

Memorandum

To: General Faculty

Date: September 7, 2022

Regarding: Faculty Senate Agenda for September 9, 2022 in Nursing 106

1. Call to Order
2. Roll Call
3. Minutes
 - A) The June 10, 2022 Faculty Senate Meeting Minutes were approved electronically on June 17, 2022.
4. Administrator Reports
5. Committee Reports

Executive Committee (Jeff Reber, Chair)

Information Item:

- A) General Information Updates

Committee I: Undergraduate Programs Committee (Kim Green, Chair)

Action Item ([Addendum I](#)):

- A) Richards College of Business
 - 1) Department of Management
 - a) [Nexus program in Supply Chain Management](#)
Request: Add

Committee IX: Rules Committee (Jamie Brandenburg, Chair)

Action Item ([Addendum II](#)):

- A) UWG Academic Policies and Procedures Manual
 - 1) By-Laws of the Faculties and Faculty Senate: Article III.A. Meetings
Request: Modify

6. Old Business
7. New Business
8. Announcements
9. Adjourn

Addendum I

Supply Chain Management

2023-2024 Undergraduate New Program Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Desired Effective Year*

- Program Type*
- Degree Program
 - Embedded Certificate
 - Stand-Alone Certificate
 - Endorsement
 - Minor

If embedded, please list the parent program.

Routing Information

Routes cannot be changed after a proposal is launched.

Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*

Department of Management

Is this a School of Nursing or School of Communication, Film and Media course?*

Yes

No

Is this a College of Education Program?*

Yes

No

Is the addition/change related to core, honors, or XIDS courses?*

Yes

No

Is this an Accelerated Bachelors to Masters program related proposal?*

Yes

No

Program Information

Program Type*

Nexus Degree

Program Name* Supply Chain Management

Degree Type*

Nexus

Program Description* The Nexus degree in Supply Chain Management is an excellent option for individuals seeking a more short-term, focused degree to begin a career or to pursue an alternative route to a more advance degree. Students will study operations management, supply chain management, logics, and lean six sigma. Additionally, projects will be completed using a supply chain simulation and SAP enterprise software. Once complete, students will likely seek careers in areas such as logistics, storage and distribution, materials management, production, shipping and receiving, and procurement.

Program Location*

Online

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?*

- Face-to-Face
- Online Only
- Hybrid

Curriculum Information

Select *Program* below, unless creating an *Shared Core*.

A *Shared Core* is a group of courses shared by multiple entities. For example, Music has a variety of tracks but all tracks share the same core.

Type of Program* Program Shared Core


PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

Step 1

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab



If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 2

Next, to add cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add. For removing courses click on the  and proceed.

Fall Semester (Year 1)

ENGL 1101 English Composition I
CISM 2201 Foundations of Business and Spreadsheet Analysis
HIST 1111 Survey of World History/Civilization I
HIST 1112 Survey of World History/Civilization II
MATH 1111 College Algebra
[After] HIST 1111 or HIST 1112

Spring Semester (Year 1)

ECON 3402 Statistics for Business I
ENGL 1102 English Composition II
GEOG 1112 Weather and Climate
GEOG 2202 Environmental Science
HIST 2111 U S History I (to 1865)
HIST 2112 U S History II (since 1865)
[After] GEOG 1112 or GEOG 2202 / HIST 2111 or HIST 2112

Summer Semester (Year 1)

BUSA 2106 Legal and Ethical Environment of Business
MGNT 3615 Operations Management

Fall Semester (Year 2)

CS 1030 Introduction to Computer Concepts
ECON 2105 Principles of Macroeconomics
MGNT 4610 Logistics
POLS 1101 American Government

Spring Semester (Year 2)

COMM 1110 Public Speaking

ECON 2106 Principles of Microeconomics

**ENGL 2050 Self-Staging: Oral Communication
in Daily Life**

MGNT 4615 Supply Chain Management

PHIL 2030 Introduction to Ethics

[After] COMM 1110 or ENGL 2050

Summer Semester (Year 2)

**CISM 3330 Management of Information
Systems**

MGNT 3640 Lean Six Sigma

MGNT 4686 Internship - Management

[After] CISM 3330 or MGNT 4686

Justification and Assessment

Rationale* Based on the Georgia Workforce Trends report (available online from the Georgia Department of Labor), "General and Operations Managers" is one of six "Hot Careers." It is anticipated that 11,130 new jobs will be created in Georgia through 2028. Additionally, there are 8,960 annual openings for General and Operations Managers.

O*NET Online (US Department of Labor) suggests that specific occupations related to supply chain management have very positive projections. For example, Logistics Analysts, General and Operations Managers, and Industrial Engineer positions are classified as "Bright Outlook" occupations, growing faster than average through 2030 creating more than 100,000 job openings.

Thus, both regionally and nationally, there is a large demand for supply chain-related jobs over the next decade. And, based on data from the University System of Georgia (USG) Strategy and Fiscal Affairs Division, we may not be providing a sufficient supply of graduates to fill employer needs in this area. Specifically, when examining degrees conferred in the area of Logistics, Materials, and Supply Chain Management, there were 214 Bachelors and 44 Masters Degrees conferred during Fiscal Year 2021. This represents a significant gap between the demand for supply chain-related jobs and the supply of current graduates in related areas.

The USG does not currently have a Nexus Degree in Supply Chain Management. Thus, this would be a unique program. We anticipate that the program would be attractive to several different groups of potential students: (1) Undecided Focus Area Business majors – current UWG students who have indicated a desire to major in business, but have not decided on a discipline; (2) high school graduates who may not be willing to complete to a four-year degree, but could pursue a two-year program; and (3) non-traditional individuals working in a full-time, supply chain-related job that need a flexible, online, short-term alternative; and (4) military personnel interested in a career in supply chain who want to begin their degree while still serving.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*

SLO-1: Identify different metrics used in assessing the performance of supply chains and utilized them to solve real world cases.

SLO-2: Utilize enterprise software to manage materials and plan production.

SACSCOC Substantive Change

Please review [SACSCOC Substantive Change Considerations for Curriculum Changes](#)


Send questions to kgwaltney@westga.edu.

Check all that apply to this program*

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- None of these apply

SACSCOC Comments n/a

REQUIRED ATTACHMENTS

ATTACH the the following required documentsI by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) USGBOR One Step Proposal

The one-step new academic program proposal combines elements of the previous two-stage process into "one-step" for a more accelerated review of final, new program proposals submitted by university system institutions. The one-step proposal requires institutions to provide prioritized academic programs that demonstrate a clear need (and separately demand) for the areas served by the college or university. Programs may be directly tied to state economic development efforts, other initiatives, and may follow disciplinary changes and norms. The one-step new academic program proposal requires that institutions provide evidence that the proposed degree and/or major meets various needs and does not warrant unnecessary program duplication.

2.) Program Map and/or Program Sheet

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

3.) Academic Assessment Plan/Reporting

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the [Academic Assessment Plan/Reporting](#) template and attach to this proposal.

4.) Curriculum Map Assessment

Please download the [Curriculum and Assessment Map](#) template and attach to this proposal.


USGBOR One Step Proposal* I have attached the USGBOR One Step Proposal.
 N/A (minor, embedded certificate)

Program Map* I have attached the Program Map.

Assessment Plan* I have attached the Assessment Plan.
 Assessment Plan is not required (embedded certificate, minor is a part of an existing major)

Curriculum and Assessment Map* I have attached the Curriculum and Assessment Map.

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

DEPARTMENT of MANAGEMENT (NEXUS in SUPPLY CHAIN MANAGEMENT)	COURSES	SLO-1: Identify different metrics used in assessing the performance of supply chains and utilize them to solve real world cases.	SLO-2: Utilize enterprise software to manage materials and plan production.
<p>INTRODUCED (I): Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.</p> <p>REINFORCED (R): Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</p> <p>MASTERED (M): Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p>	ENGL 1101		
	ENGL 1102		
	MATH 1111	I	I
	HIST 1111 or 1112		
	GEOG 1112 or 2202		
	POLS 1101		
	CS 1030		I
	COMM 1110 or ENGL 2050		
	CISM 2201	I	I
	HIST 2111 or 2112		
	BUSA 2106		
	ECON 2105	I	I
	ECON 2106	I	I
	PHIL 2030		
	ECON 3402	R	R
	MGNT 3615	R	R
	MGNT 3640	R	R
	MGNT 4610	R	M
	MGNT 4615	M	R
	MGNT 4686 or CISM 3330	R	R

Supply Chain Management Assessment Plan

Student Learning Outcome	Measure/Method	Success Criterion
<p>SLO-1: Identify different metrics used in assessing the performance of supply chains and utilize them to solve real world cases.</p>	<p>Students in MGNT 4615 (Supply Chain Management) will be completing case studies using SCM Globe. SCM Globe is a supply chain modeling and simulation software. It is used around the world to teach individuals the principles of supply chain management. Individuals are then able to apply these principles in analyzing and improving real supply chains. Or, it allows individuals to design new supply chains. During the semester, students will be evaluated on the following four areas of supply chain management: (1) analyzing and improving supply chains; (2) managing inventory based on supply and demand; (3) adapting the supply chain to accommodate two additional retail supply outlets; and (4) expanding internationally by adding an additional supply outlet. Each of these four areas will be worth 25 points. The total assessment score will be on a 100-point scale. Students earning at least 90 points will “Exceed Expectations.” Students earning 70 to 89 points will “Meet Expectations.” Students earning less than 70 points will be classified as “Not Meeting Expectations.”</p>	<p>70% of students will “Exceed Expectations” or “Meet Expectations.”</p>
<p>SLO-2: Utilize enterprise software to manage materials and plan production.</p>	<p>Students in MGNT 4610 (Logistics) will use the SAP enterprise system to work on two, comprehensive, real world cases. The MIS Lab at UWG has been designated an SAP NextGen Lab. This allows students to gain hands-on, practical experience with SAP (which is the leading enterprise software in the world). The first case will require students to use the “Materials Management” module of SAP. The second case will require students to use the “Production Planning” module of SAP. For this assessment, students will be evaluated on the following four areas of their SAP assignments: (1) ability to correctly complete the 23 steps in SAP to create the master data for a new vendor and a new trading good; (2) the ability to apply the knowledge from Step 1 to a new scenario; (3) the ability to correctly complete</p>	<p>70% of students will “Exceed Expectations” or “Meet Expectations.”</p>

	<p>the 16 steps to create consumption values for a finished product to plan and process a complete manufacturing cycle; and (4) the ability to apply the knowledge from Step 3 to a new scenario. Each of these four areas will be worth 25 points. The total assessment score will be on a 100-point scale. Students earning at least 90 points will "Exceed Expectations." Students earning 70 to 89 points will "Meet Expectations." Students earning less than 70 points will be classified as "Not Meeting Expectations."</p>	
<p>SLO-1 and SLO-2 (Indirect Assessment)</p>	<p>During the final semester of study, students graduating with the NEXUS degree will evaluate how well we met the two student learning outcomes (SLO) by responding to a 5-point scale. The department chair will analyze the data and report the results.</p>	<p>80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met.</p>

2023-2024 Program Map – Nexus in Supply Chain Management

YEAR 1				YEAR 2			
Fall Semester				Fall Semester			
Course	Credits		Course	Credits		Course	Credits
ENGL 1101	3		MGNT 4610	3			
MATH 1111	3		ECON 2105	3			
CISM 2201	3		POLS 1101	3			
HIST 1111 or HIST 1112	3		CS 1030	3			
SEMESTER TOTAL	12		SEMESTER TOTAL	12			
Milestones				Milestones			
<ul style="list-style-type: none"> Complete ENGL 1101 – C or better Complete MATH 1111 – C or better 				<ul style="list-style-type: none"> Complete MGNT 4610 (3 of 6 Major Requirements) 			
Spring Semester				Spring Semester			
Course	Credits		Course	Credits		Course	Credits
ENGL 1102	3		MGNT 4615	3			
GEOG 1112 or GEOG 2202	3		ECON 2106	3			
ECON 3402	3		COMM 1110 or ENGL 2050	3			
HIST 2111 or HIST 2112	3		PHIL 2030	3			
SEMESTER TOTAL	12		SEMESTER TOTAL	12			
Milestones				Milestones			
<ul style="list-style-type: none"> Complete ENGL 1102 – C or better Complete ECON 3402 (1 of 6 Major Requirements) 				<ul style="list-style-type: none"> Complete MGNT 4615 (4 of 6 Major Requirements) 			
Summer Semester				Summer Semester			
Course	Credits		Course	Credits		Course	Credits
BUSA 2106	3		MGNT 3640	3			
MGNT 3615	3		CISM 3330 or MGNT 4686	3			
SEMESTER TOTAL	6		SEMESTER TOTAL	6			
Milestones				Milestones			
<ul style="list-style-type: none"> Complete MGNT 3615 (2 of 6 Major Requirements) 				<ul style="list-style-type: none"> Complete 3640 (5 of 5 Major Requirements) Complete CISM 3330 or MGNT 4686 (6 of 6 Major Requirements) 			



UNIVERSITY SYSTEM OF GEORGIA

USG Academic Degree Program Application

Released
December 21, 2020

Point of Contacts

Dr. Martha Venn
Vice Chancellor for Academic Affairs
martha.venn@usg.edu

Dr. Rebecca Corvey
Associate Vice Chancellor for Academic Affairs
rebecca.corvey@usg.edu

Version Control

<i>Date</i>	<i>Changes</i>	<i>USG Approved date</i>	<i>Website update date</i>
<i>12-18-2020</i>	<i>Revised question 34 and 61 for clarity; Revised question 47 to include part b with the tuition comparison table for peer or competitive programs; reworded question 49 to include costs and benefits per fee; Revised question 50 related to additional costs to students; Revised question 51 to clarify the question related to indirect costs.</i>		

NOTE:

Italicization indicates a question or field on the in-take form

^= indicates accreditation related content

USG Routing

- Program was part of the Annual Academic Forecast*
- This proposal can be expedited (Nexus, established concentration with strong enrollment)*
- This proposal requires USG integrated review*

USG ACADEMIC PROGRAM APPLICATION

A. OVERVIEW

To be completed as part of SharePoint Submission

1. *Request ID: (SharePoint Generated unique ID)*
2. *Institution Name: **University of West Georgia***
3. *USG Sector: **Regional Comprehensive University***
4. *School/Division/College: **Richards College of Business***
5. *Academic Department: **Management***
6. *Proposed Program Name: **Nexus in Supply Chain Management degree.***

Note: The Nexus in Supply Chain Management degree directly leverages the courses and specializations of the current B.B.A in Management (Supply Chain Management concentration).

7. *Major: **Management***
8. *CIP Code (6 digit): **52.0203***
9. *Degree Level: **Nexus***
10. *Anticipated Implementation Semester and Year: **Fall 2023***
11. *Was this program listed in the most recent Academic Forecast?*

Yes

No (If no, explain why below)

12. *Program Description (Provide a description of the program to be used in the Board of Regents meeting packet):*

The Nexus in Supply Chain Management is based on courses that are currently offered as part of the concentration in Supply Chain Management within the B.B.A. in Management program of study. Specific courses in this Nexus degree would include Operations Management (MGNT 3615), Lean Six Sigma (MGNT 3640), Logistics (MGNT 4610), and Supply Chain Management (MGNT 4615). The Nexus in Supply Chain Management will allow more traditional and non-traditional students to prepare for a career in a high-demand area. Additionally, students will be able to easily transition into pursuing a B.B.A. in Management.

13. *Accreditation[^]: Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate not applicable).*

We anticipate that the Nexus Degree in Supply Chain Management will be accredited by SACSCOC. Given that we have other accredited programs and significant experience with accreditation processes, we do not anticipate any major issues.

14. *Specify SACSCOC or other accreditation organization requirements[^].*

Mark all that apply.

Substantive change requiring notification only ¹

Substantive change requiring approval prior to implementation ²

Level Change

None

B. STRATEGIC PLAN

15. *How does the program align with your institutional mission and function[^]?*

If the program does not align, provide a compelling rationale for the institution to offer the program.

"The mission of the University of West Georgia (UWG) is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring student-centered community."

The proposed program will engage students in a broad range of supply chain management experiences and instruction (academic engagement), prepare those students for 21st-century careers in supply chain management (professional development), and do so under the guidance of teaching-oriented faculty with significant experience serving students in management-related programs (caring, student-centered community).

16. *How does the program align with your institution's strategic plan and academic program portfolio? Identify the number of existing and new courses to be included in the program.*

The 2021-2026 UWG Strategic Plan "Becoming UWG" defines three strategic priorities: Relevance, Competitiveness, and Placemaking. The proposed program aligns with each of these priorities as described below.

RELEVANCE: The proposed Nexus degree in Supply Chain Management will align with "Relevance" as follows:

- **Supply Chain Management has been identified as a priority, high-demand sector by the University System of Georgia.**
- **A number of supply chain management simulations are available (e.g., SCM Globe) that allow students to work on meaningful, interactive projects during a semester.**
- **Students will be able to participate in co-curricular activities such as the Supply Chain Management Club (Dr. Doug McWilliams is the faculty advisor).**
- **Students will have opportunities to work together with local companies to gain practical experience. Companies that have expressed an interest in these internships include Southwire, Sugar Foods, West Logistics Group, and Atlanta Bonded Warehouse.**

COMPETITIVENESS: The proposed Nexus degree in Supply Chain Management will align with "Competitiveness" as follows:

- **This program will be distinct in the West Georgia area. Additionally, with the recent hire of a Director of Marketing and Events within the Richards College of Business (RCOB), we will be able to promote this program to many potential candidates via social media.**
- **This program will be attractive to both high school graduates and non-traditional students. We anticipate that this Nexus degree will be particularly appealing to employees in many of the manufacturing, warehousing, and logistics organizations in the West Georgia area.**
- **This program will offer the opportunity to grow our Management faculty by recruiting highly-qualified, diverse hires.**
- **This program can be completed entirely online, creating a much larger potential pool of students. All required courses will be offered online utilizing e-Core and UWG "E" courses, allowing us to promote the flexibility of the program.**
- **While the degree will be available online, students will have the option of taking courses in the general education core curriculum in a F2F or hybrid class format. This increases the likelihood that students in the West Georgia may come to campus and participate in the culture of excellence that we strive to maintain.**

PLACEMAKING: The proposed Nexus degree in Supply Chain Management will align with "Placemaking" as follows:

- **The Management Department has a long history of building personal relationships with students – making them feel welcomed and valued. This has been accomplished through study abroad programs, independent studies, internships, and F2F interactions during offices hours/scheduled labs.**
- **With the recent addition of Roy Richards Sr. Hall, we are able to offer students a state-of-the-art learning environment, providing experimental and collaborative learning spaces and technology-enhanced classrooms.**
- **Many of our alumni return to UWG to serve as guest speakers, recruit students, or simply visit. We have cultivated a sense of pride in becoming a graduate of UWG and have an alumni base that frequently reaches out to reestablish their connection with the RCOB faculty and staff.**

In addition to aligning with UWG’s strategic plan, the proposed Nexus Degree also aligns closely with our existing academic program portfolio. In fact, the proposed program can be offered with our existing courses in the Supply Chain Management concentration within the B.B.A. in Management. Specific major courses in the Nexus proposal include: Operations Management (MGNT 3615), Lean Six Sigma (MGNT 3640), Logistics (MGNT 4610), and Supply Chain Management (MGNT 4615).

C. NEED

17. Was this proposal and the design of the curriculum informed by talking with alumni, employers, and community representatives?

No

Yes (If yes, use the space below to explain how their input informed this proposal)

The curriculum for the proposed Nexus degree in Supply Chain Management was developed by faculty within the Department of Management based on their knowledge and expertise within the discipline and their knowledge of the needs of local and regional employers. An overview of the curriculum and program was then distributed to a number of employers within the logistics industry soliciting feedback. Dr. Jon Preston, UWG Provost and Senior Vice President of Academic Affairs, Dr. Christopher Johnson, Dean of the Richards College of Business, Dr. Thomas Gainey, Chair of the Department of Management, and Dr. Douglas McWilliams, Assistant Professor, also met with several of these employers to discuss the program and curriculum in more detail. The feedback provided has been overwhelmingly positive. Four of these employers have provide letters of support in Appendix A.

18. Does the program align with any local, regional, or state workforce strategies or plans?

No

Yes (If yes, please explain below)

According to the Harvard Business Review, approximately 37% of all jobs in the U.S. directly and indirectly revolve around the supply chain and logistics industry. Typical job titles for employees in the supply chain and logistics industry include: supply chain analyst, logistics manager, warehouse manager, buyer, load planner, demand planner, quality manager, import/export specialist, operations manager, plant manager, transportation planner, and inventory manager. These high skill jobs represent just some of the many jobs available in the field.

Based on data from the U.S. Bureau of Labor Statistics, demand for the supply chain and logistics workforce is projected to grow 30% from 2020 to 2030, much faster than the average for all occupations. About 24,500 openings are projected each year, on average, over the next decade. Employment is expected to grow as companies and government agencies increasingly rely on these workers to move products more efficiently, solve problems, and identify areas for improvement. The expansion of e-commerce has been a major catalyst for the demand as more goods are purchased online. Thus, timeliness of delivery has become a more critical component of firm competitiveness, further increasing demand for supply chain and logistics professionals.

Georgia is a leader in the number of distribution and warehousing facilities with a world-class supply chain infrastructure and the nation's fastest-growing port. Approximately 85% of the world's top third-party logistics providers operate in Georgia. Eighty percent of the U.S. market is within a 2-hour flight or 2-day truck drive from Georgia, making the state the logistics and transportation hub of the Southeast with direct access to the world.

Two of the four ports in Georgia - Savannah, and Brunswick - when combined, represent the fourth largest ports in North America. The largest single-terminal container facility in the country is in the Port of Savannah. Additionally, the Port of Brunswick is known as the nation's second busiest port for automobile imports and exports that are used by more than twelve auto manufacturers.

Georgia has a major railway hub and is the nation's second largest inland port, having access to more rail miles than any other state in the Southeast. Hence, Georgia's rail system is ranked as the nation's third best for superior rail accessibility.

Figure 1. Georgia’s Logistics Ecosystem.

Table 1. Georgia Warehouse & Distribution Footprint.			
Company	Statewide SQ Footage	Company	Statewide SQ Footage
Autozone	1,500,000	Brigg & Stratton	1,354,000
Clorox	1,200,000	Dart Container Corp.	2,600,700
Dollar Tree	1,000,000	General Mills	1,900,300
Glovis America	3,150,000	Goodyear	1,500,000
Havertys	1,616,000	JCPenney	2,224,000
John Deere	1,701,300	Kenco Logistics Service	1,500,000
Kimberly-Clark	2,547,600	Kellogg’s	903,000
Kraft Food Group	1,406,300	Kroger	1,795,900
Kumho Tire	1,411,000	Lowe’s	3,941,000
McMaster-Carr	1,400,000	Mohawk Industries	3,430,000
Owens Corning	1,044,300	PepsiCo	1,986,900
PetCo	956,200	Procter & Gamble	2,700,000
Publix	1,200,000	PVH Corp	1,412,900
Quaker Oats/Gatorade	1,826,000	Shaw	1,520,000
Target	5,000,000	Home Depot	5,420,800
TJX Companies	2,456,000	Walmart	7,100,000

Walgreens	1,118,400	Whirlpool	1,500,000
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The success of companies operating in Georgia depend on recruiting, training, and retaining quality talent and skilled workers. However, many articles have reported on the shortage of potential employees with essential knowledge, skills, and abilities in the area of supply chains and logistics. Currently, demand for qualified employees is at an all-time high as companies have recognized the importance of supply chain and logistics for their success. It has been shown that companies with high-performing supply chains achieve revenue growth well above the industry average.

An article by Deloitte, titled “The Supply Chain Paradox–High Priority, Low Stakeholder Engagement,” states that supply chains have grown increasingly global and complex, enabled primarily by advanced digital and physical technologies. As a result, supply chains and logistics have evolved into a process that is less linear, more interconnected, and more responsive to change. Undoubtedly, changes in the industry are occurring at a rapid pace.

According to the U.S. Bureau of Labor Statistics, the number of job openings is approximately 4.4% and yet unemployment is at roughly 3.5%. Basically, there are more openings than available people to fill the vacancies. Today the ideal employee has both tactical and operational expertise as well as analytic skills. Fifty-eight percent of companies say that this combination is increasingly difficult to find. In the future, job candidates will need to excel at leadership, strategic thinking, innovation, and high-level analytic skills. The higher demand for workers with essential knowledge, skills, and abilities has underscored the shortage of qualified talent.

Undoubtedly, hiring qualified talent is more difficult than ever. As a result, many companies have begun partnering with universities that have the type of supply chain management and logistics degree programs that align best with their entry-level job requirements. In fact, top managers and recruiters have started developing more direct relationships with professors that teach supply chain management and logistics courses in an effort to recruit students who have attained the required skills and knowledge to fill their jobs.

Universities within Georgia must be committed to providing companies a strong pipeline of qualified workers. Based on data from Georgia Department of Labor Workforce Statistics and Economic Research, total employment in Georgia is projected to grow to over 5.2 million in 2028, an increase of 11.8 percent from the 2018 employment level. The growth amounts to over 552,000 new jobs for the state. In terms of total employment level by 2028, transportation and material moving occupations are prominent in the job growth rankings, adding nearly 49,000 new jobs. These jobs are expected to grow at a rate of 1.2 percent per

year in the state through 2028, rounding out the top five occupational groups in terms of annual occupational openings.

To help prepare the 21st century workforce, The University System of Georgia has developed the Nexus degree to help traditional and non-traditional students become “job ready” in a more expedient manner. Specifically, the Nexus degree is ideal for the following groups:

- Those who have a degree but want to transition into a high-demand career field.
- Those who are pursuing a bachelor's degree but would like to add targeted credentials to their coursework.
- Those who work in a high-demand career field and want to advance in their chosen career.

Creation of the Nexus degree in supply chain management is in direct response to employer demand for employees who can filled these important jobs

Table 2 below outlines potential career paths the proposed Nexus degree in Supply Chain Management will support. These jobs have a large number of openings in our region, state, and nation.

Table 2. Career paths the proposed Nexus degree in Supply Chain Management		
Job	Employment in GA	Employment Atlanta-Sandy Springs-Roswell Area
Logisticians	9,800	4,860
Transportation, Storage, and Distribution Managers	5,650	3,580
Production, Planning, and Expediting Clerks	15,310	9,120
Cargo and Freight Agents	2,060	1,670
Shipping, Receiving, and Inventory Clerks	30,300	19,130

Order Clerks	71,810	42,340
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19. *Provide any additional evidence of regional demand for the program^ (e.g. prospective student interest survey data, community needs, letters of support from employers).*

The initial consideration for the Nexus degree in supply chain management resulted from discussions with local employers. Dean Johnson, Dr. Gainey, and Dr. McWilliams had discussions with Dieter Stoll, President and CEO of West Logistics Group, and Alex Radulova, a representative from Atlanta Bonded Warehouse.

Headquartered in Atlanta, West Logistics Group is a third-party logistics company with multiple facilities in Atlanta and Tampa. The company provides storage and warehousing, fulfillment, distribution, and transportation services for various clients with both small and large accounts.

Also headquartered in the West Georgia area, Atlanta Bonded Warehouse is a third-party logistics company with integrated warehousing, transportation, and co-packaging solutions throughout the Southeast, specializing in temperature-controlled management of consumer packaged goods. Annually, the company handles more than 400 million cases and 6.7 million pallets across 4.3 million square feet of warehouse space within 13 facilities. Mars, Inc. represents the company’s largest client, distributing chocolate products such as Snickers, Mars Bars, Milky Way, Twix, M&M's around the world.

We also received requests from other companies in our region seeking workforce talent with knowledge of supply chain management. Dr. Jessica Nguyen, university relations manager with Mohawk Industries, has requested to develop a partnership with us to attract graduates.

Suzy McCorkel, associate director of employer relations, at the University of West Georgia has informed us that Kia Corporation is also interested in forming a partnership to attract graduates with knowledge of supply chain management and logistics.

Furthermore, our current students in supply chain management have worked in internships or accepted full-time employment with regional companies like Southwire in Carrollton, Sugar Foods Corporation in Villa Rica, ARAUCO in Dunwoody, and others.

The success of companies operating in Georgia depend on recruiting, training, and retaining qualified, skilled workers. The proposed Nexus degree in supply chain management will create a workforce to help satisfy this need. Ultimately, we hope to produce a reliable source of graduates with the knowledge, skills, and abilities to help employers fill their open positions.

Letters of support from Southwire, West Logistics Group, Sugar Foods Corporation, and Atlanta Bonded Warehouse are available in Appendix A.

20. Identify the partners you are working with to create a career pipeline with this program³.[^]
Mark all that apply.

- | | | |
|---|---|--|
| <input type="checkbox"/> High School CTAE | <input type="checkbox"/> Other USG institutions | <input type="checkbox"/> Professional associations |
| <input type="checkbox"/> High School STEM | <input type="checkbox"/> Other universities | <input type="checkbox"/> Other (specify below) |
| <input type="checkbox"/> Career academies | <input checked="" type="checkbox"/> Employers | Click or tap here to enter text. |
| <input checked="" type="checkbox"/> TCSG programs | <input type="checkbox"/> Community partnerships | <input type="checkbox"/> None |

The University of West Georgia and West Georgia Technical College (WGTC) recently signed a new articulation agreement that will better enable students to transition between the institutions (<https://www.westga.edu/news/around-campus/wgtc-articulation-agreement.php>). Upon approval of this proposal, UWG will explore opportunities with WGTC to allow students to easily transition into the Nexus degree.

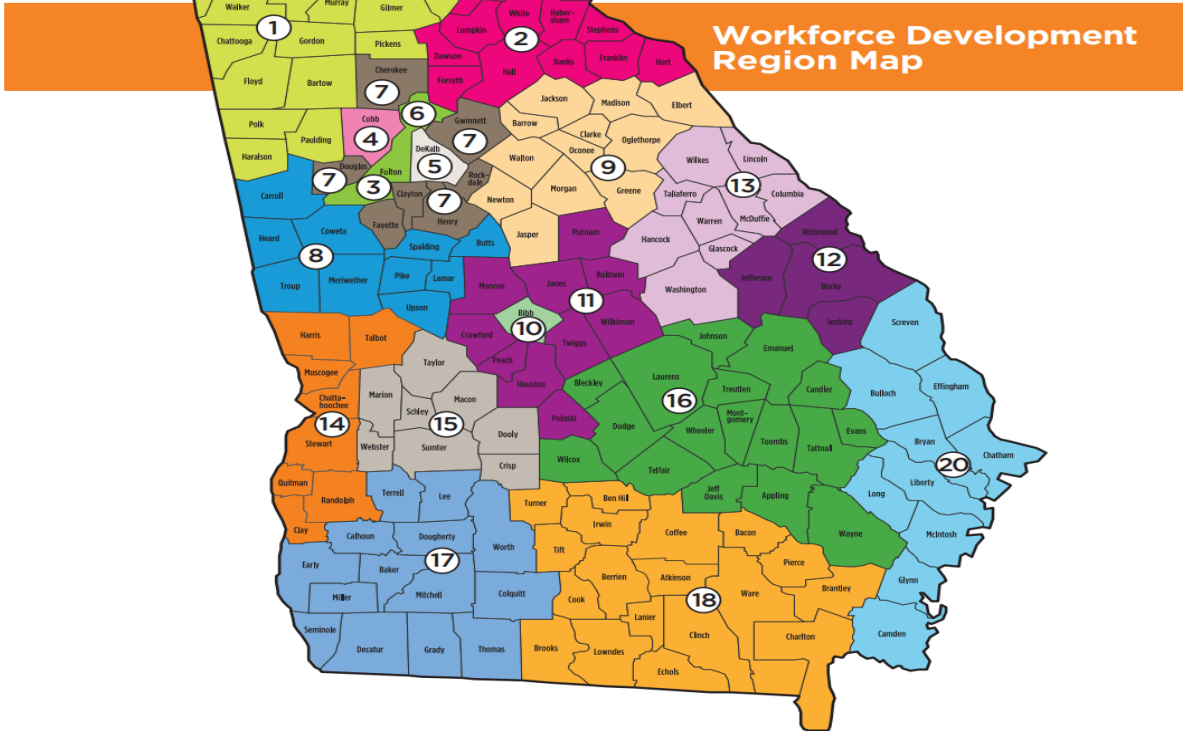
Additionally, as outlined in Question 19, discussions are ongoing with companies in the region. All employers we met with indicated they are either willing to provide internships for students or to explore other opportunities to get involved in this Nexus program.

21. Are there any competing programs at your own institution?

- No**
 Yes

22. The program service area is used as the basis for labor market supply and demand analysis. What is the program's service area (local, regional, state, national)? If outside of the institution's traditional service area, provide a compelling rationale for the institution to offer the program. If the program's service area is a region within the state, include a map showing the counties in the defined region.

UWG's service region for Workforce Development is Region 8 and is depicted in the figure below. However, with the proposed Nexus degree in Supply Chain Management being offered via face-to-face and online modalities, the program has the potential to meet market demands well beyond our immediate service area.



- Northwest Georgia
- Georgia Mountains
- City of Atlanta
- Cobb County
- DeKalb County
- Fulton County
- Atlanta Regional
- Three Rivers
- Northeast Georgia
- Macon-Bibb
- Middle Georgia
- Central Savannah River Area
- East Central Georgia
- Lower Chattahoochee
- Middle Flint
- Heart of Georgia
- Southwest Georgia
- Southern Georgia
- Coastal

23. Do any other higher education institutions in close proximity offer a similar program?

No

Yes (If yes, provide a rationale for the institution to offer the program)

Table 3 shows the region and counties in Georgia supported by the University of West Georgia and other neighboring colleges and universities.

Table 3. Regions in Georgia as defined in 2016 by the U.S. Department of Labor’s Occupational Employment Statistics (OES) with corresponding USG Institutions.

Region	Counties	USG Institutions
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Atlanta Regional	Barrow, Bartow, Butts, Carroll, Cherokee, Clayton, Cobb, Coweta, Dawson, DeKalb, Douglas, Fayette, Forsyth, Fulton, Gwinnett, Haralson, Heard, Henry, Jasper, Lamar, Meriwether, Morgan, Newton, Paulding, Pickens, Pike, Rockdale, Spalding, Walton	Atlanta Metro State College, Clayton State University, Gwinnett College, Georgia Highlands College, Georgia Institute of Technology, Georgia Perimeter College, Georgia State University, Gordon State College Kennesaw State University University of West Georgia
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Table 4 shows USG colleges and universities within our service area and the degree programs supported in supply chain management. Based on our investigation, while several of the institutions offer undergraduate and graduate programs in supply chain management, none offer the Nexus degree in supply chain management.

Table 4. USG Institutions with Supply Chain Management Program.	
USG Institutions	Logistics/Supply Chain Mgmt Programs
Atlanta Metro State College	None
Clayton State University	Nexus - None BBA - Supply Chain Management
Gwinnett College Georgia	Nexus - None BBA - Supply Chain Management
Highlands College Georgia	Nexus - None BBA - Supply Chain Management
Georgia Institute of Technology	Nexus - None BBA, MBA, PhD - Supply Chain Management
Georgia State University	Nexus - None BBA, MBA - Supply Chain Management
Gordon State College	None
Kennesaw State University	Nexus - None AS, BAS - Supply Chain Management

University of West Georgia	Nexus - None BBA - Supply Chain Management
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24. Based on the program's study area, what is the employment outlook for occupations related to the program, according to the CIP to SOC crosswalk in the Qlik **IPEDS Application** ^ . An Excel version of the CIP to SOC crosswalk is also available from NCES. If data for the study area is not available, then use state- or national-level data.

Table 5. National Center for Education Statistics Classification of Instructional Programs (CIP) - 2010 Mapped to Standard Occupational Classification (SOC) - 2010			
CIP2010 Code	CIP2010Title	SOC2010 Code	SOC2010Title
52.0203	Logistics, Materials, and Supply Chain Management.	11-3051	Industrial Production Managers
52.0203	Logistics, Materials, and Supply Chain Management.	11-3071	Transportation, Storage, and Distribution Managers
52.0205	Operations Management and Supervision.	13-1081	Logisticians
52.0409	Parts, Warehousing, and Inventory Management Operations	43-5061	Production, Planning, and Expediting Clerks
52.0410	Traffic, Customs, and Transportation Clerk/Technician.	43-5011	Cargo and Freight Agents

- **Detail for CIP Code**

52.0203 Logistics and Materials Management

Definition: A program that prepares individuals to manage and coordinate all logistical functions in an enterprise, ranging from acquisitions to receiving and handling, through internal allocation of resources to operations units, to the handling and delivery of output. Includes instruction in acquisitions and purchasing, inventory control, storage and handling, just-in-time manufacturing, logistics planning, shipping and delivery management, transportation, quality control, resource estimation and allocation, and budgeting.

52.0205 Operations Management and Supervision

Definition: A program that prepares individuals to manage and direct the physical and/or technical functions of a firm or organization, particularly those relating to development, production, and manufacturing. Includes instruction in principles of general management, manufacturing and production systems, plant management, equipment maintenance management, production control, industrial labor relations and skilled trades supervision, strategic manufacturing policy, systems analysis, productivity analysis and cost control, and materials planning.

52.0409 Parts, Warehousing, and Inventory Management Operations

Definition: A program that prepares individuals to provide administrative, technical, and managerial support in the operation of warehouses, control of inventory, parts identification, and the performance of counter services for customers. Includes instruction in record-keeping, equipment operation, database entry, supply logistics, shop operations and math, and customer and supplier relations.

52.0410 Traffic, Customs, and Transportation Clerk/Technician

Definition: A program that prepares individuals to perform duties associated with managing revenue-based customs, traffic, or transportation services, such as control of domestic and international traffic, toll roads and waterways, and to assist in the dispatch and control of fleet-based traffic for businesses and public services. Includes instruction in record-keeping; preparation of customs and transportation documentation; operation of communications equipment; basic transportation operations management; tariffs, rates and fares; revenue collection and change-making; and interpretation of customs or transportation regulations and related legislation, policies, and procedures.

13-1081 Logisticians

Analyze and coordinate the ongoing logistical functions of a firm or organization.

Responsible for the entire life cycle of a product, including acquisition, distribution, internal allocation, delivery, and final disposal of resources.

11-3071 Transportation, Storage, and Distribution Managers

Plan, direct, or coordinate transportation, storage, or distribution activities in accordance with organizational policies and applicable government laws or regulations.

43-5061 Production, Planning, and Expediting Clerks

Coordinate and expedite the flow of work and materials within or between departments of an establishment according to production schedule. Duties include reviewing and distributing production, work, and shipment schedules; conferring with department supervisors to determine progress of work and completion dates; and compiling reports on progress of work, inventory levels, costs, and production problems.

43-5011 Cargo and Freight Agents

Expedite and route movement of incoming and outgoing cargo and freight shipments in airline, train, and trucking terminals and shipping docks. Take orders from customers and arrange pickup of freight and cargo for delivery to the loading platform. Prepare and examine bills of lading to determine shipping charges and tariffs.

43-5071 Shipping, Receiving, and Inventory Clerks

Verify and maintain records on incoming and outgoing shipments involving inventory. Duties include verifying and recording incoming merchandise or material and arranging for the transportation of products. May prepare items for shipment.

43-4151 Order Clerks

Receive and process incoming orders for materials, merchandise, classified ads, or services such as repairs, installations, or rental of facilities. Generally receives orders via mail, phone, fax, or other electronic means. Duties include informing customers of receipt, prices, shipping dates, and delays; preparing contracts; and handling complaints.

Table 6 shows the employment outlook for various job titles in logistics and supply chain management. Graduates of the nexus program will be positioned to fill demand in a wide array of logistics and supply chain management-related jobs and will be flexible in their ability to change jobs as the market demand shifts.

Table 6. Employment outlook for various titles in logistics/supply chain management.						
Related Occupation	SOC code	Current Employment [2020]	Projected Employment [2030]	# Change	% Change	Average Annual Openings
Logisticians	13-1081	191,000	247,300	56,400	30.0%	24,500
Transportation, Storage, and Distribution Managers	11-3071	137,600	149,000	11,400	8.3%	11,800
Production, Planning, and Expediting Clerks	43-5061	365,700	393,600	27,900	7.6%	41,000
Cargo and Freight Agents	43-5011	95,600	105,100	9,500	9.9%	10,700

Shipping, Receiving, and Inventory Clerks	43-5070	734,900	694,300	-40,600	-5.5%	64,000
Order Clerks	43-4150	133,900	109,500	-24,400	-18.2%	10,400
Total		1,658,700	1,698,800	40,200	2.4%	162,400

25. Using IPEDS data, list the supply of graduates in the program and related programs in the service area. ^

Table 7 shows the supply of nexus graduates in the service area. Currently, no neighboring colleges or universities offer the nexus degree in supply chain management.

Table 7. List of nexus degree programs in the service area.			
Similar or Related Programs	CIP Code	Supply¹ FY 20	Competitor Institutions²
Logistics and Materials Management	52.0203	None	No data available for Nexus level
Operations Management and Supervision	52.0205	None	No data available for Nexus level
Transportation/Transportation Management	52.0209	None	No data available for Nexus level
Parts, Warehousing, and Inventory Management Operations	52.0409	None	No data available for Nexus level

¹ Supply = Number of program graduates last year within the study area

² Competitors = List other institutions that offer this program or a similar program in the area (see Question 23)

26. Based on the data provided in questions 24 and 25, discuss how this program will help address a need or gap in the labor market? ^

Many articles have reported the shortage of workforce talent with knowledge of supply chains and logistics, from entry-level jobs to executive-level positions. Currently, demand for supply chain management and logistics talent is at an all-time high. Basically, there are more openings than qualified individuals to fill the vacancies. Table 6 shows the combined annual

number of vacancies is 162,400, with 36,300 vacancies for the high skill SOC codes 11-3071 and 13-1081.

Given that Georgia is a leader in the number of distribution and warehousing facilities with world-class supply chain infrastructures and the nation’s fastest-growing port, a large number of these openings will be in-state and within our service region. Creation of the Nexus degree in supply chain management will help to close the employment gap. The degree is intended for people who have not earned a degree, who have a degree but want to transition into a high-demand career field, who are pursuing a bachelor's degree but would like to add targeted credentials to their coursework, and who wish to increase their credentials to pursue promotions and pay increases in the workplace.

27. Using data from *O*-Net*, identify the average salary for the related occupations identified in question 24. Then list at least three technical skills and three Knowledge, Skills and Abilities (KSAs) associated with the related occupations. This information can be found at onetonline.org. (Standard Occupation Code = SOC).

Table 8 shows the average salaries for various occupations related to logistics and supply chain management. The salaries vary depending on job responsibilities, experience, and education.

Table 8. Average salary for related occupations in logistics and supply chain management.		
SOC Code (6 digit)	Average Salary (O-Net data)	Occupation specific technology skills & KSAs
13-1081	\$77,030	Enterprise resource planning ERP, Inventory management, Process mapping and design, Spreadsheet, Word processing
11-3071	\$98,230	Database reporting, Materials requirements planning logistics and supply chain, Route navigation
43-5061	\$48,040	Enterprise resource planning ERP, Inventory management, Office suite
43-5011	\$46,910	Enterprise resource planning ERP, Inventory management, Spreadsheet, Office suite
43-5070	\$36,890	Enterprise resource planning ERP, Inventory management, Spreadsheet, Office suite

43-4150	\$37,920	Enterprise resource planning ERP, Inventory management, Spreadsheet, Office suite
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Note: The SOC numbers are the updated numbers used by O*Net. These numbers have replaced the older numbers still in use by GDOL and listed in Question 24.

28. Using **GOSA Earning and Learnings data**, what is the typical salary range 5 years after graduation from the program?

Table 9 shows the first and expected fifth year salary range for jobs related to logistics and supply chain management.

Table 9. First year and fifth year salary range.				
Title	Average Salary	75th Percentile	50th Percentile	25th Percentile
Logistics/Supply Chain Mgmt	1 year after graduation	\$55,840	\$42,922	\$31,122
	5 years after graduation	\$79,385	\$58,864	\$42,688

Table 10 displays the salary range for high skill jobs based on Salary.com data. Level I represent entry-level positions and Level IV represent higher-level positions acquired from promotions based on job experience and performance.

Table 10. Salary range for higher skills and responsibility jobs based on Salary.com.			
Logistics/Supply Chain Mgmt	75th Percentile	50th Percentile	25th Percentile
Level I	\$67,800	\$60,800	\$53,800
Level II	\$82,800	\$72,200	\$63,400
Level III	\$99,600	\$88,100	\$79,200
Level IV	\$120,166	\$107,669	\$94,020
Level V	\$149,272	\$134,727	\$117,144

29. Based on the data compiled and analyzed for this section (see Section C: Need), what is the job outlook for occupations filled by students with this degree?^

The demand for graduates is excellent, as are their salary prospects.

D. CURRICULUM

30. Enter the number of credit hours required to graduate.

60 for the Nexus in Supply Chain Management (As required for a USG Nexus Degree - 42 hours general education + 18 in supply chain management with experiential courses).

31. Are you requesting a credit hour requirement waiver (either below or above traditional credit hour length requirements as prescribed by the University System of Georgia? See section 2.3.5 (Degree Requirements) of the USG Board of Regents Policy Manual **here** for more information).

Yes

No

32. Related to SACSCOC accreditation, specify if the program format of the proposed program is a^:

Format (Check 1)	50% or more of the program is delivered online
<input checked="" type="checkbox"/> On-campus and online	<input checked="" type="checkbox"/> Yes
<input type="checkbox"/> Combination of off-campus and online	<input type="checkbox"/> Yes
<input type="checkbox"/> Hybrid, combination delivery	<input type="checkbox"/> Yes

33. Is the program synchronous or asynchronous?⁴ Mark one of the options below.

Synchronous

Asynchronous

One of the appeals of this proposed program is that students will have the option to take many of the required courses in either a F2F (Synchronous) or online (Asynchronous) format. While students will have the option to take the program entirely online, the ability to take much of the program in a F2F format should be appealing to both traditional and non-

traditional students. It should be noted that Lean Six Sigma (MGNT 3640), Logistics (MGNT 4610), and Supply Chain Management (MGNT 4615) will initially be offered only online. However, as demand increases, F2F sections will be considered. The belief is that we will eventually be able to offer all classes in either a synchronous or asynchronous format.

34. For associate's, Nexus, and bachelor's degree proposals, which **High Impact Practices⁵** (HIPs) will faculty embed into the program? Mark all that apply.

- | | |
|--|---|
| <input type="checkbox"/> First-Year Experiences | <input type="checkbox"/> Diversity/Global Learning |
| <input type="checkbox"/> Common Intellectual Experiences | <input type="checkbox"/> ePortfolios |
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Service Learning, Community Based Learning |
| <input type="checkbox"/> Writing-Intensive Courses | <input checked="" type="checkbox"/> Internships |
| <input checked="" type="checkbox"/> Collaborative Assignments and Projects | <input checked="" type="checkbox"/> Capstone Courses and Projects |
| <input type="checkbox"/> Undergraduate Research | |

35. Discuss how HIPs will be embedded into the program? Your discussion should provide specific examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required.

Three specific HIPs will potentially be embedded in the program: collaborative assignments and projects, capstone courses and projects, and internships.

First, all students will complete a project in MGNT 4615 (Supply Chain Management) using SCM Globe. This simulation software will require students to analyze and improve supply chains, manage inventory levels, and adapt to creating new domestic and international supply outlets. Students will initially work on the simulation on an individual basis, but near the end of the project they will work within groups to try to maximize their individual efforts.

Second, all students will complete two case studies using SAP enterprise software in MGNT 4610 (Logistics). Specifically, on an individual basis, they will address issues in the cases using both the “Materials Management” and “Production Planning” modules in SAP.

Third, in the final semester of study, students will have the option of completing an internship (MGNT 4686) or getting more extensive experience with the SAP Enterprise System in CISM 3330.

36. Does the program take advantage of any USG initiatives?

Mark all that apply, and provide a letter of support from applicable initiatives' leadership.

- | | |
|----------------------------------|--|
| <input type="checkbox"/> eCampus | <input type="checkbox"/> Georgia Film Academy |
| <input type="checkbox"/> FinTECH | <input checked="" type="checkbox"/> Other: Nexus |

The USG has identified supply chain management as priority, high-demand area. The proposed Nexus degree in supply chain management directly supports the USG initiative of expanding nexus program opportunities throughout the state of Georgia to assist in rapid workforce development.

37. For associate’s, Nexus, and bachelor’s degree proposals, list the specific occupational technical skills, and KSAs identified in question 27 and show how they related to the program learning outcomes. Insert more rows as needed. Complete this chart for the upper division or major curriculum only.

For the Nexus in Supply Chain Management

Alignment of Occupational KSAs ¹	Student Learning Outcome (s)	Direct Measure (s)	Data Source
Transportation, Critical Thinking, Complex Problem Solving, Judgement and Decision Making, Systems Analysis, Systems Evaluation, Operations Analysis, Work with Computers, Inventory Management Software.	SLO-1: Identify different metrics used in assessing the performance of supply chains and utilize them to solve real world cases.	SCM Globe Supply Chain Simulation	Student Performance on four specific areas of the simulation. Performance will be graded on a 100-point scale using a rubric.
Production and Processing, Critical Thinking, Complex Problem Solving, Judgement and Decision Making, Active Learning, Operations Analysis, Deductive Reasoning, Work With Computers, ERP Software, Material Requirements Planning.	SLO-2: Utilize enterprise software to manage materials and plan production.	Complete two comprehensive cases using the SAP Enterprise Software “Materials Management” and “Production Planning” Modules.	Student Performance on four specific areas of the SAP requirements. Performance will be graded on a 100-point scale using a rubric.

38. For associate’s, Nexus, and bachelor’s degree proposals, fill in the table below to demonstrate the link between the **learning outcomes** and NACE **career ready competencies**. Insert more rows as needed.

For the Nexus in Supply Chain Management

Career Ready Competencies (NACE)	Student Learning Outcomes	Direct Measure (s) ¹
Critical Thinking/Problem Solving	SLO-1: Identify different metrics used in assessing the performance of supply	SLO-1: SCM Globe Supply Chain Simulation

	chains and utilize them to solve real world cases. SLO-2: Utilize enterprise software to manage materials and plan production.	SLO-2: Complete two comprehensive cases using the SAP Enterprise Software “Materials Management” and “Production Planning” Modules.
Team Work/ Collaboration	SLO-1: Identify different metrics used in assessing the performance of supply chains and utilize them to solve real world cases.	SLO-1: SCM Globe Supply Chain Simulation
Digital Technology	SLO-1: Identify different metrics used in assessing the performance of supply chains and utilize them to solve real world cases. SLO-2: Utilize enterprise software to manage materials and plan production.	SLO-1: SCM Globe Supply Chain Simulation SLO-2: Complete two comprehensive cases using the SAP Enterprise Software “Materials Management” and “Production Planning” Modules.
Leadership	SLO-1: Identify different metrics used in assessing the performance of supply chains and utilize them to solve real world cases.	SLO-1: SCM Globe Supply Chain Simulation
Professionalism/ Work Ethic	SLO-1: Identify different metrics used in assessing the performance of supply chains and utilize them to solve real world cases. SLO-2: Utilize enterprise software to manage materials and plan production.	SLO-1: SCM Globe Supply Chain Simulation SLO-2: Complete two comprehensive cases using the SAP Enterprise Software “Materials Management” and “Production Planning” Modules.

39. How will learning outcomes for the program be assessed?^ Attach the curriculum map (Appendix B for curricular assessment plan and map, Appendix C for program map) for the upper division or major curriculum.

Appendix B provides the Assessment Plan and Map for the Nexus proposal in Supply Chain Management and Appendix C provides the Program Map. The direct assessment for the SLOs will be measured by student performance on two comprehensive projects. First, all students will complete a simulation using SCM Globe software. This simulation will require students to analyze and improve supply chains, manage inventory levels, and adapt to creating new domestic and international supply outlets. Second, all students will complete two case studies using SAP enterprise software in MGNT 4610 (Logistics). Specifically, on an individual basis, they will address issues in the cases using both the “Materials Management” and “Production Planning” modules in SAP.

Faculty will design appropriate rubrics to assess the learning outcomes based on student performance on these two comprehensive projects.

40. How will outcomes for graduates of the program be assessed?

As noted in Question 39, direct measures of the SLOs will be assessed using two comprehensive projects using SCM Globe (a simulation software) and SAP (a widely used enterprise system).

Indirect measures for the SLOs will be assessed using exit surveys administered during the students' final semester of study.

41. List the entire course of study required to complete the academic program. ^

Include course: prefixes, numbers, titles, and credit hour requirements

Indicate the word "new" beside new courses

Include a program of study

Nexus in Supply Chain Management (60 Hours)

General Education Core (Areas A-F) (42 Hours)

Area A1: ENGL 1101 – English Composition I

Area A1: ENGL 1102 – English Composition II

Area A2: MATH 1111 – College Algebra

Area B1: COMM 1110 – Public Speaking OR ENGL 2050 – Oral Comm in Daily Life

Area C2: PHIL 2030 – Introduction to Ethics

Area D1: GEOG 1112 – Weather and Climate OR GEOG 2202 – Environ Studies

Area D2: CS 1030 – Introduction to Computer Concepts

Area E1: HIST 1111 OR HIST 1112 – Survey of World History

Area E2: HIST 2111 OR HIST 2112 – US History

Area E3: POLS 1101 – American Government

Area F: BUSA 2106 – Legal and Ethical Environment of Business

Area F: CISM 2201 – Foundations of Business and Spreadsheet Analysis

Area F: ECON 2105 – Principles of Macroeconomics

Area F: ECON 2106 – Principles of Microeconomics

Skills and Knowledge Requirements (18 Hours)

Business Core: ECON 3402 – Statistics for Business I

Business Core: MGNT 3615 – Operations Management

Business Core: CISM 3330 – Mgmt of Info Systems OR MGNT 4686 – Mgmt Internship

Major Course: MGNT 3640 – Lean Six Sigma

Major Course: MGNT 4610 - Logistics

Major Course: MGNT 4615 – Supply Chain Management

*** The attached Program Map (Appendix C) also describes the program of study for the Nexus degree.**

E. IMPLEMENTATION

42. Provide an enrollment projection for the next four academic years^

	Year 1	Year 2	Year 3	Year 4
Fiscal Year (Fall to Summer)	2024	2025	2026	2027
Base enrollment ¹	0	50	95	125
Lost to Attrition (should be negative)	0	0	-5	-5
New to the institution	35	45	55	65
Shifted from Other programs within your institution	15	15	15	15
Total Enrollment	50	110	160	200
Graduates	0	15	35	45
Carry forward base enrollment for next year	50	95	125	155

a. Discuss the assumptions informing your enrollment estimates (i.e. for example, you may highlight anticipated recruiting targets and markets, if and how program implementation will shift enrollment from other programs at the institution, etc.)

Based on interactions with industry partners and significant research in the future demand for supply chain management-related jobs, we believed there is an untapped market for both traditional and nontraditional students for this Nexus degree. We believe that current students at UWG and high school graduates will be interested in earning a Nexus degree as an intermediate step toward acquiring a B.B.A. in Management. Additionally, we anticipate that nontraditional students such as individuals in the current workforce and military personnel will view the Nexus degree as a viable step in terms of career development.

b. If projections are significantly different than enrollment growth for the institution overall, please explain.

Because supply chain management-related jobs are considered high demand, high growth areas and based on conversations with hiring professionals in the areas, we believe that steady demand (after the four-year ramp-up period) for the program is approximately 125 majors.

43. If projected program enrollment is not realized in year two, what actions are you prepared to take?

The new personnel (faculty line) request to support this program is already necessary because two lecturer lines will be vacated prior to the 2023/24 Academic Year. Thus, if enrollment projections are not met, sufficient demand already exist for a new faculty line. If this program is successful in terms of enrollment growth and student credit hour production, we will utilize adjunct help and/or lecture (non-tenure) lines to help meet student demand.

44. Discuss the marketing and recruitment plan for the program. Include how the program will be marketed to adult learners and underrepresented and special populations of students. What resources have been budgeted for marketing the new program?

First, we will work with University Communications and Marketing (UCM) to create promotional materials for the Nexus degree. Our campus Admissions Office will then connect the promotional materials to the degree and assist in distributing materials to high schools. High school counselors will distribute the promotional materials. Students will receive the promotional materials and begin conversations with advisors, admissions representatives, etc. Our goal is to create marketing and outreach opportunities by highlighting student success on social media outlets, recruiting from high school summer camps at UWG, highlighting alumni success and job/internship opportunities, and working with the Foundation to create Supply Chain Management-related scholarships.

Second, recruiting for the program at the University level will be facilitated via outreach to new students through UWG's Fall Showcase and Preview Days for prospective students. These events create hands-on demos and engaging activities for students who visit campus.

Third, recruiting for the program at the college level will be aided by the recent addition of Candance Cooper Puckett, Director of Marketing and Events. She will reach out to potential traditional and nontraditional students via social media. She will also target students at technical colleges to encourage them to complete the Nexus degree.

Fourth, recruiting for the program at the Department/Program level will begin with leveraging our existing advising process to guide lower-division students to the Nexus degree as part of an overall strategy to eventually complete the B.B.A. degree in Management.

Finally, recruiting to adult learners and underrepresented and special populations of students will be facilitated through a partnership with UWG's Center for Adult Learners and Veterans on campus to recruit non-traditional students. We will also advertise and recruit through online and professional societies aligned with affinity groups, such as the Association for Supply Chain Management.

*45. Provide a brief marketing description for the program that can be used on the Georgia **OnMyLine** website.*

The Nexus degree in Supply Chain Management is an excellent option for students who are working professionals, military members, or those seeking a more short-term, focused degree to begin a career or to pursue an alternative route to a more advance degree. Students will study operations management, supply chain management, logistics, and lean six sigma. Additionally, projects will be completed using a supply chain simulation and SAP enterprise software. Once complete, students will likely seek careers in areas such as logistics, storage and distribution, materials management, production, shipping and receiving, and procurement.

46. If this proposal is for a Doctorate program, provide information below for at least three external and one USG reviewer of aspirational or comparative peer programs

Not Applicable

F. RESOURCES

F1. Finance: Complete and submit the Excel budget forms and the questions below (Do not cut and paste in the excel budget template into this document, submit the Excel budget templates separately.)

47. Are you requesting a differential tuition rate for this program? (masters, doctoral, and professional programs only)

- No** **(Move to answer question 48)**
 Yes **(If yes, answer questions 47a & 47b)**

- a. *What is the differential rate being requested? The rate below should reflect the core tuition plus the differential, i.e. the tuition rate being advertised to the student.*

Not Applicable.

- b. *Provide tuition and mandatory fee rates assessed by competitive/peer programs per full-time student per semester. Please complete the table below:*

Not Applicable.

48. *If existing funds are being reallocated, describe the impact on existing programs and the plan to mitigate these impacts.*

No existing funds are being reallocated.

49. *If student fees are being charged (excluding mandatory fees), explain the cost and benefit to students, per fee.*

None

50. *Are there any additional financial costs that students will have to take on as part of this program, but not assessed directly by the institution? (e.g. software licenses, equipment, travel, etc.) If so, please describe these costs and what strategies you have considered to decrease the student's financial burden?*

Students will be required to purchase a license to use the SCM Globe simulation software in MGNT 4615 (Supply Chain Management). The current cost is \$65. This is the most widely used simulation in education and industry to provide individuals with practical and realistic experiences in analyzing and improving supply chains, managing inventory, and incorporating new supply outlets (both domestically and internationally). Several different simulations were considered, but SCM Globe was the most practical alternative for this program. To reduce the financial burden to students, we will actively work with Development to identify community and industry partners that could likely be interested in helping reduce these programmatic costs to students.

51. How does the institution plan for and fund increased indirect costs associated with the growth in students anticipated in the proposed program? Consider costs such as student advisement, student support services, tutoring, career services, additional library materials, technology, or other infrastructure.

The projected surplus over a four-year period is roughly 1.5 million. Thus, revenue generated by the program can be used to support both direct program costs as well as indirect costs associated with the anticipated growth in student enrollment.

F2. Faculty – Explain your faculty and staff plan for the program

52. Discuss how existing courses may be incorporated into this new program:

a. *Course Development*

# of total courses in the curriculum:	20
# of existing courses to be part of the new program	20
Net number of new courses to be developed	0

This Nexus proposal can be offered with courses already in the curriculum. As the field of supply chain management changes and evolves, new courses may be developed to ensure our students are competitive in the job market. No undue burdens on current program faculty are anticipated.

b. *Comment on the costs and workload related to the new course development.*

If new courses are eventually required, new course development is considered part of a faculty's regular workload and should not impact costs.

53. Explain how **current faculty and staff** will contribute to the program. ^

a. *How many faculty will be redirected to this program from existing programs?*

No faculty will be permanently redirected to the program. However, it may be necessary for existing Management faculty to teach additional sections of introductory-level courses in Years 1 and 2 in order to accommodate demand for the new program.

b. *If this program is approved, what will be the new teaching load and distribution of time for the current faculty members? How will existing staff be impacted?*

Changes in teaching loads are expected to be minimal and temporary. If demand exceeds expectations, it is possible that course overloads or adjunct faculty will be used.

- c. *List the faculty that will be redirected from their current teaching load assignments to support this new program.*

As noted above, no faculty are expected to be redirected from their current teaching assignments to support the proposed Nexus program. And, as noted above, if new courses are eventually needed, faculty are expected to design and delivery new courses as part of their normal teaching duties.

- d. *Explain who will be teaching the existing courses that are being released so faculty can teach a new program course. Additionally, please discuss the fiscal implications associated with course releases and redirections of faculty.*

The Nexus in Supply Chain Management will be offered using existing courses. Thus, no teaching releases are expected to be approved for faculty designing and delivering new courses.

- e. *What costs are included in your budget for course development? (Consider professional development, course development time buy out, overload pay, and re-training).*

No such costs are expected. Course development is considered part of a faculty member's workload.

- f. *Attach your SACSCOC roster for the proposed program. Include in parentheses the individual with administrative responsibility for the program and whether listed positions are projected new hires and/or currently vacant.*

Chair of the Department of Management (Dr. Thomas Gainey – Adm. Respond.)

Assistant Professor (Dr. Doug McWilliams)

Senior Lecturer (Mr. Philip Reaves)

New hire: Assistant Professor, tenure-track (currently vacant)

54. Explain your plan for new faculty and staff for the program:

- a. *How many new faculty will be needed for this program over the next four years?*

With expected enrollments, we anticipate needing one new, tenure-track position over the next four years. Due to personnel changes, we will have eight less faculty course assignments for the 2023/24 academic year. Due to reduced student demand over the past year in the management area, we anticipate covering some of these eight assignments by offering fewer sections of certain management-related courses. However, without an additional faculty member, it will be virtually impossible to meet student demand – especially if projections for the new Nexus degree are accurate.

55. How many new staff will be needed for this program over the next four years?

One new faculty member – no new staff positions.

- a. Discuss why new or additional staff resources are needed. Consider staff needs, support services (i.e. advisement, faculty support, etc.)*

While no new staff positions are required, we do anticipate the need for one additional tenure-track faculty line to support this program. This line would essentially replace the position held by Professor Faramarz Parsa who retired in 2020. Dr. Parsa primarily taught Operations Management-related courses (including those required for Supply Chain Management). As a short-term solution when Dr. Parsa retired, we hired a temporary instructor to cover his classes. While this hire did allow us to meet course demand, it also resulted in us falling below the AACSB recommended standard of at least 40% of faculty meeting the “Scholarly Academic” (SA) qualification. Additionally, the temporary instructor we hired will be completing his final contract during the 2022/23 academic year.

Getting an additional tenure-track position would allow us to satisfy three important considerations. First, we would have sufficient faculty resources to cover the initial, anticipated demand for the Nexus in Supply Chain Management. Second, we would expand our expertise in Supply Chain Management. Third, it would bring us in line with the SA qualification requirements for AACSB accreditation.

F3. Facilities – complete the questions below:

56. Where will the program be offered?^ Mark all that apply

Main campus

Satellite campus: Specify Here

Other: Specify Here

100% Online

57. Will new or renovated facilities or space be needed for this program over the next four years?

No

Yes (If yes, complete the table below, inserting additional rows as needed).

Capital Costs for Needed Facilities and Space					
Facility/Space Name	Gross Square Footage	Start Up Costs	Ongoing Costs	Est. Occupancy Date	Funding Source
New Construction					
Renovations and Infrastructure*					
Purchases: Land, Buildings etc.					
Lease space					
TOTAL Cost		\$0	\$0		

*Include the name of the building or location being impacted and what will need to be done.

Infrastructure includes new systems such as: water, electrical, IT networks, HVAC etc.

58. Discuss the impact of construction or renovation on existing campus activities and how disruptions will be mitigated. Explain how existing programs benefit from new facilities and/or space(s) and changes to existing space.

Not Applicable

59. Will any existing programs be negatively impacted (e.g. lose classroom or office space) by proposed facility changes? If so, discuss how the impacts of these changes will be mitigated.

UWG has sufficient physical space to meet the needs of this degree. According to previous USG reports related to UWG space, our existing utilization and capacity can accommodate this degree's office and instructional space requirements.

60. Are any of these new facilities or major renovations listed in the table above (**Question 57**) **NOT** included in the institution-level facilities master plan?

Not Applicable

61. Will any of the following types of space be required: instructional, fine arts, meeting, study, or dedicated office?

No (Move to Question 63).

Yes (If yes, complete question 62. Insert additional rows as needed).

62. Complete the table below. Specify if these spaces are existing or new in the table below. ^ If new, provide the semester and year of completion.

Space	New Space (ASF)	Use Existing Space (as is) (ASF)	Use Existing Space (Renovated) (ASF)	Semester/ Year of Occupancy
Dry Labs (STEM related)				
Wet Labs (STEM related)				
Dedicated Offices		1		Fall 2023 (1 office)
Fine Arts Spaces ¹				
Classrooms				
Meeting Rooms				
Student Study Space				
Other (Specify)				

¹Fine arts spaces can include theatres, recital halls, visual arts studios, performing arts centers, recording studios, design labs, and other performance venues.

While the foundation courses in the Nexus Supply Chain Management degree can be taken either F2F or online, all degree-specific courses will be offered online and no additional classroom space is needed. The Supply Chain Management simulation software can be offered 100% online through virtual labs. All courses in this Nexus degree can be taken online. Our intention is to make this program as flexible as possible so that it appeals to non-traditional students who are unable to meet at specific days and times on campus. However, one office space will be required for the additional faculty member we are requesting. Open office space is currently available.

63. Are there facility needs related to accreditation?^ Are there any accreditation standards or guidelines that will impact facilities/space needs now or in the future? If so, please describe the projected impact.

There are no faculty or facility needs related to SACSCOC or AACSB accreditation. Existing classrooms, computer labs, offices, and online teaching support should be sufficient.

F4. Technology

64. Identify any major equipment or technology integral to program start-up and operations. List any equipment or assets over \$5,000 (cumulative per asset) needed to start-up and run the program (insert rows as needed)

Technology and Equipment		Start-up Costs	On-going Costs	Est. Start Date of Operations/Use
1	SCM Globe simulation software and learning support.	\$1,000	\$,1000	Fall 2023
Total Technology Costs		\$1,000	\$1,000	

G. RISKS AND ASSUMPTIONS

65. In the table below, list any risks to the program's implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high), and the institution's mitigation strategy for each risk. Insert additional rows as needed. (e.g. Are faculty available for the cost and time frame).

Risk	Severity	Probability	Risk Mitigation Strategy
<p>If the increase in student demand for this degree is significant, we may require additional teaching resources.</p>	<p>Low</p>	<p>Medium</p>	<p>We are currently offering the necessary courses once per year. In the event that our current capacity will not meet student demand, we will pursue both a short-term and long-term strategy. Short-term, we will attempt to hire adjunct or limited-term instructors (if possible, we may also reallocate teaching resources). Long-term, and assuming we have sufficient and stable student demand, we may request an additional lecturer or tenure-track position.</p>

66. List any assumptions being made for this program to launch and be successful (e.g. SACSCOC accreditation request is approved, etc.).

SACSCOC accreditation request is approved.

H. INSTITUTION APPROVAL

Have you completed and submitted the signature page?

Yes.

Appendix A - Letters of Support

Southwire Company
One Southwire Drive
Carrollton, GA 30119 USA
Telephone (770) 832-4242
www.southwire.com



August 8, 2022

To whom it may concern:

I am writing in support of the University of West Georgia's application to establish the Nexus Degree in Supply Chain Management. It is a flexible and stackable credential designed for anyone seeking a high-demand career in the supply chain and logistic industry. The target audiences include high school graduates, those with some college but no degree, and college graduates looking to pivot in their careers.

The proposed 60- hour program includes General Education Core + 4 Supply Chain Courses + Internship. Most or all transferable general education core classes already completed will count toward the Nexus and the supply chain courses include a focus in Operations Management, Supply Chain Management, Logistics, and Lean Six Sigma. Moreover, it will provide a pathway to a full bachelor's degree for those interested in pursuing one later.

One of the attractive features of this program is the requirement of an internship experience to give students important hands-on, practical experience in supply chain and logistics. Based on a strong, existing partnership between Southwire and UWG's Richard College of Business, I can attest to the value of employing UWG students in meaningful and valuable internship experiences, many of which have led to full time employment opportunities. I anticipate the new Nexus Degree in Supply Chain Management will provide an additional avenue for building a strong talent pipeline.

Thank you for your consideration, and please do not hesitate to contact my office with any questions you may have.

Sincerely,

A handwritten signature in black ink that reads "Norman Adkins".

Norman Adkins
President Wire & Cable, COO Southwire
Company



WEST LOGISTICS GROUP, INC.
1775 Westgate Parkway—P.O. Box 43004— Atlanta, Georgia 30336-0004
PH 404 344-8902 | FAX 404 344-6185 | westlgi.com

Dieter Stoll
CEO
West Logistics Group, Inc.
1775 Westgate Parkway
Atlanta, GA 30336

8/8/2022

Board of Regents of the University System of Georgia
270 Washington Street, SW
Atlanta Ga. 30334

To whom it may concern:

I am writing in support of the University of West Georgia’s application to establish a Nexus degree in supply chain management. This program would greatly help us meet the demand in the area of supply chain management and operations. The number one limiting factor we face as a company and as an industry is the lack of qualified employees.

The Atlanta industrial distribution market in the second quarter of 2022 has 47 million sq. ft. of new warehouse space under construction with 6 million sq. ft. of new space being absorbed each quarter. We need people to manage this space. By utilizing the internship program many interns would be set up for immediate employment. Entry level supervisors start at \$50,000 to \$70,000 per year. Building Managers and General Managers level are attainable with 3 to 5 years of supervisory experience with a salary range of \$100,000 to \$175,000.

With University of West Georgia’s close location to Fulton Industrial Park this program has the potential to attract many local businesses which at present do not realize the potential for University of West Georgia to be one of their main recruiting tools.

Thank you for the consideration of our needs and that of the community of Supply Chain companies in the West Georgia area. Please contact me for any further discussions you may have.

Best Regards,

Dieter Stoll



To whom it may concern:

August 12, 2022

I am writing to support the University of West Georgia's proposal to establish a Nexus Degree in Supply Chain Management. The addition of this nexus degree will expand the academic portfolio at the University of West Georgia, creating opportunities for current and prospective students to pursue a program of study that helps to advance their personal and professional goals while also fostering a more significant economic impact for our community. Sugar Foods has worked with four excellent student interns since Fall 2020. Each UWG student has developed Waste Elimination, Vendor Scorecards, and Classification and Inventory projects that have saved the company millions of dollars. Sugar Foods has many UWG graduates in the leadership cadre and supply chain, logistics, and operations management roles. All of our supply chain professionals mentor and have been highly impressed with the students we receive from the UWG Richards College of Business. We have had some very positive experiences employing student interns from the University of West Georgia's Richards College of Business. This high-level preparedness is a testament to the high-quality education they receive in their academic programs at UWG. The Nexus Degree in Supply Chain Management program we feel can only enhance this extremely talented pool of talent produced by the Richards College of Business at the University of West Georgia. We are great supporters of the University of West Georgia business school and their progressive and innovative Dean and Sewell Chair of Private Enterprise, Dr. Christopher Johnson.

Sugar Foods Corporation's primary customers include Sam's Club, Walmart, Sysco, Chick-Fil-A, and many others. Sugar Foods is committed to an environment of diversity and inclusion and boasts an extensive and diverse workforce. Sugar Foods commends the charge of this grant to reduce equity gaps within our industry. We are also committed to a comprehensive student internship program. With this in mind, the pipeline to the University of West Georgia has been an excellent collaborative partnership that we hope to grow extensively in the future. We feel the Nexus Degree program in Supply Chain Management is an exciting opportunity for students to pursue their careers in a more non-traditional yet innovative way. We envision this degree program will allow students to adjust quickly and with immediate adaptability in an ever-changing global business environment. The proposed Nexus degree program will provide an additional avenue for this growth in the area of supply chain, which is critical to our business operations.

Like many others in our industry, we have a growing demand for qualified supply chain professionals. We believe that this program will contribute significantly to the talent pipeline. In addition to the essential coursework in supply chain, logistics, and operations management, the degree includes a critical requirement in experiential learning fulfilled through internships with industry partners. This experience will ensure that graduates are career-ready upon graduation and well prepared for the numerous employment opportunities within the supply chain area. As a former professor in the humanities, I applaud a program focusing on collaborative, forward-thinking educational degree programs. We at Sugar Foods feel this specialized degree program is a state-of-the-art education initiative spearheaded by Dean Johnson and the progressive Richards College of Business at the University of West Georgia. We wholeheartedly offer our support to this continuing educational partnership. Thank you for your consideration, and please do not hesitate to contact me if you need additional information, Dr. Mark Brodie (on behalf of COO Jim Walsh and Sugar Foods Corporation)

Dr. Mark Brodie

Consultant for Special Projects and Education Sugar Foods
Corporation
Villa Ricca, GA 30180
(O) 678-952-7055
(Mobile) 404-357-5763

ATLANTA

BONDED WAREHOUSE CORPORATION

3000 Cobb International Blvd. • Kennesaw, GA 30152-4383 • 770-425-3000 • Fax 770-424-1440

Alex Aadulova Administrative Manager
Atlanta Bonded Warehouse

8/18/2022

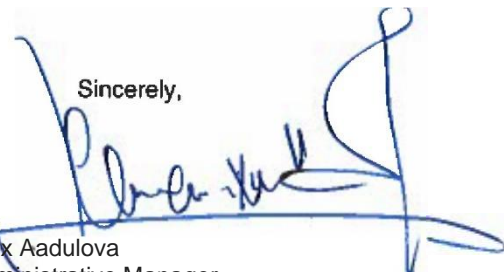
To whom it may concern:

ABW is writing in support of the University of West Georgia's application to establish the Nexus Degree in Supply Chain Management. As a leader in the industry, ABW recognizes the massive need to have more specialists in this field. The program the University of West Georgia is proposing will help develop and create more industry leaders. These leaders will be able to offer to the Supply Chain Industry highly demanded values and skills. Our projection is that this type of knowledge will benefit the Supply Chain Industry immensely.

As ABW continues to grow we recognize the importance of having a workforce that is knowledgeable on Supply Chain and Logistics topics, possess critical thinking and a new problem-solving point of view. The business needs a workforce that can offer more in depth understanding of the operational functioning and reasoning of all aspects of the supply chain and logistics business.

The proposed program is designed to meet the new demands of a changing market.

Sincerely,



Alex Aadulova
Administrative Manager
Atlanta Bonded Warehouse Corporation

Appendix B - Assessment Plan & Map

Supply Chain Management Assessment Plan		
Student Learning Outcome	Measure/Method	Success Criterion
<p>SLO-1: Identify different metrics used in assessing the performance of supply chains and utilize them to solve real world cases.</p>	<p>Students in MGNT 4615 (Supply Chain Management) will be completing case studies using SCM Globe. SCM Globe is a supply chain modeling and simulation software. It is used around the world to teach individuals the principles of supply chain management. Individuals are then able to apply these principles in analyzing and improving real supply chains. Or, it allows individuals to design new supply chains. During the semester, students will be evaluated on the following four areas of supply chain management: (1) analyzing and improving supply chains; (2) managing inventory based on supply and demand; (3) adapting the supply chain to accommodate two additional retail supply outlets; and (4) expanding internationally by adding an additional supply outlet. Each of these four areas will be worth 25 points. The total assessment score will be on a 100-point scale. Students earning at least 90 points will “Exceed Expectations.” Students earning 70 to 89 points will “Meet Expectations.” Students earning less than 70 points will be classified as “Not Meeting Expectations.”</p>	<p>70% of students will “Exceed Expectations” or “Meet Expectations.”</p>
<p>SLO-2: Utilize enterprise software to manage materials and plan production.</p>	<p>Students in MGNT 4610 (Logistics) will use the SAP enterprise system to work on two, comprehensive, real world cases. The MIS Lab at UWG has been designated an SAP NextGen Lab. This allows students to gain hands-on, practical experience with SAP (which is the leading enterprise software in the world). The first case will require students to use the “Materials Management” module of SAP. The second case will require students to use the “Production Planning” module of SAP. For this assessment, students will be evaluated on the following four areas of their SAP assignments: (1)</p>	<p>70% of students will “Exceed Expectations” or “Meet Expectations.”</p>

	<p>ability to correctly complete the 23 steps in SAP to create the master data for a new vendor and a new trading good; (2) the ability to apply the knowledge from Step 1 to a new scenario; (3) the ability to correctly complete the 16 steps to create consumption values for a finished product to plan and process a complete manufacturing cycle; and (4) the ability to apply the knowledge from Step 3 to a new scenario. Each of these four areas will be worth 25 points. The total assessment score will be on a 100-point scale. Students earning at least 90 points will "Exceed Expectations." Students earning 70 to 89 points will "Meet Expectations." Students earning less than 70 points will be classified as "Not Meeting Expectations."</p>	
<p>SLO-1 and SLO-2 (Indirect Assessment)</p>	<p>During the final semester of study, students graduating with the NEXUS degree will evaluate how well we met the two student learning outcomes (SLO) by responding to a 5-point scale. The department chair will analyze the data and report the results.</p>	<p>80% or more graduating seniors will "Strongly Agree" or "Agree" that the learning outcome was met.</p>

DEPARTMENT of MANAGEMENT (NEXUS in SUPPLY CHAIN MANAGEMENT)	COURSES	SLO-1: Identify different metrics used in assessing the performance of supply chains and utilize them to solve real world cases.	SLO-2: Utilize enterprise software to manage materials and plan production.
<p>INTRODUCED (I): Students are not expected to be familiar with the content or skill at the collegiate level. Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.</p> <p>REINFORCED (R): Students are expected to possess a basic level of knowledge and familiarity with the content or skills at the collegiate level. Instruction and learning activities concentrate on reinforcing and strengthen knowledge, skills, and expanding competency.</p> <p>MASTERED (M): Students are expected to possess and advanced level of knowledge, skill, or competency at the collegiate level. Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple level of competency.</p>	ENGL 1101		
	ENGL 1102		
	MATH 1111	I	I
	HIST 1111 or 1112		
	GEOG 1112 or 2202		
	POLS 1101		
	CS 1030		I
	COMM 1110 or ENGL 2050		
	CISM 2201	I	I
	HIST 2111 or 2112		
	BUSA 2106		
	ECON 2105	I	I
	ECON 2106	I	I
	PHIL 2030		
	ECON 3402	R	R
	MGNT 3615	R	R
	MGNT 3640	R	R
	MGNT 4610	R	M
	MGNT 4615	M	R
	MGNT 4686 or CISM 3330	R	R

Appendix C - Program Map

2023-2024 Program Map – Nexus in Supply Chain Management			
YEAR 1		YEAR 2	
Fall Semester		Fall Semester	
Course	Credits	Course	Credits
ENGL 1101	3	MGNT 4610	3
MATH 1111	3	ECON 2105	3
CISM 2201	3	POLS 1101	3
HIST 1111 or HIST 1112	3	CS 1030	3
SEMESTER TOTAL	12	SEMESTER TOTAL	12
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1101 – C or better • Complete MATH 1111 – C or better 		<ul style="list-style-type: none"> • Complete MGNT 4610 (3 of 6 Major Requirements) 	
Spring Semester		Spring Semester	
Course	Credits	Course	Credits
ENGL 1102	3	MGNT 4615	3
GEOG 1112 or GEOG 2202	3	ECON 2106	3
ECON 3402	3	COMM 1110 or ENGL 2050	3
HIST 2111 or HIST 2112	3	PHIL 2030	3
SEMESTER TOTAL	12	SEMESTER TOTAL	12
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete ENGL 1102 – C or better • Complete ECON 3402 (1 of 6 Major Requirements) 		<ul style="list-style-type: none"> • Complete MGNT 4615 (4 of 6 Major Requirements) 	
Summer Semester		Summer Semester	
Course	Credits	Course	Credits
BUSA 2106	3	MGNT 3640	3
MGNT 3615	3	CISM 3330 or MGNT 4686	3
SEMESTER TOTAL	6	SEMESTER TOTAL	6
Milestones		Milestones	
<ul style="list-style-type: none"> • Complete MGNT 3615 (2 of 6 Major Requirements) 		<ul style="list-style-type: none"> • Complete 3640 (5 of 5 Major Requirements) • Complete CISM 3330 or MGNT 4686 (6 of 6 Major Requirements) 	

Addendum II

UWG Academic Policies and Procedures Manual
Modification of the By-Laws of the Faculties and Faculty Senate Article III.A. Meetings

Rationale: The proposed modification to the By-Laws of the Faculty Senate is a continuation of the previous year. Due to past global events and possible future limitations of meeting in person, the Rules Committee wanted to legitimize hosting Faculty Senate meetings in a virtual or hybrid format. Rules Committee approved this proposed modification to bring to the Faculty Senate Meeting for a vote on 8/23/2022.

PROPOSED MODIFIED VERSION

A. MEETINGS.

Regular meetings of the Senate shall be held at least twice in each semester of the academic year on dates determined by the Senate. **Meetings may be held virtually or in a hybrid format, as needed.** Special meetings may be called by the President of the University and shall be called upon written application of five (5) senators or any ten (10) members of the General Faculty. Written notice of the time, place, and agenda of senate meetings as well as proposals for consideration at the senate meeting shall be sent to each General Faculty member at least forty-eight hours in advance of the meeting. Official copies of the minutes shall be made available to the University community from the Web page of the VPAA. One paper copy shall be retained in the Archives at the University Library.

PROPOSED REVISED VERSION

A. MEETINGS

Regular meetings of the Senate shall be held at least twice in each semester of the academic year on dates determined by the Senate. Meetings may be held virtually or in a hybrid format, as needed. Special meetings may be called by the President of the University and shall be called upon written application of five (5) senators or any ten (10) members of the General Faculty. Written notice of the time, place, and agenda of senate meetings as well as proposals for consideration at the senate meeting shall be sent to each General Faculty member at least forty-eight hours in advance of the meeting. Official copies of the minutes shall be made available to the University community from the Web page of the VPAA. One paper copy shall be retained in the Archives at the University Library.