



The NEWTEC logo consists of the word "NEWTEC" in a bold, red, sans-serif font.



PROGRAM ARTICULATION AGREEMENT

College Program: Management
Career Pathway: Management and Entrepreneurship
Career Cluster: Marketing, Sales and Service

CIP 52.1401

The purpose of this agreement is to grant college credit to high school students who have achieved the level of knowledge and skill required for the college-equivalent entry-level course(s) identified in this agreement. Upon successful completion of the identified course competencies with a grade of 'B' (3.0) or higher and the high school teacher's endorsement that the competency requirements have been met, articulated credit will be granted.

The following **Spokane Community College** and **Spokane Falls Community College** course(s) have been approved for Tech Prep articulation with **Spokane Public Schools** high school courses as listed below:

High School / Course Title	College / Course Title	Credits
Shadle Park High School Business and Marketing (<i>two semesters</i>) (formerly Marketing and Economics 1 & 2)	SCC <u>OR</u> SFCC MMGT 211 Marketing	5
Advanced Business and Marketing (<i>two semesters</i>) (formerly Marketing and Economics 3 & 4)	MMGT 101 Principles of Management	5

**see attached list(s) of competencies for articulated courses*

Student Articulation Procedure:

1. Be enrolled in the required high school class.
2. Register for Tech Prep/Dual Credit articulated course during the same academic year the high school class is completed. If a series of courses are involved in the articulation, students register for credit during the same academic year the last course in the series is completed.
3. Earn a grade of 'B' (3.0) or better in all courses required under the articulation agreement.
4. Complete all required skills as identified on the competency profile.
5. If an exam or review of completed work is required under the terms of this agreement, students must receive a passing score (determined by college or industry certification) to earn college credit (*see competency list for requirements*).
6. Within seven years of completing the articulated class, enroll at SCC or SFCC and submit the SERS Tech Prep Registration Confirmation to the Transcript Office. Articulation requirements will be reviewed and verified by the appropriate office or department. Credit will be awarded to qualifying students.

High School Instructors:

1. Ensure all students receive a copy of the course syllabus outlining information about Tech Prep, the college course competencies and the process required to earn college credit.
2. Hold students accountable for the same competency standard and course expectations as required by the college-equivalent course (*see competency list attached*).
3. If required for articulation, ensure students are prepared to take industry certification exams, complete a professional portfolio documenting their work, or take a final exam to measure their level of skill and competence in the coursework.
4. Submit final grades for all students registered to earn Tech Prep college credit no later than June of the current academic year.
5. Attend scheduled meetings, workshops or in-service activities that enhance the high school/college partnership & support implementation of the Tech Prep articulated program.

Articulation Review and Renewal:

The designated program facilitators, college administrators and/or instructors and high school faculty will meet regularly to revise or discuss the articulation agreement. Agreements must be reviewed/updated and re-signed by college faculty/deans and CTE directors/HS teachers on a schedule, not to exceed a three (3) year rotation, or as deemed necessary due to changes in HS/college course content or structure. Individual teacher verification forms must be signed and submitted annually. Minor revisions can be made via phone calls, correspondence or e-mail.

**PROGRAM ARTICULATION AGREEMENT
Management**

PARTICIPATING INSTITUTIONS

Spokane Public Schools, Spokane Community College and Spokane Falls Community College

We the undersigned representatives of the Northeast Washington Technical Education Consortium (NEWTEC), agree to all provisions of the articulation program/course agreement, have reviewed the course competencies, and understand the process to which students may be granted college credit through the Tech Prep program. We commit staff time and resources to ensure successful program implementation.

minor revision to update HS class titles effective 2017-18
no curriculum change, no signatures required

Christy Harter, Date
Spokane Public Schools CTE Director

Larry Sullivan, Date
SCC Faculty

Chris Sande, Date
Spokane Public Schools CTE Coordinator

Jeff Brown, Date
SCC Program Dean

Erin Ruehl, Date
Shadle Park HS Teacher

Brent Booth Date
SFCC Faculty

Lora Senf, Date
SFCC Program Dean

Kevin Brockbank, Date
Vice Provost for Strategic Partnerships

Original 05/02/03. Revised 06/10/08: Renewal rotation, update college courses; Revised 08/10/09: Add MGMT 101, 211 approved Ferris and Shadle 5/09 effective 2008-09; add MGMT 211 approved Rogers effective 2009-10; Revised 02/01/10: add MGMT 101, 211 LCHS; Renewal 2012-13: renewal submitted for MGMT 211 only; Renewal 2013-14: renewal MGMT 211; add MGMT 101; split agreements by HS
Renewal rotation 2016-17; rev 1 - minor revision to update HS class titles Sep 2017;



NEWTEC



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Shadle Park High School (CIP 521801) Marketing and Economics 1 and Marketing and Economics 2 (two semesters)	SCC OR SFCC MMGT 211 Marketing	5
Marketing and Economics 3 and Marketing and Economics 4 (two semesters)	MMGT 101 Principles of Management	5

**see attached list(s) of competencies for articulated courses*

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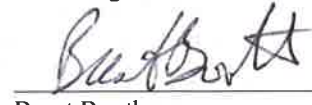
 4/12/16
Date
Christy Harter,
Spokane Public Schools CTE Director

 3/17/16
Date
Larry Sullivan,
SCC Faculty

 4/14/16
Date
Chris Sande,
Spokane Public Schools CTE Coordinator

 3-22-16
Date
Jeff Brown,
SCC Program Dean

 4/18/16
Date
Erin Ruehl,
Shadle Park HS Teacher

 4/4/16
Date
Brent Booth
SFCC Faculty

 04.06.16
Date
Lora Sent,
SFCC Program Dean

 4/25/16
Date
Kevin Brockbank,
Vice Provost for Strategic Partnerships

Original 05/02/03. Revised 06/10/08: Renewal rotation, update college courses; Revised 08/10/09: Add MMGT 101, 211 approved Ferris and Shadle 5/09 effective 2008-09; add MMGT 211 approved Rogers effective 2009-10; Revised 02/01/10: add MMGT 101, 211 LCHS; Renewal 2012-13: renewal submitted for MMGT 211 only; Renewal 2013-14: renewal MMGT 211; add MMGT 101; split agreements by HS
Renewal rotation 2016-17

Principles of Management - MMGT 101

COURSE LEARNING OUTCOMES (CLOs)

1. Discuss and communicate the management evolution and how it will affect future managers.
2. Observe and evaluate the influence of historical forces on the current practice of management.
3. Identify and evaluate social responsibility and ethical issues involved in business situations and logically articulate own position on such issues.
4. Explain how organizations adapt to an uncertain environment and identify techniques managers use to influence and control the internal environment.
5. Practice the process of management's four functions: planning, organizing, leading, and controlling.
6. Identify and properly use vocabularies within the field of management to articulate one's own position on a specific management issue and communicate effectively with varied audiences.
7. Evaluate leadership styles to anticipate the consequences of each leadership style.
8. Gather and analyze both qualitative and quantitative information to isolate issues and formulate best control methods.

Course Outline

I. Introduction

- A. Definition of management
- B. The role of managers
- C. The evolution of management
 1. The origins of management
 2. Scientific management
 3. Human relations management
 4. Operations, information, systems, and contingency management

II. Organizational Environments and Cultures

- A. External environments
- B. Internal environments
- C. Ethics and social responsibility

III. Management Functions

- A. Planning
 1. Strategic planning
 2. Tactical planning
 3. Operational planning
- B. Organizing
 1. Corporate-level strategies
 2. Industry-level strategies
 3. Firm-level strategies
 4. Managing human resource systems

C. Leading

1. Motivation
2. Leadership styles
3. Managing communications

D. Controlling

1. The control process
2. Control methods
3. Managing information
4. Managing service and manufacturing operations

MMGT 211 Marketing

COURSE LEARNING OUTCOMES (CLOs)

1. Define marketing and marketing management philosophies.
2. Observe, evaluate, discuss issues, and formulate questions involving ethical issues and corporate social responsibility.
3. Identify factors affecting the marketing environment.
4. Understand market segmentation and targeting different markets.
5. Describe marketing research process and product concepts.
6. Develop and manage products using proper marketing mix – product, place, promotion, and pricing.

Course Outline

This course will present students with an introduction to the field of marketing, the distribution of goods and services from producer to consumer, and the place of marketing in our economy.

- I. An Overview of Marketing**
 - A. What is Marketing?
 - B. Marketing Management Philosophies
 - C. Differences between Sales and Market Orientations
 - D. Why Study Marketing?
- II. Strategic Planning for Competitive Advantage**
 - A. The Nature of Strategic Planning
 - B. The Marketing Planning Process
 - C. Describing the Target Market
 - D. The Marketing Mix
- III. Ethics and Social Responsibility**
 - A. Ethical Behavior in Business
 - B. Corporate Social Responsibility
 - C. Cause-Related Marketing
- IV. The Marketing Environment**
 - A. The External Marketing Environment
 - B. Social Factors
 - C. Demographic Factors
 - D. Economic Factors
 - E. Technological Factors
 - F. Political and Legal Factors
 - G. Competitive Factors

V. Segmenting and Targeting Markets

- A. Consumer Markets
 - 1. Geographic Segmentation
 - 2. Demographic Segmentation
 - 3. Psychographic Segmentation
 - 4. Benefit Segmentation
 - 5. Usage-Rate Segmentation
- B. Strategies for Selecting Target Marketing
- C. CRM as a Targeting Tool

VI. Marketing Research

- A. The Role of Marketing Research
- B. Steps in Marketing Research Project
- C. Primary Data
- D. Secondary Data

VII. Product Concepts

- A. Types of Consumer Product
- B. Product Items, Lines, and Mixes
- C. Branding
- D. Packaging
- E. Global Issues in Branding and Packaging
- F. Product Warranties

VIII. Developing and Managing Products

- A. The New-Product Development Process
- B. Global Issues in New-Product Development
- C. Product Life Cycles
 - 1. Introductory Stage
 - 2. Growth Stage
 - 3. Maturity Stage
 - 4. Decline Stage
 - 5. Implications for Marketing Management

IX. Supply Chain Management

- A. Supply Chain Integration
- B. The Key Processes of Supply Chain Management
- C. Impact of Logistics Functions

D. Trends in Supply Chain Management

X. Marketing Channels and Retailing

- A. Marketing Channels
- B. The Role of Retailing
- C. Retail Marketing Strategy

XI. Marketing Communication Strategies

- A. The Role of Promotion in the Marketing Mix
- B. Marketing Communication
- C. The Goal of Promotion
 - 1. Informing
 - 2. Persuading
 - 3. Reminding
 - 4. Connecting
- D. The Promotional Mix
 - 1. Advertising
 - 2. Public Relations
 - 3. Sales Promotion
 - 4. Personal Selling
 - 5. Social Media
 - 6. The Communication Process and the Promotional Mix

XII. Pricing

- A. Pricing Objectives
- B. The Demand Determinant of Price
- C. The Cost Determinant of Price
- D. The Legality of Pricing Strategy
- E. Product Line Pricing