

July 10, 2019



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

Dear Secretary Fielder:

McDaniel College is submitting New Program Proposals for eight undergraduate Bachelor of Arts programs. All programs were approved by the McDaniel College faculty during the spring semester and the Board of Trustees at their May meeting.

The programs are as follows:

- Actuarial Science
- Applied Mathematics
- Biochemistry
- Biomedical
- Criminal Justice
- Health Sciences
- Marketing
- Writing and Publishing

The complete proposals have been sent under separate cover in addition to the checks for each program proposal.

Thank you for your consideration and we look forward to hearing from you.

Sincerely,

Julia Jasken, Ph.D.  
Executive Vice President/Provost



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

|                                 |                  |
|---------------------------------|------------------|
| Institution Submitting Proposal | McDaniel College |
|---------------------------------|------------------|

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

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

|  |  |                  |                      |
|--|--|------------------|----------------------|
| Payment <input checked="" type="radio"/> Yes | Payment <input type="radio"/> R*STARS        | Payment          | Date                 |
| Submitted: <input type="radio"/> No          | Type: <input checked="" type="radio"/> Check | Amount: \$850.00 | Submitted: 8/13/2019 |

|  |  |  |                              |
|--|--|--|------------------------------|
| Department Proposing Program                 | Business Administration  |  |                              |
| Degree Level and Degree Type                 | Undergraduate, Bachelor of Arts  |  |                              |
| Title of Proposed Program                    | Marketing  |  |                              |
| Total Number of Credits                      | 128  |  |                              |
| Suggested Codes                              | HEGIS: 5.09  | CIP: 52.1401   |                              |
| Program Modality                             | <input checked="" type="radio"/> On-campus                                 | <input type="radio"/> Distance Education ( <i>fully online</i> ) | <input type="radio"/> Both   |
| Program Resources                            | <input checked="" type="radio"/> Using Existing Resources                  | <input type="radio"/> Requiring New Resources                    |                              |
| Projected Implementation Date                | <input checked="" type="radio"/> Fall                                      | <input type="radio"/> Spring                                     | <input type="radio"/> Summer |
|  | Year: 2019   |  |                              |
| Provide Link to Most Recent Academic Catalog | URL: <a href="http://catalog.mcdaniel.edu">http://catalog.mcdaniel.edu</a> |  |                              |

|                                     |        |                      |
|-------------------------------------|--------|----------------------|
| Preferred Contact for this Proposal | Name:  | Wendy Morris         |
|                                     | Title: | Dean of the Faculty  |
|                                     | Phone: | (410) 857-2521       |
|                                     | Email: | wmorris@mcdaniel.edu |

|                           |  |                  |
|---------------------------|--|------------------|
| President/Chief Executive | Type Name:                                       | Roger Casey      |
|                           | Signature:                                       | Date: 08/20/2019 |
|                           | Date of Approval/Endorsement by Governing Board: | 05/11/2019       |

Revised 12/2018

## Marketing Major - MHEC proposal

### NEW ACADEMIC DEGREE PROGRAMS, NEW STAND-ALONE CERTIFICATE PROGRAMS, AND SUBSTANTIAL MODIFICATIONS

#### 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.

##### **Institutional Mission**

*McDaniel College is a diverse student-centered community committed to excellence in the liberal arts and sciences and professional studies. With careful mentoring and attention to the individual, McDaniel changes lives. We challenge students to develop their unique potentials with reason, imagination, and human concern. Through flexible academic programs, collaborative and experiential learning, and global engagement, McDaniel prepares students for successful lives of leadership, service, and social responsibility.*

Studies in Marketing have been an integral part of McDaniel College's Business Administration major ever since the first Marketing course was introduced in 1983. Over the years, Marketing became one of the areas of concentration that a student can specialize in within the Business Administration major. In recent years, a Marketing minor was introduced. Still, the felt need among many students for greater depth of studies in Marketing was not being met. Students majoring in diverse yet related areas such as Art, Business, Communication, and English desire to "develop their unique potentials" through expanded opportunity to study the field of Marketing. The Marketing major proposed here draws on the "flexible academic programs" and "collaborative and experiential learning" available in the liberal arts setting to offer a truly interdisciplinary approach to the study of Marketing. Students are not only exposed to the theory courses, but also have numerous creative opportunities for experiential learning through courses such as "Writing for Main Street," "Writing for Non-Profit Organizations," "Health Communication," and numerous other courses where students work in the field with for profit and not for profit organizations honing their marketing skills, while simultaneously contributing to the success of local organizations.

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

##### **Strategic Vision**

*Sustained by the transformative power of the liberal arts, we will enhance McDaniel's reputation and strengthen our resources by increasing our focus on the unique potentials of individuals. We will challenge all students academically in a supportive environment of genuine care and graduate an increasing number of diverse, successful, and engaged alumni.*

***Our Goal of Excellence with Genuine Care:*** *We will attract, retain, and graduate more students by providing a challenging education that develops students' abilities and ambitions, ignites their passions, and prepares them for successful twenty-first century careers.*

It is our intention that the proposed will ignite students' passions as they prepare for successful 21<sup>st</sup> century careers while receiving a liberal arts education. The proposed Marketing major was developed as part of a year-long review of the academic program of the college. A select group

of faculty leaders formed the Strategic Thinking Group for Pedagogical Value (STGPV). Their year-long study examined voluminous data on recruitment and enrollment figures as well as data on the interests of both applicants and deposited students. Course enrollments over five and ten-year periods were also studied. From this study came recommendations as to strategic resource allocations to add desired programs to meet the needs of students in the twenty-first century, as well as the elimination of programs with low interest and low enrollment. The need for a Marketing major emerged from data on applicant interests and from focus groups held on campus. The STGPV recommended the creation of a Marketing major to the President and Provost and, ultimately, the proposed major was endorsed by the Board of Trustees and deemed a priority for the institution.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.

The strategic enrollment plan (SEP) for this program involved careful collaboration with our VP of Admissions, the Provost, and faculty members who will teach in this major. Based on discussions with these faculty, the VP of Admissions worked with the Provost to determine the investments needed. This major was developed assuming that the program could continue to be sustained through existing institutional resources, but with plans for increased investments needed with the assumption of program growth (described Section L, Table 2). Assuming the projected enrollment growth materializes, the institution is committed to hiring an additional full-time faculty member for each additional 15 students who enroll in this major and increasing the departmental budget proportionately as enrollment increases.

4. Provide a description of the institution's a commitment to:

a) ongoing administrative, financial, and technical support of the proposed program

The institution is committed to supporting the needs of this new program fully and can launch the program immediately using already existing institutional resources. Administrative support will be provided by the administrative assistant for the Department of Economics & Business Administration. Should enrollment in the program increase to the point of requiring additional resources, our Strategic Enrollment Plan (SEP) describes our plans and timeline for supporting increasing needs for infrastructure and new faculty (see section L, Table 2). Any technical needs described in the SEP (physical infrastructure, hardware, or software) will be incorporated into our annual budgeting process.

b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

Given the demand for this program (as described below in section C), the institution is committed to offering this program for the foreseeable future. However, should there come a time when the institution decides to inactive this program, a multi-year plan would be developed to continue offering the required courses to any enrolled students such that they would be guaranteed to graduate with their intended major.

**B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:**

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:

a) The need for the advancement and evolution of knowledge

The prevalent approach to the study of Marketing has been within the context of the traditional Business major. This model has served students well. It is the belief of the McDaniel College faculty that students studying Marketing would derive even greater benefit from a Marketing program populated with these traditional Business courses but enhanced by greater study of communication skills and quantitative analysis. The burgeoning field of Data Analytics fueled by the access to “Big Data” is transforming numerous fields of study. There is a pressing need in the Maryland business community for individuals with the skills to apply the quantitative tools of analysis currently available as well as the new tools constantly coming onto the market. A significant aspect of the proposed Marketing major is the emphasis on data analytics, quantitative research, and statistical analysis. Imbuing these skills in the Maryland labor force of the future will enable the advancement and evolution of knowledge in the Maryland business community.

b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

Marketing is about research and communication. It is about advertising, promotion, and public relations. It is about product research and product pricing. It is about data collection through consumer surveys and political polling. It is about data analysis. It permeates society. Inaccurate analysis, misleading information, or unethical behavior can cause great societal harm. Practitioners of marketing can provide great benefit or great harm to society. A well-designed Marketing major with a foundation in the liberal arts provides students with the specific skills, world view, and ethical foundation to achieve personal growth while simultaneously contributing to the knowledge and well-being of their community.

According to the Bureau of Labor Statistics, only 10.7% of public relation and fundraising roles are held by those who are black, 3.1% by Asians, and 3.1% by Hispanics or Latinos. Marketing and sales managers share similar demographics, with blacks making up 6.7%, Asians 5.4%, and Hispanics and Latinos 9.7% (<https://www.bls.gov/cps/cpsaat11.htm>). This is not just a problem for young men and women of color interested in marketing; it is a problem for the industry itself. Forbes notes that “because of the diversity shortage within these industries, the perspectives of various groups are not heard, resulting in ongoing, image-damaging blunders that hurt the advertiser’s bottom line.”

McDaniel’s marketing major will prepare our graduates to enter the marketing workforce and because our student body is highly diverse (The Fall 2019 entering class at McDaniel College is 34.6% African American, 7% Hispanic, and 5.7% two or more races), it will equip our students of color to fundamentally challenge and prevent these kinds of industry mistakes while elevating voices of color within the marketing industry.

c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

N/A

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

We believe this program aligns with Strategy 8 of the Maryland State Plan for Postsecondary Education:

- Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

As Strategy 8 states, “the contemporary workplace is changing rapidly, and long-held beliefs about academic majors, career paths, and the connections between them have been transformed. More than ever, employers seek employees who have the flexibility to understand changing conditions and solve emerging problems. Technical knowledge is not enough.” By housing a program that prepares students with industry-specific knowledge but does so in an interdisciplinary way with a liberal arts core, our graduates will be uniquely positioned to impact the workforce. But the education is not enough. Direct relationship development with businesses will be essential. To accomplish this, we will follow our already established models through the Center for Experience and Opportunity and our academic departments, such as interview days, undergraduate research, support for internships, and panels of local professionals (<https://www.mcdaniel.edu/information/headlines/news-at-mcdaniel/archive/interviewing-day-at-mcdaniel-jobs-internships-and-career-contacts>). These relationships will provide students direct access to employers while giving employers an opportunity to provide feedback on the program.

**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.

According to Department of Labor statistics, advertising, promotion and marketing manager jobs in 2016 were distributed in the following industries:

Advertising and promotions managers held about 31,300 jobs in 2016. The largest employers of advertising and promotions managers were as follows:

|   |     |
|---|-----|
| Advertising, public relations, and related services | 34% |
| Information   | 12  |
| Management of companies and enterprises             | 7   |
| Wholesale trade                                     | 6   |
| Self-employed workers                               | 5   |

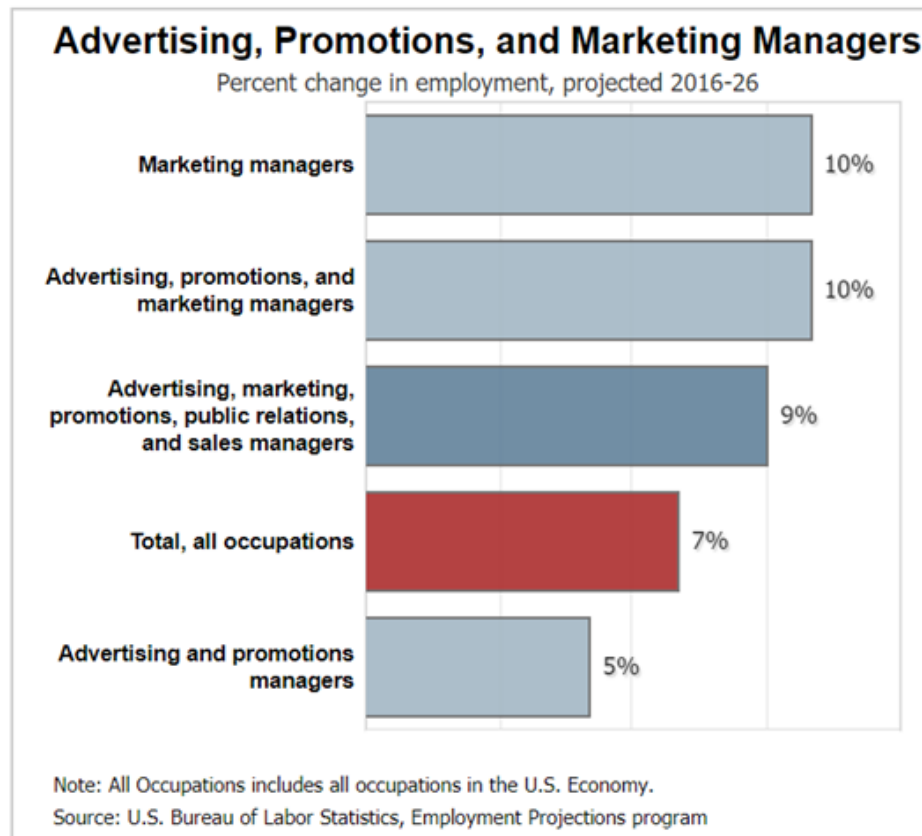
Marketing managers held about 218,300 jobs in 2016. The largest employers of marketing managers were as follows:

|  |     |
|--|-----|
| Professional, scientific, and technical services | 22% |
| Management of companies and enterprises          | 16  |
| Manufacturing                                    | 12  |
| Finance and insurance                            | 10  |
| Wholesale trade                                  | 8   |

Graduates of the McDaniel program will have strong marketing integrated with business theory, making them well-prepared to enter industry at the entry-level.

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

According to the Bureau of Labor Statistics, employment of advertising, promotions and marketing managers is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations.



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 indicates that the employment change between 2016-2026 will be 23,800 positions.

## Summary

| Quick Facts: Advertising, Promotions, and Marketing Managers |  |
|--|--|
| 2018 Median Pay ?  | \$132,620 per year<br>\$63.76 per hour |
| Typical Entry-Level Education ?                              | Bachelor's degree                      |
| Work Experience in a Related Occupation ?                    | <a href="#">See How to Become One</a>  |
| On-the-job Training ?  | None                                   |
| Number of Jobs, 2016 ?                                       | 249,600                                |
| Job Outlook, 2016-26 ?                                       | 10% (Faster than average)              |
| Employment Change, 2016-26 ?                                 | 23,800                                 |

Additionally, the impact of the aging workforce will be felt in the marketing field. Though specific vacancies in the field have not been projected, it is reasonable to assume that this field will not be exempt from this phenomenon.





|                                   |                                    |    |    |    |    |    |   |
|-----------------------------------|------------------------------------|----|----|----|----|----|---|
| Coppin State University           | Marketing                          | 1  | 3  | 6  | 0  | 7  | Marketing core courses are similar. The Coppin State model is more of a Business major with a focus on the field of Marketing. This is the most common structure across the country. The proposed McDaniel major blends marketing from a Business perspective with the approach taken by Departments of Communication.  |
| Hood College                      | Integrated Marketing Communication | 0  | 5  | 12 | 11 | 15 | Similar in that Hood and McDaniel majors integrate Business and Communication approaches to the subject of Marketing. McDaniel version does place greater emphasis on developing an expanded view of the business environment by requiring the study of Economics. On the whole, similar programs.  |
| Morgan State University           | Marketing                          | 15 | 27 | 19 | 12 | 24 | Morgan State's approach is that of a Business major foundation with an intense focus on a specific area – in this case, Marketing. The McDaniel approach is different in that there is less of an emphasis on the Business environment and more emphasis on the integration of Marketing from the Business perspective and Marketing from the Communication theory perspective. There will be a similar selection of Marketing courses at the two institutions. |
| Notre Dame of Maryland University | Marketing Communications           | 1  | 5  | 2  | 2  | 2  | Similar approaches in that the emphasis in both programs is on the integration of traditional Marketing courses with the application of Communication theory to the marketing endeavor. Heavier emphasis of Accounting, Economics, and Statistics in the McDaniel program is the primary dissimilarity.   |
| Salisbury University              | Marketing                          | 48 | 70 | 72 | 78 | 81 | The Salisbury program is consistent with programs offered in the University setting. A focus on the study of Marketing is added to a strong Business major core. The McDaniel program takes more of a liberal arts approach with greater emphasis on the integration of Marketing and Communication theory.   |
| University                        | Marketing                          | 0  | 0  | 0  | 2  | 8  | The UMES approach is also one of a  |

|   |           |     |     |     |     |     |   |
|---|-----------|-----|-----|-----|-----|-----|---|
| of Maryland Eastern Shore                 |           |     |     |     |     |     | strong Business core with a particular focus on Marketing. More Accounting, more Economics, more Statistics. The McDaniel proposal includes study in all these areas, but to a lesser degree. The McDaniel program places greater emphasis on Communication theory, design, and writing.  |
| University of Maryland University College | Marketing | 50  | 63  | 81  | 62  | 56  | One major difference is that the UMUC Marketing major appears to be entirely online. There appears to be a greater emphasis on Statistics and quantitative research in the McDaniel approach. Also, a greater emphasis on courses with a writing emphasis in the McDaniel model.  |
| University of Maryland College Park       | Marketing | 176 | 162 | 174 | 162 | 148 | To major in Marketing at UMCP, one must first be admitted to the Robert H. Smith School of Business and complete the core of courses required of all Business majors. Marketing is one of the areas of specialization available. Essentially, one completing this course of study will be a Business major with a concentration in Marketing. It is a more intense program than that proposed by McDaniel. The McDaniel program provides a similar Marketing core, but it is integrated with more of a liberal arts approach to the study of Marketing. Greater emphasis is placed on Communication theory, design, and writing. McDaniel offers a standard Business core as part of the Marketing major, but not as in depth as one found in a School of Business. |

The McDaniel College proposed major in Marketing differs from most Marketing programs across the State of Maryland and the rest of the country in that it is not constructed as an area of concentration within a Business major. The approach taken has more of a liberal arts context to it. The core Marketing courses are equivalent to those found in any Marketing major, but the context is that of Marketing as a means of communication in a business setting. Thus, the McDaniel program blends courses from Business, Communication, Art, and English to provide students with a broader perspective. In the State of Maryland, Hood College and Notre Dame of Maryland University approach the study of Marketing in a manner similar to that proposed by McDaniel College. The McDaniel design has a bit more emphasis on accounting, economics, and statistics than the latter two, but the approaches are similar.

2. Provide justification for the proposed program.

According to the College Board Student Search Service, a data pool that covers nearly 90 percent of all college-bound students, out of the students planning to enroll in college in fall 2019, 16,866 indicated an intended major of “marketing, marketing/management.” When using a broader filter of *Business, Management, Marketing, and Related Support Services*, that number increases significantly to 222,923. There are more than 12,500 students in Maryland, Virginia, and Pennsylvania alone. Given the need identified in Section C, we believe the benefits of the program are clear.

**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.

N/A

**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

**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 Marketing major was developed through the interdisciplinary collaboration of faculty from several related fields. Marketing requires both quantitative and qualitative skills, and analytical as well as communication skills. Faculty from the Economics and Business Department collaborated with faculty in Communication, English, and Art to develop the major. The product was then compared to marketing majors from a variety of institutions across the country including liberal arts colleges and research universities. In its final iteration, McDaniel’s proposed Marketing major is a well-balanced blend of traditional design with a unique interdisciplinary flavor.

The program will be housed in the Department of Economics and Business Administration for administrative purposes and overseen by the Chair of the Department, but faculty teaching in the program will also come from the departments of Art, Communication, and English.

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

Upon completion of the Marketing major, students will:

- a. Demonstrate knowledge in fundamental areas of marketing such as consumer behavior, digital marketing, global marketing, and fundamental marketing concepts, principles, and definitions.

- b. Understand and apply methods of data analytics and quantitative and qualitative research methods to data relevant to the marketing process.
- c. Be able to effectively present proposals and communicate concepts to both professional and lay audiences.
- d. Understand the role and place of marketing in the broader environment of the world of Business.

3. Explain how the institution will:

a) provide for assessment of student achievement of learning outcomes in the program  
 Student achievement of learning outcomes in the program is overseen by the Academic Assessment Committee (AAC) as part of McDaniel's established faculty governance. This committee of five full-time teaching faculty is charged with fostering sound assessment of the College's academic programs, encouraging the collection of data that leads to action, and collecting departmental assessment plans and reports and responding to them as necessary. The program will provide a list of learning outcomes to the AAC along with a chart indicating the specific courses in which each outcome is developed as well as courses that serve as points of assessment. In the fall of each academic year, the program will select an outcome (or outcomes) to assess and provide a detailed plan for direct and indirect assessment to the AAC; the AAC will provide feedback on this plan, as needed. All the department's learning outcomes will be revisited and assessed on a regular basis so that changes made based on past assessments can be evaluated.

b) document student achievement of learning outcomes in the program  
 In the spring of each academic year, the program will document the degree to which students achieved the learning outcomes in the program by providing a report on the assessment of these outcomes to the AAC, based on the assessment plan submitted earlier in the year. These reports will include the assessment findings as well as a proposed plan of ways to address any areas in which students did not successfully meet the learning outcomes set forth by the department.

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

**Marketing Major Proposal**

| Number  | Title                         | Credits |
|---|-------------------------------|---------|
| BUA 2209  | Principles of Marketing       | 4       |
| BUA 3306  | Consumer Behavior             | 4       |
| BUA 2101  | Global Markets and Marketing  | 4       |
| BUA 2103  | Digital Marketing             | 4       |
| BUA 1101  | Principles of Accounting I    | 4       |
| COM 2201  | Quantitative Research Methods | 4       |
| COM 2202  | Qualitative Procedures        | 4       |
| STA 2215  | Introduction to Statistics    | 4       |
| ECO 1103 Introduction to Economics<br>or<br>ECO 1102 Economic Issues and Policy |                               | 4       |
| BUA 4100 Business Strategy and Policy<br>or<br>Senior Marketing Capstone        |                               | 4       |

|  |  |
|--|--|
| <b>Marketing Environment (select one):</b><br>BUA 2211 Entrepreneurship<br>BUA 2205 Legal Environment of Business<br>BUA 2210 Ethics and Business<br>BUA 2214 Principles of Management   | 4  |
| <b>Marketing Implementation Group One (select one):</b><br>ART 2206 Digital Imaging<br>ART 2207 Art & Digital Culture<br>ART 2216 Graphic Design I<br>ENC 1111 Make It, Market, Sell It<br>ENG 2103 Transmedia Storytelling<br>ENG 2106 Writing for Main Street<br>ENG 2219 Making Multimedia  | 4  |
| <b>Marketing Implementation Group Two (select one):</b><br>COM 3160 Health Communication<br>COM 3220 Intercultural Communication<br>COM 3420 Media Analysis and Criticism<br>COM 3610 Visual Communication<br>ENG 3307 New Media Writing<br>ENG 3309 Approaches to Everyday Discourse<br>ENG 3312 Writing for Non-Profit Organizations | 4  |
| <b>Writing in Discipline – (select one):</b><br>(cannot also count to meet other groups)<br>ENG 2103 Transmedia Story Telling<br>ENG 2106 Writing for Main Street<br>ENG 2219 Making Multimedia<br>ENG 3307 New Media Writing<br>ENG 3309 Approaches to Everyday Discourse<br>ENG 3312 Writing for Non-Profit Organization             | Credits in general education table below |
| <b>Total number of credits:</b><br>(not including Writing in Discipline)   | 52                                       |

#### Additional credits outside for the Major

| Type of Course                      | Details  | Credits             |
|-------------------------------------|--|---------------------|
| First Year Seminar                  | General education requirement  | 4                   |
| ENG 1101                            | Introduction to College Writing, general education requirement   | 4                   |
| Writing in the Discipline           | Category of courses described in the major requirements in the table above   | 4                   |
| Second Language                     | General education requirement is 2 semesters in the same language or placement/proficiency above the 2 <sup>nd</sup> semester level. | 8                   |
| Multicultural                       | Category of courses for general education requirement  | 4                   |
| International Nonwestern            | Category of courses for general education requirement  | 4                   |
| International Western OR Nonwestern | Choice of 2 categories of courses for general education requirement  | 4                   |
| Quantitative Reasoning              | Majors will satisfy this general education requirement by taking STA 2215.   | Credits included in |

|   |   |                               |
|---|---|-------------------------------|
|   |   | the major                     |
| Scientific Inquiry with Lab   | Category of courses for general education requirement   | 4                             |
| Quantitative Reasoning OR Scientific Inquiry  | Choice of 2 categories of courses for general education requirement   | 4                             |
| Textual Analysis  | Category of courses for general education requirement   | 4                             |
| Creative Expression   | Category of courses for general education requirement   | 4                             |
| Social, Cultural, Historical Understanding  | Majors will satisfy this general education requirement by taking ECO 1102 or 1103, r  | Credits included in the major |
| Physical Activity & Wellness  | General education requirement is 1 credit of physical activity courses OR participation in intercollegiate sports, ROTC, or some other approved experience.   | 0-1                           |
| Jan Term  | General education requirement of 1 course during a January Term. Most students complete this by taking My Design.   | 2                             |
| My Career   | General education requirement   | 1                             |
| Experiential Learning   | General education requirement is that students complete credited or non-credited experiential learning which could include courses, internships, experiential independent studies, or study abroad. | 0-4                           |
| <b>Total number of general education credits outside of the major</b>                                       |   | <b>51-56</b>                  |
| <b>Remaining elective courses</b> (these could count toward a minor, another major, and/or elective credit) |   | <b>20-25</b>                  |
| <b>Combined credits from general education and elective coursework</b>                                      |   | <b>76</b>                     |
| <b>Total number of credits from the major (see previous table)</b>  |   | <b>52</b>                     |
| <b>Total number of credits required for the B.A. degree</b>   |   | <b>128</b>                    |

**COURSE DESCRIPTIONS FOR THE MAJOR:**

**BUA 2209 - Principles of Marketing**

*Credits: 4*

An introduction to the marketing function. The focus is primarily on “for profit” firms and their approaches to the marketing discipline. The course tests the student’s mastery of fundamental marketing concepts, principles, and definitions. Several case studies supplement the required texts and lecture contents.

**BUA 3306 - Consumer Behavior**

*Credits: 4*

The study of consumers as buyers and users of products and services. Highlights the complexity of consumers as unique individuals and decision makers. Considers multiple perspectives on

consumer behavior including economic, social, psychological, and cultural factors. Examines how consumer understanding influences marketing strategy.

*Prerequisites BUA 2209*

### **BUA 2101 - Global Markets and Marketing**

*Credits: 4*

The course addresses issues in the strategy, organization, marketing, and management of companies operating in the global market. In addition, the course will integrate the sciences of geography and history along with individual country flags and on-going current events. It is assumed students, through the completion of the prerequisite and other relevant courses in marketing, are familiar with the key concepts in international business and marketing research and planning.

Case studies used in this course will help you develop your analytical and decision-making skills and also highlight the reality of environmental uncertainties influencing decision making in the global context. Cases also seek to develop your capacity to identify issues, to reason carefully through various options and improve your ability to manage the organizational process by which decisions get formed and executed. In addition to case analyses we will also read and discuss additional articles on strategic issues relevant to operating in a global context. Thus, students will develop both, historical and current, and theoretical and practical, perspectives on operating in a global context.

*Prerequisites BUA 2209*

### **BUA 2103 - Digital Marketing**

*Credits: 4*

This course will take students from the basics of digital marketing to the actual online campaign management. We will discover the latest trends, tools, and techniques that help companies in brand development and turning brand values to actual sales on the internet. We will familiarize with expressions like SEO (Search Engine Optimization), SEM (Search Engine Marketing), Big Data, social media management and content marketing. Students will have the chance to follow real life examples from integrating digital methods into marketing plans through the campaign management to the evaluation of the results.

*Prerequisites BUA 2209*

### **BUA 1101 - Principles of Accounting I**

*Credits: 4*

Fundamental principles of accounting with emphasis on the preparation and interpretation of financial statements. Attention is given to the collection and reporting of pertinent information for creditors, management, and investors. The second semester includes the preparation of data for internal management purposes; the collection, presentation, and interpretation of information for purposes of decision-making, cost control, and managerial planning.

*Prerequisites Successful completion of MAT 1001 or MAT 1002 or higher level placement.*

### **COM 2201 - Quantitative Research Methods**

*Credits: 4*

The purposes and methods of formal researching the study of human communication. The main focus of this course is the communication research process from a quantitative perspective.



Specific topics include philosophy of science, research design, data collection, data analysis, statistics, and reasoning.

*Prerequisites Minimum cumulative GPA of 2.0 in COM-1101 and COM 1102.*

### **COM 2202 - Qualitative Procedures**

*Credits: 4*

The focus of this course is to learn qualitative research procedures, specifically ethnography, phenomenology and grounded theory. By performing a semester-long qualitative research study on the communication dynamics in a small group, students learn experientially how to perform qualitative procedures as well as library research. They also come away with increased insight into small group communication. The course places a strong emphasis on writing.

*Prerequisites Minimum cumulative GPA of 2.0 in COM-1101 and COM-1102*

### **STA 2215 - Introduction to Statistics**

*Credits: 4*

Basic statistical principles and techniques; summarizing and presenting data, measuring central tendency and dispersion in data, basic concepts of probability and probability distributions, estimation of parameters and testing of hypotheses through statistical inference, linear regression and simple correlation.

*Not open to students who have completed Mathematics 3324.*

*Prerequisites Mathematics 1001, Mathematics 1002 or placement above MAT 1002.*

**McDaniel Plan:** *Quantitative Reasoning*

### **ECO 1103 - Introduction to Economics**

*Credits: 4*

The study of the economic foundations of any society: price theory - the market system and allocation of resources; and macroeconomic theory - national income, employment, inflation, business cycles, and international trade.

*Prerequisites Mathematics 1001, Mathematics 1002 or placement above Mathematics 1002.*

**McDaniel Plan:** *Social, Cultural, and Historical Understanding*

### **ECO 1102 - Economic Issues and Policy**

*Credits: 4*

Exploration of the contributions made by economic theory towards understanding and solving major policy issues of our times. The principles of microeconomics and macroeconomics are studied and applied to such timely topics as the environment, health care, international trade, the minimum wage, and a variety of similarly critical issues. Student interest will play a role in topic selection.

*Prerequisites MAT 1001*

### **BUA 4100 - Business Strategy and Policy**

*Credits: 4*

A capstone seminar course for Accounting Economics and Business Administration majors that relies on the case method to provide a challenging environment in which to apply knowledge acquired in the major toward developing strategies for business success. Basic building blocks such as accounting, economics, finance, and marketing, et al are integrated in an individual as well as a team approach to problem solving, policy analysis, and strategic management.

**BUA 2211 - Entrepreneurship***Credits: 4*

The study of entrepreneurship, the process of combining resources to produce new goods or services, will be examined. Critical success factors and common failures will be highlighted. The creation of an effective business plan is emphasized. Several case studies and classroom discussions with successful small business owners and entrepreneurs will supplement the required texts and lecture contents.

**BUA 2205 - The Legal Environment of Business***Credits: 4*

The nature of the court system, constitutional law, and legislation. Topics covered include law by judicial decision, law by administrative agencies, and the regulation of business and taxation. Special attention is given to antitrust law and the law of employment and labor relations.

**BUA 2210 - Ethics and Business***Credits: 4*

A consideration of some of the major ethical issues in business: the profit motive and the public good, social responsibility of corporations, environmental concerns, consumer and employee relations, the role of the state, advertising practices, conflict of interest and of obligation, and hiring practices.

**BUA 2214 - Principles of Management***Credits: 4*

An introduction to the management function, focusing on the theory and fundamental concepts of management including planning, organization, leadership, and control. The class reviews the evolution of management thought, function, and practice and stresses current approaches and emerging concepts. Several case studies and a research project supplement the required text and lecture contents.

**ART 2206 - Digital Imaging***Credits: 4*

This class will serve as an introduction to digital art, presenting students with the opportunity to learn about the computer as a tool for art making. Much of our time will be spent covering the basics of Adobe Photoshop and Illustrator. Using the software specified above, we will become acquainted with how the computer and design software can be used to present complex visual and conceptual ideas which can be used to affect social and cultural exchange. Throughout the semester students will become acquainted with image manipulation in popular culture and some of the contemporary themes associated with digital art. Non-art majors are absolutely welcomed and no previous art experience is required.

***McDaniel Plan: Creative Expression*****ART 2207 - Art and Digital Culture***Credits: 4*

This course will introduce students to a variety of digital resources that support using the computer, the Internet, and other electronic media as tools for art making. Through presentations, demonstrations, and assignments, students will become acquainted with how

computers, digital photography and video, social media platforms, mobile devices, and art and design software can be used to present complex visual and conceptual ideas that can be employed to affect social and cultural exchange. This course will examine the historical and contemporary practices of artists and designers working in the digital realm with creative technology. Non-art majors are welcomed and no previous art experience is required.

### **ART 2216 - Graphic Design I**

*Credits: 4*

A studio activity stressing the importance of the imaginative and creative talents of the artist in today's commercial art world.

*Prerequisites Art 1101 and 1117.*

### **ENC 1111 - Make It, Market It, Sell It**

*Credits: 4*

This is it. Unbutton your creativity and get footloose in this course where you'll create a brand, market the products you'll make, and the products we'll supply you. In other words, we'll negotiate the danger zone that is web entrepreneurship. In this class, you'll get a theme or a business idea to market online (e.g., we might supply you with an old dated product like the LaserBeam Wristwatch or movies featuring songs by Kenny Loggins). You'll put into practice theory from art and rhetoric on persuasion and communication as we help you make a product, a web presence, and negotiate the various aspects of small online side businesses. You'll vlog, blog, tweet, post, design, promote, and advertise, and possibly, make money.

**McDaniel Plan:** *Creative Expression*

### **ENG 2103 - Transmedia Storytelling**

*Credits: 4*

Students will build worlds. Students will make their own Star Wars, My Little Pony, or Marvel Universe. They will create media franchises around a story they'll tell across media channels. The different media used contributes uniquely to the story's world. In other words, students will create stories that might be expressed through writing and video and action figures and games and websites and cereal boxes and social media. The main point of the course is the dispersal of content through multiple delivery channels to create a unified entertainment experience.

**McDaniel Plan:** *Creative Expression*

### **ENG 2106 - Writing for Main Street**

*Credits: 4*

Write entrepreneurially! As part of this class, students will partner with area small businesses to help with their writing, design, marketing, and more, creating usable end products every step of the way. Learn more about the rhetorical moves and practical steps behind writing for websites, social media campaigns, print marketing, memos, business pitches, and other texts. Build your resume, making invaluable networking connections, explore career options, and learn more about the entrepreneurial value of a liberal arts education.

*Prerequisites ENG-1101*

### **ENG 2219 - Making Multimedia**

*Credits: 4*

Students analyze and create a variety of digital multimedia texts, paying special attention to visual design and visual rhetoric and reflecting critically on the choices they've made in their productions. In addition to gaining a basic understanding of web languages (e.g. HTML and CSS), students learn how to use a number of design programs effectively. Students refine their abilities to mix imagery, words, typefaces, sounds, and music to construct arguments and persuade audiences through flyers, digital comics, video remixes, and websites.

*Prerequisites Placement into ENG-1101*

**McDaniel Plan:** *Creative Expression*

### **COM 3160 - Health Communication**

*Credits: 4*

The communication of health care with a focus on physicians and other providers, health care organizations, special interest groups, and government agencies. Particular issues include social support, gender, agenda setting, persuasive health campaigns, health policy, and media.

*Prerequisites Junior or Senior standing.*

### **COM 3220 - Intercultural Communication**

*Credits: 4*

This course presents an overview of current issues in communicating across cultures. The course examines how people from various ethnic, gender, generational, racial, cultural, national and religious backgrounds exchange meaning. Study will focus on many of the cultural variables in communication as well as how those variables work holistically within cultural systems. Topics include how the interaction between language, thinking patterns and culture affect communication, the nature of culture, issues of power, verbal and nonverbal codes.

*Prerequisites COM-1102 and 57 or more credit hours*

**McDaniel Plan:** *International Nonwestern*

### **COM 3420 - Media Analysis and Criticism**

*Credits: 4*

Rather than passive spectators, audiences actively interpret media messages. This class examines the complex dialogue in the U.S. corporate commercial media system among media producers telling their fiction and nonfiction stories, commercial interests looking to make a profit, and individuals seeking information, entertainment and identity. We examine the social role of media with a focus on the symbolic nature of media messages. Rooted in a political economy theory of media and drawing from critical theories and postmodernist perspectives, approaches include semiotics, structuralist, narrative, and ideological analyses.

*Prerequisites COM-1101 and COM-1102 and 57 or more credit hours*

### **COM 3610 - Visual Communication**

*Credits: 4*

We live in an increasingly visual world. It is important to understand how visuals can be used to communicate information and meaning, and how visuals influence sense making and subsequent behavior. This course explores visual means of representation, aspects of visual design, and methods used for visual communication research.

**McDaniel Plan:** *Social, Cultural, and Historical Understanding; Experiential*

**ENG 3307 - New Media Writing***Credits: 4*

Students explore the rhetorical and cultural effects of social media as well as the shifting expectations for writers in these environments. Along with investigating how self and society are shaped by the ways information is presented, collected, vetted, and shared, students work with a variety of social media platforms to create a coherent web presence designed for real audiences. In the course, students learn to effectively curate information, create infographics, podcast, blog, and vlog.

*McDaniel Plan: Creative Expression.***ENG 3309 - Approaches to Everyday Discourse***Credits: 4*

An introduction to rhetorical methods for analyzing such “texts” as speeches, editorials, advertisements, sports writing, movie reviews, and talk radio programs. Students will learn to identify patterns in everyday discourse and to recognize and explain the persuasive powers these forms exert over audiences. The course develops students as critical observers and consumers of everyday discourse.

*McDaniel Plan: Social, Cultural, and Historical Understanding; Textual Analysis.***ENG 3312 - Writing for Nonprofit Organizations***Credits: 4*

An introduction to the various genres produced by and for local, national, and international nonprofit organizations. Assignments may include the development of mission statements, fundraising letters, grants, brochures, podcasts, websites and other public relations material. Students will also analyze the contemporary social, cultural and economic trends, which create unique challenges and opportunities for the nonprofit sector. Integral to this course is the opportunity for students to work with and write for area nonprofit organizations.

*Prerequisites/Co-requisites Junior or Senior Standing**McDaniel Plan: Departmental Writing*5. Discuss how general education requirements will be met, if applicable.

The total credits required for graduation from McDaniel College are 128. The Marketing major will represent 52 of these. Eight credits in the major also satisfy General Education Requirements. These are ECO 1102 Economic Issues and Policy or ECO 1103 Introduction to Economics (Social, Cultural and Historical Understanding); and STAT 2215 Introduction to Statistics (Quantitative Reasoning). If students choose to complete ART 2206 Digital Imaging for their major, this will meet a Creative Expression requirement. Students will earn their remaining general education credits by selecting courses outside of their major.

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

N/A

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

N/A

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.

Written copies of the requirements for the Marketing major will be continually on display and available to students in the Economics and Business Administration Department's office suite. In addition, students majoring in Marketing will have a faculty academic adviser well versed in the requirements of the major.

The college catalog includes information on approved programs including all required coursework and total program hours. The catalog also addresses degree and McDaniel Plan (general education) requirements for students.

The Schedule of Classes for each semester outlines how classes are offered and the nature of faculty/student interaction—face-to-face, online, or hybrid. The learning management system for the online and hybrid classes is Blackboard. When student accounts are created, students receive an automated email that contains information about Blackboard and the system requirements. This information is in the student's inbox when they first access their email. If specific technological competencies or skills are required for any courses within the approved program, this information is outlined in the course description.

The college website and intranet contain pertinent information about student support services, including academic support, financial aid, tuition and fees, billing and payment, and policies relating to each.

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.

At McDaniel College, recruitment materials are updated annually. This provides the college flexibility to ensure accuracy.

Additionally, it is the habit of the Office of Admissions to introduce prospective students to departmental faculty when possible. Campus visits include the opportunity to sit in on a class or to meet with faculty (<https://www.mcdaniel.edu/undergraduate/admissions/visit-mcdaniel>). Emails written by department chairs are deployed by the Office of Admission and admitted student events feature one-hour sessions that give faculty and current students an opportunity to share details about the major.

The college's website is currently undergoing a complete redesign, but departmental practice in the Office of Communication and Marketing is to review academic program pages monthly for accurate content. Academic pages link to the most recent version of the college's catalog, giving prospective students a clear and accurate view of the program requirements and coursework.

## **H. Adequacy of Articulation**

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

N/A

**I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).**

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach in the proposed program.

All core courses in the Marketing major will be taught by full-time faculty holding the terminal degree in their field or having a combination of an advanced degree and a wealth of applied business and marketing experience. The overwhelming majority of electives offered in the program are also taught by full-time faculty.

| <b>Name</b>    | <b>Terminal Degree</b>                          | <b>Academic Title/Rank</b>                                     | <b>Status</b>     | <b>Courses</b>   |
|----------------|---|--|-------------------|--|
| Robert Lemieux | Ph.D. in Communication                          | Associate Professor of Communication & Cinema                  | Full-time Faculty | COM 2201<br>Quantitative Research Methods<br><br>COM 3160 Health Communication   |
| Robert Trader  | Ph.D. in Communication                          | Associate Professor of Communication & Cinema                  | Full-time Faculty | COM 2201<br>Quantitative Research Methods<br>COM 3610 Visual Communication   |
| Erin Watley    | Ph.D. in Communication                          | Assistant Professor of Communication & Cinema                  | Full-time Faculty | COM 2202<br>Qualitative Procedures<br>COM 3220<br>Intercultural Communication<br>COM 3420 Media Analysis and Criticism                       |
| Nigel Burdett  | M.S. Business                                   | Professor of Practice in Economics and Business Administration | Full-time Faculty | BUA 2209<br>Principles of Marketing<br>BUA 3306<br>Consumer Behavior<br>BUA 2214<br>Principles of Management<br>BUA 2211<br>Entrepreneurship |
| Julie Routzahn | Ph.D. in Economics<br>CPA, MBA,<br>M.S. Finance | Associate Professor of Economics and Business Administration   | Full-time Faculty | BUA 1101<br>Principles of Accounting   |
| Kerry Duvall   | M.S. Taxation, CPA                              | Assistant Professor of Business Administration                 | Full-time Faculty | BUA 1101<br>Principles of Accounting   |

|                 |  |   |                                   |   |
|-----------------|--|---|-----------------------------------|---|
| Donald Lavin    | MBA in Finance,<br>Master of<br>Professional<br>Accountancy, CPA | Executive in<br>Residence   | Full-time Faculty                 | BUA 1101<br>Principles of<br>Accounting<br>BUA 2209<br>Principles of<br>Marketing<br>BUA 2210 Ethics<br>and Business<br>BUA 4100 Business<br>Strategy |
| Ethan Seidel    | Ph.D. in Economics<br>MBA in Finance                             | Professor of<br>Economics and<br>Business                             | Full-time Faculty                 | STA 2215<br>Introduction to<br>Statistics<br>ECO 1102 Economic<br>Issues and Policy   |
| Amy Ramnarine   | Ph.D. in Economics   | Assistant Professor<br>of Economics                                   | Full-time Faculty                 | ECO 1102 Economic<br>Issues and Policy<br>STA 2215<br>Introduction to<br>Statistics   |
| Nicholas Kahn   | Ph.D. in Economics   | Assistant Professor<br>of Economics and<br>Business<br>Administration | Full-time Faculty                 | ECO 1103<br>Introduction to<br>Economics  |
| Kevin McIntyre  | Ph.D. in Economics   | Professor of<br>Economics and<br>Business<br>Administration           | Full-time Faculty                 | ECO 1103<br>Introduction to<br>Economics  |
| Kelly Shaffer   | J.D.   | Adjunct Professor<br>of Business<br>Administration                    | Part-time Faculty                 | BUA 2205 Legal<br>Environment of<br>Business  |
| Chloe Irla      | M.F.A. in<br>Interdisciplinary<br>Studio Art                     | Assistant Professor<br>of Art and Art<br>History                      | Full-time Faculty                 | ART 2206 Digital<br>Imaging<br>ART 2207 Art &<br>Digital Culture  |
| Jason Irla      | M.F.A. in<br>Interdisciplinary<br>Studio Art                     | Adjunct Professor<br>of Art & Art History                             | Part-time Faculty                 | Art 2216 Graphic<br>Design I  |
| Paul Muhlhauser | Ph.D. in English   | Associate Professor<br>of English                                     | Full-time Faculty                 | ENG 2219 Making<br>Multimedia<br>ENG 2103<br>Transmedia<br>Storytelling<br>ENG 3307 New<br>Media Writing<br>ENC 1111 Make It,<br>Market It, Sell It   |
| Kathryn Dobson  | Ph.D. in English   | Associate Professor<br>of English                                     | Full-time Faculty                 | ENG 3309<br>Approaches to<br>Everyday Discourse   |
| Joshua Ambrose  | M.F.A. in Creative<br>Nonfiction                                 | Associate Dean of<br>Campus and                                       | Full-time<br>Administrative Staff | ENG 2106 Writing<br>for Main Street   |



|  |  |                      |  |   |
|--|--|----------------------|--|---|
|  |  | Community Engagement |  | ENG 3312 Writing for Non-Profit Organizations |
|--|--|----------------------|--|---|

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

McDaniel College prides itself on its excellent instruction and therefore provides many forms of faculty development to support professors in all stages of their careers. New faculty participate in a year-long orientation program of monthly professional development events which include a focus on evidence-based practices. Every August, new and returning faculty attend a day-long faculty development retreat which includes concurrent sessions on various topics including diversity, students with learning differences, evidence-based research about teaching and learning, best practices for hybrid and online teaching, handling challenging classroom situations, etc. Throughout the academic year, we offer 1 to 2 faculty development sessions each month which are open to all faculty. Each year, we run a faculty book group/learning community which approximately one third of our full-time faculty participate in; the book is always one which highlights evidenced-based practices. In addition to the group-based forms of faculty development described above, the institution also provides one-on-one support to faculty who would like to receive formative feedback on their teaching through class observations and/or moderated focus groups with their students.

b) The learning management system

The Department of Instructional Design and Technology at McDaniel College offers the following resources to support faculty use of Blackboard: (a) 60-minute workshops throughout the year on Blackboard Basic, Intermediate, and Advanced features; (b) one-on-one Blackboard training for all new faculty members and anyone else who requests it; (c) a range of course design templates that enable/encourage backward design, outcome alignment, authentic assessment, appropriate rubrics, and a range of student-centered pedagogical methods; and (d) professional development lunch events about matters of instructional design.

c) Evidenced-based best practices for distance education, if distance education is offered.

All faculty who teach an online course are required to first take BPO 100: *Best Practices in Online Teaching and Learning*, a four-week (28-hour commitment) online course. By completing the course, participants (a) gain the benefit of the experience, research, and knowledge from those individuals and institutions who have been offering online instruction for many years, (b) develop specific strategies for maintaining social presence, teaching presence, and cognitive presence in an online classroom, and (c) develop specific strategies for facilitating collaboration, reflection, and learner-centered pedagogies. BPO 100--a constructivist, discussion-based class--is informed by the Community of Inquiry framework and standard best practices as measured by Quality Matters.

**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.

McDaniel College's Hoover Library contains approximately 375,038 book volumes, access to 87 different databases, 77,676 titles of media, and 84,516 serials. The Hoover Library website (<http://hoover.mcdaniel.edu>) includes Research Guides—general and course specific—that assist students with identifying appropriate resources for academic writing. The guides also provide general assistance with the research process by covering topics such as source selection and evaluation.

The College's print collection is available for loan to all McDaniel College students, faculty, staff, and other community members. The library's website provides remote access to the online catalog and electronic databases so that students may access the library's resources from wherever they are working. No-fee interlibrary loans and document delivery from other institutions supplement the collection in support of research and classroom projects.

As part of the Carroll Library Partnership, Hoover Library shares an online catalog with Carroll County Public Library and Carroll Community College. Students, faculty, and staff may use, request, and check out titles from any of the three collections. This arrangement makes an additional 700,000 volumes available to the McDaniel College community. McDaniel College students and faculty also have borrowing privileges at participating libraries at institutions in the Maryland Independent Colleges and Universities Association (MICUA), the Baltimore Area Library Consortium (BALC), and the Associated College Libraries of Central Pennsylvania (ACLCP).

**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 college currently offers an area of concentration in Marketing as part of the Business Administration major. The college also offers a Minor in Marketing. The projected expansion of offerings and enrollments can be achieved within existing resources. Classrooms, computer labs, and office space are available to meet anticipated need. The primary departmental contributors to the program, Economics and Business Administration and Communications and Cinema, are in the same building and share administrative support services. This provides for a great deal of efficiency in resource use.

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 McDaniel students are provided with email accounts. The institution uses Blackboard for course delivery, community engagement, and content management for all face-to-face and online courses. Our Blackboard system is fully integrated with our

Student Information System (SIS), such that (a) all students and faculty automatically have Blackboard accounts, (b) all classes are automatically built, and (c) all enrollments are automatically managed via SIS integration.

Instructors and students utilize iDevices, Adobe Connect, Ensemble, video from Hoover Library databases, and fast Internet connections. The Student Academic Support Services (SASS) office provides on-loan assistive technology to students. The Instructional Technology Office provides training and support for faculty and students using any technology used in the course. The department has adequate information technology resources to support faculty and students.

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

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

**Rationale for enrollment projections**

New student enrollment projections embedded in our strategic enrollment plans are developed by the Vice President for Enrollment. They are based on the VP's review of historical enrollment data in similar fields at McDaniel College, the size of the potential market in primary recruitment areas for the college, and enrollment trends nationally.

**Rationale for reallocated funds**

Last year, the College underwent a faculty-led review in response to a request from the McDaniel Board of Trustees to identify academic programs for possible reinvestment, as well as potential restructuring. The goal of this review was to strengthen the academic program of the College by aligning our academic offerings with current and prospective students' demonstrated interests.

In the spring of 2019, the Board of Trustees unanimously approved the recommendations that would suspend enrollment for future students in the following undergraduate majors: Art History, Religious Studies, French, German and Music. Minors in German, Music and Latin will also no longer be offered. These programs were selected, in large part, due to relative under-enrollment compared with other programs at the College.

The following chart indicates the number of students who were in the pipeline and in our prospective student pool as of November of 2018:

| Program  | 5-yr avg degrees | Current majors | Current minors | F19 Admissions projections<br>Apps→Admits→Yield                      |
|--|------------------|----------------|----------------|--|
| Art History Major (minor retained)                       | 4.6              | 4              | 4              | N/A: Art History not in survey<br>General Art =<br><b>6 students</b> |
| Religious Studies Major (minor retained)                 | 1.6              | 7              | 10             | 8 apps → 5 admits →<br><b>1 student</b>                              |
| French Major (minor retained)                            | 3.8              | 8              | 6              | 9 apps → 6 admits →<br><b>1 student</b>                              |
| German Major and Minor                                   | 2.2              | 12             | 5              | 2 apps → 1 admits →<br><b>0 students</b>                             |
| Music Major and Minor (select music activities retained) | 3.2              | 13             | 8              | 32 apps → 21 admits →<br><b>4 students</b>                           |

Any prospective students who indicated an interest in these majors were notified of the program suspensions in advance of making their decision to enroll. The College guaranteed that all students who had declared a major in an impacted program would be able to graduate with their intended degree. McDaniel students were allowed to declare any major through the end of this spring semester regardless of whether there was a recommendation to suspend. And in every case except for German and Latin, courses will still be taught in these disciplines and students will be able to use these courses to fulfill their core education (McDaniel Plan) requirements. Specifically related to Music, select performance opportunities that have existed for all students, regardless of major, will still be available, including choir and band, as well as music lessons. Students can still select from five second languages: Arabic, ASL, Chinese, French, and Spanish.

Because of our commitment that all students in an affected major can graduate with their intended degree, existing faculty may continue to teach in the affected programs of study for a number of years. The College is closely following American Association of University Professors (AAUP) guidelines.

The recommendations approved by the board resulted in nearly a million dollars worth of savings over the next five years, 100% of which will be re-invested to strengthen our academic programs. Investments will support the reorientation of existing programs to better meet the needs of the 21st century, and to create new programs that will expand the curricular offerings of the College. This was not a budget cut.

The Board also voted to investigate these strategic re-investments in four categories of strong and growing interest to current and prospective students: Health Sciences/STEM, Business and Technology, the Liberal Arts core curriculum, and professional certificates.

None of these changes will adversely affect our ability to deliver our hallmark McDaniel Plan and McDaniel Commitment. Our students will continue to experience a broad education in the liberal arts and sciences while delving deeply into their program areas of special interest.

2. Complete 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.

FTE & operating budget calculations were based upon existing departments which will contribute at least 25% of the courses in the proposed major. Using only those high-contributing departments, FTE & operating budgets were then calculated based on proportionate contributions.

**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.

Courses are evaluated via online student course evaluations which are reviewed by department chair and the individual faculty member at the end of each semester; these evaluations include quantitative and qualitative components. Programmatic student learning outcomes are assessed via direct and indirect measures under the guidance of the standing Academic Assessment Committee as described in G.3

Faculty teaching in the program will be evaluated in accordance with the faculty evaluation procedures of McDaniel College specified in the McDaniel College Faculty Handbook. At the time when franchised faculty are eligible for reappointment, tenure, promotion, or periodic review, the faculty member critically evaluates his or her performance as a teacher, reviews course evaluations, and provides evidence of effective teaching, service to the college, and scholarly and/or professional activity. The 5 elected members of the Faculty Affairs Committee review the materials submitted by the faculty member as well as the student course evaluations, rate the candidate's performance, and make a recommendation to the Provost for employment action. Adjunct faculty are reviewed by their department chair on a regular basis; adjunct faculty are evaluated based on their course evaluations and other materials they may submit to document their teaching effectiveness.

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.

In addition to the annual assessments of student learning outcomes overseen by the Academic Assessment Committee described earlier (see G.3), the program will engage in a periodic program review. The program review process is overseen by the Academic Planning Committee (APC) – a standing committee that is part of our faculty governance system. Faculty who teach in the program will prepare a self-study that includes data about course and program enrollment, faculty professional activity, student retention/graduation rates, assessments of student learning outcomes, alumni outcomes and satisfaction, a comparison of the program to similar programs at other colleges, nationwide trends in the discipline, an evaluation of the current strengths and challenges of the program, and a five-year strategic plan. The self-study is reviewed by the APC and feedback is provided. External consultants review the self-study and make an on-site visit to further evaluate the program's educational effectiveness and make

recommendations based for improvement. The last step of this year-long review process is the revision of the five-year plan to address any weaknesses or areas of improvement.

The student body is surveyed using several different methods. Annually, we complete the Higher Education Data Sharing (HEDS) Consortium's "Senior Survey," which asks seniors to report on five dimensions of their undergraduate experience: good teaching and high-quality Interactions with faculty, challenging assignments and high faculty expectations, interactions with diversity, growth on intellectual outcomes, and growth on civic outcomes. Secondly, we use the Student Satisfaction Inventory (SSI) from Ruffalo Noel Levitz, which measures student satisfaction and which issues are most important to them. Finally, we also utilize the National Survey of Student Engagement (NSSE), which looks at engagement indicators and high-impact practices. With each of these assessment methods, data can be disaggregated to a departmental/programmatic level. These reports are provided to department chairs for integration into their own assessment plans and departmental reviews as a measure of student satisfaction.

Regarding cost effectiveness, McDaniel College engages in a strategic planning process to determine the viability of its programs. This process involves developing a unique Strategic Enrollment Plan (SEP) for the program. As defined by Ruffalo Noel Levitz, Strategic Enrollment Planning is "a data-informed process that aligns an institution's fiscal, academic, co-curricular, and enrollment resources with its changing environment to accomplish the institution's mission and ensure the institution's long-term enrollment success and fiscal health." At McDaniel, this means each proposed academic program is reviewed through the lens of not only curricular innovation and mission alignment, but also program demand, departmental costs, investment needs, and long-term viability. This data is reviewed by the Provost and a faculty committee whose focus is strategic planning and the budgetary health of the institution. This program was developed with the assumption that the program could continue to be sustained through existing institutional resources, but with plans for increased investments when the expected program growth occurs.

**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.

McDaniel College is committed to minority student access and success. In accordance with this commitment, the College has articulated cultural diversity goals which include general education courses related to cultural diversity, co-curricular student programming, and faculty and staff development regarding working with a diverse student body.

Students of all ages, interests, professions, and backgrounds are encouraged to apply for undergraduate and graduate study. Fall enrollment data from 2018 show that 28% of our student population identified as students of color, a number that has steadily increased since 2010. The majority of students at McDaniel College (65%) come from the State of Maryland, and 26% are considered first-generation college students. McDaniel College actively recruits

prospective students through campus events and career fairs throughout the mid-Atlantic region.

All the students in the proposed program will complete general education courses which have been designed to educate students about different forms of diversity. Students will complete at least one multicultural course which will give students an understanding of the cultural pluralism of American society. Multicultural courses focus on the cultures and experiences of diverse groups in the United States that have been historically subordinated or marginalized and defined by such categories as race, gender, sexuality, class, religion, and disability. Students will complete at least two international courses, one of which must focus on a non-western region. International courses examine the perspectives and customs of cultures outside the U.S. or the relationship between the U.S. and world cultures. In addition to these general education course, our orientation program for first year students includes 3 sessions focused on diversity-related issues relevant to college students and those sessions span from the summer orientation through the end of the first semester so that we can address diversity education at multiple stages of their first year.

Many co-curricular, cultural activities are sponsored by the Office of Diversity and Inclusion, while other activities are initiated by our many student organizations which provide social support and co-curricular events for students. (e.g., the Black Student Union, the Gender Sexuality Alliance, the Hispano-Latinx Alliance, the Asian Community Coalition, the Muslim Student Association, and the Jewish Student Union).

The faculty members who will teach in the proposed program participate in multiple professional development events focused on teaching and supporting students from diverse groups. Every August, McDaniel College holds a faculty development retreat and requires that faculty attend at least one session focused on diversity-related issues. Our newest full-time faculty members participate in a year-long orientation series which includes sessions about teaching our diverse student body as well. In addition, throughout the academic year, professional development sessions focused on diversity-related issues are open to all faculty and staff.

**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.

This 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.

While we are eligible to provide Distance Education as an institution at the Graduate level, this proposed Undergraduate program will not be offered in Distance Education format.

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

While we are eligible to provide Distance Education as an institution at the Graduate level, this proposed Undergraduate program will not be offered in Distance Education format.



**TABLE 1: PROGRAM RESOURCES**

| <b>Resource Categories</b>                    | <b>Year 1</b> | <b>Year 2</b>      | <b>Year 3</b>       | <b>Year 4</b>       | <b>Year 5</b>       | <b>Narrative</b>   |
|---|---------------|--------------------|---------------------|---------------------|---------------------|--|
| 1. Reallocated Funds                          | \$0.00        | \$0.00             | \$0.00              | \$0.00              | \$78,000.00         |  |
| 2. Tuition/Fee Revenue<br>(c + g below)       | \$0.00        | \$68,277.00        | \$164,092.39        | \$313,885.26        | \$447,648.66        |  |
| a. Number of F/T Students                     | 0             | 3                  | 7                   | 13                  | 18                  | Because we did not market this new major when recruiting students for Fall 2019, any students who might declare this major in Year 1 will be already-enrolled students. Therefore, we are projecting no NEW students and no additional tuition revenue during Year 1 attributed to this program. |
| b. Annual Tuition/Fee Rate                    | \$0.00        | \$22,759.00        | \$23,441.77         | \$24,145.02         | \$24,869.37         |  |
| c. Total F/T Revenue (a x b)                  | \$0.00        | \$68,277.00        | \$164,092.39        | \$313,885.26        | \$447,648.66        |  |
| d. Number of P/T Students                     | 0             | 0                  | 0                   | 0                   | 0                   | We have so few part-time undergraduates that we are not including part-time students in our projected enrollments.   |
| e. Credit Hour Rate                           | 0             | 0                  | 0                   | 0                   | 0                   |  |
| f. Annual Credit Hour Rate                    | \$1,391.89    | \$1,433.07         | \$1,476.07          | \$1,520.35          | \$1,565.96          |  |
| g. Total P/T Revenue<br>(d x e x f)           | \$0.00        | \$0.00             | \$0.00              | \$0.00              | \$0.00              |  |
| 3. Grants, Contracts & Other External Sources | \$0.00        | \$0.00             | \$0.00              | \$0.00              | \$0.00              |  |
| 4. Other Sources                              | \$0.00        | \$0.00             | \$0.00              | \$0.00              | \$0.00              |  |
| <b>TOTAL (Add 1 – 4)</b>                      | <b>\$0.00</b> | <b>\$68,277.00</b> | <b>\$164,092.39</b> | <b>\$313,885.26</b> | <b>\$525,648.66</b> |  |

| TABLE 2: PROGRAM EXPENDITURES:     |        |            |            |            |             |   |
|------------------------------------|--------|------------|------------|------------|-------------|---|
| Expenditure Categories             | Year 1 | Year 2     | Year 3     | Year 4     | Year 5      | Narrative   |
| 1. Faculty (b + c below)           | \$0.00 | \$0.00     | \$0.00     | \$0.00     | \$78,000.00 |   |
| a. Number of FTE                   | 9.5    | 9.5        | 9.5        | 9.5        | 10.5        | Projected new students: Y2 = 3 students, Y3 = 7, Y4 = 13, Y5 = 18, add new faculty for every 15 new students.   |
| b. Total Salary                    | \$0.00 | \$0.00     | \$0.00     | \$0.00     | \$60,000.00 |   |
| c. Total Benefits                  | \$0.00 | \$0.00     | \$0.00     | \$0.00     | \$18,000.00 |   |
| 2. Admin. Staff (b + c below)      | 0      | 0          | 0          | 0          | 0           |   |
| a. Number of FTE                   | 0      | 0          | 0          | 0          | 0           | We do not need to hire new administrative staff because the department within which this major will be offered has sufficient staffing.   |
| b. Total Salary                    | \$0.00 | \$0.00     | \$0.00     | \$0.00     | \$0.00      |   |
| c. Total Benefits                  | \$0.00 | \$0.00     | \$0.00     | \$0.00     | \$0.00      |   |
| 3. Support Staff (b + c below)     | 0      | 0          | 0          | 0          | 0           |   |
| a. Number of FTE                   | 0      | 0          | 0          | 0          | 0           | We do not need to hire new support staff because the department within which this major will be offered has sufficient staffing.  |
| b. Total Salary                    | \$0.00 | \$0.00     | \$0.00     | \$0.00     | \$0.00      |   |
| c. Total Benefits                  | \$0.00 | \$0.00     | \$0.00     | \$0.00     | \$0.00      |   |
| 4. Technical Support and Equipment | \$0.00 | \$0.00     | \$0.00     | \$0.00     | \$2,500.00  | Computer for new faculty member. All other technical support and equipment will be covered by existing resources from the departments which contribute courses to this program. |
| 5. Library                         | \$0.00 | \$3,906.00 | \$4,062.24 | \$4,224.73 | \$4,393.72  | Cost of adding an additional database. Other resources are already available through existing databases. Assumes annual 4% increase.  |
| 6. New or Renovated Space          | \$0    | \$0        | \$0        | \$0        | \$0         |   |
| 7. Other Expenses                  | \$0.00 | \$90.00    | \$210.00   | \$390.00   | \$540.00    | Current department operating budget = \$9,466, 50% for majors (vs. 50% gen ed) = \$4,733. Divided by 160 majors = \$30 cost per student X new student projections.              |
| TOTAL (Add 1 – 7)                  | \$0.00 | \$3,996.00 | \$4,272.24 | \$4,614.73 | \$85,433.72 |   |