

**Bachelor of Applied Science Degree  
in  
Project and Acquisitions Management**

**A  
Proposal  
submitted to  
The Florida State Board of Education**

**by  
Okaloosa-Walton Community College**



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**OKALOOSA-WALTON COMMUNITY COLLEGE  
BACHELOR OF APPLIED SCIENCE IN PROJECT AND ACQUISITION  
MANAGEMENT**

**PROPOSAL**

**INTRODUCTION**

Okaloosa-Walton Community College (OWCC) proposes to develop and implement a Bachelor of Applied Science Degree (B.A.S.) in the broad field of industrial management. The degree will carry the title, Project and Acquisitions Management. The degree is designed to meet the specific needs of military personnel stationed at Eglin and Hurlburt Air Force Bases and Duke Field who have completed an Associate in Applied Science (A.A.S.) Degree from the Community College of the Air Force (C.C.A.F.) and an Associate in Applied Science or Associate in Science from OWCC. The proposed program will be offered as an A.S./A.A.S. to B.A.S. career-ladder program.

The need for this program arises from three key factors: 1) the approximately 500 Air Force personnel at Eglin and Hurlburt enrolled in A.A.S. degree programs through OWCC and the C.C.A.F. who want to pursue a four-year degree that will allow them to build on their technical training/experience and enter the civilian workforce at the management level in a field related to their Air Force specialization; 2) the statewide critical demand for graduates in the business management area; and 3) the local demand for managers as verified by regional labor market statistics and confirmed by the Okaloosa Economic Development Council and major employers in the College service district.

The degree program will capitalize on the College's existing expertise, facilities and academic resources to increase access to baccalaureate level education in Okaloosa and Walton Counties. Specifically, the degree will use flexible scheduling, distance learning, blended classes and traditional classroom instruction to offer Air Force personnel and other eligible students the opportunity to pursue management positions in the private sector in one of four areas of emphasis within the B.A.S. in Project and Acquisitions Management: acquisition, process improvement, project management, or training and development/human resources.

**ORGANIZATION OF THE PROPOSAL**

This proposal is presented in two parts. The first section presents the College's Plan for the Bachelor of Applied Science in Project and Acquisition Management. The second section presents an assessment of the plan's compliance with the six evaluation criteria established by the Council on Education Policy Research and Improvement (CEPRI) for the evaluation of site-determined baccalaureate degree proposals. A detailed response to each of the evaluation criteria sub-questions is also included.

**OKALOOSA-WALTON COMMUNITY COLLEGE**

**BACHELOR OF APPLIED SCIENCE IN PROJECT AND ACQUISITION  
MANAGEMENT**

**PROPOSAL**

**PART I**

**PROGRAM PLAN**

# OKALOOSA-WALTON COMMUNITY COLLEGE BACHELOR OF APPLIED SCIENCE IN PROJECT AND ACQUISITION MANAGEMENT

## PROPOSAL PART I: PROGRAM PLAN

### Planning and Development

During the summer of 2002, in response both to the statewide call for increased access to baccalaureate programs and to recurring suggestions from the local military leaders, students and employers, OWCC began consideration of a new curriculum -- a bachelor of applied science degree program. The planning and development process involved the various internal and external constituencies of the College, as well as a significant research component. The following proposal, which was endorsed by the OWCC Board of Trustees at its regular meeting on November 19, 2002, is the culmination of this effort.

### NEEDS ASSESSMENT

In order to refine the degree concept further and to verify the value of such an offering, the college conducted a two-pronged needs assessment: 1) determination of student demand and 2) determination of workforce demand.

#### **Student Demand**

Student demand for this degree program has been validated by two separate surveys of C.C.A.F. students at the military bases located in the College's district. (See Attachments D and E.) The first of these surveys was conducted by the Assistant Education Services Officer at Hurlburt Air Force Base in 2001. Of the more than 300 C.C.A.F. students responding to the survey, 98 percent expressed a high level of interest in pursuing a Bachelors degree that would build on their technical degree from the C.C.A.F. and/or OWCC. In the second survey conducted by the College in October 2002, more than 90 percent of the respondents from a similar pool expressed a high level of interest in the proposed program.

With the approval of the Education Services Offices, the College conducted the second survey of C.C.A.F. students at Eglin and Hurlburt Air Force Bases. Many of these students are also enrolled in classes through OWCC, pursuing both C.C.A.F. and OWCC associate degrees. This survey asked respondents to indicate their level of interest in four characteristics of the proposed degree and in the degree itself. More than 90 percent of the respondents indicated a high level of interest in the following specific characteristics of the proposed degree:

- Designed specifically for Air Force personnel who have completed a two-year degree in a technical field.

- Offered as an A.A.S. to B.A.S. career-ladder program.
- Designed to prepare Air Force technical personnel for management and supervisory positions in the private sector directly related to their Air Force training and experience.
- More than 50 percent of the required courses offered could be in a distance-learning format.

In addition, more than 90 percent of the respondents indicated a high level of interest in a degree program with these characteristics.

These survey results are bolstered by the fact that many C.C.A.F. graduates already seek additional coursework through OWCC, as annually the college graduates approximately 80 students who transfer from C.C.A.F. These students are accustomed to OWCC services and facilities and would likely build on that relationship to pursue a baccalaureate program with the College.

### **Workforce Demand**

Given the clear student preference for a baccalaureate degree in the industrial/technical management area, the College then assessed the employment demand for individuals with such an educational background. Research was conducted at both the state and regional levels.

### Local Employment Demand

The College service district (State Region 2 --Okaloosa and Walton Counties) was the geographical area for assessment of local employment needs. At this level, labor market statistics available through the Florida Office of Workforce Information indicated substantial need in eight occupational categories (OES Codes). These categories were cross-walked with the more definitive job titles included in the Dictionary of Occupational Titles. The College then conducted community-based research to verify the projections, identify specific job titles and define further the baccalaureate program(s) providing the most desirable educational background for these positions. The following labor market statistics summarize the number of selected general and specific managerial positions open locally each year for individuals with the baccalaureate degree (education code level 5) and those with the baccalaureate degree plus related work experience (educational code level 4). The results of the research clearly indicate the need for the individuals in these areas.

**Table 1.1**  
**Florida Jobs By Occupation**  
**Region Two: Okaloosa and Walton Counties**

(Source: Florida Agency for Workforce Innovation, Office of Workforce Information Services, Labor Market Statistics, [www.labormarketinfo.com/lmi\\_lib.htm](http://www.labormarketinfo.com/lmi_lib.htm), October, 2002)

Occupation		Average Annual Openings 2001-09	Education and Training Code
OES Code	Title		
13005	Human Resources Manager	9	4
13008	Purchasing Manager	2	4
13014	Administrative Service Manager	8	4
19005	General Manager/Executive	103	4
19999	All Other Managers and Administrators	43	4
21300	Purchasing Agents and Buyers	9	5
21511	Personnel, Training, Labor Relations Specialists	8	5
21905	Management Analyst	5	4
Total		187	

Working in conjunction with the Existing Industry Task Force of the Okaloosa Economic Development Council and with the Technology Coast Manufacturing and Engineering Network (TeCMEN), the College surveyed local employers in October 2002 to verify the need for technically trained Air Force personnel who have completed a degree such as the proposed Bachelor of Applied Science in Project and Acquisitions Management. (See Attachment D.) The College identified 31 industrial firms in its district (all members of the Technology Coast Manufacturing and Engineering Network) that have a long history of hiring technically trained Air Force personnel. These firms are as follows:

- Aerospace Integration Corp.
- Alpha Data Corp.
- ARINC, Awake, Inc.
- BAE Systems
- BIT Wizards
- Boeing SOF Aerospace
- Computer Education & Design
- Crestview Aerospace
- DynCorp
- EJM Aerospace Services. Inc.
- Fort Walton Machining
- Gulf Power Company
- Infrared Thermographic Inspections
- Manufacturing Technology, Inc.
- Metric Systems
- MEVATEC Corp.
- Micro Systems
- Modern Technologies, Corp.
- National Center for Simulation
- Sunshine Aero Industries
- Sverdrup Technology, Inc.
- Technical Marketing Associates
- Technical Services Laboratory, Inc.
- Tital Corporation/BTG
- Turnbow Industries, Inc.
- Tybrin Corporation
- WaveNet Technology
- Signal Technology
- Keltec Corp.
- Spectrum Sciences & Software
- Suncoast Scientific, Inc.

All of the thirty-one firms surveyed cited the need for professionals in the area of project management, acquisitions, training and development, and quality control. Representatives of the firms were also asked to identify the specific competencies and content knowledge desirable of managers for these areas. The responses revealed that all firms desired to hire individuals with a technical background (preferably with a successful service history with the Air Force), who are graduates of a baccalaureate program in management that stresses the following skills and content.

- Continuous process improvement (quality)
- Acquisitions management
- Supervision /conflict management
- Basic leadership and management
- Project management
- Employee training and development management
- ISO 9000 certification
- Cost control and management
- Technical/business writing
- Business Ethics

Local employers were very positive in stating their interest in technical managers having the knowledge /skills developed in the proposed degree (see letters of verification in Attachments A and B of this document). Respondents were also given the opportunity to make general comments in relation to the survey. The following statements are typical of those comments.

*“We need technical managers with the ability to facilitate change, who are good at group dynamics, who can lead and develop teams, who can manage costs, and who can schedule and manage projects.”*

*“We need good project managers who can do PERT charting, work-breakdown-structures, risk management, cost-benefit analysis, and MIPS (master integrated program scheduling).”*

*“Cost-benefit analysis and bottom line cost management are important to us.”*

*“Project and Acquisitions Management with good scheduling skills.”*

All of the TeCMEN companies are Department of Defense contractors, and a high percentage of their personnel at all levels have military experience. These companies prefer to hire former military personnel for several reasons: 1) former military personnel are familiar with Department of Defense products, processes, procedures, and terminology; 2) former military personnel tend to have a positive work ethic and, as a result, make productive, reliable, positive employees; and 3) former military personnel have a solid background of technical training and experience.

## Statewide Employment Demand

A significant shortage of qualified individuals in these fields exists at the state level as well. For example, based on the data contained in the 1998-2000 report “*An Analysis of the Extent to Which Universities Meet the Workforce Needs of Florida’s Skilled Economy*,” on a statewide basis, more than 7,000 positions in the general management field existed. As of December 2002, the Florida Agency for Workforce Development projects “Business Services” as the state industry that will gain the most jobs through the year 2009.

For the eight occupational titles identified as most appropriate for this degree program (general management plus the specialized management areas identified by local employers), the most current labor market statistics project annual openings of over 15,000 statewide, including both existing and growth positions.

**Table 1.2**

### **Florida Jobs By Occupation Statewide**

(Source: Florida Agency for Workforce Innovation, Office of Workforce Information Services, Labor Market Statistics, [www.labormarketinfo.com/lmi\\_lib.htm](http://www.labormarketinfo.com/lmi_lib.htm), October, 2002)

Occupation		Average Annual Openings 2001-09	Education and Training Code
OES Code	Title		
13005	Human Resources Manager	636	4
13008	Purchasing Manager	310	4
13014	Administrative Service Manager	898	4
19005	General Manager/Executive	7587	4
19999	All Other Managers and Administrators	4090	4
21300	Purchasing Agents and Buyers	583	5
21511	Personnel, Training, Labor Relations Specialists	1273	5
21905	Management Analyst	479	4
Total		15,856	

## **MISSION AND GOALS**

Using the information from the needs assessment, OWCC formulated more specific goals and objectives in proposing a baccalaureate program. Specifically, the College determined a Bachelor of Applied Science Degree in Project Management, structured in a career-ladder format, to be among the most immediately viable curricula for the region. Accordingly, the College proceeded with a fourfold mission.

- Capitalize on the College's existing academic resources, facilities and expertise to increase access to workforce-oriented baccalaureate level education in Okaloosa and Walton counties
- Meet the needs of more than 500 local Air Force personnel enrolled annually in various Associate in Applied Science/Associate in Science degrees through OWCC and the C.C.A.F. for a baccalaureate level program that will prepare them to enter business and industry in management positions related to their Air Force training and experience;
- Meet the need of local business and industry for technically trained and experienced personnel who have the education necessary to serve in management level positions in an industrial setting
- Help fill the supply-demand gap that currently exists in Florida in the fast-growing field of business services/business management.

### Guiding Objectives

1. Develop/implement a cost-effective four-year degree program designed specifically for Air Force personnel who have completed an Associate in Applied Science degree.
2. Develop/implement a four-year degree program based on the A.A.S. to B.A.S. career-ladder concept.
3. Develop/implement a four-year degree program that will prepare technically proficient Air Force personnel and other qualifying students for management positions in such fields as project management, process improvement management (quality), acquisition management, and training/development management.
4. Develop/implement a four-year degree program that can be offered in a format that will accommodate the exigencies and uncertainties of military personnel (e.g. frequent temporary duty assignments with little advance notice, deployments, permanent changes of duty stations, etc.), as well as appeal to other qualified students who are place-bound or need flexible, non-traditional scheduling to continue their higher education.

<b>CURRICULUM</b>
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### **Program Design and Content**

Using the results of the needs assessment, and guided by the mission and goal statements, a small committee of faculty and staff developed a draft program for the B.A.S. degree. The draft program addresses skill/knowledge and course content, prerequisites, admissions and graduation requirements, scheduling issues and academic support services.

Throughout the curriculum development process, decisions were predicated on ten significant considerations.

1. Student need for a career ladder approach to the baccalaureate
2. Program content in comparable degrees available nationwide
3. Guidance from the College's past expertise with technical and applied instruction
4. Florida's statutory requirements for the baccalaureate degree
5. Course profiles in the Florida Statewide Common Course Numbering System (SCNS)
6. Input from local employers regarding the skills and knowledge desired of potential managers
7. Appropriate mix of upper and lower division coursework
8. Suggestions from qualified faculty teaching in the field
9. Student articulation rights
10. Student time to degree concerns

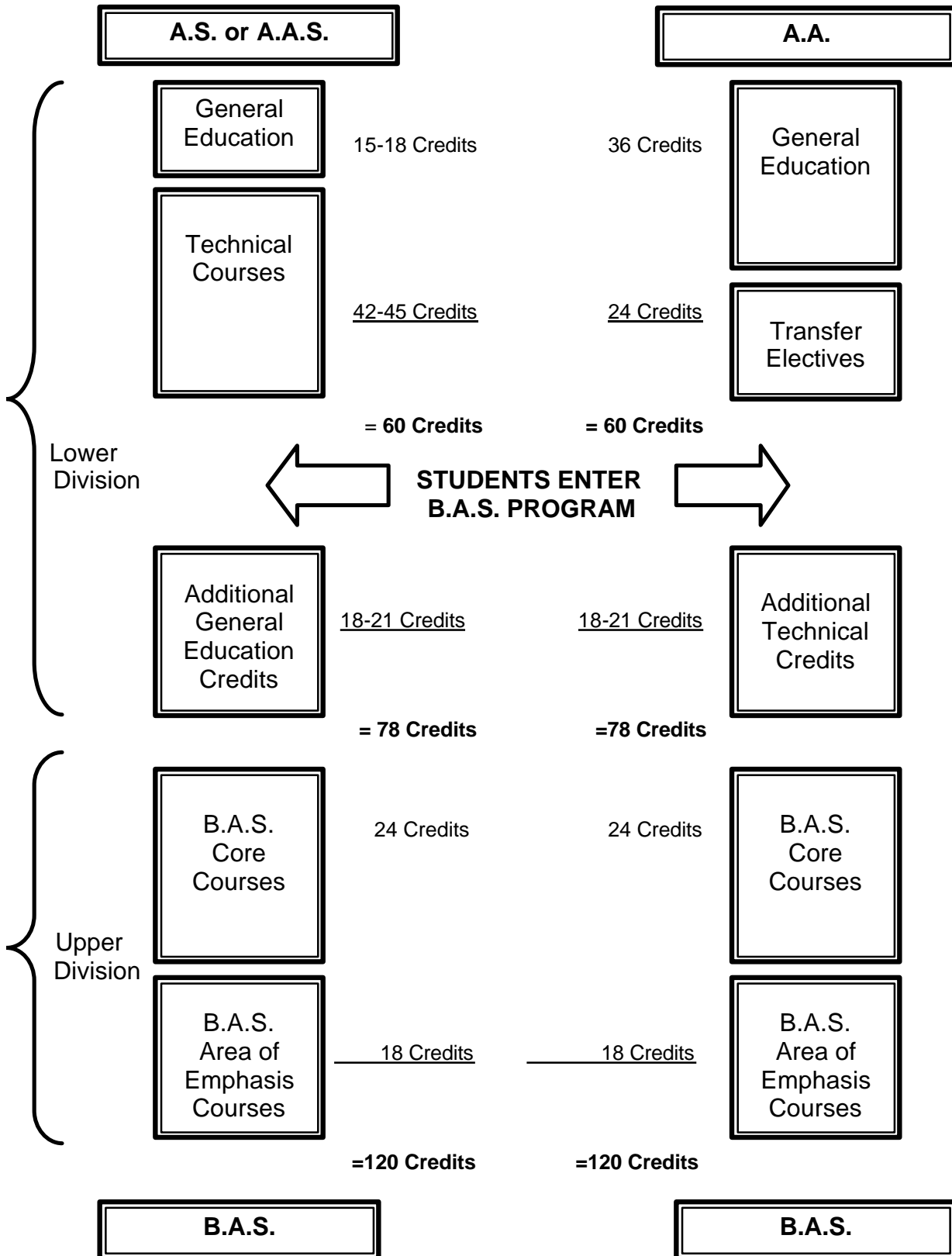
The resulting degree plan was modeled on the A.S. to B.S. concept, but with a clear intention to accommodate military students who have earned an A.A.S. from the C.C.A.F. and an A.S. or A.A.S. from OWCC. Students will enter the program with an associate degree, adding either additional general education or technical credits, as appropriate, then move into upper-division coursework. At the upper division level, students will complete a common core of 24 credits, and then select 18 credits from one of four specialization areas: 1) acquisitions, 2) project management, 3) process improvement or 4) training and development/human resources. To finish the 120-credit program, students will complete a minimum of 40 credits at the upper-division level, at least 30 of which must be "in residence" at OWCC. (See Attachment F.)

Although the program is designed specifically for the A.S./A.A.S. student, it will accommodate the interested A.A. student as well.

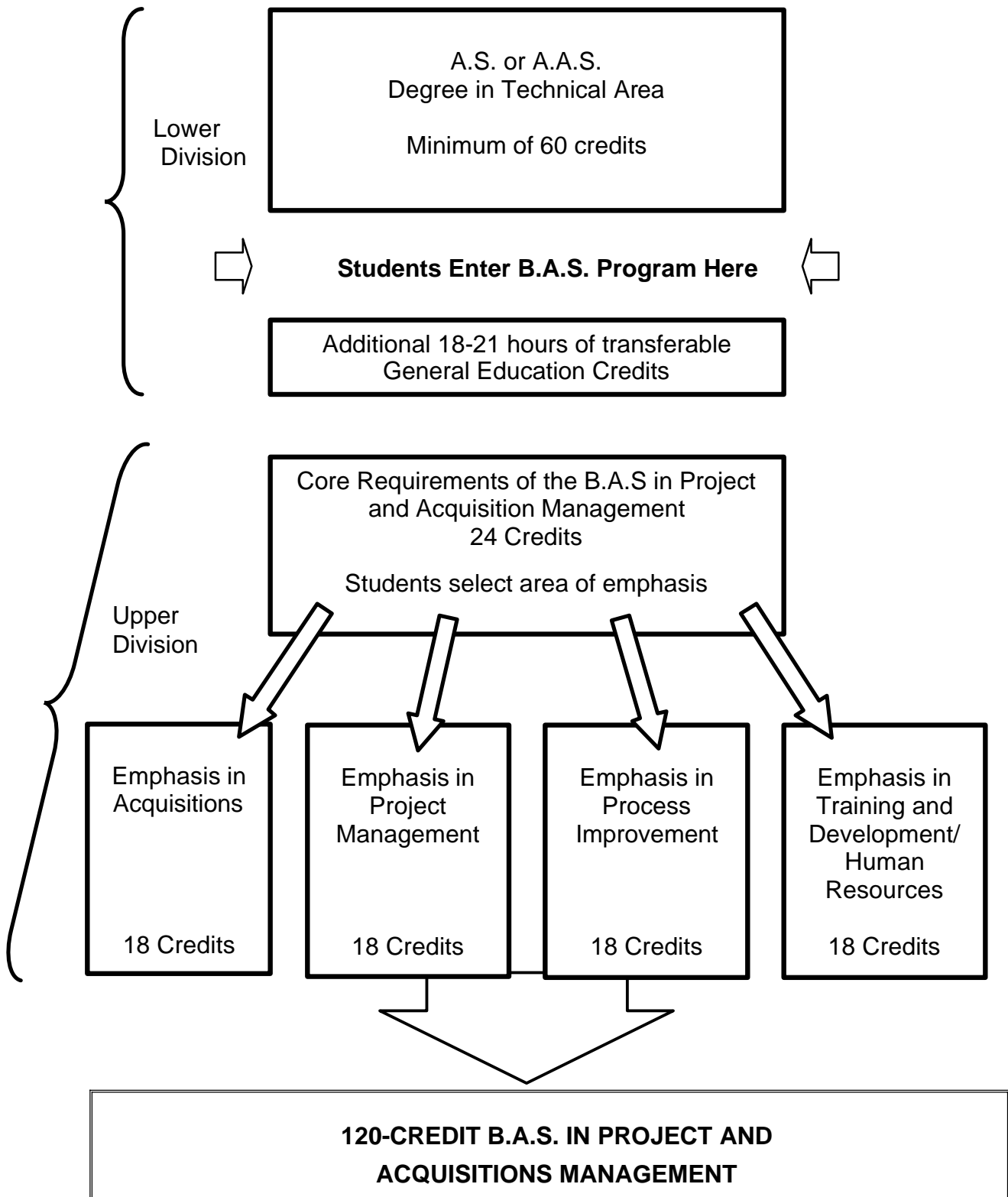
Upon approval of this degree option, the full draft curriculum will be given the usual rigorous review by the College Curriculum Committee and individual courses will be submitted to SCNS for final assignment of course numbers.

Figures 1.1 and 1.2 on the following pages present a comprehensive picture of the B.A.S. Curriculum.

**Figure 1.1**  
**Bachelor of Applied Science in Project and Acquisitions Management**  
**Degree Structure and Admission Points**



**Figure 1.2**  
**Bachelor of Applied Science in Project Management**  
**Basic Degree Structure**



## Prerequisites

Using Florida's *FACTS* system, the development group reviewed existing baccalaureate programs in the state to determine appropriate prerequisites. However, as this degree is not currently offered elsewhere in the state, no common prerequisites have been established. In addition, the committee determined that this career-ladder bachelor in *applied* science degree differs markedly in structure and content from the traditional business and management Bachelor of Arts and Bachelor of Science degrees currently offered in Florida. Referring again to Florida's existing A.S. to B.S. model, the group determined the basic prerequisite for entry to the B.A.S. is the completion of associate degree with fifteen hours of transferable general education— preferably an Associate in Science or Associate in Applied Science in a technical area. (See Attachment F.)

In addition, however, the committee recognized, the sound general business foundation the common prerequisites provide for a student pursuing the traditional baccalaureate degrees in business and management. Thus, in an effort to further strengthen the curriculum, the committee incorporated that foundation into the core requirements of the B.A.S. degree. (See Attachment G.) Graduates will thus exit with a general business and management base comparable to that found in the traditional Bachelor of Science program, as well as with the particular skills and content appropriate to the B.A.S. in Project and Acquisitions Management.

## Standards of the Field

In the field of project and acquisitions management, standards are established by a variety of professional organizations and associations, including the American Management Association, the American Society for Quality, the Society for Human Resource Management, the Occupational Safety and Health Administration, the National Safety Council, and the International Standards Organization. Recognizing that any applied program in higher education must meet appropriate professional standards, the development committee considered such in formulating the degree and course content. The proposed curriculum includes courses that meet the highest and latest standards in the field as set forth by these organizations.

In addition, the development group compared its proposed degree plan with similar degree programs offered at colleges and universities throughout the United States with favorable results. Finally, the proposed degree plan and curriculum were reviewed by companies and organizations that would hire graduates of the program; the development committee then made adjustments to the plan based on the employer feedback (see letters in Attachments B and C).

## Instructional Delivery and Scheduling

The primary target audience for this program, Air Force personnel, is accustomed to working with colleges and universities that are knowledgeable of military personnel's specific needs and flexible enough to work with deployments, temporary duty assignments, and other military-specific issues. They are also accustomed to enrolling in a high percentage of their coursework through various non-traditional formats, so that no matter where their military duties may temporarily take them, they can continue to pursue their degrees. A secondary target audience for this program, other eligible students who may be place-bound or limited in accessing higher education due to other convenience issues such as child care and employment, is also dependent on flexible scheduling and distance learning options. Accordingly, the curriculum development group suggested flexible scheduling to include day, evening, twilight and weekend classes in a combination of eight-week, sixteen-week and self-paced sessions. Appropriate department faculty will determine whether course content lends itself to self-paced and or concentrated classes. The group also suggested coursework be structured in a variety of delivery formats to approximate the following distribution.

**Table 1.3**  
**Instructional Delivery Options**

<b>Distance Learning Classes</b>	<b>Blended Classes</b>	<b>Traditional Classes</b>
Online, web-based courses and/or Text-based/Multi-media Courses	Combination of traditional, in-class sessions and individual study (approximate 60%-40% split)	Traditional group instruction in the college classroom
<b>50%</b> <b>of the curriculum</b>	<b>25%</b> <b>of the curriculum</b>	<b>25%</b> <b>of the curriculum</b>

## Academic Support Services and Library Resources

The curriculum planning group identified two key areas of academic support needed to ensure program quality and to promote student retention and success: 1) library resources and 2) tutorial/learning support services. The former will be essential to the SACS substantive change process as well as to program support. The latter will be especially important to assist the target population in transition from the approaches needed to succeed in the skill-based, hands-on technical instruction common to the A.S./A.A.S. degree programs to the often more theoretical components of transferable general education and upper-division major coursework.

### Library (LRC) Resources

Although the existing College holdings in the business and management area are adequate for the foundation/survey courses of a lower-division business and management curriculum, additional

periodicals, references, research documents, and electronic data bases will be required to sustain an upper-division degree program. Access to the baccalaureate-level library on the Fort Walton Beach Campus (a joint facility with UWF), the College's membership in the Panhandle Library Area Network (PLAN), statewide interlibrary loan access, and a cooperative agreement with the on-base Hurlburt Library will mitigate this somewhat – certainly enough to sustain a workable transition period as the new degree is first implemented. However, with full implementation, additional information resources particular to a project and acquisitions management major will be required.

Accordingly, the planning group recommends that upon approval, an ad hoc faculty committee, working with the LRC staff, prepare a collection development plan specific to the new curriculum. The development process should involve a survey of local employers regarding preferred information sources, input from program faculty on research and reference needs, and review of typical holdings and reserve materials at institutions outside of this area where this degree is already in place.

#### Tutorial and Learning Support Services

As OWCC students, enrollees in the B.A.S. program will enjoy access to the existing wide range of support services, including the Academic Success Center, Math Labs, and various open computer labs. The College projects that implementation of this program will precipitate a relatively incidental impact on these functions and thus anticipates absorbing such with current resources. For example, the College's online inventory of tutorial resources, Academic Success Keys (ASK) can easily be expanded to include learning aids in the new degree field. However, the group recommends tracking B.A.S. use of these services separately for the first two years to assess any unanticipated impact; particular attention should be paid to any need for tutors with special subject area expertise, as well as to student and faculty requests for additional subject area review materials (videos, software, etc.)

### **STUDENT SERVICES**

Consideration of five main student services aspects of the proposed B.A.S. program, 1) recruitment, 2) orientation, 3) financial aid, 4) advising and 5) registration and fee payment, was addressed by a small planning group of administrators and enrollment services staff. The group began with a projection of program enrollments and then completed a short assessment of the current manual and automated processes in the enrollment services area. With the caveat that the additional detailed operation procedures will be finalized upon approval of the proposed program, the group developed the following preliminary plan.

## Enrollment Projections

After reviewing student surveys, local labor statistics, graduation patterns in related programs at neighboring colleges and universities, and enrollment trends at OWCC, the planning group considered class size and various capacity issues to develop the following five-year enrollment projections.

**Table 1.4**  
**B.A.S. Five-Year Class and Enrollment Projections**

2004-05		2005-06		2006-07		2007-08		2008-09	
Anticipated Minimum Class Size: 15 Anticipated Average Class Size: 18		Anticipated Minimum Class Size: 18 Anticipated Average Class Size: 23		Anticipated Minimum Class Size: 20 Anticipated Average Class Size: 25		Anticipated Minimum Class Size: 20 Anticipated Average Class Size: 25		Anticipated Minimum Class Size: 20 Anticipated Average Class Size: 25	
Enrolled	Graduates	Enrolled	Graduates	Enrolled	Graduates	Enrolled	Graduates	Enrolled	Graduates
35	N/A	70	18	90	35	100	45	100	50

## Recruitment

The College's existing comprehensive recruitment plan will be expanded to incorporate the new degree program. To that end, additional specialized recruiting efforts will be employed to build community awareness and encourage program enrollment.

### Key Information and Recruiting Strategies

#### Initial Strategies

- Local/regional press conference(s) to announce the program (joint with military)
- Special edition(s) of "OWCC Outlook" (a monthly television production appearing on the Cox Cable Public Access Channel); topics will include interviews with administrators, testimonials from local business leaders, profiles of students and teachers, etc.
- Interviews/announcements on local radio stations
- Newspaper announcements in all local private and military press
- Public Service Announcements
- Student information sessions on campus and at other appropriate sites (military bases)
- Designated web site with links to complementary educational and career information

#### Ongoing Strategies

- Periodic edition(s) of "OWCC Outlook" (a monthly television production appearing on the Cox Cable Public Access Channel); topics will include interviews with graduates and current students, employers, etc.
- Ads in all local private and military newspapers
- Billboard ads
- Inclusion of information materials in military welcome packets at the two bases.
- Public Service announcements
- Booths at local career fairs and college nights
- Student information sessions on campus and at other appropriate sites (military bases)
- Special web site with links to complementary educational and career

- Special logo/icon on college web site
- Program informational brochure
- Personal mailings to recent A.S./A.A.S. graduates
- Presentations to local civic and economic development groups
- information
- Program informational brochure
- Personal mailings to recent A.S./A.A.S. graduates
- Presentations to local civic and economic development groups
- Program information and registration information in the College's online and hard copy *Schedule of Classes* each term
- Program information, admission procedures, course listings and graduation requirements in the College's online and hard copy *College Catalog and Student Handbook* each year

## Student Orientation

Orientation services will be offered both online and in person. The College currently requires all degree-seeking students to participate in a college orientation and will do so for the B.A.S. degree seekers as well. The current two-track program (one for first-time-in-college students, the other for returning students) will be expanded to include a third track for the new four-year degree students. The existing orientation program, which is free of charge and easily accessible year-round, includes information on admissions, registration, financial aid, time management, college support services, tutorial services, student activities, and other college-related issues. Questions may be submitted to appropriate college personnel via e-mail. All information in the new upper division student track will be customized to address baccalaureate-level issues.

In-person orientations, conducted in small groups and one-on-one by advance appointment, include a PowerPoint presentation of the same material as the online orientation but provide for instant feedback on student questions. The current orientation for the two-year student, available online through the OWCC web site by clicking on "New Student Info" at [www.owcc.edu](http://www.owcc.edu) and selecting the "Orientation for New Students" option, will serve as the model for the baccalaureate orientation.

## Financial Aid

As a comprehensive public community college, OWCC has resident expertise in the standard forms of state and federal need-based financial aid, as well as with specialized state programs such as the Florida Prepaid Tuition Program and The Bright Futures Scholarship Program. These programs are currently managed through a fully automated registration and financial aid system capable of accommodating additional aid packages that may be unique to upper division studies. This sophisticated software system is already in use at other four-year institutions and will be adapted to address baccalaureate needs.

In addition, the OWCC Foundation has a comprehensive scholarship program, including the successful Burke Scholars, a program that currently provides financial assistance to recipients for all four years of a baccalaureate program. The College will also use its

considerable expertise in securing scholarships from private donors to expand opportunities for students in the proposed program.

## **Advising**

Student advising will be offered through a threefold approach using both state and local resources. As individuals designated to provide advising services will also be familiar with the overall OWCC curricula and services, transition from the two-year program and/or program planning from the four-year perspective will be greatly simplified for the student. Specific concerns such as time to degree will be minimized. Each student will be provided an opportunity to develop a customized program of study with course selection and timing designed to meet individual student needs.

### Small Group Advising

Small group orientation and advising sessions will be offered to incoming students. The sessions presented by student services advisors and program staff will cover career overviews, program requirements, schedule planning, instructional policies, graduation requirements and related issues. Sessions will be held at the various OWCC locations as appropriate for the student population. Students will also receive copies of all appropriate publications (program brochures, catalog, etc.), as well as instructions for accessing electronic advising and program support materials.

### Faculty/Staff Advisors

Program faculty/administrators, augmented as needed by enrollment services staff members, will serve as ongoing student advisors. Each faculty member will work with a designated group of students in small groups with individual appointments as needed to ensure good curricular choices, provide academic support, and improve student retention. Students will also have access to the College's existing academic support services (the Academic Success Center, the Women's Educational Research Center and the Math Lab), all of which will be expanded as needed to serve the students. The College's Student JOBS Center will provide career counseling and placement services.

### Online Advising Resources

Students and staff will use Florida's online advising system, *FACTS*, and the college's online enrollment services system, "RaiderNET", to track progress and guide course and program choices. The OWCC web site currently includes links to both resources, and the proposed program web site will also prominently display such links.

## **Registration and Fee Payment**

As a charter member of the Florida Community College Software Consortium, the College currently employs state-of-the-art, custom software to manage student records, and to process registrations and fee payments. These automated applications are

capable of including upper division enrollment services functions such as transcripts, fee schedules and payment processes; upper division transactions and records may even be segregated from other college enrolment transactions. Indeed, Louisiana State University of Shreveport, which offers four-year and graduate degrees, provides testimony to this capability, as that institution is now using this software application to provide its enrollment services and fee payment functions.

B.A.S. students will also have access to the college's online web-based program for enrollment services ("RaiderNET") for registration, fee payment (via credit card) grades, transcript requests, and related services. Comparable in-person services will be available at any OWCC location.

## **FACILITIES**

After reviewing room usage reports and enrollment patterns, the facilities planning group determined that the College has sufficient facilities to accommodate the proposed program – particularly in light of flexible scheduling, blended classes and distance learning delivery components. Indeed, one of the clear strengths of this program will be the wise and efficient use of state facilities and the local college infrastructure.

Initial courses will be offered at the College's Fort Walton Beach Campus. Depending on student scheduling preferences, some classes may also be offered at the Niceville Campus, especially in the evenings. College personnel will also work with the Education Services Officers at Eglin and Hurlburt Air Force Bases to determine how many courses may be offered on base in their facilities each semester. Education Services personnel at both bases have expressed strong interest in having classes housed on site in their facilities; a feasible approach since OWCC maintains an education center on both bases and Air Force personnel are the primary target audience for this program.

Once the program has been approved, prospective students/admitted students may be surveyed regarding their schedule and location preferences.

## **FACULTY AND STAFF**

### **Faculty**

With the goal of establishing instructional staffing needs for the proposed program, a small administrative planning group reviewed current OWCC faculty members and their qualifications. The review determined that within the business and management fields associated with the proposed degree program, the college already enjoys a highly qualified pool of faculty members.

**Table 1.5****Current OWCC Business and Management Faculty by Education Level**

Education Level	Full-time	Part-time	Total
Doctorate in field	2	1	3
Doctorate in any field; master's in field	4	1	5
Master's or Master's+30 graduate credits in field	9	6	15
Totals	15	8	23

However, after considering projected program enrollments, anticipated class size, workload of existing faculty members and a preliminary break-even analysis of direct instructional costs, the group determined that two additional full-time, doctoral level faculty members would be needed for the program. The new faculty members will assume the lead role in program instruction, curriculum development, and academic advising, mirroring the workload and job duties of existing College faculty. One new faculty member would be hired the first year and a second added in year two.

Per SACS requirements, at least 25% of the program instruction at the upper division level will be provided by faculty members with doctorates in the field. Additional instruction will be provided by qualified faculty already teaching at the College and newly recruited associate (part-time) faculty members. Fortunately, the highly educated and technically experienced professionals in the local community provide a rich pool from which to recruit instructors. The College has already identified 15 local executives working in technology and industrial firms who have graduate credentials and have expressed an interest in teaching on an adjunct basis. In addition, because Eglin is a technology-oriented research and development base, a continuous pool of active-duty Air Force officers and high-level civil servants with the appropriate graduate credentials presents another group from which the College can fill part-time instructor positions.

**Table 1.6****Projected B.A.S. Program Faculty by Education Level:  
New Hires Plus Existing Pool of Available Instructors**

*(Note: The full-time category includes only instructors associated full-time with the B.A.S. program; the part-time category includes both adjunct instructors and full-time OWCC instructors available for part-time assignment in the B.A.S. program.)*

Education Level	Full-time	Part-time	Total
Doctorate in field	2 (new)	2	4
Doctorate in any field; master's in field		6	6
Master's or Master's +30 graduate credits in field		11	11
Totals	2	19	21

Recruitment of the new faculty members will begin immediately upon approval of the program, but ideally in time to take advantage of the traditional faculty search period during the spring of the year.

### **Support Staff**

Given the projected enrollment, the nature of the degree subject area and OWCC's existing services, the planning group recommended only minimal increases in support staffing. The majority of the support staff impact is generated by activities associated with the new upper-division curriculum; however, the group was mindful of the incidental impact of increased enrollments in lower-division general education courses, as students pursue the additional general education credits needed to meet the thirty-six hour requirement.

Three areas are projected for impact, all of which would be supported through part-time hourly employees until and unless increased levels are justified: 1) part-time office assistant to support program faculty and help offset additional load on the current instructional area; 2) increased clerical support in enrollment services during peak admissions and registration times; and 3) increased technical support in the Learning Resources Center(s) to assist with additional reference/research activities related to upper division courses.

<b>FINANCIAL SUPPORT</b>
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With fiscal prudence and limited state resources as paramount considerations, the administrative planning group constructed a working budget based upon the cost efficient community college system. (See Attachment A.) Using the most recent state cost analysis report and the OWCC 2002-03 Budget as the primary resources, the group determined the following budget information and financial planning recommendations.

### **Revenues**

The proposed program will be supported by student tuition and state revenue, in a proportion comparable to that currently applicable to students enrolled in lower division advanced and professional business instruction (ICS Code 1.15.05) in the community college system. Student tuition will be the same as that charged for comparable lower division courses at OWCC.

Using the standard community college FTE calculation and assuming two-thirds of the enrollments would be full-time and one-third would be part-time, the group determined the following tuition projections. In an effort to remain conservative, the projection includes an annual tuition increase of 3%.

**Table 1.7**  
**Projected Revenue Sources**

<b>State Funding (Estimate for Benchmark)</b>	2000-01 Community College System Cost Analysis System-wide Average Cost for ICS Coe 1.15.05 \$5,133 per FTE				
	Base Tuition Rate = OWCC 2002-03 Florida Resident Student Matriculation \$42.43 per Semester Credit Hour				
<b>Student Tuition (Estimated)</b>	Year 1	Year 2	Year 3	Year 4	Year 5
	\$42.43	\$43.70	\$45.01	\$46.36	\$47.76
	Annually	Annually	Annually	Annually	Annually
	\$1,273	\$1,311	\$1,350	\$1,391	\$1,433

**Table 1.8**  
**Five-Year Tuition Projection**

<b>B.A.S. Five Year Revenue Projections</b>					
	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
Student Fees	\$37,210	\$76,628	\$101,628	\$116,149	\$119,655

**Expenses**

The administrative group used several factors to project costs, including typical expenses in the OWCC Department of Business and past experience with program start-up. Instructional salaries and other locally controlled items were estimated using current OWCC rates as defined in the 2002-03 College Budget. In addition, the estimating process recognized that staffing costs would increase somewhat as enrollment grows over the five-year period, while certain start-up expenses such as faculty computers and data processing upgrades would decrease; these two factors tend to balance each other over the period.

The initial expense estimates were then grouped for presentation on the C.E.P.R.I. funding worksheet (Attachment A) according to the following definitions.

**Table 1.9**  
**Program Expense Categories**

C.E.P.R.I. BUDGET CATEGORIES	COLLEGE EXPENSE CATEGORIES
<b>Faculty</b>	
Faculty -- Full-time	Full-time faculty salary and benefits for nine month contracts plus cost of supplemental summer contracts
Faculty – Adjunct	Part-time faculty compensation and benefits
<b>Operating Expenses</b>	
Academic Administration	Clerical support staff
Materials/Supplies	Computer lab, classroom and office supplies, copying and printing, publications, educational materials, records and registration supplies, forms, postage etc.
Travel	In-district travel between instructional sites, in-state/out-of-state conference and professional development travel
Communications/Technology	Telephone and internet charges, software; additional electronic databases for LRC reference
Library Support	Library technical support staff – minor increase in hours for peak time reference coverage (compensation and benefits for hourly staff)
Student Services Support	Admissions, records and registration support staff – minor increase in hours for peak time student services (compensation and benefits for hourly staff)
Professional Services	Programming assistance for minor data processing revisions in start-up year
<b>Capital Outlay</b>	
Equipment	First year computer stations for new faculty members; library materials
Facility Construction/Renovation	<i>N/A -- No costs are anticipated in this area</i>

Using the budget efficiencies and expense patterns of OWCC as a benchmark to check the appropriate proportions of expenditures by category (e.g. personnel, supplies, equipment, etc.) generated the expense projections in Table 1.10.

**Table 1.10**  
**Five-Year Expense Projections**

<b>B.A.S. Five Year Expense Projections</b>					
	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
Faculty	\$84698	\$153,541	\$170,271	\$187,130	\$192,744
Operating	\$30372	\$20,205	\$21,620	\$60,709	\$72,688
Capital	\$18,40	\$6,200	\$5,200	\$5,200	\$5,200
<b>Total</b>	<b>\$133,471</b>	<b>\$179,946</b>	<b>\$197,091</b>	<b>\$253,039</b>	<b>\$273,112</b>

**Start-up and Continuation Issues**

The administrative group prepared the *pro forma* funding worksheet in Attachment A under the following premises:

- a) Student fees would cover the direct cost of instruction (“classroom” salaries);
- b) No facilities or renovation costs would be incurred;
- c) Existing administrative services infrastructure (payroll, security, human resources, plant and grounds, etc.) could absorb any additional program support demands;
- d) Student tuition will not fund the full cost of the program, but to be sure that total program expense projections were reasonable, those totals were compared each year to a surrogate funding figure that would approximate program tuition plus an appropriate state contribution. That figure was estimated using the community college system average cost per FTE in the advanced and professional business category (ICS Code 1.15.05). Multiplying this figure times the projected FTE gives the following five year benchmarks, all of which are greater than projected program costs:

<u>Year One</u>	<u>Year Two</u>	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>
\$150,038	\$300,023	\$386,412	\$428,606	\$428,606

- e) State support (regular FTE-generated, performance-based and/or formula-based support through the normal state education budget process) would begin flowing to the institution after the first year of operation and provide financial support for continuing program related costs such as library support, curriculum development and evaluation, program management, faculty responsibilities outside the classroom (remaining portion of full-time faculty salary expense beyond direct instruction), records and reporting, etc.; and

- f) As program enrollments grow, the higher capital outlay and materials start-up costs appearing in the early years would decrease to be offset by increased staffing (faculty) costs in the later years

Those assumptions, which should hold through the life of the program, are essential in analysis of program start-up and continuation. As indicated, once state level support commences, the program becomes “self-sustaining”, provided enrollments are stable.

The one open financial issue is start-up cost. Although existing college resources – both human and financial – can provide some start-up support, an additional non-recurring infusion of funds would be needed to support the level of quality OWCC is accustomed to providing in the initiation of new programs. Ideally, a non-recurring start-up grant available for the twelve-eighteen month period prior to the first student enrollments would address this need.

Model Start-up Grant

Faculty Salaries (Advance hire of positions to coordinate final program development and implementation)	\$84,698
Part-time Clerical Support	\$15,273
Library/Reference Acquisitions	\$13,500
Professional Services (Data processing for minor programming revisions to the student system)	\$7,500
Materials, Supplies, Copying and Printing	\$12,209
Travel	\$3,500
Capital Outlay (Faculty computer stations, laptop, etc.)	<u>\$13,500</u>
Total	\$150,000

An alternative to a state-funded start-up grant of this size would be a smaller grant used in combination with private support through local business partnerships and the OWCC Foundation. Although significantly more challenging, a third alternative with a start-up effort dependent on existing college resources and significant support from private sources could be feasible. To be viable, this last alternative would necessitate a “transitional” start-up, with certain items such as library acquisitions phased-in and no advance hiring of faculty.

## ADMINISTRATIVE SERVICES

The administrative planning team reviewed the existing administrative services areas including the plant and grounds, maintenance, human resources, financial services, and information technology functions. After consultation with key staff, it was determined that the College's existing infrastructure could support this new degree program.

Special attention was given to assessment of the Information Technology Department with respect to network services, services, software capacity, technical support, communications (telephone and e-mail), mainframe capacity and related issues. As a charter member of the Florida Community College Software Consortium, the College currently employs state-of-the-art, custom software to manage business applications and student records, as well as to process registrations, financial aid and fee payments. These automated applications are capable of including upper division enrollment services functions such as transcripts, fee schedules and payment processes; upper division transactions and records may even be segregated from other college enrolment transactions. Indeed, Louisiana State University of Shreveport, which offers four-year and graduate degrees, provides testimony to this capability, as that institution is now using this software application to provide its enrollment services and fee payment functions. However, as a conservative planning strategy, the group noted that it was still possible that a minor one-time programming effort may be needed to refine the College's business and enrollment services software to incorporate baccalaureate level data elements.

## IMPLEMENTATION

The College's successful history in program start-up, evidenced by the recent charter high school and registered nursing initiatives, will minimize the usual stress associated with implementation of a program of this importance. Functional area work groups, appointed by the President, will translate the preliminary planning outlined in this proposal to detailed processes and procedures, working along a twelve to eighteen month timeline approximated in the Development Implementation Timeline presented on page 27 as part of the "Accreditation" section which follows, (Note that this timeline assumes program approval by the Florida State Board of Education is received by May 2003; if not, dates may be adjusted accordingly.)

## ACCREDITATION

Approval to offer a new degree level will constitute a *substantive change* to OWCC's mission and will, as a result, require approval from the Commission on Colleges of the

Southern Association of Colleges and Schools (SACS). As this is a significant undertaking, the college created a specific substantive change/accreditation sub-plan. The plan is designed to meet the timeline established by SACS for the substantive change process, but subject to change pending the program approval process through the Florida State Board of Education.

- *May 2003:* OWCC's President will provide written notification of the change to the Executive Director of the Commission on Colleges. Upon notification, the Executive Director, or the designated staff member, will contact OWCC regarding specific procedures for review of the substantive change.
- *February 2004:* OWCC will submit a substantive change prospectus. The prospectus will include the following information regarding the change:
  - A description and rationale for the change, including an assessment of need.
  - Documentation of the legal authority for the change, if authorization is required by the governing board or the state.
  - Timetable for the implementation of the change.
  - Description of any new degree program(s) that will result from the change, including admission requirements or procedures, instruction, curriculum, and graduation requirements.
  - Identification of financial resources required to support the change.
  - A description of short-term and long-term plans regarding the change and the effects of the change on the student population, the faculty, and the institution's programs, services, and operations.
- *March 2004:* The Executive Director of the Commission on Colleges will refer the prospectus to the Committee on Criteria and Reports; the Committee will review the prospectus and any additional material submitted and will authorize a Substantive Change Committee. The Committee will be charged with determining whether OWCC is in continued compliance with the *Criteria for Accreditation*. In preparation for this visit, OWCC will update the substantive change prospectus and provide a complete roster of faculty who are teaching in the new program.
- *April 2004:* The Substantive Change Committee will conduct its visit to OWCC. The report of the Substantive Change Committee, together with the response of OWCC to any recommendations contained in that report, will be reviewed by the Committee on Criteria and Reports. The Committee on Criteria and Reports will take the appropriate action.

## Development/Implementation Timeline

# B.A.S. Degree – Project and Acquisitions Management

2002						2003												2004						2005 2006													
July	Aug	Sep t	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun e	July	Aug	Sep t	June										
Proposal Development																																					
						Curriculum Development																															
										Accreditation (Substantive Change)																											
						Facilities																															
										Program Inclusion																											
											Faculty Recruitment/Hiring																										
																												Program Initiation*									

\* First graduating class: Spring 2006

**OKALOOSA-WALTON COMMUNITY COLLEGE**  
**BACHELOR OF APPLIED SCIENCE IN PROJECT AND ACQUISITION**  
**MANAGEMENT**

**PROPOSAL**

**PART II**

**RESPONSE TO C.E.P.R.I. EVALUATION CRITERIA**

**OKALOOSA-WALTON COMMUNITY COLLEGE  
BACHELOR OF APPLIED SCIENCE IN PROJECT AND ACQUISITION  
MANAGEMENT**

**PROPOSAL PART II:  
RESPONSE TO C.E.P.R.I. EVALAUTION CRITERIA**

**Section I: Need**

***Is the need for the Bachelors program verified and important enough to implement a major change to the K-20 system?***

- ? **Is the need for the baccalaureate program in an area of critical concern? Does a significant shortage of individuals with this degree level currently exist?**

The proposed baccalaureate program addresses an area of critical concern, as originally described by the (then) Post Secondary Education Planning Commission in its 1998-2000 report "*An Analysis of the Extent to Which Universities Meet the Workforce Needs of Florida's Skilled Economy.*" This report identified occupations in six broad categories in which demand outpaces supply in Florida. One of these broad categories of critical concern is Business and Management. The proposed degree prepares students for occupations in several management fields of critical concern in the local community, including project manager, process-improvement manager (quality), acquisitions manager, and training/ development specialist, administrative service manager, management analyst, and purchasing/acquisitions manager.

A significant shortage of qualified individuals in these fields exists at both the state and local levels. For example, based on the data contained in the 1998-2000 report "*An Analysis of the Extent to Which Universities Meet the Workforce Needs of Florida's Skilled Economy,*" on a statewide basis, more than 7,000 positions in general management existed. As of December 2002, the Florida Agency for Workforce Development projects "Business Services" as the state industry gaining the most jobs through the year 2009, and projects over 15,000 annual job openings in the general management and specific management positions targeted by this baccalaureate program. In Okaloosa and Walton Counties, (State Region Two) this need is echoed on a proportionately smaller scale, where labor market statistics from Florida's Office of Workforce Information Services project 187 annual job openings for individuals qualified in these fields. The Region Two needs are further verified by local employers, who specifically identified a preference for individuals with technical skills (preferably acquired through service with the US Air Force) and who possess the educational background contained in this degree program

? **Will the proposed program contribute significantly to meeting workforce needs in the service region and, if appropriate, throughout the state?**

This degree program will prepare graduates to work in various positions identified as crucial to the success and growth of business and industry in Okaloosa and Walton Counties (Region Two). As such, it will contribute significantly to meeting local workforce needs. By graduating individuals prepared for jobs in areas of critical need at the state level, the program will also contribute to a lesser degree in meeting workforce needs statewide.

The program is targeted primarily to Air Force personnel who have completed technical degrees through the Community College of the Air Force (C.C.A.F.) and/or OWCC; however, it easily accommodates students entering without the C.C.A.F. degree, but with an A.S. or A.A.S. from OWCC. More than 500 Air Force personnel are enrolled in C.C.A.F. degree programs at Eglin Air Force Base, Hurlburt Air Force Base, and Duke Field on any given day and approximately 150 Air Force personnel graduate with the Associate in Applied Science Degree from the C.C.A.F. every year on these three bases. When combined with the approximately 240 OWCC technical degree graduates each year, the number of potential program enrollees is significant.

In a survey of C.C.A.F. students conducted in 2001 by the Education Services Office at Hurlburt Air Force Base, 98 percent expressed a high level of interest in pursuing a four-year degree that would build on their technical degree from the C.C.A.F. In a follow-up survey conducted by OWCC in October 2002 (see Attachment E), almost 90 percent of respondents expressed a high level of interest in the proposed Bachelor of Applied Science degree. Thus from this pool alone, the College could expect to enroll more than 100 students per year in the proposed program.

The college anticipates a degree completion rate of at least 50%. The rate is estimated on the basis of two sources. The first source is the CEPRI study entitled *Postsecondary Progression of 1993-94 Florida Public High School Graduates: 2002 Update*. This study shows an overall 39.9 percent graduation rate for the cohort studied. When the default variables are adjusted to more closely parallel the likely population for this degree program (e.g. these students are not likely to have dual enrollment credits), the graduation rate became 34%. Statistics maintained by the Education Services Office for the military bases in the College's district show a graduation rate for C.C.A.F. students at Eglin and Hurlburt of 62 percent. Because completion of the A.A.S. degree from the C.C.A.F. is directly related to their jobs and future promotions, Air Force personnel have a higher graduation rate than is typically found in the state's community college and university systems. After factoring in the College's own A.A. success rates, an estimated graduation rate of 50% is projected for the program.

With enrollees of approximately 100 upon full implementation of the degree, as well as a projected graduation rate of 50%, the program will have prepared a significant number of individuals for entry into the workforce in an area of local

and state need. If only 75% (38) of those graduates remained in the area and sought employment in one of the positions targeted by this degree program, a potential 20% of the projected job vacancies could be filled. Viewing those same estimates from another perspective, these thirty-eight additional graduates could potentially fill 33% of the annual regional openings that arise from growth. Considering that not all position candidates would be drawn from the ranks of new baccalaureate graduates, this indicates the program can make a significant contribution to meeting critical workforce needs in the service region. As graduates will also be qualified for employment in these positions outside the local area, the program implementation will have a positive, albeit minor, impact on state needs as well.

? **Is the need driven by proven student demand? Estimate initial and projected program enrollments.**

***Student Demand***

Student demand for this degree program has been validated by two separate surveys of C.C.A.F. students at the military bases located in the College's district. (See Attachment D.) The first of these surveys was conducted by the Assistant Education Services Officer at Hurlburt Air Force Base in 2001. Of the more than 300 C.C.A.F. students responding to the survey, 98 percent expressed a high level of interest in pursuing a Bachelors degree that would build on their technical degree from the C.C.A.F. and/or OWCC. In the second survey conducted by the College in October 2002, more than 90 percent of the respondents from a similar pool expressed a high level of interest in the proposed program.

With the approval of the Education Services Offices, the College conducted the second survey of C.C.A.F. students at Eglin and Hurlburt Air Force Bases. Many of these students are also enrolled in classes through OWCC, pursuing both C.C.A.F. and OWCC associate degrees. This survey asked respondents to indicate their level of interest in four characteristics of the proposed degree and in the degree itself. More than 90 percent of the respondents indicated a high level of interest in the following specific characteristics of the proposed degree:

- Designed specifically for Air Force personnel who have completed a two-year degree in a technical field.
- Offered as an A.A.S. to B.A.S. career-ladder program.
- Designed to prepare Air Force technical personnel for management and supervisory positions in the private sector directly related to their Air Force training and experience.
- More than 50 percent of the required courses offered in a distance-learning format.

In addition, more than 90 percent of the respondents indicated a high level of interest in a degree program with these characteristics.

These survey results are bolstered by the fact that many C.C.A.F. graduates already seek additional coursework through OWCC, as annually the college graduates approximately 80 students who transfer from C.C.A.F. These students are accustomed to OWCC services and facilities and would likely build on that relationship to pursue a baccalaureate program with the College.

**Enrollment Projections**

Assuming an approval of the proposed program by May 2003, the first class of students can be admitted in Fall Semester 2004, with the first graduating class occurring in Spring Semester 2006. It is estimated that the initial class in the proposed program will enroll between 30 and 40 students. Over a period of five years the number of students in this program on an annual basis is projected to be at least 100.

**Table 2.1  
B.A.S. Five-Year Enrollment Projections**

2004-05		2005-06		2006-07		2007-08		2008-09	
Enrolled	Graduates	Enrolled	Graduates	Enrolled	Graduates	Enrolled	Graduates	Enrolled	Graduates
35	N/A	70	18	90	35	100	45	100	50

- ? **Has Demand for graduates of the proposed program been expressed by local business and industry, the workforce development board, or local chambers of commerce or documented in any studies or needs analyses? Is there documentation of the availability of jobs for graduates?**

This degree program will prepare graduates to work in various positions identified as crucial to the success and growth of business and industry in Okaloosa and Walton Counties (Region Two). As such, it will contribute significantly to meeting local workforce needs. By graduating individuals prepared for jobs in areas of critical need at the state level, the program will contribute to a lesser degree in meeting workforce needs statewide as well.

As part of the proposal development process, OWCC researched regional labor market statistics regarding the need for baccalaureate level individuals in management positions. These statistics indicated substantial need in eight occupational categories (OES Codes), which were cross-walked with the more definitive job titles included in the Dictionary of Occupational Titles. The College then conducted community-based research to verify the projections, identify specific job titles and define further the baccalaureate program(s) providing the most desirable educational background for these positions. The results of the research clearly indicate the need for this degree program.

## Local Labor Market Statistics

The following labor market statistics summarize the number of selected general and specific managerial positions open locally each year for individuals with the baccalaureate degree (education code level 5) and those with the baccalaureate degree plus related work experience (educational code level 4).

**Table 2.2** (Repeat of Table 1.1 on page 5)  
**Florida Jobs By Occupation**  
**Region Two: Okaloosa and Walton Counties**

(Source: Florida Agency for Workforce Innovation, Office of Workforce Information Services, Labor Market Statistics, [www.labormarketinfo.com/lmi\\_lib.htm](http://www.labormarketinfo.com/lmi_lib.htm), December 6, 2002)

Occupation		Average Annual Openings 2001-09	Education and Training Code
OES Code	Title		
13005	Human Resources Manager	9	4
13008	Purchasing Manager	2	4
13014	Administrative Service Manager	8	4
19005	General Manager/Executive	103	4
19999	All Other Managers and Administrators	43	4
21300	Purchasing Agents and Buyers	9	5
21511	Personnel, Training, Labor Relations Specialists	8	5
21905	Management Analyst	5	4
Total		187	

## Local Job Demand

Working in conjunction with the Existing Industry Task Force of the Okaloosa Economic Development Council and with the Technology Coast Manufacturing and Engineering Network, the College surveyed local industrial employers in October 2002 to verify the need for technically trained Air Force personnel who have completed a degree such as the proposed Bachelor of Applied Science in Project and Acquisitions Management

All of the thirty-one firms surveyed cited the need for professionals in the area of project management, acquisitions, training and development, and quality control. Representatives of the firms were also asked to identify the specific competencies and content knowledge desirable of managers for these areas. The responses revealed that all firms desired to hire individuals with a technical background (preferably with a successful service history with the Air Force), who are graduates of a baccalaureate program in management that stresses the following skills and content included in the proposed degree.

In addition all of the TeCMEN companies are Department of Defense contractors, and a high percentage of their personnel at all levels have military experience. These companies prefer to hire former military personnel for several reasons, including the following: 1) former military personnel are familiar with Department of Defense products, processes, procedures, and terminology; 2) former military personnel tend to have a positive work ethic and, as a result,

make productive, reliable, positive employees; and 3) former military personnel have a solid background of technical training and experience.

### **Statewide Employment Demand**

A significant shortage of qualified individuals in these fields exists at the state level as well. For example, based on the data contained in the 1998-2000 report “An Analysis of the Extent to Which Universities Meet the Workforce Needs of Florida’s Skilled Economy,” on a statewide basis, more than 7,000 positions in the general management field existed. As of December 2002, the Florida Agency for Workforce Development projects “Business Services” as the state industry that will gain the most jobs through the year 2009. For the eight occupational titles identified as most appropriate for this degree program (general management plus the specialized management areas identified by local employers), the most current labor market statistics project annual openings of over 15,000 statewide, including both existing and growth positions.

**Table 2.3** (Repeat of Table 1.2 on page 7)  
**Florida Jobs By Occupation**  
**Statewide**

(Source: Florida Agency for Workforce Innovation, Office of Workforce Information Services, Labor Market Statistics, [www.labormarketinfo.com/lmi\\_lib.htm](http://www.labormarketinfo.com/lmi_lib.htm), December 6, 2002)

Occupation		Average Annual Openings 2001-09	Education and Training Code
OES Code	Title		
13005	Human Resources Manager	636	4
13008	Purchasing Manager	310	4
13014	Administrative Service Manager	898	4
19005	General Manager/Executive	7587	4
19999	All Other Managers and Administrators	4090	4
21300	Purchasing Agents and Buyers	583	5
21511	Personnel, Training, Labor Relations Specialists	1273	5
21905	Management Analyst	479	4
Total		15,856	

? **Has employer demand exceeded supply for the past five years? Is need projected to exceed supply for the next five years?**

According to the Florida Department of Labor and Employment Security, employer demand has exceeded supply in business/management professions in Florida for the past five years and is expected to exceed supply for the next five years. Specifically, demand has exceeded supply in such management positions as personnel manager, training manager, labor-relations specialist, cost estimator, industrial production manager, administrative service manager, and “other” managers.

? **Is the need primarily related to programmatic content, the nature of the delivery system, or other factors?**

The need for this program is related to five primary factors: 1) programmatic structure and content, 2) workforce demand, 3) student demand, 4) instructional delivery methods and 5) flexible scheduling.

***Programmatic Content***

The need for the proposed program is directly related to programmatic structure and content. The traditional general management degree is not designed to be coupled with an Associate in Applied Science or Associate in Science Degree, much less with a highly technical degree in fields such as those earned by Air Force personnel from OWCC and the C.C.A.F. This degree program provides a career-ladder approach that the traditional associate in arts to Bachelor of Arts articulation path does not.

In addition, the programmatic content in a general management degree does not fully prepare students to manage or supervise in an industrial or technical setting or in the specific areas of project management, acquisitions, training and development or quality control. This degree program is designed to expand on the foundation management skills with content and applications addressing industrial-specific management concerns validated by the OWCC survey of TeCMEN companies conducted in October of 2002. By expressly addressing the competencies and knowledge areas listed below, program content for this degree matches the educational background needed to address local workforce needs and fills a higher education void in Okaloosa and Walton Counties.

Primary Program Content Areas

- |   |  |
|---|--|
| ▪ Continuous process improvement (quality)  | ▪ Employee training and development management |
| ▪ Acquisitions management                   | ▪ ISO 9000 certification                       |
| ▪ Supervision /conflict management          | ▪ Business ethics                              |
| ▪ Basic leadership and management           | ▪ Technical/business writing                   |
| ▪ Project management                        | ▪ Cost control and oversight                   |
| ▪ Government and private sector contracting | ▪ Safety, crisis and security management       |

***Workforce Demand***

The need for this degree option stems from a workforce mandate for individuals with technical skills (preferably acquired through service with the US Air Force) who are prepared to manage in technical and industrial settings. A review of the state and regional occupational job forecasts provided by the Florida Agency for Workforce Innovation, Office of Workforce Information Services, confirms there is both existing and growth demand in positions for which a baccalaureate degree in project management and acquisition provides appropriate educational background.

In addition, the local Economic Development Council (see Letter Attachment B) cites ready access to a labor pool of technically trained and experienced Air Force personnel as one of the most frequently given reasons companies choose to locate in the local community. And, during the survey of TeCMEN companies conducted by the College in October 2002, respondents verified their preference for hiring Air Force personnel with technical backgrounds. They also verified that Air Force personnel with specific management and supervision capabilities would be even more valuable as employees for their companies. As this degree is designed specifically to attract and accommodate Air Force personnel, adding targeted management skills to their technical expertise, it becomes a particularly valuable educational option for this region. Employers want a unique combination of technical training and experience, coupled with baccalaureate-level management education. No program of these characteristics exists in or near the College's district.

### ***Student Demand***

The need for this degree program is also derived from significant student demand. The unique availability of highly trained Air Force technicians who would like to enter the workforce in management and supervisory positions related to their C.C.A.F. and OWCC associate degrees, their Air Force technical training, and their technical experience in the Air Force creates an ongoing student demand of approximately 200 individuals per year. Surveys of current C.C.A.F. and OWCC students at the local military education centers confirms an overwhelming interest in this program, even without incorporating potential students from other likely populations.

### ***Instructional Delivery Methods***

The need for the proposed program also relates to the planned instructional delivery options. The college intends to offer coursework through three primary delivery modes: traditional classroom instruction, online and text-based distance learning, and blended classes (a combination of in-class sessions and independent, distance learning activities, which, when taken together reduce in-class "seat-time" by 40 - 60%.) Depending upon individual preferences and course selection, students may earn at least 50% of their credits through distance learning format or at least 75% of the program through various non-traditional instructional options.

This is especially appealing to Air Force personnel, as they are accustomed to working with colleges and universities that are knowledgeable of their specific needs and flexible enough to work around deployments, temporary duty assignments, and other military-specific issues. They are also accustomed to enrolling in a high percentage of their coursework through a distance-learning format, so that no matter where their military duties may temporarily take them, they can continue to pursue their degrees. OWCC has almost 40 years of experience working closely with military personnel, operates education centers on Eglin and Hurlburt Air Force Bases, and maintains a staff and faculty who are not only flexible, but also knowledgeable about how to work with the exigencies of military students without sacrificing quality.

### ***Flexible Scheduling***

Program need is also based upon flexible scheduling, a must for Air Force personnel, working students, and others with special convenience considerations. As an institution long dedicated to increased educational access, the College is committed to offering a schedule of courses that meets the needs of program enrollees. Day, evening, twilight and weekend classes in sixteen, ten, and eight-week concentrations are the usual fair at OWCC. The college will use its experience in flexible scheduling to assist a student population that prefers, but is unlikely to encounter such accommodation from a traditional baccalaureate program.

## Section II: Potential Impact

### **Will the proposed program be of sufficient academic quality and will the program significantly reduce the identified workforce need?**

- ? **What impact will this program have on the current mission of the institution?**

This program will expand the mission of the College by adding a baccalaureate degree to the College's current offerings. Although this presents a significant change in the eyes of the SACS Commission on Colleges, it represents a natural progression for OWCC. As a bachelor in applied science, this proposed program offers an applied, practical, workforce-oriented curriculum that expands upon the professional and technical associate degree curricula with which the college has considerable experience and expertise. In addition, the College enjoys a successful 40-year history of offering degree options for Air Force personnel at Eglin and Hurlburt Air Force Bases – the primary targeted student population for this program. Finally, OWCC is already a proven leader in responding to the community's education needs at the elementary, secondary and postsecondary levels. Pursuit of this Bachelor of Applied Science degree program is a logical new effort on that service continuum.

- ? **What percent of the gap between supply of and demand for baccalaureate graduates will the proposed program address?**

A precise measure of the supply-demand gap is problematic, thus a specific percentage commitment to resolving that gap is elusive. However, when fully implemented, this program should allow the College to make significant strides toward increasing the supply of individuals qualified to fill the several existing and growth openings projected for the eight technical management areas targeted by this degree program. The goal will be to completely close the gap between supply and demand for managers in an industry-related setting in the College's district. To that end, the college projects approximately 50 graduates each year qualified to fill a portion of the anticipated 187 annual openings in this region. If only 75% of those graduates were to remain in the area and gain such employment, a potential 20% of the projected job vacancies could be filled. Viewed from an expansion perspective, that same group of graduates could potentially fill 33% of the vacancies arising from growth. Given that the pool of possible hires includes more than just recent degree graduates, this presents a considerable impact on the local workforce needs in this job field.

On a statewide basis, this program will allow the College to contribute a small percentage to closing the much larger statewide gap between supply and demand for management personnel.

- ? **Will the proposed program be of the quality associated with a baccalaureate degree—in terms of: Faculty; Facilities; Curriculum; Prerequisites; Standards of the Field?**

As shown by its impressive past record of faculty awards, student success, retention, completion and placement rates, as well as performance of its students transferring to upper division schools, the College has a longstanding commitment to quality. OWCC will develop and implement the new B.A.S. program in that ongoing tradition of excellence.

**Faculty**

The current educational profile of the OWCC faculty illustrates an established pattern of instructors not only well-qualified in their field, but educated well above the minimum levels required by the SACS Commission on Colleges.

**Table 2.4  
Current OWCC Full-time Faculty by Education Level**

<b>Education Level</b>	<b>Percent of Full-time Faculty</b>
Doctorate	35.4%
Master’s Degree Plus 30 or more graduate credits	15.2%
Master’s Degree	48.1%
Bachelor’s Degree	1.3%

Within the business and management fields associated with the proposed degree program, the college enjoys a highly qualified existing pool of faculty members.

**Table 2.5  
Current OWCC Business and Management Faculty by Education Level**

<b>Education Level</b>	<b>Full-time</b>	<b>Part-time</b>	<b>Total</b>
Doctorate in field	2	1	3
Doctorate in any field; master’s in field	4	1	5
Master’s or Master’s+30 graduate credits in field	9	6	15
Totals	15	8	23

With implementation of the new degree program, the college plans to add two additional full-time faculty members at the doctoral level. The new faculty members will assume the lead role in program instruction, curriculum development, and academic advising, mirroring the job duties of existing College faculty. Per SACS requirements, at least 25% of the program instruction at the upper division level will be provided by faculty members with doctorates in the field. Additional instruction will be provided by qualified faculty already teaching at the College and newly recruited associate (part-time) faculty members. Fortunately, the highly educated and technically experienced professionals in the local community provide a rich pool from which to recruit qualified instructors. The College has already identified 15 local executives working in technology and

industrial firms who have graduate credentials and many years of experience in the field, and have expressed an interest in teaching on an adjunct basis. In addition, because Eglin is a technology-oriented research and development base, a continuous pool of active-duty Air Force officers and high-level civil servants with the appropriate graduate credentials presents another group from which the College can fill part-time instructor positions.

### ***Facilities***

The College has existing outstanding facilities to accommodate the proposed program. The main site for the program will be the Fort Walton Beach Campus, which is located in close proximity to both Eglin and Hurlburt Air Bases. In addition, the College has excellent facilities on both bases for offering selected courses required for the degree. On its Niceville Campus, a short drive from the Fort Walton Beach and military sites, the College has specialized labs (CAD/CAM, graphics, networking) to accommodate industry-related study. As the shared, joint campus of a community college and a university, the Fort Walton Beach facilities were originally designed to accommodate baccalaureate programs.

In addition to the baccalaureate level library facilities at the Fort Walton Campus, a new Learning Resources Center is under construction on the Niceville Campus. The new facility is projected to open for students late in the spring of 2003. Although the joint campus arrangements between OWCC and the University of West Florida provide for full access to the holdings at the Fort Walton Beach library facility, the College is prepared to add to its information services at the Niceville LRC to accommodate additional baccalaureate level needs precipitated by this new program.

Accordingly, the College is confident that its facilities represent a positive ingredient in its ability to offer a quality program.

### ***Curriculum***

The draft curriculum presented for this degree was predicated on ten significant considerations.

1. Student need for a career ladder approach to the baccalaureate
2. Program content in comparable degrees available nationwide
3. Guidance from the College's past expertise with technical and applied instruction
4. Florida's statutory requirements for the baccalaureate degree
5. Course profiles in the Florida Statewide Common Course Numbering System (SCNS)
6. Input from local employers regarding the skills and knowledge desired of potential managers
7. Appropriate mix of upper and lower division coursework
8. Suggestions from qualified faculty teaching in the field
9. Student articulation rights
10. Student time to degree concerns

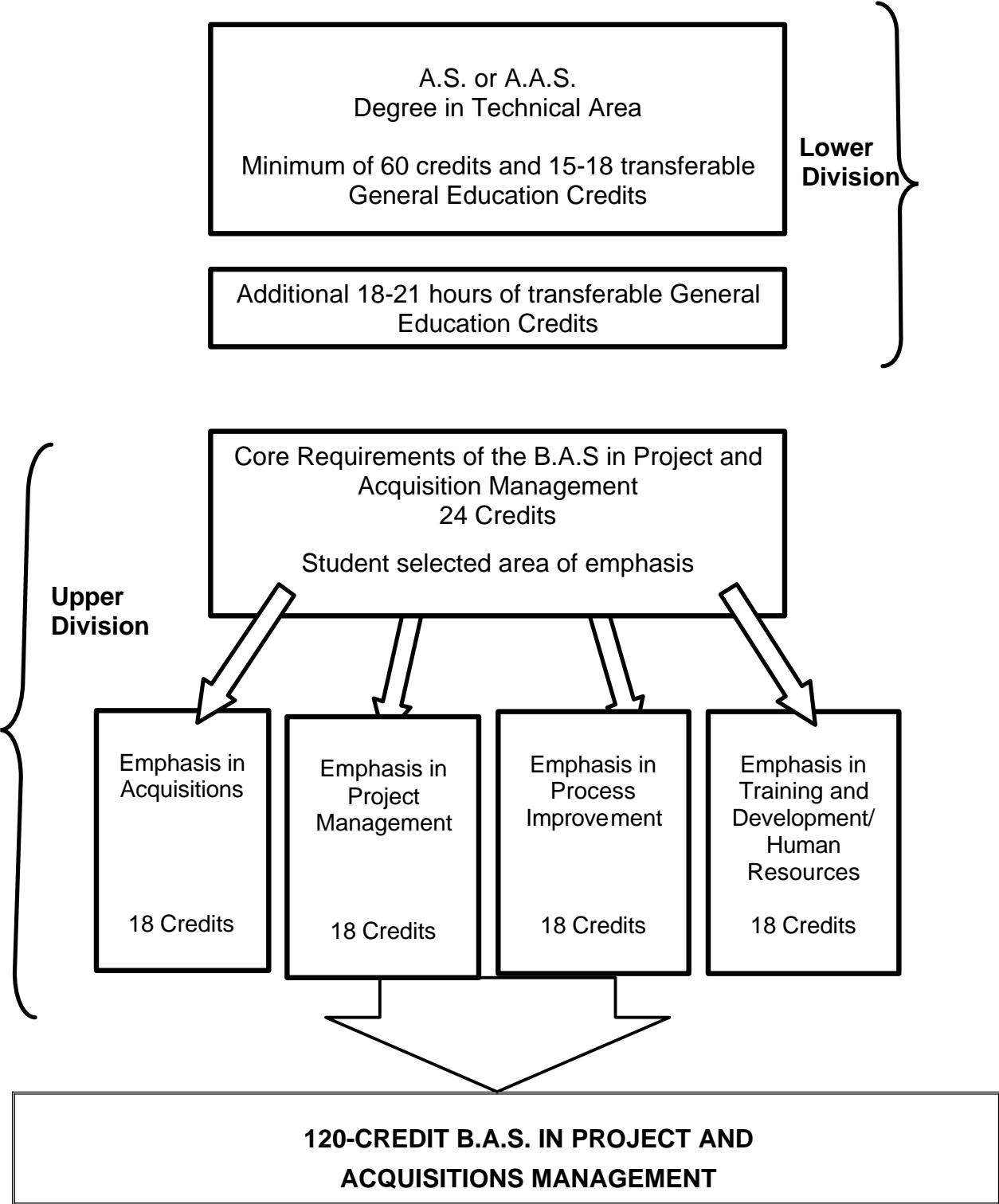
The resulting degree plan was modeled on the A.S. to B.S. concept, but with a clear eye to accommodating military students who have earned an A.A.S. from the C.C.A.F. and an A.S. or A.A.S. from OWCC. Students will enter the program with an associate degree, adding either additional general education or technical credits, as appropriate, then move into upper-division coursework. At the upper division level, students will complete a common core of 24 credits, then select from one of four specialization areas: 1) acquisitions, 2) project management, 3) process improvement or 4) training and development/human resources. To finish the 120-credit program, students will complete a minimum of 40 credits at the upper-division level, at least 30 of which must be “in residence” at OWCC.

(See Attachments F and G, and see Figure 2.1 on the following page.)

In addition, care was given to build in the flexibility to accommodate multiple delivery options and to provide opportunities for students to attend on a full-time or part-time basis. Therefore, this proposed program is comprehensive, up-to-date, and of the highest quality.

*(Note that upon approval of this degree option, the full curriculum, currently in draft form, will be given the usual rigorous review by the College Curriculum Committee and individual courses will be submitted to SCNS for final assignment of course numbers.)*

**Figure 2.1**  
**Bachelor of Applied Science in Project Management**  
**Basic Degree Structure**



## ***Prerequisites***

As this degree is not currently offered elsewhere in the state, no common prerequisites have been established. In addition, this career-ladder bachelor in *applied* science degree differs markedly in structure and content from the traditional business and management Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees currently offered in Florida. Relying on Florida's existing A.S. to B.S. model as the base standard applicable to this degree program the prerequisite for entry to the B.A.S. is set as the completion of an associate degree with fifteen hours of transferable general education— preferably completion of an Associate in Science or Associate in Applied Science in a technical area. (See Attachment F.)

Further, in recognition of the sound general business foundation the common prerequisites provide for a student pursuing the traditional baccalaureate degrees in business and management, the proposed curriculum incorporates that foundation into the core requirements of the B.A.S. degree. (See Attachment G.) Graduates will thus exit with a general business and management base comparable to that found in the traditional Bachelor of Science program, as well as with the particular skills and content appropriate to the B.A.S. in Project and Acquisitions Management.

## ***Standards of the Field***

Standards in the field of project and acquisitions management are established by a variety of professional organizations and associations, including the American Management Association, the American Society for Quality, the Society for Human Resource Management, the Occupational Safety and Health Administration, the National Safety Council, and the International Standards Organization. In developing the degree plan for the proposed program the College has selected courses that meet the highest and latest standards in the field as set forth by the previously mentioned organizations. In addition, the College has compared its proposed degree plan with similar degree programs offered at colleges and universities throughout the United States with favorable results. The College has also had the proposed degree plan and curriculum reviewed by companies and organizations that would hire graduates of the program and has made adjustments to the plan based on their feedback (see letters in Attachments B and C).

- **Are assurances provided that the College will not terminate any associate in arts or associate in science degree as a result of this program addition?**

The College assures all stakeholders that it will not terminate any Associate in Arts or Associate in Science degrees as a result of this program addition. Indeed, the College is relying on graduates of its A.S., A.A.S. and A.A. programs as a targeted student population for this new degree option.

- **Will the program increase access or redistribute the current pool of applicants?**

This program is designed specifically to increase access to the four-year degree. By offering this program in the A.S./A.A.S. to B.A.S. model, the College will provide students who may not have the course prerequisites for entry into a traditional four-year degree program with direct access to a baccalaureate curriculum. Members of the primary population for whom this degree is designed possess significant technical skill and knowledge, as well as the associate degree, but have not been pursuing the usual educational track for admission to an upper division program. The B.A.S. Degree program will thus offer a baccalaureate opportunity to a new group of qualified students.

Currently no program of this design and subject content exists in the College's service district. The University of West Florida offers baccalaureate degrees in Management, Business and Engineering Technology. However, these degrees do not meet the specific needs of the Air Force personnel that represent the focus of this proposal. The Engineering Technology options (construction, electrical, instructional support, and manufacturing) encompass the same areas of study the Air Force personnel have already completed in their A.A.S. degrees and their Air Force technical schools. Further, those curricula are designed to prepare quasi-engineers, not technical managers. The Management degree offered by the University of West Florida has a strong emphasis on general management, e-commerce and finance, but falls short of the competencies and skills required by local employers for project, acquisitions, process improvement and other technical managers.

Significantly, the degrees offered by the University of West Florida do not articulate with the C.C.A.F. technical degrees (A.A.S.), nor is it likely they will in the future. The UWF College of Business is accredited by the International Association for Management Education, which traditionally has not sanctioned an A.A.S. to B.A.S. program such as the one proposed herein to be part of a university curriculum. In order to develop and offer the degree program as needed by the audience for whom it is intended, the University of West Florida's College of Business would be forced to put its accreditation at risk.

The flexible scheduling, distance learning, and blended course aspects of this program will appeal to the growing number of students for whom work schedules, transportation, childcare arrangements and other life circumstances inhibit participation in more traditionally structured baccalaureate programs such as those offered through UWF. Students who seek this program for convenience reasons should prove to be a new audience.

The primary audience for this curriculum is the very large number of Air Force personnel with A.S. and/or A.A.S. degrees, who are not on track for entry into the UWF programs and who need the specialized management curriculum of this B.A.S. to meet employment goals. A secondary audience is the student who

seeks a quality non-traditional baccalaureate program. Accordingly, this program should reach a new population of baccalaureate degree-seekers, thus expanding access. Although there may be an incidental shift of students upon implementation of the program, any redistribution should be insignificant.

? **Will the program have an adverse impact on existing public and independent providers?**

No public providers offer this program within driving distance of the College's district. In addition, as a program that is expanding access rather than redistributing enrollments, implementation should have no adverse impact on public providers.

No independent providers offer this program within driving distance of the College's district. In addition, as a program that is expanding access rather than redistributing enrollments, implementation should have no adverse impact on independent providers.

### Section III: Use of Resources

#### **Is the proposed program the most effective way to use all education resources of the K-20 system?**

- ? **Is there a cooperative program with a four-year institution currently in place? How effective has it been and can it be improved?**

No cooperative program with a four-year institution is currently in place for a degree in this skill/subject area.

The College works closely with the University of West Florida and shares a joint campus with the University in Fort Walton Beach. However, the University does not currently offer the proposed program

In July of 2000, OWCC entered into an agreement with the University of West Florida to offer an Interdisciplinary Arts Degree housed at the OWCC Arts Center. This cooperative "AA to BA" program, which capitalizes on the statewide articulation agreement, is primarily a vehicle to offer local students the opportunity to continue their studies at a state-of-the-art performance facility. Although this partnership has been a positive one, neither the intent of this cooperative arrangement nor the provisions of the agreement could realistically accommodate an expansion to include the proposed B.A.S. Degree.

- ? **Has a cooperative program been proposed by the community college or by another institution—and is it likely to be implemented? Can such a program be offered more efficiently than the proposed program?**

The College's president met with the president of the University of West Florida to discuss the feasibility of a cooperative program. The University's focus now and in the foreseeable future is on other priorities and programs. Therefore, a cooperative program is not likely to be implemented, nor can one be offered more efficiently than the proposed program.

- ? **Does the proposed program duplicate existing programs offered by other institutions with excess capacity within commuting distance or through distance learning?**

This program does not duplicate existing programs offered by other institutions within commuting distance. No public or independent providers within driving distance of the College's district offer this program.

No public or independent providers in Florida currently offer the proposed program in an A.A.S. to B.A.S. career-ladder format or in any other format through distance learning.

- ? **What additional faculty positions will be needed to offer the baccalaureate program? If existing faculty are assigned to teach in the new program, how will their current teaching assignments be covered?**

The College expects to employ two full-time faculty members to teach the majority of courses offered in the proposed program. In addition, the College has a strong pool of adjunct faculty members fully credentialed and fully qualified to teach in the program. Indeed, the college has already identified 19 individuals as potential program instructors from within the ranks of current OWCC faculty members. (See the “Faculty” section on pages 39-40.) OWCC has access to rich pool of adjunct faculty members to augment the two new full-time positions.

**Table 2.6** *(Repeat of Table 1.6 on page 19)*  
**Projected B.A.S. Program Faculty by Education Level:  
 New Hires Plus Existing Pool of Available Instructors**

*(Note: The full-time category includes only instructors associated full-time with the B.A.S. program; the part-time category includes both adjunct instructors and full-time OWCC instructors available for part-time assignment in the B.A.S. program.)*

<b>Education Level</b>	<b>Full-time</b>	<b>Part-time</b>	<b>Total</b>
Doctorate in field	2 (new)	2	4
Doctorate in any field; master’s in field		6	6
Master’s or Master’s +30 graduate credits in field		11	11
Totals	2	19	21

With the addition of two full-time faculty members, there will be no need to reassign portions of the loads of current faculty members in order to cover teaching assignments; any existing faculty providing instruction will do so as a part-time, supplemental or overload assignment.

- ? **Are there issues related to access/articulation that, if resolved, would preclude the need for the proposed program?**

No issues related to access or articulation exist that, if resolved, would preclude the need for the proposed program. Rather, the most compelling factors driving the need for this program are that it is not currently offered within commuting distance of the College’s district by any public or independent provider, that the primary targeted student population (Air Force personnel at three bases) need it and that it prepares students for high demand, high wage positions with numerous openings at the state and regional levels.

## Section IV: Implementation

### **Can the proposed program be implemented in a timely and effective manner?**

- ? **Does the proposal adequately address the steps necessary to achieve the necessary accreditation (i.e., regional accreditation, and where available, specialized accreditation) in a timely manner? Are resources currently available to pursue and complete the accreditation process?**

Approval of the proposed program will require a substantive change review by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Per the accreditation plan that appears in Part I of this document (see page 25-27), the College has identified the steps and concomitant strategies to be followed in achieving regional accreditation. Specialized accreditation for this program is not available or necessary.

OWCC has sufficient resources available to support the substantive change process. Specifically, the College has a team of administrators and faculty members with a substantial amount of experience in chairing and conducting reaffirmation and substantive change visits for SACS. In addition, the College President is a former member of the Commission on Colleges and is well versed in the various accreditation standards and procedures.

- ? **Is the planned process for inclusion of the proposed program's enrollment into the College's registration, information, and cost accounting systems delineated?**

The College's program plan clearly addresses the full range of program implementation issues, including: needs assessment, mission and goals, curriculum, library and academic support services, student services, facilities, faculty and staff, budget, administrative services, and accreditation. The College's successful history in program start-up, evidenced by the recent charter high school and registered nursing initiatives, will minimize the usual stress associated with implementation of a program of this importance. Functional area work groups, appointed by the President, will translate the preliminary planning outlined in this proposal to detailed processes and procedures, working within an anticipated twelve to eighteen month implementation period. In addition, the College has thoroughly considered the implementation aspects the three specific areas mentioned in this segment of the evaluation criteria.

## **Registration Systems**

As a charter member of the Florida Community College Software Consortium, the College currently employs state-of-the-art, custom software to manage student records, and to process registrations and fee payments. All college processes in this area are compatible with Florida's *FACTS* system, as the college has met all mandated deadlines for integrating its enrollment services functions into this statewide online system.

The College's automated applications are also capable of including upper division enrollment services functions such as registration, transcripts, fee schedules and graduation audits; upper division transactions and records may even be segregated from other college enrollment transactions. Indeed, Louisiana State University of Shreveport is currently using these applications to manage these functions for its baccalaureate and graduate programs.

## **Information Systems**

The same sophisticated software systems that support the financial and student services functions provide extensive information, monitoring and reporting services. A comprehensive array of summary reports and projection models are available for planning and decision-making. In addition, OWCC has an unblemished record of providing state reports on or before required deadlines and is prepared to continue that tradition for all baccalaureate reporting requirements as well.

## **Cost Accounting Systems**

The basic cost accounting format and system currently used by the community college system will be used for upper division courses for internal management reports and analysis. The College's current automated business applications allow for cost accounting by discipline, course, and student. The college anticipates that with minor adjustments, this table-driven, flexible software system can easily be adapted to any additional accounting and reporting requirements mandated by the Florida Department of Education for upper division curricula.

This assumption is supported by the fact that the College's software applications are already being used by Louisiana State University of Shreveport, which offers four-year and graduate degrees.

## Section V: Accountability

### Does the proposed program comply with statutory requirements regarding time-to-degree, articulation, and access?

- ? **Is the program 120 hours in length or will it require FBOE approval for additional hours?**

The proposed program is 120 credit hours in length. If the student has not satisfied the foreign language requirement, either in high school or as part of the lower division requirements, the eight credit hours will have to be completed outside the 120 hours required in this program. Depending on the individual's educational background, some or all of the deficiency may be included within the lower division support courses, thus keeping the total degree credits at 120.

- ? **Does the program comply with common prerequisites and other applicable requirements of state articulation agreements?**

As this degree is not currently offered elsewhere in the state, no common prerequisites have been established. In addition, this career-ladder bachelor in *applied* science degree differs markedly in structure and content from the traditional business and management Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees currently offered in Florida. Relying on Florida's existing A.S. to B.S. model as the base standard applicable to this degree program the prerequisite for entry to the B.A.S. is set as the completion of an associate degree with fifteen hours of transferable general education— preferably completion of an Associate in Science or Associate in Applied Science in a technical area. (See Attachment F.)

Further, in recognition of the sound general business foundation the common prerequisites provide for a student pursuing the traditional baccalaureate degrees in business and management, the proposed curriculum incorporates that foundation into the core requirements of the B.A.S. degree. (See Attachment G.)

The curriculum was designed from the beginning to comply with state law and regulation. Specifically, the program reflects the appropriate mix of upper and lower division courses, the required thirty-six credit general education credits and 120 credits for completion and the traditional GPA standards. All courses were designed after review of existing course profiles in the State Common Course Numbering System and final syllabi will be submitted to the SCNS for review and assignment of course numbers. OWCC already adheres to all aspects of the statewide articulation agreement and is committed to continuing such with implementation of the B.A.S. program.

? **Will the program be limited access? If so, does it comply with statutory requirements and FBOE policy on limited access**

The proposed program is NOT a limited-access program.

? **What are the proposed admission requirements?**

The admission requirements for the B.A.S. in Project and Acquisitions Management are as follows. (Also see Attachment F.)

1. Completion of an A.S. or A.A.S. degree (at least 60 semester credit hours) in a technical field with at least eighteen semester credit hours in transferable general education courses. With the approval of the program director, students with the Associate in Arts Degree may be admitted to the program. If general education credits for the A.A degree have been completed, the student may be asked to complete additional credits in a technical area in place of the additional general education required of the A.S./A.A.S. student.
2. Completion of the standard Florida foreign language upper division admission requirement. If, however, at the time of admission, the student has not completed two years of the same foreign language in high school or eight credits in college, the student will need to complete eight credits of foreign language before completing the B.A.S. program.

? **Does the College provide for the collection of enrollments, completions, and other performance data, including outcomes assessment measures that will be used to assess program quality and competencies attained by graduates?**

The College currently collects data relating to enrollment, placement, completion, and the performance of its students. The College's standard accountability measures will be expanded as appropriate to include data for baccalaureate students. The following are among the existing accountability measures that may be expanded to include information on B.A.S. students.

- Enrollment, retention, and success rates
- Job Placement rates for graduates
- Student transfer performance (in the event of enrollment in graduate school)
- Demographic characteristics of students enrolled
- Student satisfaction rates based on student evaluations of instruction.
- Student success rates in distance-learning classes compared with statewide success rates.
- Student satisfaction rates regarding enrollment services functions.

In addition, the college conducts an in-house satisfaction survey as part of the graduation application process and administers an annual student satisfaction survey prepared by the American College Testing Corporation (ACT.) The B.A.S. students will be incorporated into those processes. As part of an ongoing institutional effectiveness program, the College also conducts periodic open forums with various business and industry groups, including the military and the various firms surveyed as part of this proposal. This program, known as "OWCC Listens," will schedule sessions focused specifically on assessment of the B.A.S. program.

The B.A.S. will also be included in the College's instructional and student services program review process, a comprehensive assessment system which evaluates all aspects of each instructional program at least once every three years. The results of the program reviews are reported to the OWCC Board of Trustees, and recommendations are tracked for follow-up and review. Finally, the college is committed to providing information regarding any additional accountability data desired by the Florida Department of Education.

## Section VI: Cost Effectiveness

***Will the proposed program provide the most cost effective use of the State's education resources to meet the identified workforce needs?***

- ? Is the incremental cost (including capital outlay) to the State less than other available options? Is the cost to the student less than with other available alternatives?**

The proposed Bachelor of Applied Science in Project and Acquisitions Management is a cost effective way to increase access to baccalaureate programs, help address Region Two workforce needs, and meet local student demand. The following five points provide testimony to the program's financial efficiency.

- 1) Student fees will be based upon the OWCC student tuition, which historically is among the lowest in the state. Indeed, the college's 2002-03 resident tuition of \$42.43 per credit is the lowest fee for both public and private postsecondary institutions in the state of Florida, and considerably less than the average public university tuition of \$58.45 per credit and than the average private independent universities tuition of \$469.20 per credit.
- 2) Program expenditures are benchmarked against the community college cost analysis rather than the higher university cost patterns. For each year, the projected expenses are equal to or less than those benchmarks.
- 3) Faculty members will observe the community college workload requirements--a minimum 25 student contact hours, 15 (five classes) of which are "classroom"-- an instructional productivity level well above the traditional Florida university level.
- 4) No new facilities or renovation costs will be required for the program.
- 5) For the first two years of the program, the additional instruction program enrollees will require in general education credits will be absorbed by the college's existing lower division services and no additional faculty costs will be required.

**Attachment A**

# Attachment B

# Attachment C

# Attachment D

## Interest Survey Military Personnel

Military Base (Circle): Eglin      or      Hurlburt

Community College of the Air Force Student: \_\_\_\_\_ Yes      \_\_\_\_\_ No

### PROPOSAL

Okaloosa-Walton Community College is studying the feasibility of offering a Bachelor of Applied Science degree for Air Force personnel that will articulate directly with your Associate of Applied Science degrees from the Community College of the Air Force or other community colleges. This survey is to help the College determine the level of interest in certain characteristics of the proposed degree and in the degree itself.

### PART 1: CHARACTERISTICS OF THE DEGREE

- 1 = No Interest
- 2 = Little Interest
- 3 = Some Interest
- 4 = Interest
- 5 = High Interest

1. Designed specifically for Air Force personnel who have completed a two-year degree in a technical field..... 1    2    3    4    5
2. Based on AAS to BAS articulation ..... 1    2    3    4    5
3. Designed to prepare Air Force personnel for management and supervisory positions in fields related to their Air Force training and experience. (e.g., project manager, human resources, quality manager, safety manager, shift supervisor, production manager, training manager, process manager, customer service manager) .... 1    2    3    4    5
4. More than 50 percent of the required coursework offered in a distance learning format..... 1    2    3    4    5

### PART 2: THE DEGREE

5. Indicate your level of interest in a four-year degree (Industrial Management and Supervision) that has all of the above characteristics. .... 1    2    3    4    5

# Attachment E

## Industry Survey

### Industrial Management & Supervision

1. Would your company's interest in applicants who are technically trained and experienced Air Force personnel increase if they also had the following management and supervisory skills?

	Yes	No
? Process Improvement.....	_____	_____
? Project Management.....	_____	_____
? ISO Registration.....	_____	_____
? Conflict Management & Resolution.....	_____	_____
? Supervision Skills.....	_____	_____
? Team Leadership Skills.....	_____	_____
? Change Management Skills.....	_____	_____
? Human Resource Management.....	_____	_____
? Teamwork.....	_____	_____

2. What other management and supervisory skills would you like technically trained Air Force personnel to have when applying for positions with in your company?

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# Attachment F

## ADMISSION AND DEGREE/GRADUATION REQUIREMENTS

### ADMISSION REQUIREMENTS

- ? Completion of an A.S. or A.A.S. degree (with 60 semester credit hours) in a technical field with at least eighteen semester credit hours in transferable general education courses\*
- ? Completion of the standard Florida foreign language upper division admission requirement \*\*

### DEGREE/GRADUATION REQUIREMENTS

Students must meet the following requirements to receive the B.A.S. degree:

- ? Successfully complete all courses required in the degree program, including the lower division associate degree
- ? Successfully complete a minimum of 36 general education credits according to the distribution established by the college for its associate in arts degree program
- ? Complete at least 40 credits of upper division coursework in the major (3000 or 4000 level courses with the MAN, BUL, GEB, ETI or FIN prefix)
- ? Achieve an overall GPA of at least 2.0 for all coursework completed (including transfer credits)
- ? Earn a grade of "C" or higher in all courses applicable to the major
- ? Complete at least 30 credits of upper division coursework at OWCC
- ? Successfully complete the CLAST (through testing, exemption or waiver)
- ? Meet all other college policies associated with graduation

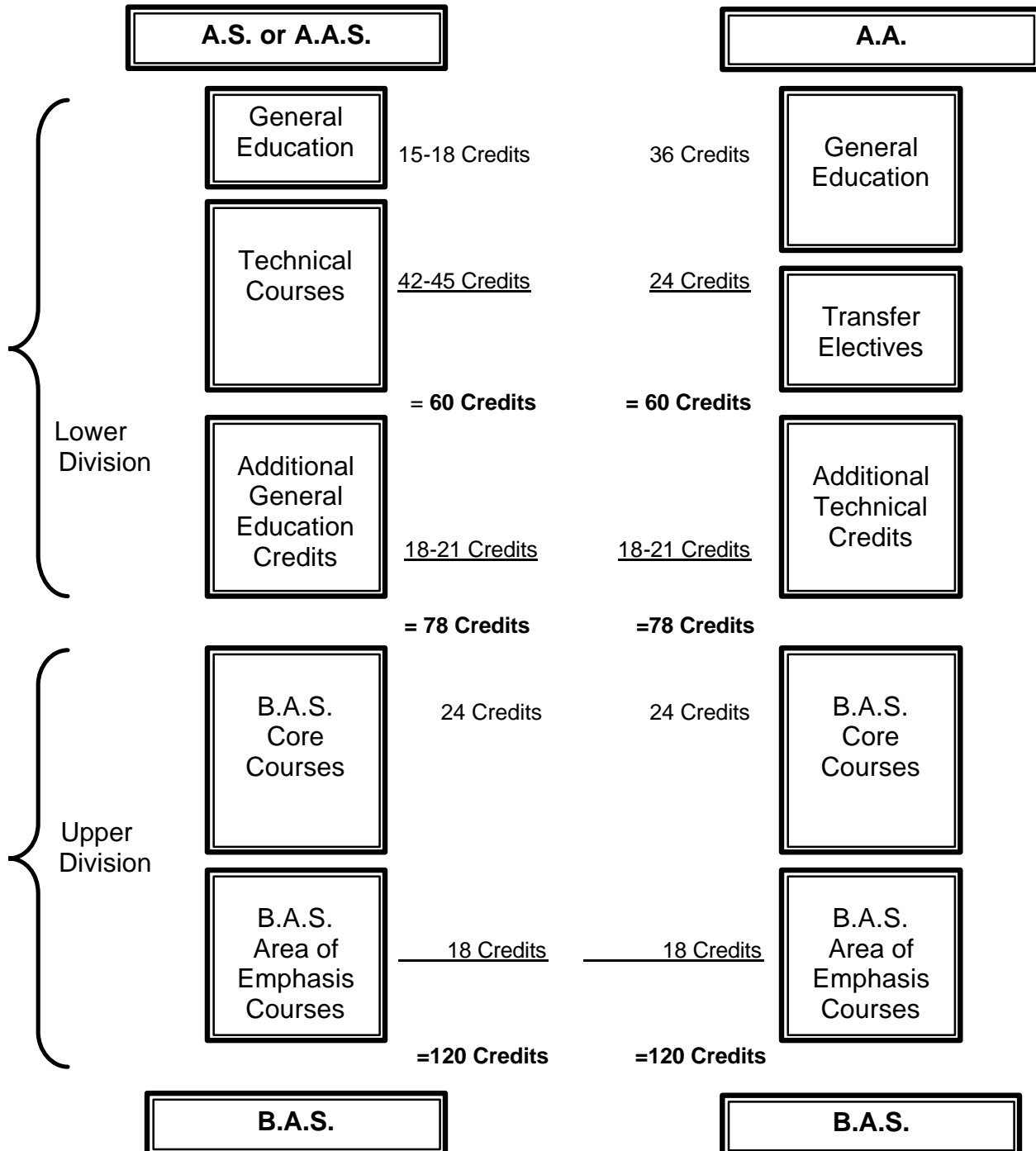
*\* With the approval of the program director, students with the Associate in Arts Degree may be admitted to the program. If general education credits for the A.A. degree have been completed, the student may be asked to complete additional credits in a technical area in place of the additional general education required of the A.S./A.A.S. student.*

*\*\* If, at the time of admission, the student has not completed two years of the same foreign language in high school or eight credits in college, the student will need to complete eight credits of foreign language before completing the B.A.S. program.*

## Attachment G

### Bachelor in Applied Science: Project and Acquisitions Management Curriculum Plan

This B.A.S. Degree program is built on the A.S. to B.S. model, modified slightly to fit the applied baccalaureate degree. Although designed as a career ladder for the A.S. or A.A.S. degree holder, it is adaptable to the student with an A.A. degree.



## Specific Program Requirements for the B.A.S. in Project Management

<b>Students Entering with the A.S or A.A.S.</b>		<b>Students entering with the A.A.</b>	
Technical Courses	42-45 Credits	Elective Courses	24 Credits
General Education Courses (Transferable)	<u>15-18 Credits</u>	General Education Courses (Transferable)	<u>36 Credits</u>
Total Associate Degree Courses	60 Credits	Total Associate Degree Courses	60 Credits
Additional General Education	<u>18-21 Credits</u>	Additional Technical Courses	<u>18 Credits</u>
Total Lower Division Coursework	78 Credits	Total Lower Division Coursework	78 Credits
B.A.S. Required Core Courses	24 credits	B.A.S. Required Core Courses	24 credits
B.A.S. Required Emphasis Courses	6-9 Credits	B.A.S. Required Emphasis Courses	6-9 Credits
B.A.S. Emphasis Electives	<u>9-12 Credits</u>	B.A.S. Emphasis Electives	<u>9-12 Credits</u>
Total Upper Division Coursework	<u>42 Credits</u>	Total Upper Division Coursework	<u>42 Credits</u>
<b>Total Degree Coursework</b>	<b>120 Credits</b>	<b>Total Degree Coursework</b>	<b>120 Credits</b>

- All general education courses must be transferable
- If completed at OWCC, the 36-credit general education requirement must conform to the categories/subject area distribution for the OWCC A.A. Degree
- If the 36-credit general education requirement is completed at another school participating in the Florida Statewide Articulation Agreement, no additional general education requirements will be necessary
- Evaluation of transfer credits will be completed according to the usual OWCC standards and procedures
- OWCC participates in the Higher Education Consortium which supports the Service members Opportunity College; active duty personnel admitted to this program will be eligible for SOC agreements regarding their program of study
- Normally, A.A. students will be required to complete additional lower division technical credits prior to beginning the upper division B.A.S. curriculum; however, with the approval of the program director, students with technically-oriented A.A. electives (e.g. computer science, accounting, programming, etc.) may substitute upper division electives for additional lower division coursework
- After completion of the B.A.S. core requirements, students will select one of four emphasis areas from which to choose their remaining courses; with the approval of the program director, a student may customize an area of emphasis to meet an individual career goal
- Students must meet all admission and graduation requirements

**BACHELOR OF APPLIED SCIENCE:  
PROJECT AND ACQUISITION MANAGEMENT  
EMPHASIS IN ACQUISITIONS**

**Required Core Courses**

MAN	3025	Contemporary Management Concepts	3 credits
MAN	3581	Project and Acquisitions Management	3 credits
FIN	3400	Financial Management	3 credits
GEB	3__	Ethical Issues in Business	3 credits
GEB	3213	Effective Business Communications	3 credits
BUL	3130	The Legal Environment of Business	3 credits
GEB	3031	Challenges in Contemporary Business	3 credits
MAN	3__	Managing in a High Technology Environment	<u>3 credits</u>
		<b>Total Core Course Credits</b>	<b>24 credits</b>

**REQUIRED EMPHASIS COURSES**

MAN	3__	Project Cost Management	3 credits
MAN	4__	Government Acquisition/Contracting	3 credits
MAN	4__	Private Sector Acquisition/Contracting	<u>3 credits</u>
		<b>Total Required Emphasis Course Credits</b>	<b>9 credits</b>

**ELECTIVE COURSES**

With the approval of an advisor, select 9 credits from the following

MAN	3301	Human Resource Management	3 credits
MAN	3441	Conflict Management	3 credits
MAN	3522	Quality Management	3 credits
MAN	4741	Change Management	3 credits
MAN	3320	Employee Staffing	3 credits
MAN	3350	Training and Development	3 credits
MAN	4401	Labor-Management Relations	3 credits
MAN	4330	Management and Compensation	3 credits
MAN	4120	Leadership and Group Dynamics	3 credits
MAN	4__	Quality Certification: ISO 9000	3 credits
GEB	4__	Internship/Work Experience	3 credits
MAN	4905	Independent Study in Management	3 credits
GEB	4905	Independent Study in Business	3 credits
ETI	4700	Occupational Safety	3 credits
MAN	49__	Special Topics in Project Management	<u>1 credit</u>
		<b>Total Elective Course Credits</b>	<b><u>9 credits</u></b>

**TOTAL PROGRAM CREDITS**

(including A.S./A.A.S. and General Education Credits) 120 credits

**BACHELOR OF APPLIED SCIENCE:  
PROJECT AND ACQUISITION MANAGEMENT  
EMPHASIS IN PROJECT MANAGEMENT**

**REQUIRED CORE COURSES**

MAN	3025	Contemporary Management Concepts	3 credits
MAN	3581	Project and Acquisitions Management	3 credits
FIN	3400	Financial Management	3 credits
GEB	3__	Ethical Issues in Business	3 credits
GEB	3213	Effective Business Communications	3 credits
BUL	3130	The Legal Environment of Business	3 credits
GEB	3031	Challenges in Contemporary Business	3 credits
MAN	3__	Managing in a High Technology Environment	<u>3 credits</u>
		Total Core Course Credits	24 credits

**REQUIRED EMPHASIS COURSES**

MAN	4120	Leadership and Group Dynamics	3 credits
MAN	4905	Independent Study in Management	<u>3 credits</u>
		Total Required Emphasis Course Credits	6 credits

**ELECTIVE COURSES**

With the approval of an advisor, select 12 credits from the following

MAN	3301	Human Resource Management	3 credits
MAN	3441	Conflict Management	3 credits
MAN	3522	Quality Management	3 credits
MAN	4741	Change Management	3 credits
MAN	3320	Employee Staffing	3 credits
MAN	3350	Training and Development	3 credits
MAN	4401	Labor-Management Relations	3 credits
MAN	4330	Management and Compensation	3 credits
MAN	3__	Project Cost Management	3 credits
MAN	4__	Government Acquisition/Contracting	3 credits
MAN	4__	Private Sector Acquisition/Contracting	3 credits
GEB	4__	Internship/Work Experience	3 credits
MAN	4__	Quality Certification: ISO 9000	3 credits
GEB	4905	Independent Study in Business	3 credits
ETI	4700	Occupational Safety	3 credits
MAN	49__	Special Topics in Project Management	<u>1 credit</u>
		Total Elective Course Credits	<u>12 credits</u>

**TOTAL PROGRAM CREDITS**

(including A.S./A.A.S. and General Education Credits) 120 credits

**BACHELOR OF APPLIED SCIENCE:  
PROJECT AND ACQUISITION MANAGEMENT  
EMPHASIS IN PROCESS IMPROVEMENT**

**REQUIRED CORE COURSES**

MAN	3025	Contemporary Management Concepts	3 credits
MAN	3581	Project and Acquisitions Management	3 credits
FIN	3400	Financial Management	3 credits
GEB	3__	Ethical Issues in Business	3 credits
GEB	3213	Effective Business Communications	3 credits
BUL	3130	The Legal Environment of Business	3 credits
GEB	3031	Challenges in Contemporary Business	3 credits
MAN	3__	Managing in a High Technology Environment	<u>3 credits</u>
		Total Core Course Credits	24 credits

**REQUIRED EMPHASIS COURSES**

MAN	3522	Quality Management	3 credits
MAN	3__	Project Cost Management	3 credits
MAN	4__	Quality Certification: ISO 9000	<u>3 credits</u>
		Total Required Emphasis Course Credits	9 credits

**ELECTIVE COURSES**

With the assistance of an advisor, select 9 credits from the following

MAN	3301	Human Resource Management	3 credits
MAN	3441	Conflict Management	3 credits
MAN	4741	Change Management	3 credits
MAN	3320	Employee Staffing	3 credits
MAN	3350	Training and Development	3 credits
MAN	4401	Labor-Management Relations	3 credits
MAN	4330	Management and Compensation	3 credits
MAN	4120	Leadership and Group Dynamics	3 credits
MAN	4__	Government Acquisition/Contracting	3 credits
MAN	4__	Private Sector Acquisition/Contracting	3 credits
GEB	4__	Internship/Work Experience	3 credits
MAN	4905	Independent Study in Management	3 credits
GEB	4905	Independent Study in Business	3 credits
MAN	49__	Special Topics in Project Management	1 credit
ETI	4700	Occupational Safety	<u>3 credits</u>
		Total Elective Course Credits	<u>9 credits</u>

**TOTAL PROGRAM CREDITS**

(including A.S./A.A.S. and General Education Credits) 120 credits

**BACHELOR OF APPLIED SCIENCE:  
PROJECT AND ACQUISITION MANAGEMENT**

**EMPHASIS IN TRAINING AND DEVELOPMENT/HUMAN RESOURCES**

**REQUIRED CORE COURSES**

MAN	3025	Contemporary Management Concepts	3 credits
MAN	3581	Project and Acquisitions Management	3 credits
FIN	3400	Financial Management	3 credits
GEB	3__	Ethical Issues in Business	3 credits
GEB	3213	Effective Business Communications	3 credits
BUL	3130	The Legal Environment of Business	3 credits
GEB	3031	Challenges in Contemporary Business	3 credits
MAN	3__	Managing in a High Technology Environment	<u>3 credits</u>
		Total Core Course Credits	24 credits

**REQUIRED EMPHASIS COURSES**

MAN	3301	Human Resource Management	3 credits
MAN	3320	Employee Staffing	3 credits
MAN	3350	Training and Development	3 credits
MAN	4330	Management and Compensation	<u>3 credits</u>
		Total Required Emphasis Credits	15 credits

**ELECTIVE COURSES**

With the assistance of an advisor, select 6 credits from the following

MAN	3441	Conflict Management	3 credits
MAN	3522	Quality Management	3 credits
MAN	4741	Change Management	3 credits
MAN	4__	Quality Certification: ISO 9000	3 credits
MAN	4120	Leadership and Group Dynamics	3 credits
GEB	4__	Internship/Work Experience	3 credits
MAN	3__	Project Cost Management	3 credits
MAN	4__	Government Acquisition/Contracting	3 credits
MAN	4__	Private Sector Acquisition/Contracting	3 credits
MAN	4401	Labor-Management Relations	3 credits
MAN	4905	Independent Study in Management	3 credits
GEB	4905	Independent Study in Business	3 credits
ETI	4700	Occupational Safety	3 credits
MAN	49__	Special Topics in Project Management	<u>1 credit</u>
		Total Elective Course Credits	6 credits

**TOTAL PROGRAM CREDITS**

(including A.S./A.A.S. and General Education Credits) 120 credits

## DRAFT COURSE DESCRIPTIONS

**BUL 3130 The Legal Environment of Business 3 credits**

An introduction to the legal setting in which modern businesses operate; emphasis is on public and regulatory law, basic contract law, the processes of administrative, statutory and common law and interstate commerce issues; includes overview of the UCC

**ETI 4700 Occupational Safety 3 credits**

A course in the full range of occupational safety issues, including government regulations, best practices, hazardous materials/conditions management, hazard analysis and prevention, ergonomics, worker's compensation and on-the-job stress; prepares the student to serve as the safety officer for a business entity

**FIN 3400 Financial Management 3 credits**

Presents the financial management concepts necessary for effective and efficient management; includes budgeting, basic capital management, financial statement analysis, management of working capital, pricing theory and related topics

**GEB 3\_\_ Ethical Issues in Business 3 credits**

A study of the current ethical issues facing business leaders; includes codes of ethics, trade secrets, privacy/confidentiality, motivation, power, conflict of interest, consumerism, and related social and legal responsibilities of business

**GEB 3031 Challenges in Contemporary Business 3 credits**

An examination of opportunities and challenges facing managers in contemporary business organizations; reinforces the competencies of teamwork, communication, creative thinking, adapting to change, decision-making and customer service through application to issues and problems

**GEB 3213 Effective Business Communications 3 credits**

A comprehensive course in effective and efficient communications in the business world; includes preparation of reports, proposals and presentations, technical writing skills, composition of standard business documents including persuasive messages, sales letters, customer service correspondence, instructional memoranda, and policy and procedure development  
*Prerequisite: ENC 1101 or equivalent*

**GEB 49\_\_ Internship/Work Experience 3 credits**

An individualized course in supervised work experience; provides the student with first-hand applications of classroom concepts

<b>GEB</b>	<b>4905 Independent Study in Business</b>	<b>3 credits</b>
	An individual or group course designed to provide students with the opportunity to pursue a special topic(s) in depth; may be repeated as topics change	
<b>MAN</b>	<b>3___ Managing in a High Technology Environment</b>	<b>3 credits</b>
	Presents the special challenges and opportunities of managing a high technology firm or a traditional entity operating in the high technology environment; addresses the issues of software/information security, recruiting technical personnel, outsourcing, equipment security, updating equipment, telecommuting and similar issues	
<b>MAN</b>	<b>3___ Project Cost Management</b>	<b>3 credits</b>
	Includes coverage of cost tracking and control systems, efficiency measures, progress evaluation and review, budget oversight, time-motion strategies, change orders, materials, logistics, payback and net present value analysis, pricing models and similar topics <i>Prerequisite: FIN 3400 and MAN 3581 or permission of the instructor</i>	
<b>MAN</b>	<b>3025 Contemporary Management Concepts</b>	<b>3 credits</b>
	A comprehensive presentation of current theories of leadership, management and supervision, includes organizational development, the planning function and strategic planning, leadership styles and models; focuses on applications and cases for development of competencies	
<b>MAN</b>	<b>3301 Human Resource Management</b>	<b>3 credits</b>
	Introduces the full range of the human resource management function, including recruiting and hiring staff, performance evaluation, discipline and termination, downsizing, compensation and benefits, legal issues, the organized labor setting, equity/diversity issues and policy design	
<b>MAN</b>	<b>3320 Employee Staffing</b>	<b>3 credits</b>
	An intermediate level course in employment staffing issues focusing on staffing patterns organizational structures, job analysis and design, staffing efficiencies, employee assistance programs, staff projection models, and employee services <i>Prerequisite: MAN 3301 or permission of the instructor</i>	
<b>MAN</b>	<b>3350 Training and Development</b>	<b>3 credits</b>
	Covers various staff training and development models, effective workshop techniques, designing and implementing company-wide training and development programs, assessment of training needs, training and development as a benefit and setting development goals; students will design and conduct at least one workshop/training session for fellow students <i>Prerequisite: MAN 3301 or permission of the instructor</i>	

<b>MAN</b>	<b>3441 Conflict Management</b>	<b>3 credits</b>
	<p>A management course focused on the special issues of conflict; includes dealing with difficult people, strategies to improve employee relations, assessment of organizational climate and conflict, minimizing “turf” issues, internal competition and politics, strategies for team-building, conflict resolution models, arbitration strategies and related issues</p> <p><i>Prerequisite: GEB 3031 or equivalent</i></p>	
<b>MAN</b>	<b>3522 Quality Management</b>	<b>3 credits</b>
	<p>Addresses the fundamentals of quality control and management, including TQM models, employee empowerment, benchmarking, continuous improvement, planning and control, customer focus, and quality function deployment</p>	
<b>MAN</b>	<b>3581 Project and Acquisitions Management</b>	<b>3 credits</b>
	<p>A specialized management course focusing on the oversight of projects and acquisition functions; includes contract review, goal-setting, project tracking and evaluation, staffing assessments, change orders, compliance, cost control, materials management, logistics, operations planning and related issues</p>	
<b>MAN</b>	<b>4___ Government Acquisition/Contracting</b>	<b>3 credits</b>
	<p>A comprehensive course in government contracting from preparation of proposals and grants to negotiation of contracts, compliance audits, performance reviews, staffing, subcontracting, and security requirements</p> <p><i>Prerequisite: BUL 3130 and FIN 3400 or equivalent</i></p>	
<b>MAN</b>	<b>4___ Private Sector Acquisition/Contracting</b>	<b>3 credits</b>
	<p>A comprehensive course in private sector contracting from preparation of proposals and grants to negotiation of contracts, performance reviews, staffing, confidentiality, subcontracting and security requirements</p> <p><i>Prerequisite: BUL 3130 and FIN 3400 or equivalent</i></p>	
<b>MAN</b>	<b>4120 Leadership and Group Dynamics</b>	<b>3 credits</b>
	<p>An applied leadership course with a focus on case studies, projects and group interaction; includes theoretical background on group dynamics, small group behavior and motivation, power, types of groups, verbal and non-verbal communication skills and team-building</p>	

<b>MAN</b>	<b>4330 Management and Compensation</b>	<b>3 credits</b>
	<p>A comprehensive presentation of management compensation issues, models of compensation, salary structure, job analysis, benefits, tax and regulatory issues, job-based and skill-based plans, internal and external equity, merit-and performance-based pay plans, and related issues</p> <p><i>Prerequisite: FIN 3400 and HUM 3301 or equivalent</i></p>	
<b>MAN</b>	<b>4401 Labor-Management Relations</b>	<b>3 credits</b>
	<p>Overview of labor relations issues, including background on the American labor movement, the adversarial nature of labor relations, impact of unions on labor management, employee rights, arbitration, legal and regulatory issues, strategies for improved relations</p>	
<b>MAN</b>	<b>4741 Change Management</b>	<b>3 credits</b>
	<p>An applied approach to change management, including case studies and projects; includes theoretical background on change models, implementing change, the change cycle, planning and evaluation and barriers to successful change</p>	
<b>MAN</b>	<b>4905 Independent Study in Management</b>	<b>3 credits</b>
	<p>An individual or group course designed to provide students with the opportunity to pursue a special management topic(s) in depth; may be repeated as topics change</p>	
<b>MAN</b>	<b>4___ Quality Certification: ISO 9000</b>	<b>3 credits</b>
	<p>A comprehensive study of internationally uniform quality standards (ISO 9000 and the steps to individual and organizational certification; includes management responsibility, quality system documentation, contract review, design control, process control, inspection and testing, corrective actions and other certification topics</p>	
<b>MAN</b>	<b>49___ Special Topics in Project Management</b>	<b>1 credit</b>
	<p>This special topics course may be offered on an individual or small group seminar basis; students will examine a single issue applicable to the current project management environment; the course may be repeated as topics change</p>	