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

August 20, 2024

Dear Dr. Fielder,

The attached proposal requests approval for Women's Institute of Torah Seminary & College (WITS) to offer a new Bachelor of Arts in Business Administration. The proposed program is designed as an undergraduate program that will provide a foundation for students wishing to enter various business fields. The program aligns with WITS' institutional mission to address the professional growth and success of Orthodox Jewish women.

Please let me know if you have any questions about the attached proposal. Payment in the amount of $850 has been provided for the proposal review and will arrive via US mail.
Thank you in advance for your consideration.

Sincerely,

*Leslie G Klein*

Leslie Ginsparg Klein, PhD
Academic Dean
Women's Institute of Torah Seminary & College
lklein@wits.edu

# Cover Sheet for In-State Institutions
## New Program or Substantial Modification to Existing Program

| Institution Submitting Proposal | |
|---|---|

*Each **action** below requires a separate proposal and cover sheet.*

| | |
|---|---|
| New Academic Program | Substantial Change to a Degree Program |
| New Area of Concentration | Substantial Change to an Area of Concentration |
| New Degree Level Approval | Substantial Change to a Certificate Program |
| New Stand-Alone Certificate | Cooperative Degree Program |
| Off Campus Program | Offer Program at Regional Higher Education Center |

| Payment Submitted: | Yes No | Payment Type: | R*STARS Check | Payment Amount: | | Date Submitted: |
|---|---|---|---|---|---|---|
| Department Proposing Program | | | | | | |
| Degree Level and Degree Type | | | | | | |
| Title of Proposed Program | | | | | | |
| Total Number of Credits | | | | | | |
| Suggested Codes | HEGIS: | | | CIP: | | |
| Program Modality | On-campus | | | Distance Education (*fully online*) | | |
| Program Resources | Using Existing Resources | | | Requiring New Resources | | |
| Projected Implementation Date | Fall | Spring | | Summer | Year: | |
| Provide Link to Most Recent Academic Catalog | URL: | | | | | |

| Preferred Contact for this Proposal | Name: |
|---|---|
| | Title: |
| | Phone: |
| | Email: |

| President/Chief Executive | Type Name: |
|---|---|
| | Signature: *[signature]* Date: |
| | Date of Approval/Endorsement by Governing Board: |

Revised 4/2020

PROPOSAL FOR NEW ACADEMIC PROGRAM

WOMEN'S INSTITUTE OF TORAH SEMINARY & COLLEGE

Bachelor of Arts in Business Administration

| A. | Centrality to Institutional Mission and Planning Priorities |
| --- | --- |

1. **Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

   Women's Institute of Torah Seminary & College (WITS) seeks approval of a Bachelor of Arts in Business Administration.

   The proposed Bachelor of Arts in Business Administration is directly aligned with WITS' institutional mission to address the professional growth and success of Orthodox Jewish women. The program will provide a foundation for students wishing to enter the fields of, or continue their graduate studies in accounting, business, economics, marketing or management. Knowledge gained will enhance the business side of any career one seeks. Further, graduates will receive a strong foundation in Jewish studies and ethics that will help them succeed in their future personal and professional lives and enable them to bring the richness of Jewish tradition into their work.

   For many years, WITS students have been completing business coursework as electives. Via collaborations with regionally accredited institutions, students have transferred their WITS credits to partner institutions and used the credits to earn regionally accredited degrees. As such, WITS already offers all but two of the courses for the proposed Bachelor of Arts in Business Administration but has never sought MHEC approval to formalize the courses into a degree program. In the past two years, current and prospective students have expressed interest in a major in Business Administration and as such, we are seeking approval to expand our current Business minor into a degree program.

2. **Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

   The proposed Bachelor of Arts in Business Administration will contribute to the expansion of WITS' program offerings. WITS has a strategic vision to expand program offerings in ways that will fulfill students' educational goals to pursue advanced (graduate) study and/or secure employment in growing fields. This vision is specifically articulated in Strategic Objective 1.1 in WITS' Strategic Plan 2020-2025, which states the institution seeks to "expand academic programs in

emerging fields that lead to successful attainment of degrees, certificates, employment, transfer, and acceptance to graduate school." The proposed Bachelor of Arts in Business Administration will contribute to this strategic vision and help achieve this objective by providing students with another degree option, expanding the opportunities to meet their educational and career goals.

3. **Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.**

   The proposed program will draw upon existing institutional resources. As noted in Item A.1, WITS currently offers most of the courses for the proposed Bachelor of Arts in Business Administration. The College has been successfully running these program courses as electives for over 15 years. Approval of the program will incur an additional faculty expense of $10k, which is still within the budget allocation for faculty salaries.

   Institutional processes for budgeting and resource allocation ensure (and will continue to ensure) adequate funding for sustaining the Bachelor of Arts in Business Administration for the foreseeable future. Moving forward, the program will be supported through the normal resource allocation process. The annual budgeting process will include a comprehensive review of all program expenditures to ensure investments are used wisely and for the benefit of the program and, ultimately, student success.

4. **Provide a description of the institution's commitment to a) ongoing administrative, financial, and technical support of the proposed program, and b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

   The administrative, financial, and technical support needed to launch the proposed Bachelor of Arts in Business Administration are already in place. The courses for the fall semester are already in place and available to students. WITS would add one new course to the spring semester and two additional courses in the summer semester. No new or additional administrative, financial, or technical support will be immediately needed.

   As with all available educational offerings, WITS demonstrates a commitment to the delivery of rigorous curricula and the availability of required resources. Relevant to the proposed Bachelor of Arts in Business Administration, the current administrative, instructional, advising, and facilities infrastructure of WITS is more than sufficient to support the proposed program. If approved, it is the expressed intent of the College that the degree program will be offered for the foreseeable future. WITS will continue to fulfill the administrative, financial, and technical needs of the program. Should the program ever be slated for discontinuation, all enrolled students with a declaration of the major at that

point in time would be allowed to complete the program without a delay in their time to graduation.

| 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.**

   The proposed program will help fill the need for trained business professionals in the Baltimore and Silver Spring area and beyond. Having a business administration degree will be beneficial for students who seek to pursue graduate study in business or accounting, as well as those who seek to enter the job market and secure employment.

2. **Provide evidence that the perceived need is consistent with the Maryland Plan for Postsecondary Education.**

   The proposed program is aligned, philosophically and strategically, with the 2022 Maryland State Plan for Postsecondary Education. Specifically, the request for approval of the Bachelor of Arts in Business Administration is aligned with *"Priority 6: Improve systems that prevent timely completion of an academic program."* The intent of Priority 6 is to ensure the availability of pathways that can improve degree completion and student success. As stated earlier in the proposal, at this time, WITS students must transfer credit to partner institutions in order to earn a degree in the field. Once approved, the students will have a seamless path to degree completion and be able to earn the degree directly from WITS.

   In addition, the request for approval of the program is aligned with *"Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland."* To that end, the addition of the proposed Bachelor of Arts in Business Administration will diversify WITS educational offerings and make the WITS curriculum more commensurate with other higher education institutions across the state.

| C. | Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State |
|---|---|

1. **Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.**

Graduates from the proposed Bachelor of Arts in Business Administration program will be immediately employable in many roles in business-related fields.

Typical employment opportunities include, but are not limited to, the following roles:

- Account Manager
- Social Media Specialist
- Compliance Officer
- Financial Controller
- Financial Planning Analyst
- Marketing Manager
- Market Research Analyst
- Actuary
- Data Analyst
- Office Manager
- Project Manager
- Operations Manager
- Human Resources Specialist

In addition, earning a Bachelor of Arts in Business Administration will qualify students to be accepted to a variety of graduate programs.

According to payscale.com, the average annual pay for an individual with an undergraduate degree in the field of Business Administration is an estimated $79,000.[1]

2. **Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**

The Maryland Department of Labor, Licensing, and Regulation provides short-term and long-term job projection data pertaining to the expected demand in Maryland for in business-related occupations.[2]  The following table provides projected job openings in business related occupations through 2025.

| Maryland Short-Term Occupational Projections (2023-2025) | | | | |
|---|---|---|---|---|
| **Occupational Title** | **2020** | **2022** | **Change** | **Percent Change** |
| Business Operations Specialist | 39,979 | 41,221 | 1242 | 3.11% |
| Marketing Managers | 5559 | 5757 | 198 | 3.56% |

1 https://www.payscale.com/research/US/Degree=Bachelor_of_Arts_(BA)%2C_Business_Administration/Salary

2 http://www.dllr.state.md.us/lmi/iandoproj/

| | | | | |
|---|---|---|---|---|
| Human Resources Specialist | 15,719 | 16,255 | 536 | 3.41% |

The following table provides projected job openings in the same selected areas of business-related occupations through 2032.

| Maryland Long-Term Occupational Projections (2022 - 2032) | | | | |
|---|---|---|---|---|
| **Occupational Title** | **2018** | **2028** | **Change** | **Percent Change** |
| Business Operations Specialist | 45,390 | 48,546 | 3156 | 6.95% |
| Marketing Managers | 7,031 | 7,696 | 665 | 9.46% |
| Human Resources Specialist | 17,530 | 19,219 | 1,689 | 9.63% |

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.**

The Bureau of Labor Statistics reports that the job outlook for business and financial applications through 2032 shows above average growth. The Bureau of Labor Statistics estimates 911,400 openings per year through 2032.[3]

4. **Provide data showing the current and projected supply of prospective graduates.**

Maryland has the fifth largest number of students attending Jewish day schools in the United States.[4] Therefore, enrollment at WITS runs considerably stable. Fluctuations are attributed to the sizes of the graduating classes of the College's main feeder schools, which are two Orthodox high schools for girls in Baltimore (Bais Yaakov School for Girls and Bnos Yisroel of Baltimore) and one in Silver Spring (Yeshiva of Greater Washington Girls Division). In academic year 2023-2024, Bais Yaakov had an enrollment of approximately 1900 students, Bnos Yisroel had an enrollment of 585 students, and Yeshiva of Greater Washington had an enrollment of 194.

WITS anticipates a student enrollment in the Business Administration program to be approximately 10 students per cohort, all of whom will be Orthodox Jewish women.

| D. | **Reasonableness of Program Duplication** |
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[3] https://www.bls.gov/ooh/business-and-financial/home.htm

[4] Shick, M., Census of Jewish Day Schools in the United States: 2013-2014. Avi Chai Foundation.

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.**

   Many Maryland institutions offer undergraduate programs in business. However, those institutions are not targeted to Orthodox Jewish women, who choose WITS because of its dual curriculum in Judaic studies and general studies and its culturally sensitive environment. As with all WITS offerings, this proposed program will serve a niche population and will not be marketed to prospective students beyond the targeted student population of Orthodox Jewish women. WITS anticipates a student enrollment in the program of approximately 10 students, all of which will be Orthodox Jewish women.

2. **Provide justification for the proposed program.**

   The proposed Business Administration program will provide WITS students with the option to pursue a degree and career in business fields. As previously described, WITS has long offered courses in business.  At the present time, however, students must transfer the credits earned from WITS to partner schools and take additional coursework outside of WITS in order to earn a degree in the field of Business Administration.

**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.**

   Some of Maryland's Historically Black Institutions (e.g., Bowie State University, Morgan State University, and University of Maryland Eastern Shore) offer a Bachelor of Science in Business Administration program. However, given that the student population of WITS is specific to Orthodox Jewish women, approval of the WITS program will in no way present competition with or impact to Maryland's Historically Black Institutions. WITS maintains that approval of a Bachelor of Arts in Business Administration will not constitute any impact on the existing programs at any Historically Black Institutions.

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

1. **Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

   N/A – The proposed Bachelor of Arts in Business Administration will not impact the identities or missions of Maryland's Historically Black Institutions.

> **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.**

   The proposed Bachelor of Arts in Business Administration program was designed by the WITS Curriculum and Assessment Committee, which is composed of the Academic Dean, faculty with experience in the field, along with selected staff. Development of the curriculum was preceded by thorough discussions with the WITS Board of Directors regarding the program structure and the desire to offer an approved program.

   Given the small size of the institution, WITS does not utilize a Department Chair structure. Rather, the Academic Dean oversees the implementation of all programs, which will include the proposed Bachelor of Arts in Business Administration.

2. **Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.**

   The proposed Bachelor of Arts in Business Administration is designed for students who seek a liberal arts education and high-level Jewish Studies coursework, combined with a solid foundation in business administration. The program design allows students to choose complementary liberal arts electives in an area of their interest to complete the program and, thereby, permit students to double major.

   The program goals (learning outcomes) for the proposed Bachelor of Arts in Business Administration are designed to ensure graduates are prepared for professional positions in the field of business administration, as well as for graduate study pertaining to various area of business.

   The specific program goals for the proposed Bachelor of Arts in Business Administration are articulated in the following chart.

| **Program Goals**<br>**Bachelor of Arts in Business Administration** |
| --- |
| Upon completion of the Bachelor of Arts in Business Administration, graduates will demonstrate the ability to: |
| A) Demonstrate a comprehensive understanding of key business concepts, theories, and practices across various disciplines, including marketing, finance, management, and operations. |

B) Apply quantitative and qualitative analytical techniques and critical thinking to solve business problems, interpret data, and make informed decisions.
C) Communicate effectively in both written and oral formats, presenting information clearly and persuasively to diverse audiences, within and beyond the Jewish community.
D) Utilize contemporary business technologies and tools to enhance productivity and facilitate business operations.
E) Identify and analyze ethical dilemmas in business settings, applying ethical frameworks and to decision-making processes.

3. **Explain how the institution will: a) provide for assessment of student achievement of learning outcomes in the program and b) document student achievement of learning outcomes in the program.**

All WITS programs are founded on assessment practices that aim to demonstrate levels of student learning. Learning assessment is based on criterion-based rubrics and other direct measures of learning that align with the program outcomes and curricula.

Faculty in the proposed Bachelor of Arts in Business Administration will collect data on an ongoing basis. Data will be analyzed and documented, and results will be used for course and program improvement.

Assessment processes will use both direct and indirect measures to assess learning and/or student achievement. Direct assessment tools will include content-specific exams, pre/post-tests, projects, portfolios, criteria-based or skill-based rubrics, and/or other mechanisms that directly show learning or skills gained. Indirect measures assess perceptions and/or opinions about learning, performance, or services, such as student course evaluations, surveys, etc.

4. **Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.**

The proposed Bachelor of Arts in Business Administration will require 120 credits. The 120 credits will encompass 60 general education credits, 36 major (content) credits, and 24 free elective credits. To satisfy residency requirements, a minimum of 30 credits, including 15 credits of upper-level coursework, must be completed at WITS. The proposed program, like all WITS degree programs, will require 36 credits of Judaic studies, to be completed within the general education and elective requirements.

To obtain the proposed Bachelor of Arts in Business Administration degree, students must earn a minimum grade point average of 2.5 for all content coursework, as well as a minimum overall grade point average of 2.0.

The program of study is provided in the following chart.

**DEGREE REQUIREMENTS**

**Required Major Courses – 21 credits**

**ACC 101**      **Principles of Accounting I (3 credits)**

Introduces basic accounting principles and preparation of financial statements. Focuses on understanding financial journals, ledgers, receivables, payables, inventory valuation, deferrals, accruals, plant assets, and debit/credit system. Explores internal controls, accounting ethics, and methods for evaluating financial information.

Prerequisite(s): None

**ACC 102**      **Principles of Accounting II (3 credits)**

Extends the application of basic accounting principles to partnership and corporate entities with an emphasis on the structure of corporate financial statements. Provides an overview of managerial accounting and the use of financial information in making decisions. Focuses on cost behavior, budgeting, performance evaluation, and the preparation and analysis of statements of cash flow and other advanced financial documents. Explores uses of technology and various software in the accounting process.

Prerequisite(s): ACC 101 (Principles of Accounting I)

**ECO 112**      **Microeconomics (3 credits)**

Overviews output and price theories of utility and demand, including production analysis and marginal product, and marginal costs, and pricing input factors, such as land, resources, wages, salaries, and the labor market. Also focuses on competition-perfect and imperfect oligopoly, monopoly regulation, and anti-trust policy, government policy and public choice, economic growth, international trade, and elements of risk and applied game theory.

Prerequisite(s): None

**FIN 331    Financial Management (3 credits)**

Provides an understanding of the financial accounting in an abbreviated format. Provides an overview of the accounting process through the examination of the purchase/payments and sales/collections cycles of a business, as well as an introduction to the debt and equity instruments used in financing business.

Prerequisite(s): None

**LAW 201    Business Law (3 credits)**

Presents a broad introduction to the legal environment of business. Develops a basic understanding of contract law, torts, agency, and government regulation. Focuses on practical issues confronted in the business environment.

Prerequisite(s): None

**MAR 301    Introduction to Marketing (3 credits)**

Surveys the general concepts of marketing. Provides the basic knowledge to understand consumer behavior, target markets, web-based marketing, and the "4 P's" of marketing. Introduces decision-making tools for integrating product, price, distribution, and communication decisions and processes into an organization competing in a global environment. Reinforces the applications of marketing terms to contemporary issues.

Prerequisite(s): None

**MGT 301    Principles of Management and Organizational Behavior (3 credits)**

Provides a comprehensive analysis of individual and group behavior in organizations. Offers an understanding of how organizations can be managed more effectively while enhancing the quality of employees' work-life. Covers topics including motivation, rewarding behavior, stress, individual and group behavior, conflict, power and politics, leadership, job design, organizational structure, culture, decision making, communication and organizational change and development. Explores international organizational cultures and global perspectives of management. ⬚
Credit given for MGT 301 or PSY 301

Prerequisite(s): None

**Electives in the Major – 15 credits**

| 9 credits from the following: | ECO 232    Health Care in the United States (3 credits) |
| --- | --- |
| | Provides a comprehensive overview of the American healthcare system including both the financial funding mechanisms and social impacts. Discusses the role of federal and state policy (with special attention to Maryland's HSCRC) along with a review of the broad payor landscape, value-based care, population health and managed care. Studies the impacts of the Affordable Care Act, biological pharmaceuticals and the emergence of private equity investment.<br>Credit given for ECO 232 or HES 232 |
| | Prerequisite(s): None |
| | STA 301 Data Analytics (3 credits) |
| | Provides a comprehensive foundation in data analytics concepts and techniques tailored for the business environment. Explores key topics including data collection, data visualization, statistical analysis, and predictive modeling. Utilizes popular analytics tools and software to enable students to analyze and interpret data in order to identify trends, forecast outcomes, and support strategic decision-making in various business contexts. |
| | Prerequisite(s): STA 201 (Introduction to Statistics) |
| | BUS 342 Entrepreneurship (3 credits) |
| | Explores the entrepreneurial process, including opportunity recognition, market research, business model development, and financing strategies. Introduces the principles of starting and managing a new venture, from idea generation to business planning and execution. Covered topics including entrepreneurial mindset and innovation, risk assessment, marketing strategies for startups, and the legal aspects of starting a business. Examines the role of entrepreneurship in economic development and social impact, fostering a broader understanding of how new ventures can drive change in society. |
| | Prerequisite(s): None |

| | |
|---|---|
| | BUS 499    Internship in Business (1-3 credits)

Provides an opportunity for exploration of the field of business in a professional setting. Allows students to integrate theory and practice and engage in a team-based work environment. Requires completion of 45-135 classroom hours under the supervision of a business professional. Requires a special application. |
| 3 credits from the following: | ETH 337    Business Ethics and Jewish Law (3 credits)

Studies Jewish law as it relates to the world of commerce and business and its application to modern situations. Focuses on classical halachic literature, including Talmud and related commentaries. Explores the ethical principles that govern conduct in the world of commerce. Emphasis is placed on common ethical questions and the practical application of Jewish moral principles to the business world. May be offered as two courses of 1.5 credit hour each (ETH 337A and ETH 337B).
Formerly RAB 337 (Jewish Law: Economics and Business Ethics)
Credit given for ETH 337 or JLW 337

Prerequisite(s): Completion of 12 credits of Jewish studies or permission of the Executive Dean/Menaheles |
| 3 credits from the following: | MAT 121    College Algebra (3 credits)

Covers and expands upon topics and skills that were introduced in high school algebra. Includes solving equations and inequalities, systems of equations and inequalities, linear relations and functions, and polynomial and radical equations.

Prerequisite(s): None |
| | MAT 231    Calculus I (3 credits)

Introduces the study of calculus and reviews of the nature of functions. Includes limits and continuity involving algebraic and trigonometric functions. Covers differentiation of algebraic functions and trigonometric functions and applications of the derivative using techniques of differentiation. Further covers topics of integration, including integration of algebraic functions numerical integration and applications of the integral.

Prerequisite(s): MAT 121 (College Algebra) or equivalent (or high school pre-calculus) |

**5. Discuss how general education requirements will be met, if applicable.**

As with all WITS programs, the general education requirements for the proposed Bachelor of Arts in Business Administration will meet or exceed COMAR specifications. The general education requirements are detailed in the following chart.

| General Education Program (60 credits) | | |
|---|---|---|
| **Subject** | **Credits** | **Courses** |
| English/Rhetoric | 6 credits | ENG 101 English Composition I; and COM 101 Fundamentals of Communication |
| Humanities | 12 credits | Chosen from any college-level course in Jewish Studies, language, literature, music, or art |
| Social Sciences | 6 credits | Chosen from any college-level course in history, economics, political science, psychology, or sociology. |
| Mathematics | 3 credits | STA 201 Introduction to Statistics |
| Natural Sciences | 3 credits | Chosen from any college-level science course. |
| Technology | 3 credits | Chosen from any college-level technology course |
| Diversity | 3 credits | Chosen from the following: HIS 303/POL 303 Society and Politics in American History HIS 310 Matriarchs and Memoirs HIS 315 Jews and Christians in Renaissance Europe HIS 322 Preserving the Past HIS 340 Women in Jewish History and Culture HIS 350 Food and Culture JLT 426 Controversies from Within and Without POL 301 Leadership and the Presidency PSY 290 Multicultural Psychology PSY 370 Social Psychology PSY 397/SOC 397 Group Dynamics |
| Electives | 24 credits | Chosen from all college-level courses |
| | 60 credits | |

**6 Identify any specialized accreditation or graduate certification requirements for this program and its students.**

N/A – The proposed program will not require any specialized accreditation or certification requirements.

7. **If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

   N/A – WITS will not contract with another institution or non-collegiate organization for matters pertaining to the implementation of this program.

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 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.**

   All degree requirements will be listed in the Academic Catalog and on the institutional website. As with all WITS programs, each student in the program will be assigned an academic advisor. Students and advisors will design individualized program plans tailored to the major. The program plans will identify the courses to be taken and provide a path toward graduation. Students and advisors will meet before every semester to review the program plans, make changes (if necessary), and discuss registration for the coming semester.

   Students who enroll in the program will have access to all resources necessary to succeed in the program, including a dedicated student computer lab with high-speed internet access. The lab contains sufficient computers (16) to meet the anticipated enrollment in the program. All computers are loaded with the necessary and required software programs. There are additional computers in the library and student lounge for student use.

   Students in online and hybrid courses will have access to the learning management system that provides access to course materials and resources.

   To assist WITS students in need of academic support, faculty and administration will work together to resolve impediments to the learning process. This will include providing students with guidance in areas such as study habits, learning practices, academic writing, and tutoring. WITS will also utilize a process for referring students for professional services, such as mental health services or personal counseling, when necessary. For verified disabilities, faculty and administration will work with students to develop a plan to maximize success. WITS requires documentation from these students and considers the results of educational testing, IEPs, and 504 plans when determining accommodations. Examples of accommodations include extended time, extended deadlines, oral

testing, using a laptop for exams, translating tests from Hebrew to English, and taking an exam in a separate room. All accommodations, concerns, and related recommendations will be documented.

Financial aid information is available on the WITS website and in recruitment materials. Information is specifically provided related to the following:

- Federal Pell Grants
- Maryland State Scholarships
- Institutional Financial Need Scholarship (application required)
- External Scholarships
- Internal Scholarships

The Director of Financial Aid will be available to respond to questions about financial aid. Payment information for all WITS programs/courses is provided on the website and in the Academic Catalog. The Bursar will be available to answer questions about payment and arrange payment plans.

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.**

   Prospective students will receive clear and accurate information about academic support, costs/fees, payment policies, financial aid resources, and technology resources. If approved, all marketing and recruitment materials for the proposed Bachelor of Arts in Business Administration, including print and online materials, will clearly and accurately describe the program and provide details related to all requirements and available services. The Director of Assessment and Compliance will review all collateral materials to ensure compliance with accreditation and licensing requirements.

## H.     Adequacy of Articulation (as outlined in COMAR 13B.02.03.19)

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

   N/A – There are no expected articulation agreements for the proposed program.

## 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 faulty member will teach (in this program).**

Faculty with significant experience, training, and education in business administration and related fields will support the proposed program. The credentials for the faculty currently slated to teach in the proposed program are identified in the following chart.

| Program Faculty | | | | |
|---|---|---|---|---|
| **Name** | **Status** | **Began with WITS** | **Degree and Field** | **Courses** |
| Ms. Esther Apt | Part-Time | 2023 | Bachelor of Arts, Public Relations, Wayne State University | MAR 301 |
| Mr. Ephraim Eisenberger | Part-Time | 2018 | Master of Science, Math/Systems Management, University of Southern California; Master of Science, Physics, New York University; Bachelor of Science, Mathematics/Physics, Brooklyn College | MAT 231 |
| Mrs. Elizabeth Green | Part-Time | 2024 | Juris Doctor, Law, George Washington University; Bachelor of Arts, History, University of Pennsylvania | LAW 201 |

| Dr. Josh Hollander | Part-Time | 2019 | Doctor of Chiropractic, Life University; Master of Business Administration, Management/Organizational Behavior, George Washington University; Bachelor of Science, Computer Information Systems, Bentley University | ECO 112; ECO 232; MGT 301 |
|---|---|---|---|---|
| Mr. Barry Malin | Part-Time | 2022 | CPA, certified by the state of Maryland, Bachelor of Arts, Accounting, University of Maryland | ACC 101; ACC 102 |
| Mrs. Eve Poupko | Part-Time | 2017 | Master of Arts, Experimental Psychology, Rice University; Bachelor of Arts, Experimental Psychology, University at Albany | MAT 121; SAT 201 |
| Rabbi Daniel Rose | Part-Time | 2015 | Doctor of Talmudic Law, Talmudic Law, Ner Israel Rabbinical College; Rabbinic Ordination, Rabbinics, Ner Israel Rabbinical College; Master of Rabbinic Studies, Rabbinic Studies, Ner Israel Rabbinical College; Bachelor of Talmudic Law, | ETH 337; ETH 446 |

| | | | Talmudic Law, Ner Israel Rabbinical College | |
|---|---|---|---|---|
| Mr. Daniel Katibian | Part-Time | 2021 | CPA, certified by the state of Maryland; Master of Talmudic Law, Religious Law, Ner Israel Rabbinical College; Bachelor of Talmudic Law, Jewish Law, Ner Israel Rabbinical College; CPA Prerequisites, Towson University and CCBC | FIN 331, BUS 342, STA 301 |

In addition to the faculty who will teach the content coursework in the Bachelor of Arts in Business Administration (shown above), WITS has a highly qualified roster of faculty who teach general education coursework.

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, and c) evidenced-based best practices for distance education, if distance education is offered.**

Faculty members will have access to a variety of professional development and pedagogical training opportunities. Faculty will be encouraged to attend conferences in the field and institutional support will be available. In addition, WITS faculty will be eligible to participate in education conferences sponsored by the Center for Jewish Education and Shemesh, an educational support organization for Jewish youth with learning differences. Faculty will be able to attend the conferences at no charge.

Faculty will be observed by the Academic Dean who will provide feedback and additional support. Additionally, all faculty receive training on the learning management system, which is currently Populi, and on the technology available in the classroom.

| 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.**

   The Snyderman-Klein Library provides a valuable collection of Judaic studies and secular reference materials. Available resources include Biblical literature, rabbinic literature, commentaries, and historical references. The library also contains Jewish philosophical works; Jewish Code of Law books with accompanying interpretations and commentators; Talmudic and Midrashic sources and reference guides to Biblical and Talmudic sources. In addition to hardcopies, the library provides a comprehensive, digital collection of Judaic books (Bar Ilan software), as well as a selection of popular Judaic works and novels. Each year the library is expanded with additional texts.

   Relevant to library resources required for the proposed program, WITS has conducted an assessment of resources needed to support program needs and confirmed that the institutional library meets the needs for supporting the Bachelor of Arts in Business Administration. The assessment determined that the College has sufficient resources to support the program.

   The library subscribes to the Maryland Digital Library, which utilizes the EBSCO Host Research Databases (http://search.ebscohost.com). The database includes the following research resources:

   - Academic Search Premier
   - APA PsychInfo
   - CINLInfo
   - Business Source Premier
   - ERIC, the Education Resource Information Center
   - Funk & Wagnalls New World Encyclopedia
   - GreenFILE
   - Health Source: Consumer Edition
   - Health Source: Nursing/Academic Edition
   - Library, Information Science & Technology Abstracts
   - MAS Ultra - School Edition
   - MasterFILE Premier
   - MEDLINE
   - Military & Government Collection
   - Primary Search
   - Regional Business News
   - Teacher Reference Center

Specific resources relevant to Business Administration include:

- Academy of Management Journal
- Academy of Management Review

- Journal of the Academy of Marketing Science
- Journal of Consumer Research
- Harvard Business Review
- Accounting Review
- Human Resource Management Journal
- American Economic Review
- International Journal of Financial Management, Markets & Institutions
- Journal of Accountancy
- Journal of Business Ethics
- Journal of Consumer Psychology
- Journal of Consumer Research
- Journal of Financial and Quantitative Analysis
- Journal of Management Information Systems
- Journal of Marketing
- Information Systems Research
- Journal of Accounting, Auditing & Finance
- Journal of Accounting, Business & Management
- Entrepreneurship & Regional Development

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**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.**

   The proposed Bachelor of Arts in Business Administration program will be delivered on the WITS campus, which is located at 6602 Park Heights Avenue in Baltimore. The College has appropriate physical facilities, infrastructure, and instructional equipment to support the needs of the program. The learning space includes five classrooms (with capacity ranging from 20-70 students),one computer lab on the second floor, and two state-of-the-art science labs on the first floor. Administrative and office space is provided for the leadership team on the second floor. The second floor also provides a student lounge with a dining area and houses the Snyderman-Klein Library.

   Each classroom has a computer connected to a smart projector. Computers are available for student use in the student lounge (4), library (3), and computer lab (16).

The computer lab is dedicated for use by students studying computer science, graphic design, web design, and computer applications. Courses in those disciplines are taught in the lab, and students may use the lab computers to complete course assignments or bring their own devices. Specialized software required for certain courses, such as Adobe Creative Cloud, has been installed throughout the computer lab and is also available for student download. The lab computers are Dell OptiPlex business grade with i7 processor and 16 GB RAM.

As a member of the Maryland Education Enterprise Consortium (MEEC), WITS can acquire education-related hardware and software needed to ensure the availability of up-to-date technological resources.

All computers in the institution have been replaced within the last five years. They are centrally managed and maintained by a Managed Service Provider to ensure that the hardware and software are up to date and are protected from any external or internal threats.  In addition, the campus is hardwired with high-speed internet and wireless internet. Institution-owned and student laptops can connect to the network via password protected WiFi. The network is protected by a firewall to block unauthorized access and to prevent inappropriate usage.

A risk assessment and a technology audit are conducted annually to verify that the technology infrastructure is secure and meets the needs of the educational program.

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**

All students and faculty are assigned wits.edu email addresses. They have access to Microsoft Office software through their email login. Students and faculty will also have access to the learning management platforms for online and hybrid courses.

**L.     Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14**

1. **Table 1: Resources and Narrative Rationale. Provide finance data for the first five years of 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.**

Resource-related finance data are provided in Table 1. The narrative explanation for each category in Table 1 is as follows:

1. All of the courses except for three are already being offered and faculty already engaged. An additional $10,000 will be allocated for the additional faculty, which is still within the budget allocation for faculty salaries.
2. Calculations for tuition/fees for Year 1 are based on current rates. Calculations for Year 2 are estimated based on tuition rates for the following year. For Years 3, 4, and 5, WITS assumes a 2% increase in tuition. WITS assumes there will be no increase in registration, technology, or lab fees.
3. At this time, there are no grants, contracts, or external source funding for the proposed program.
4. At this time, there are no sources of additional funding earmarked for the proposed program.

| Table 1: Program Resources | | | | | | |
|---|---|---|---|---|---|---|
| **Resource Categories** | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| 1 | Reallocated Funds | 0 | 0 | 0 | 0 | 0 |
| 2 | Tuition/Fee Revenue (c + g below) | $270,000 | $283,500 | $297,670 | $312,550 | $328,180 |
| a | Number of F/T Students | 10 | 10 | 10 | 10 | 10 |
| b | Annual Tuition Fee Rate | $27,000 | $28,350 | $29,767 | $31,255 | $32,818 |
| c | Total F/T Revenue (a x b) | $270,000 | $283,500 | $297,670 | $312,550 | $328,180 |
| d | Number of P/T Students | 0 | 0 | 0 | 0 | 0 |
| e | Credit Hour Rate | $395 | $415 | $435 | $458 | $480 |
| f | Annual Credit Hour Rate | 0 | 0 | 0 | 0 | 0 |
| g | Total P/T Revenue (d x e x f) | 0 | 0 | 0 | 0 | 0 |
| 3 | Grants, Contracts & Other External Sources | 0 | 0 | 0 | 0 | 0 |
| 4 | Other Sources | 0 | 0 | 0 | 0 | 0 |
| | **TOTAL (Add 1 – 4)** | $270,000 | $283,500 | $297,670 | $312,550 | $328,180 |

2. **Table 2: Program Expenditures and Narrative Rationale. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.**

Program expenditure data are provided in Table 2. The narrative explanation for each category in Table 2 is as follows:

1. Faculty salaries for Year 1 were determined using WITS' current pay scale. Subsequent years assume a 2% increase per year.
2. There are no additional administrators being hired in conjunction with the proposed program.
3. There are no additional support staff members being hired in conjunction with the proposed program.
4. The calculation for Year 1 was determined using actual technical support and equipment expenses based on historical averages. Subsequent years assume a 2% increase per year.
5. The calculation for Year 1 was determined using actual library expenses for the 2023-2024 year. Subsequent years assume a 2% increase per year.
6. As the computer lab already exists, there are no new or renovated space expenses expected.
7. There are no additional expenses expected in the administration of the proposed program.

| Table 2: Program Expenditures | | | | | | |
|---|---|---|---|---|---|---|
| Expenditure Categories | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1 | Faculty (b + c below) | $ 36,000 | $36,000 | $36,000 | $36,000 | $36,000 |
| a | Number of FTE | 0 | 0 | 0 | 0 | 0 |
| b | Total Salary | $ 36,000 | $36,000 | $36,000 | $36,000 | $36,000 |
| c | Total Benefits | 0 | 0 | 0 | 0 | 0 |
| 2 | Admin Staff b + c below) | 0 | 0 | 0 | 0 | 0 |
| a | Number of 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 | Number of FTE | 0 | 0 | 0 | 0 | 0 |
| b | Total Salary | 0 | 0 | 0 | 0 | 0 |
| c | Total Benefits | 0 | 0 | 0 | 0 | 0 |
| 4 | Technical Support and Equipment | $ 2,000 | $2,000 | $2,000 | $2,000 | $2,000 |
| 5 | Library | 0 | 0 | 0 | 0 | 0 |
| 6 | New or Renovated Space | 0 | 0 | 0 | 0 | 0 |
| 7 | Other Expenses | 0 | 0 | 0 | 0 | 0 |
| | TOTAL (Add 1 – 7) | $38,000 | $38,000 | $38,000 | $38,000 | $38,000 |

**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.**

   Evaluation of Programs/Courses

   Periodically, all curricula are formally reviewed and compared with relevant higher education institutions. The reviews are intended to validate program currency and assure relevance of requirements to admission requirements for graduate programs. As applicable, faculty provide input on program matters and participate in committees that evaluate content.

   A master course outline provides the description and course learning objectives. The description and course learning objectives are articulated in the syllabus for the course. Faculty are provided a standardized syllabus template and instructions that includes all the elements required to be contained in a syllabus. Faculty are asked to supply the topic outline and schedule; grading policy that specifies all graded course assessments and how assessments correlate to learning objectives; and course policies related to attendance, late work, and class decorum. Before the start of each semester, faculty submit their syllabus to the Academic Dean, who evaluates each syllabus for accuracy, academic level, and appropriate course content.

   Evaluation of Faculty

   Over the course of a semester, the Academic Dean observes and evaluates faculty. While all faculty members are informally observed on an annual basis, a formal, detailed, and written evaluation is conducted on a rotating basis, approximately once every three years. All new faculty members are formally observed during their first semester.

   At the end of each semester, every faculty member completes a self-evaluation. The self-evaluation requires faculty to reflect upon their own performance and determine how they could improve a course in future semesters.

   Student Evaluations of Courses and Instruction

   Students complete course evaluations for all courses. On course evaluations, students provide input and feedback on how to strengthen the course and instruction to better meet their academic and professional goals. The Academic Dean shares written reports of the student course evaluations with the faculty member.

   Evaluations of Student Learning Outcomes

All courses within WITS programs are guided by course learning objectives that have been aligned with overall program goals. The alignment of the course content (course learning objectives) with overall program learning expectations is accomplished through the development of curriculum maps. Curriculum maps demonstrate where content is introduced at varying levels.

To assess achievement of the course learning objectives, faculty use both direct and indirect assessment measures. Results show where students have achieved mastery, demonstrated proficiency, or need improvement. Results are used for course and program improvement.

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.**

As stated previously, each faculty member completes course assessments that are designed to improve course content and, ultimately student learning. Course assessments are completed at the end of each semester. As part of the process, faculty determine the percentage of students who achieved mastery, proficiency, or need improvement.

Direct measures assess learning and/or student achievement through demonstration of specific knowledge, skills, or services. Direct assessment tools include content-specific exams, pre/post-tests, projects, portfolios, criteria-based or skill-based rubrics, and/or other mechanisms that directly show learning or skills gained. Indirect measures assess perceptions and/or opinions about learning, performance, or services, such as student course evaluations, surveys, etc. To assess institutional effectiveness, assessment practices also emphasize the collection of raw data that directly verify enrollment, retention, allocation of resources, and levels of satisfaction.

**N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05)**

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

The proposed Bachelor of Arts in Business Administration program will address the professional growth and success of Orthodox Jewish women and provide an opportunity to pursue a profession in the business field or related field. The program will encourage and support Jewish women as they move into careers, both in and outside of their communities. While the graduates of the program will fill an important need for business professionals who can be understanding

of the cultural nuances of the Orthodox Jewish community, the goal of the institution is to prepare the students to be competent in working with and servicing all individuals, regardless of race or creed.

### 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.**

   N/A – The proposed program is not directly related to an identified low productivity program.

### P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. **Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.**

   In December 2019, WITS received MHEC approval to provide distance education.

2. **Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.**

   WITS complies with and abides by the Guidelines for the Evaluation of Distance Learning as supported by the Council of Regional Accrediting Commissions (C-RAC). Specifically, WITS supports the following hallmarks of online learning:

   – Online learning is appropriate to the institution's mission and purposes.
   – The institution's plans for developing, sustaining and, if appropriate, expanding online learning offerings are integrated into institutional planning and evaluation processes.
   – Online learning is incorporated into the institution's systems of governance and academic oversight.
   – Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.
   – The institution evaluates the effectiveness of its online learning offerings, including the extent to which the program learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

- Faculty responsible for delivering the online curricula and evaluating the students' success in achieving the program learning goals are appropriately qualified and effectively supported.
- The institution provides effective student and academic services to support students enrolled in online learning offerings.
- The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.
- The institution assures the integrity of its online learning offerings.