California State University, Long Beach
College of Business Administration

Standard Course Outline
MGMT 541 Industrial Logistics

I. General Information

- Course number: MGMT 541
- Title: Industrial Logistics
- Units: 3
- Prerequisites: MBA standing only.
- Course Coordinator: Department Chair
- SCO Prepared by: Dr. Jessica Robinson
- Date prepared/revised: April 30, 2017

II. Catalog Description

Systems analysis and synthesis of the general logistics system containing marketing, production, and transportation activities. Definition of system components of outputs, activities and inputs. Specification and quantification of major functional relationships interrelating these components. Letter grade only (A-F).

III. Curriculum Justification(s)

The course objective is to develop an in-depth understanding of integrative managerial issues and challenges related to developing and implementing an organization's logistics strategy. Attention is directed to logistics missions confronting varied business organizations. Logistics is positioned as value-adding processes that achieve both time and place synchronization of demand stimulation and operations fulfillment. Logistics is also examined from a business strategy perspective and its contribution to the organization's ability to focus on core competencies. Emphasis will be placed on challenges related to logistics support for procurement, manufacturing, and market-distribution.

IV. Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

In addition to the CBA and Graduate Program learning goals, student outcomes for this course are:

- Develop an understanding of the importance of logistics in the formation of business strategy and the conduct of supply chain operations.
- Develop an in-depth understanding of logistics operating areas and their interrelationships.
- Strengthen integrative management analytical and problem-solving skills.

V. Strengthen necessary skills to deploy firm's supply chain to achieve strategic business objectives. Outline of Subject Matter

A. SUGGESTED COURSE SCHEDULE / TOPICS TO BE COVERED.

The course should entail examining the changing role of logistics beyond operational efficiencies, to providing alternatives for enabling business strategy. Topics should include, but are not limited to:

- Supply Chain Strategy
- Segmental Positioning
- Service (3PL) Providers
- Order Management
- Transportation
- Inventory
- Warehousing
- Materials Handling
- Value-Added Services
- Demand Forecasting

B. PERCENTATAGE OF CLASS TIME TO BE SPENT ON REQUIRED TOPICS
At least 70% of the class time should cover the required topics to be covered, as outlined above.

VI. Methods of Instruction

A. INSTRUCTION MODE.

May refer to University policies Academic Technology and the Mode of Instruction (PS 03-11) and Course Syllabi and Standard Course Outlines (PS 11-07), for descriptions of modes of instruction and for guidelines for non-traditional modes of instruction.

☑ Traditional ☐ Hybrid ☐ Local Online ☐ Distance Education

B. CLASSROOM ACTIVITIES. (Optional but highly recommended for core courses).

Instructors should use appropriate instruction methods consistent with graduate-level presentation of the topics listed in Section V as well as with regard to the course objectives and learning goals outlined in Sections III and IV. Possible instruction methods include, but are not limited to:

- Quizzes and examinations
- Case studies and simulations
- Class lecture and discussions
- Calculation/problem homework
- Individual and/or group report
- Individual and/or group presentation

C. EXTENT AND NATURE OF TECHNOLOGY USE. (Optional but highly recommended for core courses)

VII. Information about Textbooks/Readings

There are no specific textbooks that must be used for this course. Assigned textbooks and any of the supplemental reading must, however, cover most or all the topics outlined in Section V. The following is an example of an appropriate textbook: Coyle, Langly, Gibson, Novak, and Bardi. *Supply Chain Management: A Logistics Perspective* (South-Western Cenage Learning).

VIII. Instructional Policies Requirements

Every course should comply with the relevant Academic Senate Policy Statements. Instructional policies should be consistent with the course description outlined in Sections II and III and should serve the course objectives listed in section IV. Specific attendance and late assignment policies are up to the discretion of each instructor, as long as these policies follow the Academic Senate Policy Statements. The same applies if some or all sections of the course are to be taught, in part or entirely, by distance learning in the future.

Students are expected to abide by the following policies that are outlined in the CSULB Catalog:

- Standards for Student Conduct: http://web.csulb.edu/divisions/aa/catalog/current/general_policies/standards_student_conduct.html

- Policies on Cheating and Plagiarism:
  http://web.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html

- Withdrawal Policy:
  http://web.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html

IX. Course Assessment and Grading (Optional but highly recommended for core courses)

A. DESCRIPTION OF ASSESSMENT.

- Instructors should use appropriate graduate-level instruction methods consistent with the student learning outcomes listed in Section IV and the specific topics listed in Section V.
- Exams must be essay-type and/or problem solving questions and avoid the predominant multiple-choice questions.

B. GRADING POLICIES AND PROCEDURES.

- Grading policies, procedures, and the percentage of the course grade associated with each assessment must be explicit on the syllabus and must be consistent with University policy on final course grades, grading procedures, and final assessments (PS 12-03). Instructors must develop scoring guidelines for assessments and must be made available to students. The final course grade will be based on a descriptive scale such as the following:

90-100% = A	Mastery of the relevant course standards.
80-89% = B	Above average proficiency of the relevant course standards.
70-79% = C	Satisfactory proficiency of the relevant course standards.
60-69% = D	Partial proficiency of the relevant course standards.
Below 60% = F	Little or no proficiency of the relevant course standards.

X. Disabilities

Students who believe they may need reasonable modifications, special assistance, or accommodations due to a disability should promptly direct their request to the university's Office of Disabled Student Services (DSS). DSS will work with the student and the course instructor to develop assistance that addresses the student's needs. DSS is located in Brotman Hall, Room 270.

XI. Assistive Technology

In compliance with Accessibility and Faculty Responsibility for the Selection of Instructional Materials (PS 08-11), instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

XII. Bibliography (Optional)

XIII. Consistency of SCO Standards across Sections

All future syllabi will conform to the SCO. The course coordinator should review the SCO and offer advice and/or materials to faculty member new to teaching the course. The course coordinator may offer or require regular review of instructors' course materials as well as anonymous samples of student work.

XIV. Additional Resources for Development of Syllabi

- University policy Course Syllabi and Standard Course Outlines (PS 11-07)
- Academic Technology (ATS) Accessible Syllabus Template
- Faculty Center for Professional Development (FCPD) Sample Syllabus Template