# Bachelor of Applied Science Degree Applied Management

# Program Proposal

March 2015

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**COVER SHEET**
**APPLIED MANAGEMENT PROGRAM PROPOSAL**
**SPOKANE FALLS COMMUNITY COLLEGE**

**Program Information**

Institution Name:   **SPOKANE FALLS COMMUNITY COLLEGE**

Degree:   **APPLIED MANAGEMENT**                    CIP Code:   52.0201

Name(s) of the existing technical associate degree(s) that will serve as the foundation for this program:

  Degree:   BUSINESS MANAGEMENT          CIP Code:   52.1401     Year Began:   **1995**

Planned Implementation Date ( i.e. Fall 2014):          **WINTER, 2016**

**Proposal Criteria:** *Please respond to all eight (8) areas listed in proposal criteria FORM D.*
                *Page Limit: 30 pages – see attached proposal*

**Contact Information**

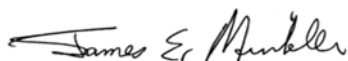  Name:       Dr. Jim Minkler

  Title:       Vice President of Learning

  Address:    3410 W. fort George Wright Dr.  MS 3010, Spokane, WA 99224-5288

  Telephone:   509.533.3764

  Fax:        509.533.3225

  Email:      Jim.Minkler@sfcc.spokane.edu

*James E. Minkler*

Chief Academic Officer

March 6, 2015

Date

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# Introduction

Spokane Falls Community College's bachelor of applied science degree in Applied Management is designed to meet current and anticipated demand for qualified managers across a wide array of industries, focusing specifically on the fields of manufacturing and healthcare, which currently help drive the economic recovery in the CCS educational service district. According to available workforce development data, opportunities for qualified managers in the fields of manufacturing and healthcare continue to grow. The bachelor of applied science degree in Applied Management will allow students with an AAS degree in a career technical field to expand their career options. Students who are currently employed but who are ineligible for promotion due to the lack of an appropriate credential will be able to assume leadership roles within their companies or seek better employment opportunities beyond their current jobs.

The proposed Applied Management BAS degree will continue to grow and adapt to the needs of the Spokane area's workforce. Advisory board meetings and regular program assessments will help ensure the alignment of curriculum with industry practices and projected demands. Graduates of the Applied Management program will possess knowledge of a wide range of management principles as well as specific managerial level skills that can contribute to the success of their employers.

All academic degree programs currently offered or are in development by SFCC are mission-driven. SFCC's mission is to "*advance student achievement through quality, accessible learning opportunities that embrace diversity, promote equity, and foster global awareness.*"

# Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor

Spokane Falls Community College is committed to developing a robust and rigorous upper division curriculum, which will encompass knowledge and skills from a wide variety of academic disciplines. Lower and upper division courses included in the curriculum are chosen to help students meet the expected program outcomes.

## Program Learning Outcomes

Curriculum development and instruction are intended to guide student achievement toward the following program outcomes. Successful Applied Management graduates will be able to:

- Adapt effective communication skills across all levels of the organization and to diverse audiences, using language, tools, concepts and managerial principles necessary to achieve desired outcomes within specific professional contexts (e.g., healthcare management or manufacturing).
- Identify and appraise human behavior and psychology in an organizational setting.

- Think critically and creatively when making decisions within a managerial context.
- Integrate sound ethical principles related to managerial behaviors.
- Develop and/or improve management and leadership strategies within the organizational contexts.
- Successfully analyze and synthesize information for effective planning and decision-making.
- Facilitate a group- or team-based approach to problem solving.
- Apply the principles of successful human resource development to design programs which maximize the human potential within the organization.
- Apply ethical and legal principles related to employee relationships to improve organizational outcomes.
- Apply the principles of accounting and financial management to solve problems within the organizational context.
- Demonstrate competence in current and emerging information technologies.

## Program Evaluation Criteria and Process

Spokane Falls Community College offers AAS degrees, AAS-T degrees, and Certificates in twenty career/technical programs and each program conducts regular assessment. Faculty teams design, implement, and refine their assessment models and tools, assessing program goals and related instructional outcomes annually. Career and technical program assessment also utilizes data collected from a variety of sources, including employers, current students, practicum supervisors, and portfolios.

SFCC has suggested the following set of college goals for career technical educational assessment.

- Meet the diverse educational needs of all students through a variety of programs, multiple teaching/learning/delivery methodologies, and diverse course offerings.
- Provide opportunities for students to achieve personal enrichment goals.
- Deliver high-quality learning opportunities, academic services, advising, and co-curricular activities for all students, especially those in their first year.
- Develop and implement strategies to improve students' completion of their degrees and certificates.
- Foster and promote a safe, affirming, and healthy learning and working environment.
- Provide opportunities for all voices to be heard and valued.
- Cultivate an appreciation for diversity among students, faculty, and staff.
- Promote and underscore the relevance of SFCC's wide range of educational programs and available community resources throughout our regional community.
- Implement collaborative, student-centered strategies to strengthen the efficiency of instructional programs, student support services, and administrative services.
- Infuse appropriate technological innovations in all college operations.
- Incorporate and contribute to industry-standard and emerging equipment and

technologies.
- Build strong, collaborative partnerships with business, community, government, education and human service organizations throughout our region.
- Respond quickly to changing educational, training, social, and employment needs.

The Career Technical Program Review tracking matrix[1] contains the items collected annually to document continuous improvement including the five-column Nichols Model and summary of Advisory Committee, Current Student, Graduate, and Employer surveys. Program faculty and advisory committees use these results to inform and implement changes to courses and programs.

The Bachelor of Applied Science in Applied Management program assessment process is modeled after existing program assessment at Spokane Falls Community College and is designed to ensure the following:

- The program remains aligned with the college's mission, core themes and values.
- The program goals clearly describe and define the expected abilities, knowledge, values, and attitudes of the graduates of the program.
- Program goals are simply stated.
- Accurate and reliable data for each program goal can be collected.
- The program goals are distinctive and specific to the program.
- The program goals are stated so more than one measurement method can be used. (One measurement method is acceptable; multiple methods are better).
- The program goals are stated so they can be used to identify areas that need improvement or modification.
- The program goals describe or identify student rather than instructor behaviors.
- The program goals language describes a learning outcome, not a process.

## Program Assessment Timeline

| Year 3 | Year 4 | Year 5 |
|---|---|---|
| Gather student data from post-graduation "exit" surveys. | Review and revise program goals and outcomes in response to external program review and student comments.<br><br>Gather student data from post-graduation "exit" surveys. | Revise curriculum to reflect changes in student/industry needs.<br><br>Gather student data from post-graduation "exit" surveys. |
| External Evaluation: An independent program review will be conducted | Expand or revise curriculum offerings to meet industry/ student | |

| | | |
|---|---|---|
| including reviews from<br>• One faculty or administrator from BAS Management degree granting institution<br>• One faculty or administrator from a receiving graduate institution<br>• One employer of SFCC BASM students. | needs. | |

The advisory committee's role is to advise the program as to recommended curriculum improvements; help keep the program abreast of changes in the field; assist in student recruitment and placement; and make recommendations for other changes that will keep the program current. Experts from business management, organizational leadership, and higher education will be engaged throughout the full curriculum development and implementation phase to ensure rigor of the content and learning methodologies.  External experts with experience in management and in higher education will assess the overall curriculum and the courses to ensure rigor, consistency and quality.

## Course Preparation Needed by Students Transferring with an Associate's Degree

The Bachelor of Applied Science in Applied Management is designed for students who hold an AAS degree in Business Management, or who hold an AAS degree in any career technical field from an accredited college or university.  In addition to the AAS degree, all students entering the BAS program will need passing grades (2.0 GPA) in at least 15 credits of General Education, including English & 101: English Composition (or equivalent) and Communication Studies & 101: Introduction to Communication Studies(or equivalent). These two courses will provide a suitable academic foundation for writing and communication that are expected of organizational leaders and managers.

### Table 1: Entry Requirements, BAS Applied Management

| Prerequisites | Notes | Credits |
|---|---|---|
| AAS degree in Business Management or any career technical field or transfer degree (or equivalent) | From an accredited institution | 90 |
| General Education | At least 15 credits as outlined in Table 2:<br><br>Must include ENGL& 101 | Included in 90 credits above. |

| | (or equivalent)<br>Must include CMST& 101<br>(or equivalent) |
|---|---|
| Cumulative GPA of 2.5 | In all college level courses |
| Minimum grade of 2.0 in all required courses | Courses required for the AAS degree in Management or career technical |

*Table 1*

## General Education Components

The Bachelor of Applied Science in Applied Management recognizes the value that general education provides students, broadening a graduate's understanding and skills in a variety of academic disciplines that will contribute to their success as managers and organizational leaders.  Faculty and administration at Spokane Falls Community College propose a degree that will meet or exceed the state's guidelines for general education in an applied baccalaureate degree[2].  Graduates in the bachelor of applied science degree will successfully complete a minimum of 60-quarter credit hours across the following disciplines:

- Ten (10) credits of communication skills, including one English composition course, e.g. ENGL& 101;

- Five (5) credits of quantitative/symbolic reasoning skills;

- Ten (10) credits of humanities;

- Ten (10) credits of social sciences;

- Ten (10) credits of natural science, including at least five (5) credits in physical, biological and/or earth sciences, including at least one course with a lab.

- 15 credits of remaining general education courses to achieve the required 60 credits.

Students admitted to the Applied Management BAS degree program will have completed 15-quarter credits of general education as part of their associate degree.  The remaining 45 credits may be earned while pursuing the BAS degree.  General education requirements and recommended courses are listed in Table 2.

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[2]  Ref: http://www.sbctc.edu/college/studentsvcs/BAS_General_Education_Requirements-May2011.pdf

**Table 2: General Education Requirements, BAS Applied Management.**

| Subject Area | Credits | Course Required / Recommended | Completion |
|---|---|---|---|
| Communication Skills | 10 | ENGL&101: English Composition (or equivalent) | Associate |
| | | CMST&101: Intro. Communication Studies (or equivalent) | Associate |
| Quantitative Skills (college level math) | 5 | MATH&107: Math in Society or MATH 201: Finite Math or BUS 217: Business Statistics [3] | |
| Humanities | 10 | PHIL 330: Business Ethics | Bachelor |
| | | CMST&227: Intercultural Communication | Bachelor |
| Social Sciences | 10 | ECON& 201: Micro Economics or ECON&202: Macro Economics | Associate |
| | | PSYCH 330: Principles of Motivation & Leadership | Bachelor |
| Natural Sciences (one lab) | 10 | ASTR& 100: Survey of Astronomy (non-lab) or GEOL: Environmental Geology (non-lab) | Bachelor |
| | | BIOL 100: Environmental Biology (lab) or PHYS 100: Introductory Physics (lab) | Bachelor |
| Other recommended general education | 15 | CMST 330: Professional Communication & Negotiation | Bachelor |
| | | CMST 320: Organizational Communication | Bachelor |
| | | ENGL 335: Technical Writing & Research Methods | Bachelor |
| **Total Gen. Ed. requirement** | 60 | | |

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[3] Math&146:Introduction to Statistics is not available at SFCC. In addition, SFCC's main transfer institution and targeted graduate programs – Eastern Washington University and Western Governors University, Washingtion – accept BUS 217, and it is included in the DTA – T degree.

Table 2

## Course Work Needed at the Junior and Senior Level

Courses included in the Bachelor of Applied Science in Applied Management will appeal to the working student. Courses content designed for the core curriculum reflect a focus on the fields of healthcare and manufacturing. Most, if not all, courses will be available in a variety of modalities (on-site, hybrid, or online) which will allow the BAS student to maintain a regular work schedule with minimal disruption. Students attending full time will be able to complete the degree in six quarters, while students wishing to attend part-time may finish the degree requirements in ten quarters depending on the pace of enrollment. All students attaining a bachelor of applied science in Applied Management will complete a minimum of 60 credits of upper division (300 – 400 level) coursework (general education and core courses). These courses are considered acceptable by those universities which have agreed to accept SFCC BASM graduates into their MBA programs. (see Criteria 7)

Table 3 lists the Business and Management Core curriculum offered at the junior and senior Level.

### Table 3 : BAS Applied Management Core Courses

|    | Course Required/Recommended | Credits |
|----|-----------------------------|---------|
| 1  | ACCT 320: Accounting for Managers | 5 |
| 2  | MMGT 340: Applied Financial Management | 5 |
| 3  | MMGT 341 Applied Principles of Management | 5 |
| 4  | MMGT 342: Project Management | 5 |
| 5  | MMGT 343 Logistics and Inventory Control | 5 |
| 6  | MMGT 344 Business Information Systems | 5 |
| 7  | MMGT 428 Human Resource Management & Employment Law | 5 |
| 8  | MMGT 325: Legal Issues for Managers | 5 |
| 9  | MMGT 350: Marketing for Managers | 5 |
| 10 | MMGT 435: Operations Management | 5 |
| 11 | MMGT 430: Manufacturing Management  or<br>MMGT 440 Healthcare Management<br>MMGT 450  Entrepreneurial Enterprises | 5 |
| 12 | MMGT  491:  Capstone Project  or<br>MMGT  492:  Internship | 5 |

Table 3

## Table 4: BAS Applied Management, Example Schedule

| Full-time Schedule | | | |
|---|---|---|---|
| **Fall – Year 1** | **Winter – Year 1** | **Spring – Year 1** | **Summer – Year 1** |
| AM Core Class | AM Core Class | AM Core Class | General Education if needed |
| AM Core Class | General Education | AM Core Class | |
| General Education | General Education | General Education | |
| **Fall – Year 2** | **Winter – Year 2** | **Spring – Year 2** | **Summer – Year 2** |
| AM Core Class | AM Core Class | AM Core Class Capstone or Internship | General Education if needed |
| General Education | AM Core Class | General Education | |
| General Education | General Education | General Education | |

| Part-time schedule | | | |
|---|---|---|---|
| **Fall – Year 1** | **Winter – Year 1** | **Spring – Year 1** | **Summer – Year 1** |
| AM Core Class | AM Core Class | AM Core Class | General Education if needed |
| General Education | General Education | General Education | |
| **Fall – Year 2** | **Winter – Year 2** | **Spring – Year 2** | **Summer – Year 2** |
| AM Core Class | AM Core Class | AM Core Class | General Education if needed |
| General Education | General Education | General Education | |
| **Fall – Year 3** | **Winter – Year 3** | **Spring – Year 3** | **Summer – Year 3** |
| AM Core Class | AM Core Class | AM Core Class | General Education if needed |
| General Education | General Education | General Education | |

*Table 4*

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## Criteria 2: Qualified Faculty

Spokane Falls Community College projects 20 FTE enrollment during the first operational year of the BAS in Applied Management, with enrollment increasing to 30 FTE by year 3. To support this number of students, the program will need one new full-time equivalent faculty (FTEF) in year one and possibly a second FTEF no later than year three, depending on enrollment demand. Faculty teaching general education courses will teach these courses as part of their contractual load, so no additional faculty will be required in areas outside Business Management.

Total FTEF assigned to the program will be 2.0 – faculty to teach in both the baccalaureate and associate degree programs to ensure continuity and consistency across curricula. SFCC administration will continue to make efforts to recruit, hire, and retain faculty who hold a PhD within their respective disciplines.

### Table 5: Faculty Profiles

| Faculty Name | Credentials | Status | Courses |
|---|---|---|---|
| Brent Booth Business and Management | PhD, Business Administration | FT, Department Chair | Associate, BAS Core Curriculum |
| Norm Thompson Business and Management | JD, MBA, MS | FT | Associate, BAS |
| Charlene Barker Business and Management | MBA | FT | Associate, BAS Core Curriculum |
| Don Brunner Accounting and Economics | MBA, CPA | FT | Associate, BAS Accounting for Managers |
| Ken Commers Business and Management | MS, Adult Ed. & Org. Leadership | FT | Associate, BAS Core Curriculum |
| Mark Wylie Economics | PhD, Economics | FT | Associate, BAS Economics |
| Karl Andreasson Psychology | PhD, Psychology | FT | Gen. Ed. Psychology, Motivation and Leadership |
| Larry Massey Communication Studies | MA (ABD), Communication Studies | FT | Gen. Ed. Organizational Comm. |
| Amy Wolfsen Communication Studies | MA (ABD), Communication Studies | FT | Gen Ed. Professional Comm. & |

| | | | Negotiation |
|---|---|---|---|
| Brittney Weaver Philosophy | MA, Philosophy | FT | Gen. Ed. Business Ethics |
| New FTE 1 | PhD preferred | FT – To be hired 2015 | Associate, BAS Core Curriculum |
| New FTE 2 | PhD preferred | FT – To be hired 2018 | Associate, BAS Core Curriculum |
| | | | |

*Table 5*

## Criteria 3: Selective Admissions Process Consistent with Open Door Policy

In keeping with the open access mission of the community college, admission requirements have been designed to provide access to many and to ensure that prospective applicants are prepared for success once they enter the program. In addition to holding an associate of degree (or equivalent) in any field from a regionally accredited institution, applicants to the BAS in Applied Management will need to meet the minimum program requirements of Engl&101: English Composition (or equivalent) and CMST&101: Introduction to Communication Studies (or equivalent).  These requirements include an overall college GPA of 2.5, a minimum grade of 2.0 in all courses required for the associate's degree, and at least 5 additional credits of general education.

Students failing to meet the minimum qualifications may be considered for provisional admission (if space allows) based on a student statement of intent to pursue the BAS degree (including a statement of professional goals) and two letters of recommendation for admission from faculty members outside the Management and/or Business department, or from the student's supervisor (if employed).   Students admitted on a provisional basis may or may not be eligible for financial aid while in provisional status.  Students admitted provisionally must maintain a 2.5 GPA in all course work during their first quarter of enrollment to gain acceptance into the program with non-provisional status.  Provisional students who do not maintain the required 2.5 GPA in their first quarter will be dropped from the program.

During the selection for admission of candidates to the BAS Applied Management, preference will be given to recent CCS AAS graduates. This allows students the opportunity to transition seamlessly into the BAS program without interruption.  If acceptable applications for admission exceed the number of anticipated slots (~ 24 students), acceptance into the program will be based on the department's ability to offer additional sections of courses.  The college will make every effort to accommodate students applying for admission to the BAS Applied Management program.  Course offerings and additional sections will be added when necessary to meet the educational needs of the BAS student.

Acceptance to the BAS in Applied Management will be based on the review of the application materials by the Business & Management department chair working with the BAS Program Coordinator.

To help ensure inclusion of students from underrepresented populations as potential BAS degree candidates, the department plans to recruit actively among front-line healthcare and manufacturing workers.   Information brochures and fliers will be distributed throughout area hospital employee lounges and at manufacturing facilities.  We will also work with local health and business administrators to identify individuals or groups who might benefit from this educational opportunity.

Spokane Falls Community College will also rely on our relationships with area high schools, Spokane Community College, and our multicultural services to identify and recruit potential degree candidates from underrepresented populations to consider pursuing a BAS at our college.  Our current demographic profile is evidence of our ability to attract and retain students from underrepresented populations.

Strong SFCC commitment to address lingering concerns related to colleges efforts to increase diversity within the healthcare workforce provide a firm foundation of credibility for messages targeted toward students from underrepresented populations[4].  Spokane Falls Community College will capitalize on this trend by designing visual and textual recruiting materials with maximum exposure to the opportunities for this group of students. The college will also work closely with our Spokane Area Workforce Development and WorkSource to recruit from a broad range of incumbent and unemployed workers.

The program will assess the admission process each year and determine if changes need to be made, based on student progress and retention, diversity of student group, and other factors as they emerge.

## Diverse student population

Spokane Falls Community College embraces the values of diversity as part of its fundamental mission. SFCC fulfills its mission through five core themes. SFCC advances diversity, promotes equity, and prepares students to live responsibly in an increasingly global civilization through the Diversity, Equity, and Global Awareness core theme. The latest related, strategic goals adopted by SFCC advance diversity by:

- Cultivating an appreciation for diversity among students, faculty, and staff.
- Ensuring equity among students, faculty, and staff.
- Increasing the diversity of the student body, faculty, and staff

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[4] Mangan, Katherine S. "Report Calls on Colleges to Reverse Lack of Racial Diversity in the Health Professions." *The Chronicle of Higher Education* 51.6 (2004): A36. *ProQuest.* Web. 30 Jan. 2015.

In this context, diversity refers to differences and similarities across groups, including, but not limited to race, ethnicity, age, gender identity, sexual orientation, religion, physical and psychological capabilities, learning ability, class, and other socioeconomic factors.

The bachelor of applied science program will employ practices implemented by the SFCC Diversity and Equity Committee to attract a diverse student population to the college and its programs.

## Criteria 4:  Appropriate Student Services Support Plan

Spokane Falls Community College is one of two community colleges that serve the Spokane area and the eastern region of Washington State.  Under the authority of the Community Colleges of Spokane (CCS), District 17, SFCC helps CCS fulfill the district mission to develop human potential through quality, relevant and affordable learning opportunities that result in improved social and economic well-being for students and the state.  This commitment to student achievement is evident in the services provided by student services personnel and the student support services they manage. Each and every student at SFCC receives support services that are high-quality, student-centered, and easily accessible. Students in the BAS Applied Management program will be supported by the same student service programs that all students receive (detailed descriptions below) in addition to specific program support provided by the Program Coordinator and the Completion Coach. This extra level of student support allows the BAS student to quickly and efficiently navigate the necessary college systems of enrollment, registration and financial aid, and can be an important support for BAS students who experience extra ordinary life events that may interfere with the successful completion of their degree.   As Spokane Falls Community College implements new applied baccalaureate degrees, the college will evaluate the increased workload of departments within Student Services. However, at this time, capacity to serve this new program exists with current staffing and responsibilities pertaining to the applied baccalaureate program have been assigned to specific personnel.

**Access to student services:** We project that most students in the BAS Applied Management program will be former or current associate students within the CCS district system, and graduates working in a career or technical field. In order to ensure access to program assistance, the program coordinator will be available for late afternoon appointments, in addition to availability by electronically. The program coordinator is the single point of contact for BAS students, from pre-admission, through the program, and into transition to master's degrees for those who wish to continue to graduate school. To provide convenient access to BAS Applied Management students, SFCC has numerous services available electronically, including online registration each quarter; online tutoring; 24/7 access to librarians through "ask a librarian"; extensive research databases suitable for baccalaureate-level research; KHAN academy links; degree audit and transcript request, and more.

To assist students visiting campus after regular business hours, SFCC offers many different services with evening and/or weekend hours, including the peer tutoring center, counseling, disability support services, testing, financial aid, and library services.

The following services will be those most frequently used by baccalaureate students:

**Counseling and Student Advising:** Student Achievement is a core value at SFCC and ensuring students complete the educational process is a major responsibility of the SFCC faculty counselors and academic consultants.

The system in place at SFCC is very similar to the model that will be used to support the baccalaureate programs. Within the BAS Applied Management degree, a program coordinator working in concert with a full-time completion coach, (who is shared with other programs offering bachelor's degrees at SFCC); will work one-on-one with students to ensure these students are getting adequate support to be successful in the program. The BAS support team of the program coordinator and the completion coach, in collaboration with faculty counselors, will assist students with their educational planning and progress towards degree completion. Regular audits of progress toward degree will be conducted for every student enrolled in the program. Students **will not** be enrolled in a cohort to allow greater accessibility and flexibility for starting their BAS studies. Students who "stop out" will be offered multiple opportunities to re-enter the program and continue toward degree completion. Each student will have an individualized schedule and advising plan. Program faculty will work with students who need additional assistance to develop personalized student success strategies or work with the tutoring center to ensure students have adequate support to be successful. Initially, quarterly meetings of the department chair, the program coordinator, and student services personnel (including the chief financial aid officer) will assess the quality of student support and make necessary improvements to systems and process to better serve the BAS student.

Students can also use internet advising services and degree planning worksheets to access their information. The online degree-planning tool helps faculty advisors and students evaluate, monitor and track the student's progress toward completion of a degree.

**Computer Labs:** Spokane Falls Community College provides access to a variety of specialized computer and learning labs. A list of Computer Labs and Instructional Labs including location and hours of operation is located on the college website[5].

**Credentials Evaluation:** Spokane Falls Community College's credentials evaluators have extensive experience evaluating transcripts from accredited institutions. They will evaluate incoming students for compliance with admission requirements and review student records for all degree requirements when students near graduation. Program faculty will evaluate all transfer or prior learning requests for core courses.

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[5] http://www.spokanefalls.edu/Resources/OnlineResources.aspx?page=PV4. 11.5.2014

**Disability Support Services (DSS):** The DSS office provides assessment and accommodations for students with documented disabilities. They provide specialized course materials via E-text, braille and closed caption; coordinate alternate testing for students, and assist faculty to provide appropriate accommodation.

**Financial Aid:** The financial aid office prepares and disburses federal, state, and institutional aid for all SFCC students. Students can monitor the status of their application online by accessing the student portal[6].

**Job Placement:** Providing help with career advancement and job placement will be priorities for BAS program faculty and career center staff. The advisory board, comprised of industry professionals, will help to identify jobs. Through the required internship/capstone course, students will develop potential job contacts. When the program chair networks with businesses to market the new degree program, it will create awareness of the program and opportunities for information on new employment. The SFCC Career Center has been successful in helping students find jobs by providing comprehensive career services including career planning and exploration, job search and placement assistance, career fairs, work-study, internships, and service learning opportunities.

**Multicultural Services:** The SFCC Multicultural Center offer students of every culture assistance with counseling, financing, tutoring and mentoring. These essential services empower students of color to identify, pursue, and complete educational and personal objectives aligned with their career and life goals.

**Library and Other Online Services:** All students have access to a full slate of services and information via the web. Through the *myBigfoot Student Portal[7]*, students can access the bookstore, records and grades, transcripts, registration, advising, faculty communication, and library services. The library has extensive research databases, which are able to support the proposed baccalaureate degree disciplines. Cooperative agreements with local baccalaureate institutions allow students access to research materials, which may not be housed with our libraries. The "ask a librarian" online research assistance program allows students access to research and information literacy guidance 24/7. The distance education office provides extensive technology assistance and student services for all online students[8].

**Peer Tutoring Center:** The Peer Tutoring Center assists students in successfully completing their college courses through one-on-one and group tutoring, workshops, classes and open labs in a variety of subjects including reading, writing, math, accounting, biology, and business technology. Students may also access enhanced services in the center including Cranium Café, eTutoring and the KHAN Academy. In addition, the center manager has worked closely with program managers to align tutoring services with course

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[6] http://www.spokanefalls.edu/Admissions/FinancialAid/Home.aspx 11.5.2014
[7] https://mybigfoot.spokane.edu/ 11.05.2014
[8] http://ccsonline.spokane.edu/ 11.05.2014

curriculum.  The tutoring center currently employs students from local baccalaureate institutions who will be available to tutor upper-division students.  Spokane Falls maintains an active internship program with Eastern Washington University and with Gonzaga University.  Peer tutors from these partner universities will be recruited, hired and trained to provide tutoring to our BAS students.  As students complete the upper-division course work, they may be identified as candidates for employment in the tutoring center.

**Veterans Services:** The Veterans Services Office assists all eligible veterans, reservists, dependents, and VA chapter 31 students. Relevant military credit is awarded once a student has earned 10 college level credits and has applied for assessment through the established prior learning assessment process.

**Prior Learning Assessment**: The Prior Learning Assessment faculty coordinator works as a liaison between students and BAS faculty and program coordinator.  Those students who have acquired significant amounts of college level learning based on job training and competencies learned on the job may choose to petition BAS faculty for college credit.  The Prior Learning Assessment coordinator will provide instruction in the compilation of the student's prior learning portfolio and will guide the student through the petitioning process.  Students interested in developing a prior learning portfolio will be required to enroll in General Studies 105, Prior Learning Portfolio Development (or its equivalent).  According to NWCCU guidelines, students may earn a maximum credit award of 25% of the degree requirements via prior learning portfolio assessment.

## Criteria 5:  Commitment to Build and Sustain High Quality Programs

Spokane Falls Community College is committed to providing high-quality educational programs.  Funding and administrative support for the Applied Management BAS program will include budgeting for estimated program expenses (see Table: Estimated Program Expenses) through the first five years of the program's development.

The bachelor of applied science degree will be state supported by FTE generation and tuition paid at the established SBCTC approved rates for applied bachelor of science degrees.

Courses in the Applied Management program will primarily be offered either completely online or as hybrids.  At this time, no new classroom facilities are necessary to support the BAS program.

**Additional Personnel and Benefits:**  Spokane Falls Community College will support the BAS Applied Management program with two new administrative positions (program coordinator and a completion coach; see Table 7: Administration and Staff) which will be shared with the planned BAS program in Information Systems & Technology (pending state approvals).  The Program Coordinator will serve in a dual capacity for the first two years until such time as enrollments warrant hiring a completion coach (projected in year

3). The Program Coordinator will work under the direction of the Dean of Instruction for Business, Professional Studies and Workforce Development who will have program oversight and who reports to the Vice President of Learning. The program coordinator will work as support personnel for the BAS program deans and faculty. With the addition of the completion coach, the program manager will focus attention on student recruitment, admissions, and program evaluation and development. In addition, one full time faculty position will be added within the Management department during year one, and another full time faculty position added year three depending on enrollment demand. Benefits and salary increases are calculated according to typical pay-scale advancement over a period of five years.

### Table 6: Administration and Staff

| Name | Title | Responsibilities | Admin Effort |
|---|---|---|---|
| TBD | Program Coordinator | Provides administrative support to chair, faculty and students. Provides student services assistance and referral to applicants and students to promote student success. | 50 % |
| TBD | Completion Coach (year 3) | Assists in the delivery of comprehensive specialized services to enhance the retention and completion results of students. | 50% |
| | | **Total Staff FTE** | 1.00 |

*Table 6*

**Curriculum:** Spokane Falls Community College supports the development of nine upper division class curriculums with stipends of one thousand dollars for each, provided the course serves the BAS programs needs and gains approval through the appropriate curriculum committee processes.

**Professional Development:** Faculty and administrative personnel are provided professional development opportunities, which prepare them to be more serviceable to our students. Each full-time faculty member may access one thousand dollars per three year period, and has access to other discretionary faculty development funds through faculty development and/or foundation grants.

**Equipment, Goods and Services:** Instructional equipment, goods and services will be supported by department goods and services budgets, district innovation funds, and student technology fee allocations.

**Consulting and Accreditation Fees:** These one-time fees will be paid to the NWCCU for evaluating substantive changes to SFCC's program and degree offerings.  In addition, the college will pay management professionals to independently assess the program proposal according to its perceived ability to serve students and meet the expectations of employers in the health services and manufacturing industries.

## Library Support

**Library Resources:**  Supporting Spokane Falls Community College's mission to provide excellent instruction and to assure student achievement, the library will increase available resources for the Applied Management BAS in several ways.  First, the library will update and enhance its collection of leadership and management e-books by purchasing a collection with current titles specific to business leadership and appropriate to the program. These volumes will need to be updated regularly as new titles become available.  Secondly, the library will need to improve the general business collection, the streaming film collection specific to business management, and new materials aimed at research supportive of third and fourth year coursework.

### Enrollment, Cost, and Revenue Projections

The following tables indicate the projected student enrollment, the basis for the estimated program expenses and revenues.

#### Table 7: BAS AM Enrollment Projections

| Year | 1<br>2016 | 2<br>2016-17 | 3<br>2017-18 | 4<br>2018-19 | 5<br>2019-20 |
|---|---|---|---|---|---|
| **Headcount** | 34 | 59 | 60 | 60 | 60 |
| **FTES** | 27.18 | 46.85 | 47.64 | 47.64 | 47.64 |

*Table 7*

#### Table 8:  BAS AM Projected Program Expenses

| | Year 0 (FY 14-15) | Year 1 (FY 15-16/Wtr Qtr Start) | Year 2 (FY 16-17) | Year 3 (FY17-18) | Year 4 (FY18-19) | Year 5 (FY19-20) |
|---|---|---|---|---|---|---|

| | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| Administrative Salaries (50% FTE) – Program Coordinator | | 15,240 | 15,966 | 16,737 | 17,547 | 18,387 |
| Administrative Salaries (50% FTE) – Completion Coach | | | | 20,838 | 20,838 | 21,706 |
| Full-time Faculty Salaries (1 FTE year 1 and 2 FTE year 3 and beyond plus 25% Faculty Coordinator) | | 41,152 | 55,913 | 100,643 | 101,980 | 103,317 |
| Honorarium Stipends | 1,000 | | | | | |
| Curriculum Development Stipends | 3,000 | 11,000 | | | | |
| Benefits | 1,620 | 40,687 | 43,474 | 76,786 | 78,811 | 80,360 |
| Goods and Services | 1,000 | 1,580 | 1,590 | 1,610 | 1,630 | 1,640 |
| Travel/Prof Dev | 8,000 | 1,000 | 1,000 | 2,000 | 2,000 | 2,000 |
| Library Resources | | 8,200 | 5,000 | 5,000 | 5,000 | 5,000 |
| Marketing | 8,000 | 1,00 | 2000 | 800 | 800 | 800 |
| Indirect Administrative Costs (8% each year) | | 9,757 | 9,995 | 17,953 | 18,288 | 18,656 |
| Total Costs | 22,620 | 128,716 | 134,938 | 242,367 | 246,894 | 251,866 |

Table 8

TABLE 9:  Projected Program Income & Total Expenses (Profit/loss)

| | Year 0 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| Program Revenue - Tuition and Fees | | 108,490 | 290,555 | 308,135 | 308,135 | 308,135 |
| Program Expenses | 22,620 | 128,716 | 134,938 | 242,367 | 246,894 | 251,866 |
| Net | (22,620) | (20,226) | 155,617 | 65,768 | 61,241 | 56,269 |
| Balance to re-invest (25% Percentage of Net) | | | 38,904 | 16,442 | 15,310 | 14,067 |

Table 9

# Criteria 6:  Program Specific Accreditation

The Northwest Commission on Colleges and Universities (NWCCU) reaffirmed the regional accreditation for SFCC on February 6, 2015, based on the fall 2014 Year One *Mission and*

*Core Themes Report.*  The BAS Applied Management will be included in SFCC's NWCCU Mid-cycle Evaluation scheduled for fall 2016.

At this time, the college does not plan to seek specialized program accreditation from the Association to Advance Collegiate Schools of Business (AACSB)[9], nor from the Accreditation Council of Business Schools and Programs (ACBSP)[10].  During regular program assessment (year 5), faculty may determine whether specialized program accreditation and their mandated standards will serve the needs of the students or enhance the quality of the program.

## Criteria 7:  Pathway Options Post-Baccalaureate

Because of negotiations between SFCC President, Dr. Janet Gullickson, and Roberta A. Brooke, Director MBA Programs, College of Business and Public Administration, Eastern Washington University, SFCC and Eastern Washington University (EWU) will enter into a 4+1 articulation agreement wherein SFCC BAS graduates will be considered for admission to the EWU MBA program.

Additionally, we have received assurances that our students will be considered eligible to pursue an MBA through Western Governors University Washington (WGU).  Students entering the WGUW MBA program must submit a resume, which includes three years of significant professional experience.   The proposed BAS in Applied Management plans to recruit students who are currently employed and who may be interested in further advancing their careers through an MBA program.

Conversations related to post-baccalaureate pathways have been initiated with Gonzaga University, Whitworth University and Washington State University.

## Criteria 8:  External Expert Evaluation of Program

Spokane Falls Community College selected two experts, Dr. Molly Pepper from Gonzaga University and Professor Christie Anderson from Whitworth University, to provide external review of the proposed program.

> **Dr. Molly Pepper, Associate Dean for Undergraduate Programs, Gonzaga University Business School, Spokane, Washington**

Dr. Pepper joined the School of Business Administration at Gonzaga University in 2003. She earned her B.A. from Texas A&M University in 1987, her M.B.A. for the University of Southern Mississippi in 1997, and her Ph.D. from Arizona State University in 2004.  Dr. Pepper's teaching assignments include:

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[9] http://www.aacsb.edu/
[10] http://www.acbsp.org/

- Human Resource Management
- Ethics in Human Resources
- Management and Organizations
- Developing People and Organizations

Dr. Pepper's research interests are in the areas of :

- Mentoring
- Diversity
- Electronic Communication

Dr. Pepper's research has been published in a variety of Business, Management and Educational Journals.  She has 12 publications to her credit.

Dr. Molly Pepper's review was received March 27th, 2015, after the proposed curriculum was submitted for State Board approval.  Her suggestions will be reviewed thoroughly and incorporated into further development of curriculum, either in creating new courses or infusing contents into courses currently being proposed.  Dr. Pepper's review in its entirety can be seen in Appendix A.

### Professor Christie Anderson, Associate Dean, School of Continuing Studies, Whitworth University, Spokane, WA

Christie Anderson earned her undergraduate accounting degree and her MBA from Eastern Washington University and has been teaching accounting at the college level since 1979.  Her professional experiences have included public accounting, and she also worked in a Washington State agency, a large non-profit as Director of Finance and as the controller for a large commercial contractor.  In 1999 Christie opened the Webster University campus at Fairchild Air Force Base and in 2001 took over the position of  Whitworth University's Director of Organizational Management in the School of Continuing Studies.  In 2013 she moved into the role of Associate Dean of the School of Continuing Studies and in that position added duties of developing curriculum for the evening programs. Her years of working with regional employers and agencies add to her knowledge of educational needs in the Spokane region.

## Appendix A – Evaluator's Unedited Comments

### From Dr. Molly Pepper, Gonzaga University

**Review of the Proposed Bachelor of Applied Science Degree in Applied Management**

Thank you for the opportunity to review SFCC's Bachelor of Applied Science in Management. Overall, I find the program to be well developed. It appears to fill a need in

Washington State for better prepared workers. I broke my evaluation down into four sections: Strengths, Areas for Improvement, Curriculum Review, and Questions.

**Strengths**

The program's greatest strength, in my assessment, is that it clearly links to Community Colleges of Spokane's mission to provide learning opportunities that result in improved social and economic well-being for students and the state. This link to CCS's mission further supports the state's strategic plans to strengthen the economy with well-educated and skilled workers and increase educational attainment. The program has potential to live up to these goals by giving many people who would otherwise be unable to attain a management education the opportunity to get one. The other strengths of the program relate to this potential. Specifically, the flexibility of on-line and evening classes will allow those who could not pursue a traditional bachelor's degree in management to pursue this applied management degree. The affordability of the program also supports the program's potential. This is especially clear in the survey of current and former CCS students who rated the affordability of the program highly.

**Areas for improvement**

The report's introduction mentions the degree will "prepare graduates to fill supervisorial or group/project leadership positions." However, there are at least three appeals of the degree that deserve more support. First, the report mentions entrepreneurship – that the degree will give many graduates of the program practical skills and confidence to manage their own businesses – this is a strength of the program that directly relates back to the mission of CCS and to the state's strategic plans. The curriculum should reflect this strength of the program.

Second, on page 7 of the report, the SFCC core value of diversity, equity, and global awareness is mentioned. However, the program misses the opportunity to build on how the degree will increase diversity in local organizations by providing supervisory skills to those who might not otherwise have access. This definition of diversity goes beyond race, color, gender and other traditional definitions of diversity. While page 8 of the report discusses how the program will draw from a much more diverse student population than other baccalaureate programs, there seems to be no other acknowledgement in the program that students will bring differing experiences to the classroom and how that will be optimized.

Finally, this degree could help anyone in the workforce learn how organizations operate and how each worker can make an optimal contribution. It is for anyone who plans to have a career, even if that career does not include becoming a supervisor. It is important for everyone in an organization to understand management and how everyone in the organizational hierarchy thinks. I am not sure how to recommend improving on this strength of the program except to not overlook this group of workers.

**Curriculum Review**

The biggest gap I see in the curriculum is the lack of economics, finance, and marketing course work. How do managers and supervisors work without understanding how consumers and producers make decisions and how the economy works? Also, finance is the language of business. Students will need to speak it in order to lead. Finally, if the program is going to live up to its promise of giving graduates the tools and confidence they need to start their own businesses, then marketing will need to be a part of that. Since this is a degree for generalists, perhaps these topics can be combined in a "fundamentals" course. Such a course could orient students toward macro business issues while the other coursework provides more micro skills.

Also, while study of the natural sciences is important to a general education, it stands out in this proposal as being the only courses not directly applicable to management and business. Perhaps this is where a fundamentals course or courses in economics, finance, or marketing class could be added? Also, offering advanced business law with no other law course preceding it stood out. Where will students learn the fundamentals of business law? Again, a fundamentals class could solve the problem of what is NOT covered in the plan and give students a solid foundation.

Given the point made in the "Areas for Improvement" section above about how entrepreneurship could be a strength of this program, the knowledge and skills needed to start a business would be a robust addition to the program. This may fit into the existing curriculum in two ways. First, it could be a project in the Applied Principles of Management course. This course could require students to start a fictional (or real) business and apply management principles to the business. Hopefully, at the end of class, the students would have created a business plan that could be used to start a business. Second, in the capstone project class, starting a new business or writing a business plan could allow students to apply all that they have learned in the program to starting their business.

Finally, business ethics is offered very early in the curriculum. This could be a strength if the lessons learned in the class are applied across the curriculum. However, there is no indication that each class will apply business ethics. The placement of this class depends on how it will be applied. If ethics will be integrated into each class, it should be kept where it is. If the course will stand alone with no planned integration into other courses, I recommend moving it to the end of the program so that students can apply lessons learned in other classes during their business ethics class.

**Questions**

How will SFCC support students toward degree completion? Table 4 indicates that "some college, no degree" is the second most common outcome for supervisors and managers (behind high school diploma or equivalent for supervisors and bachelor's degree for

managers). Will it be easy for students to "drop out" if they get to the "some college, no degree" stage? What measures are being taken for student retention?

Is there a plan for communication across disciplines? On Page 15, the report mentions that faculty, administrators, and advisory committees of the manufacturing and health care technical degree programs will be relied upon to ensure the managerial knowledge and skills taught in the BAS program are relevant to the needs of their respective industry clusters. This sounds like the one of the most difficult parts of the implementation.

**Conclusion**

Thank you again for the opportunity to review this proposal. Overall, I believe the program would be an asset to the state of Washington. Please contact me if I can provide further information.

Molly B. Pepper, Ph.D.

Associate Dean for Undergraduate Programs
Associate Professor of Management
Gonzaga University

### From Professor Christie Anderson,
Associate Dean, School of Continuing Studies
Whitworth University

April 2, 2015

RE:  Review of Proposed Curriculum for BAS Degree in Applied Management
      Spokane Falls Community College

I reviewed the proposed curriculum of the degree with two things in mind:

1) What do employers expect in a bachelor's degree in management?;  and
2) What does the current research describe as need gaps in the manufacturing environment in the region?

When I ask employers if they have employees they would like to promote but who are lacking some specific skills to be successful, the employers usually list communication, writing, quantitative and computer skills as roadblocks to promotion for their current employees, in addition to lacking a bachelor's degree.  The one competency that is mentioned more than any other is critical thinking.

A survey distributed by Greater Spokane Incorporated indicated that manufacturing entities in Spokane needed employees who could do basic measurements and compute

volume. If the individual AAS programs that are identified as transfer degrees into the BAS in Applied Management do not teach the quantitative skills as well as familiarity and competency with industry-specific computer programs, this could be an area of weakness in the curriculum.

In my opinion the communication, writing, human resource management and law topics are covered well. Management theory is also broadly included in the program, as it should be. Other courses included that add value to workers in industry are the skills classes like Project Management and Logistics and Inventory Control.

The proposal targets graduates of a select list of Community Colleges of Spokane's AAS/technical degrees and seems appropriate especially for students working in the manufacturing sector, although a course in operations would be a good addition to provide students an understanding of higher-level decision-making processes. The courses in ethics and leadership are also very important for students as they develop critical thinking and problem solving skills necessary for effective management.

Table 6 of the proposal lists job prospects for managers. Three of the nine jobs listed are in the field of sales or marketing but I don't see a marketing or sales-oriented class in the curriculum. Students would have to be advised carefully to take the statistics option for math or other related courses that would prepare them for market research, if that was their career trajectory.

Students should be assessed for their ability to do advanced college-level writing before they are advised into a bachelor's degree option. Employers continue to voice frustration over employees' lack of ability to communicate well in both written and oral communication. With so much emphasis on team work in manufacturing and related fields, group communication skills are important.

In conclusion, I do believe there is a place for this degree in Spokane for students who need a bachelor's degree for promotion or for a new position. As designed it does offer those with the technical skills needed in their profession, and a direct management tract to increase their career potential. Some elective options I would suggest adding are courses in marketing, Microsoft Office, geometry (measurements/volumes), and operations. There isn't much to differentiate the healthcare students from the manufacturing side which may be a problem in recruiting.


## Appendix B:  Course Descriptions

**Accounting for Managers** (ACCT 320) : 5 Credits
This course covers accounting theory, application, and language, with an emphasis from a manager's perspective. Topics include: balance sheets, income statements, and statements of cash flows, financial statement analysis, cost behavior, and capital budgeting. Each student completes an accounting project designed to integrate course topics into a business project.

**Legal Issues for Managers** (MMGT 325) : 5 Credits
This course explores the state and federal laws that affect management behavior and organizational practices including contracts, business organizations, employment law, product liability, safety issues, and environmental regulations. This course also examines issues surrounding business start-ups and intellectual property. Each student develops a portfolio of topics related to their career choice.

**Applied Financial Management** (MMGT 340): 5 Credits
This course will provide the application of financial management principles including the analysis of financial statements for planning and control, cash and capital budgeting, risk and return, capital structure, time value of money, and financing for both short and long-term requirements. Students will apply the basic tools and techniques used to evaluate small and medium-sized firms or entrepreneurial proposals as potential investment opportunities.

**Applied Principles of Management** (MMGT 341) : 5 Credits
This course provides the student with a conceptual framework for understanding the basic theories of management. Emphasis is placed on the internal and external environment, ethics, planning, goal setting, decision making, organizational structure, motivation and group dynamics, and effective control mechanisms.

**Project Management** (MMGT 342) : 5 Credits
This course provides students with an understanding of the fundamentals, theories, and practices of project management as it relates to managers. A foundation of the concepts, principles, and solutions that support the planning, scheduling, organizing, and controlling functions required for the successful completion of a project will be covered.

**Logistics and Inventory Control** (MMGT 343) : 5 Credits
This course provides a practical, management perspective of the following areas of logistics: distribution, transportation, international logistics, sustainable logistics practices, key performance indicators, supply chain finance, leadership in a supply chain role, and an introduction to logistics technology including Radio Frequency Identification (RFID). This course also examines the following areas of inventory control: materials planning, purchasing and the supply chain, receiving, storage, shipping, production activities, record accuracy, warehousing efficiencies, measurements, and inventory policies.

**Business Information Systems** (MMGT 344) : 5 Credits
This course focuses on the basic principles of Information Technology: hardware and software components, database technology, telecommunications and networking, e-commerce and e-business, Enterprise Resource Planning (ERP), Decision Support Systems (DSS), Artificial Intelligence (AI) and Expert Systems (ES), systems development and implementation, and the ethical and societal issues involved in information technology.

**Marketing for Managers** (MMGT 350) : 5 Credits
This course helps develop the marketing knowledge and skills necessary for the successful manager of a profit or not-for-profit organization, including business start-ups. Topics include understanding marketing concepts, including the development of and the execution of a marketing strategy. The course focuses on niche, business-to-business and business-to-government marketing as well as the marketing of services. Students complete a marketing project designed to integrate course topics and develop a marketing plan.

**Human Resource Management & Employment Law** (MMGT 428) : 5 Credits

This course examines the major trends in human resources management, including problems and issues faced by organizations and individuals in times of change. Students learn the responsibilities of the human resources department and the roles that the manager plays, both as a manager and as a client of the human resources department. Also included is the study of the law governing the employment relationship. Specific topics studied include employee access to job opportunities, employer information gathering, prohibited discriminatory employment practices, regulation of wages, hours, and benefits of employment occupational safety and health, the developing concept of unjust discharge, and regulations providing protection of retirement benefits. Each student selects a class topic and plans how to apply it to a business/company project.

**Manufacturing Management** (MMGT 430) : 5 Credits

This course develops the student's skills that are necessary to align resources, and to improve communication, productivity, and effectiveness in a manufacturing environment. Students will learn about operations management tools and techniques, develop core business skills, and apply them to solve problems in the manufacturing industry. This course is designed to meet the needs of students who want to move into supervisory and management roles within the manufacturing industry.

**Operations Management** (MMGT 435) : 5 Credits

This course helps students understand the role of operations management in an organization. Students will understand how the operations function transforms inputs to outputs in an efficient manner. The course covers the role of the operations manager in the design, implementation, and control of the organization's transformation processes, as well as the key role that issues of quality play in those processes. As a final project, each student applies techniques of operations management to a real business problem.

**Healthcare Management** (MMGT 440) : 5 Credits

This course provides students with an overview of concepts and issues related to healthcare management. Through the examination of management topics and healthcare situations, the student will explore the skills and knowledge needed to be successful in a diverse healthcare environment. Topics include: healthcare leadership, organizational design as it relates to the uniqueness of healthcare organizations, managing professionals, and diversity in the workplace.

**Entrepreneurship** (MMGT 450) : 5 Credits

This course explores how entrepreneurs develop, launch, and manage small business ventures utilizing creative and innovative managerial practices. Students will examine relevant entrepreneurship theory and practical techniques used by successful entrepreneurs. Students will focus on entrepreneurial opportunities, sources for start-up ideas, and the special challenges of starting a new venture, or changing an existing one.

**Capstone Project** (MMGT 491) : 5 Credits

This course provides the opportunity for students to demonstrate that they have learned the material and concepts from the program and can apply it in the real world. It provides students the opportunity to do a comprehensive analysis of an on-going business and develop a long range, strategic plan including implementation and recommendations for change.

**Internship** (MMGT 492): 5 Credits
This course is designed to provide students with major-related, supervised, evaluated practical training work experiences which may be paid or voluntary. Students are graded on the basis of documented learning acquired through hands-on new experiences in an actual work setting.

**Professional Communication & Negotiation** (CMST 320): 5 Credits
This course will enhance communication proficiency across professional settings. Professional Communication will strengthen competence in visual presentation skills, interviewing, listening, portfolio building, and employment and promotion negotiation. Emphasis will be placed on the effective application of these skills to communicate both orally and visually for a range of professional positions.

**Organizational Communication** (CMST 430): 5 Credits
This course is the study of communication and its practice, effects and improvement in collective organizations; the role of communication in organizational assessment and change; the relationship between communication and leadership practices and organizational effectiveness, and the discursive nature of personal and corporate image and credibility. It will examine the nature of organizational culture, diversity, effectiveness, and cohesiveness, including factors maximizing effective communication and overcoming and managing communication barriers and conflict. The course will focus on practical application supported by actual case studies and communication theory.

**Intermediate Technical Writing** (ENGL 335) 5 Credits :.
This course is intended for upper-division students in technical fields. Students learn to produce clear and direct prose for a variety of workplace audiences. The course emphasizes usability in writing, communication as a form of problem-solving, research approaches appropriate to technical fields, and visually effective document design.