

Missouri Department of Higher Education Proposal for New Program:

Maryville University –

1. New Program Proposal Form:
See Form NP – attached
2. Need:
 - A. Student Demand:
 - i. Estimated enrollment each year for the first five years for full-time and part-time students
See Form SE – attached
 - ii. Will enrollment be capped in the future?
No
 - B. Market Demand:
 - i. National, state, regional, or local assessment of labor need for citizens with these skills.

A review of the Job Outlook on the Department of Labor (DOL) website provides careers that would be specifically targeted by the proposed Sales Professional Certificate program:

Advertising sales agents: DOL indicates that 59% have a college degree, and this is a field that is expected to grow 20% between 2006 and 2016, a rate faster than average;

Demonstrators and product promoters: DOL lists post-secondary education as helpful, and this is a field that is expected to grow 18% between 2006 and 2016, a rate faster than average;

Insurance sales agents: DOL lists college graduates as preferred for these positions, and this field is expected to grow at a rate of 13% between 2006 and 2016, an average rate of growth;

Real estate brokers and sales agents: DOL lists college degree as helpful, and this field is expected to grow 11% between 2006 and 2016, an average rate of growth;

Sales representatives, wholesale and manufacturing: DOL indicates that 38% have a college degree, and this is a field that is expected to grow 9% between 2006 and 2016, an average rate of growth;

Securities, commodities, and financial services sales agents: DOL lists a college degree as important for this field, and it is expected to grow 25% between 2006 and 2016, a rate much faster than average.

C. Societal Need

The development of a collegiate Sales Professional Certificate program assists the global labor force. As countries such as India, China, and Bulgaria require labor, there are not enough personnel to fill jobs. According to a recent Business Week Article, "The job U.S. employer say is hardest to fill is sales representative. The trouble is, companies can't find people with the technical expertise and business

savvy to explain complex products to customers.” We believe that developing a program in Professional Selling for Maryville University assists in the development, recruitment, and deployment for our future global economy. Further, first mover advantage enables us competitive marketing opportunities in a growing competitive environment.

D. Methodology used to determine "B" and "C" above.

Several data sources indicate that such a program would be viable. Our comprehensive analysis includes a regional demographic analysis, a national indicator, and a qualitative interview through the use of a focus group

3. Duplication and Collaboration: If similar programs currently exist in Missouri, what makes the proposed program necessary and/or distinct from the others at public institutions, area vocational technical schools, and private career schools?

Our first task analysis includes a review of universities in St. Louis and their business schools. While the largest universities in the area offer management, marketing, and other imperative disciplines, none offer a comprehensive or elective course in professional selling skills or Sales Professional Certificate.

Second, the Review Committee conducted a search for non-university programs to identify external marketing of selling programs.

Public Seminar Companies – There exist over 200 national public seminar companies in the United States. Less than 2% offer courses to selling professionals. While these organizations do not provide accreditation, tuition reimbursement is available with continuing education (CE).

Private Training Companies –These include franchises, such as Dale Carnegie and Sandler Sales Institute. The focus is specifically on selling skills. In St. Louis, there are two of each franchise. Private companies do not offer accreditation or CE.

4. Does delivery of the program involve a collaborative effort with any external institution or organization? If yes, please complete Form CL.

No

5. Program Structure: Please complete Form PS. (Form PS attached)

- A. Total credits required for graduation
- B. Residency requirements, if any
- C. Courses and credits required for general education
- D. Courses and credits required for the major
- E. Number of free elective credits remaining (Sum of C, D, and E should equal A)
- F. Requirements for thesis, internship, or other capstone experiences
- G. Any unique features, for example, interdepartmental cooperation

6. Financial Projections (for public institutions only): Please complete Form FP. Additional narrative may be added as needed. If more than one institution is providing support, please complete a separate form for each institution.

Private Institution – not applicable.

7. Program Characteristics and Performance Goals: See the recommended format and issues to be addressed (Form PG). For collaborative programs, responsibility for program evaluation and assessment rests with the institution(s) granting the degree(s).

Form PG is attached.

8. Accreditation: If accreditation is not a goal for this program, provide a brief rationale for your decision. If the institution is seeking program accreditation, provide any additional information that supports your program.

In addition to regional accreditation by the Higher Learning Commission, the School of Business is accredited by ACBSP – Accrediting Council of Business Schools and Programs.

9. Institutional Characteristics: Please describe succinctly why your institution is particularly well equipped or well suited to support the proposed program.

Maryville University is located in St. Louis, a major metropolitan area with several major companies who need employees with strong business and leadership skills.

10. Any Other Relevant Information:

Form NP

NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Maryville University

Program Title: Sales Professional

Degree/Certificate: Certificate

Options: _____

Delivery Site(s): Maryville University St Louis Missouri

CIP Classification: 52.1804 (Please provide a CIP code)

Implementation Date: 8/24/2015

Cooperative Partners: none

Expected Date of First Graduation: December 2016

AUTHORIZATION

**Mary Ellen Finch ,
Vice President of
Academic Affairs**



8/6/15

Name/Title of Institutional Officer

Signature

Date

**Dr. Melissa Griswold,
Dean, John E Simon
School of Business**

314-529-6859

Person to Contact for More Information

Telephone

Form SE

STUDENT ENROLLMENT PROJECTIONS

Year	1 Fall 2014 – Spring 2015	2 Fall 2015 – Spring 2016	3 Fall 2016 – Spring 2017	4 Fall 2017 – Spring 2018	5 Fall 2018 – Spring 2019
Full Time	7	16	25	34	52
Part Time	9	18	27	45	60
Total	16	34	62	79	102

Form PS

PROGRAM STRUCTURE

A. Total credits required for graduation: 18

B. Residency requirements, if any: 18

A. General education: Total credits: None

Courses (specific courses OR distribution area and credits):

_____	cr	_____	cr	_____	cr
_____	cr	_____	cr	_____	cr
_____	cr	_____	cr	_____	cr
_____	cr	_____	cr	_____	cr
_____	cr	_____	cr	_____	cr

D. Major requirements: Total Credits:

SALS 364 Professional Selling	3cr	SALS 499 Practical Experience/Internship II	3cr
SALS 368 Account Management	3cr		cr
SALS 399 Practical Experience/Internship	3cr		cr
SALS 37 Online and On Ground Selling	3cr		cr
SALS 372 Results, Consultative & Value Centered Selling	3cr		cr

E. Free elective credits: _____ Sum of C, D and E should equal A).

F. Requirements for thesis, internship or other capstone experience: None

G. Any unique features such as interdepartmental cooperation: None

Form PG

PROGRAM STRUCTURE

- A. **Total credits required for graduation:** 18 _____
- B. **Residency requirements, if any:** 18 _____
- C. **General education: Total credits:** _____

Courses (specific courses OR distribution area and credits):

Form PG

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

There are no additional requirements for students to enroll in the Sales Professional major once they are admitted to the University.

- Characteristics of a specific population to be served, if applicable.

No special characteristics.

Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate.

A terminal degree in a related business or technical area is preferred. Faculty must have a minimum of a Masters degree in these areas. Prior teaching experience and relevant business experience are required.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.

Including the business core, it is estimated that 70% of the credit hours will be instructed by full time faculty.

- Expectations for professional activities, special student contact, teaching/learning innovation.

Faculty teaching in the program will be expected to serve as student advisors and mentors, be available for regular office hours, and engage in ongoing professional development and scholarly activity in the field.

Enrollment Projections

- Student FTE majoring in program by the end of five years.

The Goal is 50 students per year.

- Percent of full time and part time enrollment by the end of five years.

We have a goal of 25% of full and part time enrolled in this program

Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.

The Goal is 50 students per year.

- Special skills specific to the program.

Matriculating students will be required to have good communication skills such as reading, research and writing. Additionally, matriculating students will have good foundational computer skills.

- Proportion of students who will achieve licensing, certification, or registration.

Not applicable

- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.

100% of the students will successfully complete the Business Policies capstone course which includes a national skills bases simulation. In addition, all students must successfully complete all course work with a C grade or better.

- Placement rates in related fields, in other fields, unemployed.

No data is currently available since program has not begun. However, Sales Professional related occupations are in the top five business related careers in government employment statistics.

- Transfer rates, continuous study.

Historically about 50% of students studying business at Maryville have transfer credits.

Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide reasons.

All Maryville programs are regionally accredited by the Higher Learning Commission. John E. Simon School of Business at Maryville at Maryville programs are accredited by ACBSP (Accrediting Council for Business Schools and Programs). The School just received 10 year reaccreditation in June 2012.

Alumni and Employer Survey

- Expected satisfaction rates for alumni, including timing and method of surveys

Alumni will be surveyed 2 years and 5 years after graduation.

- Expected satisfaction rates for employers, including timing and method of surveys.

Employers will be surveyed annually as part of the senior capstone experience.

