

Sample Academic Plan Programs

Name of Proposed Degree (degree type and major), College/School, Location, Anticipated Catalog Year	Brief Description Justification and Market Need	Learning Outcomes and Assessment Plan
New Undergraduate Degrees		
<p>Bachelor of Science in Natural Resource Management</p> <p>Watts College of Public Service and Community Solutions</p> <p><i>School of Community Resources and Development</i></p> <p>(Downtown Phoenix)</p> <p>2019-2020</p>	<p>Description and Justification: The BS in Natural Resource Management degree provides a transdisciplinary education that prepares students for careers in natural resource management in the public and private sectors. Natural resource management has historically emerged from a science-based curriculum. However, with an increased understanding of the role of humans in shaping natural environments, the profession recognizes the importance of social science in natural resource management. This Natural Resource Management degree incorporates the natural sciences, but has a strong focus on the social sciences aspect of natural resource management. Students learn to integrate managerial, social and natural sciences to make informed decisions regarding natural resources. The degree speaks to ASU's design aspirations of the fusion of intellectual disciplines, community-embeddedness and use-inspired research.</p> <p>Market Need: Natural resources related employment is often obtained in federal and state management offices including USDA, agencies such as Forestry and Fish and Wildlife, and the National Parks Services. Other employers may include public and private institutions or non-governmental and international organizations. The job growth rate for a career in this field is about 7% – 11% between now and 2024 (BusinessManagementDegree.net). The U.S.</p>	<p>Learning Outcome 1: Graduates of the program will master the integration of managerial, social, and natural sciences to make informed decisions regarding natural resources.</p> <ul style="list-style-type: none"> ● Concepts: The BLM management model, competing values, tradeoffs. ● Competencies: The graduates will understand how natural resource policy decisions are made; how research, information, and communication can shape public sentiment and regulation. ● Assessment Methods: Students in CRD 42x Decision Making in Natural Resource Management will complete an assessment of a major natural resource debate. The assessment will be evaluated by a faculty-designed rubric that gauges student understanding of competing values and resource claims. In CRD 48x Social Dimensions of Natural Resource Management, students will complete a final assessment that evaluates their grasp of the literature regarding social influence on natural resource planning. ● Measures: The curriculum will be monitored and refined based on student ability to articulate the influence of management decisions and broader social forces (public sentiment, political majorities) on choices regarding natural resource planning. <p>Learning Outcome 2: Graduates of the program will be able to compare and contrast the different roles that leisure plays in society as well as the roles that leisure plays within a natural resource setting.</p> <ul style="list-style-type: none"> ● Concepts: The role of leisure in society, sustainable communities, natural environments, critical analysis.

Bureau of Labor Statistics (BLS) reports in 2017 that conservation scientists, including natural resource managers, earn a median annual wage of \$60,970 (www.bls.gov).

The top-paying industry was scientific research and development, with an average wage of \$84,970. Most conservation scientists are employed by federal, state and local governments (Learn.org).

- **Competencies:** Students will understand and be able to articulate the importance of leisure to individuals and groups within natural environmental communities.
- **Assessment Methods:** Students in PRM 120 Leisure and Quality of Life will be required to take a written exam or complete a final project to assess their knowledge of varying roles of leisure impacts on quality of life. In CRD 301 Sustainable Communities, students will complete a final project that will be assessed against a faculty-designed rubric focusing on the roles of leisure in society, sustainable communities and natural environments.
- **Measures:** The curriculum will be refined based on measures indicating student ability to compare and contrast different roles leisure plays in society, communicate the importance of leisure to diverse audiences, and articulate the relationships among leisure, sustainable communities, and natural environments.

Learning Outcome 3: Graduates of the program will demonstrate an understanding of the role of humans in shaping natural environments, incorporating social science aspects of natural resource management, in order to solve natural resource management problems through ethical reasoning, teamwork, and collaboration.

- **Concepts:** Human behavior in natural environments, preservation and interpretation of natural resources, ethical dimensions of natural resources, collaborative problem solving.
- **Competencies:** The graduates will demonstrate effective collaboration, utilization of social science data sets to understand how humans shape natural environments, the use of statistical models and proper testing methodologies to provide insight into real-world natural resource problems.
- **Assessment Methods:** In PRM 38x Principles of Natural Resource Management, students will complete a final project that demonstrates their understanding of

		<p>natural resource management challenges, and a holistic, faculty-designed rubric focusing on the role of humans in shaping natural environments. Students in PRM 470 Environmental Communication will complete a resource use interpretation project for an existing public lands organization, assessed by the course instructor using a faculty-designed rubric.</p> <ul style="list-style-type: none"> ● Measures: The curriculum will be refined based on measures indicating student ability to understand and apply social science aspects of natural resource management; utilize real-world data sets in a team setting to interpret, evaluate and present recommended solutions to natural resource problems; ability to work in groups and apply principles of critical thinking, statistical models, and methodologies for testing results.
<p>Bachelor of Science in Sports Science and Performance Programming</p> <p>College of Health Solutions</p> <p>(Downtown Phoenix)</p> <p>2019-2020</p>	<p>Description and Justification:</p> <p>The BS in Sports Science and Performance Programming focuses on understanding and optimizing physical abilities for active groups ranging from sports to occupational and tactical populations. The ability to work with individuals at close to maximum effort requires specialized knowledge and skills related to these specific populations. The National Strength and Conditioning Association identifies the need for the sports and tactical performance coach to be knowledgeable about all areas of human physiology and movement mechanics in order to keep up with the ever-expanding technologies used to track and monitor the participants. Jobs in this field, ranging from collegiate and professional sports to private industry, require a specific understanding of the human body's capabilities under intense physical and psychological workloads reaching the far end of the health continuum, the quest for optimal performance. As humans push closer to reaching maximum potential, the risk for serious and routine injuries rises as does the need for field experts with</p>	<p>Learning Outcome 1: Graduates of the BS in Sports Science and Performance Programming (SSP) will be able to assess the physical performance and movement efficiency of clients involved in high performance sports or activities.</p> <ul style="list-style-type: none"> ● Concepts: Biomechanical analysis of movement and application of bioenergetics and metabolism with appropriate physiological tests to assess both current and potential optimal performance levels. ● Competencies: Application of scientific principles in anatomy, physiology and biomechanics to individual clients and teams; communication that leads to determining appropriate levels of participation and determining correct programming for improvement. ● Assessment Methods: In SSP 423 Performance Testing and Technology, and SSP 325 Applied Anatomy and Biomechanics of Sport and Movement, students will be assessed against a faculty designed rubric that measures critical thinking, problem solving and effective communication on the case studies presented. SSP 423 will have a final review project that will be graded from a faculty designed rubric that will evaluate a student's creative thinking, problem solving and ability to use quantitative reasoning to decipher

the requisite knowledge to minimize those injuries while still optimizing performance. These topics represent a specialized area within the broader field of exercise science but rely on a knowledge base not currently covered by existing coursework which focuses predominantly on generally healthy, but inactive, populations.

Sports Science and Performance Programming will also provide more specific coursework for those preprofessional students enrolled in kinesiology who want to focus their rehabilitation careers in the sports medicine or athletics arena. This new degree allows the college to reach out to a new sector of students desiring to work with active populations or directly in the sports field.

Market Need:

Based on data compiled from Emsi analytics, the market for graduates in sports science is robust. The demand for graduates far exceeds supply, with over 70,000 annual openings for jobs associated with the degree, yet only 40,000 new degrees were conferred in this area in 2016. Specifically, the category of fitness trainer has over 23,000 annual openings, coaching over 17,000 annual openings, athletic trainer nearly 10,000 annual openings, and exercise physiologists over 3,000 annual openings. The projected job growth is over 8% from 2017 to 2022. The skills deemed as necessary for success in the careers reviewed include exercise physiology, movement analysis and biotechnology, all of which are key class components for the Sports Science and Performance Programming degree. Both the U.S. Bureau of Labor Statistics and Emsi report that median salaries for graduates in athletic training earn a median annual wage of \$56,000 to \$60,000 (www.bls.gov).

information typically generated by health and movement tracking devices and effectively generate reports of information easily understandable by participants and coaches.

- **Measures:** The curriculum will be refined based on measures indicating student ability to apply principles of anatomy, physiology and biomechanics to evaluate individual performance, reduce injury, and communicate effectively with clients; and the ability to make evidence based recommendations using critical analysis of results in real-life experiences as well as the ability to interpret large data sets and determine relevant information required for reporting purposes.

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Learning Outcome 2: Graduates of the BS in Sports Science and Performance Programming will be able to properly plan a program with the goal of optimizing the physical performance of the participant while making ethical recommendations that keep in mind the health and safety of the participant.

- **Concepts:** Physiological, neuromuscular and hormonal adaptations to exercise; physiological, biomechanical and anatomical differences in athletes; psychological aspects to performance coaching; nutritional factors affecting health and performance; ensuring physical health; ethical reasoning.
- **Competencies:** Applications of the principles of planned, progressed programming, including individual adaptations and methods to monitor the health and well-being of participants, proper communication strategies to enable optimal performance and determining appropriate nutritional needs based on the goals of the participant; appropriate decision making skills to determine the intensity of programs based on environmental conditions and appropriate determination of athlete workload, nutrition and hydration status to avoid poor health decisions.
- **Assessment Methods:** In SSP 460 Resistance Training Application and Theory, and SSP 434 Sports Movement and Conditioning, final projects will be assessed with a

	<p>The Sports Science and Performance Programming degree is targeted towards those students with an interest in working with highly active, top-performing teams and individuals. The degree will adequately prepare students to attain certification from the National Strength and Conditioning Association to work as Certified Strength and Conditioning Specialists (CSCS) or Tactical Strength and Conditioning (TSAC) specialists. Recent legislation passed by the National Collegiate Athletics Association (NCAA) requires all sports performance coaches to hold the CSCS credential. Many other organizations, including Major League Baseball and the National Basketball Association have similar requirements with more to follow in the near future as liability related to injuries and deaths occurring in conditioning sessions have become a reality for today's athlete. These certifications represent the "gold standard" in the sports performance coaching industry and students graduating from the Sports Science and Performance Programming degree will be prepared for these certification exams.</p>	<p>faculty designed rubric that incorporates a variety of planned programming models and promotes critical analysis by the student to determine the appropriate choices based on the specific physical and physiological characteristics of the participant and including a demonstration of effective communication to educate the participant on appropriate choices for nutritional and recovery factors to maximize results and monitor overall health; the rubric will also evaluate a student's ability to adequately determine workload demands and build in appropriate adjustments and progressions to ensure the health and safety of participants.</p> <ul style="list-style-type: none"> ● Measures: The curriculum will be refined based on the student demonstrating the understanding of physiological and neuromuscular adaptation to exercise, consider the implications of physiological, anatomical and biomechanical differences in those decisions and properly demonstrate an ability to determine appropriate workload to ensure an effective and safe performance program design. <p>Learning Outcome 3: Graduates of the BS in Sports Science and Performance Programming will be able to demonstrate an understanding of appropriate communication (coaching) techniques that take in consideration of gender, race, socio-economic status and human behavior influence knowing that successful execution of a long term performance program is dependent on the ability of the coach to properly get the best performances and practices from their athletes.</p> <ul style="list-style-type: none"> ● Concepts: Socio-economic, demographic and behavioral differences related to participation in performance based programs; psychological theory related to sports performance; coaching cues and communication strategies to improve motivation and participation. ● Competencies: Effective understanding of psycho-social principles as related to sport and performance related behaviors, including effective communication strategies and coaching cues with considerations of individual
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		<p>differences due to the backgrounds of participants and the situation (environment) provided; interpretation of social science data related to sports and human behavior.</p> <ul style="list-style-type: none">● Assessment Methods: In KIN 348 Psychological Skills for Optimal Performance, case studies will be evaluated using faculty designed rubrics, which assess the ability of students to demonstrate ethical and effective coaching strategies, taking into consideration the psychological techniques and demographic differences of participants as well as data interpretation of human behavior related to health and performance, to improve the effectiveness and participation rates of the overall program. These case studies will review better coaching communication strategies and allow students to make appropriate choices for program decisions based on the needs of the individual.● Measures: The curriculum will be refined based on the student demonstrating an understanding of the psychological, demographic and socio-economic impacts on the design of performance based programs for participants and the ability to effectively lead participants from diverse backgrounds and with individual motivations through a successful program. <p>Learning Outcome 4: Graduates of the BS in Sport Science and Performance Programming will be able to effectively incorporate principles of nutrition, psychology, coaching and health promotion into applied performance projects.</p> <ul style="list-style-type: none">● Concepts: Nutritional and psychological factors affecting human performance; principles of health promotion and effective coaching as they relate to the development of a personalized performance strategy.● Competencies: Effective individualized application of principles of coaching, psychology and health promotion, critical analysis of athlete health and well-being, application of nutritional and health related knowledge to enable optimal performance.
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New Graduate Degrees

<p>Master of Arts in Investigative Journalism</p> <p>Walter Cronkite School of Journalism and Mass Communication</p> <p>(Downtown Phoenix)</p> <p>2019-2020</p>	<p>Description and Justification:</p> <p>Investigative journalism, focused on holding the powerful accountable through highly specialized reporting, has played an increasingly vital role in American life since the Vietnam War and Watergate. It exposes corruption and points toward solutions in government, business, law enforcement, health, education, the environment and other areas.</p> <p>In existing Cronkite School programs, students and faculty have produced award-winning investigative reporting that prompted policy changes and regulatory action in Arizona and beyond.</p> <p>Now the Scripps Howard Foundation has awarded the Cronkite School \$3 million to create the first-in-the-nation MA in Investigative Journalism -- leveraging expertise from across the university in interdisciplinary collaboration and bringing unprecedented focus and funding to this field. The work of Investigative Journalism students, during and after the program, will unearth information vital to our democracy, aligning with several ASU Design Aspirations: transforming society, conducting use-inspired research, fusing</p>	<p>Learning Outcome 1: Graduates will demonstrate the ability to conduct and critically evaluate research required for investigative journalism.</p> <ul style="list-style-type: none"> ● Concepts: Graduates in the MA in Investigative Journalism program will learn cutting-edge reporting and research techniques drawn from a wide array of academic disciplines. Graduates of the program must be nimble in applying a range of techniques in reporting specific stories and evaluating relevant research produced by other sources. ● Competencies: Graduates will apply a variety of strategies and tactics in interviewing sources, gathering and analyzing quantitative and qualitative data, accessing government data and understanding historical context. ● Assessment Method: In their capstone experience (MCO 570), students will produce a professional-level investigative reporting project and will present their work to a panel of experts from inside and outside the Cronkite School. Members of each panel will evaluate their work using a rubric of professional standards on a variety of measures. Throughout the program, students are required to conduct primary and secondary research to inform reporting using a combination of qualitative and
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intellectual disciplines, being socially embedded and enabling student success.

Market Need:

Investigative journalism is a highly competitive and specialized field. According to Emsi Analyst, the number of active postings listing "investigative journalism" as a hard skill tripled from approximately 150 in September 2016 to approximately 450 in June 2018. During this period, top newsrooms posted more than 2,000 unique jobs in investigative journalism.

Meanwhile, employers report challenges in hiring journalists with the training required to excel in this area. No journalism school in the country offers a graduate degree in investigative journalism, and newsroom leaders world-wide who were surveyed by the Google News Lab in 2017 reported that they did not have the resources to teach the requisite skills in house. Carolyn Ryan, The New York Times editor in charge of recruiting, called the market a "ferocious battle for investigative talent." She told the Poynter Institute, "It's the most intense I've ever seen, and I've been hiring reporters for a long time."

This new degree program will bring together students from a range of disciplines and provide complementary skills required for cutting-edge investigative reporting, preparing graduates to excel in this competitive industry while serving newsrooms and communities around the globe.

quantitative methods. This research is included in individual online portfolios of work completed over the course of the program. The school will work with external industry leaders to evaluate a sample of these portfolios and ask evaluators whether the portfolios demonstrate the ability to conduct and critically evaluate research required for investigative journalism.

- **Measures:** The curriculum will be monitored and refined based on student ability to effectively employ reporting techniques and substantively evaluate research from primary and secondary sources.

Learning Outcome 2: Graduates will demonstrate the ability to find and develop original story ideas into full investigative reporting projects worthy of professional publication and distribution.

- **Concepts:** Investigative reporters distinguish themselves by unearthing stories that were previously unreported and then developing them to be thorough, well-documented and complete investigations. Graduates of this program must be able to demonstrate that they can do that at a professional level.
- **Competencies:** Students will demonstrate skill in applying a variety of strategies and tactics to find and develop investigative reporting projects, including interviewing, source development, data collection and analysis, and qualitative research, while applying the values of journalistic news judgement.
- **Assessment Methods:** Throughout the program students will be challenged to find and develop story ideas into investigative projects. They will compile the final projects into an portfolio, and the Cronkite School will work with outside industry leaders to evaluate those portfolios against a rubric of professional standards. Throughout the program students will be encouraged

to publish or broadcast their investigative reporting projects with professional news outlets.

- **Measures:** The curriculum will be monitored and refined based on student ability to recognize reporting avenues that can be further investigated for development into full reporting projects.

Learning Outcome 3: Graduates will demonstrate the ability to gather, analyze and communicate diverse viewpoints to journalistic audiences in ethical and responsible ways

- **Concepts:** Students of the MA in Investigative Journalism program must demonstrate competency in and commitment to inclusion and the highest standards for journalistic ethics.
- **Competencies:** Students will demonstrate that they can identify key stakeholders to share viewpoints on a particular topic, use responsible and ethical techniques of gathering these viewpoints and effective strategies for communicating these viewpoints according to the principles of the Society of Professional Journalists Code of Ethics.
- **Assessment Methods:** Students will create a portfolio of their work over the course of the degree program. The Cronkite School will work with external industry leaders to evaluate a sample of these portfolios using a rubric of professional standards in determining the extent to which their work demonstrates critical evaluation of and integration of diverse viewpoints. Students are required to understand and apply the Society of Professional Journalists Code of Ethics in every class and assignment at the Cronkite School. The school will work with external industry leaders to evaluate a sample of student portfolios using a rubric of professional standards in determining the extent to which their work demonstrates reporting consistent with the ethics of the profession.

- **Measures:** The curriculum will be monitored and refined based on student ability to ethically represent and articulate differing viewpoints to audiences.

Learning Outcome 4: Graduates will demonstrate skills in using multimedia storytelling techniques to distribute the results of their investigations through media appropriate to each story.

- **Concepts:** Students in the MA in Investigative Journalism program will produce investigative journalism stories on digital, social and broadcast platforms. Graduates of the program must demonstrate that they can use the tools and techniques that are most appropriate and effective for communicating the findings of their investigations.
- **Competencies:** Students will use journalistic writing, data visualization, audio production, photography and/or videography in communicating their findings.
- **Assessment Methods:** In their capstone experience (MCO 570), students will produce a professional-level investigative reporting project and will present their work to a panel of experts from inside and outside the Cronkite School who will evaluate their work using a rubric of professional standards on a variety of measures.
Throughout the program, students will compile a portfolio of their investigative work and multimedia storytelling. The Cronkite School will work with external industry leaders to evaluate a sample of these portfolios using a rubric of professional standards on a variety of measures.
- **Measures:** The curriculum will be monitored and refined based on student ability to employ the appropriate material and evidence in the appropriate format for each reporting investigation.

<p>Master of Science in Supply Chain Management</p> <p>W. P. Carey School of Business</p> <p>Department of Supply Chain Management</p> <p>(Tempe)</p> <p>2019-2020</p>	<p>Description and Justification: Expanding the MS degree offerings at the W. P. Carey School is an effort to respond to student and corporate demand for more specialized programs. The proposed curriculum delivers students a solid Supply Chain Management program covering the core elements of analysis, as well as sophisticated and holistic understanding of supply chain management that balances analytical and soft skills. As the global economy continues to expand to include more markets, the demand for this degree will continue to rise from both students and organizations. Within the discipline, our Supply Chain Management Department consistently is ranked in the top 5, giving the promotion of the program an immeasurably positive boost.</p> <p>Market Need: According to data from Emsi, offering the MS in Supply Chain Management degree will support a growing need for employers involved in the spectrum of activities across logistics, procurement, and operations. Their data shows very strong job growth (6.8%) over the next five years with an average starting salary across the industry of almost \$90,000 per year. Data from the most recent Emsi report shows few (16) competitor programs existed in 2017, leaving significant space in the marketplace for an</p>	<p>Learning Outcome 1: Graduates will evaluate a case study and create an actionable plan to a problem to demonstrate graduate-level proficiency in critical thinking within the supply chain management domain.</p> <ul style="list-style-type: none"> ● Concepts: Students' supply chain case evaluations will demonstrate issue identification, reflect context and assumptions, outline a thesis or approach, and employ evaluation of evidence to defend conclusions and inferences. ● Competencies: Students will be able to state and describe the issue or problem that is being addressed, state and question implicit assumptions, identify the relevant contexts for stakeholders, evaluate source material and select appropriate evidence to support the student's claims. ● Assessment Methods: Students will analyze and complete a case study that forces them to choose between conflicting aspects of supply chain management in their capstone course. Graduates surveyed upon graduation (Graduate and Law Student Report Card) will evaluate the strength of their university preparation in "Critical Thinking Skills." Graduates surveyed 3 years after graduation (Graduate Alumni Survey) will evaluate the quality of "Acquiring job or work-related knowledge and skills." ● Measures: The curriculum will be monitored and refined based on student ability to evaluate a problem with conflicting aspects and assumptions, and articulate a plan to resolve the issue.

offering from our top-ranked Department of Supply Chain Management, ranked #3 by the U.S. News and World Report this year. Furthermore, latest Emsi data suggests that a broad range of companies (current and target employers) plan on hiring to meet the increased need over the next 5 years. These data confirm our ability to deliver a competitive and attractive MS in Supply Chain Management, and demonstrates long-term demand from employers and students for the degree.

Learning Outcome 2: Graduates will evaluate a case study, evaluate options, and select and defend recommendations through writing to demonstrate graduate-level communication skills within the supply chain management domain.

- **Concepts:** Writing will align with the purpose of the assignment and reflect facility with Audience Awareness, Support and Development, Organization and Structure Style, Diction and Conciseness and Mechanics.
- **Competencies:** Written communication states the purpose and meets the audience's needs and expectations with regard to tone, design, and visual appeal; demonstrates developed main ideas with sufficient support; logical sequence with recognizable introduction, body, and conclusion; attempts to use paragraph structure and transitions to enable comprehension; demonstrates some variety of sentence structure, varied vocabulary and appropriate use of business terms; demonstrates proficient word usage; spelling, punctuation and capitalization errors do not interfere in a major way with the readability and writer's credibility.
- **Assessment Methods:** Students will prepare an analysis of a case that succinctly describes the problems, methodologies, outcomes, and recommendations in their capstone course. Graduates surveyed upon graduation (Graduate and Law Student Report Card) will evaluate the strength of their university preparation in "Writing Skills." Graduates surveyed 3 years after graduation (Graduate Alumni Survey) will evaluate the quality of "Writing Skills."
- **Measures:** The curriculum will be monitored based on student ability to evaluate multiple solutions to an issue and write a defensible presentation of a selected solution tailored for the appropriate

audiences.

Learning Outcome 3: Students will complete a final exam that comprehensively measures their ability to evaluate scenarios within the end-to-end supply chain management domain, thus demonstrating graduate-level proficiency in supply chain management knowledge.

- **Concepts:** Supply chain management as a tool for competitiveness, Shifting between technical and business communications, Analysis of supply chain activities, Mapping of supply chain construct supply chain management domain thus demonstrating graduate-level global leadership.
- **Competencies:**
 1. Conduct advanced analyses used in standard operations of global supply chains including inventory, transportation, warehousing, procurement, and network design;
 2. Explain how technology is used in supply chain management from fundamental use to innovative applications;
 3. Demonstrate the ability to apply core methodologies in modeling the physical, informational, and financial flows in global supply chains;
 4. Effectively present information and analyses in oral presentations and discussions; and
 5. Communicate analyses and recommendations in written form.
- **Assessment Methods:** Students will complete a final examination designed to assess their mastery of the program material which will be assigned in their capstone course.
Graduates surveyed upon graduation (Graduate and Law Student Report Card) will evaluate the strength of their university preparation in "Subject Matter in the Field."
Graduates surveyed 3 years after graduation

		<p>(Graduate Alumni Survey) will evaluate the quality of "Acquiring job or work-related knowledge and skills."</p> <ul style="list-style-type: none">● Measures: The curriculum will be monitored and refined based on student ability to effectively analyze and model the global supply chain management practices across multiple scenarios. <p>Learning Outcome 4: Graduates will investigate a global case study to critique international factors within the supply chain management domain thus demonstrating graduate-level global leadership.</p> <ul style="list-style-type: none">● Concepts: Open economy and globalization, International company competitiveness, Differences between various geographical locations and design● Competencies: Graduates will be able to understand and analyze globalization. Students will be able to identify and understand the factors of international supply chains. Student will have the proficiency to operate in various international assignments● Assessment Methods: Graduates will identify global issues of supply chain management in analysis and recommendations in a case assigned in SCM 545. Graduates surveyed upon graduation (Graduate and Law Student Report Card) will evaluate the strength of their university preparation in "Addressing Global and Local Issues." Graduates surveyed 3 years after graduation (Graduate Alumni Survey) will evaluate the quality of "Addressing Global and Local Issues."● Measures: The curriculum will be monitored and refined based on student ability to appraise and dissect the factors of globalization in international supply chain.
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