

New Degree Program White Paper

Contact Person: Dr. Scott Lindsey

Degree name: Associate of Science in Management

Department: College of Business (Management Program)

College: College of Business

Please answer the following questions:

1. Does this degree program include stacked credentials? Yes ___No.
If yes, indicate with an X all included credentials: Certificate Associates ___Baccalaureate ___Masters
2. How many new courses need to be developed for this program? **None**
3. For the baccalaureate degree, how many credits of core courses are required? _____ How many required elective credits?_____ How many open elective credits?_____ Counting 31 credits of GE courses, how many total credits are in this program?
4. If seeking external accreditation, please list organization(s) here _____.

Program Description. Provide a brief description of the proposed program. If stacked credentials are included in the program, identify and describe each one. If one or more emphases are part of the program, identify and describe them.

Response:

Program Purpose: Business degrees provide an educational foundation and broad scope of subject matter which is an excellent preparation for a wide range of career paths. The intention of the DSU Associate of Science (A.S.) in Management, with a stackable certificate such as Entrepreneurship, is to prepare students earlier and increase employment potential, elevate educational exposure, and provide a specified direction for business education, from high school through college. Stackable certificates, which are integral to the proposed AS in Management, will heavily utilize resources from the DSU TIE Center.

Program Description: The Associate of Science in Management provides a foundation in business, which prepares graduates for either entrance into any of the DSU baccalaureate business degrees (BS), or for direct entry into the work place. The objective is to create greater career opportunity in a variety of industries and to prepare students for entry level management positions. The program incorporates business content, relevant application and an opportunity for specialized certification. The result is a stronger knowledge base in business and an increased employment potential.

Strategic Alignment. Cite specific examples of how this program aligns to the DSU strategic plan, mission, goals, and core themes. Include active learning-active life.

Response:

The DSU Strategic Plan specifically identifies goals relating to:

- Increased retention and completion
- Program development for growth
- Service to underrepresented populations
- Economic development
- Enhancing or defining the DSU brand

The program can be initially introduced to 9th grade (accelerated) high school students, by offering a skill-based CIS 1200 (Introduction to Literacy) course. The CIS 1200 and 1000/2000 level courses offered during the first two years, will meet the guidelines of Perkins funding, which will assist in the financial support of the program. The general education courses listed are presently offered through concurrent enrollment, as well as several of the foundational business and technology courses. Upon completion of high school, students will have the opportunity to transition into the university with articulated courses, and their

curriculum will be continued on the DSU campus. Every course in the degree program structure satisfies a requirement for DSU's general education or baccalaureate content in the College of Business. The stackable nature of the program will serve high school students, existing DSU students, as well as community members. Students majoring in business may receive an Associate of Science in Management, a specialized certificate, a Bachelor of Science in any COB major, and have the availability to add a second certificate. The AS in Management degree also provides a prescriptive path, by which they can plan their degrees and certificates, to completion. The goal is to positively impact recruitment and retention in the DSU College of Business. In addition, it creates an experienced and educated business workforce, a small business focus for economic growth, builds the academic brand of DSU, and strengthens career opportunities for students.

Comparison Benchmarks. List a minimum of five universities whose similar programs were examined to inform the development of this proposal. State how this proposal compares in terms of required credits of core courses, electives, course content, etc. If there are similar programs in other departments at DSU, identify them and describe significant differences between the two.

Response:

Utah schools of business have offered an ASB (Associate of Science in Business) for decades, which were created to circumvent transfer roadblocks. The structure consisted of the required general education and pre-business core requirements. The ASB degree was intended to prepare students for business study at the other state institutions and create a smooth transition from junior colleges to universities. Presently, the ASB format has become less attractive, since many institutions have augmented their curriculum and transfer agreements. The following Utah state and other institutions offer different formats for study :

- UVU - AS (Pre-Business Degree)
- WSU (AS Business & Economics)
- USU (ASB found in the College of Agriculture and Applied Sciences), originally part of Business
- MDC – AS (Business Entrepreneurship) – Miami Dade College
- FSCJ – AS (Business Administration – Entrepreneurship) – Florida State College at Jacksonville

DSU has the opportunity to create a recruiting template with the Associate of Science degree in Management. This degree would provide the DSU College of Business an opportunity to provide multiple degree options (AS and BS) with the potential of numerous certificates (e.g. Entrepreneurship as part of the AS degree and at least one more as part of the BS business curriculum). In addition, it is structured with 60 and 120 credits at the appropriate levels, not requiring courses that are not necessary and not transferable. The 'lock-step' nature of this degree path is preparatory, experiential, efficient and of academic and professional quality.

Differentiators

- Concurrent Enrollment populations for early exposure and entrance into the COB
- Accompanied by a stackable certificate, which provides industry relevant exposure
- Pivots the AS student to any of the majors in the College of Business
- Offers employment-ready skills early in the educational cycle
- Stackable degree with potential of AS degree w/certificate and a BS degree w/added certificate
- Holistic educational opportunity – with employable credentials and tracks

Timeline (Stacked Credential Programs Only) Describe the timeline and benchmarks that will be met as you add one credential at a time moving forward. Example: This program will start with a 12-credit institutional certificate that can be completed in two semesters. The first two courses have no prerequisites and are the prerequisites for the second two courses. Once we have a minimum of 20 students enrolled in the first two courses, we will add the associate's degree. Or...This program will begin as an emphasis in the BS in Integrated Studies program. Once we have a minimum of 10 students per year working on this emphasis, we will establish the certificate using four of the emphasis courses and begin marketing the associate's degree that will lead to the baccalaureate degree.

Response:

The existing bachelor's degree in Business Administration (for example) consists of the following breakdown:

- General Education Courses (30)
- Business Core (40)
- Business Administration Core (34)
- Electives (16)

The proposed AS degree in Management, with accompanying certificate, would break down by delivery opportunities (based on the student's location), level of education, and specialized interest in the discipline and associated certification. The curriculum is 'lock-step' and prescriptive, to provide an efficient and quality education. Electives have been identified in the fourth year of study, which can be broadening and multidisciplinary, or allow for specialization and academic certification. Upon completion of 60 credits, the student can elect to enter an entry-level position in the community or begin the two-year structure to finish a bachelor's degree and second certification (i.e., analytics, international business, human resources, etc.). The sample schedule of curriculum could be reflected in the following graph. **Note: This curriculum schedule incorporates the Entrepreneurship Certificate as an example of how students might navigate through the AS and BS degree, with two stackable certifications.*

Dixie State University College of Business (COB)		
Associate of Science in Management to Bachelor's Degree		
Concurrent Enrollment to AS with Entrepreneurship Certificate		
General Education	Business Core	Major/Tracks
Certifications		
ENGL 1010	High School & DSU Courses that can be completed through Concurrent Enrollment	ENGL 2010
Quantitative Literacy		Social Science
Humanities		Physical Science w. Lab
Life Science		Fine Arts
American Institutions		CIS 2010
Elective		MGMT 2600
1st Semester	Begin DSU Campus Courses	2nd Semester
STAT 2040	Completion of the A.S. degree, general education requirements and Entrepreneurship Certificate 60 credits are earned	BUS 1050
ACCT 2010		ACCT 2020
EGON 2010 *GE		EGON 2020
DES 2100		MGMT 2990R
MGMT 2640		Elective (if necessary)
3rd Semester	Complete business core and begin major specialization, track or second certification	4th Semester
FIN 3150		MGMT 3050
MKTG 3010		MGMT 3100 or ENGL 3010
MGMT 3400		MIS 3050
ACCT, BUS or FIN 3000/1		MGMT 3600
MATH 1100, MGMT 4040		
5th Semester	Complete the B.S. degree in Business Administration (electives or second certification)	6th Semester
		MGMT 4800

* CIS 1200 is a recommended as a foundation course for CIS 2010 & MIS 3050.

Departmental Capacity for Program. State the capacity that currently exists within the department to support this program in terms of faculty, space, equipment, etc. If building a stacked credential program, describe a tiered approach to build capacity such as identifying the crossover skills for this program you will include as necessary requirements in candidates as new faculty are hired for other programs in the department. If building a non-stacked credential program, briefly describe any new resources including faculty that will be needed in order to launch the program. Complete and attach Appendix D of the USHE form (Budget and Finance section).

Response:

The Associates of Science in Management degree proposal, is based on existing courses which are offered through concurrent enrollment at DSU and the curriculum in the DSU College of Business. However, growth will demand additional faculty and staff, depending on increasing enrollments. The initial need will be for an additional faculty and added staff with the TIE Center, for support. The degree will serve as an incentive to high school, DSU, and transfer students, as well as to community members who have an interest in business management, and will create a pipeline of growth potential. In addition, the TIE Center, who will be providing the application opportunity for students, will need staff to support and mentor the students.

Documented Need for Program. What is the rationale for bringing this program forward at this particular time? Validate the need with hard data from reliable sources. Include student demand, regional and national employment needs, economic trends that might add to a need for this program, new directions set forth from external accreditors, etc.

Response:

The program is being presented due to the necessity of developing a more educated workforce and marketable opportunities to help strengthen the economic development of the region. It is important that Dixie State University establish a collaborative relationship with local / regional employers, the school district, and community at large. The AS will be an educational pathway, with application potential and certifications. The proposed AS degree is to provide the Washington County and DSU communities a transparent, delineated path to earn multiple degrees and prepare for the job market through stackable certifications. Since the concurrent enrollment population is sizeable, and many high achieving students transfer to other institutions, the proposal is to provide the resources and content to attract talent and provide a excellent educational preparation, up to date extracurricular skills & experience, with efficiency, for a growing market. The students, parents, business community, and Dixie State will be benefactors of growth.

Program Fit. Describe the niche this program fills within the DSU academic portfolio and the contributions it makes beyond simply graduating its students. How might some of the courses accommodate non-majors of the program? Is there a certificate that students from other departments could complete to add depth to their own degrees, etc.? Also describe the fit and uniqueness of this program relative to similar programs within other USHE institutions.

Response:

The unique aspects of the program include the relevancy of content at each stage of education, the timeline in which a student is exposed to the curriculum, the efficiency of scheduling, and the applications and certifications crafted to support students and employers. The College of Business has structured an industry directed academic content with a relevant set of technical skills. An essential division of the College of Business, the TIE Center, will support the academic pursuits with hands-on experience and application through the Business Resource Center & Innovation Plaza. Every level of education will provide an added layer of educational expertise, which seamlessly builds into a baccalaureate degree with the potential of two credentials of specialty. The goal is to educate a workforce in stages, beginning with the accelerated pre-college population, on through to a four-year degree. Courses, programs, faculty and staff have delineated the need for technical skills, professional credentials, and real-world experience, as part of the baccalaureate experience.

Innovation. Describe innovative aspects of the program in terms of delivery mode, instructional design, scheduling, flexibility, removing traditional barriers, etc.

Response:

The AS degree begins planting the potential of a 4-year college degree, in levels, by building a stackable degree with certification specialty, which is employable at the associate level. The degree and certificate are assessible to all students, and the goal is to provide an introduction to business and how they can apply the content. They

will have prescribed requirements, and will be able to elevate their employment opportunities, degrees and certifications, as they advance through the the levels of education.

Building University Capacity. Describe how the program will build university capacity in terms of research or creative opportunities, new markets, etc. for both faculty and students and the university as a whole.

Response:

The proposed degree is specifically designed to recruit and retain DSU students, advanced pre-college students (concurrent enrollment), and community members. The degree will prepare students for entry-level careers, with an opportunity to obtain certifications. The structured content incorporates the DSU general education requirements, the business foundation core, and the technical content specific to management. The AS degree students will be acquiring academic content, while being integrated in the programs and events at TIE Center, through Innovation Plaza and the Business Resource Center. The combined forces of academic and application will increase service to the community and benefit economic development.

Appendix D: Projected Program Participation and Finance

Part I.

Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
Student Data						
# of Majors in Department	635	655	675	695	715	735
# of Majors in Proposed Program(s)		20	20	20	20	20
# of Graduates from Department	115	115	125	135	145	155
# Graduates in New Program(s)		0	10	10	10	10
Department Financial Data						
	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>						
EXPENSES – nature of additional costs required for proposed program(s)						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,949,616	\$0	\$0	\$120,000		
Operating Expenses (equipment, travel, resources)	\$114,878	\$0	\$0	\$2,500		
Other:						
TOTAL PROGRAM EXPENSES		\$0	\$0	\$122,500		
TOTAL EXPENSES	\$2,064,494	\$2,064,494	\$2,064,494	\$2,186,994		
FUNDING – source of funding to cover additional costs generated by proposed program(s)						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation	\$1,124,655			\$66,000		
Special Legislative Appropriation						
Grants and Contracts				\$2,500		
Special Fees	\$19,667					
Tuition	\$920,172			\$54,000		
Differential Tuition (requires Regents approval)						
PROPOSED PROGRAM FUNDING		\$0	\$0	\$122,500		
TOTAL DEPARTMENT FUNDING	\$2,064,494	\$2,064,494	\$2,064,494	\$2,186,994		
Difference						
Funding - Expense	\$0	\$0	\$0	\$0		

Part II: Expense explanation

Expense Narrative

Describe expenses associated with the proposed program.

The AS in Management is being created to serve multiple populations; concurrent enrollment, DSU students, transfer students, and community members. Embedded is a possibility to stack one or two credentials within the AS & BS degree structures. The TIE Center will be a huge factor in supporting our academic content with relevant application, so the degree will be increasing enrollments and exposure to small business and economic growth. The degree may become populated by meeting a need for many business-minded individuals, and an added faculty line would be needed to support the demand, with associated development, travel and certification costs.

Part III: Describe funding sources

Revenue Narrative 1

Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.

The AS in Management incorporates the CIS 1200 & lower division courses to comply with the Perkins funding requirements. As the program increases in enrollment, the Perkins money should supplement needed amounts for operational support. The AS in Management degree will also encourage involvement with the TIE Center, which is part of the College of Business. Funding; however, is not expected to be generated through the TIE Center to support this program.

Revenue Narrative 2

Describe new funding sources and plans to acquire the funds.