New Course MKTG 3810

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:

MKTG 3810

2. Proposed credit hours:

3

3. Proposed course title:

Sourcing and Purchasing

4. Proposed course prerequisites:

MGMT 2800 or MKTG 2800

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

D

8. Major and/or minor restrictions:

Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

Integrated Supply Management (ISUN)

Integrated Supply Management (ISUJ)

10. Classification restrictions:

Exclude

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

FR, SO

12. Level restriction:

Exclude

13. List the level (undergraduate, graduate) that is to be included or excluded.

GR

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Sourcing and Purchasing

17. Is this course repeatable for credit?

No

18. Is this course mandatory credit/no credit?

No

19. Select class type:

Lecture

20. How many contact hours per week for this course?

3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Undergraduate

C. Please choose Yes or No to indicate if this class is a General Education class:

No

D. Explain briefly and clearly the proposed improvement.

Create MKTG 3810 as a parallel course to MGMT 3810.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

Faculty who teach in the ISM program are in two different departments—management and marketing. The expertise for these courses is not necessarily limited to faculty in one department. Creating the new courses and adding them to the major will provide more flexibility in scheduling and better use of resources.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

This course addresses the following subset of learning objectives for the ISM program:

Demonstrate and apply Supply Chain concepts in a wide range of processes and environments

a. Lean principles, six sigma, statistical process control, continuous improvement, total quality management, problem solving, project management, ERP, demand management, agile logistics etc.

Personal Characteristics

Demonstrate ability to collaboratively solve problems, drive change and influence through written and oral communication

c. Critical thinking, frame and solve complex problems, fact-driven, challenge assumptions, understand legal consequences, encourage creative thinking and risk taking - initiative

e. Leadership and time management skills

Practical Experience

Apply classroom learning in professional settings to prepare students for post-graduation success.

a. Strong alignment and integration with business

b. Cross-functional experience

c. Internships, case competitions, and Bronco Force

d. Business cases/simulations

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This change is the result of review of the program’s resources as a result of planning for the new certificate programs at the master’s level.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

This change will provide more flexibility in scheduling and better use of resources between the management and marketing departments.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This will provide more flexibility in scheduling and better use of resources.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

This proposal will make it easier for students to graduate on time because of the increased scheduling flexibility.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

This is an change to an existing program and will not change market demand. It should increase the effective capacity of the program.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

This will have no impact on other university resources.

M. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

NA.

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

NA.

O. Current catalog copy:

NA.

P. Proposed catalog copy:

Print Course

MKTG 3810 - Applied Six Sigma Problem-Solving

This course provides a unique opportunity for students to apply the concepts, tools and techniques studied in previous ISM classes to issues and problems facing today’s supply chain. After mastering process management concepts and techniques (e.g., value stream mapping, value analysis/value engineering, quick changeover, etc.), students are given the opportunity to apply a problem solving architecture i.e. Lean Six Sigma, A3, etc. to on-site industry processes. In collaboration with WMU industry partners, faculty and student teams scope a company’s supply chain problem area, develop and execute a problem-solving strategy, and present the conclusion and recommendations to the firm’s executives. Students gain valuable professional work experience by solving real world industry issues and insight into the design, implementation, and management of effective and efficient integrated Supply Chain Systems.

Prerequisites & Corequisites: Prerequisite: MGMT 2800

Credits: 3 hours

Restrictions: Restricted to majors/minors in Integrated Supply Management.