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January 17, 2020

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder,

The purpose of this letter is to submit a new academic program proposal for an Associate of Applied Science degree in Business Management at Carroll Community College. The complete proposal accompanies this cover letter. Thank you for the Commission's consideration of this new program.

If there are questions regarding the program or materials, please direct them to Dr. Melody Moore, Associate Vice President for Program Development and Partnerships, memoore@carrollcc.edu or 410-386-8412.

Sincerely,

Dr. Rosalie Mince
Vice President of Academic and Student Affairs

cc: Dr. Melody Moore
Mr. Robert Brown



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal

Carroll Community College

Each action below requires a separate proposal and cover sheet.

- | | |
|--|--|
| <input checked="" type="radio"/> New Academic Program
<input type="radio"/> New Area of Concentration
<input type="radio"/> New Degree Level Approval
<input type="radio"/> New Stand-Alone Certificate
<input type="radio"/> Off Campus Program | <input type="radio"/> Substantial Change to a Degree Program
<input type="radio"/> Substantial Change to an Area of Concentration
<input type="radio"/> Substantial Change to a Certificate Program
<input type="radio"/> Cooperative Degree Program
<input type="radio"/> Offer Program at Regional Higher Education Center |
|--|--|

 Payment ☒ Yes
 Submitted: ☐ No

 Payment ☐ R*STARS
 Type: ☐ Check

Date Submitted: ..

Department Proposing Program Business and Technology

Degree Level and Degree Type Associate of Applied Science (A.A.S.)

Title of Proposed Program Business Management

Total Number of Credits 60

Suggested Codes

HEGIS: 5001.00

CIP: 52.0101

Program Modality

☐ On-campus☐ Distance Education (fully online)☒ Both

Program Resources

☒ Using Existing Resources☐ Requiring New Resources

Projected Implementation Date

☒ Fall☐ Spring☐ Summer

Year: 2020

Provide Link to Most Recent Academic Catalog

<https://www.carrollcc.edu/uploadedFiles/CarrollCCedu/Content/PDF/CreditPublications/Catalog/2019-2020%20College%20Catalog.pdf>

Preferred Contact for this Proposal

Name: Melody L. Moore

Title: Associate Vice President for Program Development and Partnerships

Phone: (410) 386-8412

Email: memoore@carrollcc.edu

President/Chief Executive

Type Name: James Ball

Signature:

Date: 09/24/2018

Date of Approval/Endorsement by Governing Board:

09/19/2018

Revised 6/13/18

Business Management A.A.S. Carroll Community College

A. Centrality to institutional mission statement and planning priorities:

1. Provide a description of the program, including the degree to be awarded, each area of specialization/concentration (if applicable), purpose or objective, and how it relates to the institution's approved mission.
2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.
3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L).
4. Provide a description of the institution's commitment to:
 - a. ongoing administrative, financial, and technical support of the proposed program
 - b. continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Description: The Business Management Associate of Applied Science program is designed to prepare students interested in an entry-level career in business or who are already employed and would like to further develop their skills. Today's managers are key personnel in organization planning and improvement. Students develop skills in human resources, marketing, management, and information technology, which prepares them for careers as office managers. Many of the courses also include the ability to earn industry certifications. Rigorous coursework strengthens the regional workforce and delivers career and credentialing preparation.

This program relates to the college's mission "Carroll Community College (CCC) provides accessible, high-quality educational opportunities to advance careers, enrich lives, and strengthen the community we serve."¹ in that it provides the local business community with high-quality employees and graduates with expert level skills with credentialing built into many of the courses.

Relation to Strategic Goals: The Business Management program aligns with two of CCC's Strategic Goals. This program supports Goal 1, "to provide associate degree programs, career and credentialing preparation, job skill enhancement, continuing professional education, and career resources and support to strengthen the regional workforce."² in that graduates of the program will be competent and skilled in business standards for a promising career in the regional workforce. The purpose of this program is in response to employment growth and an increase in the responsibilities of managers. "Employment of management occupations is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations."³ This program also supports goal 3, "deliver training and essential services to businesses and entrepreneurs and creates and sustains strategic community partnerships to support businesses and economic development." This program is designed to sufficiently prepare graduates in effective

¹ Carroll Community College. (2018) Mission Statement. Retrieved from https://www.carrollcc.edu/uploadedFiles/CarrollCCedu/Content/Html/Presidents_Office/Mission,_Vision_and_Values_Accordion/Mission%20Statement%20Approved%20by%20BOT%2006-20-2018.pdf

² Carroll Community College. (2018) Mission Statement. Retrieved from https://www.carrollcc.edu/uploadedFiles/CarrollCCedu/Content/Html/Presidents_Office/Mission,_Vision_and_Values_Accordion/Mission%20Statement%20Approved%20by%20BOT%2006-20-2018.pdf


³ Occupational Outlook Handbook. (2019). Management Occupations. Retrieved from <https://www.bls.gov/ooh/management/home.htm>

communication, public speaking, technical skills and business ethics and norms, to gain valuable skills in understanding daily business culture. Further, with an increased focus on management and information systems, graduates will ideally attain entry-level business leadership positions.

Funding: CCC expects that tuition revenue will be sufficient to fund the program adequately since all of the courses in the program are currently being offered. This degree is just a new path for students to earn a degree.

Institutional Commitment: This program will be included as part of the Division of Business and Information Technology. Full-time professor Margo Chaney Adkins will be the program Advisor and is currently coordinating the Office Technology Certificate program and teaches several of the courses in the division and required for this program. The institution understands the needs of community college students in that the development of an A.A.S in Business Management will provide students with an affordable pathway to complete a degree to attain a professional position or promotion within their current organization. The institution tracks student's progress after graduation and, as of 2016, 98% of students who graduated with an A.A.S or A.S. degree earned a position in their major or transferred to a 4-year institution.⁴ If, in the future, there is a decision to discontinue the program, a comprehensive plan will be developed and executed to ensure that all students will have the opportunity to obtain all courses needed to complete the program.

B. Critical and compelling regional or statewide need as identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - a. The need for the advancement and evolution of knowledge;
 - b. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;
 - c. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.
2. Provide evidence that the perceived need is consistent with the 2017-2021 Maryland State Plan
For Postsecondary Education. The full plan can be found here: 
 - a. Statewide Plan Goal #1: Student Access
 - b. Statewide Plan Goal #2: Student Success
 - c. Statewide Plan Goal #3: Innovation in Higher Education

Need for the Advancement and Evolution of Knowledge: In the report *Majors that Matter*, graduates earning business degrees are among some of the majors that are the most underemployed due to the unclear occupational targets. If a degree is more concentrated and specific graduates typically have lower underemployment.⁵ The Business Management degree being proposed is more concentrated than a general Business Administration degree. Similarly, Burning Glass and the American Enterprise Institute examined the value of the A.A. degree in the labor market and found that by acquiring more marketable

⁴ Institutional Effectiveness Assessment Report. (2017). Career Education and Development. Retrieved from [https://www.carrollcc.edu/uploadedFiles/CarrollCC.edu/Pages/About Us\(1\)/Institutional%20Effectiveness%20Assessment%20Report%20December%202017.pdf](https://www.carrollcc.edu/uploadedFiles/CarrollCC.edu/Pages/About%20Us(1)/Institutional%20Effectiveness%20Assessment%20Report%20December%202017.pdf)

⁵ Burning Glass Technologies. Underemployment. Majors that Matter: Ensuring College Graduates Avoid Underemployment. Retrieved from: <https://www.burning-glass.com/research-project/underemployment/>

skills and earning certifications could make the degree more valuable and earn \$4,000 or more per year.⁶ Comparably, the A.A.S. degree “teaches real-world skills that are immediately applicable in the workplace.”⁷ With completion of this program graduates can earn an A.A.S. degree in Business Management, an Office Technology Certificate, an Administrative Assistant Letter of Recognition, a Certified Bookkeeping Certificate, and six technical skills certifications.

Consistency with 2017-2021 Maryland State Plan: This program meets a regional and statewide need as identified in the *Maryland State Plan for Postsecondary Education*, Section 3 Innovation, Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.⁸ CCC has made it a priority to develop and strengthen partnerships with community partners to support workforce development. The institutional goals of the college reflect this in the mission. The business department at CCC has an advisory board made up of community business leaders and local 4-year institutions. As a result of semi-annual meetings with the advisory board, this program was developed to respond to the employment needs of Carroll County. Advisory Board members have provided valuable information from the employee perspective to the college enabling CCC to better prepare graduates with the technical, soft, and critical thinking skills needed to become valuable employees.

C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State (Liberal Arts and Science degrees are exempt from this sections):

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex. mid-level management*) for graduates of the proposed program.
2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.
4. Data showing the current and projected supply of prospective graduates.

The A.A.S in Business Management degree can provide professional growth and increased opportunity for students interested in the business field. The Bureau of Labor Statistics (bls.gov) indicates that the minimum education for entry-level positions is a high-school diploma or equivalent.⁹ However, if employees are already employed within these positions, additional educational experience can enable them to earn pay raises or positions with greater responsibilities.

Occupation	Job Description	Entry-Level Education	Median Salary
Farmers, Ranchers, and Other Agricultural Managers	Farmers, ranchers, and other agricultural managers operate establishments that produce crops, livestock, and dairy products.	High School diploma or equivalent	\$67,950

⁶ Burning Glass Technologies. *What's the Associates of Arts Degree Worth in the Job Market?* Retrieved from: <https://www.burning-glass.com/blog/whats-associates-arts-degree-worth-job-market/>

⁷ College Atlas. Associate of Applied Science Degree. Retrieved from: <https://www.collegeatlas.org/associate-of-applied-science.html>.

⁸ Maryland Higher Education Commission. (2017) 2017-2021 Maryland State Plan for Postsecondary Education. Retrieved from <https://mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>

⁹ Bureau of Labor Statistics. (2019). Management Occupations. Retrieved from <https://www.bls.gov/ooh/management/home.htm>

Food Service Managers	Food service managers are responsible for the daily operation of restaurants or other establishments that prepare and serve food and beverages.	High School diploma or equivalent	\$54,240
Lodging Managers	Lodging managers ensure that traveling guests have a pleasant experience at their establishment with accommodations. They also ensure that the business is run efficiently and profitably.	High School diploma or equivalent	\$53,390
Property, Real Estate, and Community Association Managers	Property, real estate, and community association managers take care of the many aspects of residential, commercial, or industrial properties.	High School diploma or equivalent	\$53,340
The Occupational Information Network (O*NET) indicates that the minimum education for similar positions, office clerks, supervisors, and administrative service managers requires some college or an associate degree.			
Occupation	Job Description	Entry-Level Education	Median Salary
Office Clerks, General ¹⁰	Clerical duties may be assigned in accordance with the office procedures of individual establishments and may include a combination of answering telephones, bookkeeping, typing or word processing, stenography, office machine operation, and filing.	Some college, associate degree	\$32,700
First-Line Supervisors, Non-Retail Sales ¹¹	Directly supervise and coordinate activities of sales workers other than retail sales workers. May perform duties such as budgeting, accounting, and personnel work, in addition to supervisory duties.	Associate degree, Bachelor's degree, High School Diploma	\$73,390
First-Line Supervisors, Administrative Support ¹²	Directly supervise and coordinate the activities of clerical and administrative support workers	Associate degree, High School Diploma	\$55,810
Administrative Service Managers ¹³	Plan, direct, or coordinate one or more administrative services of an organization, such as records and information management, mail	Post-Secondary certificate, Bachelor's degree, High School Diploma	\$96,180

¹⁰ O*NET Online. Office Clerks, General. Retried from: <https://www.onetonline.org/link/summary/43-9061.00>

¹¹ O*NET Online. First-Line Supervisors, Non-Retail Sales. Retried from: <https://www.onetonline.org/link/summary/41-1012.00>

¹² O*NET Online First-Line Supervisors, Administrative Support. Retried from: <https://www.onetonline.org/link/summary/43-1011.00>

¹³ O*NET Online. Administrative Service Managers. Retried from: <https://www.onetonline.org/link/summary/11-3011.00>

	distribution, facilities planning and maintenance, custodial operations, and other office support services.		
<p>According to PayScale, the market range for an Administrative/Office Manager is \$29k - \$53k in Westminster, Maryland. Accordingly, Maryland has a location quotient of 1.6 for management occupations which indicates it has a higher share than average. Similarly, Indeed.com, a top online employment search engine, shows that there are currently 3,604 management positions posted in Maryland within the last two weeks.¹⁴ Further, there are 3,160 positions available within 25 miles of Carroll County, MD. In a report by Study.com, as of April 2019, the education level for Business Office Managers is an Associates in business administration or similar field. The job duties include ordering of office supplies, maintaining communication, and managing payroll. Additional office management skills required for these positions require a higher level than what would be learned as a typical high school graduate including information management, office administration, computer software skills, accounting and financial knowledge, and business communications.¹⁵</p> <p>Degrees in business administration are popular at CCC. Over the last five years the business administration program at CCC has one of the highest graduation rates as compared to the rest of the institution. According to the registrar, approximately 10% of graduates earn an A.A. degree in Business Administration, as compared to 38% earning A.A. in Arts & Sciences, 16 % earning an A.A. degree in General Studies, 11% earning an A.S. degree in Registered Nursing and fourteen other degrees account for the remaining 25% of graduates. There are currently 272 students declared as pursuing these programs: Business Administration, Business Administration Accounting/International Business/MIS Concentrations, Exploring Business Administration, Bookkeeping Certificate, Office Technology Certificate, CPA Exam Certificate. Associate of Applied Science degrees are also popular with students at CCC, 14% of students earn the degree as compared to 65% earning an A.A., 17.5% earning an A.A.T., 12% earning an A.S., .68% earning an A.S.E., and .46% earning an A.F.A.</p>			

D. Reasonableness of program duplication (search by CIP or HEGIS codes or check other institution's websites):

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.
2. Provide justification for the proposed program.

<i>Similar programs at other institutions within the state/surrounding counties.</i>		
Community College	Relevant Degrees	Program Comparisons
Community College Baltimore County	Business Management, AAS ¹⁶	Programs are similar in that they both require business courses, however, CCC's program requires six courses that prepare students for certification and require it as the final exam. Therefore, students have the

¹⁴ Indeed.com. Manager. Retried from: <https://tinyurl.com/uaat5cm>

¹⁵ Study.com. Business Office Manager: Job Description & Career Info. Retrieved from: https://study.com/articles/Business_Office_Manager_Job_Description_and_Info_About_Starting_a_Career_in_Business_Office_Mgmt.html

¹⁶ Community College of Baltimore County. Programs and Courses. Retried from: <https://www.ccbcmd.edu/Programs-and-Courses-Finder/program/business-management>

		potential to earn six certifications upon completion of this program which demonstrates that the students have more than proficient technological ability.
Anne Arundel Community College	Business Management, Office Management, AAS ¹⁷	Programs are similar in that they both require business courses and three of the required courses in AACC's program prepare students for certification, however, CCC's program requires six courses that prepare students for certification and require it as the final exam. Therefore, students have the potential to earn six certifications upon completion of this program which demonstrates that students have more than proficient technological ability.
Frederick Community College	Business Management, AAS ¹⁸	Programs are similar in that they both require business courses, however, CCC's program requires six courses that prepare students for certification and require it as the final exam. Therefore, students have the potential to earn six certifications upon completion of this program which demonstrates that students have more than proficient technological ability.
Harford Community College	Administrative Professions, Area of Concentration in Business Management (AAS) ¹⁹	Programs are similar in that they both require business courses, however, CCC's program requires six courses that prepare students for certification and require it as the final exam. Therefore, students have the potential to earn six certifications upon completion of this program which demonstrates that students have more than proficient technological ability.
<p><i>Justification:</i> According to an article regarding the mission of community colleges, one of the main focuses of the community college is "responsiveness to community need."²⁰ This is evident in reviewing various community college mission statements. It is essential that prospective students within Carroll County</p>		

¹⁷ Anne Arundel Community College. Programs. Business Office Management. Retrieved from: <https://www.aacc.edu/programs-and-courses/credit-and-degree-seekers/business-office-management/>

¹⁸ Frederick Community College. Programs. Retrieved from: <https://www.frederick.edu/programs/business/business-management.aspx>

¹⁹ Harford Community College. Academic Catalog. Retrieved from: <https://catalog.harford.edu/programs-study-majors/degrees/administrative-professions-business-management-aas/#programrequirementstext>

²⁰ Perspectives. The Mission of the Community College: Relevant in 2015? Retrieved from: https://www.ferris.edu/HTMLS/administration/academicaaffairs/extendedinternational/ccleadership/alliance/documents/Perspectives_2015-01January/Perspectives-January2015.pdf

have access to programs provided by other community colleges within the state. Approximately 90% of students enrolled in community colleges live within the county the college serves. If students from Carroll County would pursue a similar degree at any of the four colleges above, it would cost them between \$4,500 and \$10,000 more in tuition. This average is based on earning a 60-credit degree and paying out-of-county tuition rates. The closest community college to CCC is Howard which does not currently offer a degree similar to the Business Management degree being proposed. Further, according to Community College Review, CCC has a 27% completion rate, whereas, other community colleges in Maryland's completion rate is 21%.²¹ Higher completion rates can be based on several factors and CCC has proven that they have a dedicated faculty and staff to support students reaching their educational goals. Similarly, according to the Advising Department at CCC several students have expressed an interest in this type of degree program.

E. Relevance to high demand programs at Historically Black Institutions (HBIs):

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

Impact on HBIs. Bachelor-level degrees in Management exist at Coppin State University and Morgan State University, however, we believe that this degree will have no impact on those programs.

F. Relevance to the identity of Historically Black Institutions (HBIs):

1. Address any potential collaboration between a HBCU and the proposing institution. Refer to the articulation of the proposed program into undergraduates' program as a HBCU, or the development of joint or dual degrees.

Relevance and Articulation. The Business Management degree will be an Associate of Applied Science degree; it is designed for students to enter into the workforce and is not intended or designed for transfer. We are not averse, however, to working with an HBCU to investigate potential articulation agreements.

G. Adequacy of curriculum design, program modality, and related learning outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.
2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.
3. Explain how the institution will:
 - a. provide for assessment of student achievement of learning outcomes in the program
 - b. document student achievement of learning outcomes in the program
4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.
5. Discuss how general education requirements will be met, if applicable.
6. Identify any specialized accreditation or graduate certification requirements for this program and its students.
7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.
8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree

²¹ Carroll Community College Review. Carroll Community College, Student Body. Retrieved from: <https://www.communitycollegereview.com/carroll-community-college-profile>

- requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.
9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

Program Establishment: The curriculum was developed based on faculty research and expertise. The designer of the program met with a committee of local business community stakeholders and workforce experts to ensure that the program would meet the needs of local businesses. The program will be overseen by coordinator and Associate Professor Margo Chaney Adkins who has sixteen years of experience in teaching and creating curriculum. She has been employed in the Division of Business and Technology for fourteen years.

Educational Objectives and Learning Outcomes: Upon successful completion of this program students will:

1. Explain the process and functions of management and their impact on human resources.
2. Analyze financial statements and transactions and how they impact the organization.
3. Deliver effective oral and written communications.
4. Use fundamental business software applications.
5. Describe the role of marketing in building and managing customer relationships.

Assessment and Student Learning Outcomes: The college has a rigorous and continual course and program assessment process. Course assessments are created based on program goals and assessed using assignments and exams. Data is collected each semester and analyzed on a yearly basis to improve curriculum and student learning. Program assessments take place every five years. Data regarding enrollment, retention, and graduation is collected and analyzed against program outcomes, courses offered, and other factors.

Program Requirements:

See Appendix A for program course descriptions.

Course Number	Course Title	Gen Ed Category	Credits
First Fall:			
ENGL-101	College Writing	English Composition	3
ECON-100	Principles of Micro-Economics	Social and Behavioral Sciences	3
BUAD-101	Introduction to Business		3
CIA-111	Outlook (Fall Only)		2
CIA-125	Word (Fall Only)		4
First Spring			
COMM-105	Introduction to Speech Communication	Arts and Humanities	3
MATH-115	Introduction to Statistical Methods	Mathematics	4
BUAD-150	Human Relations (Spring Only)		3

CIS-101	Introduction to Computer Information Systems		3
	General Education Diversity	General Education Elective	3
Second Fall:			
ACCT-101	Financial Accounting		3
BUAD-205	Business Law		3
MKTG-201	Principles of Marketing		3
MGMT-201	Principles of Management		3
CIA-155	PowerPoint (Fall Only)		3
Second Spring:			
CIA-135	Excel (Spring Only)		4
CIA-170	Access (Spring Only)		3
ACCT-275	QuickBooks Online (Spring Only)		4
	General Education Science	Biological and Physical Sciences	3-4
		Total Credits	60

General Education Requirements:

Associate of Applied Science degrees require 18 credits of general education and diversity courses. This program requires 41 major program credits and 19-20 credits for diversity and general education courses, depending on whether students select a course with a lab component for their biological and physical sciences requirement. CCC has General Education goals that meet the Code of Maryland Regulations (COMAR 13B.06.01.03). Six courses have been identified within the program that will assess general education competencies.

1. Communicate ideas in written, oral, and other modes as appropriate to a situation and audience.
2. Apply quantitative and scientific reasoning skills relevant to a field of study.
3. Employ various thinking strategies to develop well-reasoned judgments.
4. Evaluate sources of information for accuracy, relevance, and reliability.
5. Use technology tools to manage, integrate, and evaluate digital information.
6. Explore issues through creative, interdisciplinary, and innovative approaches.
7. Cultivate intellectual and ethical practices that promote the wellness of self, community, and environment.
8. Identify their roles as global citizens in a multicultural country and world.

The mathematics course required for students in this program is Introduction to Statistical Methods since business employees need to understand and analyze raw data to perform forecasting and construct planning decisions.

Specialization Accreditation graduate certification requirements: As part of this program students are provided with six opportunities to earn certifications as part of course curriculum, however, graduation is not based on earning the certifications.

Contracts: At this time there are no agreements with other institutions or non-collegiate organizations.

Assurance of Clear, Complete and Timely Information: CCC pledges to provide students with the tools and information necessary to be successful at earning a degree. All new students meet with admissions counselors upon submission of an application to the college. These individuals assist applicants and guide them through steps in the enrollment process. Placement testing, advising, registration, tuition payment, and financial aid are discussed with applicants. Advisors assist applicants with selecting a program of study, and then applicants are directed to meet with designated advisors with expertise in the discipline or faculty members who teach within the program. Thus, students receive relevant and timely information about their program curriculum, courses, and certificate and degree requirements. Digital communication such as LMS announcements, college emails, Starfish, college catalog, website as well as other printed promotional materials provide students with information needed to be successful students. CCC is a relatively small institution, therefore, faculty and staff build unique relationships with students which allows them to assist students with concerns to assist them before they feel overwhelmed or lost.

Assurance of Accurate Materials: Educational programs and services offered by the college are the primary emphasis of all advertisements, publications, promotional literature, and recruitment activities as the college. All representations are reviewed and edited to ensure they are clear, factual, accurate, and current. Official publications are readily available and accurately depict the institutional mission and core values, entrance requirements and procedures, basic information on programs and courses with suggested sequences, program completion requirements, faculty with degrees held and the conferring institution, student services, institutional facilities readily available for educational use, rules and regulations regarding conduct, tuition, fees, and other program costs, opportunities and requirements for financial aid, policies and procedures for refunding fees and charges to students who withdraw from enrollment, and the academic calendar.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

Articulation. The Business Management degree will be an Associate of Applied Science degree; it is designed for students to enter the workforce and is not intended or designed for transfer. However, the majority of the coursework is transferrable to other institutions. Also, CCC is not averse to working with four-year institutions to investigate potential articulation agreements.

I. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11):

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).
2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:
 - a. Pedagogy that meets the needs of the students
 - b. The learning management system
 - c. Evidenced-based best practices for distance education, if distance education is offered.

Quality of Program Faculty: The faculty members listed will be teaching within the concentration and have significant professional and teaching experience. General Education courses are taught college-wide, only program specific courses are listed. Seven of the program specific courses are offered one semester a year until enrollment dictates otherwise.

Dr. Christopher Akujuobi, FT

Dr. Christopher Akujuobi earned a Ph.D. in Public Policy and American Politics from the University of Houston. He also holds a master's degree in International Economic Development & International Affairs from the Bush School of Government and Public Service, Texas A & M University, College Station, Texas. His experiences are multi-cultural, cross-continental and inter-disciplinary and extend to more than a quarter of a century into economic analyses, agricultural research and development, consulting, college teaching, criminal justice and corrections. In addition, he earned a master's degree in Agricultural Development and Policies from the Imperial College of Science and Technology, University of London, United Kingdom, graduating with. Furthermore, he graduated at the top of his class in Agricultural Economics with a concentration in production economics and farm management, from the University of Nigeria, Nsukka, Nigeria. He has taught a variety of college-level courses both at the introductory and senior undergraduate levels, within and outside of the United States. Course taught include micro and macro-economic analyses, public policy formulation, statistics and research methodology, econometric modeling, production economics, American politics, agricultural marketing, and agricultural development planning in developing countries.

Courses: ECON-100

Margo Chaney Adkins, FT

Margo Chaney Adkins holds a B.S. in Management Information Systems and a M.Ed. in Post-Secondary Education from Salisbury University. She has taught and created online, hybrid and self-directed curriculum in higher education at Carroll Community College for twelve years and face-to-face for fourteen years. Prior to Carroll Community College, she taught IT and software courses at Anne Arundel Community College and Wor-Wic Community College and has a several years' experience in the private sector. She is also an author and editor of the Pearson "Skills for Success" series for 2013, 2016, and 2019. She is currently an Associate Professor and the Coordinator of Introduction to Computer Information Systems and the Office Technology program at Carroll Community College.

Courses: ACCT-275, CIA-111, CIA-125, CIA-135, CIA-155, CIA-170, CIS-101

Jonathan Boyle, FT

Jonathan Boyle has a B.A. in History from John Carroll University and an M.B.A. in Management and Marketing from The University of Toledo. For 18 years, Jonathan has taught a variety of online and face-to-face business courses at higher education institutions located in Northwest Ohio and Southeast Michigan. In 2019, Jonathan started as a full-time faculty at Carroll Community College teaching courses in business.

Courses: MKTG-201, MGMT-201

Nancy Kimble, PT

Professor Nancy L. Kimble has a B.A. in Communications/Journalism from Shippensburg University of Pennsylvania, and an MSB in Management from Johns Hopkins University, Baltimore, MD. She is an adjunct professor, teaching the Human Relations course for Carroll Community College, and a full-time lecturer at Mount St. Mary's University, teaching courses in business, marketing, management, advertising and promotion, culture, and human relations. Prof. Kimble has been an adjunct professor at Carroll Community College since 2001 and served as a full-time faculty member from August 2008-January 2016. She has 18 years of extensive experience teaching courses in the face-to-face, hybrid, blended, and online formats.

Courses: BUAD-150

Kristen Maszarose, FT

Kristen Maszarose holds a B.A. in Business from Ohio University and M.S. in Management, Marketing specialization, from the University of Maryland University College (now known as the University of Maryland Global Campus). Her experience ranges from sales and marketing to advising at the higher education level. She has been teaching in both the online and face-to-face environment for three years. Kristen is currently an Instructor at Carroll Community College teaching business, marketing, and personal finance courses.

Courses: BUAD-101, MKTG-201

Jim Ourand, FT

James (Jim) Ourand has a B.A. in Accounting from Frostburg State University and an MBA in Finance from the University of Baltimore. He is an active Certified Public Accountant supporting clients in accounting, tax and business advising. For more than 30 years, he has held various positions in accounting, finance and management for large and small businesses. In 2018, he started as a full-time faculty at Carroll Community College teaching courses in Accounting and Finance.

Courses: ACCT-101

Dr. Marlene Titus, FT

Marlene has a Juris Doctor from the University of Baltimore School of Law and a Bachelor of Arts in Political Science from Loyola College (now known as Loyola University, Baltimore). She practiced law in the areas of corporate/business/bankruptcy and general litigation. Marlene's held positions at Carroll Community College in the non-credit Miller Center for Small Business, and as the Navigator and adjunct faculty in the Cybersecurity department. She's been an adjunct faculty member since 2015. Marlene is now Assistant Professor and the Program Director for the Business and Accounting Department, teaching courses in business and business law.

Courses: BUAD-205, BUAD-101, MKTG-201, BUAD-230

Ongoing Pedagogy Training for Faculty: Training in pedagogy that meet the needs of students is provided regularly through faculty workshops, guest education speakers, mentoring, internal summer institute, and teaching squares supported by evidence-based practices. Training for new faculty in learning management systems, campus portals and databases, and college committees is offered through drop-in and scheduled workshops. The college encourages and supports faculty attendance at related regional and national conferences.

J. Adequacy of library resources (as outlined in COMAR 13B.02.03.12):

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. **If the program is to be implemented within existing institutional resources**, include a supportive statement by the President for library resources to meet the program's needs.

Library Resources. The Business and Accounting program is supported by the CCC library, which purchases print and electronic reference sources, DVDs, and books; subscribes to periodical database and streaming media services; and other resources to facilitate student research and learning in the subject area of business management. An assigned librarian serves as the divisional liaison and coordinates material purchasing and collection development with full and part-time faculty depending upon departmental and class learning outcomes.

K. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13):

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.
2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:
 - a. An institutional electronic mailing system, and
 - b. A learning management system that provides the necessary technological support for distance education.

Facilities. Current physical facilities, equipment, and infrastructure at CCC are adequate to offer the new degree program without the need for additional resources.

Access to Email and the Learning Management System. CCC faculty receive an employee email address and access to the college email system on their first day of employment. Students receive a student email address upon enrollment. Student receive access instructions at the email address listed on their application. Students are requested to activate their college email account immediately and must use that email address for all College correspondence. Once activated, this is the only email address that the college will use to contact students. Students are asked to check their Carroll email, even when classes are not in session.

To facilitate learning, all credit courses use Blackboard (Bb), Carroll's learning management system. Blackboard sites support easy access to course materials, interactions with the instructor and other students, course grades, and much more. Students are automatically enrolled into Blackboard course sites. Faculty are provided with Blackboard access and training within their first week of employment. At a minimum, faculty are required to use Blackboard to post their syllabi, faculty contact information, announcements, and other course communications. In addition, the gradebook within Blackboard must be used to provide students with a reasonable understanding of the status of their grades through the duration of the course.

Further, many of the courses in this program require the use of Microsoft Office and OneDrive. An account is created for students and when they activate their email, they are then able to download and access course specific programs which are provided to students at no cost for up to two years after they are no longer enrolled at CCC.

L. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14):

1. Complete Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of the program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds. Do not leave any cells blank or put N/A. Use a 0 instead.

TABLE 1: RESOURCES:					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	\$78,040	\$114,075	\$152,130	\$192,300	\$234,600
a. Number of F/T Students	10	15	20	25	30
b. Annual Tuition/Fee Rate	\$4,024	\$4,145	\$4,269	\$4,398	\$4,530
c. Total F/T Revenue (a x b)	\$40,240	\$62,175	\$85,380	\$109,950	\$135,900
d. Number of P/T Students	15	20	25	30	35
e. Credit Hour Rate	\$168	\$173	\$178	\$183	\$188
f. Annual Credit Hour Rate	15	15	15	15	15
g. Total P/T Revenue (d x e x f)	\$37,800	\$51,900	\$66,750	\$82,350	\$89,700
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$78,040	\$114,075	\$152,130	\$192,300	\$234,600

Narrative for Table 1: Resources

1. Reallocated Funds: CCC does not anticipate any need to reallocate funds from any other area to support this program.
 2. Tuition and Fee Revenue: The cost of both full-time and per-credit tuition is subject to a 3% increase each year.
 3. Grants and Contracts: Not applicable.
 4. Other Sources: Not applicable.
2. Complete Table 2: Program expenditures and Narrative Rationale. Provide finance data for the first five years of the program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category. Do not leave any cells blank or put N/A. Use a 0 instead.

TABLE 2: EXPENDITURES:					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
1. Faculty (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0

c. Total Benefits	\$0	\$0	\$0	\$0	\$0
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$14,500	\$14,500	\$14,500	\$14,500	\$14,500
TOTAL (Add 1 – 7)	\$15,500	\$15,500	\$15,500	\$15,500	\$15,500

Narrative for Table 2: Expenditures

1. Faculty (#FTE, Salary, and Benefits):
No additional faculty is expected in the first 5 years of the program.
2. Administrative Staff:
No additional administrative staff is expected in the first 5 years of the program.
3. Support Staff:
No additional support staff is expected in the first 5 years of the program.
4. Equipment:
No additional equipment is expected in the first 5 years of the program.
5. Library:
The current library loan mechanism and the electronic retrieval methods will be used for the program. New library holdings related to Business Management will be added each year for the first five years of the program.
6. New or Renovated Space:
No new or renovated space is expected in the first 5 years of the program.
7. Other Expenses:
Yearly cost of software is \$13,000. Additional funds are for marketing and faculty development.

M. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15):

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.
2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Program Evaluation. Students in the Business Management A.A.S. program will be required to demonstrate their competency in regard to the stated learning outcomes for each major course and the program. This will be achieved through various deliverables, including projects, written quizzes and exams, exercises, written assignments, and oral presentations. Courses and faculty will be evaluated based on their effectiveness of student learning, as well as, through the parameters outlined in the student evaluation process.

Program Effectiveness. The Program Director and faculty will conduct and document an annual assessment report of select goals that are chosen and responded to on a yearly basis. In addition, as part of the quality improvement process, a comprehensive program review is conducted once every five years. The purpose of the review is to evaluate the effectiveness of the academic program through the evaluation of curriculum, faculty, student enrollment and retention, and student learning outcomes. The review process ensures that the following are reflected in the document:

- a. The mission of the college and how the needs of the community are met;
- b. Student performance;
- c. Transferability and/or workforce applicability;
- d. Curriculum strengths and weakness; and
- e. Adequacy of resources to support the program.

The Vice President of Academic and Student Affairs, along with the Student Learning Improvement Committee, the General Education Committee, and the Program Review Committee coordinate these processes.

N. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education):

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Minority Student Achievement Goals. CCC has long been committed to the recruitment and retention of minority students and will expand its services and policies to include this program. Data on minority enrollment in the Business Management A.A.S. program will be monitored by the Division Chair to determine how underrepresented minorities can be recruited and retained. CCC currently provides academic tutorial support and a retention alert system to identify academic related issues students are experiencing. A college-wide Diversity Committee identifies and promotes service-learning projects that are tied into academics and diversity awareness among the campus community.

O. Relationship to low productivity programs identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

The Business Management degree is related to a low productivity program offered by CCC, the Office Technology Certificate. This certificate program alone is a low productivity program, however, by integrating it with a high productivity program like business administration, it is expected to be more successful. As reported in several articles and studies, expertise in Microsoft Office is highly requested as a skill for potential employees. According to the Indeed Career Guide article software knowledge is an

essential skill and earning software certifications benefits employees. Further, according to a study by Burning Glass Technologies, 78% of middle-skill positions require spreadsheet and word processing proficiency. Similarly, “digitally intensive jobs have grown 2.5 times more rapidly than middle-skill jobs that do not require spreadsheets, word processing or other digital skills.”²²

P. Adequacy of Distance Education Programs (as outlined in COMAR13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide distance education.
2. Provide assurance that any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

Distance Education Program. The majority of individual courses in this program are being offered online, as well as, face-to-face. For the online coursework, CCC has been approved by MHEC to offer distance education programs and is fully approved by the Middle States Commission on Higher Education to offer distance education programs.

C-RAC. While not an individual member of C-RAC, the College complies with each of the nine guidelines through MHEC, who is responsible for the academic integrity of higher education in Maryland.

Q. References

Indeed Career Guide. (2019). *Learn About Being an Office Administrator*. Retrieved from: <https://www.indeed.com/career-advice/what-does-an-office-manager-do>.

Maryland Department of Labor, Licensing, and Regulation. Governor’s Workforce Development Board. (2009). *Maryland’s Labor Force Conditions: Trends, Challenges & Opportunities*. Retrieved from: <http://www.gwdb.maryland.gov/lib/pdf/laborforceconsum.pdf>.

Maryland Higher Education Commission. (2019). *Carroll Community College Planning, Marketing, Assessment Graduates and Awards: FY2015-FY2019*. Retrieved from: MHEC Degree Information System.

Maryland Higher Education Commission. (2019). *Maryland ready: 2017-2021 Maryland State Plan for Postsecondary Education*. Retrieved from: <https://mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>.

²² Burning Glass Technologies. *The Digital Skills Gap in the Workforce*. Retrieved from: https://www.burning-glass.com/wp-content/uploads/2015/06/Digital_Skills_Gap.pdf.

Appendix A

Business Management

Course Descriptions

ACCT-101, Financial Accounting is an intensive study of the development of the accounting cycle, preparation of financial statements, and accounting for business organizations. This course emphasizes generally accepted accounting principles and their application in understanding inventory costing methods, internal control, accounts receivable, depreciation, liabilities, and stockholders' equity. Prerequisite: eligibility for ENGL-101, plus MAT-095 or MAT-097. CLEP (Financial Accounting) accepted. Three hours lecture each week. Three credits. Three billable hours.

ACCT-275, QuickBooks Online is designed to prepare students in computerized accounting for online business. Using QuickBooks Online accounting software, students manage QuickBooks setup and maintenance, manage lists, track sales and income, track purchases and expenses, create and customize reports, customize tools, save time using devices and software, and complete the payroll process. This course prepares students to complete the Intuit QuickBooks Certified User Online certification exam, which is completed as the final exam. Certification is not guaranteed. An additional \$105 fee is required. It is recommended that students possess basic technology skills to be successful in this course. Prerequisite: ACCT-101. Four hours lecture each week. Four credits. Four billable hours. Offered Spring only.

BUAD-101, Introduction to Business provides a foundational overview of business. Major units covered include economics, forms of business ownership, management theory, human resource management, marketing, accounting, and finance. Prerequisite: eligibility for ENG-101. Three credits. Three billable hours.

BUAD-150, Human Relations explores the interactions that exist between people within business organizations. Students will examine the relationship between behavior and performance; effective interpersonal and organizational communications; motivation and leadership; organizational group and team dynamics; change management, personal/career development. Prerequisite: eligibility for ENGL-101. Three hours lecture each week. Three credits. Three billable hours.

BUAD-205, Business Law acquaints students with the laws involved in business. Topics covered include an overview of the legal system, torts, crimes, contracts, the Sales Article of the Uniform Commercial Code, agency and employment law, forms of business, consumer and environmental protection law, provisions of the U.S. Constitution applicable to these laws, and ethics. CLEP (Business Law with a score of 50) accepted. Prerequisite: BUAD-101 and ENGL-101. Also offered as PSLS-205; credit will not be given for both. Three hours lecture each week. Three credits. Three billable hours.

CIA-111, Outlook Apply skills to personal information management software to manage Outlook settings, processes, messages, schedules, contacts, and tasks. This course prepares students to complete the MOS Microsoft Outlook 2019 Associate Certification exam which is completed as the final exam. Certification is not guaranteed. An additional \$80 fee is required. Basic technology skills are recommended. Prerequisite: exemption/completion of ENG-001. (Formerly offered as OFFC-111; credit not awarded for both courses.) Two lecture hours each week. Two credits. Two billable hours.

CIA-125, Word Develop and manipulate text-based documents using Microsoft Word software. Apply skills to format cover letters, resumes, newsletters, forms, and research papers, including proper formatting for citations, footnotes, bibliographies, indexes, and tables of figures. Manage and share

documents; use proofing and markup tools; create custom elements; mail merges, and web pages; insert and format objects; make documents accessible. This course prepares students to complete the MOS Microsoft Word Associate and Expert 2019 Certification exams. The MOS Word Associate exam is completed as the final exam. Certification is not guaranteed. An additional \$80 fee is required. Students can complete the Expert exam for an additional fee. Basic technology skills are recommended. Prerequisite: exemption/ completion of ENG-001. (Formerly offered as OFFC-205; credit not awarded for both courses.) Four lecture hours each week. Four credits. Four billable hours.

CIA-135, Excel Develop and manipulate electronic worksheets and charts while using the Microsoft Excel software package. Apply skills to create and manage worksheets, workbooks, cells, ranges, charts, objects, and Excel tables, and perform operations with formulas and functions. Manage workbook options and settings; apply custom data formats and layouts. This course prepares students to complete the MOS Microsoft Excel Associate and Expert 2019 Certification exams. The MOS Excel Associate exam is completed as the final exam. Certification is not guaranteed. An additional \$80 fee is required. Students can complete the Expert exam for an additional fee. Basic technology skills are recommended. Prerequisite: exemption/completion of ENGL-001, plus MAT-095. (Formerly offered as OFFC-235; credit not awarded for both.) Four lecture hours each week. Four credits. Four billable hours.

CIA-155, PowerPoint Create and modify presentations while using Microsoft PowerPoint software. Manage presentations and slides, insert and format text, shapes, images, tables, charts, SmartArt, 3D Models, and media, prepare presentations for collaboration, and apply transitions and animations. This course prepares students to complete the MOS Microsoft PowerPoint 2019 Associate Certification exam, which is the final exam. Certification is not guaranteed. An additional \$80 fee is required. Basic technology skills are recommended. Prerequisite: exemption/completion of READ A-D. (Formerly offered as OFFC-155; credit not awarded for both courses.) Three lecture hours each week. Three credits. Three billable hours.

CIA-170, Access Create, manage, and search databases; design forms; create queries; produce and format reports; and apply concepts of database software using the Microsoft Access software package. This course prepares students to complete the MOS Microsoft Access 2019 Expert Certification exam which is completed as the final exam. Certification is not guaranteed. An additional \$80 fee is required. Basic technology skills are recommended. Prerequisite: exemption/completion of ENG-001. (Formerly offered as OFFC-170; credit not awarded for both courses.) Three lecture hours each week. Three credits. Three billable hours.

CIS-101, Introduction to Computer Information Systems is designed to prepare students to focus upon the technological demands of the 21st century workforce. Students use creative thinking, problem solving, effective communication, team building, and analyze social and ethical issues related to computers, networks, and the Internet. Students gain hands-on experience through examples and team-based scenarios using Web/Internet applications, current word processing, spreadsheet, database, presentation applications, and the current Windows operating system. CLEP (Information Systems with a score of 50) accepted. Prerequisite: MAT-095 or MAT-097, plus exemption/completion of ENG-001. Three hours lecture each week. Three credits. Three billable hours.

ECON-100, Principles of Microeconomics introduces students to concepts, theories and issues impacting consumers, businesses and the government. Topics include: Scarcity, opportunity cost, marginal analysis, supply and demand and elasticity, production and costs, market structures, and

government policy. Advanced Placement Exam (Microeconomics) and CLEP (Microeconomics) accepted. Prerequisite: eligibility for ENGL-101. Three hours lecture each week. Three credits. Three billable hours.

MGMT-201 Principles of Management. Explore basic theories of management. Describe the internal and external environment for a business. Determine issues of ethics, planning, goal setting, and effective decision-making processes. Explain organizational structure, motivation and group dynamics, and efficient control mechanisms used by organizations. CLEP (Principles of Management) accepted. Prerequisite: ENGL-101, plus either BUAD-101 or ACCT-101. Three hours lecture each week. Three credits. Three billable hours.

MKTG-201, Principles of Marketing. Review the fundamentals of marketing. Focus on the marketing environment, decision making, and buyer behavior. Apply marketing mix strategies to organizations competing in a global economy. CLEP (Principles of Marketing with a score of 50) accepted. Prerequisite: BUAD-101 and ENGL-101. COMM-105 recommended. Three hours lecture each week. Three credits. Three billable hours.