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**Course Proposals**

List of all proposals

Course Name:Strategic Supply Chain Design
Course Prefix: SCM
Course Number: 4550
             Submitted by (Name & E-Mail):  Sebastian Brockhaus, sbrockhaus@weber.edu

Current Date:  10/1/2013
College: Business & Economics
Department:   Business Administration
From Term: Spring  2014

Substantive

|  |  |
| --- | --- |
| new   | Current Course Subject N/ACurrent Course Number  |

**New/Revised Course Information:**

|  |  |
| --- | --- |
| Subject:  SCM             Course Number: 4550 | Check all that apply: *This is for courses already approved for gen ed.    Use a [different form](http://documents.weber.edu/catalog/forms.htm%22%20%5Ct%20%22_blank) for proposing a new gen ed designation.* DV   CA   HU   LS   PS   SS  EN   AI   QL   TA   TB   TC   TD   TE |

Course Title: Strategic Supply Chain Design

Abbreviated Course Title: Strategic Supply Chain Design

|  |  |
| --- | --- |
| Course Type:  | LEC |

Credit Hours:  3  **or** if variable hours:    to

Contact Hours: Lecture 3  Lab    Other

Repeat Information:  Limit 0   Max Hrs 0

Grading Mode:  standard

|  |  |
| --- | --- |
| This course is/will be: |  a required course in a major program a required course in a minor program a required course in a 1- or 2- year program elective |

Prerequisites/Co-requisites:

Prerequisites: Business Foundations; SCM 3050, SCM 3500, SCM 3600, SCM 3700; MGMT 3200 or NTM 3250; Should be taken concurrently with SCM 4500, but can be taken after.

Course description (exactly as it will appear in the catalog, including prerequisites):

Course Description:
Supply chain management is integrative in nature, requiring a systems approach to process design and management. The goal is to co-create value across organizational boundaries. This capstone SCM course emphasizes the analytical aspects of identifying the right capabilities required to design a collaborative business model and create distinctive customer value. This analysis answers the question, “Who should be on the value-creation team?” The course is designed as a collaborative laboratory, employing extensive experiential learning and case analysis.
Prerequisites: Business Foundations; SCM 3050, SCM 3500, SCM 3600, SCM 3700; MGMT 3200 or NTM 3250;Should be taken concurrently with SCM 4500, but can be taken after.

**Justification** for the new course or for changes to an existing course. (Note: Justification should emphasize academic rationale for the change or new course. This is particularly important for courses requesting upper-division status.)

As supply chain management emerged from three distinct academic disciplines—logistics, operations, and sourcing—an imperative need exists to provide students with a process-driven, integrative experience. As Mike Wells, VP for Hershey, noted, “Our challenge is to create the holistic thinking without losing the deep functional skills.” This course builds on the deep skills students have gained in the previous classes and helps the students integrate and synthesize their learning. It also provides the analytical skills needed to design a cohesive value-added system that crosses organizational boundaries—a real challenge for most companies. Also, as a capstone course, this class relies heavily on case-based learning.

Restructuring the curriculum allows us to add a capstone course that integrates the body of knowledge and practice and builds a strategic perspective on SCM. The course merits 4000 level credit due to its knowledge prerequisites and advanced level of case analysis and project work required in the course.

**INFORMATION PAGE**for substantive proposals only

1. Did this course receive unanimous approval within the Department?

true

If not, what are the major concerns raised by the opponents?

2. If this is a new course proposal, could you achieve the desired results by revising an existing course within your department or by requiring an existing course in another department?

No. Supply chain management is a relatively new discipline, emerging in industry in the mid 1990s. Supply chain management has its roots in three functional domains: logistics, operations, and purchasing. During the past decade, each of the leading professional associations has changed its focus from a deep functional emphasis to a more holistic approach to value creation (e.g., the Council of Logistics Management changed its name to the Council for Supply Chain Management Professionals). The overall supply chain curriculum has been revised to provide the traditional, deep skill in the areas of logistics, operations, and purchasing management.

This new course provides the integrative, holistic experiential learning designed to help students integrate and synthesize their previous studies. The course provides a framework for identifying and evaluating the value-creation potential of other members of the supply network so that the right complementary capabilities can be brought together--material that is not covered in existing courses. It also emphasizes systems thinking, process design, and collaborative business models. Finally, the course is case driven to provide students with the critical thinking and real-world application recruiters are looking for in new hires.

3. How will the proposed course differ from similar offerings by other departments? Comment on any subject overlap between this course and topics generally taught by other departments, even if no similar courses are currently offered by the other departments. Explain any effects that this proposal will have on program requirements or enrollments in other department. Please forward letters (email communication is sufficient) from all departments that you have identified above stating their support or opposition to the proposed course.

This course is discipline specific. There really are not other similar offerings on campus. As such, overlap with other courses is minimal. However, students are expected to bring key skills learned in other courses to this class. For instance, supply chain design decisions must be supported by good financial analysis. Students should be able to answer the question, "How does the proposed initiative impact the P&L statement?" This course also gives students the opportunity to employ communication and presentation skills learned in other classes. In this sense, the course gives students an opportunity to employ previously gained skills. Thus, although we employ the process skills students should be gaining in all of their business courses, the content is distinct.

4. Is this course required for certification/accreditation of a program?

no

If so, a statement to that effect should appear in the justification and supporting documents should accompany this form.

5. **For course proposals**, e-mail a syllabus to Faculty Senate which should be sufficiently detailed that the committees can determine that the course is at the appropriate level and matches the description. **There should be an indication of the amount and type of outside activity required in the course (projects, research papers, homework, etc.)**.

**Please mail a signed [approval page](https://portalapps.weber.edu/lcourseproposal/SignaturePage.PDF%22%20%5Ct%20%22_blank) to the Faculty Senate Office, MA 210J, MC 1003.**

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