

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
- SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
- COOPERATIVE DEGREE PROGRAM
- WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Stevenson University
Institution Submitting Proposal

Fall 2018
Projected Implementation Date

B.S.
Award to be Offered

Sales Management and Leadership
Title of Proposed Program

050506
Suggested HEGIS Code

52.0213
Suggested CIP Code


Business Administration
Department of Proposed Program

Dr. Deborah J. Leather
Name of Department Head

Dr. Susan T. Gorman
Contact Name

sgorman@stevenson.edu
Contact E-Mail Address

443-334-2205
Contact Phone Number

 12/16/16 President/Chief Executive Approval
Signature and Date

17 November 2016 Date Endorsed/Approved by Governing Board
Date

**Academic Program Proposals
From Degree-Granting Institutions Authorized to
Operate in the State of Maryland**

A. Centrality to Institutional mission statement 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.*

The Bachelor of Science in Sales Management and Leadership provides a program of study using the principles of marketing, management, and sales to learn how to effectively compete for customers and clients in the business to business environment. This degree program will develop sales and marketing skills to offer the graduate at least five distinctive career paths: full-time sales product or general company representative; manufacturer sales representative; corporate sales management; personal professional services; or franchise owner. The approach to this program will be to provide an in-depth review of the major components of sales. They are environmental analysis, development of individual and team sales approaches, how to interpret an organization's operational and fiscal strategies, management and leadership theory, and sales communication processes.

A 2015 survey of business leaders conducted by the Hult International Business School (London) revealed for the first time that "strong sales skills" are one of the top 10 desired skills in the workplace not only for focused sales positions but for general management as well. As stated by one of the CEOs surveyed, "vision requires not only the conception but the means to express and sell it." Being able to sell is not only an art (as seen by some) but also a reasoned diagnostic effort. It is the systematic, methodological, and investigative aspects that require deliberate study. These aspects are incorporated in this degree program proposal.

Stevenson University's mission is to provide a distinctive career-focused and personalized environment for its students. The academic cornerstone of this mission is to develop degree programs whose nuclei have a solid grounding in the liberal arts and sciences, combined with a strong professional proficiency. The proposed program in Sales Management and Leadership is designed to support these emphases. The program will blend the liberal arts with career exploration and planning, complementing a traditional education with applied learning beyond the classroom. The degree, as proposed, advances a career-focus with a liberal arts foundation in science/math, the humanities, and the social sciences. It also will include two writing intensive courses in the major, one at the 200 level and the second at the 300 level that will provide additional emphasis in critical thinking and communication.

Stevenson University has a history of rising to the challenge to provide its students with the education demanded of them by employers. Stevenson University is known for producing competent graduates who are appreciably prepared to enter the workforce, and the proposed program in Sales Management and Leadership will build upon this reputation. In the spirit of the University's noted Career Architecture ®, it will provide an innovative undergraduate major in sales that will respond to current and future job needs of employers across a spectrum of businesses.

The University's Board of Trustees affirmatively has concluded that the proposed program is central to the mission and to the academic direction of the University.

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

The proposed program supports the strategic (business) goals of Stevenson University by providing a new degree that will respond to the strategic initiative of "establishing new cost effective degree programs that align with the mission and values of the University and reflect career trends and market demands". (Stevenson University Business Plan, 2016-17)

The Office of Career Services initially validated the need for such a degree through a number of specific inquiries by prospective students and parents. It was first from the Vice President of Career Services that we became aware of the need for such a degree. A number of employers in sales-related fields presented evidence of the need for a sales focused degree in the region and felt such a degree would be responsive to many jobs locally as well as nationally. The Executive Vice President for Academic Affairs approved the more formal needs assessment and then the approval to develop a full program proposal. The Deans' Council approved the program as one that is important to the enrichment of the University's academic portfolio. Finally, the Academic Affairs Committee, which is Stevenson University's faculty curriculum committee, validated the degree's priority to the University through its approval of the degree.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

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

a. **List of Courses (As already in Stevenson University Catalog or To Be Developed)**

ACC 215 Survey of Accounting

3 credits, Fall and Spring

Explains, in an abbreviated format, financial accounting for those majors whose curriculum is not based on the financial aspects of business. This course provides an overview of the accounting process through the examination of the purchase/payments and sales/collections cycles of a business. It will also provide an introduction to the debt and equity instruments used in financing business.

EC 201 Principles of Macroeconomics

3 credits, Fall and Spring

Examines the basic economic principles of the aggregate economy. Subjects covered include the essentials of aggregate demand and supply, government spending and taxation, national income accounting, analysis of unemployment and inflation, money and banking, fiscal and monetary policy, analysis of economic growth, and an overview of the international economy.

Prerequisite(s): ENG 151 and placement in MATH 135 or higher

EC 202 Principles of Microeconomics

3 credits, Fall and Spring

This course examines the basic economic principles governing the decisions of the economic agent.

Topics include product and factor markets, as well as pricing decisions. In addition, government policies and the trade-off between efficiency and equity are examined.

Prerequisite(s): ENG 151 and placement in MATH 135 or higher

IS 135 MS Office Applications**3 credits, Fall and Spring**

Provides students the opportunity to design professional quality business and technical documentation using basic and advanced features of MS Excel including integration with MS Word and MS PowerPoint. Emphasis will be placed on those functions commonly used in the workplace.

Prerequisite(s): None

IS 260 Presentation Theory and Application**3 credits, Fall and Spring**

Covers the design of effective and dynamic audio and visual presentations, examining both theoretical and practical aspects of audio and visual presentations. Students will focus on presentations for business and technical reports using multimedia presentation software as the primary tool. Students will have several opportunities to hone and demonstrate their presentation skills through a series of practical assignments. A capstone presentation will also be required.

Prerequisite(s): None

LAW 208 Business Law**3 credits, Fall and Spring**

Examines the legal aspects of business relationships, contracts, sales and Uniform Commercial Code, agency, and business organizations law.

Restricted to non-paralegal majors.

Prerequisite(s): None

MGT 204 Principles of Management**3 credits, Fall and Spring**

Examines theories and principles underlying the management process. Also discussed are fundamental management activities, including planning, organizing, leading, controlling, and decision making.

Prerequisite(s): ENG 151 or equivalent (may be taken concurrently)

MGT 210 Business Writing**3 credits, Fall and Spring**

Focuses on the purposes, principles, and techniques of business writing. The course provides students with a review of the basics in writing while using a variety of operational workplace writing exercises. Students will apply advanced critical thinking ability and analytical competencies to develop overall writing ability.

Prerequisite(s): A grade of "C" or better in ENG 152 or equivalent

Writing Intensive Certified

MGT 308 Business Ethics**3 credits, Fall and Spring**

Explores ethical theories, critically and historically, as they relate to contemporary business conduct and issues. Students who have taken PHIL 415 or PHIL 416 are not eligible to take MGT 308.

Prerequisite(s): A grade of "C" or better in ENG 152 or equivalent and MGT 204, third-year or fourth-year status, or permission of the instructor.

MGT 310 Organizational Behavior**3 credits, Fall and Spring**

Examines human resource problems and the integration of management theory and behavioral concepts as they relate to modern organizations. Topics discussed include leadership and motivation, job satisfaction, conflict resolution, power and politics, group dynamics, and managerial skills.

Prerequisite(s): A grade of "C" or better in MGT 204 or HSR 340

MGT 3XX Strategic Supply Chain Processes**3 credits, Fall or Spring**

To be developed.

MGT 3XX Sales Management**3 credits, Fall or Spring**

To be developed.

MKT 206 Principles of Marketing**3 credits, Fall and Spring**

Examines the relationship between an organization and the market for its goods and services. Topics covered include the marketing concept, marketing planning, consumer behavior, research, product development, and the marketing mix. Social, ethical, and international aspects of marketing are emphasized.

Prerequisite(s): ENG 151 or equivalent (may take concurrently)

MKT 316 Principles of Negotiations and Sales**3 credits, Fall and Spring**

Examines the concepts, applications, and interrelationships involved in the process of negotiation. The course will also examine the wide range of negotiations in contemporary life and the evolution of the role of sales to that of technical problem-solving and advising. The issue of ethics and ethical behavior in negotiation and sales will be a perspective in all discussions.

Prerequisite(s): A grade of "C" or better in MGT 204 and MKT 206

MKT 3XX Professional Selling Strategies**3 credits, Fall or Spring**

To be developed.

MKT 3XX Marketing and Sales Analysis**3 credits, Fall or Spring**

To be developed.

To be upper level writing intensive course

MKT 336 Integrated Marketing Communication**3 credits, Fall and Spring**

Examines the social and economic roles, principles, and applications of all forms of promotional tools in the development of integrated marketing communications programs. Included are advertising, sales, sales promotion, direct marketing, and public relations, with domestic and international perspectives.

Prerequisite(s): A grade of "C" or better in MKT 206

MKT 417 Senior Business Internship**6 credits, Fall and Spring**

Places students in an external business, government, or not-for-profit organization that offers a well-rounded, supervised, practical career experience. A minimum 120-hour on the job commitment is required.

Prerequisite(s): A grade of "C" or better in MGT 204 and MKT 206, junior status, minimum 2.50 cumulative GPA

MGT 4XX Special Topics in Sales**3 credits, Fall or Spring**

To be developed.

b. PROGRAM REQUIREMENTS

The courses below are required for the completion of a degree in Sales Management and Leadership. In addition, all majors must complete the requirements for the Stevenson University core curriculum and earn at least 120 credit hours to earn a bachelor's degree.

Major Requirements:

ACC 215 – Survey of Accounting
EC 201- Macroeconomics
EC 202 – Microeconomics
IS 135 – Advanced MS
IS 260 – Presentation Theory & Application
LAW 208- Business Law
MGT 204 – Principles of Management
MGT 210 – Business Writing (WI 200 level)
MGT 308 – Business Ethics
MGT 310 – Organizational Behavior
MGT 3XX – Strategic Supply Chain Processes
MGT 3XX – Sales Management
MKT 206 – Principles of Marketing
MKT 316 – Principles of Negotiations and Sales
MKT 3XX – Professional Selling Strategies
MKT 3XX – Marketing and Sales Analysis (WI – 300/400 level)
MKT 336 – Integrated Marketing Communication
MKT 417 – Marketing Internship (6 cr. requirement)
MKT 4XX – Special Topics in Sales (such as pharmaceutical, insurance, B2B sales, B2C sales, marketing channels, technology used in sales, etc.)

2. Describe the educational objectives and intended student learning outcomes.

SEE-Certified-Courses

The Stevenson Educational Experience - SEE Certified Courses for 2016-2017

Please click on the course below for the course description and any required prerequisites.

SEE
CERTIFICATION Description
LABEL

CI	Communication Intensive
WI	Writing Intensive
FA	Fine Arts
HUM	Humanities
QL	Quantitative Literacy
SR	Scientific Literacy
SR-L	Scientific Literacy - Laboratory
SS	Social Science

COMMUNICATION AND WRITING REQUIREMENTS

COMMUNICATION INTENSIVE REQUIREMENT

Course Prefix and Number	Course Title	Term(s)	Prerequisite(s)	SEE Label
CM 101	Introduction to Public Speaking	Fall and Spring	none	CI
CM 115	Interpersonal Communication	Fall and Spring	none	CI
NURS 311	Communication and Cultural Competence in Professional Nursing	Fall only	Yes	CI

WRITING INTENSIVE REQUIREMENT

Course Prefix and Number	Course Title	Term(s)	Prerequisite(s)	SEE Label
ACC 401	Auditing and Attestation	Fall and Spring (effective Fall 2016)	Yes	WI
ART 256	Commercial and Industrial Scriptwriting	Spring only	Yes	WI
ART 305	Topics in Art History	Fall and Spring	Yes	WI and HUM
BIO 450	Senior Research Capstone	Fall and Spring	Yes	WI
BIO 455	Senior Internship Capstone	Fall and Spring	Yes	WI
BIO 460	Senior Research Capstone	Fall and Spring	Yes	WI
BIO 460H	Honors Senior Research Capstone	Fall and Spring	Yes	WI
BIO 465	Senior Internship Capstone	Fall and Spring	Yes	WI
BIO 465H	Honors Senior Internship Capstone	Fall and Spring	Yes	WI
BIOCH 450	Senior Research Capstone	Fall and Spring	Yes	WI
BIOCH 455	Senior Internship Capstone	Fall and Spring	Yes	WI
BIOCH 460	Senior Research Capstone	Fall and Spring	Yes	WI
BIOCH 460H	Honors Senior Research Capstone	Fall and Spring	Yes	WI
BIOCH 465	Senior Internship Capstone	Fall and Spring	Yes	WI
BIOCH 465H	Honors Senior Internship Capstone	Fall and Spring	Yes	WI

BT 465	Senior Internship Capstone	Fall and Spring	Yes	WI
BT 465H	Honors Senior Internship Capstone	Fall and Spring	Yes	WI
CHEM 450	Senior Research Capstone	Fall and Spring	Yes	WI
CHEM 455	Senior Internship Capstone	Fall and Spring	Yes	WI
CHEM 460	Senior Research Capstone	Fall and Spring	Yes	WI
CHEM 460H	Honors Senior Research Capstone	Fall and Spring	Yes	WI
CHEM 465	Senior Internship Capstone	Fall and Spring	Yes	WI
CHEM 465H	Honors Senior Internship Capstone	Fall and Spring	Yes	WI
CJUS 210	Writings for Criminal Justice	Fall and Spring	Yes	WI
CJUS 417	Internship	Fall and Spring	Yes	WI
CJUS 420	Study Abroad Internship	Summer (offered as needed)	Yes	WI
CM/ENG-254	Journalism II	Spring only	Yes	WI
CM/ENG-303	Feature Writing	Fall only	Yes	WI
CM/ENG-304	Magazine Writing and Publishing	Spring only	Yes	WI
CM/ENG-314	Public Relations Writing	Fall and Spring	Yes	WI
CM 323	Writing for the Web	Spring only	Yes	WI
ENG 222	Writing and Education	Fall	Yes	WI
ENG 224	Intro to Creative Writing	Fall and Spring	Yes	WI and FA
ENG-230	Critical Approaches to Literature I	Spring only	Yes	WI
ENG-324	Creative Writing: Nonfiction	Fall and Spring	Yes	WI
ENG-325	Creative Writing: Fiction	Fall and Spring	Yes	WI
ENG-326	Creative Writing: Poetry	Fall and Spring	Yes	WI
ENG-334	Advanced Creative Writing: Creative Nonfiction	Fall and Spring	Yes	WI
ENG-335	Advanced Fiction Workshop	Fall and Spring	Yes	WI
ENG-336	Advanced Poetry Workshop	Fall and Spring	Yes	WI
ENG-401	Major Author	Fall and Spring	Yes	WI
ENG-402	Major Work	Fall and Spring	Yes	WI
ENG-403	Creative Writing Capstone	Spring only	Yes	WI
ENV-450	Senior Research Capstone	Fall and Spring	Yes	WI
ENV-455	Senior Internship Capstone	Fall and Spring	Yes	
ENV-460	Senior Research Capstone	Fall and Spring	Yes	WI
ENV-460H	Honors Senior Research Capstone	Fall and Spring	Yes	WI
ENV-465	Senior Internship Capstone	Fall and Spring	Yes	WI
ENV-465H	Honors Senior Internship Capstone	Fall and Spring	Yes	WI
FDES/FMER-315	Writing for Fashion	Fall only	Yes	WI
FMI-211	Basic Screenwriting	Spring only	Yes	WI and FA
FMI-311	Advanced Screenwriting	Fall only	Yes	WI
FMI-352	Grant Writing	Spring	Yes	WI
FSCI-400	Senior Forensic Science Seminar	Spring only	Yes	WI
HIST-209	Research and Writing in Public History	Fall and Spring (starting Spring 2016)	Yes	WI
HIST-411	Senior Seminar	Spring, Summer, Fall, and January (starting Spring 2016)	Yes	WI
HSR-210	Professional Writing in Human Services	Fall and Spring	Yes	WI
HSR-340	Administration of Human Services	Spring only	Yes	WI

IS-365	Writing for IS Applications	Fall and Spring (starting Fall 2016)	Yes	WI
INDSC-260	Introduction to Interdisciplinary Studies	Fall and Spring (starting Spring 2016)	Yes	WI
INDSC-360	Interdisciplinary Research and Writing	Fall and Spring (starting Spring 2016)	Yes	WI
LAW-210	Legal Research and Writing II	Fall	Yes	WI
LAW-480	Paralegal Capstone	Fall and Spring	Yes	WI
MATH-450	Senior Research Capstone	Fall and Spring	Yes	WI
MATH-455	Senior Internship Capstone	Fall and Spring	Yes	WI
MATH-460	Senior Research Capstone	Fall and Spring	Yes	WI
MATH-460H	Honors Senior Research Capstone	Fall and Spring	Yes	WI
MATH-465	Senior Internship Capstone	Fall and Spring	Yes	WI
MATH-465H	Honors Senior Internship Capstone	Fall and Spring	Yes	WI
MGT-210	Business Writing	Fall and Spring	Yes	WI
MGT-312	Analysis of Managerial Environment	Fall and Spring (starting Spring 2016)	Yes	WI
MKT-210	Strategic Marketing Communication	Fall and Spring	Yes	WI
MKT-307	Market Research	Fall and Spring	Yes	WI
MT-430	Professional Research & Writing	Spring only	Yes	WI
NURS-405	Care of Vulnerable Populations in the Community	Fall only	Yes	WI
NURS-415	Professional Seminar II	Fall, Spring, and Summer	Yes	WI
PHIL-420	Philosophy of Education	Fall (beginning Fall 2016)	Yes	WI
PSY-201	Writing for Psychology	Fall and Spring	Yes	WI
PSY-343	Research Methods and Data Analysis	Fall and Spring	Yes	WI
SCI-215	Writing for the Sciences	Fall and Spring	Yes	WI
THEA-241	Theater History II	Spring only	Yes	WI

DISTRIBUTION REQUIREMENTS

FINE ARTS DISTRIBUTION REQUIREMENT

Course Prefix and Number	Course Title	Term(s)	Prerequisite(s)	SEE Label
ART-106	Introduction to Art History	Fall and Spring	Yes	FA
ART-110	Fundamentals of Design I	Fall and Spring	None	FA
ART-116	Drawing I	Fall and Spring	None	FA
ART-241	Creative Development in Young Children	Spring only	Yes	FA
ART-242	Creative Development in Elementary Education	Fall only	Yes	FA
ENG-224	Intro to Creative Writing	Fall and Spring	Yes	FA and WI
FMI-101	Cinema I: Storytelling	Fall and Spring	None	FA
FMI-211	Basic Screenwriting	Spring only	Yes	FA and WI
FMI-231	Film and Moving Image History	Fall and Spring	Yes	FA or HUM

MUS-102	Chorus	Fall and Spring	Yes	FA
MUS-105	Orchestra	Fall and Spring	Yes	FA
MUS-170	Exploring Elements of Music/Hawaiian Ukulele	Fall and Spring	None	FA
MUS-201	Introduction to Music in History	Fall and Spring	Yes	FA
MUS-260	Music Technology I	Fall and Spring	None	FA
MUS-275	American Music Traditions	Fall and Spring	Yes	FA
MUS-290	Marching Band	Fall and Spring	None	FA
PHOTO-141	Basic Digital Photography	Fall, Spring, and Summer	None	FA
THEA-103	Beginning Acting	Fall and Spring	None	FA
THEA-121	Introduction to Theatre	Fall and Spring	None	FA

HUMANITIES DISTRIBUTION REQUIREMENT

Course Prefix and Number	Course Title	Term(s)	Prerequisite(s)	SEE Label
ART-205	Art History Survey Topics	Fall and Spring	Yes	HUM
ART-305	Topics in Art History	Fall and Spring	Yes	HUM and WI
ENG-240	Historical Perspectives	Fall and Spring	Yes	HUM
ENG-281	Topics in Literature	Fall and Spring	Yes	HUM
ENG-282	Literary Genres: Youth Literature	Fall and Spring	Yes	HUM
ENG-286	Literary Genres: The Short Story	Fall and Spring	Yes	HUM
ENG-287	Literary Genres: Poetry	Fall and Spring	Yes	HUM
ENG-288	Literary Genres: Drama	Fall only	Yes	HUM
ENG-289	Literary Genres: The Novel	Fall and Spring	Yes	HUM
ENG-340	Period Studies	Fall and Spring (beginning Fall 2016)	Yes	HUM
ENG-381	Themes in Literature	Fall and Spring (beginning Fall 2016)	Yes	HUM
ENG-385	Literary Genres: Special Topics	Fall and Spring (beginning Fall 2016)	Yes	HUM
ENV-375	Environmental Ethics	Spring only	Yes	HUM
FMI-231	Film and Moving Image History	Fall and Spring	Yes	HUM or FA
HIST-105	World History I	Fall, Spring, and Summer	Yes	HUM
HIST-106	World History II	Fall, Spring, and Summer	Yes	HUM
HIST-109	U.S. History I	Fall, Spring, and Summer	Yes	HUM
HIST-110	U.S. History II	Fall, Spring, and Summer	Yes	HUM
HIST-210	African American History	Fall, Spring, and Summer (starting Spring 2016)	Yes	HUM
HIST-211	Topics in History	Fall, Spring, and Summer	Yes	HUM
HIST-220	American History and Community Service	Fall, Spring, and Summer (starting Spring 2016)	Yes	HUM
HIST-230	American Women's History	Fall, Spring, and Summer (starting	Yes	HUM

HIST-238	History of Baltimore	Spring 2016) Fall, Spring, and Summer (starting Spring 2016)	Yes	HUM
HIST-265	History of the Family	Fall, Spring, and Summer (starting Spring 2016)	Yes	HUM
HIST-270	Revolutionary America	Fall, Spring, and Summer	Yes	HUM
HIST-336	The American Civil War	Fall and Spring (beginning Fall 2016)	Yes	HUM
PHIL-101	Introduction to Philosophy	Fall, Spring, and Summer	Yes	HUM
PHIL-104	Logic	Fall, Spring, and Summer	Yes	HUM
PHIL-215	Ethics	Fall, Spring, and Summer	Yes	HUM
PHIL-220	Applied Philosophy and Community Service	Spring, Summer, Fall, and January (starting Spring 2016)	Yes	HUM
PHIL-260	Aesthetics	Fall, Spring, and Summer	Yes	HUM
PHIL-265	Philosophical Topics	Fall, Spring, and Summer	Yes	HUM
REL-116	Survey of the New Testament	Fall, Spring, and Summer	Yes	HUM
REL-202	World Religions	Fall, Spring, and Summer	Yes	HUM
REL-225	The Religious Experience of Indigenous People	Fall or Spring	Yes	HUM
REL-265	Comparative Thought in Religion	Fall, Spring, and Summer (starting Spring 2016)	Yes	HUM
REL-270	Contemporary Religion in the United States	Fall, Spring, and Summer (starting Spring 2016)	Yes	HUM
REL-275	Topics in Religion	Fall, Spring, and Summer	Yes	HUM
REL-280	Jesus of Nazareth	Fall, Spring, and Summer (starting Spring 2016)	Yes	HUM
REL-285	Exploring Western Religions	Fall, Spring, and Summer (starting Spring 2016)	Yes	HUM
REL-290	Exploring Eastern Religions	Fall, Spring, and Summer	Yes	HUM
THEA-240	Theatre History I	Fall and Spring	Yes	HUM

QUANTITATIVE LITERACY DISTRIBUTION REQUIREMENT

Course Prefix and Number	Course Title	Term(s)	Prerequisite(s)	SEE Label
MATH-134	Introduction to Mathematical Reasoning, Part II (Completion of both MATH 133 and MATH 134 with a grade of "C" or better fulfill the SEE QL requirement)	Spring only	Yes	QL
MATH-135	Introduction to Mathematical Reasoning	Fall and Spring	Yes	QL
MATH-136	Introduction to Statistics	Fall and Spring	Yes	QL
MATH-220	Calculus I	Fall and Spring	Yes	QL
MATH-221	Calculus II	Fall and Spring	Yes	QL

SCIENTIFIC REASONING DISTRIBUTION REQUIREMENT

Course Prefix and Number	Course Title	Term(s)	Prerequisite(s)	SEE Label
ENV-150	Society and the Environment	Fall (beginning Fall 2016)	Yes	SR
FSCI-100	Introduction to Forensic Sciences	Fall and Spring	Yes	SR
NURS-437	Introduction to Nursing Research	Spring only	Yes	SR

SCIENTIFIC REASONING LABORATORY DISTRIBUTION REQUIREMENT

Course Prefix and Number	Course Title	Term(s)	Prerequisite(s)	SEE Label
BIO-104	The Human Body and Contemporary Health Issues	Fall and Spring	Yes	SR-L
BIO-113/113L	General Biology I and General Biology I Laboratory	Fall and Spring	Yes	SR-L
CHEM-115/115L	General Chemistry I and General Chemistry I Laboratory	Fall and Spring	Yes	SR-L
CHEM-115H/115HL	Honors General Chemistry I and Honors General Chemistry I Laboratory	Fall only	Yes	SR-L
ENV-165	Science of the Chesapeake Bay	Spring only	Yes	SR-L
PHYS-115	You Are Here: Earth and Space Sciences	Fall and Spring	Yes	SR-L
PHYS-125	Astronomy	Spring only	Yes	SR-L
PHYS-215	General Physics I with Calculus	Fall only	Yes	SR-L

SOCIAL SCIENCE DISTRIBUTION REQUIREMENT

Course Prefix and Number	Course Title	Term(s)	Prerequisite(s)	SEE Label
CJUS-101	Introduction to Criminal Justice	Fall and Spring	None	SS
EC-110	The Economics of Public Issues	Fall and Spring	None	SS
EC-201	Principles of Econ: Macro	Fall and Spring	Yes	SS
EC-202	Principles of Econ: Micro	Fall and Spring	Yes	SS
FMER-210	Fashion and Culture	Spring only	Yes	SS
GEO-112	Human Geography	Fall and Spring	Yes	SS
HSR-101	Family Studies	Fall and Spring	Yes	SS
HSR-201	Introduction to Human Services	Fall and Spring	Yes	SS
POSCI-102	American Government	Fall and Spring	Yes	SS
POSCI-205	State and Local Government	Fall and Spring	Yes	SS
PSY-101	Introduction to Psychology	Fall and Spring	Yes	SS
SOC-101	Introduction to Sociology	Fall and Spring	Yes	SS
SOC-102	Contemporary Social Problems	Fall and Spring	Yes	SS

2. Describe the educational objectives and intended student learning outcomes.

Upon completion of the Sales Management & Sales Degree, graduates will be able to:

1. Apply the essential elements and theories of sales and marketing in a variety of business and personal professional settings.
2. Integrate the knowledge of marketing and management/leadership theories and procedures into sales planning and performance.
3. Interpret the current state of and future sales domains as they relate to a specific organization.
4. Evaluate the significance of specific markets and marketing processes in the development and application of alternative sales plans.
5. Utilize market trends and environmental analytics to influence target markets.
6. Demonstrate effective sales management and leadership skills in a variety of organizational settings.

All degree programs developed at Stevenson University are reviewed to ensure that the appropriate levels of the Bloom/Krathwohl taxonomies are addressed in each course in the program and for the program as a whole. All course level and program level requirements meet the standards set by the University for undergraduate programs and courses. All courses include learning outcomes appropriate for the course level. Programs and courses are reviewed and assessed routinely to ensure that the outcomes are being met by the students.

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

Students in the Sales Management and Leadership program will incorporate the following general education (Stevenson Educational Experience [SEE]) requirements within their major courses:

- a. Demonstrate quantitative literacy by applying mathematical strategies to analyze, model, and solve complex problems, and to use data to communicate effectively.
- b. Define problems, gather accurate and relevant data using technology and texts, interpret these data and texts appropriately, and devise well-reasoned solutions.
- c. Apply the elements, standards, and processes of critical thinking

1950

1951

1952

1953

1954

1955

1956

1957

1958

1959

1960

1961

1962

1963

1964

1965

1966

1967

1968

1969

1970

1971

1972

1973

1974

1975

1976

1977

1978

1979

1980

1981

1982

1983

1984

1985

1986

1987

1988

1989

1990

1991

1992

1993

1994

1995

1996

1997

1998

1999

2000

2001

2002

2003

2004

2005

2006

2007

2008

2009

2010

2011

2012

2013

2014

2015

2016

2017

2018

2019

2020

2021

2022

2023

2024

2025

2026

2027

2028

2029

2030

2031

2032

2033

2034

2035

2036

2037

2038

2039

2040

2041

2042

2043

2044

2045

2046

2047

2048

2049

2050

2051

2052

2053

2054

2055

2056

2057

2058

2059

2060

2061

2062

2063

2064

2065

2066

2067

2068

2069

2070

2071

2072

2073

2074

2075

2076

2077

2078

2079

2080

2081

2082

2083

2084

2085

2086

2087

2088

2089

2090

2091

2092

2093

2094

2095

2096

2097

2098

2099

2100

- d. Function effectively as part of a team to solve problems, engaging team members in productive ways, supporting a constructive team climate, and managing conflict.
- e. Demonstrate competency in technology appropriate to the discipline and integrate its use into the problem-solving process.
- f. Communicate logically, clearly, and precisely using written, oral, non-verbal, and electronic means to acquire, organize, present, and/or document ideas and information, reflecting an awareness of situation, audience, purpose, and diverse points of view.
- g. Demonstrate awareness of context, audience, and purpose in the performance of assigned tasks, using appropriate and relevant verbal and non-verbal means.
- h. Use language choices that are thoughtful and appropriate and that generally support the effectiveness of the message being communicated in varied contexts.
- i. Examine the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems.
- j. Explain multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.
- k. Connect ideas and experiences from a variety of contexts, synthesizing and transferring learning to new, complex situations.
- l. Apply skills, abilities, theories, or methodologies gained in one situation to a new situation.
- m. Demonstrate personal direction, professional know-how, and discipline expertise in preparation
- n. Imagine and articulate a personal direction following realistic self-appraisal and reflection.
- o. Utilize professional skills and tools to navigate challenges and opportunities.
- p. Demonstrate the discipline expertise necessary to be competitive in a chosen career.
- q. Practice integrity in the academic enterprise, professional settings, and personal relationships.
- r. Think critically about complex ethical issues.
- s. Complete academic or professional assignments in an ethical manner.
- t. Engage in behaviors that constitute a pattern of personal integrity.

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

NA

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

NA

C. 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:*

- o *The need for the advancement and evolution of knowledge;*

While basic principles of marketing apply, a degree focusing specifically in sales covers a range of course work in management, management, accounting, business information systems, and law. The relevant combination of courses from the disciplines just noted included reflect the important duties and job requirements of a sales manager and are incorporated in this degree program proposal.

- **Develop plans to retain and acquire new customers or clients.**
- **Analyze sales projections and sales results.**
- **Monitor customer preferences to adjust the focus of current and future sales efforts.**
- **Hire, oversee, supervise, train, and/or evaluate local, regional, or company sales staff.**

- **Assign clients and sales territories to staff.**
- **Prepare department and personal budgets; oversee expenditures.**
- **Develop and recommend special sales efforts or special pricing plans.**
- **Provide customer resolution as they relate to customer issues or grievances.**

Sales managers' responsibilities vary depending on the size of the organization. Some sales managers or leaders will be responsible for all of the areas presented above while others will have a more focused job in the field. In either case, employers are looking for the following skills:

- Analytical skills – sales managers must be able to interpret and respond to complex data to develop and maintain an effective sales strategy and a successful sales department.
- Communication skills – sales managers and leaders require people who can clearly articulate the product or service of the organization as well as distinctly present plans to staff.
- Customer- service skills – sales managers and leaders must be able to listen and to scrutinize in order to be confident at negotiations and have the persistence to ensure each customer is satisfied.
- Leadership skills – sales managers and leaders set direction to be results oriented, display goodtime management, and are able to lead and work successfully as part of a team.

(O*NET)

- *Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;*

This proposed degree will provide the requisite skills for many new jobs in regional organizations of all sizes. Additionally, it will provide a focused opportunity for students to complete a bachelor's degree who might not have considered that option. There are a growing number of college students who want to create a "job on my own terms" and believe they can do so without a college degree or who are frustrated because they are not getting the focused curriculum that they need. This degree responds to the needs of that population of prospective students.

Over the last decade, there has been a focus on minority recruitment and professional development in the area of sales management. The National Organization for Diversity in Sales and Marketing, Inc., is a primary entity fostering this area of employment development. The organization believes that sales management jobs are a primary focus to develop diversity in an organization. This belief comes from the fact that a larger number of Hispanics and African-Americans are already in sales positions and are ready to move to management positions. Also, some larger business and government organizations will pay full or partial tuition benefits. Hispanics are at a 9-13.2% level in professional sales which includes insurance, financial services, service sales representatives, and wholesale and manufacturing sales. While not as high, African American numbers are on the increase as well. [Sources: National Organization for Diversity in Sales and Marketing, Inc.; Bureau of Labor Statistics]

- *The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.*

There is no impact or potential impact on HBI's per MHEC's definition.

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

The 2013-2017 Maryland State Plan pays special attention to the reduction of traditional age students. The reduction of traditional age students overall as an alteration in demographics is also a national trend. The Plan also makes a strong reference to college completion and improving college retention (State Plan, 2013-2017, p.7-9). These changes mean that institutions of higher education in the state should design new and innovative programs that will provide advanced skills in targeted labor markets. A more focused approach to sales education has become a very important aspect of the U.S. business landscape as business needs and consumer modes of expecting delivery of products and services change. This program will support the development of a very important segment of the new sales workforce. The students in this program will develop the skills needed to be successful in a variety of sales jobs no matter if the organization is a major public or private business, a non-profit organization, or a start-up company. It is also expected that community college students and those pursuing a second bachelor's degree in order to retool for 21st century sales will be served by this program.

Goal 1 of the State Plan calls for institutional excellence and effectiveness. The Sales Management and Leadership program will fully support the institutional career-focused status that Stevenson has branded so well and effectively delivers. The program supports Goal 2 by expanding access to Maryland students in a disciplinary area where there are few programs of such specificity and where there is sufficient demand. (See Part D for supporting market supply and demand information.) The program reinforces Goal 4 through the implementation of a focused degree that will realize more job opportunities for Maryland citizens. Finally, the program supports Goal 5 as the program design has built-in skills development and breadth to give a program graduate the freedom to move successfully from one area of the sales marketing and sales leadership spectrum to another. It also provides significant support for the shifting workforce needs into areas of marketing where many organizations now have significant requirements.

D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

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

The Office of Employment and Training Administration in the US Department of Labor was consulted because of its oversight of The Occupational Information Network (O*NET). The University was informed that sales management positions are now and would continue to require a bachelor's degree. The Office also explained that the trend nationally is up for these positions – currently 5% nationally with an expected continued growth rate of at least 8%. This same job category in the State of Maryland is expected to increase at a rate of 6% each year over the next 8-10 years. [Sources: Occupational Outlook Handbook; Maryland Workforce Development Office.]

O*Net Online designates sales management as one of the careers with a "bright outlook" for the future. The projected growth nationally is 8-12% over the current 340,000 employees in this field over the next decade. The US Bureau of Labor Statistics and the Maryland Career and Workforce Information Office indicate that 10,690 are currently employed in sales management jobs, and predict there will be 160 new job openings each year over the next 8-10 years. The starting and median salary for sales managers are higher in Maryland (\$62,200 and \$122,820) than the national levels at \$53,620 and \$110,660. [Sources: US Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections; and Maryland Career and Workforce Information, Office of Workforce Information and Performance]

In December 2015, *Fast Company* provided its list of the largest growing occupations in the US. This publication bases its predictions on the gap between the number of job openings and hires. The occupations in rank order are:

1. Registered nurses
2. Software developers, applications
3. Marketing managers
4. Sales managers
5. Medical and health services managers
6. Network and computer systems administrators
7. Industrial engineers
8. Computer systems analysts
9. Web developers
10. Financial managers

A survey of positions listed in Stevenson University's Career Connections yielded more than 70 specific internships and full-time position results posted between October-December 2015. Job titles included: Sales and Marketing Representative, Sales Trainee, Sales Account Manager, Business Sales Associate, Sales Management Trainee, Business Sales Associate Intern, and Sales Assistant. The trend for inclusion of such position postings has been prevalent on the SU site for over the last 12-18 months. Looking more broadly in other job databases, numerous positions are available and posted as sales manager (regional, district, general, and corporate), director of sales, director of business development and sales, fulfillment manager, territory sales manager, area channel manager, and sales force developer to name a few. The demand for these positions is continually growing with more than over a 1000 new positions posted each month in the job areas named above on job boards such as *simplyhired.com*, *monster.com*, and *careerbuilder.com*.

2. *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.*

Two focus group sessions were conducted to determine the need for a sales management and leadership degree. The first was with the Brown School of Business and Leadership's Advisory Board. The Board was overwhelmingly in favor of the School pursuing such a degree. As one member of the Advisory Board stated, "It fits both the mission of the University and the business school. It is a natural fit for this institution." Other comments from the Board were:

- ✓ This area will bring an important dimension to the Brown School of Business and Leadership.
- ✓ This particular degree is missing in many colleges and is a much needed focus for the future of service jobs and companies. We have an immediate need for interns for this area of our organization. Once you get the degree approved, let me know and we'll talk about how I can help.
- ✓ This degree will help companies with diverse products and services to have the right type of oversight management for sales analysis and product/service negotiations.
- ✓ This will be a preferred degree for many years to come.

A second focus group was conducted with area high and mid-level sales managers by the Chair of the Business Administration Department. The group members were identified by Career Services and the professor teaching the Sales and Negotiations course. The members represented sales focused companies or departments and included such organizations as State Farm, Care First, Element, Medifast,

Enterprise, TelTek and MetLife. The discussion replicated the Advisory Board's enthusiasm and interest in the degree but also moved to discussion on elements of the degree itself.

- ✓ Almost every type and size organization now needs someone with the skill set you are proposing. This degree should be a success from day one.
- ✓ The degree shows real commitment to career, something for which Stevenson's reputation is built.
- ✓ Many of us who focus on sales in this local region want students with this type of degree.
- ✓ Need to include team, coaching, communication, and analytical skills in the degree which you have included in some of the courses in the program proposal.
- ✓ Need a focus on sales management as an advising area in an organization.
- ✓ Need to practice sales and sales management while in school – not just textbook but real world as well. Internships and practicums are vital.
- ✓ Need to instill in your students that this is a journey and not a race.

3. Data showing the current and projected supply of prospective graduates.

The full-time and part-time student mix is projected at an approximately 75%/25% mix respectively which is a similar mix in sales programs housed in a school of business. The University anticipates the largest full-time percentage to be either traditional first-time students or transfer students who have already completed an associate's degree in an area community college. When examining the "Recommended Transfer Programs" for the Maryland community colleges on ARTSYS, for instance, the Sales Management and Leadership degree will easily convey as a two year program at the upper undergraduate level for graduates with a two-year degree. The following projections are a conservative estimate for this program based on accepted to enrolled students in general marketing/sales degrees and more specifically those enrolled in the Sales Management programs at The University of Akron (OH).

Five Year Entry Admissions Projections for AY2018/19 – 2022/23

Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
15 FT	20 FT	30 FT	30 FT	40 FT
4 PT	8 PT	10 PT	12 PT	12 PT

The number of graduates for this program is based on the current four, five, six graduation rate within the University for both first-time and transfer students. Therefore, it is projected that the first graduates from the transfer population within this program may be prepared to graduate as soon as May 2021.

Five Year Graduation Projections AY2021 – 2025

Graduation Year 1 – May 2021	Graduation Year 2 – May 2022	Graduation Year 3 – May 2023	Graduation Year 4 – May 2024	Graduation Year 5 – May 2025
10	20	25	30	30

E. Reasonableness of program duplication:

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.*

None of the four institutions, public or private, in Maryland offer a bachelor's degree in sales or sales management. Only Alleghany College of Maryland has a two year degree in Business Marketing and Sales.

A few Pennsylvania and North Carolina business schools have a concentration in sales or have courses in general marketing degrees. Currently Elon University (NC) is developing a Sales Management degree. The only premier sales degree "in somewhat close proximity" to Stevenson University at the present time is offered by The University of Akron (OH) and is AACSB accredited.

2. *Provide justification for the proposed program.*

A significant number of local and regional employers are interested in recruiting graduates from such degree programs. The literature expresses a major training and educational gap in this career area. Additionally, the Career Services Office at Stevenson University has related to the Dean of the Brown School of Business and Leadership and the Chair of the Business Administration Department that requests from employers occur every semester at many of the on and off-campus career fairs and other recruiting activities. Further, specific inquiries are made of the Chair of the Business Administration Department by families of prospective students and current students in a number of majors about a sales degree and/or more sales courses.

The fact that there is no four-year institution in or in regional close proximity to the State to have this specific degree speaks to its future academic design and the nature of its business school approach that Stevenson can easily bring together because of its current program offerings. This is further validated by the development of a very similar degree by Elon University in North Carolina at the same time SU is developing this program. As a matter of fact, our professional consultant from Element for this program, who is also consulting to Elon on the development of its program, strongly supports and validates our design.

F. Relevance to Historically Black Institutions (HBIs)

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

None

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

None

G. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

NA

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

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.

Since Stevenson University already offers a bachelor of science in business administration and a bachelor of science in Digital Marketing, there is a sufficient number of current faculty to teach the basic sales and all of the supporting courses. Only one new FT faculty in sales will be needed at the inauguration of the program to oversee the majors, perform program oversight, and develop and teach the specialty sales courses for majors in the program. The faculty who will be assigned to the other courses have taught them at Stevenson over a time period, most over at least six consecutive semesters.

Summary List of Faculty

(Note: There is no tenure status at Stevenson University. All full-time faculty are on 1, 3, or 5 year contracts.)

- **Belz, David**, [M.L.A.] Adjunct Instructor, Management, part-time
Business Writing
- **Cook, Dean**, [Ph.D., Theology], Professor, Information Systems, full-time
Advanced MS Office Applications
Presentation Theory & Application
- **Doby, Victoria** [D.B.A., CPA] Professor, Accounting, full-time
Survey of Accounting
- **Fifer, Arthur** [MBA]; Assistant Professor, Information Systems; full-time
Advanced MS Office Applications
Management Information Systems
- **Freedman, Ora** [Ph.D., Economics]; Professor, Economics, full-time
Principles of Macroeconomics
Principles of Microeconomics
Business Ethics
- **Gallagher, Philip** [M.A., Mathematics]; Adjunct Instructor, Business Administration and Math, adjunct
Principles of Management
- **Holland, Timothy** [MBA]; Adjunct Professor, Business Administration, adjunct faculty
Principles of Macroeconomics
Principles of Microeconomics
- **Kayes, Anna** [Ed.D.], Organization Behavior], Professor of Business Administration, full-time
Principles of Management
Organizational Behavior
- **Kucher, J. Howard** [D.B.A.]; Assistant Professor, Marketing, full-time
Principles of Negotiations and Sales
Professional Selling Strategies
Sales Management
Marketing Internship
Special Topics in Sales
- **Laskauskas, Romas** [MBA], Assistant Professor of Business Administration, full-time
Principles of Management
Strategic Supply Chain Processes
- **Malin, Barry** [B.A., Accounting, CPA] Adjunct Professor, Accounting, adjunct
Survey of Accounting
- **Pumphrey, Shelley** [MBA], Lecturer, Business Administration, full-time

Business Writing

- **Saulynas, Sidas** [M.S. Computer Science], Assistant Professor of Information Systems, full-time
Advanced MS Office Applications
Presentation Theory & Application
- **Scarbath, Lisa** [J.D.] Adjunct Professor, Law, part-time
Business Law
- **Toler, Takisha Salley** [Ph.D.] Assistant Professor of Marketing, full-time
Principles of Marketing
Integrated Marketing Communication
Marketing Internship
- **van Berten, Philippe** [Ph.D.]; Associate Professor of Business, full-time
Marketing and Sales Analysis
- **Welsh, Jeffrey** [Ph.D.]; Adjunct Professor, Business, part-time
Business Writing

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

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.

The physical collection is maintained in the Learning Resource Center on the Greenspring Campus and in a second library facility housed in the Brown School of Business and Leadership located on the Owings Mills Campus with considerable holdings specifically directed towards business and law. The physical collections continue to grow, now approaching 100,000 volumes. Many formats are represented -- among them are DVD's, video recordings, CDs, audiotapes, microfilms, microfiche, CD-ROMs, web-based services, books and periodicals. Library holdings reflect the University's curriculum. The library also participates in the Maryland Digital Library Project and in the AskUsNow Reference Service with other Maryland libraries.

The libraries offer relevant and a significant number of electronic databases in business (e.g. Business Source Complete, Hoover's, LexisNexis Academic, and the Wall Street Journal, Academic Search Complete, and Science Direct). Electronic media, book, and article searches are available, along with a full-text e-journal locator. The databases and resources maintained by the library are more than sufficient to support course and other student requirements in the new program.

The library housed in the Brown School of Business and Leadership is headed by a business librarian with background and experience specifically in the marketing area. Additionally, several research tutorials are available, along with research guides and *Noodlebib*, a program that helps with citations. "Ask us now!" is particularly helpful to students who are not located on campus. This provides access to a librarian's assistance 24 hours/ seven days a week.

The libraries also provide access to the collections via an integrated, web-based online catalog shared with partners in the Maryland Interlibrary Consortium, whose collections total approximately 800,000 volumes. The interlibrary loan program uses a dedicated courier service which facilitates sharing among the consortium campuses.

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

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.

The Brown School of Business and Leadership building, which opened in 2008 on the Owings Mills Campus, Stevenson University's second campus, houses the business department and includes five full computer labs (which are updated every three years and modified every year) and wireless capability throughout the building. The classrooms are all maintained with formal fully equipped teacher stations, a classroom projection/audio system, and whiteboards. Special software is included as needed on both the teacher and student stations. Faculty offices in the BSOBL building are spacious and lend themselves to student-faculty interaction and advising.

The University maintains Blackboard as its course management system in support of both traditional and online courses. Every faculty has access to and uses Blackboard at least minimally for the loading of syllabi and course/section schedules. Most faculty also use it to post specific assignments and provide grading feedback.

After expanding to its third campus, Owings Mills North in 2013, Stevenson University will officially open a new 200,000-square-foot Academic Center in fall 2016. The building will offer state-of-the-art facilities for the sciences and fine arts, areas that support the courses for the general education requirements for this proposed program.

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

1. Complete Table 1: Resources and Table 2: Expenditures. Finance data for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

TABLE 1: RESOURCES					
Resource Categories	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)					
a. Number of F/T Students	15	35	55	65	80
b. Annual Tuition/Fee Rate	\$31,810	\$32,764	\$33,747	\$34,759	\$35,802
c. Total F/T Revenue	\$477,150	\$655,280	\$1,012,410	\$1,216,565	\$1,432,080

(a x b)					
d. Number of P/T Students	4	8	10	12	16
e. Credit Hour Rate	\$803	\$827	\$852	\$878	\$904
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$38,544	\$79,392	\$102,240	\$126,432	\$173,568
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	\$515,694	\$1,226,132	\$1,958,325	\$2,385,767	\$3,037,728

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
1. Faculty (b + c below)	\$104,000	\$107,120	\$165,500	\$217,643	\$224,173
a. # FTE	1.0	1.0	1.5	2.0	2.0
b. Total Salary	\$80,000	\$82,400	\$127,308	\$167,418	\$172,441
c. Total Benefits	\$24,000	\$24,720	\$38,192	\$50,225	\$51,732
2. Admin. Staff (b + c below)	\$39,000	\$40,170	\$41,375	\$85,233	\$87,790
a. # FTE	0.5	0.5	0.5	1.0	1.0
b. Total Salary	\$30,000	\$30,900	\$31,827	\$65,564	\$67,531
c. Total Benefits	\$9,000	\$9,270	\$9,548	\$19,669	\$20,259
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 (Computer hardware and software)	\$5,000	\$1,500	\$1,000	\$3,000	\$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)	\$148,000	\$148,790	\$207,875	\$305,876	\$313,963

2. Provide a narrative rationale for each of the resource categories. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Enrollment for the Sales Management and Leadership is expected to be strong as soon as the program is approved and announced through Admissions. Funding for this program will come from tuition and fees from those who major in the degree program. With a projected student population of at least 75% full-time students, revenue generated will exceed expenditures in the first year and continue in that pattern throughout the first five years of program delivery. No reallocation of funds is planned as part of delivering this new academic program. No resources from other sources will be necessary for the delivery of this new academic program.

The favorable revenue to expenditures ratio is possible because Stevenson University already has a strong physical, staff, and service infrastructure in place. The Brown School of Business and Leadership is housed in a facility that is less than ten years old with its own Business Library. This building houses the Business Administration (which includes the marketing) faculty and supports delivery of the courses in those areas. Additionally, the overall academic and student service support bases for this degree program are already in place and an additional marketing/sales faculty member will be recruited once the degree is approved by MHEC. There is sufficient residence housing to accommodate those students who wish to be resident students.

All of the degree courses that are already developed are taught with strong FT faculty presence in all areas. Additionally, because of the nature of the degree programs already in the department, there will be faculty, student, and program synergies among Business Administration, Fashion Merchandising, and Digital Marketing with this new degree. Only one new FT faculty in marketing/sales is needed at the inauguration of the program to oversee the majors, develop the additional courses in sales, and perform program oversight. The library databases held by Stevenson University will more than adequately support the courses for this degree over the first five years.

3. Provide detailed information on the sources of the funding. Attach copies of documentation supporting the funding. Also, describe alternative methods of continuing to finance the program after the outside funds cease to be available.

No resources from grants, contracts, or other external sources are necessary for the delivery of this new academic program.

4. Provide detailed information on the sources of the funding, including supporting documentation.

No resources from other sources are necessary for the delivery of this new academic program.

5. Additional explanation or comments as needed.

NA

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

Discuss procedures for evaluating courses, faculty and student learning outcomes.

Procedures for evaluation courses:

All course evaluations are managed centrally, by the Office of Institutional Research and Assessment (OIRA). Course evaluations are administered online, and are administered in all sections, every semester

or session. Stevenson University is currently using the EvaluationKIT system, which is able to pull instructor and student enrollment information directly from BlackBoard, the course management system currently in use. This system enables OIRA to make feedback available to faculty members and the appropriate administrators as soon as the semester or session has ended and grades have been turned in. University-wide, response rates average above 50%. Faculty members are expected to reflect on the feedback received, using the *Faculty Response to Evaluation* form, which is submitted to the appropriate department chair.

Evaluation of student learning outcomes:

Assessment of student learning outcomes is accomplished at the course, program and institutional level. Each course offered at Stevenson University is required to have a syllabus which conforms to the institutional Syllabus Checklist. Among the elements required by the checklist is a list of measurable student learning outcomes. The achievement of those outcomes is monitored by the course faculty and, when appropriate, at the departmental level.

Program level assessment occurs in two primary ways. Most majors at Stevenson University have some type of capstone experience. These experiences range from research/poster sessions in the sciences and social sciences, portfolios in education and in visual communication design, to licensing exams in nursing and accounting. In the case of the proposed degree program, each student will be required to complete an internship as well as take a special topics course. As with all University capstone experiences, the internship and the topics course will enable the oversight department to observe and evaluate students' capabilities across multiple skill areas. Additionally, the Business Administration Department is required to complete a full program review (self-study assessment) every five years.

At the institutional level, the outcomes for the General Education program are included in the same program evaluation cycle as the discipline-specific programs. This provides the opportunity to revisit the continued appropriateness of the outcomes and well as the attainment of those outcomes by students.

M. 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).

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

Stevenson University has the highest percentage of diversity in its student population among the private colleges and universities in Maryland, and it enrolls large numbers from educationally disadvantaged backgrounds. Several types of evidence document this assertion. First, each year approximately one-third of its entering class of first-year students qualify for federal Pell grants, all of whom by definition fit the above description of "educationally disadvantaged backgrounds." Further, the proportion of the freshman class has come from racial and ethnic minority background (37-42% over the last five years). For the total undergraduate population, at least 33% come from minority groups in the most recent five academic years. Including graduate and part-time students, approximately 36% are minorities in the same years. This diversity results from a conscious plan of the Office of Admissions to reserve a significant percentage of institutional grants for students with need as opposed to other determinates such as educational attainment as measured by high school grades and admissions tests.

Further diversity in the student body comes from the commitment Stevenson University has made to attracting transfer students. Specifically, 20-33% of new students to SU during each of the last five years

came as transfers. Most of that enrollment came from the state's community colleges where lesser cost generally attracts the more disadvantaged students. Finally, the recruitment plan of the Office of Admissions has pushed outward geographically from the historic dominance of central Maryland counties, adding another factor that accounts for the increasing diversity of the institution's student body.

Stevenson University has among its guiding documents a diversity statement that along with its mission, vision, and values comprise the guiding principles behind all policies of the institution. In order to ensure compliance with the commitment to diversity, Stevenson University has an Office of Multicultural Affairs which serves as a key component of its student services unit. This Office is responsible for the annual diversity update submitted for publication to the Maryland Independent College & University Association (MICUA).

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

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.

NA

