



The Bachelor of Science in Marketing is a competency-based program that prepares graduates for a career in the fields of marketing and sales across a variety of business types. Graduates with a major in Marketing will combine a set of general business competencies with a set of in-depth competencies from the field of marketing. These competencies align with a variety of positions in marketing, brand management, sales and digital marketing.

Practically speaking, how do competency-based programs like those offered at Western Governors University (WGU) work? Unlike traditional universities, WGU does not award degrees based on completion of a certain number of credit hours or a certain set of required courses. Instead, you will earn

Progress through a degree program is governed not by the amount of time you spend in class but by your ability to demonstrate mastery of competencies as you complete required courses. Of course, you will need to engage in learning experiences as you review competencies or develop knowledge and skills in areas in which you may be weak. To help you acquire the knowledge and skills you need to complete your courses and program, WGU provides a rich array of learning resources. Your program mentor will work closely with you to help you understand the competencies required for your program and to help you create a schedule for completing your courses. You will also work closely with course instructors as you engage in each of your courses. As subject matter experts, course instructors will guide you through the

The benefit of this competency-based system is that it enables students who are knowledgeable about a particular subject to make accelerated progress toward completing a degree, even if they lack college experience. You may have gained skills and knowledge of a subject while on the job, accumulated

as 15–20 hours per week to the program, while others may need to devote more time. For this reason, pre-assessments are there to help your program mentor form a profile of your prior knowledge and create a personalized Degree Plan.

At WGU, faculty serve in specialized roles, and they will work with you individually to provide the guidance, instruction, and support you will need to succeed and graduate. As a student, it is important for you to take advantage of this support. It is key to your progress and ultimate success. Upon your enrollment, you will be assigned a program mentor—an expert in your field of study who will provide you with regular program-level guidance and support from the day you start until the day you graduate. Your program mentor will set up regular telephone appointments (weekly at first) with you, which you will be expected to keep. The mentor will review program competencies with you and work with you to develop a plan and schedule for your coursework. Your program mentor will serve as your main point of contact throughout your program—helping you set weekly study goals, recommending specific learning materials, telling you what to expect in courses, and keeping you motivated. In addition to regular calls, your

You will also be assigned to a course instructor for each course. Course instructors are doctoral-level subject matter experts who will assist your learning in each individual course. When you begin a new course, your assigned course instructor will actively monitor your progress and will be in touch to offer one-on-one instruction and to provide you with information about webinars, cohort sessions, and other learning opportunities available to help you acquire the competencies you need to master the course. Your course instructor can discuss your learning for the course, help you find answers to content questions, and give you the tools to navigate the course successfully. In addition, you will communicate with course instructors by posting in the online learning community and participating in live discussion

For many of the courses at WGU, you will be required to complete performance assessments. These include reports, papers, presentations, and projects that let you demonstrate your mastery of the required competencies. A separate group of faculty members, called evaluators, will review your work to determine whether it meets requirements. Evaluators are also subject matter experts in their field of evaluation. If your assessment needs further work before it “passes,” these evaluators, who review your work anonymously, will provide you with instructional feedback to help you meet evaluation standards

As you proceed through your Degree Plan, you will have direct contact with multiple faculty members. These communications can take a variety of forms, including participation in one-on-one discussions, chats in the learning communities, and live cohort and webinar opportunities. As a WGU student, you will have access to your own personal MyWGU Student Portal, which will provide a gateway to your courses of study, learning resources, and learning communities where you will interact with faculty and other

The learning resources in each course are specifically designed to support you as you develop competencies in preparation for your assessments. These learning resources may include reading materials, videos, tutorials, cohort opportunities, community discussions, and live discussions that are guided by course instructors who are experts in their field. You will access your program community during your orientation course to network with peers who are enrolled in your program and to receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides Student Services associates to help you and your program mentor solve any special problems that may arise.

The WGU orientation course focuses on acquainting you with WGU's competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize WGU program and course communities, participate in activities, and get to know other students at WGU. The orientation course must be completed before you can start your first term at WGU.

Because WGU is a competency-based institution, it does not award degrees based on credits but rather on demonstration of competency. However, if you have completed college coursework at another accredited institution, or if you have completed industry certifications, you may have your transcripts and certifications evaluated to determine if you are eligible to receive some transfer credit. The guidelines for determining what credits will be granted varies based on the degree program. Students entering graduate programs must have their undergraduate degree verified before being admitted to WGU. To review more information in regards to transfer guidelines based on the different degree programs, you may visit the Student Handbook found at the link below and search for "Transfer Credit Evaluation."

[Click here for the Student Handbook](#)

WGU does not waive any requirements based on a student's professional experience and does not perform a "résumé review" or "portfolio review" that will automatically waive any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content

Remember, WGU's competency-based approach lets you take advantage of your knowledge and skills, regardless of how you obtained them. Even when you do not directly receive credit, the knowledge you possess may help you accelerate the time it takes to complete your degree program.

WGU is a "continuous enrollment" institution, which means you will be automatically enrolled in each of ~~2019~~ terms while you are at WGU. Each term is six months long. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between terms that you would experience at a more traditional university. At the end of every six-month term, you and your program mentor will review the progress you have made and revise your Degree Plan for your next six-

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this "On-Time Progress," denoting that you are on track and making progress toward on-time graduation. As full-time students, graduate students must enroll in at least 8 competency units each term, and undergraduate students must enroll in at least 12 competency units each term. Completing at least these minimum enrollments is essential to On-Time Progress and serves as a baseline from which you may accelerate your program. We measure your progress based on the courses you are able to pass, not on your accumulation of credit hours or course grades. Every time you pass a course, you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing a course means you have demonstrated competency

WGU assigns competency units to each course in order to track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some courses may be assigned 3

Satisfactory Academic Progress (SAP) is particularly important to students on financial aid because you must achieve SAP in order to maintain eligibility for financial aid. We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. In order to remain in good BSMKT

academic standing, you must complete at least 66.67% of the units you attempt over the length of your program—including any courses you add to your term to accelerate your progress. Additionally, during your first term at WGU you must pass at least 3 competency units in order to remain eligible for financial aid. We know that SAP is complex, so please contact a financial aid counselor should you have additional questions. *Please note: The Endorsement Preparation Program in Educational Leadership is not eligible for federal financial aid.

Your Degree Plan includes courses needed to complete your program. To obtain your degree, you will be required to demonstrate your skills and knowledge by completing the assessment(s) for each course. In general there are two types of assessments: performance assessments and objective assessments. Performance assessments contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-

Business Simulation	4	9
Marketing Strategy and Analytics	3	10

WGU publishes an Institutional Catalog, which describes the academic requirements of each degree program. Although students are required to complete the program version current at the time of their enrollment, WGU may modify requirements and course offerings within that version of the program to maintain the currency and relevance of WGU's competencies and programs. When program requirements are updated, students readmitting after withdrawal from the university will be expected to

for

The following section includes the areas of study in the program, with their associated courses. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. The Degree Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

Organizational Behavior and Leadership explores how to lead and manage effectively in diverse business environments. Students are asked to demonstrate the ability to apply organizational leadership theories and management strategies in a series of scenario-based problems.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate can describe the effects of specified influences on individual behavior.

The graduate can recommend appropriate principles or techniques for guiding the development of a group.

The graduate can determine which type of team and team leadership should be used to accomplish a task or project.

The graduate analyzes the culture within an organization to determine how to work effectively within that organization.

The graduate can analyze leadership theories, methods, and tools in given situations and select the appropriate behavior of the leader.

The graduate can develop and recommend how to implement effective performance evaluation processes.

Business Communication is a survey course of communication skills needed in the business environment. Course content includes writing messages, reports, and résumés and delivering oral presentations. The course emphasizes communication processes, writing skills, message types, and presentation of data. The development of these skills is integrated with the use of technology.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate applies effective communication techniques and principles to business environments.

The graduate applies the principles of business writing to communicate in a business environment.

The graduate creates messages using technology and/or social media to communicate in a business environment.

The graduate composes multiple types of business messages in response to scenarios.

The graduate applies business research and writing skills to present information in a business environment.

The graduate creates professional communication documents for employment and career advancement opportunities.

Business Management Tasks addresses important concepts needed to effectively manage a business. Topics include understanding the cost-quality relationship, using various types of graphical charts in operations management, managing innovation, and developing strategies for working with individuals and groups.

This course covers the following competencies:

This competency exists to assess the readiness of students.

The graduate understands the types and uses of graphical charts in operations management.

The graduate is knowledgeable about strategies for working with individuals and groups in an organization.

The graduate understands the relationship between costs and quality.

The graduate is knowledgeable about managing innovation.

Quantitative Analysis for Business explores various decision-making models, including expected value models, linear programming models, and inventory models. This course helps student learn to analyze data by using a variety of analytic tools and techniques to make better business decisions. In addition, it covers developing project schedules using the Critical Path Method. Other topics include calculating and evaluating formulas, measures of uncertainty, crash costs, and visual representation of decision-making models using electronic spreadsheets and graphs. This course has no prerequisites.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate describes common business analytical purposes for quantitative analysis methods.

The graduate analyzes data through numerical and graphical methods and techniques.

The graduate uses expected value methods as a decision-making tool.

The graduate analyzes projects using the critical path to schedule and control project costs.

The graduate uses linear programming, inventory economic ordering optimization models, and graphical representations to make informed decisions.

Project Management prepares you to manage projects from start to finish within any organization structure. The course represents a view into different project-management methods and delves into topics such as project profiling and phases, constraints, building the project team, scheduling, and risk. You will be able to grasp the full scope of projects you may work with on in the future, and apply proper management approaches to complete a project. The course features practice in each of the project phases as you learn how to strategically apply project-management tools and techniques to help organizations achieve their goals.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate explains how project management helps organizations achieve their goals.

The graduate describes the project life cycle, including how project constraints will impact a project.

The graduate explains the criteria and methods used for project selection.

The graduate explains how different types of project-management methods are used.

The graduate applies elements of project planning to prepare key documents of a project plan.

The graduate constructs a project scheduling network diagram including the identification of the critical path.

The graduate explains key activities for executing, monitoring and controlling, and closing projects.

Values-Based Leadership guides students to learn by reflection, design, and scenario planning. Through a combination of theory, reflection, value alignment, and practice, the course helps students examine and understand values-based leadership and explore foundations in creating a culture of care. In this course, students are given the opportunity to identify and define their personal values through an assessment and reflection process. Students then evaluate business cases to practice mapping the influence of values on their own leadership. In this course, students also participate in scenario planning, where they can practice implementing their values in their daily routine (i.e., behaviors) and then in a leadership setting. The course illustrates how values-driven leadership is used in goal setting as well as problem-solving at an organizational level. There are no prerequisites for this course.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner identifies their personal values, including honesty, integrity, respect, emotional intelligence, and ethical

responsibility, to develop self-awareness through self-assessment.

The learner describes how interpersonal skills are applied to effectively collaborate, communicate, and lead within a team and across an organization.

The learner demonstrates how their leadership abilities, including active listening, influence, and ethical responsibility, solve problems and deliver results within an organization.

The learner explains how the leadership of cultures fosters diversity, inclusion, ethics, and problem-solving.

This introductory course provides students with an overview of the field of business and a basic understanding of how management, organizational structure, communication, and leadership styles affect the business environment. It also introduces them to some of the power skills that help make successful business professionals, including time management, problem solving, emotional intelligence and innovation; while also teaching them the importance of ethics. This course gives students an opportunity to begin to explore their own strengths and passions in relation to the field while also acclimating them to the online competency-based environment.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner identifies common ethical issues that individuals face within organizations.

The learner recognizes common organizational functions and values in order to collaborate within them.

The learner communicates ideas, opinions, and information suitable for a professional setting.

The learner recognizes the emotional reactions of self and others in a variety of professional situations.

The learner identifies leadership opportunities to enhance organizational performance.

Emotional and Cultural Intelligence focuses on key personal awareness skills that businesses request when hiring personnel. Key among those abilities is communication. Students will increase their skills in written, verbal, and nonverbal communication skills. The course then looks at three areas of personal awareness including emotional intelligence (EI), cultural awareness, and ethical self-awareness – building on previously acquired competencies and adding new ones. This course helps start students on a road of self-discovery, cultivating awareness to improve both as a business professional and personally.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate applies emotional intelligence (EI) to improve intrapersonal and interpersonal interactions.

The graduate demonstrates cultural intelligence (CI) within multicultural and contemporary business situations.

Business Environment Applications 1 provides students with a generalist overview of the business environment and a deeper look at a number of topics that make up the non-discipline areas of business which are required for a business person to be successful within any business environment. The first part of the course focuses on knowledge about organizations and how people operate within organizations, including the areas of organizational theory, structure, and effectiveness. The course then looks at business from a legal perspective with an overview of the legal environment of business. The course will prepare the student to consider specific legal situations and to make legal and ethical decisions related to those situations.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate explains how the structure of an organization impacts its effectiveness in the context of critical circumstances.

The graduate describes common legal considerations for the creation and operation of a business organization.

Fundamentals of Spreadsheets and Data Presentations offers learners an overview of the use of spreadsheet functions and methods for presenting data within spreadsheets. Learners will have the opportunity to explore features and uses of MS Excel and apply the tools to situations they may encounter while studying in their program. They will also be introduced to real world uses and tools to collect, organize and present data.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner performs common spreadsheet tasks requiring basic formatting, formulas, and functions.

The learner prepares data for analysis.

The learner creates a presentation from a spreadsheet dataset.

This course covers an important part of being a business professional: the knowledge and skills used in building and implementing business strategy. The course helps students build on previously acquired competencies in the areas of management, innovative thinking, and risk management while introducing them to the concepts and theories underpinning business strategy as a general business perspective. The course will help students gain skills in analyzing different business environments and in using quantitative literacy and data analysis in business strategy development and implementation. This course helps to provide students with a generalist overview of the area of business strategy.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate identifies the impact of innovation in personal and professional settings.

The graduate utilizes evidence-based techniques to make strategic decisions.

The graduate applies appropriate business practices to formulate recommendations that impact organizational effectiveness.

Principles of Financial and Managerial Accounting provides students with an introduction to the discipline of accounting and

business skills and knowledge in a number of professional areas. The first part of the course uncovers a series of business processes like project and risk management. The second part gives an introductory-level look at the specialized areas of operations management, supply chains, and logistics. The course finishes with models of change management and how to use them to overcome barriers in organizations.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate explains how project management concepts can help an organization achieve its goals.

The graduate explains how logistics are important to the operations of a successful organization.

The graduate applies change management models to help an organization achieve its goals.

This course provides students with an introductory look at the discipline of finance and its context within the business environment. Students gain the knowledge to differentiate between personal and business finance and how they may overlap in a business environment. Students also gain a fundamental knowledge of financial forecasting and budgeting, statement analysis, and decision making. This course provides the student a business generalist overview of the field of finance and builds on previous acquired competencies related to using spreadsheets.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate applies previous acquired competencies related to using spreadsheets.

between microeconomics and macroeconomics, and explaining the fundamental economic principles of each. It then looks at microeconomics and how it is used to make business and public policy decisions, including the principles of supply, demand, and elasticity, market efficiency, cost of production, and different market structures. The course finishes by looking at macroeconomics and how it is used to make business and public policy decisions, including measurement of macroeconomic variables, aggregate supply and demand, the concepts of an open economy, and how trade policies influence domestic and international markets.

This course covers the following competencies:

The learner composes a written message with language appropriate for cross-cultural communication.

The learner writes in a professional manner for a given scenario.

The learner researches valid and reliable sources.

The learner writes a reference list.

The learner incorporates research to support a position or idea.

The learner writes a message using an effective communication approach for a given situation.

The learner incorporates self-expression in written communication.

Health, Fitness, and Wellness focuses on the importance and foundations of good health and physical fitness—particularly for children and adolescents—addressing health, nutrition, fitness, and substance use and abuse.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate identifies the influence of disease, fitness, and lifestyle on the body.

The graduate identifies the principles of nutrition and the components of a healthy diet.

The graduate identifies factors that influence mental, emotional, and social wellness.

The graduate identifies the application of the core competencies of social and emotional learning.

In this course you will learn key critical thinking concepts and how to apply them in the analysis and evaluation of reasons and evidence. The course examines the basic components of an argument, the credibility of evidence sources, the impact of bias, and how to construct an argument that provides good support for a claim. The course consists of an introduction and four major sections. Each section includes learning opportunities through readings, videos, audio, and other relevant resources. Assessment activities with feedback also provide opportunities to check your learning, practice, and show how well you understand course content. Because the course is self-paced, you may move through the material as quickly or as slowly as you need to gain proficiency in the four competencies that will be covered in the final assessment. If you have no prior knowledge or experience, you can expect to spend 30-40 hours on the course content.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner evaluates the quality of an argument.

The learner evaluates evidence based on source credibility.

The learner evaluates bias and its impact.

The learner makes claims based on evidence.

Welcome to Introduction to Communication: Connecting with Others! It may seem like common knowledge that communication skills are important, and that communicating with others is inescapable in our everyday lives. While this may appear simplistic, the study of communication is actually complex, dynamic, and multifaceted. Strong communication skills are invaluable to strengthening a multitude of aspects of life. Specifically, this course will focus on communication in the professional setting, and present material from multiple vantage points, including communicating with others in a variety of contexts, across situations, and with diverse populations. Upon completing this course, you will be able to communicate effectively with others in a variety of contexts, across situations, and with diverse populations. This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The learner makes claims based on evidence.

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate identifies digital marketing strategies to support an organization's mission and business goals.

The graduate describes how content marketing supports an organization's mission and business goals.

The graduate describes how social media marketing integrates with an organization's mission and business goals.

The graduate explains how search engine optimization and digital advertising support an organization's mission and business goals.

The graduate describes web development and analysis in support of an organization's mission and business goals.

The graduate describes how marketing automation supports an organization's mission and business goals.

Content Marketing examines how organizations create and distribute marketing communications to attract and retain customers. Students will gain knowledge of the content planning process and how content marketing supports brand and organizational goals by learning how to create, distribute, promote, and measure relevant and valuable content. Students will learn content ideation and will write compelling copy that creates relationships with customers to build trust and enhance an organization's reputation and authority.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate creates a content plan aligned to an organization's marketing strategy.

The graduate creates content aligned to an organization's marketing strategy.

The graduate applies the components of distribution and promotion to align with content marketing goals.

The graduate identifies content marketing metrics to align with content marketing goals.

Brand Management examines how brands provide value to both consumers and organizations. Brands are a part of a consumer's everyday life and organization's strategically plan, measure, and manage brands. In this course, students will apply the strategic brand management process using a customer-based brand equity model. Students will identify how brand strategies are used and how brand associations are leveraged to create a competitive advantage. Brand equity measurement systems are explored, including brand audits and tracking studies that use qualitative and quantitative brand research techniques. Students will construct a brand architecture strategy by identifying brand extension opportunities to develop an appropriate branding strategy in a global marketplace. Reputation-management strategies and crisis management techniques are also taught to assist in preserving and protecting an organization's brand equity.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate describes how brand equity supports an organization's business strategy.

The graduate describes how branding strategies support an organization's business strategy.

The graduate interprets how brand equity is measured to support an organization's business strategy.

The graduate applies a portfolio of branding strategies that grow and sustain brand equity to support an organization's business strategy.

This course provides students with knowledge on the sales profession, customer relationship management, and sales management functions. Students gain insights into the sales process, the relationship between sales and marketing, and the responsibilities of sales management within both business-to-consumer (B2C) and business-to-business (B2B) selling environments.

This course covers the following competencies:

Begin your course by discussing your course planning tool report with your instructor and creating your personalized course plan together.

The graduate explains the relationship of sellers and buyers within the sales management process to support an organization's business goals.

The graduate explains how organizational buying supports an organization's business goals.

The graduate explains how customer relationship management supports an organization's business goals.

The graduate describes the formation of a sales force organization that supports an organization's business goals.

The graduate describes the process of managing and motivating a sales force to support an organization's business goals.

The graduate applies quantitative and qualitative analysis in the sales planning process to set and monitor financial goals.

Marketing Strategy and Analytics is the capstone course for the marketing major. The course provides students with the opportunity to demonstrate competencies developed throughout the program by engaging in the design, implementation, and analysis of a marketing strategy. Students are given business scenarios using simulations and case studies to apply critical-thinking and decision-making skills. Students will analyze the business environment and make decisions about market segmentation, buyer behavior, and the marketing mix. Students will demonstrate the relationship between strategy and analytics by using marketing analytics to report marketing campaign results and make recommendations. This course provides students with real-world application to prepare them for the marketing industry.
