Call to Order/Roll Call. ......................................................... Robert Jones, Chair

Chair’s Greeting. ................................................................. Robert Jones

Action Item(s):
  1. Approval of Request to Offer a New Degree Program/BSBA in Supply Chain Logistics Management

  2. Approval of Competence and Qualifications of Instructional Personnel Policy

Information Item(s):
  1. UWF’s Interactive Fact Book

  2. UWF’s Regional Accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Other Committee Business:

Adjournment
Issue/Agenda Item: Request to Offer a New Degree Program—BSBA in Supply Chain Logistics Management

Proposed Action: Approve

Background Information:

The College of Business wishes to convert the current Supply Chain Logistics specialization in its BSBA in Marketing to a stand-alone BSBA in Supply Chain Logistics Management, CIP Code 52.0203. The College respectfully requests approval to offer this stand-alone BSBA program effective Fall 2015.

At its December 2014 meeting, the Board of Trustees approved waiver of submission of a Request to Explore and Plan the BSBA in Supply Chain Logistics Management based on factors such as the program currently being offered as a specialization, enrollment trends showing sustainability of the program, employment potential for program graduates, classification of the program as a STEM discipline, and external recognitions of the quality of the program.

The curriculum for the proposed Supply Chain Logistics Management degree is built around courses that are already in existence for the specialization, and the faculty, library, technology, space and other resources needed to mount the program are already in place for the initial years of the program.

The proposed degree would be included in the STEM category of the Board of Governors designated Programs of Strategic Emphasis.

Based on enrollment trends in the current specialization and the associated Supply Chain Logistics specialization in Marketing, it is expected that offering the degree will yield a net increase in undergraduate enrollment. Demand for graduates from bachelor’s degree programs in Supply Chain and Logistics programs is high, and existing programs are not able to satisfy this demand as attested to in letters of support from sister institutions in Florida and Alabama and from local industry.

Recommendation:

- The Academic Council of the Faculty Senate will review the Request to Offer a New Degree Program at its February meeting.
- The Faculty Senate will review the Request to Offer a New Degree Program at its March meeting.
• It is recommended that the Academic Affairs Committee approve the Request to Offer a New Degree Program—BSBA in Supply Chain Logistics Management.

Implementation Plan:

• Fall 2014: Preparation and submission of the Curriculum Change Request (CCR) and Request to Implement a New Degree Program for consideration by the Faculty Senate.
• Spring 2015: Review of the CCR and the Request to Implement by the Faculty Senate
• Spring 2015: Review of the Request to Implement by the Academic Affairs Committee of the UWF Board of Trustees
• Spring 2015: Review of the Request to Implement by the UWF Board of Trustees
• Fall 2015: Implementation of the BSBA in Supply Chain Logistics Management

Fiscal Implications:

With respect to the Request to Offer a New Degree Program, because this is a conversion of an existing degree specialization to a stand-alone degree, resources are already in place to mount the program in the initial years. As enrollment grows, it is anticipated that additional faculty and staff will be required.

Supporting documents:

Request to Offer a New Degree Program—BSBA in Supply Chain Logistics Management

Prepared by:
Carl Backman, Interim Associate Dean, College of Business, 850-474-2502, cbackman@uwf.edu

Facilitator/P presenter:
W. Timothy O’Keefe, Dean, College of Business, 850-474-2348, tokeefe@uwf.edu
<table>
<thead>
<tr>
<th>University of West Florida</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Submitting Proposal</td>
<td>Proposed Implementation Term</td>
</tr>
<tr>
<td>College of Business</td>
<td>Marketing and Economics</td>
</tr>
<tr>
<td>Name of College or School</td>
<td>Name of College or School</td>
</tr>
<tr>
<td>Supply Chain Logistics Management</td>
<td>Name of Department(s)/ Division(s)</td>
</tr>
<tr>
<td>Academic Specialty or Field</td>
<td>BSBA Supply Chain Logistics Management</td>
</tr>
<tr>
<td>52.0203</td>
<td>Complete Name of Degree</td>
</tr>
<tr>
<td>Proposed CIP Code</td>
<td></td>
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</tbody>
</table>

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

<table>
<thead>
<tr>
<th>Date Approved by the University Board of Trustees</th>
<th>President</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Signature of Chair, Board of Trustees</td>
<td>Vice President for Academic Affairs</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>
Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix D. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

<table>
<thead>
<tr>
<th>Implementation Timeframe</th>
<th>Projected Enrollment (From Table 1)</th>
<th>Projected Program Costs (From Table 2)</th>
</tr>
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<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
</tr>
<tr>
<td>Year 1</td>
<td>48</td>
<td>31</td>
</tr>
<tr>
<td>Year 2</td>
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<td>36</td>
</tr>
<tr>
<td>Year 3</td>
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<td>44</td>
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<tr>
<td>Year 4</td>
<td>81</td>
<td>53</td>
</tr>
<tr>
<td>Year 5</td>
<td>96</td>
<td>62</td>
</tr>
</tbody>
</table>

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.
Introduction

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

RESPONSE:

Proposed is conversion of the Logistics specialization, in the BSBA in Marketing, to a stand-alone Supply Chain Logistics Management (SCLM) BSBA (52.0203). UWF’s degree will require a total of 120 credit hours to complete, and will be unique in offering more focused coursework in SCLM Strategy, Contract Logistics Services, Warehousing, and Terminal Management, Procurement and Supply Management, and Intermodal Logistics which will provide opportunities for logistics operations and sales careers within major national/international logistics/distribution companies.

Our vision for the stand-alone Supply Chain Logistics Management degree is to become the “preferred” logistics program by students and employers by providing the most current and relevant practical knowledge and tools of the discipline; thereby, creating highly skilled and marketable graduates. Doing so will help to create successful and dynamic logistics career launches that our graduates may have never dreamed possible.

Examples of major logistics companies that have hired UWF logistics graduates include J.B. Hunt Transport, CSX Railroad, Ascend Performance Materials, Crain Worldwide Logistics, C.H. Robinson Logistics, and PLS Logistics.

UWF logistics students have accepted career jobs with:
- Leading Truckload Companies
- Leading Railroad
- Leading Third-Party Logistics Service Providers (3PL)
- Leading Chemical Producer
- Leading Steel Producer
- Leading Drug Manufacturer
- Federal Railroad Administration
- NASA

The stand-alone degree will offer students opportunities to major in SCLM while also pursuing the following COB options:
• Minors in Marketing, Management, Management Information Systems, Business Economics, and Finance.

B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at http://www.flbog.org/about/strategicplan/)

RESPONSE:

The proposed program is consistent with the current SUS Strategic Planning Goals specific to the following:

• GOAL 2: Meeting Statewide Professional and Workforce Needs (Economic development: high-wage/high-demand jobs). Trade and Logistics has been identified by the Florida Chamber of Commerce (Florida: Made for Trade. 2013 Florida Trade and Logistics Study 2.0). The comprehensive study of Florida’s opportunities concluded the need to pursue the following goals:

  “Position Florida as one of the nation’s leading states for global trade and investment.

  Grow Florida jobs in trade, transportation, logistics, export-oriented manufacturing, and related value-added services, with a target of creating at least 150,000 new jobs in these industries over the next five years.

  Expand Florida’s market share on critical global trade lanes . . .

  Supply more imports through Florida’s sea and air gateways, to reduce costs and capture more of the supply chain in Florida.

  Double the value of Florida-made exports during the next five years by supporting manufacturing, agriculture, and other export sectors and encouraging more businesses to enter or expand their role in the global market.

  Expand trade-related value-added services in Florida, including finance, law, engineering, and other service activities that support global trade, as well as professional, health, educational . . .”

UWF’s stand-alone Supply Chain Logistics Management degree will provide students with the knowledge and skills to contribute to the economic welfare and expansion of Florida’s trade and logistics, both domestic and global.
• UWF’s stand-alone Supply Chain Logistics Management degree will educate students in managing supply chains and logistics services. Doing so, will produce knowledgeable logistics professionals who will contribute to Florida’s trade expansion. UWF Supply Chain Logistics Management graduates will provide expert logistics support for manufacturers, importers, and exporters through advancing logistics service quality and cost reduction in making supply chain decisions. This will assist existing industry while attracting future industry to Florida. Our new degree will help to meet the needs of the projected goal of 15,000 new jobs expected within the next five years.

• Goal 4: Meeting community needs and fulfilling unique institutional responsibilities.

The stand-alone SCLM BSBA degree will help to

Launch student careers (50 UWF graduates in past 5 years placed with leading logistics organizations).

Improve 4-year graduation rates without excessive hours [The Logistics specialization graduation rate is 85% (average Fall and Spring semesters: 2011-12 and 2012-2013) exceeding specializations of Marketing Comprehensive (60%), Global Marketing (33%), and Sales Management (29%), and total marketing specializations, excluding logistics, combined (38%)].

Help improve salaries of UWF graduates by facilitating professional logistics careers in Pensacola and in Florida (average starting salary, $40,000; high of $62,000).

Foster quality and reputation of scholarship (student teams have received 8 significant competition awards in 9 years).

Foster valued community partnerships (corporate, civic, internal and individual financial support has reached $344,000). Partnerships will include student, faculty and industry interaction in working together on practical research to assist regional business logistics and supply chain operations. Moreover, the interaction will improve the logistics educational opportunities for professionals desiring to remain in Pensacola and the State of Florida.

C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion. Areas of Programmatic Strategic Emphasis:

1. Critical Workforce
   • Education
   • Health
   • Gap Analysis

2. Economic Development
   • Global Competitiveness
• Science, Technology, Engineering, and Math (STEM)

RESPONSE:

Programmatic Strategic Emphasis pertains to
• Critical Workforce and Economic Development (Global Competitiveness)

UWF logistics students have accepted career jobs within Pensacola and the State of Florida with
• Leading Truckload Companies
• Leading Railroad
• Leading Third-Party Logistics Service Providers (3PL)
• Leading Chemical Producer
• Leading Drug Manufacturer

Within the past 5 years, UWF logistics program more than 50 graduates have been placed with leading logistics organizations and have received salaries averaging $40,000 and up to $62,000 with CSX Railroad Corporation.

Supply Chain Logistics Management majors will receive intensive training in domestic and international logistics. With the expansion of global trade and Florida’s goal to increase global trade and logistics, UWF’s program will prepare graduates to accept professional management positions in companies conducting international freight forwarding and brokerage, intermodal terminal management including merchant marine terminal operations in Florida’s ocean ports, and in the management of import/export warehousing and distribution.

• Economic Development (Science, Technology, Engineering, and Math - STEM)

UWF’s stand-alone Supply Chain Logistics Management degree will teach mathematics material that is utilized by transportation, logistics and supply chain managers for evaluating and decision-making with respect to total cost analysis of core logistics and transportation factors, inventory planning and policy, facility layout and design, facility location analysis, labor allocation and utilization, and others. Excel spreadsheet analysis and hands-on application of warehouse and transportation management systems will be a core element of the material and delivery of the degree.

D. Identify any established or planned educational sites at which the program is expected to be offered and whether it will be offered only at specific sites other than the main campus.
RESPONSE:

At the launch of the SCLM BSBA degree in Fall 2015 the program will be offered at UWF’s main campus, Pensacola, FL. It is feasible to believe that the program or courses within the program could be offered on-line or at branch campuses in the future.

Institutional and State Level Accountability

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

RESPONSE:

The graduates will help meet industry’s growing need for professionals in SCLM and create opportunities for high paying careers. SCLM contributes 8.2% of GDP and 10% of civilian employment (Council of Supply Chain Management Professionals- CSCMP.org, 2014, 25th Annual State of Logistics Report). “…companies...are scrambling to hire people with supply chain expertise.” (Wall Street Journal, 6/6/13).


The State of Florida is heavily investing in transportation infrastructure: highways, air, marine, spaceports and rail systems. “Governor Scott invests $8.8 billion in strategic transportation improvements . . .” (Florida Department of Transportation, FDOT, Florida Multimodal Connection, 2nd Quarter, 2014, p. 2).

Florida jobs in the industry sectors of transportation and warehousing (up 3.8%), and support activities for transportation (up 6.4%) have risen a total of 10.2% from 2013 to 2014 (Florida Department of Transportation, FDOT, Florida Multimodal Connection, 2nd Quarter, 2014, p. 3; original source - Florida Department of Economic Opportunity).

To meet this workforce need for transportation and logistics professionals, and as discussed in the 2014 Gulf Coast Trade Alliance World Trade Conference- Pensacola, FL (May 1-2), Florida
will need well educated managers in how to evaluate logistics issues, services, and costs, and make profitable and service quality decisions. Without such disciplined knowledge, managers are likely to make decisions that are more costly and reduce quality service; thereby, reducing Florida’s competitive advantage in trade and logistics (Reuben Sloan, John Mentzer and J. Paul Dittman 2007, “Are You the Weakest Link in your Supply Chain?” Harvard Business Review, vol. 85, no. 9: pp. 116-127).

Existing university transportation, logistics, and supply chain management degree programs do not provide enough graduates educated in the discipline to fulfill industry’s demand, statewide or nationwide (John Ozment and Scott Keller, 2011, “The Future of Logistics Education,” Transportation Journal, vol. 50, no. 1: 65-83). A recent research study found that there is a 6:1 demand to supply ratio for new college graduates in the supply chain field, while there is a 15% turnover of supply chain employees (Supply Chain Insight: “Talent: The Future Supply Chain Missing Link,” Aug 13, 2013, p. 3).

“It is not easy to fill an open position in the open market for supply chain management due to current dynamics of supply and demand . . . positions opened for five months . . . require both a technical mastery of technology and an organizational understanding of the business drivers . . . Competition is intense and there is a lot of effort to attract the best and brightest . . . The current focus is on hiring college graduates and high-performing talent.” (Supply Chain Insight: “Talent: The Future Supply Chain Missing Link,” Aug 13, 2013, p. 3).

UWF graduates receive offers from logistics providers having operations within Florida. Crane Logistics’ salaries reach $42,000 (8 UWF students) and J.B. Hunts’ reach $54,000 (4 UWF students) after 6-months’ training; while, Ascend’s (4 UWF students) start over $50,000. More than fifty UWF SCLM students have received average starting salaries of $40,000 with a high of $62,000. Our proposed degree will help:

- Advance UWF as the region’s choice educational institution.
- Provide high-quality relevant knowledge enhancing graduates’ quality of life.
- Increase the salaries of graduates employed in Florida.

Proposed degree has a student-oriented capstone course, SCLM Strategy, designed with industry partners to provide:

- High-impact learning.
- Interactive real-world business cases and data.
- Hands-on technology systems experiences.

The degree will gain community visibility as a leading example of UWF’s excellence in distinctive teaching.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

RESPONSE:
Enrollment is increasing. The Logistics Specialization in the Marketing BSBA began in 2009 and took root in 2011. Together, the Logistics specialization and certificate programs enroll 63 students (Spring 2014); total enrollment increased with added course sections (2009-10=60; 2010-11=88; 2011-12=66; 2012-13=100; 2013-14=98).

UWF's two primary SCLM courses have the highest average class enrollment (50 and 46 by section) of all Marketing courses; exceeding others by an average of 6 to 24 students (2009-present).

There are a total of 86 students currently enrolled in the Fall 2014 introductory Supply Chain Logistics Management course sections. This is the first semester that the Department has offered two sections of the entry supply chain logistics management course. Initially, each section was capped at 30 students. The cap was raised to 40 and again to 45 for each section to accommodate the increased student demand for the course and sections. This indicates increased demand from students to take the course that is the first step to enter the program.

### Logistics Enrollment Trends (2011-Present)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Specialization</th>
<th>Certificate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 14</td>
<td>35</td>
<td>35</td>
<td>70</td>
</tr>
<tr>
<td>Fall 13</td>
<td>29</td>
<td>34</td>
<td>63</td>
</tr>
<tr>
<td>Fall 12</td>
<td>25</td>
<td>44</td>
<td>69</td>
</tr>
<tr>
<td>Fall 11</td>
<td>19</td>
<td>30</td>
<td>49</td>
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</tbody>
</table>

### Logistics Specializations and Certificates Granted in Past 5 Years (2009-Present)

<table>
<thead>
<tr>
<th>Specialization</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCLM Specialization</td>
<td>26</td>
</tr>
<tr>
<td>SCL Certificate</td>
<td>197</td>
</tr>
<tr>
<td>Total</td>
<td>223</td>
</tr>
<tr>
<td>Average per year (223/5)</td>
<td>45</td>
</tr>
</tbody>
</table>
Projected Enrollment Based on Historical and Estimated Trends

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Headcount</th>
<th>Projected FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>96</td>
<td>62</td>
</tr>
<tr>
<td>2018-2019</td>
<td>81</td>
<td>52</td>
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<td>2017-2018</td>
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<td>2015-2016*</td>
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<td>13</td>
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<tr>
<td>2011-2012</td>
<td>17</td>
<td>11</td>
</tr>
</tbody>
</table>

C. If substantially similar programs (60 percent similar in core courses, either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

**RESPONSE:**

The University of North Florida (UNF) offers a BSBA in Transportation and Logistics (52.0209) (245 majors; 60 graduates, annually – UNF Department Chair, 2014). The program cannot meet the Florida or national demand (See letter from UNF Department Chair, Dr. Robert Frankel, 2014).

Dr. Frankel has attended the many Council of Supply Chain Management Professionals (CSCMP) meetings discussing logistics education, nationwide. He also attended UWF’s 2008 Logistics Education Summit, Pensacola, FL, where over 100 logistics educators met to discuss the State of Logistics Education. It was concluded by the delegation that supply chain logistics education is highly important to the nation’s industry and economic development, and that the growth and development of logistics programs is imperative for fulfilling the nation’s demand for expertise in the field.

UWF’s degree will be unique in offering more focused coursework in SCLM Strategy, Contract Logistics Services, Warehousing, and Terminal Management which will provide opportunities for logistics sales and operations careers within major national/international logistics/distribution companies.
Collaboration opportunities with UNF may include:

- Collaborative student events, such as, field tours, educational competitions and career fairs.
- There is potential for each program to allow students to receive credit for coursework obtained by either institution and applied to either program degree.

**Other Public Institutions in the Florida**

Broward College (Southeast FL): Bachelor of Applied Science in Supply Chain Management (52.0203); no Common Prerequisites unlike UWF’s SCLM BSBA.

Florida Polytechnic University: Program components are those more common to a logistics engineering degree; whereas, UWF’s Supply Chain Logistics Management degree will focus on business logistics management. For example, logistics engineering focuses on designing optimal logistics information and freight handling technology systems. Logistics management focuses on utilizing such systems to support decisions in the field and to manage transportation and logistics daily operating resources.

**National**

Auburn: Supply Chain Management BSBA; closest program to UWF outside Florida.

Nationwide: Approximately 80 total supply chain management and logistics programs (10 major programs offer complete stand-alone undergraduate degrees in the discipline); in comparison to 370 programs nationwide in Marketing and 351 in Management (AACSB, 2014).

Industry positions for logistics are found in a broad number of sectors including, retail logistics, industrial distribution, healthcare and medical equipment distribution, food supply chains, public supply operations, engineering sector, contract logistics suppliers to the military, and tourism and entertainment segments to name a few. Industry demand exceeds the ability for any combination of programs to meet supply.

**D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

**RESPONSE:**

Year 1 enrollment projections are based on Fall 2014 enrollments in the introductory Supply Chain Logistics Management course—MAR 3201, prior year completions of the current Supply Chain Logistics Management specialization in the Marketing BSBA, and prior year completions of the undergraduate Supply Chain Logistics Management certificate program. Growth in
enrollment through Year 5 is based on the enrollment growth experienced at other AACSB-accredited institutions that have introduced Supply Chain Logistics Management programs in recent years.

For Year 1, it is expected that at least half of the projected headcount enrollment will come from students currently enrolled in the supply chain specialization in the Marketing BSBA and from students currently enrolled in the General Business BSBA who are also pursuing the Supply Chain Logistics Management certificate. Over time, as the Supply Chain Logistics Management BSBA becomes established and known, more students will enroll directly in this BSBA program and many fewer students will be changing majors from Marketing and General Business. Additionally, recruitment of new students will focus on first-time-in-college students, AA transfers, and other transfer students.

With respect to FTE projections, the current ratio (1.00:0.65) of headcount enrollment to FTE for undergraduate students in the College of Business is expected to continue through the initial 5-year period.

E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide in consultation with the affected university an analysis of how the program might have an impact upon that university’s ability to attract students of races different from that which is predominant on their campus in the subject program. The university’s Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

RESPONSE:

Student recruitment occurs principally in Northwest Florida and other regions of Florida. The current logistics specialization includes 32% female and 36% minority. The proposed degree will be marketed to multiple student segments: first-time-in-college, entering freshmen and transfer students, professionals desiring to enhance their credentials, and military personnel desiring to enhance their skills and enter the professional workforce. Dr. Keller has already attended multiple new student orientations to showcase UWF’s Supply Chain Logistics Management program, coursework, and future plans. The efforts have produced the increased demand that has required a raising of the enrollment cap for the Fall 2014 introductory Supply Chain Logistics Management course sections.

Dr. Keller, Dr. LeMay, and Dr. Ralston are currently implementing a comprehensive marketing campaign to promote the proposed SCLM degree to the above student segments. One primary goal is to provide students who have yet to declare a major or have yet to be exposed to logistics as a potential career path with details about the benefits and opportunities of launching professional careers in supply chain logistics management.
Efforts are made for the program to remain open and inclusive of diverse backgrounds no matter race or gender. For example, and to help promote the logistics program among the 32% female enrollment, a number of female speakers have visited to the University to detail their professional experiences and career paths. This list includes, for example:

- Port of Pensacola, Director, Amy Miller
- Medi Durable Medical Equipment Company, Warehouse Manager, Katy Jones
- C.H. Robinson, Branch Manager, Leslie Beard
- PLS Logistics, Talent Acquisition Specialist, Miranda Rios
- Ascend Performance Materials, Donya Charles, Logistics
- Alabama Ports Authority, South America Business Development Officer, Maria Mendez
- J.B. Hunt, Southeast U.S. Regional Sales Heather Dossey

In addition, UWF professors Dean O’Keefe, Dr. Arguea, Dr. LeMay and Dr. Keller met with faculty leaders of Pensacola High School’s International Trade and Logistics Academy to discuss ways to collaborate to provide graduating high school students with a predictable path to UWF Logistics and college degree accomplishment. UWF’s College of Business will host PHS’s International Trade and Logistics Academy semester Advisory Board meeting Fall 15.

Dr. Keller and Mr. Rehwinkel have selected dates for Dr. Keller to serve as guest speaker for Mr. Rehwinkel’s high school International Trade and Logistics students. Dates are also set for UWF’s student Supply Chain Logistics Association to host high school juniors and seniors to a tour of UWF and the College of Business and to attend a UWF logistics class during Fall 15. Mr. Andrew Rehwinkel with the Academy wrote an email to Dr. Keller explaining:

“"I am very excited about the opportunities that a connection between our programs could mean for the students and the community. As we discussed yesterday, the enrollment at PHS is growing and from our academy will be many eager young adults who are surveying their options. Many of these students are celebrated academic performers who only recently awakened to the idea of pursuing a career in supply chain management and logistics. We have a very diverse group - I am charged with preparing them for college OR the workforce."
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In addition, UWF professors Dean O'Keefe, Dr. Arguea, Dr. LeMay and Dr. Keller met with faculty leaders of Pensacola High School's International Trade and Logistics Academy to discuss ways to collaborate to provide graduating high school students with a predictable path to UWF Logistics and college degree accomplishment. UWF’s College of Business will host PHS’s International Trade and Logistics Academy semester Advisory Board meeting Fall 15.

Dr. Keller and Mr. Rehwinkel have selected dates for Dr. Keller to serve as guest speaker for Mr. Rehwinkel’s high school International Trade and Logistics students. Dates are also set for UWF’s student Supply Chain Logistics Association to host high school juniors and seniors to a tour of UWF and the College of Business and to attend a UWF logistics class during Fall 15. Mr. Andrew Rehwinkel with the Academy wrote an email to Dr. Keller explaining:

“I am very excited about the opportunities that a connection between our programs could mean for the students and the community. As we discussed yesterday, the enrollment at PHS is growing and from our academy will be many eager young adults who are surveying their options. Many of these students are celebrated academic performers who only recently awakened to the idea of pursuing a career in supply chain management and logistics. We have a very diverse group - I am charged with preparing them for college OR the workforce.”

Signed

Signature of Equal Opportunity Officer

Date

9/19/14
III. Budget

A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program on a cost recovery basis through continuing education, provide a rationale for doing so and a timeline for seeking Board of Governors’ approval, if appropriate.

RESPONSE:

It is projected that the Year 1 costs to implement the BSBA in Supply Chain Logistics Management will be $430,175 including faculty salaries and benefits, USPS salaries and benefits, graduate assistantships, and library acquisitions. Based on a total of 31 annualized student FTE, the Year 1 cost per FTE is expected to be $13,877. In addition to increased costs associated with enrollment growth, the costs for Year 5 include “inflationary” increases based on 2% per year. The projection for Year 5 costs is $890,790 which includes all the cost areas for Year 1 plus funding for computer equipment for a new faculty hire. Based on a total of 62 annualized student FTE, the Year 5 cost per FTE is expected to be $14,368.

The projected costs and funding sources identified in Table 2 in Appendix A were derived as follows:

- Faculty costs are those associated with the teaching of major courses in the BSBA in Supply Chain Logistics Management, the teaching of major-related electives, and the teaching of College of Business BSBA core courses. Figures in the Year 1 columns represent funds “reallocated” from those associated with the current Supply Chain Logistics specialization in the BSBA in Marketing to the stand-alone program. Figures in the Year 5 columns represent the funding required for increases in instructional time based on projected enrollment growth.

- USPS costs are those associated with providing staff assistance to the program. The figures for Year 1 are based on proportional costs of staff time related to the headcount of faculty teaching in the program to that of the home department as a whole. The Year 5 figures are based on projected enrollment growth.

- Assistantship costs are associated with providing Graduate Assistantship support for the program. The figures for Year 1 are based on assignment of a 15-hour per week Graduate Assistant; the figures for Year 5 are based on assignment of a 20-hour per week Graduate Assistant.

- Library costs are associated with the Libraries’ allocation to the program’s home department.
• Expense costs are associated with the Dean’s allocation of funding to the home department and based on a calculated per capita allocation for faculty in the department.
• No Operating Capital Outlay is required for Year 1; the figures for Year 5 are based on the projection of a need to hire an additional faculty member and represent costs for purchase of a computer work station including peripherals.
• For the most part, the figures in the Continuing Base column for Year 5 are based on an assumption of a 2% annual increase in cost due to inflation.
• None of the funding is from Contract & Grant or Auxiliary accounts.
• Funding increases from Year 1 to Year 5 are based on projections of new enrollment growth.

With respect to Table 3 in Appendix A, because the creation of the stand-alone BSBA in Supply Chain Logistics Management is a conversion of the existing specialization in Supply Chain Logistics in the BSBA in Marketing, Year 1 funding for the program represents a “reallocation” of the funding associated with the specialization to the stand-alone program.

B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

RESPONSE:

No similar programs exist at UWF. The anticipated decrease in enrollment and degrees granted in Marketing will be offset by increases in the SCLM program. Additional positive aspects include:

• Students often enroll in SCLM courses as electives within their degree programs and they may continue to do so. The added sections and course offerings will provide them with varied opportunities that currently do not exist.
• International exchange students often enroll in SCLM courses and they may continue to do so. The added sections and course offerings will provide them with varied opportunities that currently do not exist.
• The stand-alone degree will offer students opportunities to major in SCLM while also pursuing the following COB options:
• Certificates in Sales Management, Management Development, Human Resources Management, and Information Security Systems Management, Small Business Management/Entrepreneurship
• Minors in Marketing, Management, Management Information Systems, Business Economics, and Finance

Some students pursuing the SCLM degree may also be interested in obtaining a marketing, management or general business degree as a complementary major.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

RESPONSE:

If the enrollment projected for Year 5 materializes, then, in addition to coursework in the major, the following program components will be impacted.

Impacts due to increased numbers of first-time-in-college students:
- Number of sections of General Studies courses.
- Number of sections of Business Common Prerequisite courses.
- Number of sections of BSBA Core courses.

Impacts due to increased numbers of AA and other transfer students:
- Number of sections of BSBA Core courses.

General Education: Initially, the degree will have minimal impact on the general education course offerings. A portion of the students enrolled in the logistics certificate program and in the Marketing BSBA logistics specialization may pursue and transition into the Supply Chain Logistics Management degree in Fall 15. However, as the regional community realizes that UWF has the stand-alone degree, it is expected that UWF will attract new freshmen, sophomore, and transfer students.

Business Common Prerequisites: Initially, the degree will have minimal impact on the business common prerequisite course offerings. A portion of the students enrolled in the logistics certificate program and in the Marketing BSBA logistics specialization may pursue and transition into the Supply Chain Logistics Management degree in Fall 15. However, as existing UWF students and the regional community realize that UWF has the stand-alone degree, it is expected that the College of Business will attract new students as business majors.

BSBA Core: Initially, the degree will have minimal impact on BSBA Core course offerings. A portion of the existing business students currently enrolled in the logistics certificate program and in the Marketing BSBA logistics specialization may pursue and transition into the Supply Chain Logistics Management degree in Fall 15. However, as existing UWF students and the regional community realize that UWF has the stand-alone degree, it is expected that the College of Business will attract new students as business majors.
D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

RESPONSE:

UWF’s Office of University Advancement has identified Supply Chain Logistics Management as a program for which it is actively seeking outside funding. More than 30 companies have been identified to pursue funding. The list consists of companies that have hired UWF logistics students or that have provided guest speakers or tours for the logistics program. In addition, the logistics program plan is to create a “Board of Directors” which our industry partners will be asked to join. The Board will help to guide the program strategy by providing insights from its members from industry. Other developed boards, such as that at the University of Arkansas, have an annual board membership fee of $10,000. This generates $300,000 to $400,000 annually for Arkansas’ supply chain logistics program needs.

Dr. Keller has initiated contact with several potential board members, including John Magee, President, Crane Worldwide Logistics; John Ozment, Mack Blackwell Endowed Chair of Logistics, University of Arkansas; Clifford F. Lynch, Former V.P. Logistics, Quaker Oats; Chris Price, Logistics Director, Ascend Performance Materials; Amy Miller, Port of Pensacola; John David Thomas, Director of Asian Operations, Crane Worldwide Logistics; and Thomas Cahill, Logistics Operations, J.B. Hunt Corporation.

Robert Frankel, Chair and Professor of Logistics, University of North Florida, will also be invited to serve on the advisory board.

The following identifies the support given to UWF’s program, to date, to help fund our current SCLM endeavors.

- Lewis Bear Endowment $300,000
- SGA 5- year financial support to Marketing & Logistics Association (MLA) $31,000
- Ascend Performance scholarship $10,000
- Traff Transit $1,000
- Crane Worldwide Logistics $1,000
- Pensacola Propeller Club $500
- David Elting (UWF Graduate) $500
- Total $344,000
IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

RESPONSE:

A broad-base of benefits will be generated. For the University, the stand-alone Supply Chain Logistics Management Degree will provide additional opportunities for its graduates to launch careers in a field where professional entry-level jobs are highly available and ever-increasing with the expansion of our global marketplace. Over 50 UWF graduates have successfully launched careers with leading logistics organizations.

The University has already benefitted from the national competition rankings of UWF’s logistics student teams (received 8 significant competition awards in 9 years). Greater investment and support of the program will continue to assure that our students receive the very latest and most important logistics knowledge and skills for academic competitions and for competing for career jobs upon graduation.

Eighty-six students are enrolled in the Fall 15 introductory supply chain logistics management course sections. The Spring 14 enrollment in the Certificate in Supply Chain Logistics was 35 and the enrollment in the Marketing BSBA Logistics Specialization was 28. The projected enrollment in the stand-alone Supply Chain Logistics Management degree, based on historic and estimated trends, is 48 majors for 2015-16 and 96 majors for 2019-2020.

Faculty skilled and interested in contributing to student success in this field are on faculty and heavily desire to teach in the program, mentor students, and build a world-class Supply Chain Logistics Management program.

The local community has a diverse logistics base in retail, manufacturing, and healthcare. Our logistics graduates are now making decisions in local logistics jobs that influence the region’s economy. Moreover, these graduates are retained within our professional community and contribute to the region in personal and professional ways. With the attraction of industry to the Pensacola region (e.g. Boeing and its suppliers), such industry will require managers skilled in making efficient and effective supply chain logistics decisions. Without such knowledge, managers will likely make inferior decisions when managing logistics. This could be a costly competitive mistake.

More than 25 UWF graduates have launched careers with logistics organizations in Pensacola and the region within the past 5 years; Ascend Performance Materials, Traff Transit, C.H. Robinson, J.B. Hunt, Fastenal, QMotion and others. UWF logistics professors are working
closely with regional industry to foster greater student placement upon graduation. The Supply Chain Logistics Management degree advisory board will assist in this goal. It is expected that UWF logistics graduate placement in the region will increase to 20 per year.

Florida will also benefit in ways described in the above. In addition, Florida stands to retain a greater number of graduating students from UWF, because Florida is a regional and national hub for transportation and logistics. Many of our students graduate and take logistics positions in Pensacola, Panama City, Tallahassee, Jacksonville, Miami and Tampa. With Florida’s focus on increasing trade and logistics, including importing and exporting, it is important to educate college students in the specific knowledge required to make sound supply chain logistics decisions. This will help retain our college graduates within Florida while ensuring that Florida increases its competitive position through better trade and logistics.

More than 25 UWF graduates have launched careers with logistics organizations in the State of Florida within the past 5 years: J.B. Hunt (Jacksonville), PLS Logistic (Jacksonville and Tampa), C.H. Robinson (Tallahassee and Miami) Comcar Logistics (Jacksonville), Mckesson (Jacksonville), Crane Worldwide Logistics (Miami) and others. UWF logistics professors are working closely with Florida companies to foster greater student placement upon graduation. The Supply Chain Logistics Management degree advisory board will assist in this goal. It is expected that UWF logistics graduate placement in the region will increase to 20 per year.

V. Access and Articulation – Bachelor’s Degrees Only

A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program’s approval. (See criteria in Board of Governors Regulation 6C-8.014)

RESPONSE:

Total number of hours to earn the degree does not exceed 120 hours.

B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”
If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE:

Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

RESPONSE:

The program pre-requisites are the same as the approved common prerequisites for other such degree programs within the SUS.

UWF COLLEGE OF BUSINESS - COMMON PREREQUISITES
(GRADE OF C OR BETTER IS REQUIRED IN EACH OF THESE COURSES)

- ACG2021 Principles of Financial Accounting (3 sh)
  or both ACG2001 Principles of Accounting I (3 sh)
  and ACG2011 Principles of Accounting II (3 sh)
- ACG2071 Principles of Managerial Accounting (3 sh)
- CGS2570 Personal Computer Applications (3 sh)
- ECO2013 Principles of Economics Macro (3 sh)
- ECO2023 Principles of Economics Micro (3 sh)
- MAC2233 Calculus with Business Applications (3 sh)
- STA2023 Elements of Statistics (3 sh)

C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

RESPONSE:

The university does not intend to seek formal limited access statue for the proposed program.
D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

RESPONSE:

The proposed program is not an AS-to-BS capstone.

Institutional Readiness

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

RESPONSE:

“The University of West Florida (UWF) is a public university based in Northwest Florida with multiple instructional sites and a strong virtual presence. UWF’s mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex 21st Century global society.”

(UWF Strategic Plan: 2012-2017, p. 3)

“The mission of the College of Business is to provide a high quality, student-oriented, educational experience to baccalaureate and master’s degree business students primarily from the Northwest Florida region.

With a focused priority on teaching excellence, supported by scholarship and service, the College of Business prepares students for success in business and society and contributes to the advancement of the educational and economic development of the Northwest Florida region.”

(UWF College of Business website, 2014)
The proposed Supply Chain Logistics Management program sets forth to:

Become the “preferred” logistics program by students and employers by providing the most current and relevant practical knowledge and tools of the discipline; thereby, creating highly skilled and marketable graduates. Doing so will help to create successful and dynamic logistics career launches that our graduates may have only dreamed were possible.

To achieve the above, the program content has and will continue to be developed based on the materials utilized in leading U.S. university supply chain and logistics programs and through collaboration with industry managers who have partnered with UWF’s logistics program throughout the past 9 years.

Practical knowledge, hands-on active learning, and industry interface with students will provide students with the engaging and high-impact learning experiences. Such real-world experiences will create graduates having the most relevant and applicable knowledge to be the preferred job candidates for professional business logistics careers.

Working with industry in the Pensacola region will insure that UWF Supply Chain Logistics Management majors and graduates will have the greatest opportunities for receiving valuable internship opportunities and job placement in our region and within the state of Florida. This has been the history of UWF’s logistics program over the past 9 years; interns and graduates placing in Pensacola area companies and across Florida, such as, Gulf Power, Ascend Performance Materials, Traff Transit, Sherwin Williams, QMotion, J.B. Hunt Transport, PLS Logistics, CSX Railroad, Comcar Logistics, CEVA Logistics, Crane Worldwide Logistics, McKesson Pharmaceuticals, and Werner Motor Carrier Industries.

The proposed stand-alone Supply Chain Logistics Management degree will contribute to achieving the following UWF priorities (UWF 2012-2017 Strategic Plan, At a Glance):

“Priority 1.1: Foster student learning and development to include the knowledge, skills, and dispositions that optimize students’ prospects for personal and professional success.”

The proposed program coursework is based on the material being taught in the leading U.S. supply chain logistics programs. Moreover, coursework is being developed in consultation with company partners of our UWF program. The goal is to provide students with the knowledge and skills needed to contribute to the organization on day one of hire. The goal is also to minimize the first 6 months learning curve for our graduates entering into the workforce. The current graduates of the logistics specialization and certificate programs have averaged starting salaries of $40,000 and up to $62,000. The proposed stand-alone degree will equip logistics graduates to succeed, both personally and professionally.

Priority 1.3: Improve student persistence and timely progression to degree attainment.

Data pertaining to graduates of the current Marketing BSBA Logistics Specialization indicate a graduation rate of 85% (average Fall and Spring semesters: 2011-12 and 2012-13) and exceeding other Marketing specializations, including Marketing Comprehensive (60%), Global Marketing
(33%), and Sales Management (29%). The core required logistics courses and three elective courses are sequenced to allow students the maximum possible flexibility in scheduling the courses. The flexibility will enable students to achieve a timely progression to the degree attainment.

Priority 2.1: Respond to the changing needs of the region, state, and nation by investing strategically to support innovative instruction and high-quality, relevant, and distinctive academic and research programs.


The State of Florida is heavily investing in transportation infrastructure: highways, air, marine, spaceports and rail systems. “Governor Scott invests $8.8 billion in strategic transportation improvements . . .” (Florida Department of Transportation, FDOT, Florida Multimodal Connection, 2nd Quarter, 2014, p. 2).

Florida jobs in the industry sectors of transportation and warehousing (up 3.8%), and support activities for transportation (up 6.4%) have risen a total of 10.2% from 2013 to 2014 (Florida Department of Transportation, FDOT, Florida Multimodal Connection, 2nd Quarter, 2014, p. 3; original source - Florida Department of Economic Opportunity).

To meet this workforce need for transportation and logistics professionals, and as discussed in the 2014 Gulf Coast Trade Alliance World Trade Conference- Pensacola, FL (May 1-2), Florida will need well educated managers in how to evaluate logistics issues, services, and costs, and make profitable and service quality decisions.

UWF graduates receive offers from logistics providers having operations within Florida. Crane Logistics’ salaries reach $42,000 (8 UWF students) and J.B. Hunts’ reach $54,000 (4 UWF students) after 6-months’ training; while, Ascend’s (4 UWF students) start over $50,000. More than fifty UWF SCLM students have received average starting salaries of $40,000 with a high of $62,000. Our proposed degree will help:

- Advance UWF as the region’s choice educational institution.
- Provide high-quality relevant knowledge enhancing graduates’ quality of life.
- Increase the salaries of graduates employed in Florida.

Proposed degree has a student-oriented capstone course, SCLM Strategy, designed with industry partners to provide:

- High-impact learning.
- Interactive real-world business cases and data.
Hands-on technology systems experiences.

The degree will gain community visibility as a leading example of UWF’s excellence in distinctive teaching.

Priority 3.1: Develop, cultivate, assess, and sustain a network of mutually beneficial community partnerships.

The logistics faculty have developed partnerships with community business partners, including managers at Ascend Performance Materials, Gulf Power, Lewis Bear Corporation, Port of Pensacola, QMotion, Sherwin Williams, Fastenal, Port of Mobile, Traff Transit, C.H. Robinson, Crane Worldwide Logistics, and others.

The relationships have been developed and sustained over a 9-year period. Results of the relationships include, scholarship donations, endowment from Lewis Bear, internships for students, tours of logistics operations at partnering facilities, industry speakers in the classroom, corporate recruiting of our graduates, and a well-supported Annual Cookout with Industry and Alumni Partners. The plan for the stand-alone degree is to work with each current industry partner to take the relationship to the next level. Dr. Keller, Dr. Lemay, and Dr. Ralston are working with each industry partner to define and plan for increased interaction and collaboration between UWF’s logistics program and its industry partners. One important step is being taken to assemble a board of directors for the new program.

Priority 3.2: Advance the economy and quality of life in the region through partnerships with the citizens, businesses, organizations, and communities UWF serves.

As previously stated, our logistics graduates receive high starting salaries, averaging and exceeding $40,000 annually. This level of professional pay advances the quality of life in the region. Moreover, the proposed program is partnering with the Pensacola High School International Trade and Logistics Academy to offer high school students interested in logistics an opportunity to pursue and achieve a college degree in the discipline and career opportunities, thereafter.

Priority 3.3: Expand community awareness, visibility, and support of UWF through its mutually beneficial partnerships.

Community awareness, visibility, and support will be increased as Dr. Keller, Dr. Lemay, and Dr. Ralston continue to pursue interactions with industry through student tours of industry facilities, coaching student logistics teams competing in national competitions, present logistics topics to the community when appropriate, and continue to expand efforts to assist students in launching career positions in our region.

Priority 4.3: Maximize the acquisition and development of resources, and strategically align and integrate planning, budgeting, assessment, and continuous improvement efforts.”
Dr. Keller and Dr. LeMay have been working with UWF administration to identify and develop plans to work with industry partners to develop resources and revenue to help sustain the proposed program. With respect to assessment, the proposed program has evidence-based assignments within the 4000-level core specialization courses to assure continuous improvement in material and method of education.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

RESPONSE:

Existing College of Business strengths include, for example, the accreditation by AACSB International and the community connections to the Chamber of Commerce, SBDC, and OEDE.

The proposed program strategy includes logistics professors contributing to public discussions and conferences pertaining to logistics in our region. Dr. Keller took part as an invited speaker during the spring 2014 at two conferences pertaining to trade and logistics in the Pensacola region. The OEDE has approached Dr. Keller and Dr. Lemay about partnering with the Port of Pensacola and port user Off-shore Inland Company to create a marketing strategy and plan to attract new targeted business to the port.

The proposed logistics program will meet and exceed all of the AACSB International standards and requirements. The program will continue to provide students with high-impact learning experiences through interaction with industry and through developing and teaching students through real-world live business logistics case studies in the 4000-level logistics core courses. Business logistics case approach to teaching has proven valuable over the years as UWF students have 8 times in 9 years placed 1st through 4th against approximately 15 of the nation’s leading logistics programs.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

RESPONSE:

<table>
<thead>
<tr>
<th>Planning Process</th>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2008</td>
<td>Over 100 leading U.S. logistics professors</td>
<td>2008 FedEx Logistics Education Summit, hosted by UWF and the University of Arkansas</td>
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<tr>
<td></td>
<td>Fall 2008/Spring 2009</td>
<td>Pensacola regional logistics managers and UWF logistics students</td>
<td>Semester logistics luncheon for program planning and interaction between logistics managers and UWF logistics students</td>
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<tr>
<td>Semester</td>
<td>Participants</td>
<td>Event Description</td>
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<tr>
<td>Fall 2012</td>
<td>Dr. Scott Keller, Dr. LeMay, and faculty Chris Fleming</td>
<td>Logistics faculty strategic planning meetings and creation of first draft of a formal Logistics Strategic Plan</td>
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<tr>
<td>Fall 2012</td>
<td>Department faculty</td>
<td>Logistics faculty inform department faculty that a logistics strategic plan is being formulated</td>
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<td>Pensacola regional logistics managers, alumni, and UWF logistics students</td>
<td>Annual cookout with industry and alumni partners for planning and interaction with UWF logistics students</td>
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<tr>
<td>Fall 2013</td>
<td>Dr. Keller and Dr. LeMay (Chris Fleming no longer on faculty)</td>
<td>Logistics faculty strategic planning meetings to create second formal draft of a Logistics Strategic Plan</td>
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<tr>
<td>Spring 2014</td>
<td>Pensacola regional logistics managers, alumni, and UWF logistics students</td>
<td>Annual cookout with industry and alumni partners for planning and interaction with UWF logistics students. Dr. John Ozment, founder of University of Arkansas Supply Chain Management and Logistics program key note speaker addressing the “state of logistics education” and UWF’s progress and future outlook for a stand-alone program. UWF</td>
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graduate, John David Thomas, also addressed attendees about the success and future of UWF’s logistics program.

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<thead>
<tr>
<th>Spring 2014</th>
<th>Dr. Keller and Pensacola area industry managers and city officials</th>
<th>Dr. Keller presented the current state of logistics education and the proposed stand-alone Supply Chain Logistics Management degree requirements and job placement opportunities to attendees (approximately 100) at two public meetings discussing Trade and Logistics in the Pensacola region.</th>
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<tr>
<td>Spring 2014</td>
<td>Dr. Keller and Dr. Lynch</td>
<td>Met with Dr. Lynch, founder of Dalhouse University’s logistics program, to discuss UWF’s program strategy and future.</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Dr. Keller and Clifford F. Lynch</td>
<td>Met with Clifford F. Lynch, former V.P. Logistics, Quaker Oats, to discuss UWF’s program strategy and future.</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Dr. Keller and Dr. LeMay</td>
<td>Logistics faculty strategic planning meetings to create final formal analysis of logistics program compared to other programs within the department. Final draft of the Logistics Strategic Plan.</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Dr. O’Keefe, Dr. Ranelli, Dr. Backman, Dr. Arguea, Dr. Keller, and Dr. LeMay</td>
<td>Dr. Keller and Dr. LeMay present the formal analysis of the logistics program performance and the Logistics Strategic Plan.</td>
</tr>
<tr>
<td>Timeframe</td>
<td>Participants</td>
<td>Meeting Details</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Dr. Kelly, Dr. O’Keefe, and Dr. Keller</td>
<td>Meet with Crane Worldwide Logistics to discuss partnership and the new UWF proposed Supply Chain Logistics Management degree program</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>Dr. Keller and Keri Kelly</td>
<td>Met with Keri Kelly, materials management officer Ascend Performance Materials to discuss partnership and the new UWF proposed Supply Chain Logistics Management degree program</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>Dr. Keller and Steve Williams</td>
<td>Met with Steve Williams, Supply Chain Director, Gulf Power to discuss partnership and the new UWF proposed Supply Chain Logistics Management degree program</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>Dr. Keller and U.S. Customs Officer Frank Lenox</td>
<td>Met with U.S. Customs Officer, Frank Lenox to discuss partnership and the new UWF proposed Supply Chain Logistics Management degree program</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>Dr. O’Keefe, Dr. LeMay, Dr. Keller, and President and Manager of QMotion, Pensacola.</td>
<td>Met with QMotion to discuss partnership and the new UWF proposed Supply Chain Logistics Management degree program</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>Dr. Keller and Katy Jones</td>
<td>Met with Katy Jones, Warehouse Manager for Medi Home Health Durable Medical Equipment to discuss partnership and the new UWF proposed Supply Chain Logistics Management degree program</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>Dr. Keller and Dr. Backman</td>
<td>Creation of pre-proposal for the stand-alone Supply Chain Logistics Management degree</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>Dr. Keller and Dr. Backman</td>
<td>Preparation start of the formal proposal for the stand-alone Supply Chain Logistics Management program</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Dr. Scott Keller, Dr. LeMay, and Dr. Ralston</td>
<td>Logistics faculty strategic planning meeting and input for the formal proposal for the stand-alone Supply Chain Logistics Management program</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Dr. Keller and Dr. Backman</td>
<td>Final creation of the formal proposal for the stand-alone Supply Chain Logistics Management program</td>
</tr>
</tbody>
</table>
Events Leading to Implementation

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2014</td>
<td>Creation of Pre-Proposal and Request to Waive Request to Explore and Plan for the stand-alone Supply Chain Logistics Management degree</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>Preparation start of the formal proposal for the stand-alone Supply Chain Logistics Management program</td>
</tr>
<tr>
<td>Summer 2014</td>
<td>Dr. Keller attended and presented the proposed degree requirements to students and parents during new student orientations</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Logistics faculty strategic planning meeting and input for the formal proposal for the stand-alone Supply Chain Logistics Management program</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Final creation of the formal proposal for the stand-alone Supply Chain Logistics Management program</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Formal program CCR and course CCRs created</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Formal program proposal provided to Associate Dean, Department Chair, and logistics faculty for review and editing</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Formal meeting to finalize edits to formal proposal with Associate Dean, Department Chair, and logistics faculty</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>Launched the new student Supply Chain Logistics Association to promote proposed degree and new course offerings, and further assist students in collaborating with industry managers and launching career logistics jobs</td>
</tr>
<tr>
<td>Fall 2014-Spring 2015</td>
<td>Pilot offering of the new specialization courses</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Prepare recruitment materials in collaboration with the offices of Admissions and Recruitment</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Conduct recruitment visits to area high schools and state colleges</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Prepare academic advising protocols in collaboration with College of Business advisors</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>Promoting the proposed degree and new course offerings to local and regional supply chain and logistics professionals</td>
</tr>
</tbody>
</table>

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

RESPONSE:

All BSBA and master's degree programs in the College of Business are accredited by AACSB International. The most recent AACSB accreditation review occurred in Spring 2013 with accreditation extended for the full 5-year period through Spring 2018. The review resulted in no recommendations and no required follow-up reports. The AACSB accreditation review was treated as the program review required by the Florida Board of Governors.
VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor’s degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

RESPONSE:

The Academic Learning Compact is included as Appendix B.

A Curriculum Map showing where in the program instruction and assessment related to program-level student learning outcomes occur is included in Appendix C.

Student Learning Outcomes

UWF Supply Chain Logistics Management graduates should be able to do the following:

Content
- Develop facility in the use of terminology and concepts in the major areas of business and supply chain logistics management:
  - Logistics
  - Supply Chain Management
  - Transportation
  - Procurement
  - Information Technology
  - Management
  - Accounting
  - Marketing
  - Economics
  - Finance

- Create, develop, and evaluate theory-driven, data-based, and ethical supply chain logistics management strategy appropriate for a given environment

Critical Thinking
- Identify and analyze key elements that comprise business problems/opportunities
- Select and apply appropriate discipline frameworks to address business problems/opportunities
- Select and apply appropriate problem-solving techniques to business problems
- Integrate knowledge across business disciplines to formulate defensible strategic business decisions

Communication
- Create and deliver effective oral presentations
- Develop effective written presentations
- Contribute effectively to group discussions
Integrity/Values
- Recognize legal and ethical problems that occur in business contexts
- Select and defend an appropriate ethical and legal course of action

Project Management
- Design and execute reasonable timelines for project completion
- Collaborate effectively with diverse individuals
- Manage appropriately to facilitate project completion

B. Describe the admission standards and graduation requirements for the program.

RESPONSE:

Admission Standards

Freshmen Admissions
The following outlines the general processing of all First Time in College students to the University of West Florida. These procedures are encompassed in UWF Regulation 3.001, approved by the University of West Florida Board of Trustees in June 2012.

General Provisions

- Admission decisions to the University of West Florida (“UWF” or “University”) are made by the University subject to the regulations of the Florida Board of Governors (“BOG”).
- For the purposes of this regulation, “First Time In College” (“FTIC”) students are defined as students who have earned a standard high school diploma from a regionally accredited high school or its equivalent and who have earned fewer than 12 semester hours of transferable college credit, as defined in UWF/REG 3.032(12), since graduating from high school, as evaluated by UWF.
- Undergraduate admission decisions for FTIC students are determined on a selective basis within curricular, space, enrollment and fiscal limitations. Satisfaction of minimum admission requirements does not guarantee acceptance. The selection process may include, but is not limited to, such factors as grades, test scores, pattern of courses completed, class rank, educational objectives, past conduct, academic recommendations, personal recommendations and achievements. Preference for admission in any term will be given to those applicants whose credentials indicate the greatest promise of academic success while enrolled at UWF. Admission to UWF as a FTIC student affords an applicant the ability to enroll as a degree-seeking candidate in pursuit of a baccalaureate degree.
- UWF does not discriminate in the admission process based upon age, color, disability, gender (sex or gender identity), marital status, national origin, race, religion, sexual orientation, or veteran status.
First Time in College Student Admission

The minimum admission requirements expected of FTIC students are established by the Florida Board of Governors and are set forth in BOG Regulation 6.002. Satisfaction of the BOG minimum requirements does not automatically guarantee admission to the University of West Florida.

The BOG minimum admission standards require:

1. A standard diploma from a regionally accredited high school or its equivalent. Applicants with a General Educational Development (“GED”) certificate must refer to sub-paragraph (5). Applicants that are participants in a Home Education or Other Non-Traditional High School Program must refer to sub-paragraph (6). (Students admitted under the Early Admission Program are exempted from this requirement.)

2. For students who entered high school on July 7, 2007, or later, completion of 18 academic units of college-preparatory, year-long courses or equivalents (normally offered in grades nine through 12) are required as follows:
   
   1. four (4) units of English – three of which must have included substantial writing requirements;
   
   2. four (4) units of mathematics – at the algebra I level and above;
   
   3. three (3) units of natural science – two of which must have included substantial laboratory requirements;
   
   4. three (3) units of social science – history, civics, political science, economics, sociology, psychology or geography;
   
   5. two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and
   
   6. two (2) additional academic elective units from among these five academic areas and other courses approved by the BOG.

7. For students who entered high school prior to July 7, 2007, completion of 18 academic units of college-preparatory, year-long courses or equivalents (normally offered in grades nine through 12) are required as follows:

   1. four (4) units of English- three of which must have included substantial writing requirements;
   
   2. three (3) units of mathematics- at the algebra I level and above;
   
   3. three (3) units of natural science- two of which must have included substantial laboratory requirements;
4. three (3) units of social science – history, civics, political science, economics, sociology, psychology or geography;

5. two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and

6. three (3) additional academic elective units from among these five academic areas and other courses approved by the BOG.

3. An official SAT Reasoning score (writing included) or ACT Plus Writing score; and

4. High school grades that meet either sub-paragraph a. or b.
   1. At least a “B” average (3.0 on a 5.0 scale) as computed by UWF in the required high school academic units in English, mathematics, natural science, social science, foreign language and electives; or
   
   2. At least a 2.5 grade point average (on a 5.0 scale) as computed by UWF in the required high school academic units in English, mathematics, natural science, social science and foreign language and electives and the following test scores:
      1. SAT – Critical Reading ≥ 460; or ACT – Reading ≥ 19
      2. SAT – Mathematics ≥ 460; or ACT – Mathematics ≥ 19
      3. SAT – Writing ≥ 440; or ACT – English/Writing ≥ 18

5. Applicants presenting a GED must present official GED results, official transcripts of any partial high school completion, and ACT Plus Writing and/or SAT Reasoning Test (all three portions). In addition to the test score requirements list above in 3. (b), GED applicants must receive a minimum composite score of 21 on the ACT Plus Writing, or an overall combined test score of 1450 on the SAT Reasoning Test (all three sections).

6. Applicants participating in a Home Education or Non-Traditional High School Program must present a transcript from the Home School Education Program (all units must be listed in Carnegie Units) and a document from their county stating that the applicant meets high school graduation requirements. In addition to the test score requirements list above in 3. (a) and (b), Home Education or Non-Traditional High School Program applicants must receive a minimum composite score of 21 on the ACT Plus Writing, or an overall combined test score of 1450 on the SAT Reasoning Test (all three sections).

Transfer Admissions
The following outlines the general processing of all Transfer students to the University of West Florida. These procedures are encompassed in UWF Regulation 3.032, approved by the University of West Florida Board of Trustees in June 2012. Until this approval, transfer student admission practices had been contained within the FTIC admission protocol. In June 2012, these procedures were developed into their own regulation.
General Provisions

- Admission decisions to the University of West Florida (“UWF” or “University”) are made by the University subject to the regulations of the Florida Board of Governors (“BOG”).
- “Transfer” applicants are those applicants who, prior to admission to UWF, have earned 12 or more semester hours of transferable college credit, as defined in this regulation, since graduating from high school, as evaluated by the Office of Undergraduate Admissions.
  1. Transfer applicants with fewer than 60 semester hours of transferable college credit must meet the transfer admission requirements set forth in paragraph (2) below, and these applicants must also meet the First Time In College (“FTIC”) student admission requirements located in UWF Regulation 3.001.
  2. Transfer applicants with 60 or more semester hours of transferable college credits must meet the transfer admission requirements set forth in paragraph (2) below.
- Undergraduate admission decisions for transfer students are determined on a selective basis within curricular, space, enrollment and fiscal limitations. Satisfaction of minimum admission requirements does not guarantee acceptance. The selection process may include, but is not limited to, such factors as grades, test scores, pattern of courses completed, class rank, educational objectives, past conduct, academic recommendations, personal recommendations and achievements. Preference for admission in any term will be given to those applicants whose credentials indicate the greatest promise of academic success while enrolled at UWF.
- UWF does not discriminate in the admission process based upon age, color, disability, gender (sex or gender identity), marital status, national origin, race, religion, sexual orientation nor veteran status.

Transfer Student Admission

The minimum admission requirements expected of transfer students are established by and are set forth in BOG Regulation 6.004. Satisfaction of the BOG minimum requirements does not automatically guarantee admission to the University of West Florida. The BOG regulation requires the transfer applicant to:

- Be in good standing and eligible to return to the last post-secondary institution attended as a degree-seeking student;
- Have a cumulative 2.0 Grade Point Average (“GPA”) on a 4.0 system. The GPA is calculated using all transferable post-secondary credits (see paragraph (12)b. below);
- Satisfy the minimum admission requirements for entering FTIC students (See UWF Regulation 3.001) if transferring with fewer than 60 semester hours; and
- Demonstrate proficiency to the second level of the same foreign language (or American Sign Language) taken either in high school or at the undergraduate institution(s) attended previously.
1. Transfer students not meeting the foreign language requirement may be admitted; however, if admitted, such students are required to complete the foreign language requirement prior to UWF graduation.
2. Transfer students who received an Associate of Arts (“AA”) degree from a Florida public college or university prior to September 1, 1989 are exempt from this requirement.

**International Undergraduate Admissions**

Applicants to the University are considered international if they are not U.S. Citizens, hold dual citizenship between the U.S. and another country, or are permanent residents currently residing in the U.S. In addition to the policies and procedures stated for the different categories of admission, the following information pertains to international applicants. Domestic applicants should refer to the “Freshman Admissions” or "Transfer Admissions" sections.

The following outlines the general processing of all International students to the University of West Florida. These procedures are encompassed in UWF Regulation 3.042, approved by the University of West Florida Board of Trustees in March 2012.

**International Student Office (ISO)**

1. Admission of international students to the University of West Florida (“UWF” or “University”) is governed by University of West Florida admission regulations 3.001, 3.002, 3.004, and 3.032, Florida Board of Governors (BOG) Regulations 6.001, 6.002, 6.003, 6.004, and 6.009, and the requirements herein.
2. For purposes of this regulation applicants to the University of West Florida will be considered “International” students if they are not U.S. citizens and if they require a visa to remain in the United States. Applicants who are permanent residents of the United States are not considered international students.
3. The admission requirements stated in the Board of Governors and UWF regulations are minimum requirements. Satisfaction of minimum requirements does not guarantee admission into the University. Preference for admission in any term will be given to those applicants whose credentials indicate the greatest promise of academic success.
4. Applicants must meet the following criteria and submit the required documentation to receive consideration for admission to the University:
   - A degree seeking applicant (undergraduate and graduate) whose native language is not English must provide evidence of English language proficiency. Non-degree undergraduate students are not required to provide documentation of English proficiency unless they are attending UWF under an international exchange agreement which requires the student to document English proficiency. The English requirement (proficiency in written and spoken English) may be fulfilled by establishing one of the following:
     1. That he or she is from a country where English is the official language; or
     2. That his or her prior associate’s, bachelor’s, master’s, or doctoral degree was earned from a regionally accredited college or university in the United States; or
3. That his or her prior bachelor’s, master’s, or doctoral degree was earned from a
country where English is the official language, or from a university at which
English is the official language of instruction; or

4. That he or she completed his or her junior and senior year in a U.S. high school
with a SAT Verbal score of 550 or a ACT English score of 23; or

5. That he or she achieved a qualifying score on the Test of English as a Foreign
Language (TOEFL), International English Language Testing System (IELTS)
or Michigan English Language Assessment Battery (MELAB)/Michigan
English Language Institute College English Test (MELICET).

- Qualifying scores for undergraduate applicants are either a TOEFL computer-based
score of 213, a TOEFL internet-based score of 78/80, a TOEFL paper-based score of
550, an IELTS score of 5.5/6, or a MELAB/MELICET score of 76/77. (Consult the
Undergraduate Catalog for sub-score requirements and for specific program
requirements, which may be higher.)

1. Undergraduate applicants must have a 2.5 GPA on a 4.0 scale as calculated by
UWF Office of Undergraduate Admissions.

2. Applicants must submit transcripts evidencing all prior academic course work
including post-secondary education. The University requires an official copy of
all academic credentials. Transcripts that are not in English must be
accompanied by a certified English translation. Transcripts from educational
institutions outside the United States must be evaluated by a credential
evaluation service, as specified on the international application. (All academic
credentials become property of the University. They will not be returned or
forwarded to a third party. Credentials of applicants who do not enroll within
one year will be destroyed).

3. Applicants must submit a non-refundable application fee payable in U.S.
dollars.

4. Applicants must complete and submit the following medical information:

   1. a Physician’s Evaluation Form and a Medical History Form completed
      by a physician, indicating the applicant’s fitness, mentally and
      physically to pursue a college level study program.

   2. Documentation of MMR (measles, mumps and rubella) immunization,

   3. Proof of immunization for meningitis and hepatitis B, or a signed
      waiver indicating the applicant’s informed decision not to be
      vaccinated.
5. Applicants must provide proof of medical insurance that complies with the requirement of University policy, AC-6.00-08/08 “Medical Insurance Coverage for Enrolled International Students” for all applicants on F-1 or J-1 visas.

6. Applicants must provide a Certification of Finances before the Certificate of Eligibility (Form I-20 or a DS-2019) will be issued by the University. The Certificate of Finances will show specific sources of a satisfactory level of financial support and the amount expected from each source. Funding sources must be verified by the student’s or sponsor’s bank by submitting an original bank statement from the student’s or sponsor’s financial institution. The total funds available to the student for the first academic year must at least equal the total estimates of institutional costs and living expenses. For applicants living outside the U.S., the Declaration and Certification of Finances must be received by the University no later than the application deadline each semester.

7. For transfer students: A completed transfer clearance form is required for F-1 applicants to verify their eligibility to transfer in F-1 status.

8. Undergraduate applicants who have provided all required materials and who meet all admission requirements except the English proficiency requirement may be considered for Conditional Admission to the University. Undergraduate students who receive a Conditional Admission letter who desire to attend UWF must enroll in the Intensive English Program at UWF. If such students seek to enroll in a degree program, they must meet the requirements set forth in paragraph (4) iv., above.

9. Undergraduate applicants who have provided all required materials and who meet all admission requirements except the English proficiency requirement may be considered for Conditional Admission to the University. Undergraduate students who receive a Conditional Admission letter who desire to attend UWF must enroll in the Intensive English Program at UWF. If such students seek to enroll in a degree program, they must meet the requirements set forth in paragraph (4) iv., above.

10. Applicants will not be considered for admission until the University has received all required materials. Undergraduate international student applications, along with all other records required for admission must be received by the program deadline or university international application deadline, whichever is earlier, unless the deadline is waived by the University in writing.

General Readmission

Readmission to Baccalaureate Programs

Undergraduate students not in attendance at UWF for three or more consecutive academic semesters (including summer semester) must complete the Readmission
Application and provide any required documentation amassed during the absence. The Application for Readmission must be filed according to admissions deadlines. The Application for Readmission does not include an application fee. Readmitted students will have their official Catalog year automatically updated for the new term of entry. Undergraduates can use the readmission application to change their major upon readmission only if their UWF grade point average is 2.0 or above.

Degree-seeking students file the readmission application online using the Office of Undergraduate Admissions website. Official transcripts from each college or university attended during the absence to the previous enrollment at UWF must be submitted to the Office of Undergraduate Admissions before the first day of classes of the semester for which the student has been readmitted. If a student is currently enrolled at another institution, the final transcript must be submitted when the term has ended. A hold will be placed on the account preventing the student from registering for future semesters until all transcripts are received.

Readmission is not automatic (see Academic Suspension and Reinstatement). Suspended students must be reinstated by the college of their former major before readmission can be completed. Students who subsequently earn an associate of arts degree (A.A.) at another Florida public institution should refer to the A.A. Forgiveness policy section.

BSBA Supply Chain Logistics Management Program Requirements

Semester Hours Required for Degree: 120

In addition to the university’s general requirements, students seeking the B.S.B.A. in Supply Chain Logistics Management must meet the requirements listed below. A minimum course grade of "C" (2.0) is required in all College of Business prerequisites and courses.

Lower Division

  General Education       36-37 sh
  Common Prerequisites    21
  Lower Division Electives 3-12

Sub Total         60

Upper Division

  College of Business Core 30
  Major               21
  Major-Related       9

Sub Total         60

Total              120 sh
General Studies

In addition to the general studies requirements students must satisfy all additional University requirements, including the Gordon Rule, multicultural, and foreign language requirements. With appropriate planning and coordination with an academic advisor, students may satisfy some of the general University requirements through the General Studies curriculum. For a complete listing of general degree requirements, refer to the "Graduation and General Degree Requirements" section of this catalog.

Supply Chain Logistics Management majors should take SPC 2608 Basic Communication Skills to satisfy the humanities/values and expressions component, STA 2023 Elements of Statistics and MAC 2233 Calculus with Business Applications to satisfy the mathematics component, and ECO 2013 Principles of Economics Macro to satisfy the social science/socio-political components of General Studies.

Common Prerequisites

State mandated common prerequisites must be completed prior to graduation, but are not required for admission to the program. See the Common Prerequisite Manual for course substitutions from Florida colleges and universities.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 2021</td>
<td>Principles of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACG 2071</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>CGS 2570</td>
<td>Personal Computer Applications</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2013</td>
<td>Principles of Economics Macro</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2023</td>
<td>Principles of Economics Micro</td>
<td>3</td>
</tr>
<tr>
<td>MAC 2233</td>
<td>Calculus with Business Applications</td>
<td>3</td>
</tr>
<tr>
<td>STA 2023</td>
<td>Elements of Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>21</td>
</tr>
</tbody>
</table>

* Indicates common prerequisites which can be used to satisfy General Studies requirements

Lower Division Electives

Students must complete sufficient 1000/2000 level electives to complete at least 60 semester hours in the lower division. Current UWF students may use elective courses at any level (1000-4000) to meet this elective requirement.

<table>
<thead>
<tr>
<th></th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3-12</td>
</tr>
</tbody>
</table>

39
Major

Students must complete courses from both the C.O.B core (30 sh) and from the specialization (30 sh).

College of Business Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUL 3130</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3403</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>GEB 3213</td>
<td>Writing for Business: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>GEB 3453</td>
<td>Business Ethics and Stakeholder Management</td>
<td>3</td>
</tr>
<tr>
<td>GEB 4361</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>ISM 3011</td>
<td>e-Business Systems Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3025</td>
<td>Management Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3504</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4720</td>
<td>Policy Analysis and Formulation</td>
<td>3</td>
</tr>
<tr>
<td>MAR 3023</td>
<td>Marketing Fundamentals</td>
<td>3</td>
</tr>
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</table>

Total Hours 30

Supply Chain Logistics Specialization

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR 3202</td>
<td>Supply Chain Logistics Management</td>
<td>3</td>
</tr>
<tr>
<td>TRA 3153</td>
<td>Strategic Transportation Management</td>
<td>3</td>
</tr>
<tr>
<td>MAR 3XX4</td>
<td>Warehousing and Terminal Management</td>
<td>3</td>
</tr>
<tr>
<td>MAR 4XX4</td>
<td>Purchasing and Supply Management</td>
<td>3</td>
</tr>
<tr>
<td>MAR 4XX3</td>
<td>Global Logistics Management</td>
<td>3</td>
</tr>
<tr>
<td>MAR 4XX2</td>
<td>Logistics Systems and Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MAR 4XX1</td>
<td>Seminar in Supply Chain Logistics Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 21

40
**Major Related**

<table>
<thead>
<tr>
<th>3000/4000 advisor-approved courses (including logistics internship)</th>
<th>9</th>
</tr>
</thead>
</table>

Total Hours 30

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

**RESPONSE:**

Lower Division

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>36-37 sh</td>
</tr>
<tr>
<td>Business Common Prerequisites</td>
<td>21</td>
</tr>
<tr>
<td>Lower Division Electives</td>
<td>3-12</td>
</tr>
</tbody>
</table>

Sub Total 60

Upper Division

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business Core</td>
<td>30</td>
</tr>
<tr>
<td>Supply Chain Logistics Management Major</td>
<td>21</td>
</tr>
<tr>
<td>Major-Related</td>
<td>9</td>
</tr>
</tbody>
</table>

Sub Total 60

Total 120 sh
D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

RESPONSE:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC1101</td>
<td>English Composition I</td>
<td>3</td>
<td>ENC1102</td>
<td>English Composition II</td>
<td>3</td>
</tr>
<tr>
<td>Gen. Studies</td>
<td>Behavioral</td>
<td>3</td>
<td>Gen. Studies</td>
<td>Historical</td>
<td>3</td>
</tr>
<tr>
<td>MAC1105</td>
<td>College Algebra</td>
<td>3</td>
<td>CGS2570</td>
<td>Personal Computer Appl.</td>
<td>3</td>
</tr>
<tr>
<td>ECO2013</td>
<td>Macroeconomics</td>
<td>3</td>
<td>ECO2023</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Freshman Year**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen. Studies</td>
<td>Behavioral</td>
</tr>
<tr>
<td>Gen. Studies</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen. Studies</td>
<td>Literature</td>
<td>3</td>
<td>Gen. Studies</td>
<td>Science with Lab</td>
<td>4</td>
</tr>
<tr>
<td>Gen. Studies</td>
<td>Values</td>
<td>3</td>
<td>Gen. Studies</td>
<td>elective</td>
<td>2</td>
</tr>
<tr>
<td>Gen. Studies</td>
<td>Elective</td>
<td>3</td>
<td>Gen. Studies</td>
<td>elective</td>
<td>3</td>
</tr>
<tr>
<td>ACG2021</td>
<td>Financial Accounting</td>
<td>3</td>
<td>ACG2071</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MAC2233</td>
<td>Calculus w Bus Appl</td>
<td>3</td>
<td>STA2023</td>
<td>Elements of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Junior Year**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR3023</td>
<td>Marketing Fundament</td>
<td>3</td>
<td>MAR4XX2</td>
<td>Logistics System &amp; Analytics</td>
<td>3</td>
</tr>
<tr>
<td>MAR3202</td>
<td>Supply Chain Logistics Mgt</td>
<td>3</td>
<td>TRA3153</td>
<td>Strategic Transportation Mgt</td>
<td>3</td>
</tr>
<tr>
<td>MAN3025</td>
<td>Management Fundament</td>
<td>3</td>
<td>3/4000</td>
<td>Choose 1st of 3 electives</td>
<td>3</td>
</tr>
<tr>
<td>FIN3403</td>
<td>Managerial Finance</td>
<td>3</td>
<td>MAN3504</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>GEB3213</td>
<td>Writing for Business</td>
<td>3</td>
<td>GEB3453</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prerequisites/Notes: MAR3202 is a prerequisite for all future logistics courses. Logistics Systems and Analytics is a concurrent prerequisite for the capstone Seminar in Supply Chain Logistics Strategy course. The 3000/4000 electives (selected from a combination of courses in SCLM, Marketing, Economics, Management, and Information Systems, along with the option of an internship in the SCLM field) will be selected with consultation and approval of the COB advisor and the SCLM faculty.
### Senior Year

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR3XX4</td>
<td>Warehousing &amp; Terminal Mgt</td>
<td>3</td>
<td>MAR4XX1</td>
<td>Seminar Supply Chain Strategy</td>
<td>3</td>
</tr>
<tr>
<td>MAR4XX4</td>
<td>Purchasing &amp; Supply Mgt</td>
<td>3</td>
<td>GEB4361</td>
<td>International Env Of Bus</td>
<td>3</td>
</tr>
<tr>
<td>3/4000</td>
<td>Choose 2nd of 3 electives</td>
<td>3</td>
<td>MAR4XX3</td>
<td>Global Logistics Management</td>
<td>3</td>
</tr>
<tr>
<td>BUL3130</td>
<td>Legal Environment of Bus</td>
<td>3</td>
<td>3/4000</td>
<td>Choose 3rd of 3 electives</td>
<td>3</td>
</tr>
<tr>
<td>ISM3011</td>
<td>E-Business Fundament</td>
<td>3</td>
<td>MAN4720</td>
<td>Policy Analysis and Form</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td></td>
<td><strong>120</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E. Provide a one- or two-sentence description of each required or elective course.

**RESPONSE:**

### Common Prerequisites

State mandated common prerequisites must be completed prior to graduation, but are not required for admission to the program. See the [Common Prerequisite Manual](#) for course substitutions from Florida colleges and universities.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 2021</td>
<td>Principles of Financial Accounting:</td>
<td>3</td>
<td>Introduction to financial accounting as an information and decision support system for users of financial information.</td>
</tr>
<tr>
<td>ACG 2071</td>
<td>Principles of Managerial Accounting:</td>
<td>3</td>
<td>Role of accounting as a tool in decision making process within economic framework of the firm.</td>
</tr>
<tr>
<td>CGS 2570</td>
<td>Personal Computer Applications:</td>
<td>3</td>
<td>Internet Based online course, which provides practical experience with current popular microcomputer application packages. Students typically learn to use word-processing, spreadsheet, database software, and PowerPoint. Required for CIS majors but may not be taken for credit by CS majors.</td>
</tr>
<tr>
<td>ECO 2013</td>
<td>Principles of Economics Macro *:</td>
<td>3</td>
<td>Introduction to economics with emphasis on the study of aggregate economic activity, national income, price level determination, and economic growth and development. (General Studies Course: SS / SOC).</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>ECO 2023</td>
<td>Principles of Economics Micro:</td>
<td>Introduction to economics with an emphasis on the determination of prices in the market economy and their role in allocating commodities and economic resources to various users. Study of market structure and efficiency. This course is recommended to be taken after ECO 2013.</td>
<td>3</td>
</tr>
<tr>
<td>MAC 2233</td>
<td>Calculus with Business Applications*:</td>
<td>Sets and functions; derivatives; areas under a curve; integration; exponentials and logarithms; applications of derivatives and integrals. (Gordon Rule Course: Theoretical Math) and (General Studies Course: MAT/MAT).</td>
<td>3</td>
</tr>
<tr>
<td>STA 2023</td>
<td>Elements of Statistics*:</td>
<td>Fundamental statistical concepts. Probability, inference, estimation, hypothesis testing. (Gordon Rule Course: Applied Math) and (General Studies Course: MAT / MO).</td>
<td>3</td>
</tr>
</tbody>
</table>

* Indicates common prerequisites which can be used to satisfy General Studies requirements

**Major**

Students must complete courses from both the C.O.B core (30 sh) and from the specialization (30 sh).

**College of Business Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUL 3130</td>
<td>Legal Environment of Business:</td>
<td>Background of law and legal environment of business, including administrative, social, political and ethical aspects. Coverage of law includes contracts, sales under Uniform Commercial Code, negotiable instruments and personal and real property.</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3403</td>
<td>Managerial Finance:</td>
<td>Analytical concepts available to financial manager in acquisition and effective utilization of funds in relation to other management functions.</td>
<td>3</td>
</tr>
<tr>
<td>GEB 3213</td>
<td>Writing for Business: Theory and Practice:</td>
<td>Augments the basics of business writing while reviewing the various kinds of written business correspondence. Students are expected to integrate ethical decision making skills, word processing skills, grammar and writing skills, and analytical thinking skills into the content. Students must be able to determine solutions to problem based exercises. Team assignments and oral presentations may relate to student's discipline. (Gordon Rule Course: Writing).</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>GEB 3453</td>
<td>Business Ethics and Stakeholder Management</td>
<td>Managers are confronted with increasingly complex environments and face challenges trying to balance economic, legal, and ethical responsibilities vis-a-vis the stakeholder groups with which they interact. This course investigates the spectrum of business ethics and social responsibility issues that managers face in today's organizations. Course will be grounded in contemporary events and addresses these challenges from an individual and a managerial perspective.</td>
<td>3</td>
</tr>
<tr>
<td>GEB 4361</td>
<td>International Business</td>
<td>Introduces students to the complexities of conducting business on a global scale. Businesses typically develop in a domestic setting and then expand into international commerce. Focuses on the necessary adaptations of business practices for success in global markets. Offered concurrently with GEB 5365; graduate students will be assigned additional work. Meets Multicultural requirement.</td>
<td>3</td>
</tr>
<tr>
<td>ISM 3011</td>
<td>e-Business Systems Fundamentals</td>
<td>Use and application of information system technology in the business environment, with emphasis on the fundamental e-Business models, technology concepts and systems used to enable and conduct electronic business. Concepts include the components of an I.S., the systems development process, the functions of the various types of communication networks, hardware, and software, including practical, hands-on projects designed to enhance e-Business analytical skills. Completion of 45 s h of college course work is required prior to this course.</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3025</td>
<td>Management Fundamentals</td>
<td>Study of principles of management. Process and content of management analyzed. Emphasizes classical, human relations, human resources, behavioral and quantitative management methods. Content includes planning, organizing, leading, control, employment cycle, organization design, and motivation.</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3504</td>
<td>Operations Management</td>
<td>Application of quantitative and qualitative management techniques for improving quality and efficiency of manufacturing and service organizations. Coverage of productivity, quality, forecasting, design of goods/services, project management and other related topics.</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4720</td>
<td>Policy Analysis and Formulation</td>
<td>Aggregate planning and development of overall policy for organizations. Emphasizes the system interrelationship of the functional areas of enterprise from the viewpoint of top executives. Senior status and</td>
<td>3</td>
</tr>
</tbody>
</table>
permission is required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR 3023</td>
<td>Marketing Fundamentals: Function of marketing in our economic system; role of the consumer in marketing decisions; the decisions marketing managers must make to provide goods and services priced, promoted and distributed to meet organizational objectives in changing environments.</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Supply Chain Logistics Management Major**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR 3202</td>
<td>Supply Chain Logistics Management: Presents the fundamental elements of integrated supply chain and logistics management. It examines the strategic and operational decisions necessary to plan, implement, and control the procurement, storage, management, and distribution of materials, components, and finished goods. Emphasis is placed on product, service, information, and financial flows as facilitated by supply chain logistics strategies, transportation and distribution center operations, facility and network design, inventory and order management, customer service, information execution systems, and outsourcing decisions.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>TRA 3153</td>
<td>Strategic Transportation Management: Presents the fundamental elements necessary to plan transportation systems. It examines the importance of transportation in the economy and the strategic and operational roles of transportation in supply chains. Emphasis is placed on domestic and global transportation operations, services pricing, carrier selection, equipment and shipment planning, transportation execution systems, intermodal operations, security, and expanded services in distribution.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MAR 3XX4</td>
<td>Warehousing and Terminal Management: Students obtain the critical knowledge to select, plan, and manage warehousing and intermodal freight terminal facilities. It is a critical course for students interested in logistics careers by providing students with knowledge about managing freight facility processes, materials, parts and finished goods, and the workforce.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MAR 4XX4</td>
<td>Purchasing and Supply Management: Students will learn the fundamental concepts of purchasing, negotiation and supply management. Emphasis is placed on strategic sourcing, negotiation, cost management,</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Units</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>MAR 4XX3</td>
<td>Global Logistics Management:</td>
<td>Students will explore logistics and supply chain operations from a global perspective. Course material and experiences will focus on import and export processes, port and logistics facility operations, raw material and finished goods movement across borders, and equipment and technology for global logistics.</td>
<td>3</td>
</tr>
<tr>
<td>MAR 4XX2</td>
<td>Logistics Systems and Analytics:</td>
<td>Students will learn to make improved business logistics and supply chain management decisions through the practical application of multiple analytical techniques used by managers in the field. Emphasis is placed on supply chain network analysis and design, inventory analysis and decision making, equipment and resource management, information management systems for analyzing and executing logistics decisions, and process management improvements to reduce total logistics cost and improve logistics service.</td>
<td>3</td>
</tr>
<tr>
<td>MAR 4XX1</td>
<td>Seminar in Supply Chain Logistics Strategy:</td>
<td>Students receive active learning opportunities to evaluate strategic issues in managing logistics and transportation throughout consumer and industrial supply chains. Today’s supply chains require managers to be skilled in evaluating complex business logistics situations and in making decisions that have immediate and long-term corporate implications. The real-world and live case-based material is designed to help students develop high-level analytical and decision-making skills pertaining to the many logistics operations that influence the service levels and capabilities of domestic and global supply chains.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Three 3000/4000 Major-related/advisor approved upper-division College of Business courses (including logistics internship)</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>
F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.

RESPONSE:

Industry-driven competencies were identified and incorporated into the curriculum in several key ways:

1. The Council of Supply Chain Management Professionals (CSCMP) is the leading industry association for managers of supply chain logistics. The council provides materials and guidance on topics of importance for logistics managers to understand. Dr. Keller and Dr. LeMay have been active members of the Council allowing them, in collaboration with industry managers, to take part in exploring and creating university-level educational material. The Council manages the administration of testing for the CSCMP professional certification program. Dr. Keller and Dr. LeMay have written books and articles used in preparation for the professional certification. This material has been incorporated into our proposed curriculum.

2. Dr. Keller, Dr. LeMay, and Dr. Ralston are members of the CSCMP Educators’ Conference. The group of leading supply chain and logistics educators meet annually to discuss the state of logistics education and to share ideas and research in the development of program curriculum.

3. The current UWF logistics program has for years collaborated with Pensacola regional business leaders and national corporate partners to identify the tools and skills most important when considering a college graduate for a professional logistics position. Collaborations are on-going and have resulted into the projects and case studies used in our supply chain logistics coursework.

4. The annual logistics luncheon/cookout hosted by UWF’s logistics faculty and students has a collaborative educational element where information is exchanged formally and informally between industry logistics managers and UWF logistics faculty. The information pertains to the content provided through the curriculum. A formal Board of Directors is being assembled to formalize the industry guidance in continuously improving our proposed Supply Chain Logistics degree curriculum.

G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

RESPONSE:

The proposed BSBA in Supply Chain Logistics Management will be covered under the University’s current accreditation by AACSB International.
H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor’s or master’s programs associated with the proposed program. Are the programs accredited? If not, why?

**RESPONSE:**

The program is not a doctoral program.

I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

**RESPONSE:**

The anticipated delivery system for the proposed program includes traditional delivery on the main UWF campus. While it may be possible in the future, at present time and considering the few current programs throughout Florida, it is not feasible to expect the program to be delivered through collaboration of other universities.

IX. Faculty Participation

A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

**RESPONSE:**

See Table 4 in Appendix A.
B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

RESPONSE:

See Table 2 in Appendix A.

Faculty costs are those associated with the teaching of major courses in the BSBA in Supply Chain Logistics Management, the teaching of major-related electives, and the teaching of College of Business BSBA core courses. Figures in the Year 1 columns represent funds “reallocated” from those associated with the current Supply Chain Logistics specialization in the BSBA in Marketing to the stand-alone program. Figures in the Year 5 columns represent the funding required for increases in instructional time based on projected enrollment growth.

C. Provide the number of master’s theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Theses</th>
<th>Dissertation</th>
<th>Professional Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Scott Keller</td>
<td>1</td>
<td>1 committee</td>
<td>31 Peer-Reviewed Journal Articles</td>
</tr>
<tr>
<td>Dr. Steven LeMay</td>
<td>4</td>
<td>4 directed</td>
<td>34 Peer-Reviewed Journal Articles</td>
</tr>
<tr>
<td>Dr. Peter Ralston</td>
<td></td>
<td>2</td>
<td>2 Peer-Reviewed Journal Articles</td>
</tr>
</tbody>
</table>

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, refereed publications, as well as qualitative indicators of excellence.

RESPONSE:

Teaching Productivity

With respect to teaching productivity, the dramatic increase in enrollments in MAR 3202 Supply Chain Logistics is evidence of the viability of supply chain logistics courses.
Similarly, the steady increase in numbers of students declaring the Supply Chain Logistics specialization in the BSBA in Marketing as their major provides evidence of increasing demand and interest in the program.

Please see 5-year AACSB curriculum vitae for Dr. Keller, Dr. LeMay, and Dr. Ralston in Appendix D.
Summary of Professional Productivity of Faculty Associated with the Proposed Degree Program

Scott Keller, Ph.D.

Research (examples of research excellence)
- 31 Peer-Reviewed Journal Articles
- 22 Professional Publications
- 79 Professional presentations
- 1 Professional/Academic book
- UWF graduate and undergraduate teaching.
- UWF Faculty Distinguished Research and Creative Activities Scholar Award (2014).
- Dyson Award for Excellence in Research (2010-2011; 2009-2010).
- Faculty Distinguished Research Scholar Award,” university-wide, University of West Florida (2008).
- Recognized in top 5% of the most productive and frequently published researchers in top logistics journals (see Chad W. Autry and Stanley E. Griffis (2005), “A Social Anthropology of Logistics Research: Exploring Productivity and Collaboration in an Emerging Science,” Transportation Journal, Vol. 44, No. 4, p. 32. Data includes the leading logistics journals since inception).

Teaching (examples of teaching excellence)
- Created UWF College of Business Logistics Specialization Program and Logistics Certificate Program.
- Developed the curriculum and program strategy for the proposed stand-alone Supply Chain Logistics Management degree.
- Created and taught the 3 foundational courses for the logistics programs; Supply Chain Logistics, Strategic Transportation Management, and Global Logistics Management.
- Taught the Marketing Strategy capstone course for the Marketing BSBA degree program and developed the course into a business case analysis course.
- Taught the Marketing Management course in the UWF/Germany MBA program.
- Faculty coach for UWF’s student team, Denver National Student Logistics Case Competition (2005-Present); producing 2 first place and 2 second place teams. Overall, UWF teams have come in 4th place and above in competitions in 8 of the past 9 years.
- UWF Excellence in Teaching Award (2009-2010).
- Distinguished Teaching Award, university-wide, University of West Florida (2006).
Service (examples of service excellence)
- Faculty Advisor, Supply Chain Logistics Management Association (2014-Present).
- Faculty Advisor, Marketing and Logistics Association (2005-2014).
- UWF Advisor of the Year Award from the University Commons and Student Involvement in Student Organizations (2014).
- Dyson Award for Excellence in Service (2010-2011).
- Outstanding Faculty Advisor Award, university-wide, presented by UWF Division of Student Affairs, 19th Annual Student Leadership Awards Banquet (2006-2007).
- Educator of the Year Award, Denver Transportation Club, Operation Stimulus (2008).
- UWF University Faculty Personnel Committee (2010-Present).
- UWF Scholarly and Creative Activities Committee (2009-Present).
- UWF Supply Chain Logistics Strategy Committee.
- Various faculty search committees.

Steven LeMay, D.B.A. (Hired UWF, Fall 2012)

Research (examples of research excellence)
- 34 Peer-Reviewed Journal Articles
- 75 Professional Publications
- 43 Professional presentations (1990-present)
- 2 Professional/Academic books
- 1 Collection of educational materials


Teaching (examples of teaching excellence)
- Has taught 21 course sections since Fall 2012 when hired by UWF.
- UWF graduate and undergraduate teaching.
- Emeritus Professor, College of Business and Industry Department of Marketing, Quantitative Analysis, and Business Law - Mississippi State University (2007 - Present).
• Instrumental in helping to design the proposed stand-alone Supply Chain Management Degree curriculum and program direction and marketing.

Service (examples of service excellence)
• Outstanding Faculty Service Award, College of Business and Industry, Mississippi State University, 1989-1990.
• Council of Supply Chain Management Professionals, Track Chair.
• Marketing Theory and Practice, Conference and Track Chair.
• Atlantic Marketing Association, Track Chair.
• National Association of Purchasing Managers, Professional Development Chair.
• Transportation Clubs International, Education/Scholarship Committee Chair.
• Strategy Committee for Marketing Program.
• Reviewer, International Journal of Logistics Management
• Reviewer, Journal of Applied Marketing Theory (National).
• Reviewer, Journal of Competitiveness (National).
• Reviewer, International Journal of Commerce and Management.
• Co-Advisor, UWF Supply Chain Logistics Association.

Peter Ralston, Ph.D. (Hired at UWF Summer 2014; Received Ph.D. Summer 2014):

Research (examples of research excellence)
2 Peer-Reviewed Journal Articles (1 additional under review and 5 others in process)
2 Academic Conference Proceedings
5 Professional Presentations

• 2011-2014 Logistics Doctoral Symposium (selected as outstanding Ph.D. student to attend).
• 2012 Nominee to attend the Donald J. Bowersox Doctoral Symposium and Council of Supply Chain Management Professionals’ Annual Global Conference.
• Outstanding Leadership Award 2007 as voted by Alabama MBA Faculty and Staff.

Teaching (examples of teaching excellence)
• Has accepted 3 course preparations during his first year at UWF to help offer new logistics courses pertaining to the proposed Supply Chain Logistics Management degree.
• Completely revised and launched the Warehousing and Terminal Management course that will be an important required course in the proposed Supply Chain Logistics Management degree.
• Instrumental in helping to revise the proposed stand-alone Supply Chain Management Degree curriculum and program direction and marketing.

Service (examples of service excellence)
• Certificate of Merit Award Winner 2007 from the University of Alabama for outstanding service in Marketing.
• Lewis Manderson Mentorship Award 2007 as voted by the Alabama MBA Class of 2008.
X. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university’s students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

RESPONSE:

The following information was provided by Shari Johnson, Electronic Resources/Business Librarian, University of West Florida.

Current library resources available to implement proposed program through Year 5:

- Journal of Humanitarian Logistics and Supply Chain Management, annual cost is $668.
- Journal of Operations Management (JOM) - we have this online through Elsevier Science Direct from 1995 to current.
- International Journal of Logistics Management (IJLM) - we have online access to 1998 to all but the current year in ABI/Inform Global.
- International Journal of Physical Distribution and Logistics Management (IJPD&LM) - we have online access to 1992 to all but the current year in ABI/Inform Global.
- Journal of Commerce – online (html) available in Business Source Complete
- Supply Chain Management Review – online (PDF) available in Business Source Complete. Entire articles are printable/savable.
- Inbound Logistics – available in print and online – Free
- Modern Materials Handling - available in print and online – Free
- Logistics Quarterly - available online – Free; PDFs available in Business Source Complete
- Supply Chain Brain – available in print and online – Free
B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

**RESPONSE:**

The specialized journal that UWF currently purchases is the Journal of Humanitarian Logistics and Supply Chain Management at an annual cost of $668. This journal was requested by a logistics faculty no longer employed by UWF.

It is proposed that the above Humanitarian Logistics journal be discontinued and the following two journals be purchased by UWF for utilization in the proposed supply chain logistics management degree program.

- Journal of Business Logistics (online PDF) - $276/year
- Transport Topics (print only) - $109/year

Total cost $385 for new subscriptions.


---

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

**RESPONSE:**

Initially, the space requirements for the proposed program are no different than that required of the current specialization offered by the Department of Marketing and Economics.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

**RESPONSE:**

Additional sections and concurrent courses taught will increase, and thus increase the required classroom utilization capacity needs. As faculty teaching in the proposed program increase,
B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

RESPONSE:

The specialized journal that UWF currently purchases is the Journal of Humanitarian Logistics and Supply Chain Management at an annual cost of $668. This journal was requested by a logistics faculty no longer employed by UWF.

It is proposed that the above Humanitarian Logistics journal be discontinued and the following two journals be purchased by UWF for utilization in the proposed supply chain logistics management degree program.

Journal of Business Logistics (online PDF) - $276/year
Transport Topics (print only) - $109/year
Total cost $385 for new subscriptions.


Signature of Library Director

Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

RESPONSE:

Initially, the space requirements for the proposed program are no different than that required of the current specialization offered by the Department of Marketing and Economics.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

RESPONSE:

Additional sections and concurrent courses taught will increase, and thus increase the required classroom utilization capacity needs. As faculty teaching in the proposed program increase,
additional office space will be required for the additional faculty. At this point, the only potential lab would be for the Logistics Systems and Analytics course as it further develops.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

RESPONSE:

Presently, there is no specialized equipment needed or currently available to implement the proposed program.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

RESPONSE:

The logistics faculty are currently exploring the available enterprise resource planning systems and warehousing, transportation and inventory management execution systems available for educational institutions for instruction.

In addition, UWF is exploring the possibility to work with Pensacola area businesses to provide access to corporate systems for student education.

The cost for such systems for educational institutions varies up to $8,000 per year site user fee.

At this point, we do not expect to incur additional specialized equipment needs above those currently available to our logistics and marketing professors within the Department of Marketing and Economics. We are attempting to obtain, via corporate donation, any technology software for teaching.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

RESPONSE:

There are no additional special categories of resources needed above those currently available to our logistics and marketing professors within the Department of Marketing and Economics.
H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

RESPONSE:

Current scholarships include:
$2,000 annually from Ascend Performance Materials (5 year commitment)
$1,500 annually from Crane Worldwide Logistics (indefinite commitment)

There are no additional fellowships and graduate assistantships required above those currently available to our logistics and marketing professors within the Department of Marketing and Economics.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

RESPONSE:

Current and past student logistics internships have taken place at company facilities hosting the intern. Companies have included Gulf Power (Pensacola), Ascend Performance Materials (Pensacola), PLS Logistics (Jacksonville), Port of Pensacola, Traff Transit (Gulf Breeze), GMA Corporation (Michigan), and Medi Home Health (Pensacola).

Additional internship opportunities are being explored with J.B. Hunt Transport, CSX Corporation, C.H. Robinson, Port of Mobile, QMotion and others.

The goal is to create logistics internship opportunities for all logistics students by Year 5.

J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

RESPONSE:

Not applicable.
Appendix A

Tables 1 - 4
## APPENDIX A, TABLE 1-A

### TABLE 1-A

<table>
<thead>
<tr>
<th>Source of Students (Non-duplicated headcount in any given year)*</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
</tr>
<tr>
<td>Upper-level students who are transferring from other majors within the university**</td>
<td>24</td>
<td>16</td>
<td>20</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***</td>
<td>12</td>
<td>8</td>
<td>22</td>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td>Florida community college transfers to the upper level***</td>
<td>8</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Transfers to the upper level from other Florida colleges and universities***</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Transfers from out of state colleges and universities***</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other (Explain)***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>48</td>
<td>31</td>
<td>56</td>
<td>36</td>
<td>68</td>
</tr>
</tbody>
</table>

* List projected annual headcount of enrolled students majoring in the program.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

NOTE: HC to FTE conversion: HC x .6548 = FTE
## APPENDIX A, TABLE 2

### TABLE 2

**PROJECTED COSTS AND FUNDING SOURCES**

<table>
<thead>
<tr>
<th>Instruction &amp; Research Costs (non-cumulative)</th>
<th>Year 1</th>
<th>Year 5</th>
<th>Subtotal E&amp;G, Auxiliary, and C&amp;G</th>
<th>Subtotal E&amp;G, Auxiliary, and C&amp;G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reallocated Base* (E&amp;G)</td>
<td>404,375</td>
<td>0</td>
<td>$404,375</td>
<td>$852,500</td>
</tr>
<tr>
<td>Enrollement Growth (E&amp;G)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other New Recurring (E&amp;G)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Non-Recurring (E&amp;G)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Contracts &amp; Grants (C&amp;G)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Auxiliary Funds</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Faculty Salaries and Benefits</strong></td>
<td>$404,375</td>
<td>0</td>
<td>$404,375</td>
<td>$852,500</td>
</tr>
<tr>
<td><strong>A &amp; P Salaries and Benefits</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>USPS Salaries and Benefits</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Other Personal Services</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Assistantships &amp; Fellowships</strong></td>
<td>8,300</td>
<td>0</td>
<td>$8,300</td>
<td>$11,900</td>
</tr>
<tr>
<td><strong>Library</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Operating Capital Outlay</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Special Categories</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td>$430,175</td>
<td>$0</td>
<td>$430,175</td>
<td>$890,790</td>
</tr>
</tbody>
</table>

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs (“reallocated base,” “enrollment growth,” and “other new recurring”) from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

### Faculty and Staff Summary

<table>
<thead>
<tr>
<th>Total Positions</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (person-years)</td>
<td>1.95</td>
<td>3.82</td>
</tr>
<tr>
<td>A &amp; P (FTE)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>USPS (FTE)</td>
<td>0.25</td>
<td>0.3</td>
</tr>
</tbody>
</table>

### Calculated Cost per Student FTE

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total E&amp;G Funding</td>
<td>$430,175</td>
<td>$890,790</td>
</tr>
<tr>
<td>Annual Student FTE</td>
<td>31</td>
<td>62</td>
</tr>
<tr>
<td>E&amp;G Cost per FTE</td>
<td>$13,877</td>
<td>$14,368</td>
</tr>
</tbody>
</table>
APPENDIX A, TABLE 3

<table>
<thead>
<tr>
<th>Program and/or E&amp;G account from which current funds will be reallocated during Year 1</th>
<th>Base before reallocation</th>
<th>Amount to be reallocated</th>
<th>Base after reallocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBA Marketing/Supply Chain Logistics</td>
<td>430,175</td>
<td>430,175</td>
<td>$0</td>
</tr>
</tbody>
</table>

Note: Because the new program is a conversion of an existing specialization to a stand-alone degree program, all of the funding currently applied to the specialization will be redirected to the free-standing program

| Totals | $430,175 | $430,175 | $0 |

* If not reallocating funds, please submit a zeroed Table 3
<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Faculty Name or &quot;New Hire&quot;</th>
<th>Highest Degree Held Academic Discipline or Speciality</th>
<th>Rank</th>
<th>Contract Status</th>
<th>Initial Date for Participation in Program</th>
<th>Mos. Contract Year 1</th>
<th>FTE Year 1</th>
<th>% Effort for Prg. Year 1</th>
<th>PY Year 1</th>
<th>Mos. Contract Year 5</th>
<th>FTE Year 5</th>
<th>% Effort for Prg. Year 5</th>
<th>PY Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Scott Keller, Ph.D.</td>
<td>Business Administration/Marketing &amp; Transportation</td>
<td>Professor</td>
<td>Tenured</td>
<td>Fall 2015</td>
<td>0</td>
<td>0.75</td>
<td>1.00</td>
<td>0.75</td>
<td>0.75</td>
<td>1.00</td>
<td>0.75</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Scott Keller, Ph.D.</td>
<td>Business Administration/Marketing &amp; Transportation</td>
<td>Professor</td>
<td>Tenured</td>
<td>Summer 2016</td>
<td>3</td>
<td>0.25</td>
<td>1.00</td>
<td>0.25</td>
<td>3</td>
<td>1.00</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Stephen LeMay, D.B.A.</td>
<td>Business Administration</td>
<td>Associate</td>
<td>MYA</td>
<td>Fall 2015</td>
<td>9</td>
<td>0.75</td>
<td>0.25</td>
<td>0.19</td>
<td>9</td>
<td>0.75</td>
<td>0.50</td>
<td>0.38</td>
</tr>
<tr>
<td>A</td>
<td>Stephen LeMay, D.B.A.</td>
<td>Business Administration</td>
<td>Associate</td>
<td>MYA</td>
<td>Summer 2016</td>
<td>3</td>
<td>0.25</td>
<td>0.00</td>
<td>0.00</td>
<td>3</td>
<td>0.25</td>
<td>0.38</td>
<td>0.09</td>
</tr>
<tr>
<td>A</td>
<td>Peter Ralston, Ph.D.</td>
<td>Business Administration/Business &amp; Technology (Supply Chain)</td>
<td>Assistant Professor</td>
<td>Tenure-earning</td>
<td>Fall 2015</td>
<td>9</td>
<td>0.75</td>
<td>0.50</td>
<td>0.38</td>
<td>9</td>
<td>1.00</td>
<td>0.75</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Peter Ralston, Ph.D.</td>
<td>Business Administration/Business &amp; Technology (Supply Chain)</td>
<td>Assistant Professor</td>
<td>Tenure-earning</td>
<td>Summer 2016</td>
<td>3</td>
<td>0.25</td>
<td>0.00</td>
<td>0.00</td>
<td>3</td>
<td>0.25</td>
<td>0.38</td>
<td>0.09</td>
</tr>
<tr>
<td>A</td>
<td>Various (to teach electives for Supply Chain majors) Marketing</td>
<td>Various</td>
<td>Tenured</td>
<td>Fall 2015</td>
<td>9</td>
<td>0.75</td>
<td>0.25</td>
<td>0.19</td>
<td>9</td>
<td>0.75</td>
<td>0.25</td>
<td>0.19</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Various (to teach electives for Supply Chain majors) Marketing</td>
<td>Various</td>
<td>Tenure-earning</td>
<td>Fall 2019</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>9</td>
<td>0.75</td>
<td>0.25</td>
<td>0.19</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Various (to teach College of Business Core) General Business, Management</td>
<td>Various</td>
<td>Tenured</td>
<td>Fall 2015</td>
<td>9</td>
<td>0.75</td>
<td>0.25</td>
<td>0.19</td>
<td>9</td>
<td>0.75</td>
<td>0.25</td>
<td>0.19</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Various (to teach College of Business Core) General Business, Management</td>
<td>Various</td>
<td>Tenure-earning</td>
<td>Fall 2019</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>9</td>
<td>0.75</td>
<td>0.25</td>
<td>0.19</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>New Hire, Ph.D. Supply Chain Logistics</td>
<td>TBA</td>
<td>Tenure-earning</td>
<td>Fall 2019</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>9</td>
<td>0.75</td>
<td>1.00</td>
<td>0.75</td>
<td></td>
</tr>
</tbody>
</table>

Total Person-Years (PY) | 1.94 | 3.81 |

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Source of Funding</th>
<th>PY Workload by Budget Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Existing faculty on a regular line</td>
<td>Current Education &amp; General Revenue</td>
</tr>
<tr>
<td>A</td>
<td>New faculty to be hired on a vacant line</td>
<td>Current Education &amp; General Revenue</td>
</tr>
<tr>
<td>A</td>
<td>New faculty to be hired on a new line</td>
<td>New Education &amp; General Revenue</td>
</tr>
<tr>
<td>B</td>
<td>New faculty hired on contracts/grants</td>
<td>Contracts/Grants</td>
</tr>
<tr>
<td>C</td>
<td>New faculty to be hired on contracts/grants</td>
<td>Contracts/Grants</td>
</tr>
<tr>
<td>A</td>
<td>Overall Totals for:</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B
Academic Learning Compact
SUPPLY CHAIN LOGISTICS MANAGEMENT

Mission Statement
The mission of the College of Business is to provide a high quality, student-oriented, educational experience to baccalaureate and master’s degree business students primarily from the Northwest Florida region. With a focused priority on teaching excellence, supported by scholarship and service, the College of Business prepares students for success in business and society and contributes to the advancement of the educational and economic development of Northwest Florida.

Student Learning Outcomes
UWF Supply Chain Logistics Management graduates should be able to do the following:

Content
- Develop facility in the use of terminology and concepts in the major areas of business and supply chain logistics management:
  - Logistics Management
  - Supply Chain Management Accounting
  - Transportation Marketing
  - Procurement Economics
  - Information Technology Finance
- Create, develop, and evaluate theory-driven, data-based, and ethical supply chain logistics management strategy appropriate for a given environment

Critical Thinking
- Identify and analyze key elements that comprise business problems/ opportunities
- Select and apply appropriate discipline frameworks to address business problems/opportunities
- Select and apply appropriate problem-solving techniques to business problems
- Integrate knowledge across business disciplines to formulate defensible strategic business decisions

Communication
- Create and deliver effective oral presentations
- Develop effective written presentations
- Contribute effectively to group discussions
Integrity/Values
- Recognize legal and ethical problems that occur in business contexts
- Select and defend an appropriate ethical and legal course of action

Project Management
- Design and execute reasonable timelines for project completion
- Collaborate effectively with diverse individuals
- Manage appropriately to facilitate project completion

Evaluation of Student Learning Outcomes
In the Supply Chain Logistics Management major, you will demonstrate specific knowledge and skills through quizzes, examinations, business case analysis, projects, and other assignments throughout the undergraduate program. For example, in the core BSBA course Policy Analysis & Formulation, you will be given an opportunity to demonstrate your academic accomplishments in a standard format through the production of a substantial case analysis. In the Supply Chain Logistics Management specialization course Supply Chain Logistics Strategy, you will have the opportunity to showcase your academic accomplishments through the identification and discussion of strategic issues in strategic logistics and supply chain management, the construction of a fundamental supply chain logistics plan for an organization, and the participation in discussions involving the use of logistics and supply chain management analysis tools with the purpose of providing alternative strategic directions for a firm’s supply chain logistics efforts. In most courses, you will have quizzes, written and oral assignments, and examinations on the knowledge and skills covered in the respective course.

Job Prospects for Supply Chain Logistics Management Graduates
A career in supply chain logistics management, no matter which of the dozens of specialty paths you choose to pursue, is at its heart a career in establishing and managing close relationships between organizations and its customers and suppliers. Some of the fields that offer excellent prospects for graduates in supply chain logistics management include:
- Logistics and Transportation Operations
- Warehousing and Terminal Management
- Logistics Information Technologies
- Logistics Sales and Brokerage
- Carrier and Fleet Management
- Supply Chain and Logistics Planning
- Purchasing and Supply Management
- Global Logistics Planning and Management
- Inventory Management
- Customer Service and Order Management

Find Out More about Marketing:
www.uwf.edu/market
Appendix C
Curriculum Map
Bachelor of Science in Business Administration
Curriculum Review--UWF Academic Learning Compact SLOs
Supply Chain Logistics Management Major
Version: 2015-2016 Catalog Year

INSTRUCTION/ASSESSMENT CODES
I = instruction
CA = course level assessment
PA = program level assessment

Course | Title | Notes
-------|-------|------
ACG 2021 | Principles Financial Accounting | I, CA
ACG 2071 | Principles Managerial Accounting | I, CA
CGS 2570 | Personal Computer Applications | I, CA
ECO 2013 | Principles of Economics--Macro | I, CA
ECO 2023 | Principles of Economics--Micro | I, CA
MAC 2233 | Calculus with Business Applications | I, CA
STA 2023 | Elements of Statistics | I, CA

COMMON PREREQUISITES

BUSINESS CORE

BUL 3130 | Legal Environment of Business | I, CA
FIN 3403 | Managerial Finance | I, CA
GEB 3453 | Bus Ethics & Stakeholder Mgt | I, CA
GEB 4361 | International Business | I, CA
ISM 3011 | e-Bus Systems Fundamentals | I, CA
MAN 3025 | Management Fundamentals | I, CA
MAN 3504 | Operations Management | I, CA
MAN 4720 | Policy Analysis & Formulation | I, CA
MAR 3023 | Marketing Fundamentals | I, CA
GEB 3213 | Writing for Business: Theory & Practice | I, CA

BSBA SUPPLY CHAIN LOGISTICS MANAGEMENT graduates will be able to

1. Identify and analyze key elements that comprise business problems/opportunities and select and apply appropriate discipline techniques (Critical Thinkers)
2. Identify key business decisions by formulating effective strategies (Critical Thinkers)
3. Develop appropriate oral presentations (Effective Communicators)
4. Demonstrate ethical decision making (Ethical Decision Makers)
5. Design and implement solutions to business problems (Creative Thinkers)

1. Identify and analyze key elements that comprise business problems/opportunities and select and apply appropriate discipline techniques (Critical Thinkers)
2. Identify key business decisions by formulating effective strategies (Critical Thinkers)
3. Develop appropriate oral presentations (Effective Communicators)
4. Demonstrate ethical decision making (Ethical Decision Makers)
5. Design and implement solutions to business problems (Creative Thinkers)

3.1 Recognize legal and ethical issues that occur in business contexts; select and defend an appropriate ethical and legal course of action (Ethical Decision Makers)
1.1 Identify and analyze key elements that comprise business problems/opportunities and select and apply appropriate discipline techniques (Critical Thinkers)
2.2 Identify key business decisions by formulating effective strategies (Critical Thinkers)
3.2 Communicate effectively and present arguments (Effective Communicators)
5.2 Design and implement solutions to business problems (Creative Thinkers)

5.1 Correctly recognize and effectively use the terminology and concepts in major areas of business disciplines: logistics, supply chain management, accounting, marketing, economics, and finance (Skilled in the Use of Specific Business Content Areas)
5.2 Disciple Specific Skills B2B (Skilled in the Use of Specific Business Content Areas): Create, develop, and evaluate theory-driven, data-based, and ethical supply chain logistics management strategy appropriate for a given environment

4.1 Design and execute reasonable timelines for project completion; collaborate effectively with diverse individuals; manage appropriately to facilitate project completion (Effective Project Managers)
2.2 Create and deliver effective oral presentations (Effective Communicators)
2.3 Contribute effectively to group discussions (Communication)
5.1 Correctly recognize and effectively use the terminology and concepts in major areas of business disciplines: logistics, supply chain management, accounting, marketing, economics, and finance (Skilled in the Use of Specific Business Content Areas)
5.2 Disciple Specific Skills B2B (Skilled in the Use of Specific Business Content Areas): Create, develop, and evaluate theory-driven, data-based, and ethical supply chain logistics management strategy appropriate for a given environment

4.1 Design and execute reasonable timelines for project completion; collaborate effectively with diverse individuals; manage appropriately to facilitate project completion (Effective Project Managers)
2.2 Create and deliver effective oral presentations (Effective Communicators)
2.3 Contribute effectively to group discussions (Communication)
5.1 Correctly recognize and effectively use the terminology and concepts in major areas of business disciplines: logistics, supply chain management, accounting, marketing, economics, and finance (Skilled in the Use of Specific Business Content Areas)
5.2 Disciple Specific Skills B2B (Skilled in the Use of Specific Business Content Areas): Create, develop, and evaluate theory-driven, data-based, and ethical supply chain logistics management strategy appropriate for a given environment

5.1 Correctly recognize and effectively use the terminology and concepts in major areas of business disciplines: logistics, supply chain management, accounting, marketing, economics, and finance (Skilled in the Use of Specific Business Content Areas)
5.2 Disciple Specific Skills B2B (Skilled in the Use of Specific Business Content Areas): Create, develop, and evaluate theory-driven, data-based, and ethical supply chain logistics management strategy appropriate for a given environment

2013 January

73
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**INSTRUCTION/ASSESSMENT CODES**
I = instruction
CA = course level assessment
PA = program level assessment
Appendix D
Faculty Roster and 5-Year AACSB Curriculum Vitae
Faculty Roster Form  
Qualifications of Full-Time and Part-Time Faculty  

Name of Institution: The University of West Florida  
Name of Primary Department, Academic Program, or Discipline: BSBA in Supply Chain Management Logistics  
Department of Marketing & Economics  

Academic Term(s) Included: Fall 2014  
Date Form Completed: September 15, 2014  

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<td>ACADEMIC DEGREES &amp; COURSEWORK Relevant to Courses Taught, Including Institution &amp; Major List specific graduate coursework, if needed</td>
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| Keller, Scott (F) | - MAR 3202 Supply Chain Logistics Management, 3 sh (UT)  
- MAR 4941 Internship, 3 sh (UT) | - Ph.D., Business Administration/Marketing and Transportation, University of Arkansas, 1998  
- MBA, Economics, Arkansas State University, 1990 | | Marketing & Economics |
| John C. Pace  
Distinguished Business Professor | | | | |
| LeMay, Stephen (F) | - GEB 4361 International Business, 3 sh (UT)  
- MAR 3990 Global Logistics Management, 3 sh (UT)  
- MAR 6815 Marketing Management, 3 sh (G)  
- GEB 5876 MBA Foundations: Marketing Management, 1.5 sh (G) | - D.B.A., Transportation and Logistics (with minors in Strategic Management and Statistics), University of Tennessee, 1985  
- MBA, Production and Operations Management, University of Tennessee, 1984 | | Marketing & Economics |
| Associate Professor | | | | |
| Ralston, Peter (F) | - MAR 3203 Marketing | - Ph.D., Business | | Marketing & Economics |
| | | | | |
| Assistant Professor | Fundamentals, 3 sh (UT) -MAR 3990 Warehouse Terminal Management, 3 sh (UT) | Administration/Business and Technology (Supply Chain Management), Iowa State University, 2014 - MBA, Supply Chain Management, University of Alabama, 2007 |

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate
Scott B. Keller, Ph.D.
John C. Pace Distinguished Business Professor
Marketing & Economics
College of Business
Date of Hire: 2005 Last Promotion: 2009 Year Tenured: 2008
53/125 Phone: 850-857-6441
skeller@uwf.edu

ACADEMIC BACKGROUND

Ph.D.  University of Arkansas, Fayetteville, Arkansas, Business Administration/Marketing & Transportation, 1998
M.B.A.  Arkansas State University, Jonesboro, Arkansas, Business Administration, 1990
B.S.  Troy State University, Dothan/Ft. Rucker, Alabama, Business Administration, 1985
A.A.  Enterprise State Junior College, Enterprise, Alabama, Business Administration, 1983

INTELLECTUAL CONTRIBUTIONS

PEER REVIEWED--REQUIRED TO MAINTAIN SA STATUS

Articles in Refereed Journals

**Applied or Integrative/application Scholarship**

**Basic or Discovery Scholarship**

**Teaching and Learning Scholarship**

**Book/Text Book**

Books, Monographs, Compilations, Manuals
OTHER INTELLECTUAL CONTRIBUTIONS--APPLICABLE TO SA MAINTENANCE

Paper Presentations-Not Refereed

**International**

**Local**

EXPERIENCE/SERVICE

Experience: Academic

**Academic**
Assistant Professor of Marketing and Logistics, The Eli Broad College of Business, Michigan State University (August, 1999 - 2005).
Assistant Professor of Business Logistics, The Smeal College of Business, Pennsylvania State University (August, 1998 - June, 1999).
Senior Student Director, Arkansas Household Research Panel, University of Arkansas (August, 1995 - June, 1998).
Teaching and Research Assistant, University of Arkansas (August, 1994 - June, 1998).

Experience: Non-Academic

**National**

Service: University

**Department Assignments**

**Mentoring Activities:**

**Student placements:**
2009-2010 – 2011-2012: COB Marketing Students: Over sixty student placements in Logistics with full time positions; over thirty internships

**College Assignments**

**Assurance of Learning - Institutional Service:**
2009-2010 – 2013-2014: Student Learning Assessment: Created and administered the comprehensive marketing exam for measuring overall student knowledge and marketing concepts.
Chair:
2010-2011: Search Committee Chair, Logistics and International Tenure Track Faculty position

Faculty Advisor:
2009-2010 – 2011-2012: Student Logistics Case Competition: Denver Transportation Club, Operation Stimulus

Member:
2009-2010: Assurance of Learning Committee
2011-2012: Best of Strictly Business Award Committee
2010-2011: Dyson Research Award Committee
2010-2011: Faculty Excellence in Teaching Award Committee
2009-2010 – 2010-2011: Undergraduate Programs & Curriculum Committee

Other Institutional Service Activities:
2013-2014: "Florida Made For Trade" conference: Presented at the "Florida Made For Trade," conference to highlight the need for more logistics educated graduates to fulfill industry excess demand. Panel discussion on "Developing a Global Hub for Logistics Trade." Northwest Florida's Trade and Logistics Plan community conference
2013-2014: COB Career Fair
2009-2010 – 2010-2011: COB Faculty Marshall - Spring Graduation Commencement
2009-2010 – 2010-2011: COB Faculty Marshall, Fall Graduation Commencement
2013-2014: Industry Relationships: Met with executives from following companies to foster relationships between UWF and industry: Knight Transportation, Solutia, Eagle Global Logistics, Port of Mobile, Hyundai Assembly Plant, Fastinal, CTB-USA, Family Dollar, Ace Hardware Corp and Medi Home Health.
2014: met with executives from the following companies to foster relationships between UWF and industry to benefit our logistics education efforts and goals: Ascend Performance materials, Port of Mobile, CH Robinson, Traff Transit, Gulf Power, Crain Worldwide Logistics, Port of Pensacola
2014: met with executives from the following companies to foster relationships between UWF and industry to benefit our logistics education efforts and goals: Ascend Performance materials, Port of Mobile, CH Robinson, Traff Transit, Gulf Power, Crain Worldwide Logistics, Port of Pensacola
2010-2011 – 2011-2012: Met with executives from companies to foster relationships between UWF and corresponding companies
2013-2014: Opening speaker at the "Gulf Coast World Trade Conference," Pensacola, Florida: Presented the profile of UWF's Supply Chain Logistics Program and Students, and discussed the regional and national level need for increasing graduates with logistics knowledge.
2013-2014: Promote UWF's logistics progam: Set up meeting and traveled with UWF senior leadership to meet Crane Worldwide Logistics' President, John Magee and his senior corporate staff. The purpose was to promote UWF's logistics program and to begin establishing a higher level relationship with Crane WW.
2010-2011 – 2011-2012: UWF Logistics Education and Profession Luncheon: Planned and hosted the UWF Logistics Education and Profession Luncheon that is also a forum for logistics professionals to gather to discuss issues and opportunities facing logistics professionals.

University Assignments

Chair:
2013-2014: Search Committee-Logistics and International Tenure Track Faculty Position
2011-2012: Search Committee-Logistics and International Tenure Track Faculty Position
University Assignments

Faculty Advisor:
2014: Supply Chain Logistics Management Association
2009-2010 – 2013-2014: UWF Local and Denver National Student Logistics Case Competition

Member:
2012-2013 – 2013-2014: Provost Search Committee
2011-2012: SAVE (Strategic Academic Visioning and Empowerment) Committee
2009-2010 – 2013-2014: Scholarly and Creative Activities Committee
2010-2011: Strategic Academic Visioning and Empowerment Committee
2009-2010 – 2013-2014: University Faculty Personnel Committee

Mentoring Activities:
2009-2010 – 2013-2014: Broad Scholar's Program

Other Institutional Service Activities:
2010-2011: 1 hour interview about our UWF logistic programs for information to appear in various UWF media outlets
2013-2014: Airbus meeting: Selected by UWF senior leadership to represent UWF at the Hamburg, Germany Airbus meeting to learn about attracting Airbus suppliers to our region and to communicate UWF as a leader in our region's higher education
2010-2011: Presented information about careers in business to 25 students of the Jacqueline Harris Preparatory Academy
2009: Promotion video for UWF Logistics Program
2009 – 2014: Supply Chain Management Research Center, Ph.D. Student Dissertation Award Committee, University of Arkansas and Council of Supply Chain Management Professionals
2013-2014: UWF logistics students and program: Interviewed for a UWF national-level promotion in the Forbes Magazine to highlight the success of our UWF logistics students and program, and to communicate the future plan for our program.

Service: Professional

Board Member: PRJ Editorial Review Board

Reviewer - Article / Manuscript
2009-2010 – 2012-2013: Council of Supply Chain Management Professionals (National). Best Paper Award Committee

Editor: Academic PRJ

Editor: Associate Editor

Member: Committee/Task Force
2013-2014: Supply Chain Management Research Center, Ph.D. Student Dissertation Award Committee, University of Arkansas and Council of Supply Chain Management Professionals (National).
2010-2011: Supply Chain Management Research Center Annual Board Meeting (Local).

Officer: Organization / Association
2009-2010: Logistics Education Summit (National).
Other Professional Service Activities
2013-2014: MLA (National). Helped the MLA create resumes and compile a formal Resume Book for the Logistics Luncheon professional attendees
2012-2013: International Logistics Doctoral Symposium, Fayetteville, Arkansas (International). Editor Panel Speaker
2012-2013: Dalhousie University (National). Promotion to professor, external reviewer, Dan Lynch, Dalhousie University

Presentation
2013-2014: AACSB Supply Chain Management Curriculum Seminar (National). Opening speaker at the AACSB Supply Chain Management Curriculum Seminar held at University of Arkansas, "Developing s Supply Chain Management Curriculum"- "SCM Education- Where Are We Going?"

Reviewer: Ad Hoc Reviewer for a Journal

Reviewer: Conference Paper
2010-2011: Council of Supply Chain Management Professionals (Local). Best of paper award

Service: Community

Other Community Service Activities
2010-2011 – 2011-2012: UWF Logistics Education and Profession Luncheon, Planned and hosted the forum for logistics professionals to gather to discuss issues and opportunities facing logistics professionals in the Pensacola region.
2009-2010 – 2011-2012: Met with executives from different companies
2009-2010 – 2010-2011: Jacqueline Harris Preparatory Academy, Careers in Business presentation to 20 students
2009-2010: 2009 Regional Logistics Education and Professional Summit, Organizer

COURSES TAUGHT AT UWF

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WORKS IN PROGRESS

Stephen A. LeMay, D.B.A.
Associate Professor
Marketing & Economics
College of Business
Date of Hire: 2012; Tenure-Earning
Phone: 850-474-2724
slemay@uwf.edu

ACADEMIC BACKGROUND

D.B.A. University of Tennessee, Knoxville, Tennessee, Transportation and Logistics (Strategic Management Statistics minor), 1985
M.B.A. The University of Tennessee, Knoxville, Tennessee, Production and Operations Management, 1984
B.S. Northwestern University, Evanston, Illinois, Magazine Article Writing (History, composition, social sciences minor), 1972

INTELLECTUAL CONTRIBUTIONS

PEER REVIEWED—REQUIRED TO MAINTAIN SA STATUS

Articles in Refereed Journals

Applied or Integrative/application Scholarship

Basic or Discovery Scholarship

Teaching and Learning Scholarship

OTHER PEER-REVIEWED—APPLICABLE TO SA MAINTENANCE

Refereed Proceedings

Applied or Integrative/application Scholarship
Basic or Discovery Scholarship

Teaching and Learning Scholarship

OTHER INTELLECTUAL CONTRIBUTIONS--APPLICABLE TO SA MAINTENANCE

Paper Presentations-Not Refereed

Local

FACULTY DEVELOPMENT

Faculty Development

Other Professional Development

EXPERIENCE/SERVICE

Experience: Academic

Academic
Emeritus Professor, College of Business and Industry Department of Marketing, Quantitative Analysis, and Business Law - Mississippi State University (2007 - Present).
Associate Professor of Marketing, School of Business - Dalton State College (2007 - 2012).
Professor of Marketing and Logistics, Department of Marketing, Quantitative Analysis, and Business Law - Mississippi State University (1994 - 2007).
Assistant Professor of Marketing, Department of Marketing, Quantitative Analysis, and Business Law - Mississippi State University (1987 - 1990).
Assistant Professor of Management, Department of Management - Northern Illinois University (1986 - 1987).
Visiting Professor of Management, Department of Management - University of Tennessee (1985 - 1986).
Service: University

College Assignments

Chair:
2012-2013: Strategy Committee for Marketing Program

Member:
2012-2013: Strategy Committee for Supply Chain Logistics Program
**University Assignments**

**Member:**
2012-2013: QEP Committee

**Service: Professional**

**Chair: Conference / Track / Program**
2012-2013: Association of Marketing Theory and Practice (National).

**Reviewer - Article / Manuscript**
2012-2013: Journal of Applied Marketing Theory (National).
2012-2013: Journal of Competitiveness (National).
2012-2013: International Journal of Commerce and Management (International).

**Reviewer: Ad Hoc Reviewer for a Journal**

**Service: Community**

**Other Community Service Activities**
2010-2011 – 2011-2012: Logistic Educational Materials Project, Council of Logistics Management: developed logistics materials aimed at principles of marketing and other junior level classes to improve coverage of logistics; with Brian Engelland, Jeff Periatt, Jon Lox, and Melissa Moore; head of project distributed to 300 business schools.

**COURSES TAUGHT AT UWF**

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Peter M. Ralston, Ph.D.
Assistant Professor
Marketing & Economics
College of Business
Date of Hire: 2014; Tenure-earning
Phone: 474-2847
pralston@uwf.edu

ACADEMIC BACKGROUND

Ph.D. Iowa State University, Ames, IA, Supply Chain Management, 2014
M.B.A. University of Alabama, Tuscaloosa, AL, Supply Chain Management, 2007
B.S. Clemson University, Clemson, SC, Marketing (German minor), 2003

INTELLECTUAL CONTRIBUTIONS

PEER REVIEWED--REQUIRED TO MAINTAIN AQ STATUS

Articles in Refereed Journals

Applied or Integrative/application Scholarship

Basic or Discovery Scholarship

EXPERIENCE/SERVICE

Experience: Academic

Academic
Graduate Assistant and instructor, Iowa State University (2011 - 2014).
Graduate Assistant, Graduate Assistant (2010 - 2011).

Experience: Non-Academic

National
- Shared responsibilities for a $50,000,000 operation in which I helped answer monthly P&L Operating Statements
- Initiated cost savings measures totaling over $200,000 annually by finding operational efficiencies and fostering improved vendor relationships
- Managed a mixture of 58 full and part time employees ranging from warehouse workers to drivers to office and supervisory staff
- Responsibilities for human relations issues including performance reviews as well as hiring/termination decisions

- Handled the orders and issues of several Coty Customers including Target Corporation
- Co-chaired sessions of the CSR Forum for other Customer Specialists allowing the specialists to voice concerns and participate in department wide decisions
- First Customer Specialist in US to process all orders for a Canadian Account (Wal-Mart Canada)
- Initiated the "Breath of Fresh Air" committee promoting and providing activities for the department to enjoy each other's company outside the scope of work

Service: Professional

**Reviewer: Ad Hoc Reviewer for a Journal**


**COURSES TAUGHT AT UWF**

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<th>Course</th>
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**WORKS IN PROGRESS**


Request to Offer a New Degree Program—Approval Signatures

Program: BSBA in Supply Chain Logistics Management

Program Chairperson: ___________________________ Date: ___________
College Curriculum: _____________________________ Date: ___________
Professional Education Council (if required): ___________________________ Date: ___________
College Dean: _____________________________ Date: ___________
Faculty Senate: _____________________________ Date: ___________
Provost: _____________________________ Date: ___________
President: _____________________________ Date: ___________
Board of Trustees, Academic Affairs Committee:
Board of Trustees: ___________________________ Date: ___________
New Programs—Approval and Reporting History

Program: BSBA in Supply Chain Logistics Management
(This page is to be included at the end of the proposal document to display approvals at each level. Signatures are not required on this page; information may be typed.)

New Academic Degree Program Authorization Pre-proposal Submitted

Program Chair: _________________________________ Date _________________
Dean: ______________________________________ Date _________________
Provost: _____________________________________ Date _________________

Approved to Explore and Plan:

Program Chair: _________________________________ Date _________________
Dean: ______________________________________ Date _________________
Faculty Senate: _________________________________ Date _________________
Provost: _____________________________________ Date _________________
President: ____________________________________ Date _________________
BOT AA Committee: ____________________________ Date _________________

Approved to Offer:

Program Chair: _________________________________ Date _________________
Dean: ______________________________________ Date _________________
Faculty Senate: _________________________________ Date _________________
Provost: _____________________________________ Date _________________
President: ____________________________________ Date _________________
BOT AA Committee: ____________________________ Date _________________
Board of Trustees: ____________________________ Date _________________
Board of Governors Reporting and Approvals:

Bachelor’s, Master’s, and Specialist Program Reported: ____

Bachelor’s degree programs exceeding 120 hours submitted to BOG: ____

Exceeding 120 hours approved by BOG: ____

Bachelor’s degree programs for limited-access status submitted to BOG: ____

Limited-access status approved by BOG: ____

Doctoral Program Submitted to BOG: ____

Doctoral Program Approved by BOG: ____

SACS/COC Reporting and Approvals:

Substantive Change Reported to SACS/COC: _________________

Substantive Change Acknowledged/Approved by SACS/COC: _________________

Implementation and Reporting:

Term Implemented: ____

One-Year Status Report Presented to Board of Trustees: ____

Three-Year Status Report Presented to Board of Trustees: ____

Seven-Year Program Review Summary Presented to Board of Trustees: ____
UWF Board of Trustees Meeting
Academic Affairs Committee
March 3, 2015

Issue/Agenda Item: Competence and Qualifications of Instructional Personnel Policy

Proposed Action: Approval

Background Information:
At the Annual Meeting of the Southern Association of Colleges and Schools, Commission on Colleges, December 2014, it was recommended that member institutions have a “Board of Trustees approved policy” for minimum qualifications for faculty. The Competence and Qualifications of Instructional Personnel Policy has been enforced at UWF as an Academic Affairs policy since 2002. The Academic Council of the Faculty Senate approved this revised version of a University Competence and Qualifications of Instructional Personnel Policy (attached) on January 23, 2015. Faculty Senate approval is anticipated prior to the UWF Board of Trustees Meeting. That approval will be followed by a General Review and Comment period and Presidential approval.

Recommendation:
Approval of the Competence and Qualifications of Instructional Personnel as a University Policy pending a General Review and Comment period and Presidential approval.

Implementation Plan:
Enforced since 2002 as an Academic Affairs policy, the Competence and Qualifications of Instructional Personnel Policy will be enforced as a University policy.

Fiscal Implications: None

Supporting documents:
Competence and Qualifications of Instructional Personnel Policy

Prepared by: Jay Clune, Administrative and Accreditation Fellow, 850-474-2536, jclune@uwf.edu

Facilitator/Presenter: Jay Clune, Administrative and Accreditation Fellow
The University of West Florida Draft Policy Template

Policy Title: Competence and Qualifications of Instructional Personnel

Requested Effective Date: 02/14/2015

Originator: Dr. George Ellenberg, Vice Provost

Responsible Office: Provost Office

I. Reason for Policy/Purpose:

This policy is created to ensure that all personnel who teach credit courses and noncredit degree program components at the University of West Florida meet or exceed the minimum requirements of accrediting bodies and accomplish the mission of this institution.

II. Who Does this Govern and Who Needs to Know this Policy?

This policy pertains to all individuals assigned instructional duties and who are officially responsible for assigning student grades. This includes, but is not limited to, full-time regular faculty, visiting faculty, part-time adjunct faculty, graduate teaching assistants, and nonacademic staff assigned to occasional teaching.

III. Definition of Terms:

(A) Full Time Faculty

(1) Regular Faculty: Full-time faculty for whom a contracted line exists. Faculty may be tenured, tenure-track, or non-tenure-track. Department chairs are included in this faculty category, as are Regular Faculty with time-limited administrative appointments and visiting faculty. Regular Faculty includes the categories of Tenured, Tenure-Track, and Non-Tenure-Track Faculty.

(a) Tenured and Tenure-Track Faculty: Those faculty whose primary responsibilities are instruction, research, and/or public service; tenure-track refers to those faculty eligible for tenure. Tenured and Tenure-Track Faculty include the following:
(i) **Professor:** Holds the highest degree appropriate to the field or possesses professional qualifications in the field, which would be equivalent to the highest degree. Normally, a professor will have produced significant creative work, professional writing, or research, have had successful teaching or professional experience; and be a recognized authority or an outstanding teacher in the field of specialization. The appointee engages in teaching, scholarship and creative projects, and/or service and other related activities.

(ii) **Associate Professor:** Holds the highest degree appropriate to the field or possesses professional qualifications in the field above those that would be equivalent to the highest degree. Normally, an associate professor will have produced creative work, professional writing, or research; and have had successful teaching or professional experience in the field of specialization. The appointee engages in teaching, scholarship and creative projects, and/or service and other related activities.

(iii) **Assistant Professor:** Holds the highest degree appropriate to the field or possesses equivalent qualifications based on professional experience, and be otherwise qualified to perform assigned duties. The appointee engages in teaching, scholarship and creative projects, and/or service and other related activities.

(iv) **Administrative Faculty:** Faculty with time-limited administrative appointments with or without regular teaching duties, but teaching on an incidental, occasional basis is not precluded. As described below, administrative faculty can be tenured or tenure-earning faculty or non-tenure earning faculty.

(b) **Non-Tenure-Track Faculty:** Personnel positions that are considered full-time, non-tenure earning positions; this category includes adjunct faculty (on annual or less than annual contracts) and faculty on single or multi-year contracts categorized within instruction, research/service. Non-Tenure-Track Faculty at UWF includes the following:

(i) **Instructor:** Holds at least the master's degree in an appropriate specialization or the equivalent qualifications based on professional experience and are otherwise qualified to perform assigned duties. The appointee may engage in teaching, scholarship and creative projects, and/or service and other related activities, but is not eligible for tenure.

(ii) **Lecturer:** Holds at least the master's degree in an
appropriate field of specialization or the equivalent qualifications based on professional experience and are otherwise qualified to perform assigned duties. The appointee engages in teaching, service, and other related activities, but is not eligible for tenure.

(iii) **Visiting Faculty:** Applies to an appointment extended to a person having appropriate professional qualifications, but who is not expected to be available for more than a limited period of time, or to an appointment to a position at the University which is not expected to be available for more than a limited period of time. Visiting Faculty may hold the rank of Professor, Associate Professor, Assistant Professor, Instructor, or Lecturer.

(c) **Research/Service Faculty:** Research/Service Faculty includes the following ranks/categories:

(i) **Research Scholar/Scientist:** Must hold the qualifications for the rank of "Professor" and shall not be eligible to accrue tenure. This title shall be limited to qualified research persons who have no regular teaching duties. However, teaching on an incidental, occasional basis is not precluded.

(ii) **Associate Research Scholar/Scientist:** Must hold the qualifications for the rank of "Associate Professor" and shall not be eligible to accrue tenure. Persons holding this title shall have no regular teaching duties. However, teaching on an incidental, occasional basis is not precluded.

(iii) **Assistant Research Scholar/Scientist:** Must hold the qualifications for the rank of "Assistant Professor" and shall not be eligible to accrue tenure. Persons holding this title shall have no regular teaching duties. However, teaching on an incidental, occasional basis is not precluded.

(iv) **Research Associate:** Must possess a doctoral degree or an equivalent combination of training and experience and shall not be eligible to accrue tenure. Research Associates shall normally be responsible for defining problem areas within a University or the University System; outlining and participating in research programs; compiling and analyzing statistical data for studies of various types; and making cost projections as required. However, teaching on an incidental, occasional basis is not precluded.
(d) **Other Personal Services Full-Time Faculty:** An expenditure category, which includes the compensation for services, rendered by a person who is not a regular (line-item) faculty member but who is a working full-time employee with a faculty rank who is compensated for services on a time-limited basis and who is not on a regular contract line (e.g., super adjunct).

(B) **Part-Time Faculty**

1. **Adjunct Faculty:** Applies to temporary appointments extended to persons of satisfactory professional qualifications who perform temporary teaching, research, or extension functions in connection with established programs. Such persons are appointed for one academic term at a time, are normally compensated on a per-course basis, and are compensated from Other Personal Services funds.

2. **Graduate Teaching Assistant:** Master's or doctoral student assigned as an undergraduate classroom teacher and instructor of record.

**IV. Policy Statement:**

The University of West Florida employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, UWF gives primary consideration to the highest earned degree in the discipline. The University also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, UWF is responsible for justifying and documenting the qualifications of its faculty.

It is recognized that occasions may arise when individuals may qualify for instructional duties on a basis other than standard academic credentials. In such cases, it is the responsibility of the recommending body and the hiring authority to demonstrate and document that the individual being assigned instructional duties has the knowledge, creative/scholarly activity, service, and instructional capabilities expected of an individual who holds the standard academic credentials. Documentation of credentials used in lieu of standard academic credentials must be maintained in the individual’s official personnel file maintained in the appropriate college dean’s office.

Individuals hired to teach credit courses and other components of degree programs must, under ordinary circumstances, hold, as a minimum, the following academic credentials:

1. **For undergraduate courses and other bachelor’s degree components:** A master’s degree in the teaching discipline or a master’s degree with 18 graduate semester hour credits in the teaching discipline.
(2) **For graduate courses and other graduate program degree components:** An earned doctorate/terminal degree in the teaching discipline or a doctorate in a related discipline.

(3) **Source of Degrees:** Degrees used to satisfy academic credential requirements must be from those institutions that are accredited by a regional or national accrediting agency recognized by the United States Department of Education.

(4) **Official Documentation of Degrees Held and Credits Earned:** The official personnel files of individuals who teach credit courses and other components of degree programs, which are maintained in the college deans’ offices, must include official copies of transcripts documenting degrees earned and other credits used to demonstrate competence and qualification in the teaching discipline.

(5) **Non-credit Courses and Activities:** Individuals who teach non-credit courses and other non-degree-related activities must hold academic credentials and/or have a record of successful experience in the field(s) about which they are assigned to teach. The official personnel files of individuals who teach non-credit courses and other non-degree-related activities, which are maintained in the college deans’ offices, must include appropriate documentation of competence and qualification in the teaching field.

(6) **Limitations:** This policy on competence and qualifications of instructional personnel relates only to the instructional duties of such personnel. The minimum qualifications for hiring and promotion of personnel with faculty rank (e.g., lecturer, instructor, assistant professor, associate professor, professor, etc.), the latter of which are set forth in the Recruitment, Selection, and Appointment Policy and the Annual Evaluation, Tenure, and Promotion Policy

**UWF Academic Credential Guidelines:**

(1) **Faculty teaching general education courses at the undergraduate level:**
   doctorate/terminal degree or master’s degree in the teaching discipline or master’s and a minimum of 18 graduate semester hours in the teaching discipline.

(2) **Faculty teaching associate degree courses designed for transfer to a baccalaureate degree:**
   doctorate/terminal degree or master’s degree in the teaching discipline or master’s and a minimum of 18 graduate semester hours in the teaching discipline.

(3) **Faculty teaching associate degree courses not designed for transfer to the baccalaureate degree:**
   bachelor’s degree in the teaching discipline, or associate’s degree and demonstrated competencies in the teaching discipline.

(4) **Faculty teaching baccalaureate courses:**
   doctorate/terminal degree or master’s
degree in the teaching discipline or master’s and a minimum of 18 graduate semester hours in the teaching discipline.

(5) **Faculty teaching graduate and post-baccalaureate course work:** earned doctorate/terminal degree in the teaching discipline or a related discipline.

(6) **Graduate teaching assistants:** master’s degree in the teaching discipline or 18 graduate semester hours in the teaching discipline, direct supervision by a faculty member experienced in the teaching discipline, regular in-service training, and planned and periodic evaluations. In the case of lecture courses and laboratory sections, GTAs who do not hold a master’s degree will be assigned as instructors of record to lower-level, and in most cases, to freshman-level courses. Graduate Teaching Assistants may not be assigned to teach graduate courses unless they hold the terminal or a highly-related degree in the teaching field.

**IV. Procedures:**

Competence and Qualifications of Instructional Personnel (in progress)

**Change Justification:**

Academic Affairs policy memo changed to a University of West Florida policy

**Policy Review Period**

TBD

**Authority and Related Documents:**

Competence and Qualifications of Instructional Personnel Memo CAB, November 4, 2002


SACSCOC Faculty Credential Guidelines approved December 2006

University of West Florida Faculty Handbook revised January 14, 2011, Page 14

University of West Florida Chair Handbook revised January 8, 2014, Page 24

Faculty Academic Credentials System (8-2014), Page 30

Office Administrator’s Handbook (5-1-2014), Page 117

Graduate Assistant Handbook, Page 6
History:

Academic Affairs policy memo from November 4, 2002 changed to an official University of West Florida policy.

APPROVED: ________________________  ______________________
    President                     Date
UWF Board of Trustees Meeting  
Academic Affairs Committee  
March 3, 2015

Issue/Agenda Item: UWF's Interactive Fact Book

Proposed Action: Informational

Background Information: The University of West Florida desires to make available enrollment, graduation, and other relevant data to both internal and external constituents using efficient and effective information technologies. To that end, Institutional Research has developed an online interactive fact book. Currently, the interactive fact book contains enrollment and degree data modules with more modules planned (i.e., semester credit hour data module).

Implementation Plan: Data and degree data modules are currently available. Other data modules will be available in the future.

Fiscal Implications: N/A

Supporting documents: The interactive fact book

Prepared by: Michael White, Director of Institutional Effectiveness  
850-473-7234, mwhite@uwf.edu

Facilitator/Presenter: Keith King, Associate Director of Institutional Research,  
850-474-2053, kking@uwf.edu
Informational Item

UWF Board of Trustees Meeting
Academic Affairs Committee
March 3, 2015

Issue/Agenda Item: UWF's Regional Accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Proposed Action: Informational

Background Information:

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is presently reviewing the University of West Florida's regional accreditation as part of a 10-year cycle. SACSCOC last affirmed the university's regional accreditation in 2005.

The university submitted its Compliance Certification Report in September 2014. In November 2014, a SACSCOC off-site committee reviewed the Report. Based on the off-site review committee's findings, a SACSCOC on-site review committee (presently, seven committee members) will visit UWF March 17-19, 2015, to follow-up on the off-site committee's findings as well as SACSCOC principles that are required to be reviewed by the US DOE and the Commission. Of the 90 or so SACSCOC principles, the on-site committee will review 30 and visit the university's Germany and Emerald Coast instructional sites.

Additionally, the on-site team includes one QEP lead evaluator, who will lead the on-site committee in reviewing and making recommendations to the university about its proposed Quality Enhancement Plan, *Communication for Professional Success*. The on-site committee's report will be sent to the university in the September/October timeframe.

The Commission's board of trustees will meet in December 2015 at the SACSCOC Annual Meeting to make a decision about the university's application for continued regional accreditation.

Implementation Plan: Germany visit, February 10-15, 2015
Pensacola/other instructional sites visit, March 16-19, 2015
Off-site committee's report, September/October 2015
Reaffirmation decision rendered, December 2015
Fiscal Implications: Regional accreditation is required for the university to receive federal funding.

Supporting documents: Preliminary Itinerary

Prepared by: Michael White, Director of Institutional Effectiveness
850-473-7234, mwhite@uwf.edu

Facilitator/Presenter: Michael White, Director of Institutional Effectiveness
**University of West Florida**  
**On-Site Reaffirmation Committee Schedule**  
**March 17-19, 2015**

**PRELIMINARY ITINERARY 2/3/15**

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| **Friday-Saturday, February 12-15, 2015** | Visit for Transatlantik Institut (Germany)  
Fachochule Ludwigshafen  
Turmstrasse 8  
Ludwigshafen, 67059, DE |
|                       | ITINERARY FOR GERMANY IS A SEPARATE DOCUMENT                               |
| **Monday, March 16, 2015** | Visit for Eglin Air Force Base Education Center  
Building 251, Room 127  
Eglin AFB, FL 32542: |
|                       | Visit for Emerald Coast Campus  
UWF Fort Walton Beach  
1170 Martin Luther King Jr. Boulevard  
Fort Walton Beach, FL 32547-5068 |
| Various               | On-Site Committee members arrive at Pensacola airport by Monday evening and are transported by the University of West Florida to the hotel. |
| 7:00PM–8:00PM         | Reception for SACSCOC Committee Members  
Location: Hilton Garden Inn, Airport Blvd |
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Activity and Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday March 17, 2015</strong></td>
<td></td>
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<tr>
<td>9:00AM</td>
<td>Hotel Lobby</td>
<td>Travel to Campus</td>
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<tr>
<td>9:15AM-9:45AM</td>
<td>President’s Conference Room Bldg. 10 224</td>
<td>Courtesy visit with President</td>
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<tr>
<td></td>
<td></td>
<td>• Communicate plan for visit</td>
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<td></td>
<td></td>
<td>• Hear President’s perspective on institution’s readiness</td>
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<tr>
<td>9:45AM-10:45AM</td>
<td>Nautilus Chamber Building 22, Room 255</td>
<td>Organizational Meeting of On-Site Committee</td>
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<tr>
<td>10:45AM-11:15AM</td>
<td>Conference Center Lounge</td>
<td>Committee Meeting with President Judith Bense</td>
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<td>President Bense welcomes the On-Site Committee, introduces those she has invited to</td>
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<td>the meeting. President will provide an overview of the University and may address</td>
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<td>issues or concerns identified by the Off-Site Committee.</td>
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<td>Following the President’s remarks and introductions, Dr. Bach introduces members of</td>
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<td></td>
<td>the On-Site Committee and outlines the Committee’s responsibilities and its schedule</td>
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<td></td>
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<td>while on campus.</td>
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<tr>
<td>11:30AM-12:30PM</td>
<td>Conference Center A, B or C</td>
<td>Campus QEP Committee will present Overview of QEP to All Members of Visiting Team</td>
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<td>General questions to address:</td>
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<tr>
<td></td>
<td></td>
<td>1. What do we plan to do in our QEP?</td>
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<td>2. How will it enhance Student Learning (student learning outcomes and our environment)?</td>
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<td>3. How did it emerge from the institutional planning and effectiveness process?</td>
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<td>4. What are the goals? How will we know whether or not we achieved them? When and</td>
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<td>how will we check on progress toward accomplishing them? When and how will we</td>
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<td>measure final success?</td>
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<td>5. What is the vision of our campus upon “completion” of this project?</td>
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<tr>
<td>12:30PM-1:15PM</td>
<td>Nautilus Chamber Building 22, Room 255</td>
<td>Committee Executive Session and Working Lunch</td>
</tr>
<tr>
<td>1:30PM-3:00PM</td>
<td>Building 22 Room 265</td>
<td>QEP Lead Evaluator’s Meeting with Campus QEP Leadership Committee. (Purpose: To allow</td>
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<td></td>
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<td>institution to ask particular questions, engage in discussions on issues about which</td>
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<tr>
<td></td>
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<td>it is seeking guidance.)</td>
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</tbody>
</table>
### Group and Individual Meeting Re: Focused Report

**NOTE:** For specified CR and CS, for which the Off-Site Team was unable to determine compliance, the On-Site Team will consider the Focused Report and will conduct campus meetings as necessary to determine a finding. Those standards for which the Off-Site Team was unable to determine compliance are indicated in red font.

### Group and Individual Meeting Re: US DOE Issues

**NOTE:** For those specified standards NOTED BY AN ASTERISK, the On-site Team is required to confirm the finding of compliance that had been reached by the Off-Site Team. The On-site Team (1) will have reviewed materials from the University of West Florida’s certification document prior to the visit and (2) are required to confirm the accuracy of those materials through conversations on campus.

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30PM-2:20PM</td>
<td>Building 22 Room 268</td>
<td>*CR 2.7.3</td>
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<tr>
<td></td>
<td></td>
<td>(General Education—In each undergrad program, UWF requires the successful completion of gen ed: (a) is a substantial component of the undergrad degree; (b) ensures breadth of knowledge; (c) is based on coherent rationale.)</td>
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<tr>
<td>1:30PM-2:20PM</td>
<td>Building 22 Room 260</td>
<td>*CR 2.8</td>
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<tr>
<td></td>
<td></td>
<td>(Faculty—Full-time faculty members adequate to support mission, quality, and integrity of institution.)</td>
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<td>CS 3.7.1</td>
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<tr>
<td></td>
<td></td>
<td>(Faculty competence—UWF employs competent faculty; highest degree earned; related work experiences.)</td>
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<tr>
<td>1:30PM-2:20PM</td>
<td>Conference Center “C”</td>
<td>*CR 2.10</td>
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<td></td>
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<td>(Student Support Services—Services are provided that support student learning and enhance student development.)</td>
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<td></td>
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<td>*CS 3.4.3</td>
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<td>(Admissions policies—UWF publishes academic policies that are consistent with its mission.)</td>
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<tr>
<td>1:30PM-2:20PM</td>
<td>Conference Center Lounge</td>
<td>CR 2.11.1</td>
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<tr>
<td></td>
<td></td>
<td>(Financial Resources—Sound financial base and stability.)</td>
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<td>*CS 3.10.2</td>
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<tr>
<td></td>
<td></td>
<td>(Financial Aid Audits—Financial aid programs audited as required by fed and state regs.)</td>
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<td>*FR 4.7</td>
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<td></td>
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<td>(Title IV program responsibilities—UWF is in compliance with program responsibilities.)</td>
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<td>CS 3.2.9</td>
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<tr>
<td></td>
<td></td>
<td>(Personnel Appointment—Published policies for appointment, employment, and evaluation of all personnel.)</td>
</tr>
<tr>
<td>1:30PM-2:20PM</td>
<td>Building 22 Room 272</td>
<td>*CS 3.3.1.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Institutional Effectiveness—educational programs, to include student learning outcomes.)</td>
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<tr>
<td>Time</td>
<td>Location</td>
<td>Standard</td>
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<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2:30PM-3:20PM    | Building 22 Room 268              | *CS 3.2.8  
(Qualified Administrative/ Academic Officers—Qualified admin and acad officers to lead UWF.)  
*CS 3.13.5a  
(All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the current accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.) |
| 2:30PM-4:20PM    | Campus Tour of Facilities Meet in front of Conference Center Entrance | *CS 3.11.3  
(Physical facilities—Facilities appropriately serve students' needs for education programs, support services, and other mission-related activities.) |
| 2:30PM-3:20PM    | Building 22 Room 265              | *FR 4.1  
(Student Achievement-UWF evaluates success with respect to student achievement.)  
*CS3.13.4a  
(An institution includes a review of its distance learning programs in the Compliance Certification.) |
| 2:30PM-3:20PM    | Building 22 Room 260              | **CS 3.4.5  
(Academic policies—Policies published that adhere to good educational practice.)  
*FR 4.2  
(Program Curriculum—Curriculum directly related to mission/goals, diplomas, certificates, or degrees awarded.)  
*FR 4.4  
(Program length.) |
| 2:30PM-3:20PM    | Conference Center Lounge          | *CS 3.13.3  
(Complaint Procedures Against the Commission or Its Accredited Institutions.)  
*FR 4.3  
(Publication of policies—Current academic calendars, grading policies, and refund policies.)  
*FR 4.5  
(Student Complaints—Adequate procedures for addressing written student complaints; follows procedures when resolving student complaints.) |
| 2:30PM-3:20PM    | Building 22 Room 272              | *CS 3.4.11  
(Academic program coordination—Program coordination, curriculum development, and review.)  
CS 3.5.4  
(Terminal degrees of faculty—25% of course hours in each major at the baccalaureate level are taught by faculty holding an appropriate terminal degree.) |
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Standard</th>
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</thead>
<tbody>
<tr>
<td>3:30PM-4:20PM</td>
<td>Building 22 Room 272</td>
<td>CS 3.8.3 (Library and Learning Resources—Qualified staff—UWF provides a sufficient number of qualified staff.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*FR 4.8.1 (Demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.)</td>
</tr>
<tr>
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<td></td>
<td>*FR 4.9 (Has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practice in higher education and Commission policy.)</td>
</tr>
<tr>
<td>3:30PM-4:20PM</td>
<td>Conference Center Lounge</td>
<td>*FR 4.6 (Recruitment materials—Materials accurately reflect UWF’s practices and policies.)</td>
</tr>
<tr>
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<td>*FR 4.8.2 (Has a written procedure for detecting the privacy of students enrolled in distance and correspondence education courses or programs.)</td>
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<td>*FR 4.8.3 (Has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associate with verification of student identify.)</td>
</tr>
<tr>
<td>3:30PM-4:20PM</td>
<td>Building 22 Room 268</td>
<td>*CS 3.13.1 (Accrediting Decisions of Other Agencies.)</td>
</tr>
<tr>
<td>4:30PM</td>
<td>Committee travels to hotel and short break</td>
<td></td>
</tr>
<tr>
<td>5:00PM – 6:30PM</td>
<td>Hotel Workroom Executive Session</td>
<td>• Primary readers for each of the compliance issues will describe status of review, preliminary determination of compliance, and the nature of any recommendation to be written.</td>
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<td></td>
<td>• Reviewers for each of CR, CS, and FR for which Off-Site team determined “Compliance” report on whether their review of materials and confirmation of their accuracy through conversations on campus are sufficient to sustain the judgment of “Compliance” with each standard.</td>
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<tr>
<td></td>
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<td>• Committee will try to reach consensus on its decisions regarding compliance issues. If additional information is required to reach consensus on a compliance issue, the Committee identifies the information that is needed, as well as the individual(s) on campus who can provide that information.</td>
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<td>• QEP evaluator provides an overview of understanding of issues and question that have to be resolved and leads discussion on strategies/interviews/ or documentation needed to accomplish task.</td>
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<td>Discussion of plans for next day.</td>
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<tr>
<td>6:30PM-6:45PM</td>
<td>Short Committee Break</td>
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<tr>
<td>6:45PM (ca.)</td>
<td>Hotel Lobby</td>
<td>Depart for Dinner</td>
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<tr>
<td>7:00PM</td>
<td>Dinner</td>
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<tr>
<td>Time</td>
<td>Location</td>
<td>Standard</td>
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<tr>
<td>8:30PM or immediately after dinner</td>
<td>Hotel Workroom</td>
<td>As necessary, Executive session/individual work to continue review of compliance issues and review any issues, schedules, and strategies for reviewing the QEP next day</td>
</tr>
<tr>
<td>TIME</td>
<td>LOCATION</td>
<td>ACTIVITY AND PURPOSE</td>
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<tr>
<td>8:15AM</td>
<td>Hotel Lobby</td>
<td>Breakfast</td>
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<tr>
<td>8:30AM-9:30AM</td>
<td>Building 22 Room 265</td>
<td>Concurrent Session 1: QEP – Institution-wide process identifying key issues emerging from IE (CR 2.12)</td>
</tr>
<tr>
<td>8:30AM-9:30AM</td>
<td>Building 22 Room 268</td>
<td>Concurrent Session 2: QEP – Focus on student learning outcomes and/or learning environment (CR 2.12)</td>
</tr>
<tr>
<td>9:30AM-9:40AM</td>
<td>Break</td>
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<tr>
<td>9:40AM-10:40AM</td>
<td>Building 22 Room 268</td>
<td>Concurrent Session 3: QEP – Demonstrated institutional capacity (CS 3.3.2 [financial, human, and library/learning resources]) and the Initiation and Completion of the plan</td>
</tr>
<tr>
<td>9:40AM-10:40AM</td>
<td>Building 22 Room 265</td>
<td>Concurrent Session 4: QEP – Broad-based involvement of constituencies in development and implementation (CS 3.3.2)</td>
</tr>
<tr>
<td>10:50AM-11:50AM</td>
<td>Building 22 Room 272</td>
<td>Session 5: QEP – Goals and plan to assess our achievement (CS 3.3.2)</td>
</tr>
<tr>
<td>12:00PM-1:15PM</td>
<td>Concurrent Luncheons</td>
<td>Luncheon #1 (Meet Representative from Governing Board)</td>
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<td></td>
<td>Conference Center Lounge</td>
<td>Luncheon #2 (Meet Students to discuss QEP)</td>
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<td>Conference Center C</td>
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<tr>
<td>Time</td>
<td>Location</td>
<td>Activity</td>
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<tr>
<td>1:15PM</td>
<td>Conference Center B</td>
<td>Luncheon #3 (Meet Faculty not Serving on QEP Committee but Aware of the Project)</td>
</tr>
<tr>
<td>1:45PM-6:00PM</td>
<td>Conference Center A</td>
<td>Luncheon #4 (Meet other Campus Personnel not Serving on QEP Committee but Aware of the Project)</td>
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<tr>
<td>7:00PM</td>
<td>Hotel Lobby</td>
<td>Depart for Dinner</td>
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<tr>
<td>7:15PM</td>
<td>Hotel Workroom</td>
<td>Dinner</td>
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<td>TBD</td>
<td>Hotel Workroom</td>
<td>Individual work (Seek to Achieve Concurrence on Final Report)</td>
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</table>

Committee Travels to Hotel [NOTE: If any member of Committee requires additional meetings on campus, that will be arranged.]
<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:00 AM</td>
<td>Hotel Restaurant or Work Room</td>
<td>Breakfast</td>
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<tr>
<td>8:00 AM (ca.)</td>
<td>Additional work (if any required)</td>
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<td></td>
<td></td>
<td>Travel to campus</td>
</tr>
<tr>
<td>9:00 AM-9:15</td>
<td>Building 22 Room 268</td>
<td>Meeting with President to Describe Report from Team Visit to be Presented at Exit Conference</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Hotel Lobby</td>
<td>Travel to campus</td>
</tr>
<tr>
<td>9:15 AM</td>
<td>Conference Center Lounge</td>
<td>Exit Conference</td>
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<td>• Bert Bach will express appreciation for hospitality, report on the scope of the visit, and report on results of the review (including any recommendations and analyses pertaining to them)</td>
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<td>• Dr. Pamela Miller will report on Committee Formative Assessment of the QEP</td>
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<td>• Dr. Nuria Cuevas will describe next steps in the Reaffirmation process</td>
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<tr>
<td>10:30 (ca.)</td>
<td>Committee Departs for Airport</td>
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**CONFERENCE CENTER ENTRANCE FOR ALL DROP OFF AND PICK UP**