THE GRADUATE SCHOOL - UNIVERSITY OF RHODE ISLAND
NEW PROGRAM REPORT FROM THE GRADUATE COUNCIL TO THE FACULTY SENATE
CURRICULAR REPORT 2019-2020-5; 7 October 2019

At Meeting No. 524 held on 07 October 2019, the Graduate Council approved the attached proposal that is now submitted to the Faculty Senate.

SECTION I
ABSTRACT AND BACKGROUND INFORMATION

ABSTRACT (modified from proposal)
The Graduate Council approved a proposal from the College of Business to create a **new Professional Master of Science in Supply Chain Management and Applied Analytics (PMSCMAA).** The program is committed to enabling students with the supply chain skills needed to analyze problems and deliver creative solutions instilling in them the capacity to be supply chain leaders and innovators. In its inception the online program is set to offer ten online courses: Global Supply Chain and Operations Strategy, Lean Six Sigma Innovation Protocols, Warehousing and Distribution Systems, International Transportation Management, Procurement and Supplier Management, Online Learning in the Science of Supply Chain Management, Accounting and Finance for Supply Chain Managers, Supply Chain Analytics and Data Mining, Customer Analytics, and Supply Chain Network Design. The delivery model will be online in 7-week modules so that at least 2 courses may be completed in one semester.

BACKGROUND (modified from proposal)
The College of Business has many new initiatives for online master degrees. This proposed program distinguishes itself in that it will offer a Professional Sciences Masters (PSM). Outside the College of Business, there is only one other Professional Master of Science Program through the Department of Computer Science and Statistics. The degree will require 30 credits, which will consist of ten 3 credit courses. There will be no comprehensive exam and no thesis requirement. The Lean Six/ Sigma Course will provide an internship as a capstone project with a partner organization. The internship component is required for the Professional Master of Science designation.

SECTION II
RECOMMENDATION

The Graduate Council approved the proposal to create a **new Professional Master of Science in Supply Chain Management and Applied Analytics** at its Meeting No. 524 held on 07 October 2019, and forwards it to the Faculty Senate with a recommendation for approval.

Academic Program Proposal Cover Page

1. Name/Contact Information:

2. Originating from (please fill in all that apply):

(Department)   (School/College)   (Division)

3. Program type: Undergraduate   (attach Curriculum Sheet) Graduate   (attach List of Requirements)

4. Proposing **New**   or **Change**   to the following (see **Instructions** for definitions): (select all that apply)

Department: Degree: Program: Major: Sub plan: Other:
(option, track,
concentration)

Title/name of proposed Department:

Title/name of proposed Degree:

Title/name of proposed Program:

Title/name of proposed Major:

Classification of instruction program (CIP) code: CIP Index

Title/name of proposed Sub plan:

CIP code (if different from above): CIP Index

Other:

5. Proposed Degree(s) (BS, BA, BFA, MA, MS, Ph.D, etc.):

6. Intended initiation date: Term   Year

7. Anticipated date of granting first degree:

8. Intended location of program: Kingston   Providence   Narragansett Bay Campus

9. Total Credits Required for Graduation: (120, 130, etc)

10. Certification/Licensing Requirements: Yes   (provide brief description) No

Office Use Only:
College Curriculum Committee _____Curricular Affairs Committee _____ Graduate Council _____
Faculty Senate _____ President _____ RIBGHE _____ Enrollment Services _____

FACULTY SENATE OFFICE – 07/12

A Proposal for:

Date:

A.   PROGRAM INFORMATION

A1.   Name of institution University of Rhode Island

A2.   Name of department, division, school or college
    College of Business

A3.   Title of proposed program and Classification of Instructional Programs (CIP) code
     Program title Professional Master of Science in Supply Chain Management and
     Applied Analytics
     Classification code 52.1399
    Management Science and Quantitative Methods, Other

**A4.   Intended initiation date of program change. Include anticipated date for granting
    first degrees or certificates, if appropriate.**
     Initiation date Fall 2020
     degree date: Spring 2021

A5.   Intended location of the program
   The program will be completed by students completely online. No blended courses will be
   offered.

A6.   Description of institutional review and approval process

	Approval Date
Department	12/18/18
College	12/18/18
CAC/Graduate Council Faculty Senate	
President of the University	

A7.   Summary description of proposed program (not to exceed 2 pages)
   The Professional Master of Science in Supply Chain Management and Applied Analytics
   (PMSCMAA) program is committed to enabling students with the supply chain skills

needed to analyze problems and deliver creative solutions instilling in them the capacity to supply chain leaders and innovators. Following our college mission we aim to (1) create a community of diverse and innovative supply chain leaders and (2) engage in local and global communities to enhance the value for our stakeholders. We also seek to expand on our current offerings of certifications as well as offer a STEM designated online program. Our primary market will be expanded to accommodate a plethora of students who may not have the means to attend class within a traditional classroom environment. These students may include recently graduated undergraduate students, working professionals, mothers and fathers, and students returning to school to advance their degree.

In line with University of Rhode Island's Academic Strategic Plan to facilitate the implementation of new learning pedagogies and expand course delivery and assessment by strategically expanding post-baccalaureate online degree programs, PMSCMAA will transform the scheduling of classes to meet the new demand for online learning of current and potential College of Business students. The alternate course delivery will help to facilitate engagement, learning and on-time graduation. The online course development will also address the needs of academically challenged students. The benefits of online instruction particularly with students with mental disabilities have been reported in previous research (Williams et al., 2002). The online method also allows students who suffer from social anxiety disorder and autism the opportunity to communicate with other individuals on an online format. Further, PMSCMAA will offer an online viable teaching method to actively engage introverted students to participate in class-room discussion. The 7-week course structure is empirically assessed to not only improve student retention of graduate students but also ensure timely completion of advanced degree programs (i.e. Burrus et al., 2014). The online course format will allow students to continue their education regardless of location or working time schedule therefore encouraging students to come back to URI to complete or start their PMSCMAA program. The need for this program is made evident via current market projections [1] indicating a high growth in the emerging subfield, Business Analytics. Given this, we are seeking to offer the first Rhode Island AACSB accredited institution's online PMSCMAA that provides five courses relating to supply chain analytics.

In its inception the online program is set to offer ten online courses: *Global Supply Chain and Operations Strategy, Lean Six Sigma Innovation Protocols, Warehousing and Distribution Systems, International Transportation Management, Procurement and Supplier Management.* And those focused on supply chain analytics: *Online Learning in the Science of Supply Chain Management, Accounting and Finance for Supply Chain Managers, Supply Chain Analytics and Data Mining, Customer Analytics,* and *Supply Chain Network Design.*

The typical program would follow the following schedule

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[1] Projections provided by Hanover Research. 2018. "*Market Opportunity Scan: National Degree Programs (Updated).*" prepared for the University of Rhode Island. (July 2018).

Year 1
Semester 1
First Seven Weeks: Online Learning in the Science of Supply Chain Management (2-week), Accounting and Finance for Supply Chain Managers (5-weeks)
Second Seven Weeks: Global Supply Chain management, International Transportation
Semester 2
Third Seven Weeks:, Supply Chain Analytics and Data Mining
Fourth Seven Weeks: Warehousing and Distribution Systems, Procurement and Supplier Management

Summer Sessions: Session 1: Customer Analytics, Supply Chain Network Design; Session 2: Lean Six Sigma Innovation Protocols (with capstone project)

The program is designed to allow students to finish in as little as one year, with a capstone project component. Currently this appears to be one of the only Professional Master's of Supply Chain and Applied Analytics programs in the United States. Currently we are seeking STEM designation to further distinguish the program.

A8.   Signature of the President

David M. Dooley

A9. Person to contact during the proposal review
　　　Name: Dara Schniederjans
　　　Title: Associate Professor of Supply Chain Management
　　　Phone: 401-874-4372
　　　Email: schniederjans@uri.edu

A10. List and attach any signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.
　　　There are currently no signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.

B.　　RATIONALE: There should be a demonstrable need for the program.

B1.　State the program objectives.
1. Solved high-level supply chain analytical problems facing organizations, using critical thinking and quantitative skills.
2. Effectively communicate in order to lead teams in problem solving.
3. Analyze and interpret data for planning, decision making and problem solving in a global supply chain environment.

B2.　Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.

　　a.　**What is the economic need and workforce data related to the program?**
　　　Demand for both certification programs and STEM designated programs has grown substantially in the past year. [2] The need for this program is also made evident via current market projections [3] indicating a high growth in the emerging subfield, Business Analytics.

　　　Students completing the PMSCMAA will be well equipped to fulfill the jobs stated above. The courses will instill strong skills in specific technical areas including: procurement, supply chain analytics, lean/six sigma, transportation, etc.

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[2] U.S. Bureau of Labor Statistics, 2018.
[3] Projections provided by Hanover Research. 2018. "*Market Opportunity Scan: National Degree Programs (Updated)."* prepared for the University of Rhode Island. (July 2018).

b. Provide information on jobs available as a result of successfully completing the certificate or degree: job titles, job outlook/growth, and salaries.

In the past couple of years, supply chain analysts positions have seen 10% of growth. This growth is expected to continue in supply chain analysts (both junior and senior) in the United States[4]. Expected salaries for a junior supply chain analysts range from $53,000-$76,000, with senior levels well above $100,000 a year[5].

B3. If an external advisory or steering committee was used to develop the program, identify committee members and their affiliations and describe the committee's role.

Not applicable

C. INSTITUTIONAL ROLE: The program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.

C1. Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution's academic planning.

The following is a description of the ways in which the MS-SCM-AA program aligns with The University of Rhode island's Academic Strategic Plan.

Enhance Student Success

Strategy 3: Facilitate the implementation of new learning pedagogies and expand modes of course delivery and assessment by leveraging space and time in new ways.

- PMSCMAA will expand post-baccalaureate online degree programs.
- PMSCMAA will transform the scheduling of classes to meet the new demand for online learning of current and potential College of Business students.
- The alternate course delivery will help to facilitate engagement, learning and on-time graduation as well as add to student resumes by providing courses concentrating on supply chain analytics.
- This alternate online course development will also address the needs of academically challenged students. The benefits of online instruction particularly with students with mental disabilities have been reported in previous research (Williams et al., 2002). The online method allows students who suffer from social anxiety disorder and autism the opportunity to communicate with other individuals on an online format. The online

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[4] Data from indeed.com https://www.indeed.com/jobs?q=Supply+Chain+Analytics&start=10
[5] Data from https://www.glassdoor.com/Job/supply-chain-analyst-jobs-SRCH_KO0,20.htm?jl=3010571260

PMSCMAA format is also a viable teaching method to actively engage introverted students to participate in class-room discussion.

- Our 7-week course structure is empirically assessed to not only improve student retention of graduate students but also ensure timely completion of advanced degree programs (i.e. Burrus et al., 2014).
- The online course format will allow students to continue their education regardless of location or working time schedule therefore encouraging students to come back to URI to complete or start their PMSCMAA program.

Embrace Diversity and Social Justice

Increase the recruitment, retention, and graduation of students from underrepresented groups, and provide support for their inclusion and success in the academic environment

- Students with disabilities are often under-represented and under-utilized in today's workforce. Students on the autism-spectrum or students with social anxiety often fear the traditional classroom environment which typically encourages active participation and discussion. At times this can negatively impact their performance leading to higher drop-out rates. Unfortunately, some of the benefits that these students can offer to the workforce are never realized due to a lack of embracing how their differences can actually give them a competitive advantage. Fostering a climate that is not inclusive of this diversity will only enhance the problem of these students not being able to find their place in the workforce. The PMSCMAA encourages and fosters a climate conducive for students of all abilities. Further it encourages students who are introverted to actively participate in forum discussions promoting the inclusion of individuals and enhancing student success and collaboration.

Focus on access and affordability and improve credit and degree completion rates for all undergraduate and graduate students, with specific attention in data reporting to underrepresented, economically disadvantages, international, out-of-state, and in-state population.

- Our 7-week course structure is empirically assessed to not only improve student retention of graduate students but also ensure timely completion of advanced degree programs (i.e. Burrus et al., 2014).
- The online course format will allow students to continue their education regardless of location or working time schedule therefore encouraging students to come back to URI to complete or start their Master's Program.

C2. Explain the relationship of the program to other programs offered by the institution.

The PMSCMAA will work to compliment new and emerging programs both within and outside the College of Business, specifically through its supply chain applied analytics courses.

The College of Business has many new initiatives for online master degrees, this includes areas such as Accounting, Healthcare and Marketing. Additionally, the College of Business offers a one-year MBA, Evening MBA, Master of Science in Accounting, Master of Science in Finance, Master of Science in Labor relations and Human Resources, Master of Science in textiles, fashion merchandising and design as well as a MBA-Master of Oceanography interdisciplinary MBA program.

We hope that current online students can use the SCM applied analytics courses to enhance their analytical credentials. For example, our 15 credit SCM applied analytics courses might be used for MBA students who can take it to apply credits toward a face to face MBA, or a student that can obtain multiple credentials in any other emerging online program.

Outside the College of Business, there is only one other Professional Master of Science Program through the Department of Computer Science and Statistics. This is the Cyber Security Professional Master of Science. Given the differences in the markets and content of the programs, we do not anticipate cross-mixing of students between the two programs. Additionally, the College of Engineering offers a Master of Science in Systems Engineering. Areas of concentration similar to ours include lean systems and production control and inventory systems (specifically courses including ISE 552-Lean Systems; Warehousing and distribution and procurement with some overlap in ISE 540-Production Control and Inventory Systems). The backgrounds of the students, course requirements, and the content (i.e. concentrations) of these programs are different, and hence we do not anticipate students who would apply to the graduate programs will apply to this program.

D.   **INTER-INSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Council on Postsecondary Education pertaining to the coordination and collaboration between public institutions of higher education.**

D1. **List similar programs offered in the state and region, and compare the objectives of similar programs. If similar programs exist, how is this program different or why is duplication necessary?**

Given the online component, we compare our program based on ranked programs in the united states (i.e. online master of science degrees in supply chain management)

none of which are Professional Master of Science Programs and only one which has STEM designation.

Programs with the closest designations to our proposed program:

University of Southern California (Tuition $46,170): is a program with STEM designation. Online office hours with instructors and networking opportunities will industry leaders. Prescribed course order. Students graduate within 16 months and take 12 classes including a summer course. On site for a period of time is required for this program. Minimum GRE and GMAT scores, strong GPA, must have at least three years of work experience. All graduate students must pay the same tuition rate regardless of residency.

Programs in the Surrounding Area

Bryant: Offers a four-course graduate certificate in business analytics (not supply chain focused). The focus is on applying analytics to practical problems. Students are engaged in analyzing real world data provided by strategic partner organizations and will gain experience with SAS. The student is awarded a certificate of graduate study in business analytics and a joint Bryant University/SAS certificate in business analytics.

University of Maryland-College park ($62,422): specialization in acquisition and supply chain management. Their focus is on technology to facilitate sustainable and efficient supply chains. Does not require GRE or GMAT scores. Charges a per-credit tuition with Maryland residents paying a discounted rate.

Rutgers University ($3,684 per 3 credit course): 30 credit MS in supply chain management in one year. Requires courses in marketing research, global procurement, risk and disruption management and global logistics management. Applicants must submit official transcripts and GRE or GMAT scores. Non-native English speakers must submit TOEFL scores. Students are required to submit three letters of recommendation, a resume and a personal essay. Offers three start dates per year. In and out of state students pay the same per credit tuition rate.

Boston University ($4,953 per 3 credit course): with a blended or online option this program provides a review of the development, execution and operation of global supply chains. Coursework covers risk management, import and export operations and lean production. Offers specializations in global business, logistics management and quantitative approaches. Core courses include financial concepts, global supply chains, business process fundamentals, and quantitative and qualitative decision-making. After completing 16 core credits, students begin concentration courses and electives. The program culminates in a capstone project, during which students apply learned

knowledge to a supply chain and logistics problem. Most students complete the 40-credit program in 18 to 24 months. Applicants must hold a bachelor's degree from an accredited institution and submit three letters of recommendation and a personal essay. Applicants do not need to submit GRE or GMAT scores; admissions decisions are based mainly on each applicant's previous academic performance.

Quinnipiac University ($2,805 per 3 credit course): Offers a 46 credit MBA in supply chain management. ore classes emphasize sound decision-making, especially in regards to process development, accounting, organizational leadership, and business operations. Students also take courses in finance, marketing, managerial economics, and information systems strategies. A course in strategic sourcing and supply management explores the industrial purchasing cycle related to raw materials, operating supplies, and services. Students in the online supply chain management master's program learn to use analytical models to improve the decision-making process. The program culminates in a three-credit capstone during which students examine theories and concepts relevant to supply chains. The program covers several topics, including the development of competitive strategies, internal and external firm analyses, and management leadership. Most students complete the program within two years. Applicants must submit three letters of recommendation, a resume, a personal essay, and GRE or GMAT scores. However, the business school may waive the standardized test score requirement for applicants with significant professional experience. Applicants must have a bachelor's degree from an accredited institution.

Other ranked online masters programs:

University of North Carolina-Chapel Hill: Core courses involving analytical tools and operations management. Applicants with seven or more years of professional experience do not need GRE or GMAT scores. Must have bachelors and submit official transcripts. No campus visits are required.

University of Nebraska-Lincoln: Focus is on lean business practices, advanced enterprise management, data mining and warehousing. All classes are available online. All applicants must have a minimum of 3.0 GPA and submit GRE or GMAT scores unless they have seven or more years of managerial experience or hold a doctorate, law or pharmacy degree. Three references, a personal statement and proof of atleast one year of professional experience.

University of Washington: Focus on emerging technologies affecting global logistics professionals. Classes have at most 30 learners. Applicants must have a bachelor's degree and minimum 3.0 GPA and sufficient English proficiency exam scores. Does not require GRE or GMAT scores. All online students pay the same tuition rate, regardless of residency.

Michigan State University: Most courses are online but students must attend some courses in person for three day weekend sessions. Students complete 36 credits and graduate within two years. Students take courses in cohorts and progress through the program with a small group of peers. Students begin with courses in global supply chain management and logistics; later coursework covers topics including distribution fulfillment, manufacturing planning and control, strategic sourcing, and change management. Applicants must have a bachelor's degree, a minimum 3.0 cumulative undergraduate GPA, and at least two years of professional experience. Applicants also submit a resume, two personal statements, and three letters of recommendation.

What sets us apart?

There are currently no similar programs offered by another other public institution in or New England. STEM designation is not common in Online MSCM programs nationwide. To the best of our knowledge there are only a few current online Master of Science programs with this designation: University of Southern California Executive Program and University of Minnesota (not entirely online, some blended courses).[6] In order to achieve the STEM designation our program will emphasize teaching students how to solve critical supply chain programs with quantitative and technological tools. Our courses will be offered in a seven-week structure so that students can concentrate on one or two classes at a time, while at the same time still finishing their program in two years or less. This will not only help improve student satisfaction and performance but will also encourage student retention which plagues many other Master's programs.

Along with STEM designation, our program will be a Professional Master of Science program, one of about 356 in the nation[7]. A Professional Master of Science Degree is designed to allow students to pursue advanced training in mathematics and/or science while simultaneously developing valued business skills. This requires a student to have a directed study in a business or public-sector enterprise. The directed study will be either student selected or assisted through the help of the area's advisory board and professional contacts through the Lean Six Sigma course. The number of credits we required is also significantly less than some of the more established programs in the area (i.e. Boston University (40) and Quinnipiac (36)).

D2. Estimate the projected impact of program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections. Have you

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[6] STEM designated degree programs are designated by the US Department of Homeland Security.

[7] https://www.npsma.org/

communicated with other institutions about the development of this program and have any concerns been raised related to role, scope, and mission or duplication?
The proposed PMSCMAA program will have no impact on other public higher education institutions in RI because of the lack of programs in the state offering a professional master of science program in supply chain management and applied analytics.

D3. Using the format prescribed by the Council on Postsecondary Education, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also submit either a Joint Admissions Agreement transition plan or the reason(s) the new program is not transferable (see *Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs*).
We do not expect any transfer students into our program for other RI public institutions because it is a graduate program in an area not address by other institutions.

D4. Describe any cooperative arrangements or affiliations with other institutions in establishing this program. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)
Not applicable

D5. If external affiliations are required, identify providing agencies (indicate the status of any arrangements made and append letters of agreement, if appropriate).
Not applicable

D6. Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).
Not applicable

E. PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.

E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:

a. Name of courses, departments, and catalog numbers and brief descriptions for new courses, preferably as these will appear in the catalog.
Area:

All of the courses will be offered through the College of Business, Supply chain Management area. All courses will be delivered online.

Requirements:

The degree will require 30 credits, which will consist of ten 3 credit courses. There will be no comprehensive exam and no thesis requirement. The Lean Six/ Sigma Course will provide an internship as a capstone project with a partner organization.

There will be a total of ten courses a student must complete

(PSA 500): *Online Learning in the Science of Supply Chain Management*

(PSA 501) *Accounting and Finance for Supply Chain Managers,*

(PSA 502) *Global Supply Chain and Operations Strategy,*

(PSA 503) *International Transportation Management,*

(PSA 504) *Supply Chain Analytics and Data Mining,*

(PSA 505) *Warehousing and Distribution Systems,*

(PSA 506) *Procurement and Supplier Management,*

(PSA 507) *Customer Analytics,*

(PSA 508) *Supply Chain Network Design, and*

(PSA 509) *Lean Six Sigma Innovation Protocols.*

Course descriptions:

Table 1. Course name and descriptions		
Course Number	Course Name	Course Description
PSA 500	*Online Learning in the Science of Supply Chain Management*	The purpose of this course is to gain a basic overview of the knowledge and skills you need to be a successful online student. Key topics include: an overview of the online platform, navigating online course materials, strategies for time management, learner responsibilities and strategies for communications. The course will also briefly introduce you to supply chain analytics concepts and software platforms that will be utilized throughout the online Master of Science program.
PSA 501	*Accounting and Finance for Supply Chain Managers*	The purpose of this course is to gain a basic overview of the concepts and systems used in finance and accounting for business organizations.
PSA 502	*Global Supply Chain and Operations Strategy*	The purpose of this course is to cover the strategic relationships necessary for supply chain management as well as the tactical activities of logistics, purchasing

		and operations from a global perspective.
PSA 503	*International Transportation Management*	The purpose of this course is to gain a background for understanding all critical issues in domestic and international transportation. Addresses regulations, modes, carrier selection, transportation system management and design
PSA 504	*Supply Chain Analytics and Data Mining*	The purpose of this course is to gain a basic overview of supply chain analytics and data mining applications. Key topics include: how can supply chain analytics and data mining be applied, understanding and applying, descriptive analytics, predictive analytics and prescriptive analytics to case problems.
PSA 505	*Warehousing and Distribution Systems*	The purpose of this course is to gain a basic overview of the knowledge and skills you need to manage Warehousing and distribution activities. Practical applications and current practices regarding the global supply chain and the related impacts on warehouse and distribution activities will be covered indepth.
PSA 506	*Procurement and Supplier Management*	The purpose of this course is to provide an overview of the applications, methods and concepts in supplier relationship management/procurement.
PSA 507	*Customer Analytics*	The purpose of this course is to gain a basic overview of the knowledge and skills you need to manage customer relationship management. Key topics include: methods of optimizing customer loyalty and profitability by tailoring marketing activities based on customer data, frameworks for implementing customer relationship management, customer-based marketing metrics, introduction to essential database marketing tools, customer selection and targeting, and loyalty programs.
PSA 508	*Supply Chain Network Design*	The purpose of this course is to aid students in modeling existing supply chains. Using software, students will develop optimal sourcing and distribution networks.
PSA 509	*Lean Six Sigma Innovation Protocols*	The purpose of this course is an introduction to Lean Six Sigma Operations and a multitude of techniques that are used in the evaluation and analysis of business processes. In addition to this course, students are given the option to participate in a project for a URI approved business.

Assessment Plan:
Please see Appendix A for Assessment plan

b. Are there specializations and/or tracks/options/sub-plans/concentrations? If so, describe required courses in area of specialization or tracks/options/sub-plans/concentrations.
Not applicable

c. Course distribution requirements, if any, within program.
Not applicable

d. Total number of free electives available after specialization requirements are satisfied.
Not applicable

e. Total number of credits required for completion of program or for graduation. Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or other credible measure, and comparability of lengths with similar programs in the state or region.
The total number of credits required in 30. We are below more established programs like Boston University and Quinnipiac and the same as Rutgers (30 credits). This signifies both a competitiveness with existing ranked institutions as well as rigor in our program.

f. Identify any courses that will be delivered or received by way of distance learning (refer to *Policy on Distance Learning, Council on Postsecondary Education, State of Rhode Island and Providence Plantations*).

g. Is the program content guided by program-specific accreditation standards or other outside guidance?
All courses in this program will be online.

E2. Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.
Not applicable

E3. **Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations and provide an assessment plan.**

Upon completion of the PMSCMAA program, a student will be able to
1. Apply critical thinking and problem-solving skills to address high-level supply chain analytical problems facing organizations.
2. Communicate, proposed supply chain and analytics solutions for organizations.
3. Apply supply chain principles to analyze and interpret data for planning, decision making and problem solving in a global supply chain environment.

F. **FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program.**

F1. **Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions. What are the minimal degree level and academic/technical field requirements and certifications required for teaching in this program?**

The faculty assigned to the program will consist of five tenure-track professors and one lecturer who will teach the ten courses each year.

Calculation of FTE positions: The program requires the instruction of 10 courses. A typical instructors load is 8 courses per year with tenure track faculty at 4/5 courses per year. Any remaining courses will be taught by part time instructors.

F2. **List anticipated support staff, the percent of their time to be spent in the program, and whether these are reassignments or new positions. Indicate total full-time equivalent (FTE) positions required for the program.**

Eventually in year 2, the program will require a program manager with full time devoted to administering the program. The funds for this position will come from the revenue generated (See attached budget and budget narrative documents in Appendix B.)

F3. **Summarize the annual costs for faculty and support staff by indicating salaries and fringe benefits (adjusted for the proportion of time devoted to the program). Distinguish between existing resources and new resources. Specify in the narrative if resources are to be provided by more than one department. Include the salary and benefits information on the Rhode Island Office of Postsecondary Commissioner budget form (https://www.riopc.edu/page/academic_program/**

(See attached budget and budget narrative documents in Appendix B.)

G. **STUDENTS: The program should be designed to provide students with a course of study that will contribute to their intellectual, social, and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.**

G1. **Describe the potential students for the program and the primary source of students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions. For graduate programs, indicate which undergraduate programs would be a potential source of students.**

The students for this program will likely come from several groups. There will be some students interested in furthering their education from the undergraduate program in Supply Chain Management. There will be some working individuals looking to change their careers. And there will be some external students looking to advance their degrees through our analytics certification. We expect that most of our students will come from either our current undergraduate students looking to further their careers, our advisory board connections as well as external partners. Many students have indicated an interest in completing a Master's degree in supply chain management with a strong student preference for more analytics. Several communications by individuals from the Rhode Island and surrounding areas have also inquired about Master's programs specific to supply chain management.

The typical undergraduate programs that would be a potential source of students for this program would include: Business and to a lesser extent Engineering, Pharmacy, and Math. Unlike other Master's in supply chain management programs, our program does not require specific industry knowledge to apply.

G2. **Estimate the proposed program size and provide projected annual full-time, part-time, and FTE enrollments for one complete cycle of the program. Provide a specific rationale for the assumptions made in the projections. Depending on the nature of the program, use the FTE or part-time estimates of enrollment on the Rhode Island Office of Postsecondary Commissioner budget form (https://www.riopc.edu/page/academic_program/**

(See attached budget and budget narrative documents in Appendix B.)

G3. **Indicate how the institution provides programs and services designed to assist students in achieving their academic goals.**

The Graduate School will provide the basics for application and admission and monitoring the progress toward graduation. We will work with the Center for Career and Experiential Education to enhance our directed study program. The advisory board,

program manager and the professors/instructors for the program will provide support for the student in finding a directed study.

G4. List the program admission and retention requirements for students. Provide descriptions of the specific criteria and methods used to assess students' ability to benefit from the program. Describe how satisfactory academic progress will be determined.

Admission will be determined based on performance in undergraduate program and letters of recommendation. This program will not have a specified undergraduate GPA requirement, but instead will consider the whole application as a measure of potential success in the program. This will be judged by:

1. Brief statement of purpose
2. Official College transcripts
3. Official score report for the GMAT or GRE taken within the last five years. Test scores will not be required for candidates with a PhD, PharmD, JD or MD.
4. TOEFL or IELTS scores (taken within the last two years) for international students completing their bachelor's degree from a non-english speaking foreign University.

G5. Indicate available funds for assistantships, scholarships and fellowships. Include this information on the Rhode Island Office of Postsecondary Commissioner budget form (https://www.riopc.edu/page/academic_program/

(See attached budget and budget narrative documents in Appendix B.)

H. ADMINISTRATION: Administrative oversight for the program should be sufficient to ensure quality.

H1. Indicate how the program will be administered and the degree to which this work will affect the administrative structure in which it is located.

The program will be administered by a program manager described in the budget and budget narrative in Appendix C. The program manager will work with URI's Continuing Education Special Programs office and staff in the College of business to process applications through the Graduate School.

H2. Indicate the titles of the persons who will have administrative responsibility for the program and the percent of time each will spend on the program.

The program manager will spend approximately 100% of his/her time in this task. Administration support will spend approximately 5% of their time in assisting the program manager in administrative work.

H3. Indicate additional annual administrative salaries and related costs to be associated with the program. Distinguish between existing resources and new resources.

Include this information on the Rhode Island Office of Postsecondary Commissioner budget form (https://www.riopc.edu/page/academic_program/

(See attached budget and budget narrative documents in Appendix B.)

I.   **INSTRUCTIONAL RESOURCES: The instructional resources should be sufficient in quantity, quality, and timeliness to support a successful program.**

   I1.   **Estimate the number and cost of relevant print, electronic, and other non-print library materials needed (and those available) for the program and compare with recommendations of national accrediting agencies.**

The added cost of print, electronic and other non-print library materials will be minimal for the program. Any required journals, publications and/or subscriptions are already currently available through existing systems.

   I2.   **Identify and evaluate other instructional resources and instructional support equipment (such as computers, laboratory equipment, supplies, clinical space, internships, proctors) in terms of overall capability to satisfy the needs of the program. If these instructional resources are considered insufficient or if upgrading is necessary for the development of the program, the additional needs should be detailed and their cost estimated.**

(See attached budget and budget narrative documents in Appendix B.)

   I3.   **Estimate annual expenditures for instructional resources. Distinguish between existing resources and new resources. The information should reflect the annual operation and maintenance of the instructional resources, recurrent costs and costs for necessary additions. Include this information on the Rhode Island Office of Postsecondary Commissioner budget form (https://www.riopc.edu/page/academic_program/**

(See attached budget and budget narrative documents in Appendix B.)

   I4.   **Provide a Library Impact Statement.**

(See attached Library Impact Statement in Appendix C.)

J.   **FACILITIES AND CAPITAL EQUIPMENT: Facilities and capital equipment should be sufficient in quantity, quality, and timeliness to support a successful program.**

J1. **Describe the facilities and capital equipment (e.g., classrooms, office space, laboratories, and telecommunications equipment) and assess the adequacy of these resources relative to the program and to the requirements of the American with Disabilities Act and state disability statues.**

The PMSCMAA is a fully online program. No facilities will be required for the program. Our program developers and instructors will work with the Office of Disability Services to make appropriate accommodation in the respective courses.

J2. **If new or renovated facilities are necessary, explain in detail (e.g., requirements, costs, sources of revenue, and expected date of completion). Include this information on the Rhode Island Office of Postsecondary Commissioner budget form (https://www.riopc.edu/page/academic_program/**

No additional facilities are required for the proposed PMSCMAA program.

J3. **Estimate the annual additional expenditures for new program facilities and capital equipment. Include this information on the Rhode Island Office of Postsecondary Commissioner budget form (https://www.riopc.edu/page/academic_program/**

Not applicable

J4. **Indicate whether the needed facilities are included in the institution's master plan.**

Not applicable

K. **FINANCIAL CONSIDERATIONS: Projected revenues should be sufficient to support a successful program and must cover the estimated costs of the program.**

K1. **Expenditures for program initiation and annual operation should be estimated and displayed in the proposed budget. The summary should enable the reader to understand expenditures for a period representative of one full program cycle.**

(See attached budget and budget narrative documents in Appendix B.)

K2. **Revenue estimates should be provided for a similar period of time. For a new program, the appropriateness and feasibility of instituting differential tuition and/or fees should be addressed.**

NOTE: **Excel budget forms (Rhode Island Office of Postsecondary Commissioner https://www.riopc.edu/page/academic_program/) are self-calculating.**

(See attached budget and budget narrative documents in Appendix B.)

K3. Describe how current institutional resources will be redeployed or extra institutional resources will be obtained to support the program (e.g., describe program eliminations, staff reallocations and/or external sources of monies).

(See attached budget and budget narrative documents in Appendix B.)

L. EVALUATION: Appropriate criteria for evaluating the success of a program should be developed and used.

L1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for external evaluation, as appropriate.

The program will be evaluated annually using two measures:

1. Enrollment of students: new students entering the program will be measured.

2. Retention of students: starting with the initial cohort, retention of students will be conducted annually.

3. Course evaluations: student evaluations of instructors will be performed.

L2. Describe and quantify the program's criteria for success.

The following criteria will initially be used for success:

1. Enrollment of students: 10, 15, 20, 25 students in years 1-4.

2. Retention of students: Retention of students should be higher than 70% by the end of year 4.

2. Course evaluations: Overall rating of each course should be atleast 3 (on a scale of 1-5)

L3. If the proposed program is eligible for specialized accreditation, indicate name and address of the accrediting agency and a list of accreditation requirements. If specialized accreditation is available but not sought, indicate reasons.

Not applicable

L4. Describe the process that communicates the results of the program evaluation to appropriate institutional stakeholders and uses the outcomes for program improvement.

The results of the evaluation will be communicated to relevant parties each year and data will be used to enhance the program. These relevant parties will include: College of Business faculty and Deans, Dean of the Graduate School and the Office of the Provost.

Supplementary Materials

Response to the specific recommendations that came from the JCAP committee

(1) Do we have the 24/7 IT support that will be needed with the international student base?
- Not currently. Our program instructors will be made aware of this to consider any international students we may recruit.

(2) Research will need to be done on visa requirement for the two week orientation class.
- Based on the feedback provided by JCAP, we have decided to make the program (including the *Online Learning in the Science of Supply Chain Management* course) completely online.

(3) Does URI have the staff component that will be needed?
- Currently the supply chain management area has an advisory board and faculty in line for the program. The program manager will work with URI's Continuing Education Special Programs office and staff in the College of business to process applications through the Graduate School.
- Marketing and 24/7 IT support will be required to ensure the sustainability of the program.

(4) Look into the state and regional partners in addition to the international schools. While this was described as a program to be delivered through OSI, only the international component fits URI. We urge the team to consider developing this as a regular graduate program and expanding student recruitment from domestic markets beyond the two international partners with limited student interest.
- Following the advice of JCAP, we have looked into state and regional partners for recruitment. This includes our advisory board as well as external contacts in industry who have shown interest in the program.

Please let me know if you have any questions about this. We look forward to discussing the proposal further.

APPENDIX A

PROGRAM ASSESSMENT PLAN

APPENDIX B

BUDGET NARRATIVE AND BUDGET

BUDGET NARRATIVE

The budget depicted assumes no tuition or salary or other cost increases. It also assumes full retention of every cohort.

Revenue Generation

1. The set tuition of $3,000 per course is justified by the current market of online Master of Science programs in the nation. The more established/ranked programs[1] (i.e. Rutgers University) charge $3,684 per 3 credit course. This is in comparison to Quinnipiac University which charges $2,805/course. We charge $3,000 per course given the internship program opportunity for students as well as benefits derived from participation in a STEM designated program. The internship component is required for the Professional Master of Science designation. All students are required to have the internship component. While some students may opt for a local internship, the internship requirement still needs to be supervised by a URI College of Business Supply Chain Management Faculty Member.

Personnel Services

3. Program Manager (Administrators) (Fringe Benefits)
- Oversee program development
- Faculty Resources
- Admissions
- Student issues

- A staff position is included after year 1 to manage the program. The role of the manager is described in the proposal. The budget allocates $47,140 +fringe benefits for a full time staff position.

4. Administrative Development Funds (Others)
It is imperative that administration keeps up to date on what makes a successful online program. Areas including enrollment, retention and hiring/training faculty need to be built upon on a continuous basis. Thus, we suggest administrators attend conferences to keep them up to date. Sample conferences include but are not limited to:
- AACSB Online and Blended Education Seminar - $945 + travel
- AACSB Redesigning the MBA Curriculum Conference - $1195 + travel

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[1] U.S. News and World Report 2017 top online supply chain management programs.

5. Faculty Development Funds (Faculty)

Faculty should have an understanding of best practices in online education. We propose to send select faculty to appropriate training and conferences this includes:

Faculty Development in Analytical skills.

- SAS offers both web-based and in-person training to faculty in SAS analytics. SAS offers this training free to faculty but faculty will need travel money. ($1,000/faculty, 6 upfront)

Faculty Development in Online Learning (Faculty)

- Online Learning Consortium Conference. This conference explores best practices in online education as well as maintaining active participation and communication with students. $695 + Travel
- After the third year, Online Program Quality Matters review will be assessed ($6250)

6. Faculty Development Bonuses (Faculty)

Faculty using videos will be provided to develop the courses

- Year 1: 6 faculty using videos ($7000/each)
- Year 2: 2 faculty using videos ($7000/each)
- Year 3: 2 faculty using videos or those re-doing videos ($7000/each)
- Year 4: 2 faculty using videos ($7000/each)

7. Faculty Overload Delivery Costs (Faculty)

Many faculty participating in the program(especially the first year) will be working on overload. While we are working to provide faculty in-load coursework we have taken the overload pay into consideration for our budget. Pay in the summer is higher and has thus been separated out from term time costs.

- Year 1: 6 faculty on overload pay ($4400/each)
- Year 2: 6 Faculty on overload pay ($4400/each)
- Year 3: 4 faculty on overload pay ($4400/each)
- Year 4: 4 faculty on overload pay ($4400/each)

8. Faculty Development for Program Manager (Others)

For the first year, a faculty member will serve as the program manager to get the program started. This involves training the faculty for the needs of the program

- AACSB Online and Blended Education Seminar - $945 + travel
- AACSB Redesigning the MBA Curriculum Conference - $1195 + travel

Operating Expenses

Video Production (Instructional Resources)

8. Video Production Services

According to our conversations with various marketing agencies there are two primary ways to help enhance retention as well as grow enrollment. One of these two is the use of video in online courses. Hence, it is imperative that we reward professors for the use of video (i.e. see faculty development bonuses) as well as provide them with enhanced production services for high quality course material. Tim Gray Media (out of Kingston, RI) offers video production, editing, graphics, web files, writing and other videographer services. A similar project conducted with Brown University lasted one week at a shooting rate of $140/hour and editing at $135/hour.

9. Video Platform
URI will need to invest in an adequate video platform service. Unlike YouTube, Vimeo offers a quality video platform service with no video advertisements. It is also among the least expensive options for video platform services. Vimeo offers its services at $199 a year.

Internship (Other)

10. Internship Expenditure: The internship component is required for the Professional Master of Science designation. All students are required to have the internship component. While some students may opt for a local internship, the internship requirement still needs to be supervised by a URI College of Business Supply Chain Management Faculty Member. For those opting in, hotel and transportation will be provided. Budget is assuming $150/night for 16 students each year for a two week (14 night) stay. Assuming double occupancy room and board will be $16,800. Transportation will be approximately $12,000.

Marketing (Other)

11. Ad-Creative[2]
Marketing an online program requires various techniques with expenses in both initial setup and continuous support thereafter.
Ad-Creative is a service that creates and develops:
- Key messaging based on landing page content
- Initial design mockups for team to review
- Different ad development of all variations and size specs
- Resizing of imagery for social channels

Ad-Creative is a one-time fee of $1500.
12 &13. Digital Advertising/ Digital Advertising-Monthly
The digital advertising service implements a digital advertising strategy to target users searching for the program based on specific audience demographics and interests. This service comprises of:
- Keyword and target audience research and strategy development

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[2] Marketing and enrollment information obtained from Converge (Ann Oleson CEO and Founder)

- Development and implementation of strategy, media plan and campaigns across various channel platforms
- Ongoing optimization, campaign management, reporting discussion and support.

Strategy and setup is a one-time $6000 fee and $1750/month. Assuming a 12-month spending scenario the yearly cost would equate to $21,000.

14. Ad Spend-Monthly

Ad-spend monthly uses search engine marketing through hyper-focused AdWords, demographic/behavioral targeting through Facebook and LinkedIn as well as retargeting/list targeting through Goggle Display and Facebook. A 12-month yearly advertising campaign would total $35,400- $132,600/year. Both the conservative and optimistic budget reflect the higher end cost.

Technical Support (Other)

15. Implementation/Setup for Student Support

Compared to our competitors who utilize open-source learning management systems, IT-help for students is lacking. Currently, we do not offer immediate 24/7 technical support for our students. Current support options would require a one-time investment in implementation and setup for an IT help system provided to Master's students who conduct course-work outside of normal working hours. This initial setup would be a one-time fee of $5000.

16. 24/7 Technical Support (LMS)

Our interaction with Insource Services group offers online and LMS technical support with average speed to answer student inquiries with less than 60 seconds. Technical support will have an annual fee of 60,000 per year.

17. Branded self-help portal

Insource Services also offers a branded self-help site with FAQs, instruction videos, embedded live chat, web forms, etc. at a one-time fee of $5000.

18. Student teaching assistants. The other category reflects teaching assistants. The budget allocates 10 hours per week for 6 faculty at a rate of $23.81 for graduate students to assist the instructors in lab intensive courses that require substantial help session for students.

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance.
Page 1 of 3

Choose one: X Full-time   □ Part-time   □ Combination of full- and part-time

REVENUE ESTIMATES

	Year 1 2020		Year 2 2021		Year 3 2022		Year 4 2023	
Tuition: In-State	$0		$0		$0		$0	
Tuition: Out-State	$30,000		$30,000		$30,000		$30,000	
Tuition: Regional	$0		$0		$0		$0	
Mandatory fees per student	$0		$0		$0		$0	
FTE # of New Students: In-State	$0		$0		$0		$0	
FTE # of New Students: Out-State	$20		$20		$21		$22	
# of In-State FTE students transferring in from the institution's existing programs								
# of Out-State FTE students transferring in from the institution's existing programs								

TUITION AND FEES	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs	Newly Generated Revenue	Revenue from existing programs
First Year Students								
In-State tuition	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Out-of-State tuition	$600,000.00	$0.00	$600,000.00	$0.00	$630,000.00	$0.00	$660,000.00	$0.00
Regional tuition								
Mandatory fees	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Tuition and Fees	**$600,000.00**	**$0.00**	**$600,000.00**	**$0.00**	**$630,000.00**	**$0.00**	**$660,000.00**	**$0.00**
GRANTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
CONTRACTS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
OTHER (Specify)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total Grants, Contracts, Other	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
TOTAL	**$600,000.00**	**$0.00**	**$600,000.00**	**$0.00**	**$630,000.00**	**$0.00**	**$660,000.00**	**$0.00**

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal. This is a one year program

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 2 of 3**

EXPENDITURE ESTIMATES

	Year 1 2020		Year 2 2021		Year 3 2022		Year 4 2023	
PERSONNEL SERVICES	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources	Additional resources required for program	Expenditures from current resources
Administrators			$47,140.00		$47,140.00		$47,140.00	
Faculty	$84,570.00		$40,400.00		$31,600.00		$31,600.00	
Support Staff								
Others	$3,140.00		$3,140.00		$3,140.00		$3,140.00	
Fringe Benefits %			$18,856.00		$18,856.00		$18,856.00	
Total Personnel	**$87,710.00**	**$0.00**	**$109,536.00**	**$0.00**	**$100,736.00**	**$0.00**	**$100,736.00**	**$0.00**
OPERATING EXPENSES								
Instructional Resources	$22,199.00		$199.00		$22,199.00		$199.00	
Other (specify)	$255,587.00		$238,087.00		$238,087.00		$238,087.00	
Total Operating Expenses	**$277,786.00**	**$0.00**	**$238,286.00**	**$0.00**	**$260,286.00**	**$0.00**	**$238,286.00**	**$0.00**
CAPITAL								
Facilities								
Equipment								
Other								
Total Capital	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
NET STUDENT ASSISTANCE								
Assistantships								
Fellowships								
Stipends/Scholarships								
Total Student Assistance	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**	**$0.00**
TOTAL EXPENDITURES	**$365,496.00**	**$0.00**	**$347,822.00**	**$0.00**	**$361,022.00**	**$0.00**	**$339,022.00**	**$0.00**

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal. * Personnel Services include: program manager salary, admistrative development funds, faculty development funds, faculty development in online learning, faculty development bonuses, faculty overload delivery costs. Operating expenses include: Video production services, Video platform. Other expenses include: Internship expenditures, marketing, and technical support.

ACADEMIC PROGRAM BUDGET FORM

Use this form for programs that can be pursued on a full-time basis, part-time basis, or through a combination of full-time and part-time attendance. **Page 3 of 3**

	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023
BUDGET SUMMARY OF COMBINED EXISTING AND NEW PROGRAM				
Total Revenue	$600,000.00	$600,000.00	$630,000.00	$660,000.00
Total Expenses	$365,496.00	$347,822.00	$361,022.00	$339,022.00
Excess/Defeciency	**$234,504.00**	**$252,178.00**	**$268,978.00**	**$320,978.00**
BUDGET SUMMARY OF EXISTING PROGRAM ONLY				
Total Revenue	$0.00	$0.00	$0.00	$0.00
Total Expenses	$0.00	$0.00	$0.00	$0.00
Excess/Defeciency	**$0.00**	**$0.00**	**$0.00**	**$0.00**
BUDGET SUMMARY OF NEW PROGRAM ONLY				
Total of Newly Generated Revenue	$600,000.00	$600,000.00	$630,000.00	$660,000.00
Resources Required for Program	$365,496.00	$347,822.00	$361,022.00	$339,022.00
Excess/Deficiency	**$234,504.00**	**$252,178.00**	**$268,978.00**	**$320,978.00**

NOTE: All of the above figures are estimates based on projections made by the institution submitting the proposal.

---------- Forwarded message ---------
From: **Donald DeHayes** <donald_dehayes@uri.edu>
Date: Sat, Apr 13, 2019 at 7:49 AM
Subject: Re: PSCM
To: Maling Ebrahimpour <mebrahimpour@uri.edu>
CC: Shawn Simmons <shawnsimmons@uri.edu>, Shaw Chen <chenshaw@uri.edu>, LindaB@uri.edu <LindaB@uri.edu>

Please proceed wirth the modified tuition/fee structure.
Donald DeHayes, Provost and Vice President for Academic Affairs
University of Rhode Island
ddehayes@uri.edu
(401)874-4410

APPENDIX C
LIBRARY IMPACT STATEMENT

University Libraries
New **PROGRAM** Proposal
Library Questionnaire for Faculty

The University Libraries Collection Development Officer will create a Library Impact Statement for use when new programs are proposed. Our objective is to work with faculty to evaluate the needs of new programs in advance of their adoption.

AT LEAST TWO WEEKS before the department intends to submit the new program proposal to the Curriculum Affairs Committee or Graduate Council please:

1.   Complete the brief questionnaire below
2.   ATTACH A COPY OF YOUR FAC SEN PROGRAM PROPOSAL FORM
3.   Return both to the Collection Development Officer

The Collection Development Officer will return the completed Impact Statement to submit to the CAC or Grad Council with the new program proposal and questionnaire.

Date Library Impact Statement is needed: January 14, 2020

Faculty Member, Department and College: Dara Schniederjans, Supply Chain Management, College of Business

Name of the new program proposed: Professional Masters of Supply Chain Management and Applied Analytics

Main subject areas to be covered by the new program: Supply Chain Management (i.e.

Lean Six Sigma, Procurement, Transportation, Supply Chain Analytics

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On campus? N_____ Distance learning? Y_____ Interdisciplinary program? _____ ("Y" or "N" for each)

What other departments or colleges are involved, if any? No other department are involved

What is the projected growth of this program for the future?

Projected growth is approximately 5% per year.

Please provide a brief summary of courses you anticipate over the next 3 – 5 years.

The courses listed in the proposal document are the only courses anticipated for the next 3-5 years

What are the critical journals, monographs and electronic resources in the field that the University Library _must_ have in order to support this course or program?

The library has access and online subscriptions to the following journals:

- International Journal of Production Economics
- International Journal of Production Research
- Journal of Supply Chain Management
- Journal of Business Logistics

Will students in this program conduct research (such as finding journal articles, creating annotated bibliographies, writing papers) in the course?

No (CHECK ONE)

If yes, please describe the range of assignments or attach copies.

THANK YOU. PLEASE SUBMIT TO THE LIBRARY SUBJECT SELECTOR <u>AT LEAST TWO WEEKS</u> BEFORE YOU INTEND TO PRESENT THE PROGRAM PROPOSAL FORMS TO THE CURRICULUM ADVISORY COMMITTEE OR THE GRADUATE COUNCIL.

rev 3-2-17

Joint Committee on Academic Planning
November 8, 2018
MINUTES

Committee Roster:

Donald DeHayes, Provost and VP for Academic Affairs, Chair
Bahram Nassersharif, Vice Chair, Faculty Senate
Marilyn Barbour, Chair, Academic Program Review Committee
Laura Beauvais, Vice Provost for Faculty Affairs
Audrey Cardany, Fac Sen, Curriculum & Standards Comm., Chair
Nick Constant, President, Graduate Students Association
Mayrai Gindy, Faculty Senate Executive Committee member
Dan Graney, Dean of Students

Michael Honhart, Faculty Senate Executive Committee member
Patricia Morokoff, Faculty Senate Executive Committee member
Ann Morrissey, Special Assistant for Academic Planning
Nedra Reynolds, Associate Dean, College of Arts and Sciences
Peter Snyder, Vice President, Research and Economic Development
Adriana Wilding, President, Student Senate
Nasser Zawia, Dean, Graduate School

Approval of Minutes

The minutes from the October 11, 2018, meeting were approved.

The Role of the Committee

Provost and Chair Don DeHayes and the committee discussed and clarified what type of course proposals need to come before JCAP, e.g., existing programs that are being revised do not need to come to the committee, nor do existing courses that are being moved online. Proposed Minors do not come before JCAP, nor do proposed certificate courses. JCAP does not "approve or deny" but rather provides constructive feedback and direction. This is a topic that will continue to be discussed and clarified at the next meeting.

Pre-Proposal: Online MS in Supply Chain Management and Applied Analytics

Professor Dara Schniederjans and Assistant Dean Doug Hales from the College of Business presented a pre-proposal for an online master's degree in supply chain management and applied analytics. They explained that both a degree and a certificate will be offered and there are two international partners interested in providing students. The applied analytics portion sets the program apart from others. URI would provide a two week course orientation on campus and the remainder of the program would be online. They also encouraged the University to apply for a Federal STEM designation for this program to enhance international enrollment.

After discussion, the committee voted unanimously that the degree plan is encouraged to move forward, with the following important feedback:

- Do we have the 24/7 IT support that will be needed with the international student base?
- Research will need to be done on visa requirements for the two week orientation class.
- Does URI have the staff component that will be needed?
- Look into state and regional partners in addition to the international schools. While this was described as a program to be delivered through OSI, only the international component fits URI. We urge the team to consider developing this as a regular graduate program and expanding student recruitment from domestic markets beyond the two international partners with limited student interest.

Pre-Proposal: MS in Cytopathology

Professor Barbara Klitz from CELS joined the meeting and described the proposed degree. She said that the proposed new degree program will be modified from the existing MLS cytopathology track. Changes will include development of a new course, CMB 5XX Introduction to Cytopathology, to serve the purpose of informing undergraduate students of the possibility of a future career path and to give incoming graduate cytopathology students an overview of things to expect from this training program. This program will continue offering 11 months of practicum and sufficient course credits to contribute to completion of a research paper/capstone project. In the end, students will acquire all the competencies required by our accrediting agency, Commission on Accreditation of Allied Health Education Programs (CAAHEP).

After considerable discussion, the committee voted unanimously (one abstention) that the degree plan is encouraged to move forward, with the following important feedback:

- Clarify the status of accreditation.
- Clarify the criteria for admission.
- Clarify what resources will be needed from the College to support the program.
- Clarify the undergraduate and graduate level requirements.
- Clarify how will the time in Peru is counted in credits and is relevant to program goals and learning outcomes.
- Clarify credit requirements in coursework, clinical rotations, and practica, as well as resources needed to deliver the program.

The meeting adjourned at 5pm. The next JCAP meeting will be held on Thursday, December 7, 2018, 12noon-1:30pm.

Joint Committee on Academic Planning Pre-Proposal for New Programs

Program Name: <u>Master of Science in Supply Chain Management and Applied Analytics</u>

Degree Type: <u>Master of Science</u>

Proposer: <u>Dara Schniederjans</u>

Department(s): <u>Supply Chain Management</u>

College(s): <u>College of Business</u>

Part 1. Briefly describe program.

URI's online Master of Science in Supply Chain Management and Applied Analytics (MS-SCM-AA) program is committed to enabling students with the skills needed to analyze problems and deliver creative solutions instilling in them the capacity to become supply chain leaders and innovators. Following our college mission we aim to (1) promote critical and independent thinking, (2) encourage and provide opportunities for students to develop an understanding of business from a global perspective, (3) cultivate a sense of community through online student-teacher collaboration, student affinity groups and alumni programs (4) develop students whose performance and commitment mark them as leaders contributing to the business community and society and (5) foster personal responsibility. Our primary market will be expanded to accommodate a plethora of global students who may not have the means to attend class within a traditional classroom environment. These students may include recently graduated undergraduate students, working professionals, mothers and fathers, and students returning to school to advance their degree.

This online program currently has two international partners (National Taiwan Ocean University (NTOU) and Beijing Wuzi University) with an expected annual enrollment of ten students each. Along with these partners, current market projections [1]indicate a high growth in the emerging subfield, Business Analytics. Thus, we are seeking to offer the first Rhode Island AACSB accredited institution's online Master of Science in Supply Chain Management and Applied Analytics that provides a five-course program for obtaining a certificate in supply chain analytics.

In its inception the online program is set to offer ten courses with a five-course certificate program. Courses will include: *Fundamentals of online learning in Master of Science Programs, Procurement and Supplier Management, International Transportation Management, Warehousing and Distribution Systems, Lean Six Sigma Innovation Protocols, Global Supply Chain and Operations Strategy.* In addition the five course supply chain analytics certificate will include: *Fundamentals of online learning in Master of Science*

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[1] Projections provided by Hanover Research. 2018. *"Market Opportunity Scan: National Degree Programs (Updated)."* prepared for the University of Rhode Island. (July 2018).

Programs, Accounting and Finance for Supply Chain Managers, Business Analytics, Customer Analytics, and *Supply Chain Network Design.*

The vision of URI's MS-SCM-AA is to be recognized and ranked as one of the leading online MS programs in the United States and specifically to focus on our reputation as providing students with high return on investment. In order to accomplish this, our program will have an inward focus on quality of education for non-traditional students who seek to earn their Master's without infringing on their current work/social life schedules. Due to increasing demand from our current Master's students as well as feedback from our Supply Chain advisory board, the courses will be offered in a seven-week structure so that students can concentrate on one or two classes at a time, while at the same time still finishing their program in two years or less. This will not only help improve student satisfaction and performance but will also encourage student retention which plagues many other Master's programs.

Part 2. How does the program connect to the mission of the University and the strategic themes and goals of the Academic Plan 2016-2021**?**

The following is a description of the ways in which the MS-SCM-AA program aligns with The University of Rhode island's Academic Strategic Plan.

Enhance Student Success

Strategy 3: Facilitate the implementation of new learning pedagogies and expand modes of course delivery and assessment by leveraging space and time in new ways.

- MS-SCM-AA will expand post-baccalaureate online degree programs and certificates.
- MS-SCM-AA will transform the scheduling of classes to meet the new demand for online learning of current and potential College of Business students.
- The alternate course delivery will help to facilitate engagement, learning and on-time graduation as well as add to student resumes by providing a certificate in supply chain analytics.
- This alternate online course development will also address the needs of academically challenged students. The benefits of online instruction particularly with students with mental disabilities have been reported in previous research (Williams et al., 2002). The online method allows students who suffer from social anxiety disorder and autism the opportunity to communicate with other individuals on an online format. The online MS-SCM-AA format is also a viable teaching method to actively engage introverted students to participate in class-room discussion.
- Our 7-week course structure is empirically assessed to not only improve student retention of graduate students but also ensure timely completion of advanced degree programs (i.e. Burrus et al., 2014).
- The online course format will allow students to continue their education regardless of location or working time schedule therefore encouraging students to come back to URI to complete or start their MS-SCM-AA program.

Part 3. Signatures

Proposer: _____ Date: <u>10/29/18</u>

Chair(s): _____ Date: _____

Dean(s): _____ Date: <u>11/1/2018</u>

JCAP Review Committee Response: Date: ___11/28/18_____

__XX_ We urge you to move the proposal forward for further

development _____ We urge you to re-consider the proposed program

Comments: After discussion, the committee voted unanimously that the

degree plan is encouraged to move forward, with the following

important feedback:

• Do we have the 24/7 IT support that will be needed with the

international student base?

• Research will need to be done on visa requirements for the two week

orientation class.

• Does URI have the staff component that will be needed?

• Look into state and regional partners in addition to the international

schools. While this was described as a program to be delivered through

OSI, only the international component fits URI. We urge the team to

consider developing this as a regular graduate program and expanding

student recruitment from domestic markets beyond the two

international partners with limited student interest.