply chain-related context		
Year 3	LO 3	Demonstrate the ability to work in multidisciplinary team-based environment to identify and solve contemporary supply chain problems	2022-2023	31-Oct-23

7. Assessment Cycle and Data Analysis

Assessment of student learning takes place throughout the program and occurs in select courses. Program faculty will be asked to maintain records of course-level assessment. Program-level assessment data will only be gathered at summative points in the curriculum.

The program will follow a three-year cycle with two/one outcomes assessed during each year. All students must be evaluated for course purposes. Therefore, all student data will be gathered for the purposes of the program assessment.

Results will be analyzed and reviewed with the Graduate Studies Committee each year. Assessment reports will be completed by the end of each term, (Spring and/or Fall) and

submitted to the college's Assessment Office. Final reports will be sent to the university's assessment office as required.

8. Teaching Effectiveness

All instructors will use the University Teacher Course Evaluation (TCE) process to be evaluated by their students each semester. Each instructor will be asked to provide a self-reflection which will include areas of improvement. The Department Chair will review the TCE results, any available peer review forms, and the self-reflection with the instructors and provide feedback to the instructor. This will occur on an annual basis.

9. What are the plans to evaluate students' post-graduate success?

Our department will look at data provided by the Alumni Survey and will work with the Office of Institutional Research to look at other possible methods.

10. Appendices-Required

Rubrics for the above Learning Outcomes can be found in Appendix A.

Appendix A: Rubrics of Learning Outcomes

- SLO 1 and 2 will be evaluated by case analyses, quizzes and exams conducted in MKT 636.
- SLO 3 will be evaluated by peer review conducted in MKT 740. Table 1 is the peer review rubric.

Table 1: Grading rubric of peer review

	Exemplary (A)	Satisfactory (B)	Developing (C)	Beginning (D)
Team interaction (30 %)	Communicates effectively with other team members. Handles conflicts constructively and professionally.	Communicates often with other team members. Handles conflicts professionally.	Try hard to communicate with other team members. Do not know how to handles conflicts.	Almost no communication with other team members. Causes conflicts. Don't try to resolve conflicts.
Quality of work (30%)	Excellent work quality. Exceed the expectations of the other team members. Cannot achieve the project outcomes without this member's input.	High work quality. Meet the expectations of the other team members. This person's inputs contribute to the project outcomes.	Adequate work quality. Need occasional re-work by others. May achieve the same project outcomes without this person.	In-adequate work quality. Need constant re-work by others. The team will perform better without this person.
Fair distribution of workload (20%)	Does more than his/her share of the workload. Help others.	Does his/her share of the workload in a timely manner	Does his/her share of the workload with occasional delays.	Cannot finish his/her share of the workload.
Participation in team events (20%)	Participates in all team events and meetings. Very accommodating other's schedules	Misses 1 team events (without excuse). Accommodating other's schedules.	Misses 2 team events (without excuse). Less accommodating.	Misses more than 3 team events (without excuse). Not accommodating.

- SLO 4 will be evaluated by quizzes and exams conducted in MKT 632.
- The oral communication component in SLO 5 will be evaluated by student's presentations in MKT 740. Tables 2 is the rubrics for the oral presentation. The written communication component in SLO 5 will be evaluated by written reports in MKT 637. Table 3 is the rubrics for the written report.

Table 2: Oral presentation grading rubric

	Exemplary (A)	Satisfactory (B)	Developing (C)	Beginning (D)

Organization of information (25%)	Information is presented in a logical sequence. Capture audience's attention.	Information is presented in a logical sequence.	Logical sequence is unclear and hard to follow	Cannot understand presentation--no sequence of information
Subject knowledge (25 %)	Demonstrates full knowledge. Propose interesting questions. Answer them with detailed explanations and elaborate.	At ease with knowledge. Answer questions, but does not elaborate	Unable to show understanding of knowledge. Answer only rudimentary questions	Does not have a grasp of the knowledge. Cannot propose and answer questions
Visual presentation (25%)	The vivid use of graphics/videos to explain and elaborate	The moderate use of graphics/videos to support text	Occasionally uses graphics that rarely support text and presentation	Uses superfluous graphics or no graphics at all
Elocution (25%)	Maintains eye contact. Clear voice. Good body gesture. Fluent.	Maintains eye contact most of the time. Most audience members can hear the presentation	Occasionally uses eye contact, mostly reading presentation. The audience has difficulty hearing	Reads scripts with no eye contact. Speaks too softly

Table 3: Written report grading rubric

	Exemplary (A)	Satisfactory (B)	Developing (C)	Beginning (D)
Subject knowledge (30 %)	Demonstrates full domain knowledge. Apply proper problem-solving techniques. Explain in detail.	At ease with domain knowledge. Apply proper problem-solving techniques. Do not explain them in detail.	Unable to show a real understanding of domain knowledge. Use only rudimentary techniques.	Does not have a grasp of domain knowledge. Use the wrong techniques to solve the problems.
Relevance and novelty of results (30%)	Counterintuitive and yet sensible results ("Wow!")	Somewhat surprising and interesting results	Obvious or superficial results	Fundamentally flawed results
Structure and flow (20%)	Smooth transitions. Clear of major logical fallacies	1-2 rough transitions. 1-2 instances of major fallacies	3-5 rough transitions. 3-5 instances of major fallacies.	No clear transitions. Confusing. More than 5 instances of major fallacies
Spelling and grammar (20%)	Less than 2 errors.	3-4 error.	5-6 errors.	More than 7 errors.

Sun, Haoying

From: Pearson, RaeAnne
Sent: Monday, March 25, 2019 10:19 AM
To: Sun, Haoying
Cc: Weber, Annie; Lee-Post, Anita
Subject: Fw: Untitled

Hello Haoying,

I have updated the CIP Code as requested. Please let me know if you have any other questions.

Dear Anita Lee-Post ,

Thank you for submitting a Notification of intent for **Master of Science in Supply Chain Management , MS, Master of Science (52.1399)**.

My email will serve 2 purposes: 1.) Next steps for SACSCOC, and 2.) Verification and notification that you have contacted OSPIE—a Senate requirement for proposal approval.

1. **Next steps for SACSCOC:** None required
2. **Verification that OSPIE has reviewed the proposal:** Based on the documentation presented the proposed program does not constitute a substantive change as defined by the University or SACSCOC, the university's regional accreditor. Therefore, no additional information is required by the Office of Strategic Planning & Institutional Effectiveness at this time. The proposed program change(s) may move forward in accordance with college and university-level approval processes.

IMPORTANT: *Certificates (undergraduate and graduate) will be added to the CPE Inventory once they have been approved by the University Senate. For degree programs, an NOI will be submitted by the Office of Strategic Planning and Institutional Effectiveness to CPE and you will need to work closely with our office to ensure that your proposal meets all external CPE requirements and deadlines.*

Should you have any questions or concerns about UK's substantive change policy and its procedures, please do not hesitate to contact our office.

Office of Strategic Planning & Institutional Effectiveness


University of Kentucky

[Visit the Office of Strategic Planning and Institutional Effectiveness Website](#)

April 23, 2019

MEMORANDUM

TO: Haoying Chen, Gatton College of Business and Economics
Fazleena Badurdeen, College of Engineering

FROM: Simon Sheather, Dean 

SUBJECT: Letter of Support – Master’s in Supply Chain Management/Master’s in Supply Chain Engineering

The Master’s in Supply Chain Management (MSCM) and Master’s in Supply Chain Engineering (MSCE) are examples of what can be accomplished when two colleges—Gatton COBE and the College of Engineering—work cooperatively to achieve an outcome of mutual benefit. I am in full support of both programs and am looking forward to the success of both colleges in providing new opportunities for our students and supply chain expertise to employers in the region and around the world.

Currently, the programs share three courses, two of which will be provided by the Gatton College and one by the College of Engineering. The Gatton College will be adding a new tenure track faculty member in supply chain who will be joining us in fall of 2019, and we are committed to hiring a lecturer for fall of 2020 to provide necessary teaching capacity and support to both programs. These additions, along with faculty experts who are currently in the college, represent all the pieces needed to successfully launch the MSCM program and support the MSCE.

The demand for supply chain professionals is strong within the region and our corporate partners are supportive of this newly designed program. It is our expectation that students who matriculate through the MSCM program will find opportunities within the region and beyond. I am personally very excited to be providing the Commonwealth with a much-needed educational opportunity that is an excellent match to a growth area in the state.

If you or anyone else involved with this process has any questions, please do not hesitate to reach out to me.

cc: Rudolph G, Buchheit, Dean of Engineering
David Hardesty, Department Chair of Marketing and Supply Chain
Nicole Thorne Jenkins, Executive Associate Dean

see blue.



University of Kentucky
College of Engineering
Office of the Dean
353 Ralph G. Anderson Bldg.
Lexington, KY 40506
P: 859-257-1687
F: 859-257-5727 www.uky.edu

October 23, 2019

Dr. Haoying Sun
Assistant Professor of Marketing and Supply Chain
Gatton College of Business and Economics
University of Kentucky
Lexington, KY 40506

Dear Professor Sun,

I am pleased to give my wholehearted support the new Master's degree program in Supply Chain Management (SCM), which is being proposed by the Gatton College of Business and Economics and the College of Engineering.

I understand that SCM is proposed as a one-year, 30 credit-hour program targeted at teaching students with a Business background the understanding and abilities necessary to manage complex supply chain processes.

The faculty expertise needed to teach courses in the SCM program currently exists in in the Gatton College of Business and Economics and the College of Engineering. Any additional resources needed implement the program offerings are or will be in place in advance of the proposed program launch date. The SCM program will not negatively impact other programs in the College of Engineering.

I believe that content and mode of delivery of this program is well conceived and will address critical educational needs for the workforce of Kentucky and beyond. I am pleased that the College of Engineering and the Gatton College have partnered to bring together faculty expertise to create graduate programming that is distinctive and highly relevance for business and industry.

I look forward to the speedy approval of this program and formation of its first student cohort.

Sincerely,

A handwritten signature in blue ink that reads "R.G. Buchheit".

Rudolph G. Buchheit
Dean, College of Engineering
Professor, Chemical and Materials Engineering

see blue.

An Equal Opportunity University

Sun, Haoying

From: Jenkins, Nicole
Sent: Friday, April 19, 2019 8:51 AM
To: B&E Faculty
Cc: Greenwell, LeeCarol; Richards, Melissa
Subject: Faculty Voting Results - Faculty Meeting Issues

Electronic Faculty Vote Results

The following matters were supported 100%:

1. The Masters of Supply Chain Management
2. The courses for the Masters of Supply Chain Management
3. The policy to limit the credit hour transfer for majors and minor requirements of the College

The MSCM program and courses will be moved through the faculty senate with a planned launch date of fall 2020.

Thank you to everyone who participated in the voting.

Nicole

Nicole Thorne Jenkins PhD, CPA

Executive Associate Dean for Administration, Faculty & Research

Von Allmen Professor of Accounting

Gatton College of Business and Economics

University of Kentucky

phone: (859) 218-1649

office: 371

website: gatton.uky.edu



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Minutes MKT Faculty Meeting:

12/13/2018

1:00pm

-David begins meeting at 1pm

-Haoying begins by talking about the 3 SC candidates that came for recruiting- for the Supply Chain Masters Program that is being started: Brett Hathaway, Jiankun Sun, and Yunke Mai: 1:00-1:20pm.

-All faculty discusses each candidate: 1:20 - 1:30pm

-Everyone agrees to offer Yunke the position, and if he says no, then to make an offer to Brett as the second option.

-David talks about that in January/February B&E will hire someone for MKT potentially, as a visiting assistant professor, which will be for about 3 years.

1:45pm- Lecturers join

-David mentions also in Spring we will possibly hire another faculty for Supply Chain.

-Haoying discusses the new Supply Chain Master's Program details:

-Looking at the budget for this

-Faculty availability for the program

-Looking at the options of either an adjunct or a new lecture to teach some of the courses.

-Hoping to start the program by Fall of 2020

-Everyone votes for the motion to move forward of this program: everyone agrees.

-Allan discusses having our MKT faculty to go and visit and present there. 3+1 program being kickstarted

-Online Digital MKT courses being started – By Leslie Vincent and Andrew Grimes

-David brings up possibly doing a certificate, with digital media.

-Brian Murtha discusses that a possible sales certificate is an option, that was discussed with Nicole Jenkins.

-Possibly making another few courses to add to our current courses- so this certificate and be added with other majors in different dept.

-David mentions the budget changing to possibly go towards number of students in each course/department.

-Transfer credits: David discusses that for transferring credits there is no exceptions right now. We will try to establish a rule to have transfer credits from incoming students

-David mentions that Meike found a rule in the MKT dept where two people could not vote, so everyone agreed to have that taken out.

-David mentions that there needs to have a doctoral student representative on the DGS committee as well as the committee with Leslie.

-David mentions that Adam asked about MKT 395- which does not count for MKT elective, it is only a college elective.

- Holly mentions Honors MKT courses, is that an option, can we offer more courses for those in the honors college?



University of Kentucky
College of Engineering
Department of Mechanical Engineering

March 18, 2019

David Hardesty, Chair
Marketing and Supply Chain
University of Kentucky

Dear David:

The Mechanical Engineering faculty have approved developing the course Supply Chain Engineering (SCE) 631 - Production and Operations Management and using it as a core course in the proposed Supply Chain Management (SCM) degree program. The vote to permit this course usage was unanimous in favor as reflected in our faculty meeting minutes from March 6, 2019. Students in the SCM program may also take other engineering electives that will be offered as part of our proposed SCE program or that are currently offered as part of the Manufacturing Systems Engineering (MFS) program. It is our understanding that a portion of the tuition revenue from the SCM students will be shared with Engineering for their enrollment in these courses, as separately agreed to by the College Deans.

Sincerely,

A handwritten signature in blue ink that reads "Michael W. Renfro".

Michael W. Renfro
Professor and Chair of the Mechanical Engineering Department
University of Kentucky
153 Ralph G. Anderson Building
Lexington, KY 40506

michael.renfro@uky.edu

see blue.

March 26, 2019

TO: David Hardesty
Chair, Department of Marketing and Supply Chain

FROM: Paul Childs
Chair, Department of Finance and Quantitative Methods

The Department of Finance and Quantitative Methods approves the use of Ram Pakath to teach MKT 633, entitled Applied Data Analytics, in the Master's in Supply Chain program. MKT 633 is a new course developed for the Master's in Supply Chain program.

see blue.

March 26, 2019

The Department of Management supports Chen Chung teaching MKT 634, entitled Quality and Lean Management, and Joe Labianca teaching MKT 637, entitled Negotiation, in the Master's in Supply Chain Management program. We also agree to allow Supply Chain Management students to register as classroom space allows for MGT 610 (Global Management) and MGT 697 (Leadership, Communications, and Ethics) as potential electives.

Daniel J. Brass
J. Henning Hilliard Professor of Innovation Management
Chair, Department of Management

see blue.

Sun, Haoying

From: Jackson, Vanessa
Sent: Thursday, February 14, 2019 9:26 AM
To: Sun, Haoying
Cc: Zhang, Pei
Subject: RE: HMT 588 as elective for a few Gatton students

Dr. Sun:

Thank you very much for considering our class as a potential elective for your graduate students. We welcome future MS students from the Gatton College of Business & Economics to take HMT 588 as an elective. Please let me know if you need any other information. I have included Dr. Pei on this e-mail as she teaches the course. With great respect,

Vanessa P. Jackson, Professor
Chair, Retailing & Tourism Management
University of Kentucky
317 Erikson Hall
Lexington, KY 40506-0050
(859) 257-7633
Fax (859) 257-1275
e-mail: Vanessa.jackson@uky.edu

From: Jackson, Vanessa
Sent: Wednesday, February 13, 2019 5:45 PM
To: Sun, Haoying <Haoying.Sun@uky.edu>
Subject: Re: HMT 588 as elective for a few Gatton students

I would be glad to write the letter. Thank you for thinking of our program. Dr. Jackson

Sent from my iPad

On Feb 13, 2019, at 12:36 PM, Sun, Haoying <Haoying.Sun@uky.edu> wrote:

Dear Dr. Jackson,

This is Haoying Sun from Gatton College of Business & Economics. I am responsible for developing a new Master of Science in Supply Chain Management program for my department. We would like to put HMT 588 as one of the electives a student in the MS program can choose since some of the students may go to work in retail and hospitality industry after graduation. Currently, we want to have 9 courses in the list of recommended courses from which a student can select one as his/her elective. The MS program will have an expected students size of 25-45 per year. Hence, I would estimate that the number of students who may choose HMT 588 as an elective will be less than 5 per year. The target starting date of the new MS program is Fall 2020.

I am wondering if allowing a few of our future MS students taking HMT 588 as an elective is ok with your department. If so, we would need a letter of support (email is suffice) from the current department chair stating that. Please feel free to contact me if you have any questions.

Best regards,

Haoying

Haoying Sun
Assistant Professor
Dept. of Marketing and Supply Chain Management
Gatton College of Business and Economics
University of Kentucky
Email: haoying.sun@uky.edu

February 19, 2019

Haoying Sun, PhD
Assistant Professor,
Department of Marketing and Supply Chain Management
Gatton College of Business and Economics
University of Kentucky

Dear Dr. Sun:

I write this letter to confirm that the Department of Health Management and Policy will allow CPH 600 (Health Services and Systems Organization) to be listed as an elective for the new Master of Science in Supply Chain Management program.

Per our discussion, students will be allowed to enroll in the summer (online) session of CPH 600. This will allow them to be covered under our current MOU with Gatton.

Please feel free to contact me with any questions.

Sincerely,



Teresa M. Waters, PhD
Charles T Wethington Endowed Chair in the Health Sciences
Chair, Department of Health Management & Policy
Associate Dean for Research

see blue.

Sun, Haoying

From: Renfro, Michael
Sent: Wednesday, March 20, 2019 4:06 PM
To: Badurdeen, F; Hardesty, David M.
Cc: Sun, Haoying
Subject: RE: SCE/MKT 740

David,

Thank you for the note. Likewise, the Department of Mechanical Engineering will support the delivery of the SCE/MKT 740 course by assigning a faculty member for co-teaching. Let me know if you need something more formal.

Mike

From: Badurdeen, F <badurdeen@uky.edu>
Sent: Wednesday, March 20, 2019 3:58 PM
To: Hardesty, David M. <dmhard3@email.uky.edu>; Renfro, Michael <michael.renfro@uky.edu>
Cc: Sun, Haoying <Haoying.Sun@uky.edu>
Subject: RE: SCE/MKT 740

David,

Thanks for this email. We were in need of this to submit the SCE/MKT 740 course in Curriculog.

Fazleena

Fazleena Badurdeen, Ph.D.
Professor of Mechanical Engineering
Director of Graduate Studies, Manufacturing Systems Engineering
414L CRMS Building
University of Kentucky
Lexington, KY 40506, USA
Phone: (859) 323-3252
Fax: (859) 257-1071

From: Hardesty, David M. <dmhard3@email.uky.edu>
Sent: Wednesday, March 20, 2019 3:54 PM
To: Renfro, Michael <michael.renfro@uky.edu>; Badurdeen, F <badurdeen@uky.edu>
Cc: Hardesty, David M. <dmhard3@email.uky.edu>; Sun, Haoying <Haoying.Sun@uky.edu>
Subject: SCE/MKT 740

Hello Michael and Fazleena,

The Department of Marketing and Supply Chain will support the delivery of the SCE/MKT 740 course by assigning a faculty member for co-teaching.

David

David Hardesty

Carol Martin Gatton Endowed Chair
Department Chair Marketing and Supply Chain
Director of the Behavioral Research Lab
University of Kentucky
david.hardesty@uky.edu

Sun, Haoying

From: Sun, Haoying
Sent: Wednesday, February 13, 2019 2:28 PM
To: Zimmer, Ronald W
Subject: RE: PA 602 as elective for a few Gatton students

Ron,

Thanks for the quick reply! Since this is an existing course, a faculty vote is not necessary. All we need is a letter of support from you stating that your department would allow the future MS SCM students to register this course. If the number of seats in the classroom become a problem in the future, you can always grant higher priority to students in your program than ours. So our future MS students may register the course only two weeks after your students register and there are still seats available by then.

Best,

Haoying

From: Zimmer, Ronald W
Sent: Wednesday, February 13, 2019 2:18 PM
To: Sun, Haoying <Haoying.Sun@uky.edu>
Subject: RE: PA 602 as elective for a few Gatton students

Haoying,

I think we would be happy to support this. Do you need us to have a faculty vote? Do you need a letter?

Ron

From: Sun, Haoying
Sent: Wednesday, February 13, 2019 12:24 PM
To: Zimmer, Ronald W <ron.zimmer@uky.edu>
Subject: PA 602 as elective for a few Gatton students

Dear Dr. Zimmer,

This is Haoying Sun from Gatton College of Business & Economics. I am responsible for developing a new Master of Science in Supply Chain Management program for my department. We would like to put PA 602 as one of the electives a student in the MS program can choose since some of the students may go to work in government or nonprofit organizations after graduation. Currently, we want to have 9 courses in the list of recommended courses from which a student can select one as his/her elective. The MS program will have an expected students size of 25-45 per year. Hence, I would estimate that the number of students who may choose PA 602 as an elective will be less than 5 per year. The target starting date of the new MS program is Fall 2020.

I am wondering if allowing a few of our future MS students taking PA 602 as an elective is ok with your school. If so, we would need a letter of support (email is suffice) from the current director stating that. Please feel free to contact me if you have any questions.

Best regards,

Haoying

Haoying Sun
Assistant Professor
Dept. of Marketing and Supply Chain Management
Gatton College of Business and Economics
University of Kentucky
Email: haoying.sun@uky.edu