

Standard Course Outline

SCM415 Distribution Management

I. General Information

- Course number: SCM 415
- Title: Distribution Management
- Units: 3
- Prerequisites: MGMT300, IS 301, SCM410 or SCM414.
- Course Coordinator: Dr. Jessica Robinson
- SCO Prepared by: Dr. Jessica Robinson
- Date prepared/revised: September 1, 2020

II. Catalog Description

Theories and principles behind modes of transportation and facilities responsible for the movement of products in the supply chain. Covering specific distribution management topics such as channels of distribution, principles of warehousing, and logistics modal decisions. Letter grade only (A-F).

III. Curriculum Justification(s)

Distribution management refers to the efficient movement of final products/goods from the point of production to the point of sale. Accordingly, the study of distribution management is relevant to any organization involved with managing the outbound flows of products in a supply chain (e.g., manufacturers, retailers, transportation carriers, or third-party logistics providers, including freight forwarders and distribution centers). This course is designed to provide students with a specialized, in-depth working knowledge in the highly demanded area of distribution management. Embedded in the subject matter of this course are the following COB undergraduate program learning goals.

IV. COB Undergraduate Program Learning Goals:

A. General

- **Critical Thinking:** Students will be able to demonstrate conceptual learning, critical thinking, and problem-solving skills.
- **Team & Interpersonal Skills:** Students will be able to demonstrate interpersonal skills for working in a dynamic and diverse world, including in a team environment.
- **Communication Skills:** Students will be able to demonstrate effective oral and written communication skills in English.

B. Management Specific

- **Business Functions:** Students will be able to demonstrate an understanding of all business functions, practices, and related theories and be able to integrate this functional knowledge in order to address business problems.
- **Quantitative & Technical Skills:** Students will possess quantitative and technological skills enabling them to analyze and interpret business data and to improve business performance.
- **Domestic & Global Environment:** Students will be able to demonstrate knowledge of today's domestic and global business environment (e.g., legal, regulatory, political, cultural, and economic).

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

A. OBJECTIVE 1: Students will demonstrate foundational knowledge of distribution management.

- **MEASURABLE OUTCOME:** After taking this course, students will be able to appropriately use industry-related terminology to describe concepts, strategies, equipment, and network designs that are associated with distribution management.
- **EVALUATION INSTRUMENTS:** Specific evaluation instruments will vary by instructor, but typical assignments include quizzes, exams (i.e., both scantron and essay), and/or research papers.
- **INSTRUCTIONAL STRATEGIES:** Specific instructional strategies will vary by instructor, but typical approaches include lectures, applied case studies, and other related classroom activities.

B. OBJECTIVE 2: Students will demonstrate working knowledge of distribution center operations.

- **MEASURABLE OUTCOME:** After taking this course, students will be able to identify and describe processes/procedures for operating a distribution center and design efficient floorplans.
- **EVALUATION INSTRUMENTS:** Specific evaluation instruments will vary by instructor, but typical assignments include exams (i.e., both scantron and essay) and/or research papers.
- **INSTRUCTIONAL STRATEGIES:** Specific instructional strategies will vary by instructor, but typical approaches include lectures, applied case studies, and other related classroom activities.

C. OBJECTIVE 3: Students will demonstrate a critical assessment of the modes of transportation.

- **MEASURABLE OUTCOME:** After taking this course, students will be able to justify selecting one mode of transportation over another based on total logistics criteria (e.g., total logistics costs, customer service considerations, and product characteristics).
- **EVALUATION INSTRUMENTS:** Specific evaluation instruments will vary by instructor, but typical assignments include exams (i.e., both scantron and essay) and/or research papers.

- **INSTRUCTIONAL STRATEGIES:** Specific instructional strategies will vary by instructor, but typical approaches include lectures, applied case studies, and other related classroom activities.

VI. Outline of Subject Matter

A. SUGGESTED COURSE SCHEDULE / TOPICS TO BE COVERED

This is a broad course outline. Subject matter and sequence of topics may vary by instructor.

1. Introduction to Logistics and Distribution
2. Logistics Costs and Trade-Off Analysis
3. Channels of Distribution/Omnichannel Fulfillment
4. Principles of Warehousing
5. Warehouse Management and Information
6. Storage and Handling Systems (Palletized and Unpalletized)
7. Order Picking and Packaging; Receiving and Dispatch
8. Warehouse Design
9. International Logistics Modal Choice
10. Maritime Transportation, International Freight Forwarding; Port Operations; Air, Rail, and Intermodal Transportation; Road Freight Transportation (Vehicle Selection, Vehicle Costing, Planning and Resourcing, and Routing and Scheduling).

Embedded in these broad topics should include the role of information/communication and innovative technology (e.g., Artificial Intelligence, Robotics, Automation, and Autonomous).

B. Percentage Of Class Time To Be Spent On Required Topics

An approximately equal amount of time should be spent on Warehousing and Transportation

VII. Methods of Instruction

A. INSTRUCTION MODE

Check one or more modes of instruction that this course is authorized to use. Syllabi must also contain an explicit statement describing the mode of instructional delivery.

May refer to university policies on "Academic Technology and the Mode of Instruction" and "Course Syllabi and Standard Course Outlines," for descriptions of modes of instruction and guidelines for non-traditional modes of instruction.

- Traditional – Yes
- Hybrid – No
- Local Online – No
- Distance Education - No

B. CLASSROOM ACTIVITIES

Because this is a critical thinking course, it is expected that formal lectures will be minimized, and students will be regularly and actively engaged in practicing their thinking skills through exercises and discussions. Individual instructors will decide on the specific methods used in this course, but it is suggested that students will participate extensively in different formats for learning, including demonstrations, small-group activities, and oral presentations.

C. EXTENT AND NATURE OF TECHNOLOGY USE

The use of technology will depend on individual instructors, but may include BeachBoard, should include the development of familiarity with web resources specific to the course, and may include assignments that involve the evaluation of web materials on the subjects. Students may be made familiar, if they are not already, with relevant search databases in the library. Film and video may be used in the classroom.

VIII. Information about Textbooks/Readings

The following is a shortlist of textbooks that are most likely to be used for this course. Instructors may assign one or more of these and/or include other relevant texts/readings. Instructors may be asked to justify the use of old textbooks if updated texts are available.

- Rushton, Croucher, and Baker. *The Handbook of Logistics and Distribution Management*
- Coyle, Novack, and Gibson. *Transportation: A Global Supply Chain Perspective*

IX. Instructional Policies Requirements

Instructor's syllabi must contain explicit statements regarding their own policies with regard to plagiarism, withdrawal, absences, etc., which should be consistent with the university policies published in the CSULB Catalog. It is expected that every course will follow university policies on [Attendance](#), [Course Syllabi & Standard Course Outlines](#), and [Final Course Grades, Grading Procedures, and Final Assessments](#). If some or all sections of the course are to be taught, in part or entirely, by distance learning, the course must follow the provisions of university policy on [Academic Technology and the Mode of Instruction](#). Instructors should refer to the current [CSULB Catalog](#) and to the [Academic Senate website](#) for campus guidelines and policy statements as they develop their individual course policies.

All sections of the course will have a syllabus that includes the information required by the syllabi policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed. When improvement in oral communication is an objective of the course, the syllabus will include a rubric for how oral communication is to be evaluated.

X. Course Assessment and Grading

The exact set of course assignments will vary depending on the instructor. University policy requires that no single evaluation of student achievement may count for more than one-third of the final grade. The assignments may include the following.

Assignment Description	Linked to SLO	% of Course Grade
Assignment #1 Quizzes	SLO #1	20%
Assignment #2 Multiple Choice and Essay Exams	SLO #1, #2, #3	30%
Assignment #3 Research Project	SLO #1, #2, #3	20%
Assignment #4 Participation/In-Class Work & Discussion	SLO #1, #2, #3	10%
Assignment #5 Final Comprehensive Exam	SLO #1, #2, #3	20%

A. GRADING POLICIES AND PROCEDURES

Grading policies, procedures, and the percentage of the course grade associated with each assessment must be explicit on each instructor's syllabus and must be consistent with university policy on [Final Course Grades, Grading Procedures, and Final Assessments](#). Instructors must develop scoring guidelines for assessments, which must be made available to students. The final course grade will be based on a descriptive scale, such as the following:

Percent	Grade	Grade Description
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 in the relevant course standards.

XI. Disabilities

The SCO and syllabi should contain a statement regarding support services for students with disabilities. Under the Office of Civil Rights and the Americans with Disability Act, students may disclose at any time during the academic semester that they need a classroom accommodation based on a disability. Thus, it is strongly recommended that all SCOs and syllabi use the following language, as it meets both federal and state legal standards.

The [Bob Murphy Access Center \(BMAC\)](#) provides certification for students with disabilities and helps arrange relevant accommodations. Any student requesting academic accommodations based on a disability is strongly encouraged to register with Disabled Student Services (BMAC) each semester. A letter of verification for approved accommodations can be obtained from BMAC. Please be sure to

provide your instructor with BMAC verification of accommodations as early in the semester as possible. The phone number for BMAC is (562) 985 5401. The email address is: bmac@csulb.edu.

XII. Assistive Technology

In compliance with university policy on [Accessibility and Faculty Responsibility for the Selection of Instructional Materials](#), instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

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 members 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](#)