



EPC PROPOSAL FORM

Originating Academic Unit: School of Business

Date Proposal Submitted: November 17, 2021

INSTRUCTIONS: Upon completing the form, submit the document with all appropriate signatures to the Office of the Provost and copy to the Educational Policies Committee *via* the Faculty Governance Manager at facgov@plu.edu.

DEADLINES: Type 1 proposals, being non-substantive, are generally considered on a rolling basis. Type 2 proposals - December 1. Type 3 proposals - October 1.

For specifics on the processing of each type of proposal, read the [Educational Policies Committee Manual](#) in the PLU Faculty Handbook (Section III, Part VI), and the [checklist for Preparing EPC Proposals](#), located on the documents and forms section of the Faculty Governance website.

PROPOSAL SUMMARY

Provide a summary of the proposal.

The School of Business proposes three courses, each leading to a certificate in that specific domain.

1. BUSA 300 Certificate in Diversity and Equity in Business
2. BUSA 401 Certificate in Consulting for Business and Entrepreneurship
3. BUSA 402 Certificate in Consultative Engagements and Professional Sales

TYPE OF PROPOSAL

Check all the appropriate boxes.

[] TYPE 1: NON-SUBSTANTIVE CHANGES *[complete shaded sections and provide signatures]*

Check boxes in this section. Also complete Proposal Summary (above), Catalog/Curriculum Changes section (ahead), and provide chair/dean signatures on final page.

- ☐ Change course number
- ☐ Change course title
- ☐ Delete course with no GenEd element, which is not part of by any other major/minor/concentration
- ☐ Prerequisite change within the academic unit only
- ☐ Catalog correction (editorial)

[] TYPE 2: SUBSTANTIVE CHANGES *[complete all sections, including signatures]*

Submit completed form, including signatures. Be sure to check all boxes that apply.

- | | |
|---|--|
| <input type="checkbox"/> Change catalog description ⁺⁺ | <input type="checkbox"/> Change a course's credit hours |
| <input type="checkbox"/> Add permanent GenEd course ⁺⁺ | <input type="checkbox"/> Add GenEd Element to existing course ⁺⁺ |
| <input type="checkbox"/> Add permanent non-GenEd course ⁺⁺ | <input type="checkbox"/> Delete GenEd course |
| <input type="checkbox"/> Change major requirement ^{**} | <input type="checkbox"/> Change minor requirement ^{**} |
| <input type="checkbox"/> Revise curriculum ^{**} | <input type="checkbox"/> Change concentration requirement ^{**} |
| <input type="checkbox"/> Change grading type (e.g. P/F, letter grade) | <input type="checkbox"/> Change prerequisite involving another unit's course |

☐ Other: _____

☒ **TYPE 3: CHANGES REQUIRING FACULTY ASSEMBLY APPROVAL** *[complete all sections, including signatures]*

Note: These proposals require the approval of the Board of Regents in addition to the Faculty Assembly.

☐ New Degree** ☐ New Major** ☐ New Minor** ☐ New Concentration**
☐ Eliminate Degree ☐ Eliminate Major ☐ Eliminate Minor ☐ Eliminate Concentration
☒ Add Certificate (non-Continuing Education)** ☐ Other: _____

** These changes/proposals require completion of the [EPC Curriculum Change Template](#). The noted Type 3 proposals also require attachment of an [Institutional Impact Evaluation Form](#).

++ A course syllabus must be submitted with these course proposals.

STATEMENT OF RATIONALE

Provide a statement of rationale and/or other clarifications. Include information on student learning and outcomes and any General Education Program rationale.

There is an increasing desire among students to acquire skill sets in specific domains and demonstrate their achievement through certification. These domains cover very specialized and emergent areas of practice, and the skills are highly valued by employers. Skill acquisition is through experiential learning blended with classroom interaction. Certificates in these specialized domains of practice attest to the workplace readiness of the graduate and increase the graduate's employment and career prospects. This holds for all students from all disciplines.

In line with the University's strategic plan to develop experiential learning opportunities that blend academic insight with practice, the mission to develop the vocational exploration and interests of students, and the corresponding demand for certificates; the School of Business proposes three courses, each leading to a certificate in that specific domain.

1. BUSA 300 Certificate in Diversity and Equity in Business
2. BUSA 401 Certificate in Consulting for Business and Entrepreneurship
3. BUSA 402 Certificate in Consultative Engagements and Professional Sales

Each of these courses carries zero (0) to one (1) credits. The courses are taught by practitioner experts who also have the necessary academic standing and instructional experience to guide the students to the learning outcomes associated with each of the courses.

At PLU, certificate courses and programs have existed for a long time. At the School of Business, the Certificate in Accounting is one example. In the MBA program at the School of Business, certificates in various domains are offered by completing two courses. The current proposal follows the precedent, and each course results in a certificate in the area covered by the course.

The three certificate courses complement the formal curriculum of the BBA degree. They do not substitute any courses in the existing curriculum. In other words, these courses are stand-alone courses and cannot be used to fulfil the requirements of the major or a minor in the School of Business.

Further, the courses are open to all students of PLU. The scope and utility of a certificate in "Diversity and Equity" go beyond the School of Business. Similarly, a certificate in "Consultative Engagement and Professional Sales" can signal valuable training and skills for

the non-profit and governmental sectors as well as provide insights for a diplomatic career. Skills acquired through “Consulting for Business and Entrepreneurship” are community-oriented and useful across a number of fields covering governmental and non-profit organizations besides the for-profit sector. Students may take any or all of the three courses during their study at PLU.

The three certificate courses were piloted in Fall 2021 with voluntary and non-credit enrollments. Each course has an enrollment of eight or more students evincing a strong interest in certificate programs.

CATALOG/CURRICULUM CHANGES

Current Catalog Language:

1.CERTIFICATE PROGRAMS CURRENT DESCRIPTION AND LANGUAGE

Accounting Certificate Program

24 semester hours

The Accounting Certificate program is available for students who hold a baccalaureate degree, or are pursuing a baccalaureate degree (any field) and wish to complete the accounting course educational requirements to sit for the Certified Public Account (CPA) examination.

Requirements for the certificate include: 24 semester hours from BUSA 202, 203, 320, 321, 322, 323, 422, 423, 424, and 427; a cumulative 3.00 GPA in accounting courses; and a minimum of C- in any course.

Please note that there are additional courses and experience requirements to sit for the CPA exam which are not met by this certificate program; completion of these other requirements is the student’s responsibility. Contact the School of Business at 253.535.7252 for further information.

Proposed Catalog Language: (note changes in **Blue Bold and ~~Blue Strikeout~~)**

1. CERTIFICATE PROGRAMS PROPOSED DESCRIPTION AND LANGUAGE

Certificate Programs

Accounting Certificate Program

24 semester hours

The Accounting Certificate program is available for students who hold a baccalaureate degree, or are pursuing a baccalaureate degree (any field) and wish to complete the accounting course educational requirements to sit for the Certified Public Account (CPA) examination.

Requirements for the certificate include: 24 semester hours from BUSA 202, 203, 320, 321, 322, 323, 422, 423, 424, and 427; a cumulative 3.00 GPA in accounting courses; and a minimum of C- in any course.

Please note that there are additional courses and experience requirements to sit for the CPA exam which are not met by this certificate program; completion of these other requirements is the student’s responsibility. Contact the School of Business at 253.535.7252 for further information.

Certificates

0-1 credit

The School offers certificates in the following areas:

- 1. Certificate in Diversity and Equity in Business**
- 2. Certificate in Consulting for Business and Entrepreneurship**
- 3. Certificate in Consultative Engagements and Professional Sales**

Students must enroll in and complete a required course for each certificate as listed below.

1. **Certificate in Diversity and Equity in Business:**
 - **BUSA 300 Certificate in Diversity and Equity in Business (0-1 credit)**
2. **Certificate in Consulting for Business and Entrepreneurship:**
 - **BUSA 401 Certificate in Consulting for Business and Entrepreneurship (0-1 credit)**
3. **Certificate in Consultative Engagements and Professional Sales :**
 - **BUSA 402 Certificate in Consultative Engagements and Professional Sales (0-1 credit)**

The certificate program and courses are open to all students of PLU. Credits may be applied toward graduation (e.g., the 128 credit requirement for PLU). A student may enroll for more than one certificate course.

Note that for business students (major or minor), certificate credits cannot be applied towards fulfillment of the requirements of the Business program major and/or the requirements of any minors in the School of Business. Students who declared a Business major and/or minor still need to complete all the major and/or minor requirements as listed in this catalog.

2. PROPOSED CERTIFICATE COURSE DESCRIPTIONS

BUSA 300 Certificate in Diversity and Equity in Business

This course leads to a certificate in Diversity and Equity in Business. The course introduces students to historical and emergent perspectives on business and social justice. Students will learn to see their role as future business leaders, and in particular explore historical and present case examples of inequity in business. Students will also explore the issues of diversity and justice through interaction and engagement with community and business leaders, and seek to address inequity and inequality in business. A certificate will be awarded upon the successful completion of the course with a Pass grade. Prerequisites: Sophomore level standing, open to Sophomore, Junior and Senior students (0 to 1 credits).

BUSA 401 Certificate in Consulting for Business and Entrepreneurship

This course leads to a certificate in Consulting for Business and Entrepreneurship. The course trains students in the art and science of consulting with small businesses and entrepreneurial firms. Students will learn the requisite skills and knowledge through interaction and engagement with industry experts, alumni and businesses, with the purpose to help nourish businesses in the community. The program provides a focus on women and minority-owned businesses. Students will develop their skills through experiential assignments, helping businesses in the community identify areas for improvement and to generate a plan to develop those areas. A certificate will be awarded upon the successful completion of the course with a Pass grade. Prerequisites: Junior level standing, open to Junior and Senior students (0 to 1 credits).

BUSA 402 Certificate in Consultative Engagements and Professional Sales

This course leads to a certificate in Consultative Engagements and Professional Sales. Students will learn the practical skills to navigate decision steps, ask high-gain questions, explore consequences and payoffs, lead problem-solving sessions, persuade through involvement, and develop trust with clients in for-profit, non-profit and governmental sectors. Focus on practical career tools. A certificate will be awarded upon the successful completion of the course with a Pass grade. Prerequisites: Junior level standing, open to Junior and Senior students (0 to 1 credits).

Additional information for courses:

Is this a course that because of variable content could be repeated for credit?	<input type="checkbox"/>	Yes, <input type="checkbox"/>	?	Times [<input checked="" type="checkbox"/>]	No [Default is 'no.' Note that does not exclude a student's option to repeat a course for a better grade to replace the initial one.]
Grade Type:	<input type="checkbox"/>	Standard Letter		[<input checked="" type="checkbox"/>]	Pass/Fail
Anticipated Enrollment:	8-10 Students in each cycle				
Course Syllabus Attached**:	<input checked="" type="checkbox"/>	Yes		[<input type="checkbox"/>]	No

**Required for new courses, and other proposals as indicated above.

Does the proposal include the addition to a course of one or more General Education Program elements (GenEd)?

☐ **Yes** (Check the appropriate boxes below)

If more than one course is proposed, make sure the proposal makes clear which GenEd elements, if any, are proposed for each course.

☒ **No**

- | | |
|---|--|
| <input type="checkbox"/> Alternative Perspectives A | <input type="checkbox"/> Physical Activity PE |
| <input type="checkbox"/> Art, Music, Theatre AR | <input type="checkbox"/> Philosophy PH |
| <input type="checkbox"/> Cross Cultural Perspective C | <input type="checkbox"/> Religion: Christian Traditions RC |
| <input type="checkbox"/> International Honors (100-level) H1 | <input type="checkbox"/> Religion: Global Religious Traditions RG |
| <input type="checkbox"/> International Honors (200-level) H2 | <input type="checkbox"/> Science and Scientific Method SM |
| <input type="checkbox"/> International Honors (300-level) H3 | <input type="checkbox"/> Investigating Human Behavior, Culture, and Institutions SO |
| <input type="checkbox"/> Literature LT | <input type="checkbox"/> Senior Seminar/Project SR |
| <input type="checkbox"/> Inquiry Seminar (FYEP) F | <input type="checkbox"/> Writing Seminar (FYEP) FW |
| <input type="checkbox"/> Mathematical Reasoning MR | |
| <input type="checkbox"/> Natural Sciences, Mathematics, or Computer Science NS | |

NOTE: Submissions will be forwarded to the Core Curriculum Committee for its review and recommendation. Diversity courses have specific learning objectives that must be included in the syllabus.

STAFFING & BUDGETARY IMPLICATIONS

Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?

☒ **Yes**

☐ **No** (Indicate why the proposal is being forwarded to EPC)

Does this proposal impact any other academic unit?

☐ **Yes** (List below and indicate if 2/3 of the full-time faculty in that area support the proposal)

☒ **No**

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center)?

☐ **Yes** (Explain and indicate if support services have been consulted)

☒ **No**

Explain how the proposed change(s) will be staffed. Revised 2-Year Course Cycle must be attached.

The proposed three certificate courses will be taught by practitioner experts who are qualified. These instructors are deployed as term-contingent faculty.

The courses are offered once every academic year and are conducted during the evenings over an eight to ten week period during the Spring or Fall semesters. Therefore, they neither are impacted by nor impact the regular 2-year cycle.

Are special budgetary arrangements and funding required? If “no”, explain how the proposed changes will be integrated without added personnel or budgetary requirements.

☒ **Yes** (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

The instructors are compensated with a Honorarium. The programs are operated on a cost-recovery basis (breakeven), and an enrollment of 2.5 credits (approximately 3 students) in each course will meet the cost requirements. It is expected that the enrollments will exceed this breakeven point.

☐ **No**

NOTE: Budgetary considerations will be reviewed/approved by Dean and Provost.

REQUIRED SIGNATURES



11/17/2021

~~Department Chair/Program Chair/Associate Dean~~

(Date)



11/17/2021

Dean

(Date)

Provost

(Date)

☐ Forwarded with Endorsement

☐ Forwarded with Reservations

Educational Policies Committee

Curriculum Change Template

School of Business, Certificate Program

[illegible]

Institutional Impact Evaluation Form

1. Name of Proposed Program: __School of Business Certificates Program____

2. Executive Summary: In 1-2 paragraphs, describe the proposed program, including a clear statement of how the program meets the mission of the university.

The School of Business proposes three courses, each leading to a certificate in a specific domain.

1. BUSA 300 Certificate in Diversity and Equity in Business
2. BUSA 401 Certificate in Consulting for Business and Entrepreneurship
3. BUSA 402 Certificate in Consultative Engagements and Professional Sales

These domains cover very specialized and emergent areas of practice, and the skills are highly valued by employers. Skill acquisition is through experiential learning blended with classroom interaction. Certificates in these specialized domains of practice attest to the workplace readiness of the graduate and increase the graduate's employment and career prospects.

Each of these courses carries zero (0) to one (1) credits. The courses are taught by practitioner experts who also have the necessary academic standing and instructional experience to guide the students to the learning outcomes associated with each of the courses.

The proposal is in line with the University's strategic plan to develop experiential learning opportunities that blend academic insight with practice, the mission to develop the vocational exploration and interests of students, and the corresponding demand for certificates.

3. Proposed Program Start Date: __September 1, 2022__

4. Program Offerings:

- a. Describe the type of program (new degree, new major, new minor, new concentration).

This is a certificate program (non-continuing Education)

- b. Identify the delivery format for the program (face-to-face, online, blended, or competency-based) and rationale for this format.

The program (certificate courses) will be delivered in a blended mode. Students largely interact face-to-face with industry/ domain experts and undertake some field projects as directed by the instructor. They will also have the occasion to interact with experts virtually with two-way exchanges.

c. Describe the curriculum and program requirements by providing a clear description of the courses required to complete the program and any program-specific policies (e.g., credit hours in residency, GPA requirements). Include course offerings, number of credits, prerequisites, and any general education elements. Clearly distinguish between existing courses and any new courses that will need to be created or deleted. If you are using preexisting catalog language, please highlight changes by using **blue boldface** for changes and ~~blue-strikeout~~ for deletions.

Students may participate in one or all of the three certificate courses in the program. Students will obtain a certificate for each of the courses upon successful completion. All three courses under this program are new and described below.

BUSA 300 Certificate in Diversity and Equity in Business

This course leads to a certificate in Diversity and Equity in Business. The course introduces students to historical and emergent perspectives on business and social justice. Students will learn to see their role as future business leaders, and in particular explore historical and present case examples of inequity in business. Students will also explore the issues of diversity and justice through interaction and engagement with community and business leaders, and seek to address inequity and inequality in business. A certificate will be awarded upon the successful completion of the course with a Pass grade. Prerequisites: Sophomore level standing (0 to 1 credits).

BUSA 401 Certificate in Consulting for Business and Entrepreneurship

This course leads to a certificate in Consulting for Business and Entrepreneurship. The course trains students in the art and science of consulting with small businesses and entrepreneurial firms. Students will learn the requisite skills and knowledge through interaction and engagement with industry experts, alumni and businesses, with the purpose to help nourish businesses in the community. The program provides a focus on women and minority-owned businesses. Students will develop their skills through experiential assignments, helping businesses in the community identify areas for improvement and to generate a plan to develop those areas. A certificate will be awarded upon the successful completion of the course with a Pass grade. Prerequisites: Junior level standing (0 to 1 credits).

BUSA 402 Certificate in Consultative Engagements and Professional Sales

This course leads to a certificate in Consultative Engagements and Professional Sales. Students will learn the practical skills to navigate decision steps, ask high-gain questions, explore consequences and payoffs, lead problem-solving sessions, persuade through involvement, and develop trust with clients in for-profit, non-profit and governmental sectors. Focus on practical career tools. A certificate will be awarded upon the successful completion of the course with a Pass grade. Prerequisites: Junior level standing (0 to 1 credits).

Each of the courses has pre-requisite for entry (sophomore or Junior Level standing). All three courses are graded on a Pass/ Fail Basis.

d. Provide a two-year course cycle for delivering the curriculum.

Course	Course Title	Fall	J-Term	Spring	Comments
BUSA 300	Certificate in Diversity and Equity in Business			X	
BUSA 401	Certificate in Consulting for Business and Entrepreneurship	X			
BUSA 402	Certificate in Consultative Engagements and Professional Sales	X			

e. Provide completion pathways (including two and four-year advising plans for undergraduate programs).

Each course runs for a semester, and the student may be awarded a certificate upon passing the course.

f. Identify the learning outcomes for the program. For undergraduate programs, also describe the connection to the Integrative Learning Objectives.

BUSA 300 Certificate in Diversity and Equity in Business: Learning Outcomes

A student who successfully completes this course will acquire the following skills and knowledge:

- Understanding of the ideas of diversity, equity and inclusivity, and their importance for organizational and societal well-being
- Cognizance of implicit bias, exclusionary practices and inequity in business and society
- Understanding of the challenges of building and sustaining an inclusive and equitable environment in the context of current business and organizational practice.
- Knowledge of current and emerging best practices that promote diversity, inclusivity and equity

BUSA 401 Certificate in Consulting for Business and Entrepreneurship: Learning Outcomes

A student who successfully completes this course will acquire the following skills and knowledge:

- Consulting goals, techniques and ethics
- Initiation and leadership of consulting projects for small-medium businesses and non-profit organizations
- Identification and evaluation of client developmental needs and environmental factors

- Formulation of developmental and/or growth plans for the client with specific attention to the client's context and the community
- Effective Communication of evaluation and counsel to the client

BUSA 402 Certificate in Consultative Engagements and Professional Sales: Learning Outcomes

A student who successfully completes this course will acquire the following skills and knowledge:

- Establishing trust with clients
- Persuading and Involving clients in the consultative process
- Framing High-gain questions for eliciting rich information
- Framing Alternatives and assessing consequences and pay-offs
- Navigate Decision Steps towards goal attainment
- Lead Problem-solving sessions

g. Provide a plan for assessing program learning outcomes.

Assessment is done by course instructors in individual courses. There are no program level assessments associated with this.

h. Identify program entrance requirements, including application processes, if appropriate.

Each of the courses has a pre-requisite for entry (sophomore or Junior Level standing in PLU).

- BUSA 300 Certificate in Diversity and Equity in Business: Learning Outcomes
 - Prerequisite: Sophomore Standing
- BUSA 401 Certificate in Consulting for Business and Entrepreneurship: Learning Outcomes
 - Prerequisite: Junior Standing
- BUSA 402 Certificate in Consultative Engagements and Professional Sales: Learning Outcomes
 - Prerequisite: Junior Standing

5. External Authorization: Will the proposal require authorization from NWCCU, the state of Washington, or an external accreditation body?

The proposal will require authorization from NWCCU following the approval of EPC and Board of Regents

6. Rationale:

a. Provide evidence of demand for the proposed program, which may include a market analysis or review of trends at other universities. Include reference to relevant competitors' programs and characteristics of the proposed program that will make it attractive to students in light of this competition.

- b. Identify the target audience for the program.
- c. Explain why this is the right time for the university to add this program.

As early as 2012, a study by the Georgetown University Center on Education and the Workforce found that certificates- stackable and non-stackable- formed 22% of all post-secondary credentials awarded [1]. There is an increasing desire among students to acquire skill sets in specific domains and demonstrate their achievement through certification. The proliferation of certificate programs and “stackable” certificates among universities (including the University of Washington [Tacoma], Seattle University and Central Washington University) attests to the demand for these certificates.

For instance, UW (Tacoma) offers a range of certificates for graduate students, undergraduates and non-matriculated students including Non-profit studies. Central Washington University offers at least nine certificates in Business fields for undergraduates. *Accounting, Supply Chain Management, and Lean Six Sigma Greenbelt* are a sampling of these certificates.

Certificate course domains cover very specialized and emergent areas of practice, and the skills are highly valued by employers. Skill acquisition is through experiential learning blended with classroom interaction. Certificates in specialized domains of practice attest to the workplace readiness of the graduate and increase the graduate’s employment and career prospects. This holds for all students from all disciplines. While the US Bureau of Labor Statistics (BLS) reports data on certificates as a qualification for those without college [2, 3], the data and reports affirm claims by some universities: that certificates boost earnings potential and broaden career paths [4, 5, 6]. The ubiquitous Accounting Certificate is one instance where graduates without a formal accounting degree can get a foot in the profession’s door. Even when the certificate is in a narrow sub-area within the student’s major, it signals specialized knowledge that some employers seek out and are willing to pay a premium for it.

At PLU, certificate courses and programs have existed for a long time. At the School of Business, the Certificate in Accounting is one example. In the MBA program at the School of Business, certificates in various domains are offered by completing two courses.

The current proposal follows the precedent, and each course results in a certificate in the area covered by the course. The courses are open to all students of PLU. The scope and utility of a certificate in “Diversity and Equity” go beyond the School of Business. Graduates. Students who are specializing in Human Resources, Sociology, Psychology, Criminal Justice and other such disciplines can demonstrate a broader and deeper appreciation of current issues in Society, issues that are salient in their professions and signal skills that are valuable to a wide range of organizations and agencies.

Similarly, a certificate in “Consultative Engagement and Professional Sales” can signal valuable training and skills for the non-profit and governmental sectors as well as provide insights for a diplomatic career. Skills acquired through “Consulting for Business and

Entrepreneurship” are community-oriented and useful across a number of fields covering governmental and non-profit organizations besides the for-profit sector. Students may take any or all of the three courses during their study at PLU. The three themes are among the most pressing or important issues of the day for the region, and the certificate program will help further raise PLU’s profile in the region.

The three certificate courses were piloted in Fall 2021 with voluntary and non-credit enrollments. Each course has an enrollment of eight or more students evincing a strong interest in certificate programs.

References for this section:

- [1] [Certificates Rise to 22% of Postsecondary Credentials Awarded, Report Says \(chronicle.com\)](https://www.chronicle.com)
- [2] [Certificates: A fast track to careers \(bls.gov\)](https://www.bls.gov)
- [3] [Employment outlook for occupations requiring an associate’s degree, certificate, or some college : Career Outlook: U.S. Bureau of Labor Statistics \(bls.gov\)](https://www.bls.gov)
- [4] [Is an Online Certificate Worth It? \(utep.edu\)](https://www.utep.edu)
- [5] [Is a Graduate Certificate Worth It? | Benefits, ROI, and Value \(northeastern.edu\)](https://www.northeastern.edu)
- [6] [Career Impact of College Certificate Programs | SNHU](https://www.snhu.edu)

d. Explain how this program might compete with other programs currently offered at PLU.

The certificate courses do not compete with any other programs.

e. Identify which academic units might be affected by this program, and how.

The courses are conducted by industry-experts within the School of Business. The courses are conducted after the normal scheduled class hours. Therefore, there is no impact on other academic units.

f. Will approval of this program mean the termination of another program? If so, what is the timeline for the proposed elimination?

No

7. Marketing strategies:

a. Provide a marketing and advertising plan for the initial roll-out of the program, including a timeline.

b. Identify longer-term plans for marketing and advertising.

This program is internal to PLU and open to all PLU students. The School of Business will reach out to all students of PLU through mailing, bulletin boards (virtual and

physical as applicable), and sister schools and departments. No specific marketing and advertising funding is required in the near or long term.

8. External funding sources: Describe any plans for the development of funding sources for this program that are external to the university, including projected amounts of funding for each.

- a. Fundraising:
- b. Grants:
- c. Other:

Not applicable to this program

9. Faculty, Staff and Administration:

- a. Describe the qualifications needed by faculty who will teach in the program.
- b. Identify the number and type (contingent, tenure-track) of faculty members necessary to deliver the program.

The faculty teaching these courses have to meet the definition of an Instructional Practitioner (IP) qualification adopted by the School of Business for the purposes of accreditation. The faculty member will be an industry-practitioner with demonstrated expertise and experience of at least ten years in the course domain. Three term-contingent faculty are needed to deliver the three courses.

- c. Will any current faculty serve in the proposed program? If so, how will this new commitment be accommodated in their teaching load?

Two of the faculty, Dr. Skip Rowland and Prof. Cosette Pfaff are already deployed as term-contingent faculty for one MBA and one BBA course respectively. These two faculty will be conducting the two courses "BUSA 300 Certificate in Diversity and Equity in Business," and "BUSA 401 Certificate in Consulting for Business and Entrepreneurship." The third faculty conducting "BUSA 402 Certificate in Consultative Engagements and Professional Sales" is Prof. David Shreve, an entrepreneur. He is currently not teaching any other courses at PLU or elsewhere. Participation in the certificate program, therefore, does not adversely impact their teaching load.

- d. Identify the number and type (contingent, tenure-track) of *new* faculty necessary to deliver the program.

Not Applicable

- e. If new faculty are required, provide a recruitment plan and timeline, including comments addressing the challenges of filling positions with small hiring pools or where market premia might be required

Not applicable

- f. Describe plans for providing administrative support for the program. Identify any new administrative positions or organizational rearrangements in staff needed to accommodate the new program.

No additional administrative support is needed for the three courses. Faculty conducting the program are able to negotiate and arrange for fieldwork and interactions for the students. The coordinator for external engagement at the School of Business processes the student enrollments in the courses and their completion.

10. Facility and Technology Needs – Includes but not limited to classroom, office, studio, laboratory, storage, technology, and computer labs.

- a. Describe any new construction or facility renovations necessary to launch or maintain the program and the associated expenses.
- b. Describe any furniture and/or equipment necessary to launch or maintain the program.
- c. Explain any special security considerations associated with the program.
- d. Identify possible health and safety concerns associated with the program.

Not Applicable

11. Library Resources:

- a. Describe library resources needed to support the program, including print books, electronic materials, and other library resources.
- b. Does the new program require access to library resources not already available? Are these mandated by any program accreditation?
- c. If program is fully online or blended, describe how library resources will be delivered to students. Include expenses for postage, photocopying, etc.

The current level of services and resources provided by the Mortvedt Library are adequate.

12. Student Services—Are there any changes in existing student services needed to accommodate the program? Will adding the program result in changes in service provision to the rest of the student body? Where might additional resources be necessary, and what are the projected expenses for those resources?

- a. Financial aid
- b. Registration
- c. Center for Student Success (advising, tutoring)
- d. Other

Student enrollment and completion of the certificate courses is voluntary and co-curricular. It has no impact on their coursework and completion of their degree majors, minors and other courses. The courses are also not contingent upon financial aid. Students need to have at least a sophomore standing before participating in one of these courses. Therefore, the certificate program may not impact Student Services at this point.

13. Budget. Use information from the questions above to complete the table. Please see footnotes for additional information.

Notes: This program is an optional certificate program. This table does not fully capture the structure of the new certificate options, though it has been completed as carefully as possible. For example, students will have the choice of 0 credits (if at 17 credits for the semester, or at 1 credit if less than 17), which is difficult to predict. Further, faculty are paid by Honoria based on a per course rate, not on a set salary schedule. Thus, this table may not represent the uniqueness of the program. There may be some faculty and staff time involved in advising, or answering questions, though it is anticipated this is limited after students learn about the program and can read about the options via a section on the website that will offer helpful information and FAQs.

The calculations below are based on 50% of the total enrollments in the program for 1 credit. For instance, in AY1, we conservatively project total enrollments of 18 students in the three courses combined, with nine (9) of those students registering for one credit, with incremental growth in the following years. Referring to the Honoraria and staff time, they are calculated as follows:

- Contingent faculty teaching the courses are compensated at (0.5 course rate) since each of these courses are for one credit and this is an Honrarium rather than a salary payment. Contingent faculty average salary is computed as (6* Course rate). The average salary of \$39,000 represents the payment to a contingent faculty teaching six sections.
- Administrator expense is calculated at the estimated maximum of (0.05 FTE or approximately 100 hours).

The “Net” figure represents the Net Revenue after deducting the projected costs. The breakeven point is about eight (8) fee-paying students in all three courses combined.

Year	Year Zero	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4
# Students in Program		18	24	30	36
# Faculty FTE to Deliver Program		0.25	0.25	0.25	0.25
# New Faculty FTE to Deliver Program		0	0	0	0
Average Faculty Salary in unit		\$39,000	\$39,000	\$39,000	\$39,000
# Administrators or Staff (FTE)		0.05	0.05	0.05	0.05
# New Administrators or Staff		0	0	0	0
Average Administrator or Staff Salary		\$42,260	\$42,260	\$42,260	\$42,260
Services & Purchases		N.A.	N.A.	N.A.	N.A.
Facility and Technology		N.A.	N.A.	N.A.	N.A.
Library Resources		N.A.	N.A.	N.A.	N.A.
Student Services		N.A.	N.A.	N.A.	N.A.
Net		\$1,417	\$5,806	\$10,195	\$14,584

Notes:

- i. Identify the projected number of students *declared* in the new program for each of the first four years of the program.
- ii. Identify projected faculty FTE for each of the first four years of the program.
- iii. Identify the number of additional (new) faculty FTE (whether new of contingent) necessary to add in each of the first four years of the program.
- iv. Identify average faculty salary in the proposed program in consultation with the Provost's Office.
- v. Indicate the projected staff/administrator FTE for each of the first four years of the program.
- vi. Identify the number of additional (new) staff/administrator FTE necessary to add in each of the first four years of the program.
- vii. Indicate the average staff/administrator salary.
- viii. Indicate the annual services and purchases budget required for each of the first four years of the program, including any projected expenditures required for start-up expenses. *Itemize these expenses in an attached narrative.*
- ix. Estimate facilities and technology expenses for each of the first four years of the program.
- x. Estimate library expenses for each of the first four years of the program.
- xi. Estimate student services expenses

14. Risk management

Describe the major risk considerations of the plan and the steps that could be taken to mitigate or minimize the risk and still implement a successful plan. For example, if applicable, the plan may encounter problems associated with items such as negotiating a lease contract, obtaining city or government approvals, obtaining accreditation approval, etc.



The risks presented by the courses here are non-existent or negligible since no contracts or approvals are required.

15. Accountability and Exit Strategy:

- a. Outline the steps that will be taken to review whether the program is meeting its enrollment and revenue targets, including the timeline for such review. For new undergraduate programs, provide a 5-year timeline; for new graduate programs, provide a 3-year timeline.
- b. Provide an exit strategy, including a general timeline for deciding whether to terminate or continue the program and a plan for teaching out the program.
- c. Identify who will be responsible for providing accountability and oversight for the program meeting its enrollment and revenue targets.

The dean of the School of Business will be overseeing the certificate program enrollments, conduct and growth in consultation with the associate dean and the undergraduate committee at the school. Yearly audit will be conducted for program enrollments, student satisfaction and course outcomes. The dean will review these measures, and in consultation with the faculty may recommend steps to strengthen the program, meet enrollment targets, improve the outcomes, or develop the content. After a period of three years, the dean in consultation with the Provost's office, faculty and key external stakeholders such as employers and the executive advisory board, will review the overall performance of the program and may recommend further investment in the program or termination of parts/all of the program.

16. Communications Checklist. The persons/offices listed below should be consulted as the proposal is prepared.

	Signature	Date	Level of Support: <ul style="list-style-type: none"> • Support • Undecided • Do not support
Associate Dean		11/17/21	Support
Dean		11/17/21	Support
Associate Provost for Undergraduate or Graduate Studies, as appropriate			
Provost			
Accreditation Liaison Officer			
Director of the Library	Support email Enclosed	11/16/21	Support
Registrar			
Student Financial Services			
Director of Admission	Support email Enclosed	11/16/21	Support
Executive Director Center for Student Success	Support email Enclosed	11/16/21	Support
Vice President for Administrative Services	Support email Enclosed	11/16/21	Support



School of Business, Pacific Lutheran University
BUSA 300 Certificate in Diversity and Equity in Business

I. Course Description, Course Materials, Learning Outcomes and Assessment

Course Description

This course leads to a certificate in Diversity and Equity in Business. The course introduces students to historical and emergent perspectives on business and social justice. Students will learn the relationship between diversity and inequity in business through class discussions. Students will also explore the issues of diversity and justice through interaction and engagement with community and business leaders, and seek to address inequity in business. A certificate will be awarded upon the successful completion of the course with a Pass grade.

Prerequisites: Sophomore level standing.

Credits: 0-1

Eligibility: Open to all students of PLU. Credits may be applied toward graduation but not toward meeting the requirements of the Business program major and/or the requirements of any minors in the School of Business.

Course Materials

There is no required textbook for the course. Instructor will provide a compilation of required readings for the students along with recommended books.

Course Learning Outcomes

This course is designed to develop leader skills in the awareness and advocacy of diversity and inclusion. A student who successfully completes this course will acquire the following skills and knowledge:

- Understanding of the ideas of diversity, equity and inclusivity, and their importance for organizational and societal well-being
- Cognizance of implicit bias, exclusionary practices and inequity in business and society
- Understanding of the challenges of building and sustaining an inclusive and equitable environment in the context of current business and organizational practice.
- Knowledge of current and emerging best practices that promote diversity, inclusivity and equity

Assessment

Assessment in the course will be through assignments and a term project. The course will be assessed on Pass/Fail basis.



School of Business, Pacific Lutheran University

BUSA 401 Certificate in Consulting for Business and Entrepreneurship

I. Course Description, Course Materials, Learning Outcomes and Assessment

Course Description

This course leads to a certificate in Consulting for Business and Entrepreneurship. The course trains students in the art and science of consulting with small businesses and entrepreneurial firms. Students will learn the requisite skills and knowledge through interaction and engagement with industry experts, alumni and businesses, with the purpose to help nourish businesses in the community, with a focus on women and minority-owned businesses. Students will develop their skills through experiential assignments, helping businesses in the community identify areas for improvement and develop those areas. A certificate will be awarded upon the successful completion of the course with a Pass grade.

Prerequisites: Junior level standing.

Credits: 0-1

Eligibility: Open to all students of PLU. Credits may be applied toward graduation but not toward meeting the requirements of the Business program major and/or the requirements of any minors in the School of Business.

Course Materials

There is no required textbook for the course. Instructor will provide a compilation of required readings for the students along with recommended books.

Course Learning Outcomes

This course is designed to develop consulting skills. A student who successfully completes this course will acquire the following skills and knowledge:

- Consulting goals, techniques and ethics
- Initiation and leadership of consulting projects for small-medium businesses and non-profit organizations
- Identification and evaluation of client developmental needs and environmental factors
- Formulation of developmental and/or growth plans for the client with specific attention to the client's context and the community
- Effective Communication of evaluation and counsel to the client

Assessment

Assessment in the course will be through assignments and a term project. The course will be assessed on Pass/Fail basis.



School of Business, Pacific Lutheran University

402 Certificate in Consultative Engagements and Professional Sales

I. Course Description, Course Materials, Learning Outcomes and Assessment

Course Description

This course leads to a certificate in Consultative Engagements and Professional Sales. Students will learn the practical skills to navigate decision steps, ask high-gain questions, explore consequences and payoffs, lead problem-solving sessions, persuade through involvement, and develop trust with clients in for-profit, non-profit and governmental sectors. Focus on practical career tools. A certificate will be awarded upon the successful completion of the course with a Pass grade.

Prerequisites: Junior level standing.

Credits: 0-1

Eligibility: Open to all students of PLU. Credits may be applied toward graduation but not toward meeting the requirements of the Business program major and/or the requirements of any minors in the School of Business.

Course Materials

There is no required textbook for the course. Instructor will provide a compilation of required readings for the students along with recommended books.

Course Learning Outcomes

This course is designed to develop practical consulting and sales skills. A student who successfully completes this course will acquire the following skills and knowledge:

- Establishing trust with clients
- Persuading and Involving clients in the consultative process
- Framing High-gain questions for eliciting rich information
- Framing Alternatives and assessing consequences and pay-offs
- Navigate Decision Steps towards goal attainment
- Lead Problem-solving sessions

Assessment

Assessment in the course will be through assignments and a term project. The course will be assessed on Pass/Fail basis.