

New Undergraduate Option

Program Name: Project Management

Program named above is an option within:

BS in Business Administration

(degree program name)

CSU Chico
Curriculum Services

MAR 22 2013

Department Contact(s) w/phone #(s):

Jeff Trailer x5747; Sean Morgan x5138; Michael Rehg x5663

RECEIVED

Required Signatures

The Department of Management
has reviewed and approved this new program

[Signature] 3/14/13
Chair, Department Curriculum Committee Date

Michael T. Rehg 3/15/13
Department Chair Date

The College of Business
has reviewed and approved this new program

Cathy L. Donoho 3/15/13
Chair, College Curriculum Committee Date

Julie Andrus 3-18-13
College Dean Date

Send signature page with proposal attached to Curriculum Services at Academic Affairs,
zip 110

AA Review Completed

4/16/13

Date

Note: The department will be notified on the of dates for EPPC, Academic Senate, and Chancellor's Office (if applicable) review and number of copies needed.

Proposal for a New Option

- I. Proposed title of new option and name of degree program under which the new option will be offered.

Option Title: Project Management

Degree Program: Business Administration

- II. Academic year of intended implementation.
Fall 2014

- III. Name of the department and college submitting the proposal.

- A. Identify the unit, which will have primary responsibility for the option.

Department of Management, College of Business

- B. Identify the level of the option (i.e., undergraduate or graduate).

Undergraduate

- IV. Statements on questions of need and demand.

- A. Relation of the program to the University [Strategic Plan](#).

The project management option within the BADM program is closely tied to strategic priorities #1, 2 and 3.

1. **Believing in the primacy of learning, we will continue to develop high-quality learning environments both inside and outside the classroom.**

The project management option-specific courses rely heavily on team-based, real world field projects. All the option specific courses are engaging, hands-on applied courses. Often the classes rely on dynamic team-based exercises. All organizations rely heavily on projects and use teams to get these projects done. The courses in this option allow students to gain skills and knowledge that will enable them to be better team leaders and effective team members.

2. **Believing in the importance of faculty and staff, and their role in student success, we will continue to invest in faculty and staff development.**

The College of Business has invested in faculty to ensure they have current and cutting edge knowledge related to the content and skills necessary to teach students about project management. The college has three instructors that are Stanford certified project managers and a fourth faculty member who is a Project Management Professional (PMP – a well-recognized certificate issued by the Project Management Institute - <http://www.pmi.org/>) In addition, three faculty teaching in this option completed MIT Sloan's System Dynamics course to learn cutting edge teaching and research methods. An additional faculty member has a Ph.D. with a concentration in Systems Modeling and Simulation. These well-informed, high-quality faculty bring to bear skills and knowledge that improve our project management curriculum and course content, which all facilitates student success.

3. **Believing in the wise use of new technologies in learning and teaching, we will continue to provide the technology, the related training, and the support needed to create high quality learning environments both inside and outside of the classroom.**

The project management option-specific courses use a variety of technologies to facilitate learning and student success. Students will learn to use Microsoft Project and other commonly used project management software. In addition, students will learn about system dynamics which teaches students to understand and resolve complex problems through the use of modeling and simulation tools and the influence of multiple variables on the outcomes of a project. Not only are these technologies used by organizations, they infuse a large degree of engaging hands-on activities.

B. Need for the proposed option.

1. Identify other CSU campuses with the proposed option.
No other CSU campuses have an undergraduate option in project management.
2. Identify neighboring institutions with the proposed option.
None.
3. Identify differences, if any, between these programs and the proposed program. None

C. Identify other closely related curricula currently offered by the campus.

1. Explain the impact the proposed option will have on these programs.
We currently have an advising pattern in Project Management that will be replaced by this new option.

See Attachment C for advising pattern catalog copy

2. Explain how current programs do not meet the proposed option's objectives.

As a pattern, our students are not getting the benefit of their diploma listing project management as their focus in their undergraduate business degree. In addition, employers do not see it as readily when looking at our programs or our graduates, and so it falls to the student to explain the focus their courses took. Finally, it will help make our offerings more visible and understandable to both students and advisors across the university, and will assist the department in getting the option certified by the Project Management Institute, which could eventually lead to increased fundraising from companies who hire the students who complete the option.

D. Student demand for the program.

1. Give evidence of serious student interest in the proposed option.

It has been quite evident that a project management option is attractive to a large number of applicants. The current BADM Project Management Pattern attracts students that are extremely career oriented. These students want to get a degree that will help them find a good job. Since being introduced in Spring 2009, the pattern has grown from 7% to 24% of the management department students, and now number in the upper 80s to low 90s. We have survey data from alumni and current students, anecdotal evidence from conversations with applicants and colleagues, and information from the marketplace regarding the value of project management skills and knowledge.

In Spring 2009, we conducted a survey of our stakeholders (alumni, recruiters and advisory board members) Respondents indicated that project management was the second highest skill that students should be getting, but was not represented very well in our curriculum. We have heard nothing since then to indicate that project management skill has decreased in importance. This change will help make it more clear that we do have an option in this important skill set.

See Attachment F for survey results

Our stakeholder's perceptions are reinforced by evidence from a variety of sources:

- “The world is seeing an explosive growth of projects among organizations across all sectors. But the current lack of academic programs in project management paints a disturbing picture, and a significant opportunity for schools. Projections indicate that there will be 1.2 million new project management jobs during the next 10 years...” Establishing a Project Management Degree, PMI White Paper, accessed 11/28/12, http://www.pmiteach.org/UploadedDocuments/Getting_Started/Establishing_A_Project_Management_Degree_Program_WhitePaper.pdf
- “The demand for project managers is definitely growing,” says Sheree Rulard, senior recruiting consultant for Beeline RPO, a workforce solutions firm with offices in the United States, United Kingdom and Canada. CNNMoney.com reported that the 10-year job growth for IT project managers is expected to be 16%.
- PMI (www.pmi.org) reports that, “Between 2006 and 2016, the number of project-oriented employees will grow by an estimated 8.2 million.” Qualified project managers will be able to benefit from this exceptional employment opportunity.
- “A survey by consulting giant McKinsey & Co. found that nearly 60 percent of senior executives said building a strong project management discipline is a top-three priority for their companies as they look to the future.” (The Value of Project Management, PMI White Paper, accessed 11/28/12, http://www.pmi.org/Business-Solutions/~media/PDF/Business-Solutions/Value%20of%20Project%20Management_FINAL.ashx)

2. Estimated number of students seeking the option
 - a. in the year of initiation – 85-95
 - b. after three years – 95 - 110
 - c. after five years – 110-120
 - d. Describe methodology for developing these estimates.

Since the pattern in project management has grown so much in the last four years, there may not be a huge amount of growth over the next five years, if it becomes an option. It is possible that the increased visibility the pattern gets as an option will drive another growth spurt, but it is hard to tell for sure how much. There was a big jump (58%) in enrollments in the pattern from 2011 to 2012, but a small decrease from 2012 to 2013. It is likely to increase with the increased visibility and value to the students in the future.

3. Estimate the number of options awarded
 - a. in the year of initiation – 75
 - b. after three years – 80-90
 - c. after five years – 95-100
 - d. Describe methodology for developing these estimates.
(See above related to estimating number of students that will seek the option. Numbers are slightly lower here due to the possibility of normal graduation delays and students dropping out of the program)

E. Identify professional uses for the proposed option.

Project management skills and knowledge are in high demand in a variety of industries. Knowledge of project management will help students get jobs in general management, engineering, construction management, information technology, agriculture, and most other businesses.

The project management option appears to be an area of specialization that our alumni believe will help students find a job. Our alumnus' perceptions are reinforced by evidence from a variety of sources:

- A 2012 survey by Panaya Inc found that the project management skills were the most important skill for securing higher pay and additional job options (2012 SAP Salary Survey, accessed, 11/20/12, http://go.panayainc.com/rs/panayainc/images/SAP_Salary_Survey_2012.pdf).
- “The world is seeing an explosive growth of projects among organizations across all sectors. But the current lack of academic programs in project management paints a disturbing picture, and a significant opportunity for schools. Projections indicate that there will be 1.2 million new project management jobs during the next 10 years...” Establishing a Project Management Degree, PMI White Paper, accessed 11/28/12, http://www.pmiteach.org/UploadedDocuments/Getting_Started/Establishing_A_Project_Management_Degree_Program_WhitePaper.pdf
- “The demand for project managers is definitely growing,” says Sheree Rulard, senior recruiting consultant for Beeline RPO, a workforce solutions firm with offices in the United States, United Kingdom and Canada. CNNMoney.com reported that the 10-year job growth for IT project managers is expected to be 16%.

- PMI (www.pmi.org) reports that, “Between 2006 and 2016, the number of project-oriented employees will grow by an estimated 8.2 million.” Qualified project managers will be able to benefit from this exceptional employment opportunity.
- “A survey by consulting giant McKinsey & Co. found that nearly 60 percent of senior executives said building a strong project management discipline is a top-three priority for their companies as they look to the future.” (The Value of Project Management, PMI White Paper, accessed 11/28/12, http://www.pmi.org/Business-Solutions/~media/PDF/Business-Solutions/Value%20of%20Project%20Management_FINAL.ashx)

V. Resources

See Attachment G for emails

List the faculty members for the required courses in the program by

Name: Jeff Trailer

Rank: Professor

Appointment status: Regular

Highest degree earned: Ph.D.

Date and Field of highest degree: 1995 Management

Professional experience: Stanford Advanced Project Management Certification;

MIT Executive Certificate in System Dynamics

Name: Hyunjung Kim

Rank: Assistant Professor

Appointment status: Regular

Highest degree earned: Ph.D.

Date and Field of highest degree: 2009 Public Administration and Policy, with a concentration in Systems Modeling and Simulation, Information Strategy, and Management

Professional experience: N/A

Name: Daren Otten

Rank: Assistant Professor

Appointment status: Regular

Highest degree earned: Ph.D.

Date and Field of highest degree: 2012 Educational Leadership

Professional experience: Interim CEO of Green Polymer Technologies, Inc. 2011-2012; Co-Director, North State Innovation Lab, 2011-2012; and President of Development Technologies, Inc. from 2001-2009.

Name: Sean Morgan

Rank: Instructor

Appointment status: Full-time

Highest degree earned: MBA

Date and Field of highest degree: 2005 Management

Professional experience: Stanford Advanced Project Management Certification;
MIT Executive Certificate in System Dynamics

Name: Tom Wilder

Rank: Instructor

Appointment status: Full-time

Highest degree earned: MBA

Date and Field of highest degree: 1997, Management

Professional experience: Experience ranges from owner of construction related businesses to general manager for a manufacturing company. Multiple jobs in manufacturing from design engineer (product inception through production) and engineer to order products. Stanford Advanced Project Management Certification

Name: Linda Clark-Borre

Rank: Instructor

Appointment status: Full-time

Highest degree earned: MA

Date and Field of highest degree: 2008, Liberal Arts

Professional experience: Executive Director and CEO, Northern California Adaptive Living Center since 2010; previous experience in marketing and sales account management in pharmaceutical industry; Project Management Professional (PMP)

Name: Matt McLaughlin

Rank: Instructor

Appointment status: Full-time

Highest degree earned: MBA

Date and Field of highest degree: 2007 Management

Professional experience: Has worked in various positions at Enloe Hospital, starting as a Financial Analyst in 2003, Business Development Analyst, and currently is Manager for Home Medical Equipment, where he supervises 16 employees and manages a budget of \$2 million. MIT Executive Certificate in System Dynamics

VI.

- A. List the faculty members for the elective courses in the program by:

Name: Dalen Chiang

Rank: Professor

Appointment status: Regular

Highest degree earned: Ph.D.

Name: Kim Hinrichs

Rank: Associate Professor

Appointment status: Regular

Highest degree earned: Ph.D.

Name: Christine Hsu
Rank: Professor
Appointment status: Regular
Highest degree earned: Ph.D.

Name: Jim Morgan
Rank: Professor
Appointment status: Regular
Highest degree earned: JD

Name: Ed Meda
Rank: Instructor
Appointment status: Part-time
Highest degree earned: MBA

Name: Randy Bettencourt
Rank: Instructor
Appointment status: Part-time
Highest degree earned: JD

Name: David Rahn
Rank: Instructor
Appointment status: Full-time
Highest degree earned: MS

Name: Angela Casler
Rank: Instructor
Appointment status: Full-time
Highest degree earned: MBA

- B. List the resources needed to sustain the program for the first five years, including cost and funding source.

Faculty – Even though we are projecting growth in students in this area, we have decreased the number of required classes and increased the electives. This will help to reduce the need for more sections as the growth is spread across more classes. If the program grows substantially enough in the out years, we will likely need to add a part-time faculty member.

Staff – Nothing beyond current situation.

Facilities – Nothing beyond current situation.

Library resources – Nothing beyond current situation.

Equipment - Nothing beyond current situation.

Specialized material - Nothing beyond current situation.

- C. Additional support resources required, including source of support.

None

VII. Curriculum

Note: Proposed curriculum should take advantage of courses already offered in other departments when subject matter would otherwise overlap or duplicate existing course content.

A. Total number of units required for option.

24

B. Special criteria for admission and/or continuation (if applicable). NA

C. Explanation of any special program characteristics (e.g., terminology, credit units required, types of coursework, etc.). NA

D. List all new courses for the proposed program.

None – program uses existing courses.

1. Identify the new courses needed to initiate the program.

None

2. Identify the new courses needed during the first two years after implementation.

None

E. List all required courses for the program.

BADM Core:

BADM 101 Understanding Global Business (3)

ACCT 201 Introduction to Financial Accounting (3)

ACCT 202 Introduction to Managerial Accounting (3)

Prerequisites: ACCT 201 (or ABUS 261 for ABUS majors only).

ECON 102 Principles of Macro Analysis (3)

ECON 103 Principles of Micro Analysis (3)

MATH 107 Finite Mathematics for Business (3)

Prerequisites: Completion of ELM requirement.

BADM 300 Business Communications (3)

Prerequisites: ENGL 130 or JOUR 130 (or equivalent) with a grade of C- or higher.

BLAW 302 Managing the Legal Environment (3)

Prerequisites: At least junior standing.

MINS 301 Corporate Technology Integration (3)

MKTG 305 Survey of Marketing (3)

FINA 307 Survey of Finance (3)

Prerequisites: ACCT 201, ECON 103.

MGMT 303 Survey of Management (3)

MGMT 304 Human Resource Management (3)

SCMS 306 Operations Management (3)

Prerequisites: Business Administration or Business Information Systems status required for business majors. Completion of GE Pathway Foundation Quantitative Reasoning required for all majors.

BADM 495 Strategic Decision-Making. (3)

Prerequisites: Graduating senior standing. Completion of all courses in upper-division core.

Option Specific – Required (15 units)

MGMT 444 Managing Project Teams (3)

Prerequisites: MGMT 303 or faculty permission.

BSIS 444 Systems Project Management (3)

Prerequisites: BSIS 301 or MINS 301.

OR

SMFG 458 Project Management (3)

Prerequisites: Senior standing.

MGMT 470 Business Dynamics (3)

Prerequisites: Junior standing, completion of the BADM lower division core, or faculty permission.

MGMT 471 Managing Multiple and Complex Projects (3)

Prerequisite: MGMT 444 or faculty permission.

MGMT 489E (formerly MGMT 389F) Practicum in Project Management (3)

Prerequisite: MGMT 444, faculty permission.

F. List all elective courses for the program.

BADM Core:

BADM 103 Statistics of Business and Economics (3)

MATH 105 Statistics (3)

MATH 108 Statistics of Business and Economics (3)

Option Specific – Electives (Select three – 9 units)

BLAW 413 Employment Law (3)

Prerequisites: At least junior standing.

BSIS 444 Systems Project Management (3) (if not taken as a requirement)

Prerequisites: BSIS 301 or MINS 301.

FINA 355 Financial Management Theory (3)

Prerequisites: FINA 307.

MGMT 345 Negotiation Techniques for Conflict (3)

MGMT 389E Internship in Project Management (3)

Prerequisite: MGMT 444, faculty permission.

MGMT 437 Organizational Consulting (3)

Prerequisites: MGMT 303, MGMT 304.

MGMT 441 Managing Personal Success (3)

Prerequisites: MGMT 303.

MGMT 443 Corporate Entrepreneurship & Change (3)

Prerequisites: MGMT 303.

MGMT 447 Leadership (3)

Prerequisites: MGMT 303.

MGMT 460 Managing for Sustainability (3)

Prerequisites: MGMT 303.

SCMS 440 Purchasing and Supply Chain Management (3)

Prerequisites: SCMS 306.

SCMS 451 Quality Management (3)

Prerequisites: SCMS 306 or faculty permission.

SMFG 458 Project Management (3) (if not taken as a requirement)

Prerequisites: Senior standing.

- G. For undergraduate options, explain provisions for articulation of the proposed option with community college courses.

No differences from what already exists for our BADM degree with a management option.

- H. Writing Requirement

1. For an undergraduate option, list the number and title of the Writing Proficiency (WP) course for the option. List the WP course for the degree program if it is different from the WP course for the option. BADM 300 is the WP course for the BADM degree; there is no WP course for the option.
2. For a graduate option, indicate how the graduate literacy requirement is met within the option and/or degree program. NA

- I. For a graduate option, indicate the culminating activity for the option and/or degree program.

NA

- J. Complete catalog copy, including full degree requirements (i.e., a catalog description of the full degree program, not just the option being proposed), and admission and completion requirements. See the current University Catalog for correct format; please follow it exactly. Before the proposal is submitted to Academic Affairs (for undergraduate options) or to the Office of Graduate Studies (for graduate program options), it may be helpful to review catalog copy with Academic Publications.

See Attachment A – for new option catalog copy

See Attachment B – for BS in Business Administration core requirement catalog copy

See Attachment C – comparison between existing advising pattern and new option along with catalog copy for the existing advising pattern

See Attachment D – Changes to Management Option within BS in Business Administration

- K. For undergraduate programs, include a [Major Academic Plan](#) (MAP) with the proposal. If you have questions or need help, contact [Academic Advising Programs](#).

See Attachment E

Attach the [Undergraduate Program Signature](#) form or the [Graduate Program Signature form](#) to the front of the proposal and submit to Academic Affairs or the Office of Graduate Studies after all department and college reviews are complete.

The Option in Project Management: 24 units

4 courses required:

SUBJ NUM	Title	Sustainable Units	Semester Offered	Course Flags
MGMT 444	Managing Project Teams	3.0	FS	
<i>Prerequisites: MGMT 303 or faculty permission.</i>				
MGMT 470	Business Dynamics	3.0	FS	
<i>Prerequisites: Junior standing, completion of the BADM lower division core, or faculty permission.</i>				
MGMT 471	Managing Multiple and Complex Projects	3.0	SP	
<i>Prerequisite: MGMT 444 or faculty permission.</i>				
MGMT 489E	Practicum in Project Management	3.0	SP	
<i>Prerequisite: MGMT 444, faculty permission.</i>				

1 course selected from:

SUBJ NUM	Title	Sustainable Units	Semester Offered	Course Flags
BSIS 444	Systems Project Management	3.0	FS	
<i>Prerequisites: BSIS 301 or MINS 301.</i>				
SMFG 458	Project Management	3.0	FS	
<i>Prerequisites: Senior standing.</i>				

3 courses selected from:

Note: BSIS 444 or SMFG 458 only may be taken if not chosen in the above selection. BSIS 444 may only be counted once toward this elective requirement.

BLAW 413	Employment Law	3.0	FS	
<i>Prerequisites: At least junior standing.</i>				

The Bachelor of Science in Business Administration

Declaring a Business Administration Major

The Business Administration major requires completion of a Pre-Business Core (PBUS Lower Division Core) prior to taking upper division courses. Students must receive a verified grade of C or better in each Pre-Business course in order to advance beyond Pre-Business status. If students receive a grade of C- or lower in one of the Pre-Business courses, that course must be repeated until a grade of C or better is attained. The courses are listed under Course Requirements for the Major. Although MATH 109 and 120 are accepted, students are advised to take MATH 107 for that particular requirement.

Successful completion of the Pre-Business Core allows students to advance to the Upper Division Core that continues their general background in Business and to their specialty Option. Business Administration currently offers Options in Accounting, Entrepreneurship, Finance, Human Resource Management, Management (including Project Management), and Marketing.

You can find more information about College of Business programs, with helpful advising information for first-year and transfer students, at <http://www.csuchico.edu/cob/>.

If you have questions about Business programs or questions on approved transfer equivalents, please contact:

Business Student Advising
Glenn Hall 321
530-898-4480
Email: BusinessAdvisor@csuchico.edu

Total Course Requirements for the Bachelor's Degree: 120 units

See [Bachelor's Degree Requirements](#) in the *University Catalog* for complete details on general degree requirements. A minimum of 40 units, including those required for the major, must be upper division.

A suggested Major Academic Plan (MAP) has been prepared to help students meet all graduation requirements within four years. You can view MAPs on the [Degree MAPs](#) page in the *University Catalog* or you can request a plan from your major advisor.

General Education Pathway Requirements: 48 units

See [General Education](#) in the *University Catalog* and the [Class Schedule](#) for the most current information on General Education Pathway Requirements and course offerings.

Diversity Course Requirements: 6 units

See [Diversity Requirements](#) in the *University Catalog*. Most courses taken to satisfy these requirements may also apply to [General Education](#).

Literacy Requirement:

See [Mathematics and Writing Requirements](#) in the *University Catalog*. Writing proficiency in the major is a graduation requirement and may be demonstrated through satisfactory completion of a course in your major which has been designated as the Writing Proficiency (WP) course for the semester in which you take the course. Students who earn below a C- are required to repeat the course and earn a C- or higher to receive WP credit. See the [Class Schedule](#) for the designated WP courses for each semester. You must pass ENGL 130I or JOUR 130I (or equivalent) with a C- or higher before you may register for a WP course.

Advising Requirement:

Advising is mandatory for all Business Administration majors. Consult the Business Undergraduate Advising Office for information about your program and for a course plan which will enable you to complete your BS in Business Administration in four years.

Course Requirements for the Major: 72-75 units

Completion of the following courses, or their approved transfer equivalents, is required of all candidates for this degree. Additional required courses, depending upon the selected option are outlined following the major core program requirements.

Major Core Program: 48 units

Pre-Business Prerequisite Core: 21 units

Pre-business students achieve Business Administration status upon completion of each of the following seven courses with a C or better.

6 courses required:

SUBJ NUM	Title	Sustainable Units	Semester Offered	Course Flags
ACCT 201	Introduction to Financial Accounting	3.0	FS	
ACCT 202	Introduction to Managerial Accounting	3.0	FS	

SUBJ NUM	Title	Sustainable	Units	Semester Offered	Course Flags
<i>Prerequisites: ACCT 201 (or ABUS 261 for ABUS majors only).</i>					
BADM 101	Understanding Global Business		3.0	FS	
ECON 102	Principles of Macroeconomic Analysis		3.0	FS	GE
ECON 103	Principles of Microeconomic Analysis		3.0	FS	GE
MATH 107	Finite Mathematics for Business		3.0	FS	GE
<i>Prerequisites: Completion of ELM requirement.</i>					

1 course selected from:

SUBJ NUM	Title	Sustainable	Units	Semester Offered	Course Flags
BADM 103	Statistics of Business and Economics		3.0	FS	
<i>Prerequisites: For Business Administration majors: MATH 107.</i>					
MATH 105	Statistics		3.0	FS	GE
<i>Prerequisites: Completion of ELM requirement.</i>					
MATH 108	Statistics of Business and Economics		3.0	FS	GE
<i>Prerequisites: For business administration students: MATH 107. For other students: completion of GE Pathway Foundation Quantitative Reasoning requirement.</i>					

Upper-Division Core: 27 units**8 courses required:**

SUBJ NUM	Title	Sustainable	Units	Semester Offered	Course Flags
BLAW 302	Managing the Legal Environment		3.0	FS	
<i>Prerequisites: At least junior standing.</i>					
FINA 307	Survey of Finance		3.0	FS	
<i>Prerequisites: ACCT 201, ECON 103.</i>					

SUBJ NUM	Title	Sustainable Units	Semester Offered	Course Flags
BADM 300	Communication in Business	3.0	FS	WP
<i>Prerequisites: ENGL 130 or JOUR 130 (or equivalent) with a grade of C- or higher.</i>				
MGMT 303	Survey of Management	3.0	FS	
MGMT 304	Human Resource Management	3.0	FS	
MINS 301	Corporate Technology Integration	3.0	FS	
MKTG 305	Survey of Marketing	3.0	FS	
SCMS 306	Operations Management	3.0	FS	
<i>Prerequisites: Business Administration or Business Information Systems status required for business majors. Completion of GE Pathway Foundation Quantitative Reasoning required for all majors.</i>				

Capstone Course

1 course required:

SUBJ NUM	Title	Sustainable Units	Semester Offered	Course Flags
BADM 495	Applied Strategic Decision Making	3.0	FS	
<i>Prerequisites: Graduating senior standing. Completion of all courses in upper-division core.</i>				

Major Option Course Requirements: 24-27 units

The following courses, or their approved transfer equivalents, are required dependent upon the option chosen. Students must select one of the following options for completion of the major course requirements. Use the links below to jump to your chosen option.

Current Pattern under Mgmt Option	Total Credits 24	Proposed Project Management Option
Management Core - 2 required	Course Status	Project Management Option - 5 required
BLAW 413 Employment Law (3)	moved to elec	
MGMT 444 Managing Project Teams (3)	no change	MGMT 444 Managing Project Teams (3)
Project Management Pattern- 5 required		
BSIS 444 Systems Project Management (3)	change to req or elective	BSIS 444 Systems Project Management (3) OR SMFG 458: Project Management (3)
MGMT 443 Corporate Entrepreneurship & Change (3)	moved to elec	
MGMT 447 Leadership (3)	moved to elec	
MGMT 471 Managing Multiple & Complex Projects (3)	no change	MGMT 471 Managing Multiple & Complex Projects (3)
MGMT 489E (formerly 389F) Practicum in Project Management (3)	no change	MGMT 489E (formerly 389F) Practicum in Project Management (3)
	moved from elec	MGMT 470 Business Dynamics (3)
Project Management Pattern - Electives - choose 1		Project Management Option - Electives - choose 3
ACCT 321 Accounting Information Systems & Control (3)	deletion	
FINA 456 Risk and Insurance (3)	deletion	
MGMT 345 Negotiation Techniques for Conflict (3)	no change	MGMT 345 Negotiation Techniques for Conflict (3)
MGMT 389E Internship in Project Management (3)	no change	MGMT 389E Internship in Project Management (3)
MGMT 437 Organizational Consulting (3)	no change	MGMT 437 Organizational Consulting (3)
MGMT 440 Managing Business Society Relationship (3)	deletion	
MGMT 441 Managing Personal Success (3)	no change	MGMT 441 Managing Personal Success (3)
MGMT 445 International Management (3)	deletion	
MGMT 450 Introduction to Entrepreneurship	deletion	
MGMT 460 Managing for Sustainability (3)	no change	MGMT 460 Managing for Sustainability (3)
MGMT 470 Business Dynamics (3)	moved to Req	
MGMT 498 Special Topics in Management (3)	deletion	
MKTG 566 Web Marketing & Localization Issues (3)	deletion	
SCMS 440 Purchasing & Supply Chain Management (3)	deletion	
SCMS 451 Quality Management (3)	no change	SCMS 451 Quality Management (3)
SMFG 458: Project Management	change to req or elective	SMFG 458: Project Management (If not taken as a required course)
	change to req or elective	BSIS 444 Systems Project Management (3) (If not taken as a required course)
	addition	FINA 355 Financial Management Theory (3)
	moved from req	BLAW 413 Employment Law (3)
	moved from req	MGMT 443 Corporate Entrepreneurship & Change (3)
	moved from req	MGMT 447 Leadership (3)

Summary of Changes:**Pattern: Required: 7 courses****Electives: 1 out of 16 choices****Option: Required: 5 courses****Electives: 3 out of 11 choices**

The Option in Management: 24 units

Students may complete this option in two or three semesters.

Management Core: 6 units

2 courses required:

SUBJ NUM	Title	Sustainable	Units	Semester Offered	Course Flags
BLAW 413	Employment Law		3.0	FS	
<i>Prerequisites: At least junior standing.</i>					
MGMT 444	Managing Project Teams		3.0	FS	
<i>Prerequisites: MGMT 303 or faculty permission.</i>					

Advising Pattern: 18 units

Select one of the following three patterns to complete the Option in Management.

Project Management Pattern: 18 units

5 courses required:

SUBJ NUM	Title	Sustainable	Units	Semester Offered	Course Flags
BSIS 444	Systems Project Management		3.0	FS	
<i>Prerequisites: BSIS 301 or MINS 301.</i>					
MGMT 389F	Practicum in Project Management		3.0	SP	
<i>Prerequisite: MGMT 444, faculty permission.</i>					

Note: A maximum of 15 units of courses ending in 89 may count for the bachelor's degree.

SUBJ NUM	Title	Sustainable	Units	Semester Offered	Course Flags
MGMT 443	Corporate Entrepreneurship and Change		3.0	FS	
<i>Prerequisites: MGMT 303.</i>					

SUBJ NUM	Title	Sustainable	Units	Semester Offered	Course Flags
MGMT 447	Leadership		3.0	FA	
<i>Prerequisites: MGMT 303.</i>					

MGMT 471	Managing Multiple and Complex Projects		3.0	SP	
<i>Prerequisite: MGMT 444 or faculty permission.</i>					

1 course selected from:

SUBJ NUM	Title	Sustainable	Units	Semester Offered	Course Flags
ACCT 321	Accounting Information Systems and Controls		3.0	FS	
<i>Prerequisites: ACCT 202.</i>					

FINA 456	Risk and Insurance		3.0	FA	
<i>Prerequisites: FINA 307.</i>					

MGMT 345	Negotiation Techniques for Conflict Resolution		3.0	FA	
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MGMT 389E	Internship in Project Management		3.0	FS	
<i>Prerequisite: MGMT 444, faculty permission.</i>					

Note: A maximum of 15 units of courses ending in 89 may count for the bachelor's degree.

SUBJ NUM	Title	Sustainable	Units	Semester Offered	Course Flags
MGMT 437	Organizational Consulting		3.0	FA	
<i>Prerequisites: MGMT 303, MGMT 304.</i>					

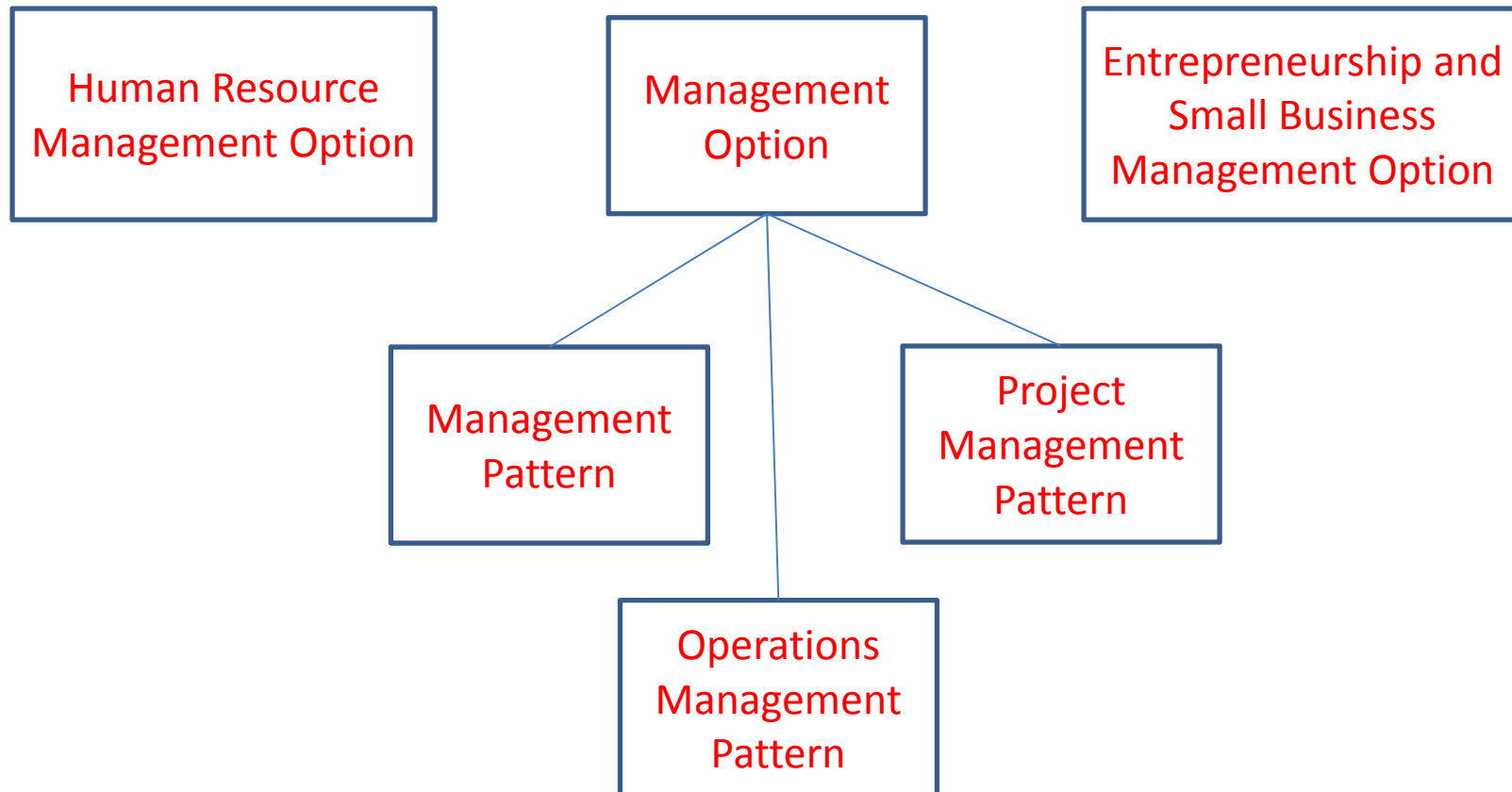
MGMT 440	Managing the Business-Society Relationship		3.0	SP	
<i>Prerequisites: BLAW 302, MGMT 303.</i>					

MGMT 441	Managing Personal Success		3.0	SP	
<i>Prerequisites: MGMT 303.</i>					

SUBJ NUM	Title	Sustainable	Units	Semester Offered	Course Flags
MGMT 445	International Management		3.0	FA	
<i>Prerequisites: MGMT 303.</i>					
MGMT 460	Managing for Sustainability		3.0	FS	
<i>Prerequisites: MGMT 303.</i>					
MGMT 470	Business Dynamics		3.0	FS	
<i>Prerequisites: Junior standing, completion of the BADM lower division core, or faculty permission.</i>					
MGMT 498	Special Topics in Management		1.0 - 3.0	FS	
<i>Prerequisites: Senior standing.</i>					
MKTG 566	Web Marketing and Localization Issues		3.0	INQ	
<i>Prerequisites: MKTG 305, MKTG 371 (prerequisites may be waived for non-Marketing students).</i>					
SCMS 440	Purchasing and Supply Chain Management		3.0	FS	
<i>Prerequisites: SCMS 306.</i>					
SCMS 451	Quality Management		3.0	SP	
<i>Prerequisites: SCMS 306 or faculty permission.</i>					
This course is also offered as SMFG 451 .					

Changes to Management Option

Current Options in the Department of Management

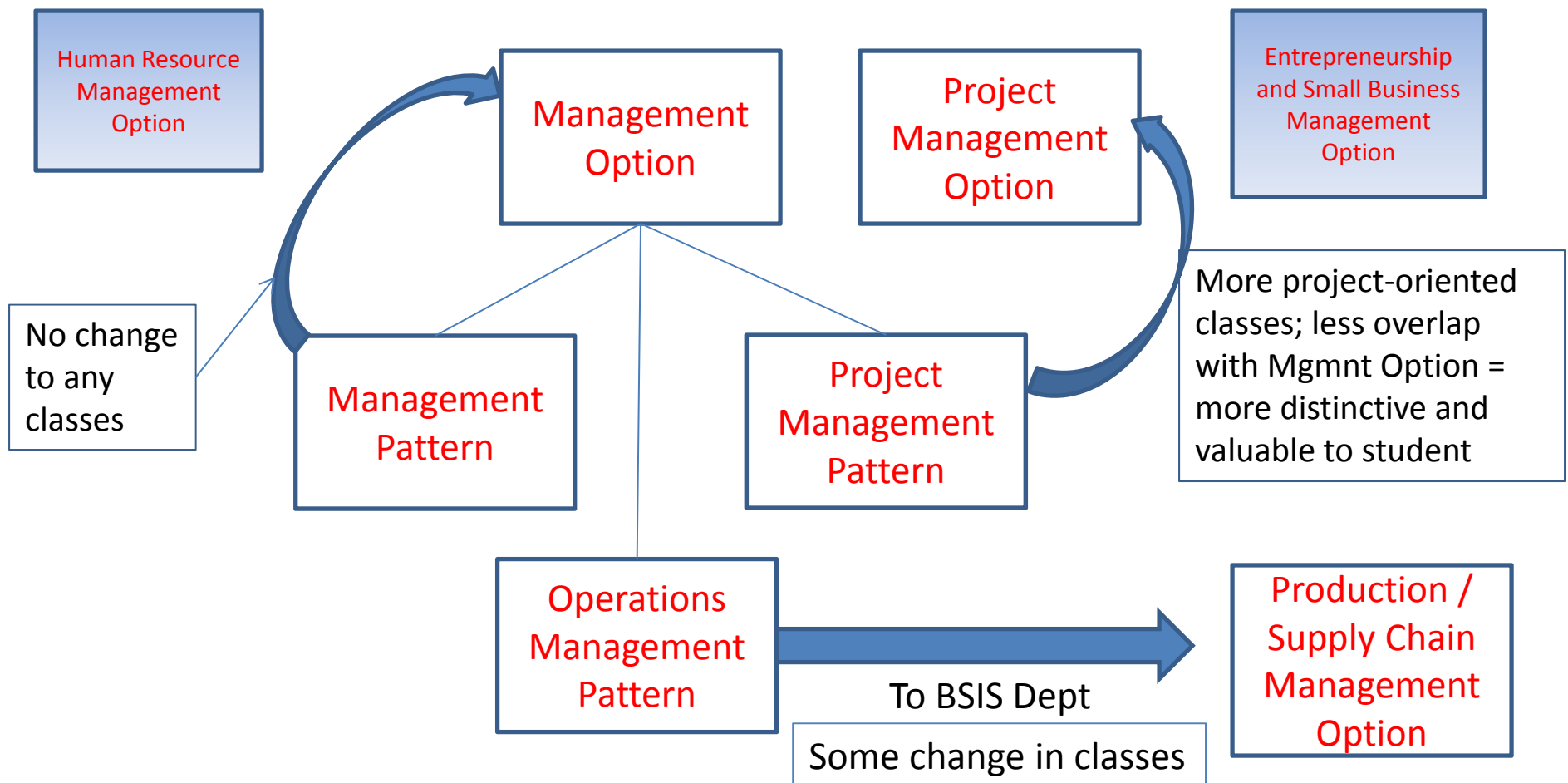


Drawbacks:

1. Patterns don't show up on diploma
2. Overlap between patterns under Management Option = less distinctive patterns

Changes to Management Option

Proposed Future Options in the Department of Management



California State University, Chico
MAJOR ACADEMIC PLAN (MAP)

Major: **The Bachelor of Science in Business Administration**
Option: **Business Administration (Project Management)**

Degree Units: 120
Major Units: 72
Elective Units: 9

First Semester	Second Semester	Comments
BADM 101 [*C] 3	BADM 103 or MATH 105 or 3	[*C] C or Better is required.
MATH 107 (GE A4) [*C] 3	MATH 108 [*C]	[*C-] C- or Better is required.
GE Area A [*C-] 3	ECON 102 (GE Area D2) [*C] 3	
GE Area A [*C-] 3	GE Area A [*C-] 3	
GE Area E 3	GE Area C 3	
	HIST 130 or POLS 155 3	
Total Units: 15	Total Units: 15	
Third Semester	Fourth Semester	Notes
ACCT 201 [*C] 3	ACCT 202 [*C] 3	<p>Transfer Students: It is recommended that you review your Degree Progress Report (DPR) in your Student Center, meet with your Major Department Advisor, and meet with an Academic Advisor in SSC 220 to review General Education, Major, and Graduation requirements.</p> <p>It is recommended that you meet with your major advisor early in your academic career.</p> <p>Completion of Pre-Business Core and declaration of option is required before enrolling in option courses.</p> <p>Change Major to BADM prior to fifth semester</p> <p>Consider meeting the United States Diversity and Global Cultures requirements within GE courses.</p> <p>Complete a minimum of 4 Writing Intensive (WI) courses-one will be met by your Written Communication Course and one by your Capstone Course; select 2 additional WI courses.</p> <p>Select a GE Capstone Course in your Upper-Division Pathway, or substitute an approved Major Capstone course from the GE Capstone Requirement.</p> <p>Apply to graduate one year before anticipated graduation date.</p>
ECON 103 (GE Area D1) [*C] 3	BADM 300 (WP) [*C-] 3	
GE Area B 3	GE Area B 3	
GE Area C 3	GE UD Pathway 3	
HIST 130 or POLS 155 3	Elective 3	
Total Units: 15	Total Units: 15	
Fifth Semester	Sixth Semester	
BLAW 302 3	FINA 307 3	
MGMT 303 3	MGMT 304 3	
MINS 301 3	MGMT 444 3	
SCMS 306 3	MKTG 305 3	
GE UD Pathway 3	GE UD Pathway 3	
Total Units: 15	Total Units: 15	
Seventh Semester	Eighth Semester	
MGMT 470 3	BADM 495 3	
BSIS 444 or SMFG 458 (FA) 3	MGMT 489E (SP) 3	
Option Selection 3	MGMT 471 (SP) 3	
Option Selection 3	Option Selection 3	
Elective 3	Elective 3	
Total Units: 15	Total Units: 15	

(Consult the 2012-2013 University Catalog for official degree program)

Approved: 05/09/2012

**College of Business
California State University, Chico
Survey of External Stakeholders
Spring 2009**

Method

An online survey was administered in Spring 2009 (see appendix B). Invitations for participation were sent out to 3143 email addresses. These included alumni of the College of Business, recruiters and other stakeholders (e.g., business advisory board members). Of the 3143 emails sent 241 were returned as undeliverable. The survey ran for two weeks. Participants were given a chance to win \$100 Amazon.com gift certificate as a “Thank You” for participation. The final useable sample size was 144 (a 4.96% response rate).

Results

A summary of responses to the qualitative questions (Q1, 2, 6, and 8) are presented below. Responses were coded by a graduate student. Verbatim responses can be found in appendix A.

1. What is the most critical knowledge students should have when they graduate from the College of Business?

Top Ten Themes (in order)	Frequency of Occurrence
Basic business/functional knowledge (e.g, accounting, finance)	37
Business processes	27
Critical thinking/problem-solving	23
Communication skills	19
Quantitative business analysis	15
Ethics	14
Use of technology	13
Oral communication	10
Work ethic/attitude	7
Economy/global economy	7

2. What are the most critical skills and abilities students should have when they graduate from the College of Business?

Top Ten Themes (in order)	Frequency of Occurrence
Communication skills	63
Critical thinking/problem-solving	51
Teamwork	22
Use of technology	20
Oral communication	12
Writing skills	9
Quantitative business analysis	8
Creativity	8
Project management	7
Work ethic/attitude	7
Basic business/functional knowledge (e.g, accounting, finance)	7

6. Can you think of a course or other knowledge and skills that students should be getting that you don't see captured very well in our core curriculum?

Top Ten Themes (in order)	Frequency of Occurrence
Leadership skills/training	14
Project management	13
Use of technology	7
Teamwork	7
External forces on business (e.g., politics, regulatory environment)	7
Other	7
Critical thinking/problem-solving	6
Basic business/functional knowledge (e.g, accounting, finance)	6
Quantitative business analysis	6
Internships/real-world experiences	6

8. Do you have any additional comments you would like to make which would help us improve our curriculum and increase the success of our students?

Top Nine Themes (in order)	Frequency of Occurrence
Other	22
Quantitative business analysis	14
Internships/real-world experiences	9
Use simulations/cases to emulate real-world experiences	7
Critical thinking/problem-solving	6
Leadership skills/training	6
Communication skills	4
Networking skills	3
Teamwork	3

Qualitative Summary

Although the four qualitative questions asked for different information, patterns of responses are apparent across the questions. The following aggregates the frequency with which the top ten themes were mentioned across the four questions.

Top Ten Themes (in order)	Frequency of Occurrence
Communication skills (includes comments about written and oral communications)	117
Critical thinking/problem-solving	86
Basic business/functional knowledge (e.g, accounting, finance)	50
Quantitative business analysis	43
Use of technology	40
Teamwork	32
Business processes	27
Project management	20
Leadership skills/training	20
Internships/real-world experiences	15

Quantitative Data

Below are the frequency distributions for each quantitative question.

Q3. How important is it that College of Business students obtain knowledge and skills related to:

	Not important		Somewhat unimportant		Neither unimportant nor important		Somewhat important		Very important	
	Count	%	Count	%	Count	%	Count	%	Count	%
Critical thinking/problem solving					1	(.7%)	18	(12.9%)	121	(86.4%)
Effectively present in writing			1	(.7%)	1	(.7%)	26	(18.2%)	115	(80.4%)
Effectively present orally					5	(3.5%)	32	(22.5%)	105	(73.9%)
Teamwork			1	(.7%)	10	(7.0%)	43	(30.1%)	89	(62.2%)
Use of information technology			2	(1.4%)	4	(2.8%)	53	(37.1%)	84	(58.7%)
Ethical issues	1	(.7%)	2	(1.4%)	12	(8.4%)	56	(39.2%)	72	(50.3%)
Business processes			2	(1.4%)	9	(6.4%)	75	(53.6%)	54	(38.6%)
External forces on business			4	(2.8%)	18	(12.6%)	66	(46.2%)	55	(38.5%)
Project management					15	(10.5%)	75	(52.4%)	53	(37.1%)
Career and professional development	1	(.7%)	7	(4.9%)	17	(12.0%)	72	(50.7%)	45	(31.7%)
Quantitative business analysis			7	(5.0%)	19	(13.6%)	71	(50.7%)	43	(30.7%)
Understanding diverse world			6	(4.3%)	21	(14.9%)	71	(50.4%)	43	(30.5%)
Creativity			1	(.7%)	20	(14.2%)	78	(55.3%)	42	(29.8%)
Workforce and customer diversity	3	(2.1%)	9	(6.3%)	27	(18.9%)	67	(46.9%)	37	(25.9%)
International business	3	(2.1%)	9	(6.3%)	44	(30.8%)	55	(38.5%)	32	(22.4%)
Sustainable (green) business practices	7	(4.9%)	13	(9.2%)	49	(34.5%)	54	(38.0%)	19	(13.4%)
Calculus	27	(19.1%)	32	(22.7%)	52	(36.9%)	21	(14.9%)	9	(6.4%)

Q4. Below is a list of our lower division core courses. Please rate each according to how important it is that a student gain knowledge and skills in this area.

	Not important		Somewhat unimportant		Neither unimportant nor important		Somewhat important		Very important	
	Count	%	Count	%	Count	%	Count	%	Count	%
acct202-managerial accting	1	(.7%)	3	(2.1%)	11	(7.7%)	46	(32.2%)	82	(57.3%)
acct201-financial accting			3	(2.1%)	13	(9.1%)	49	(34.3%)	78	(54.5%)
econ102-macro	2	(1.4%)	6	(4.2%)	14	(9.8%)	70	(49.0%)	51	(35.7%)
econ103-micro	2	(1.4%)	4	(2.8%)	15	(10.5%)	74	(51.7%)	48	(33.6%)
badm101-understanding global bus (introduction to business)	2	(1.4%)	11	(7.8%)	17	(12.1%)	65	(46.1%)	46	(32.6%)
badm103-statistics for business	1	(.7%)	7	(5.0%)	16	(11.4%)	71	(50.7%)	45	(32.1%)
math107-finite	5	(3.5%)	7	(4.9%)	33	(23.1%)	68	(47.6%)	30	(21.0%)

Q5. Below is a list of our upper division core courses. Please rate each according to how important it is that a student gain knowledge and skills in this area.

	Not important		Somewhat unimportant		Neither unimportant nor important		Somewhat important		Very important	
	Count	%	Count	%	Count	%	Count	%	Count	%
mgmt300-bus comm	1	(.7%)	2	(1.4%)	5	(3.5%)	24	(16.8%)	111	(77.6%)
badm495-applied strategic decision-making	2	(1.4%)	2	(1.4%)	13	(9.1%)	37	(25.9%)	89	(62.2%)
mins301-corporate technology integration			5	(3.5%)	22	(15.5%)	53	(37.3%)	62	(43.7%)
fin307-survey of finance			1	(.7%)	16	(11.3%)	67	(47.2%)	58	(40.8%)
scms306-operations mgmt	1	(.7%)	4	(2.8%)	16	(11.2%)	67	(46.9%)	55	(38.5%)
mktg305-principles of mktg	2	(1.4%)	4	(2.8%)	26	(18.2%)	63	(44.1%)	48	(33.6%)
mgmt303-survey of mgmt	1	(.7%)	3	(2.1%)	28	(19.7%)	63	(44.4%)	47	(33.1%)
mgmt304-HR	4	(2.8%)	3	(2.1%)	25	(17.5%)	64	(44.8%)	47	(32.9%)
blaw302-managing the legal environment			2	(1.4%)	27	(19.0%)	69	(48.6%)	44	(31.0%)

Q7. Currently students take a finite math and statistics course. The College is contemplating the elimination of the finite math course and the addition of a quantitatively-oriented business problem-solving course. What do you think of this plan?

	Frequency	Percent
strongly agree	59	41.3
agree	50	35.0
neutral	21	14.7
disagree	5	3.5
strongly disagree	8	5.6
Total	143	100.0
Missing System	1	
Total	144	

Profile of Sample

Current work status (Q9)

	Frequency	Percent
Full time	122	85.3
part time	10	7.0
unemployed	6	4.2
retired	5	3.5
Total	143	100.0
Missing System	1	
Total	144	

Current position (Q10)

	Frequency	Percent
ceo/owner	15	11.4
upper mgmt/executive	22	16.7
middle mgmt/director/section head	37	28.0
asst manager/asst supervisor/asst director	14	10.6
sale/acct rep	12	9.1
staff (more than clerical)	11	8.3
clerical	1	.8
other	20	15.2
Total	132	100.0
Missing System	12	
Total	144	

Company's primary business (Q11)

	Frequency	Percent
accounting	7	5.3
ag	1	.8
banking	4	3.0
computer hardware	4	3.0
computer software	9	6.8
construction	5	3.8
consulting	10	7.6
financial services	8	6.1
gov't	11	8.3
health care	1	.8
insurance	3	2.3

manufacturing	9	6.8
marketing	8	6.1
retail	11	8.3
real estate	5	3.8
services	6	4.5
transportation	7	5.3
utilities	4	3.0
nonprofit	1	.8
other	18	13.6
Total	132	100.0
Missing System	12	
Total	144	

Company size (Q12)

	Frequency	Percent
1-10	13	10.1
11-19	6	4.7
20-99	15	11.6
100-499	5	3.9
500-999	5	3.9
1000-9999	31	24.0
10,000 or more	54	41.9
Total	129	100.0
Missing System	15	
Total	144	

Functional area (Q13)

	Frequency	Percent
accounting	19	14.5
finance	11	8.4
general management	11	8.4
human resources	11	8.4
information systems	20	15.3
marketing	7	5.3
production/manufacturing	3	2.3
customer service	4	3.1
purchasing	2	1.5
sales	15	11.5
owner	8	6.1
other	20	15.3
Total	131	100.0
Missing System	13	

Total	144
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Hire Chico State student in last ten years (Q14)

	Frequency	Percent
yes	83	63.4
no	29	22.1
not sure	19	14.5
Total	131	100.0
Missing System	13	
Total	144	

COB alumni (Q15)

	Frequency	Percent
yes	126	88.7
no	16	11.3
Total	142	100.0
Missing System	2	
Total	144	

Years since graduation (Q16)

	Frequency	Percent
1-5	25	19.8
6-10	20	15.9
11-15	19	15.1
16-20	20	15.9
21-25	16	12.7
more than 25 years ago	26	20.6
Total	126	100.0
Missing System	18	
Total	144	

Appendix A: Verbatim Qualitative Responses (Responses ordered by top themes.)

1. What is the most critical knowledge students should have when they graduate from the College of Business?

Solid subject matter knowledge in their area - along with an appreciation of the big picture both in their area along with any hypothetical enterprise they might work for or with. Not enough appreciation for impact and interrelationship of issues in one area on the bigger picture.

Accounting Knowledge of Standard Business Processes/Cycles Leading/Motivating Teams/Working With Others Information Systems

1) Basic understanding of all areas of business (Marketing, HR, Accounting etc.) 2) Aware of what is going on in the world at present time

1) Foundation in all core areas (Accounting, Finance, Marketing, Management, Information Systems, Operations Management) 2) Strong awareness of the business environment, what companies are the market leaders in different industries, which business leaders are primary influence in different industries.

* Understanding of basic Accounting and Financial Mgmt. e.g. how to calc. an ROI. * Knowledge of basic data modeling/data analysis techniques * Principles of management, coaching, and team building * Business Ethics including data privacy and an employee's responsibility to protect the company's intellectual property Understand how to read financial statements, solid grounding in algebra and statistical analysis, the time value of money.

Graduates should know the fundamentals of business. Graduates should know how to relate positively with coworkers and clients.

1. Awareness to overall business environment, that it takes many different functions to have a successful business (Accounting, Marketing, IT, HR, management) 2. Working in team environments

Strong foundation in their concentration area - Comfortable with systems use (i.e. SAP, Excel, Access)

Accounting Theories. Accounting Resources (websites, specific societies, etc.) Where they want to be in 5 years.

strong core knowledge of selected concentration strong communication skills

Basic business principles - supply / demand, profit / loss, etc. Private industry and governmental accounting differences Interdepartmental roles and interactions Interview and interpersonal skills I'm a CPA so a little biased, but financial reporting knowledge (the knowledge and the ability to relay that knowledge to others). So many times you hear about small business owners, for example, that wished they had a business background. We think of it as the most basic of knowledge, but business and financial knowledge is what drives just about everything. Knowledge of how financial statements work Knowledge that they will need to work hard to be successful no matter what industry they go into Be humble and willing to learn more from their peers Strong grasp of finance and accounting Ability to understand current economic policy and implications for small and large businesses finance/accounting/mathematic core leadership mindset

skill set of their option in business so that a student can get a job in their field

Finance, marketing and concepts of organizational structure.

Solid knowledge of GAAP Understanding of all the standard accounting processes that accumulate transactional detail in subsidiary ledgers and how that accumulated transaction detail is posted up to the general ledger. What constitutes a valid general ledger account reconciliation to evidential matter external to the GL (many new accountants seem to think that a rollforward of a beginning GL acct balance to an ending balance suffices) Basics of finance and marketing. Core Financial functions continue to drive business and career opportunities.

Accounting & Economics

1. Understand accounting and finance. 2. Financial planning.

Understanding of the core functions of business and how they relate. The ability to obtain information to enable key decisions and frame strategy. Understand what inputs drive expected outcomes. business practices, employment law

Basic business functions and how they work together, project management

An understanding of how the various business processes work. E.g. The expenditure cycle (invoice and goods receipt to

approvals, and payment. An understanding of various project management metrics

Business Processes. Business Analysis.

General Business Practices Ethics & Integrity in the Workplace

ERP systems Newest technologies or trends.

Business, information technology in general and ERP systems

business principles, finance, management, accounting, ethics, information management, business law.

1. A broad general knowledge of all areas of the business curriculum. 2. Business Law 3. Accounting & Budgeting (Managerial Accounting)

A generic knowledge of how businesses (large and small) are run. An overview of the components/departments (HR, Legal, IT, Sales, Marketing, Finance, etc.), how they work together to support each other's goals to achieve the objectives of the corporation. Conflict resolution. The importance of trust and ethical business practices.

Functional understanding of business processes Functional understanding of area of specialization i.e. accounting

industry knowledge / trends (high tech, bio tech, med device, cust service, etc.), business foundation (meaning how operations, service, finance, sales, marketing interact, at least the bare minimum/basics of their interactions), good communication is the key to advancement

fundamental theories work ethic application of theories to the real world

A realistic grasp of how an actual business is run. Knowledge and insight from successful businesses.

Knowledge of basic business processes. This includes typical processes performed in a normal corporation. They should be organized in a process as opposed to a silo (i.e. procurement through payables, order to cash, plan to produce).

Current understanding of what OPERATIONALLY drives business and how to make day-to-day business successful (I work with too many "typical" grads from other schools who know about strategy and want to be a CEO/CFO/etc... but can't do the day-to-day work of the business.

Basic understanding of how business operates and how it benefits society (something they should get from the business core)

The fundamental principles of how a business functions.

Overall business philosophies (how different entities within the business approach scenarios)

I think it depends on their chosen career path or major. I can only speak from my own experience being Marketing major.... I would say critical thinking and a cursory understanding of all aspects of a business organization.

Critical thinking allows an individual to see how each aspect of a business contributes to the end result

It is critical for any business graduate to be able to formulate strategies in their field. It is very important for business graduates to know about organizational culture and structure. In order to create synergies within a company, managers should be able to assess, create, change and improve these organizational features. It's critical for

business graduates to have an outstanding knowledge about: geography, business culture and business ethics to compete in a global environment. They have to be able to interact without arrogance with people from different cultural backgrounds.

The new economy The ability to analyze, problem solving and servicing your clients

Problem Solving Analytical Skills

How to research questions in their chosen major Ethics! Must "do the right thing" consistently and forever.

Analytical skills- Judgment problem solving Ethics Communication-Verbal/written

1. Being able to make well thought decisions under pressure and/or time constraints. 2. To communicate effectively, whether it is in a room full of people, in an interview, or via email, on paper, etc.

knowledge on problem solving and effectively communicating a solution

Critical thinking skills Business basics (marketing, advertising, and sales are at the heart of any business). As I have said, "If it wasn't for advertising, marketing would be shorthanded, and sales would be sad and miss out." Jim Warholic

1. How to make a decision knowing that you can't always have all the information you want. 2. How to do research to find the answer to a problem and not rely on others to tell them. 3. You have to prove you are of value to a

company. They will not assume it. don't be afraid to take a chance.

1. To think and figure out the problem, on their own, then ask for input. 2. To have confidence in themselves and their educational skills required to do ANY JOB.

You won't know everything - Find a mentor - be prepared to ask where to find the answer - NOT what is the answer. You will continue to do homework after you graduate.

the realization that you don't have to know anything, you have to know who to talk to - someone that does know the answer

Students should know how to handle tough situations that arise.

Students should know where and how to get help Students should understand how businesses succeed and fail (case studies) ** sorry for the general feedback here but in my opinion after the nuts and bolts, "101" type classes which provide basic business knowledge there are very few critical pieces of information needed. What's critical is the skills and abilities in the next question.

Use what you have learned and apply to any job situation. I believe in self motivation.

A good college education should provide the student to communicate effectively both orally and in writing, to make good ethical decisions, and to understand diversity, and how it adds to the overall business we do.

As a grad of the bus dept in 89 I would say the most valuable knowledge I recd was in the communication courses for business. The group interaction was invaluable and real world as well as the "letter writing" to disgruntled customers, effective written communication. My core speech class was also fantastic. The communication dept area of the bus program was the best.

Communication Accounting Finance Ethics Banking Management Economic models - domestic and international

Basic core skills: Business Comm, Finance, HR, Management

1. A basic understanding of the human communication process and what it means to be a good communicator
 2. Sufficient accounting knowledge and experience to read and critically analyze basic financial statements
 3. An understanding of the sales process and the importance of selling to customers as well as colleagues within an organization
 4. Knowledge of ethics and its application in an organization
- Communication, financial literacy, and marketing.

How to interview well.

Their need to absorb the corporate language of the field they are entering, there is a separate version of English for various fields of work, without a knowledge of this students may be lost in space. Internships often clear this matter up

How to manage money. Good communication skills.

- 1) Quantitative Skills
- 2) Writing Skills
- 3) Oral Presentation Skills

Quantitative skills that can cross functions-- i.e., Managerial Accounting, Operations analysis, etc. Excellent communication skills-- verbal and written Ethical understanding that business is not above the law or the "golden rule"

Cost and Profit prediction Professionalism People skills

Financial statement analysis basics of budgeting

Revenue and cost relationships what margins are and how to increase them theories on how to build revenue for the short and long term. not for my business use- but they should have basic financial planning skills for themselves

The ability to research for information. As our society grows more complex, we need to be able to get information to make timely decisions. Knowing how to read P & L's and Balance sheets of complex businesses is important also. To be able to decipher if a company is really making money or not.

general/current knowledge of society and World plus principles of business

Students need to be up to date with the world around them or be passed up by it. Keeping up to date enables you to foresee future possibilities far more accurately in any field.

How to adapt to change. The understanding that real world situations are not the same as text book situations.

Knowledge of: Current events in business and finance Business ethics Business management of employees (supervision)

1. Business graduates must be able to recognize and adapt to changing market forces and must be able to identify and take advantage of short term opportunities.
2. Business graduates must be able to effectively communicate their ideas and solutions to problems to key stakeholders and decision makers.

1- An understanding of the various forces on business (legal, political, sustainable, etc.) each area in business and how each aspect interacts with others.

2- A broad knowledge of

An understanding of government's role in the business community and business' role in government. Factors that are increasing in light of current affairs.

A working knowledge of the industry they choose.

The knowledge of what industries are still thriving in this economy.

That business is constantly changing and so they must adapt with it

Project Management

Business Analysis

1) Integrity in everything that you do is critical

2) Running a business by quantitative measures is critical.

Understand the financials, profit margin requirements, market sizing and market share are all key.

Understanding "Channel Strategies" is very important

3) Many companies are a mess on the inside, yet they still

"appear" to function well from the outside. How does one increase internal operational efficiencies and "get their internal house in order"

4) How does a company "Go Global" and/or have regional specific expansion?

They should have a firm knowledge of Business ethics, accounting, financial mathematics. Varies greatly due to the type of business arena the student feels they would like to pursue.

1. To be honest in all their dealings.

2. Be willing to work on whatever asked no matter how little it seems.

3.

Be proud of what you do and who you are.

Business Ethics

Leadership

Business culture (as in cultural anthropology for business) believe it or not, "flock dynamics" as we call it is extremely important to understand especially in a hostile work environment. Management as a responsibility. The manager is as much responsible to employee as the employee is to manager. Teach them how to NOT Micro-manage. The single most counterproductive management problem I've seen.

Do what your told, when your told

Critical Thinking

They should know how to work in a team, to take personal responsibility for their part on that team, and to allow the team to receive credit for a job well done.

They should know how to learn from their own mistakes and take ownership of those mistakes.

Business Partner - In order to be a value added member of the company they need to view themselves as a business partner and not an individual contributor.

What skills do they offer? Why were they hired? Do the right thing and be ethically principled, but understand that there is always more than one solution to any problem.

Understand that they don't know everything, applying principles as a solution does not always work and that real life requires an openness to experience.

Team building, group dynamics, and leadership skills

The ability to succeed in the work force

1. Great ideas come from collaboration.

-Business Information systems (SAP, Oracle)

-The ability to evaluate a business's Finance, Management etc and how it effects the whole picture

-Understands how to apply what they learn in the classroom to a business.

Students need to have a well rounded business background but most importantly they need to understand technology and how to use it. These skills will help make them more productive in the workforce as the labor pool shrinks and employees are asked to do more.

Software

Math

Planning

Students should have knowledge of technological solutions to traditional problems, modern ethical dilemmas, and business management procedures.

Obtaining your degree is the beginning of more learning, on the job and off. Invest yourself in learning new skills and working with new technology. Attitude is very important as is effort. Of course students should have learned the basics: accounting, finance and management.

Computer Skills, EEOC Laws, Basic Math

SQL - more and more important to create reports.

Statistics

English and possibly a second language

have an understanding of e-commerce

have an understanding of software applications (Excel, Powerpoint etc.)

Technology!

Math and logic skills

College is the beginning of learning, they have the basics but need to learn OTJ

Work ethic

Ask questions but take notes, it should only be explained once.

At least a general idea of the direction or field in which they want to focus their career choices.

A basic

understanding of IT and the wide variety of beneficial options that it can bring to a business.

Knowing there will

always be more to learn and everything keeps changing. How to keep up with changes and how to find resources for learning.

How to get a job. How to present themselves professionally. How to use resources to find needed information.

What is realistically available to them out there. Knowing the foundation of the career path they choose.

Awareness of global business Economics and small business

How to present yourself Ability to solve problems

Appropriate business communication skills Ethics and Fiscal & Community Responsibility Basic understanding of business operations self business goal

Knowing that what you learned in College is a small fraction of the business world. Your general knowledge will help you starting out.

Nothing is handed to them just because they have a degree. They will have to work for and earn everything they get.

Students graduating should know that their education is a great basis for their career but most likely they have a lot more practical knowledge that still needs to be obtained.

1. Students should be able to understand the actions of the President. 2. The economics of the country should probably be reviewed in a manner so that the students can understand the process. 3. They should be able to recognize that certain positions within companies, organizations, and countries have their part. i.e. delegation of duties. Awareness of global economy. Understanding of cost of regulatory (environmental, etc.) requirements/restrictions.

Economic theory Accounting principles Marketing fundamentals

Comprehend current economic strategies. Basic accounting principals that apply to everyday business situations.

The understanding of our economy and the global economy. \

1. Management - Interviewing, holding employees accountable, employee reviews 2. Computer literacy. Ability to use Excel, Word, etc. 3. Legal climate. BLAW 302 looks good That they may not do what they got their degree in and to be open to other opportunities that utilize their skills

How to be more than a "yes man." How to start and run your own business as well as work for a company.

This depends on the opportunities the student is targeting or seeking.

Take your job seriously, but not yourself. Constantly seek to learn from those around you. Listen, listen, listen

How to survive a recruitment interview successfully

None. It's not about knowledge. It's about brain skills. Calculus and Economics gave me the smarts to think on my feet in the real world.

That obtaining a degree is the first step in many while building a career. Many students think that because they have a degree they should be given more opportunities in the work world as opposed to earning opportunities.

If entering into the management roll, HR is critical. From training to the current laws.

1. The ability to network is maybe the most underrated asset you can have 2. Life is not fair, there are going to be a lot of qualified people in the market place, what sets you apart? Can be tough after 4 years of trying to fit in. 3. Not everyone has the ethics or morals that you and I do.

Have fun while learning

Global view of business-basic accounting concepts-business systems and how they relate to business Process

understanding how business are run and how departments fit together-Knowing how to work effectively with a group of peers

knowledge of how to work professionally with clients-well-rounded understanding of all facets of business (management, finance, etc.)

2. What are the most critical skills and abilities students should have when they graduate from the College of Business?

ability to communicate effectively both in writing and orally-confidence to make a decision and humility to learn from criticism

Effective communication skills. Good analytical problem solving skills (logical thinking). The ability to learn quickly and adapt to change.

Communicating ideas (written and oral) Communicating ideas (written and oral) - yes I meant that twice!

Critical thinking and problem solving Effective team working / project management

The ability to convey ideas clearly, both written and orally. The ability to solve basic business problems coupled with the ability to know which tools to query when they don't know the answers.

How to present material effectively (preferably from high level to very granular), how to evaluate problems/establish root cause analyses, latest computer skills

communication skills- in dealing with peers and potential customers. conflict resolution skills. the ability to read and understand a profit and loss statement

People skills. Research skills. The ability to correctly assess a situation and make a confident decision. How to take and use constructive criticism.

Communication Skills How to be resourceful in finding information for practical application The concepts needed to analyze, evaluate, and formulate good business decision-making

Communication skills, analytical skills, awareness of diversity.

Graduates must have the ability to write well. Graduates must have the ability to speak well.

Graduates must have the ability to think logically through analytical problems.

People skills along with knowledge of business. I started my company 9 years ago with office throughout CA.

Ability to communicate effectively - written and verbal Knowledge of the basic skills for their discipline (examples accounting majors should understand purpose of a financial statement audit workpapers)

Ability to use basic skills for their discipline (accounting majors should know how to use bank confirmation)

Communication skills, adaptability, and developing good learning skills

communication skills planning/organizational skill

Communication and presentation skills, know your audience Know how to produce statistics - this is used in every area of the company Actively listen to what is being said before responding

communication quantitative

They should be able to take what has been done before and improve on it ... it makes them invaluable to businesses who hire them.

They should be able to present themselves professionally, whether in person, on the phone, in writing or in e-mail, and to conduct themselves with integrity no matter the circumstances in the business environment around them.

People skills. People skills. People skills. This is CSU's strength and it happens outside the lecture hall. Next to that we need more presentation skills. Dress up in suits and give a 45 minute presentation. Again and again and again.

How to interact in the business world (i.e. communication, teamwork, etc.)

Communication skills (written, oral) Teamwork ability to work independently, and in groups

Interpersonal relationship skills (managing up and down)-ability to deal with ambiguity-Teamwork

Communication, leadership, and teamwork

1. Should be able to assemble and present information in a professional manor. 2. Should be able to work with others well. 3. Needs to be able to work under pressure, the real world is about dollars not grades, and there is a lot more on the line.

1- Ability to communicate effectively, written and verbally. 2- Technology skills such as Microsoft Suite, SAP, etc.

Communication skills and math skills. Technology and computer skills.

Interpersonal Communication Styles Written Communication Technical Training on basic business software and processes

Communication skills including presentations and business reports Desk top applications including the simple stuff like Excel, Word, Communicator, Live Meeting, Power Point Net working Negotiation

1) Significant computer skills (Word Processing, Spreadsheet, Database, basic programming skills) 2)

Exemplary communication skills

* Communication - effective memos/emails, formal reports, and presentations. * PC Computing including full understanding of Business Application suite such as MicroSoft Office. * Project Management - although not everyone will be a project leader most everyone will be a member of a project team at various points in their career and having a basic understanding of how to structure a project, determine dependencies and risk mitigation is critical.

I was an accounting emphasis and I would say the most important skills for me have been: 1.)

Communication - getting across to clients, superiors and staff what I need from them both orally and in written form. This has been a major part of my career and I continue to work on this. 2.) Exposure to technology

- In accounting, I think having exposure to different accounting software and of course the Microsoft programs is so important. I felt good about my Excel skills coming out of Chico State and have learned even more after college. A lot of entry level accountant positions require experience or knowledge of their software, such as QuickBooks, SAP, Great Plains and more.

How to present yourself and have people listen to you.

1. How to communicate - verbal and written skills 2. Interpersonal skills. How to relate to management, employees, and customers. 3. Time management and goal setting
Socialization- People skills Sales and negotiation

1. The ability to communicate effectively 2. Skills in the area of financial discovery 3.
The ability to motivate peers, subordinates and upper management

It is critical for business graduates to communicate better than most people. That includes writing, speaking and listening skills. It is fundamental that business graduates become lifelong learners. A college degree isn't enough in a world in constant change. They must be critical, independent and creative thinkers. The world is changing too rapidly to be just "experts" in one field.

People skills!!!! Project experience!!! Use of multiple project tools that help in planning, decision analysis and resource planning. Practical on the job work experience. Get internships!!!!

Critical thinking skills

Communication...verbal and written Ability to be held accountable...accept direction and feedback

To be on time and prepared

Communication Time Management Networking

1. To communicate, verbally and in writing with skill and confidence. 2. To be counted on, and to ask for assistance if needed.

being able to communicate with others effectively in a professional and appropriate manner

Be able to summarize information for various audiences Speak & write coherently.

Good communication skills, orally and written are very important and will enhance your managerial skills. Students need to learn to be flexible, to be receptive to learning new skills and apply troubleshooting when things don't go according to plan.

Interaction with others (comm classes again), Applicable courses to real world environment (I am a self-employed restaurateur and the course selection now for mgmt in food n bev is much better) are the most important. The communication skills are the MOST important. People can be analytical and book smart but the interaction with others both employees and potential customers is what is the most critical.

Communication skills, how they correspond and deal with their customers or how they practice department, application, and courtesy.

Interview and interpersonal skills Business grooming How to play Politics

Communication Learn how to be good "people persons"

Again, this is major/career specific... Critical Thinking Creativity The ability to

Communicate and Listen well Flexibility

ability to think critically and solve problems ability to think outside the box

1. When looking at a problem, be able to connect the dots and see how things fit together. 2. How to manage people as well as work effectively in a group. 3. How to express yourself both in writing and verbally.

Think. Ask questions. Do not accept without understanding. Evaluate. Does the answer make sense?

How to analyze and create solutions that will help solve problems in the work force/economy.

Critical Thinking Skills Presentation Skills (both oral and written) A continual intellectual desire to learn and be the best
 Critical Thinking skills theoretical modeling skills verbal communication skills written communication skills
 how to solve problems. how to work collaboratively. creativity - thinking out of the box.
 leadership, what are the qualities of an effective leader.

1) Problem solving. Biggest lack I've seen is the ability to find the problem or effectively solve an issue for the users. 2) Teamwork. It's a skill. It can be taught. Don't see it much. 3) Respect culture. Learn that you can't make a fundamental Christian & a Wiccan share an office without counterproductive tension.
 Effective decision making skills Teamwork, Networking

Problem solving ability, teamwork ability, work ethic.

analytical thinking decision making teamwork (social/communicative aspect)

1. The ability to analyze problems and recommend action. 2. Computer/Internet literacy in order to be resourceful in researching business problems. 3. PERSONAL credit, budgeting and finance skills.
 Critical thinking skills Computer skills Communication skills

Critical thinking Interpersonal skills Oral and written communication skills

critical thinking /problem solving/communication and interpersonal skills

Problem Solving, personal communication skills, Diversity, teamwork, footprint on earth

Think critically, speak and write clearly and concisely, act in an ethical manner

analytical abilities ability to communicate verbally and written

Critical thinking skills, communication skills, tech/computer skills.

Analytical/Evaluative skills are a must Leadership/Management skills (including training and presenting)
 Computer skills The ability to continue learning
 Analytical Critical thinking Relationship building

1. Listening skills - often the answers are already present, just not heard or understood. 2. Prioritization skills - You will never have the resources to do everything, doing what matters is critical. 3. How to rapidly learn new things. 4. Understanding that everything changes and that they must proactively reinvent themselves every 3-5 years. 5. Know what they know and admit what they don't know.
 Objective Thinking - being able to look at situations and make decisions based on the facts. Time Management - determining what activities are most important and will require additional effort to complete.
 Creative problem solving, multi-tasking, time management.

think independently, be able to know where to look for information, be able to solve problems efficiently

ability to communicate their thoughts and reasoning-Logical thinking>ability to apply theoretical concepts to various problems

Ability to reason and make decisions based on sound analytical thinking.

Open mind, critical thinking

1. Know how to work with others. 2. Be able to think and come up with ideas.

1)Team work 2)Problem solving 3)Good oral/written communication

Both working with groups and individually. Being able to effectively work with diverse groups of people and the many different personality that come with the group. Furthermore, being able to work individually and problem solve on an individual level before asking for help. Solving complex problems or tasks by breaking them down into smaller steps and brain storming for solutions. Self learning by research, trying before asking for help, not being scared to ask questions, using resources, and not being scared to make a mistake.

1. Ability to work with people in a constructive manor. 2. Ability to present/express their ideas in print and orally in a clear way.

Skills: Ability to work as part of project team, problem solving, and practical business experience as part of an internship or co-op (should be required)

Teamwork Leadership

Listening. Small group interaction.

Computer literacy. Analytical skills. Ability to work in a team environment or individually.

I think that students should have more computer skills such as word and excel. I think that students should be able to work in teams and also be able to work independently.

Knowing how to operate computer program's and being profeciant at basic math

Computer Skills Communication Skills

Computer skills People skills Modeling skills

Computer literacy (esp. exel) People skills Presentation ability

IT Skills - SAP and/or Oracle Applications, Project Management software, Desktop skills

Communication skills (writing, speaking, presenting) handling Diversity in the workforce

Computer skills, powerpoint etc Work ethic Ethics in general. honesty There is no entitlement, do a good job and you will be paid for it. private industry is not a government job. there is no job or task beneath you, do every job to the best of your ability even the boring ones. If they do not excel at the boring task why would they ever be given something more complicated?

Computer/Advanced Excel skills. See #1

writing, organization, critical thinking, computer skills

Writing & Ability to Analyze

professional writing skills presenting in small group settings

Writing skills Oral Presentation skills Organizational skills

Excellent writing skills Ability to develop alternatives to standard business practices Strong public speaking skills

how to write professionally-how to communicate effectively-how to feel Comfortable when presenting

Information in front of others

writing skills, ability to work in teams

Solid writing skills- including Business writing skills; Independent work ability and team project dynamics.

think outside the box which is not taught

In addition to the core skills from base education a graduate should be able to think on their feet and be able to deal with adversity on an ongoing basis

1. Being able to adapt to different management styles and diversity. 2. Being a "team player"

1. Creative thinking. 2. Negotiation and argument 3. Public speaking 4. The ability to back-up their arguments and positions with facts and thoughtfully built spreadsheets. 5. A clear understanding of the skills they bring to an organization.

Ability to be flexible. Most often the employee will need to work a task and then switch to another task due to a shift in priorities. They need to then return to the original task without wasting too much time. They also need to be able to multity task. I find this essential when I evalutate my employees.

Knowing basic business law is critical. With companies being sued right and left, knowing how to keep up with changing laws and regulations is important. Payroll and Human Resources issues are particularly vexing. The ADA is a great idea but is very hard to implement for small businesses. Governmental red tape and winding your way through it is a skill worth cultivating

How to manage the details How to negotiate How to forecast and predict trends in the marketplace

How to be an objective thinker Speaking skills Presentational skills Effective debating skills

1.Project Management - every Business function has projects 2.Problem solving skills

3.Communication skills - verbal and written

1.Project Management - every Business function has projects 2.Problem solving skills

3.Communication skills - verbal and written

Students should have the skills to successfully manage a project at a high functioning level, students should be able to adapt to changing situations, and students should be able to communicate effectively in a stressful

or busy work environment.

Project management - requirements gathering Understanding of writing good SQL - used to get data out of corporate databases. Accounting background

Mathematical agility, excellent communication/correspondence skills, excellent at assessing different personalities to create a harmonious team effort.

1) Quantitative Skills 2) People Skills

The ability to process financial data and use analytical tools to provide insight beyond just the numbers.

The ability to communicate their work (whether its financial reporting, actuarial analysis, economics, etc.) to non-financial people. I can't stress enough analytical thinking. The ability to complete your work and step back to see if it "makes sense." What are the big picture implications?

Quantitative skills-- math, finance, economics Qualitative skills-- analysis, communications

Ability to speak clearly (one to one and before groups) Write clear and concise letters and documents (instructions)

Presentation Skills. Critical thinking. Networking.

public speaking team work general grasp of business etiquette

Group and public speaking skills. The group projects and presentations really helped with his.

how to interview and prepare a resume that business accepts

Accounting, sales knowledge, sales closing skills, success rates of businesses and how banks determine what businesses get a loan.

accounting Spreadsheet managing teams

1. Be able to look at financial statements of a company and evaluate whether it appears reasonable and correct. 2. Be able to find mistakes in computer printouts.

Personnel Management & Legal Environments

To keep their skills up to date by studying and reading in their spare time

They should have solid work experience and I highly recommend at least one internship.

The ability to run a business

1. Ability to be an entrepreneurial in whatever position they are in. 2. Making the right ethical business decision.

1) Be humble 2) Be a sponge 3) Be a quick learner 4) Have a broad perspective. Just because they graduate in on function, understand that it takes all the functions to successfully run a business
5) Surround yourself with successful people and leaders. 6) Know your strengths and weaknesses, and fill in your gaps with solid team members

Strong work ethic and the ability to lead and work with others.

work hard and keep trying different things to keep up to date

Concentration, Goal Setting, Time Management

The ability to build relationships. The ability to make quick decisions and stand behind their decisions.

Networking. Additionally, larger POV on Supply Chain/business processes. Functional expertise is great, but companies continue to strive for well rounded employees with multiple experiences and interests.

Operational excellence (i.e. how to implement/execute well) Ability to problem solve

1) Organizational & Time Management skills 2) Ability to work with others to achieve a common goal
3) Ability to communicate effectively in writing as well as verbally 4) Problem solving skills 5) Ability to effectively use Excell programs

Organizational / Time management Skills Communication Skills both Written and verbal Leadership Skills

See above as they overlap considerably

It all depends on which area the student is interested.

6. Can you think of a course or other knowledge and skills that students should be getting that you don't see captured very well in our core curriculum?

Survey of Management should focus not on Maslow, Hertzberg, etc... but on applied management techniques. What works, what doesn't work from people who have managed people. In reality, there are actually very few excellent managers. As a manager, it isn't about what you can do, it is about what your team accomplishes! Managerial skills. This means acquiring the abilities that set great business people apart: Self-Knowledge, stress management, leadership, conflict resolution, teamwork... (I highly recommend Whetten and Cameron's Book) Management 101 - Motivational management, how to manage the difficult employee, managing up, separating work from friendships

The management class needs to focus on leadership and training of employees so when students join the workforce they haven't just learned the different management styles that exist, but can confidently step into a position with their own developed management style. I think the classes that cross over into all areas of business, regardless of which branch of business you go into, are the most crucial. For example operations, management and accounting are critical in every business type. However, if I work in government, Marketing or global business may be less important. I'm not sure what kind of course this would require, but students should know about the jobs that they expect employees to do when in management positions. I've seen more problems arise out of miscommunication and misunderstanding of requirements.

I graduated in 1985 with a Finance concentration. The curriculum has not changed very much since I was there and I always have felt that I received an exceptionally good foundation for my career with the core classes in business. I took the Organization Management course from Mitch States and the material he covered on the what motivates people and how to modify the styles of management depending on the personality of the individuals was the most useful and important lessons that I took from any classes. Mitch had corporate experience in management and his discussions of management approaches had a very positive impact on how I managed employees. Leadership course.

Leadership: many resources on how to inspire and lead

Introduction in mentoring, counseling and supervisory activities - this is what tends to distinguish mid-managers from entry level personnel
leaderships skills

Leadership, as the work population changes current students will be leaders in the workplace. Yet leadership skills and development is not part of the building process.

* Project Management & Decision Making * Data Modeling & Analysis ... every function in a business data has access to data warehouses that aid business leaders in making informed decisions. Students need to know how data is constructed, how to get to it so that they understand the information they are getting.

A project management course would be helpful. I found my business ethics and international businesses classes helped round out my education.

A class where teams complete projects (whatever format) with in 2 weeks, get a new team and then repeat. This format can be applied ot different classes, but it helps people realize how the real world works, and how to work with different personas.

Supervision of a work team: setting goals, coaching, mentoring, appraising performance, teambuilding.

Project Management.

Program Management-- integrating the development, creation, introduction and eventual phase out of a product or service utilizing all of the upper division disciplines.

Strategic Management Organizational Structure Business Strategies for different economic cycles and environments. Successes, failures and analysis of effective mergers and acquisitions, and strategic partnerships You need basic Information Technology. Basic problem: Management really doesn't understand basic database rules & functions. So, bad design is the primary key is a character name. Someone spells it wrong. they use that everywhere in the database for 3 years. Management comes along and says "change the spelling, it's only an E". Management has absolutely no clue that you can't just go and change a primary key (true story). They don't understand networks or servers. Ignorance breeds fear.

Understanding of SQL for the business major. More and more of the accountants I work with are required to use query tools to access corporate information. They need help on how to construct good SQL to get correct results.

A course on microsoft office due to the large amount of stats I compile on a daily basis

I believe there should be a course that teaches more about the Microsoft programs (excel, word, power point).

I think the program is light on IT

Every business student should be very skilled in Word, Excel and Office Outlook products. They are the tools of business. Even a master carpenter needs to perfect his use of a hammer. These skills are NOT beneath anyone in business.

another MINS course

working collaboratively. problem solving and root cause analysis. creating a quality product and reducing rework. learning how to create efficiencies (the basic job of a middle manager).
Development of group and team leadership skills

This group of classes seems good so long as there is a focus on group work, and individual work. Important to have system that reduces students from escaping contribution in a group environment.

Budgeting and Incorporating a Budget into a project plan. General Life Practices: A class that covers life after college outside of work. Sounds strange but the average student starts a new job in a new community and has enough stress trying to perform well at work. But on top of a new job and new community, they now have to budget, pay bills, deal with retirement planning, decide on buying a house or rent, and a number of other life decisions.
Business analysis,

Business Ethics Making the Most of Teams

A course based on ethics and sustainability in business should be a core class, as opposed to an elective.

Ethical business practices Internal control framework

Ethical Issues should get an entire semester course dedicated to exploration of the topic rather than simply intertwining it within other classes.

individual speaking/presentation courses; too much is focused solely on group work that not enough attention is given to individual responsibilities in the REAL world

Is public speaking offered in the core curriculum or within the "English" field?

something that assists them understand the business culture - the importance of bringing a project to completion and not relying upon superiors to correct

Sustainability/"Green"

Entrepreneurship Writing effective Business Plans and modeling proformas

It's corny but I see a need for the old, "dress for success" training. Maybe add to your management class something about how to develop the people you manage.

Interviewing and resume writing.

The College of Business was just beginning an International Business program the year that I graduated so I was only able to take a few classes on this subject. I think knowledge of international business is invaluable in a global economy. Should have more focus in international business.

More communications classes (Is Prof. Johnson still there? wow what a class) Project Management - everyone (technical and non technical) should have basic skills in driving teams, assessing risks etc. Look to PMI for structure.

The most important course I took while at the Business College was the Business Communications course which I use every single day. Basic business etiquette, Interpersonal skills, and professional communication skills are critical.

The other courses I use frequently are the statistics classes I took -- for planning, doing basic business cost benefit analyses, and for assessing/projecting productivity.

When I graduated I think I could have been successful more quickly if my verbal presentation and interpersonal communications skills were stronger. Also, I learned more about actually managing employees in business than I did in college (writing reviews, interviewing and selecting employees, etc.)

Professional selling

Knowledge of sales processes and the skills necessary to make sales happen are a critical attributes of a successful business operation. Concepts like selling your salesforce first and managing the emotional aspects of selling should at least be identified in a business curriculum. In my experience, universities shy away from teaching effective sales and

sales management techniques. Yet, nothing happens in a business organization until someone sells something!

1. Customer Service
2. Personal Budgeting, Finance and Credit

Personal finance.

On a personal level, understanding credit would help us as a society. People don't understand the importance and/or impact of credit for businesses and individuals.

All advance accounting classes were extremely helpful.

A good grasp of the importance of public relations, of themselves, their job, and their world.

Personal Development

1. All B students should:
 - a. do an internship
 - b. shadow a senior manager
 - c. work for a time at their local SBA
 - d. work with a small business owner and help them solve a real world problem.

Work experience should be required. Could be on a voluntary basis.

I think it would be great to allow the students to intern in companies that would be willing to do so. It would be a very valuable experience.

I thought the curriculum to have is very well rounded.

Service Management (different types of service industries, because not everything revolves around manufacturing)

Operational Excellence (Lean and Six Sigma techniques)

If there hasn't been one added since I graduated, I think it would be great to have a course available regarding resume preparation and interviewing. Make it a requirement. The different areas of business will look for different things on a resume. Someone wouldn't necessarily focus on the same things on an resume or in an interview for an accounting position versus a marketing position. Training on this before going out into the business world, I believe, would be very beneficial for students. I wish there had been a class like that when I was at CSUC!

Tough to fully comprehend the course curriculum from the course description

It would help if you had real world experienced guest instructors.

I would love to see a class on fraud, and how to spot someone skimming from "the company". Its a skill that we all need not only for our companies but to make sure no one is pulling a fast one on you.

Networking.

Organizational behavior, Sales and sales management, Project management, Negotiation, Oral presentation/interviewing skills, Psychology of business.

organizational behavior

business strategy simulations, games, what if scenarios

How about a business simulation course?

Looks pretty complete. You might want to consider a capstone case class i.e. Harvard Business School cases.

The Curriculum is similar to what I went through. What I never really learned at Chico but forced to later in life was selling myself and my ideas. Chico does not need another marketing course but rather a sales and persuasive training course.

Let's face it, no one has a job until someone sells something and all people in an organization should recognize this.

Sales is mostly person to person, not the five P's. You learn that stuff in an MBA program.

Salesmanship - Time management

Retail

I have never ever used calculus skills ever in my job..never ever totally and completely worthless

no

No

no

No

no

None

No. These were the same courses I took when I studied there.

none

Not off the top of my head

No

The courses above are very well rounded.

n/a

I think everything is well covered.

8. Do you have any additional comments you would like to make which would help us improve our curriculum and increase the success of our students?

We can teach new grads how to read reports, analyze, track and make adjustments to the business. As for managing a work team, most don't have a clue.

Keep up the quantitative coursework regardless of Major focus. It differentiates graduates in the workforce. When combined with the ability to work in a team, the results are often surprisingly good.

Do not remove the finite math and statistics course add the quantitatively-oriented business problem-solving course to the curriculum. This will better prepare the students more quantitative courses will place CSU Chico B-students ahead of their peers and prepare them for the GMAT and graduate school.

I strongly agree in adding the quantitatively-oriented business problem-solving course. But not in eliminating the finite math course. Rather than eliminating Finite Math, eliminate one of the lower division introductory course.

I wish I had a better background in statistics coming out of college.

Why eliminate one math course to add another? I would require both. Business is the business of communicating numbers. The right numbers are always the result of good analytical skills. Add a math course and do NOT delete any other math courses. Your students will be better off in the market place.

I highly agree with adding a problem-solving course. Although I did not struggle in the tactical aspects of math, I did struggle with the practical application. I feel that a problem solving course would have a higher passing rate and a better long term impact.

Real world experience is the best teacher

Some type of internship for all students, even if only for a short time period.

I would make an internship or co-op required to graduate with a Business Degree!

More focus on internships

Mandate interships. Sometimes difficult to get experiences in Chico area, but leaving for one semester or summer can be of great benefit. Don't allow waiting until final semester. Applying post-experience to courses enhances self and peer learning.

just more enforcement on students behalf in terms of what it is like in the real world

Students need hands-on experience, whether real or simulated. They need to be exposed to real world business situations that they have to handle, not just read about.

Students need exposure to real life scenarios of the business world, be it public or private - exposure to federal, state or domestic or international corporate career differences can help a student pick a job path earlier .

Besides book smarts, teach some real life type of lessons. It may help reduce teh stress of a new job.

The finacial corses should have less to do with memorizing formulas (everyone forgets them soon after the test and never uses them again) and more to do with application. Students spend too much time memorizing stuff they

soon forget. Time would be better spent if you make the curriculum more like a real business (ie. You have this problem, how are you going to solve it?) Every class should tie into how the material is actually applied in business with examples.

Add additional focus on executing business strategies. There are too many visionaries with few executioners.

I would say more practical approach. The one class that I am thinking specifically of is Tax. In tax students are expected to memorize for the exams. Why not make the class more practical and go over the information and for exams have students prepare returns using the tools that are available to tax preparers in the real world.

Chico has a wonderful opportunity to carve out a niche. Just as Chico IT grads are recognized for their strong skills and ability to hit the ground running. I believe that is the opportunity for Chico Graduate School of Business. Strong operational capabilities, ability to execute & implement. This is the most critical demand right now. We don't need more investment bankers, strategic thinkers or theorists.

have a course in programming for business majors. Teach them how not to bring down the network with a poorly written macro that became a network virus (True story- took me days to clean up the mess). Give them a clue as to what they are asking their programmers to accomplish.

You need to make sure they're 110% fluent in basic mathematics, loans, percentages ... if not they should stay in school. Business ethics and communication with different personality types needs to be emphasized in every class.

I would say that basic math skills are more important than a statistics class. I would guess that most companies outsource the research when they want to gain statistical knowledge. When running a business and you need statistics, you can get them yourself by using basic math skills. A statistics class should be more specialized and not something that is in lower division.

Students should really be encouraged to view what is really out there in the World. Locations, travel, types of jobs / careers.....not just what is read or what is stated, because 100% of the time, it is a lot different / more detailed in some areas, and some areas are completely fizzled out of the career. Make sure the commute that you are getting into, and don't stress too much.....it will all be there the day after for you to complete.

I interview a lot of people. One thing that baffles me is that most job seekers never take the time to research the company or job they are interviewing for. These people usually don't do well in interviews.

I was very fortunate to take the BADM capstone course over winter break in Guadalajara, Mexico and an International Business course in Chukyo, Japan. These were experiences that not only enriched my life, but made me more competitive in the business world. Please make sure that other business students have the same opportunities! Public speaking, personal presentation (grooming, dress, and manners).

People skills makes business today, unless you are some sort of stock market guru the degree of calculus and statistics is totally and completely worthless. How to manage people is the primary tool of a manager. How to get people motivated to work, how to decide who stays and who goes. Prepare these people for some failure by imposing it on them and see how they react. Play the game Kramer vs. Kramer.. fire them and give them 24 hours to find work.. Then you'll see their salesmanship skills come forth. And ladies and gentleman salesmanship is everything.
improving interpersonal skills

More presentations and speaking opportunities in upper level classes

Finance and Accounting are, and will continue to be, a strong focus in business. Justifications for projects etc will always focus on the bottom line. Students need to be able to know how to provide the information.

Create a single lower division Principle of Economics and Accounting course. Survey in Finance and Communication in Business could be lower division replacements.

Keep learning at all times and never give up.

Successful management isn't hard, but it is human. It is the people who make or break your company. How you treat them is everything. Other key points:

1. Attitude and Happiness are choices and they are contagious. Both are critical to high performing teams. A team with a positive attitude that is happy will be more creative, productive and more fun. When work is play, it is effortless.
2. The little things really are the big things. Please, thank you, your welcome, good manners, being polite and respectful make huge differences and they cost nothing. Make sure you make your team feel valued, appreciated, not just for their performance, but for who they are as human beings.
3. Read. Read. Read and then read some more! Most professionals cease reading when they finish college or they just read for pleasure. You need to do more. Read a book on your industry every 3-4 months. Read an article on your industry or specialty every week. If you do this year over year, you will have the equivalent of a new masters degree every 3 years. Most of your competitors won't do this.
4. Read some more, but this time read outside your industry. Often the best "new" ideas are transplanted from another industry. You want to be at the center of the that cross-pollination.
5. Know that one day you will be either fired or laid off. This will likely catch you completely off-guard. It is not fun. You will question yourself, you will blame others, you may become depressed. What is important is not that this has happened, but how you choose to respond to it.
6. Realize that business is politics and it is a contact sport. Forget about the concept of "fair." What is one person's "fair" is another person's "unfair." As a manager with over 20 years experience, I don't expect my employees to say that I have treated them "equally" or "fairly." My goal

is to do all I can to not treat them "unfairly." I recognize that I cannot control their perception of how they were treated.

Really gaining knowledge that you need mentors in every area - it's the people you know - networking

Possibly a class on motivating people who work for you. A leadership class

Strong Leadership is critical. Many organizations are void of good leaders. Good leaders can come in a variety of forms, but it would be nice to see examples of leaders that can cut through bureaucracy, streamline operations and align an organizations people and goals to a common growth direction.
mentor program

I believe the grading standards should be more strictly enforced. Some of my classes would count attendance up to 25% of the students overall grade. I don't see the relevance of rewarding students for attending a college class that they are paying to attend. If students don't understand the material and can't write or speak professionally they should not receive a degree. Granting a degree to those who don't deserve one devalues the credibility of the university.

It is a great school with an excellent business department. The students entering the workforce from the college should represent that and be held accountable for what is taught in curriculum.

I had a great time at Chico State class of 91'. Now I have my own company with a new 2009 Mercedes S550. A lot has to do with inner drive. My favorite teacher was Marketing with Mike O'Neill. I was a Delta Chi.

Again more individual accountability

Nothing at this time.

None

broad exposure to all math concepts is not as useful as targeted depth in relevant math for a business context.

As a graduate of Chico State, I have worked in a number of industries as a professional. I found that being flexible and willing to learn new things has been invaluable to me. If a student can learn that in College, that student will have a wonderful career.

Increase enrollment

Continue to ask former students for their opinions. I think it is a great way to improve the program.

I never have thought teaching "watered down" math in the Business School was a good idea.

Survey instructors without their knowledge to evaluate their methods and provide a reasonable solution for those that are not teaching well. One method may be to have industry professionals sit in on a class and provide feedback to the university.

Chico state has an excellent business program. I think the elimination of the finite math will be great. By the time you have taken statistics and 2-3 Calculus classes, accounting, finance and so forth, it seems like a mute point to go back and take finite math.

Core courses should have flexibility to be aligned with the students option e.g. a marketing major should have more required courses related to marketing compared to a BIS major who should have more required courses related to I.T.
Start another Google. That will put Chico in the headlines.

I enjoyed the school when I attended. I was a Business Administration graduate with an emphasis in Accounting. I went on the complete the requirements to become a C.P.A. I now am a mother of four and just do a little accounting work for my family business. I think the course within my major that I used the most right after college graduation and to this day is auditing. It can really help any business student.

Overall well balance curriculum

Overall well balance curriculum

Stay current

None.

No additional comments

Look at the Ivy League schools. What are they doing?

Marketing is over rated.

combine the ECON courses and provide a lower division MINS course

increase exposure to members of the business community either as guest lecturers or field trips etc,

Sales & Negotiation course

No

none

No

no

n/a

No

n/a

none at this time

none

Appendix B: Online Survey

College of Business California State University, Chico

As part of the College's continuous improvement and AACSB accreditation processes we need to get feedback from our external stakeholders regarding our curriculum and educational goals. I realize you may not be completely familiar with the nature of our courses and educational goals, but please answer the questions the best you can.

Your opinions are extremely important to us and help us make informed decisions about changes and refinements to our program.

All responses are anonymous. The survey will likely take less than ten minutes to complete. We appreciate your opinions and thank you for your time and assistance.

Feedback on Our Educational Goals

1. What is the most critical knowledge students should have when they graduate from the College of Business?

(Please try to list at least two or three items.)

2. What are the most critical skills and abilities students should have when they graduate from the College of Business?

(Please try to list at least two or three items.)

3. How important is it that College of Business students obtain knowledge and skills related to:

- | | |
|---|--|
| Effectively presenting information in writing | <input type="checkbox"/> Not Important |
| Critical thinking and problem-solving | <input type="checkbox"/> Somewhat Unimportant |
| Business processes | <input type="checkbox"/> Neither Unimportant nor Important |
| Understanding a diverse world | <input type="checkbox"/> Somewhat Important |
| Creativity | <input type="checkbox"/> Very Important |
| The external forces (e.g., political, technological, cultural, environmental, regulatory) on business | |
| Project management | |
| Quantitative business analysis | |
| Understanding and evaluating ethical issues and situations | |

Effectively presenting information orally
 Workforce and customer diversity
 Teamwork
 Use of information technology
 Calculus
 Sustainable ("green") business practices
 Career and professional development
 International business

Feedback on Our Curriculum

We would like some feedback from you regarding the set of required courses taken by all undergraduate business administration majors. Since you may not know a lot about our core courses, I have included an attachment to the original email that gives an in-depth description of the core classes. Please refer to the attachment for information about each course.

4. Below is a list of our lower division core courses. Please rate each according to how important it is that a student gain knowledge and skills in this area.

- | | |
|--|--|
| BADM 101 Understanding Global Business
(Introduction to Business) | <input type="checkbox"/> Not Important |
| ECON 102 Principles of Macroeconomics | <input type="checkbox"/> Somewhat Unimportant |
| ECON 103 Principles of Microeconomics | <input type="checkbox"/> Neither Unimportant nor Important |
| MATH 107 Finite Mathematics for Business | <input type="checkbox"/> Somewhat Important |
| BADM 103 or MATH 108 Statistics for Business
and Economics | <input type="checkbox"/> Very Important |
| ACCT 201 Introduction to Financial Accounting | |
| ACCT 202 Introduction to Managerial Accounting | |

5. Below is a list of our upper division core courses. Please rate each according to how important it is that a student gain knowledge and skills in this area.

- | | |
|---|--|
| MGMT 300 Communication in Business | <input type="checkbox"/> Not Important |
| MINS 301 Corporate Technology Integration | <input type="checkbox"/> Somewhat Unimportant |
| BLAW 302 Managing the Legal Environment | <input type="checkbox"/> Neither Unimportant nor Important |
| MGMT 303 Survey of Management | <input type="checkbox"/> Somewhat Important |
| MGMT 304 Human Resource Management | <input type="checkbox"/> Very Important |
| MKTG 305 Survey of Marketing | |
| SCMS 306 Operations Management | |
| FINA 307 Survey of Finance | |
| BADM 495 Seminar in Applied Strategic Decision-
Making | |

6. Can you think of a course or other knowledge and skills that students should be getting that you don't see captured very well in our core curriculum?

7. Currently students take a finite math and statistics course. The College is contemplating the elimination of the finite math course and the addition of a quantitatively-oriented business problem-solving course. What do you think of this plan?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

8. Do you have any additional comments you would like to make which would help us improve our curriculum and increase the success of our students?

9. Which of the following best describes your current work status?

- Full-time
- Part-time
- Unemployed ([Please skip to question 15.](#))
- Retired ([Please skip to question 15.](#))

10. Which of the following best describes your current position?

- CEO/Owner
- Upper Management/Executive
- Middle Management/Director/Section Head
- Assistant Manager/Assistant Supervisor/Assistant Director
- Sales or Account Representative
- Staff (with more than clerical duties)
- Clerical
- Other

11. Which of the following best describes your company's primary business?

- Accounting
- Agriculture
- Banking
- Computer Hardware
- Computer Software
- Construction
- Consulting
- Financial Services
- Government
- Health Care
- Insurance
- Manufacturing
- Marketing
- Retail
- Real Estate
- Services
- Transportation
- Utilities
- Nonprofit
- Other (please specify)

12. How many people are employed worldwide by your organization?

- 1 - 10
- 11-19
- 20 - 99
- 100 - 499
- 500 - 999
- 1,000 – 9,999
- 10,000 or more

13. Which of the following best describes the functional area of your current position?

- Accounting
- Finance
- General Management

- Human Resources
- Information Systems
- Marketing
- Production/Manufacturing
- Customer Service
- Purchasing
- Sales
- Owner
- Other

14. Has your company hired a Chico State College of Business student in the last 10 years?

- Yes
- No
- Not sure

15. Did you graduate from Chico State's College of Business?

- Yes
- No ([Please skip to question 17.](#))

16. If you graduated from Chico State's College of Business, please indicate how many years it has been since your graduation.

- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21-25 years
- More than 25 years ago.

17. If you would like to be entered into the drawing for the \$100 Amazon.com gift certificate please enter your email address below. This email address will not be tied to your responses and will be deleted from the data file once the drawing has occurred.

S. Thank you for your willingness to help out. If you have any questions or comments, please feel free to contact:

Dr. Ken Chapman
Professor of Marketing
Director Assurance of Learning, College of Business
California State University, Chico
College of Business
Department of Finance and Marketing
Chico, CA 95929-0051
phone: 530-898-4820
fax: 530-898-6360
email: kchapman@csuchico.edu

Maas, Kara

From: Sager, James
Sent: Friday, April 05, 2013 2:35 PM
To: Rehg, Michael
Cc: Maas, Kara
Subject: RE: changes in the project management courses

Hi Mike and Kara,

Per our discussion, I believe that the impact of the changes outlined below on the BSIS program will be manageable, especially if, as you have described, students have a choice to take BSIS 444 either as an elective or an option requirement.

Regards,
- Jim Sager -

Jim Sager, Ph.D.

Chair, Business Information Systems Department
Director, SAP University Competence Center
California State University, Chico
jsager@csuchico.edu
(530) 898-4301

From: Rehg, Michael
Sent: Friday, April 05, 2013 1:38 PM
To: Sager, James
Subject: changes in the project management courses

Hi Jim,

When we redesigned the project management pattern into the option, we made some changes in courses from your department that are in the newly proposed option. The proposal went through the normal curriculum process here in the college, but I just wanted to run the changes by you to make sure you are aware of them, and of any impact the changes might have.

SCMS 440 – deleted from the list of electives

BSIS 444 – formerly required; now students could substitute SMFG 458 Project Management; however, BSIS 444 could still be taken to fulfill one of the elective requirements, if SMFG 458 was taken to fulfill a required class.

Please respond to this email and let me know if this is ok. I need to let Kara Maas know.

Thanks,

Mike

Michael T. Rehg, Ph.D.
Chair, Dept of Management
California State University, Chico
Office: (530)898-5663
Fax: (530) 898-5501
mrehg@csuchico.edu

Maas, Kara

From: Rehg, Michael
Sent: Friday, March 22, 2013 2:03 PM
To: Maas, Kara
Subject: FW: SMFG 458 Project Management

Hi Kara,

Here is a trail of emails between myself and Daren Otten from sustainable manufacturing, and Sean Morgan, one of our instructors in project management. They are very supportive of being in our option, and we are really glad for that too.

Right now we have the SMFG 458 class as an either/or with the BSIS 444 class in the required courses. In the future we may make them both stand-alone required classes, but wanted to start off gradually.

Thanks,

Mike

-----Original Message-----

From: Otten, Daren
Sent: Wednesday, February 27, 2013 8:55 AM
To: Rehg, Michael; Morgan, Sean
Subject: RE: SMFG 458 Project Management

Michael,

In speaking with management and instructors, they feel that if the projected student demand is there, we are willing to make this a Fall and Spring offering. As far as students we believe that we could accommodate as many as are interested.

I have spoken with a number of ECC students as well and they see this as a pathway for a minor in PM, which is very exciting.

Let me know how you want to proceed.

Daren M. Otten
 Assistant Professor
 Coordinator, Sustainable Manufacturing Program California State University, Chico Department of Mechanical Engineering,
 Mechatronic Engineering, and Sustainable Manufacturing
 Office: 530-898-4316
 Mobile: 530-521-7418

-----Original Message-----

From: Rehg, Michael
Sent: Monday, February 25, 2013 5:41 AM
To: Otten, Daren; Morgan, Sean
Subject: RE: SMFG 458 Project Management

Hi Daren,

That is great news to me, and I think Sean would agree. I think the value is there for our students, and for our program as well! Maybe as our students start interacting with some engineers there will be more integration across disciplines. I would hope some of the engineers would see our MGMT 444 class as an option too, but realize you are dealing with high-unit majors over there.

As of now I have SMFG 458 as an alternative to the BSIS 444 class, which is one of the required ones for our project management pattern. That would help to ease into this more gradually, where we might be able to control the flow of business students somewhat - they would have a choice if the SMFG 458 class was full. In your discussions of student numbers, did you have a sense of how many you would be willing to accommodate?

Be glad to meet to discuss things further. Just let us know when you are available.

Thanks,

Mike

From: Otten, Daren
Sent: Friday, February 22, 2013 6:37 AM
To: Morgan, Sean
Cc: Rehg, Michael
Subject: RE: SMFG 458 Project Management

Sean/Michael,

After a number of discussions with folks over here, we are willing to be a required course for your students if the value proposition to them is there. We have also discussed ways to manage larger course loads while keeping the technical flair. We do have some ideas, however I would be interested in a discussion on how you all keep students engaged and present in large sections if we move forward.

Let me know how you like to proceed.

Daren M. Otten
Assistant Professor
Coordinator, Sustainable Manufacturing Program California State University, Chico Department of Mechanical and Mechatronic Engineering and Sustainable Manufacturing
Office: 530-898-4316
Mobile: 530-521-7418

From: Morgan, Sean
Sent: Thursday, February 21, 2013 9:16 AM
To: Otten, Daren
Cc: Rehg, Michael
Subject: RE: SMFG 458 Project Management

Daren,

I just went through your material and while we have some overlap (primarily in the beginning) I just wrote Mike Rehg that I would LOVE to see your class required in our program. Since we have to teach to the certification exam, and MS Project, we don't get anywhere near as deep in most functional areas as you do.

The further I got into your slide the more excited I was. Our class, combined with our two, would give students great functionality in the Project Discipline.

I'll leave it up to you guys but my end goal would include requiring your class in our option. Of course we're happy to have any of your students who are interested in certification, terminology, and some system background.

-Sean

From: Otten, Daren
Sent: Tuesday, February 19, 2013 10:52 AM
To: Rehg, Michael; Morgan, Sean
Subject: SMFG 458 Project Management

Michael/Sean,

Thanks for the time yesterday. I really get excited when ideas that break barriers for students and organizations hatch! I have attached my Powerpoint slides from the last time that I taught the class (Its was still MFGT then) and a current syllabus. Keep in mind we have submitted a CPCR to eliminate the activity. The goal is still to have some sort of applied project, either onsite at a local firm, a club competition plan, or some other "real world" type project.

Take a look and lets discuss further. << File: MFGT 458 LECTURE.ppt >> << File: SMFG 458 Fall 2012 Syllabus.pdf >>

I have spoken with management over here and they are willing to support any method of cross pollination for students in COB and ECC.

Daren M. Otten
Assistant Professor
Coordinator, Sustainable Manufacturing Program California State University, Chico Department of Mechanical Engineering,
Mechatronic Engineering, and Sustainable Manufacturing
Office: 530-898-4316
Mobile: 530-521-7418

Maas, Kara

From: Rehg, Michael
Sent: Friday, March 22, 2013 1:57 PM
To: Maas, Kara
Subject: FW: Project Management Finance 355 Elective

Kara – this is for adding FINA 355 to the project management option as an elective. The other thing that helps in this area is that we are dropping FINA 356 as an elective, so it's a one-for-one swap in essence.

Thanks,

Mike

From: Treanor, Stephen
Sent: Thursday, March 07, 2013 1:38 PM
To: Rehg, Michael
Cc: Hsu, Christine
Subject: Project Management Finance 355 Elective

Michael,

I spoke with Christine about including Fina 355 as an elective for the project management class and she thought it was a good ideal. She said a lot of the class material covers Time Value of Money and Capital Budgeting (i.e. project analysis)

Thanks

Stephen

Stephen D. Treanor, Ph.D.
Assistant Professor of Finance
Department of Finance and Marketing
College of Business
California State University, Chico
Tehama Hall 323
Chico, CA 95929-0051
Tel: 530.898.6403
Email: strearor@csuchico.edu

Maas, Kara

From: Rehg, Michael
Sent: Friday, April 05, 2013 2:48 PM
To: Maas, Kara
Subject: FW: changes to the project management elective list

Hi Kara –

Here is the email from the accounting department chair for our changes.

Thanks,

Mike

From: Kizirian, Tim
Sent: Friday, April 05, 2013 2:26 PM
To: Rehg, Michael
Subject: RE: changes to the project management elective list

No problem with dropping ACCT 321.

From: Rehg, Michael
Sent: Friday, April 05, 2013 1:32 PM
To: Kizirian, Tim
Subject: changes to the project management elective list

Hi Tim,

We sent the new option in project management through the normal curriculum review process, and didn't get too many comments. What I wanted to make sure you noticed was that we deleted ACCT 321 from the list of electives.

Please let me know if this presents a problem for you.

Thanks,

Mike

Michael T. Rehg, Ph.D.
Chair, Dept of Management
California State University, Chico
Office: (530)898-5663
Fax: (530) 898-5501
mrehg@csuchico.edu

Maas, Kara

From: Chapman, Kenneth
Sent: Friday, April 05, 2013 8:34 AM
To: Maas, Kara
Cc: Rehg, Michael
Subject: FW: MBA meeting and docs-proj mgmt option

FYI

Ken

~~~~~  
 Kenneth J. Chapman, Ph.D.  
 Professor of Marketing and MBA Director  
 Department of Finance and Marketing  
 College of Business  
 California State University, Chico  
 Chico, CA 95929-0051

Office: Tehama 451  
 Office phone: 530-898-4820  
 email: [kchapman@csuchico.edu](mailto:kchapman@csuchico.edu)

[Chico State MBA Web site](#)  
 ~~~~~

From: Rehg, Michael
Sent: Thursday, April 04, 2013 9:34 PM
To: Chapman, Kenneth
Subject: FW: MBA meeting and docs

Ken - here is an email from Mike Ward regarding our meeting with the ECC department chairs. It does show that we met with them about the changes to our curriculum, and that the dean was receptive to the changes.

Mike

From: Ward, Mike
Sent: Saturday, February 23, 2013 8:01 AM
To: Chapman, Kenneth
Cc: Juliano, Ben; Rehg, Michael
Subject: Re: MBA meeting and docs

Thanks to you and Michael for meeting with us. Very attractive changes to your curriculum, both MBA pre-reqs and undergrad options!

Mike

Mike Ward, Dean
 College of Engineering, Computer Science, and Construction Management
 California State University, Chico
 (530) 898-5963 sent from my iPad

On Feb 22, 2013, at 3:31 PM, "Chapman, Kenneth" <KChapman@csuchico.edu> wrote:

Mike and Ben,

Attachment G

Thank you for allowing me to talk to your faculty. It seemed like a few folks were quite interested in our offering. I don't know the names of the folks that were at the meeting and hope you can forward the attached docs to whomever is interested.

Thanks for your help and hopefully a few of your students will find value in our program.

Ken

~~~~~  
Kenneth J. Chapman, Ph.D.  
Professor of Marketing and MBA Director  
Department of Finance and Marketing  
College of Business  
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[Chico State MBA Web site](#)

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<Flyer - The Chico State MBA Program Take a Closer Look.docx>
<Admissions and General MBA Information.docx>