



HARFORD

COMMUNITY COLLEGE

February 8, 2023

James D. Fielder, PhD
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

RE: Substantial Change to a Certificate Program – Business Administration

Dear Dr. Fielder:

Harford Community College is proposing a substantial modification to the Business Administration Lower-Level Certificate (BAC). This certificate is being revised to reduce the number of credits required and to ensure that the courses in this certificate coordinate with the Business Administration A.S. degree.

This certificate supports Harford Community College's mission by supporting student achievement through both workforce entry and transfer.

Payment in the amount of \$50 for MHEC approval was submitted via U.S. mail. A copy of the payment is included in this electronic correspondence.

Please contact Alison Amato at aamato@harford.edu or 443-412-2384 with any questions.

Sincerely,

Theresa B. Felder, EdD
President

Enclosure

INVOICE		GROSS AMOUNT	DISCOUNT	TAX	ADDITIONAL CHARGES	NET AMOUNT
NUMBER	DATE					
BUS ADMIN CERT	01/11/23	50.00	0.00	0.00	0.00	50.00
CHECK NUMBER	CHECK DATE	TOTAL GROSS	TOTAL DISCOUNT	TOTAL TAX	TOTAL ADDL CHARGES	CHECK AMOUNT
00330510	01/19/23	50.00	.00	.00	.00	*****50.00

THIS IS WATERMARKED PAPER - DO NOT ACCEPT WITHOUT NOTING WATERMARK - HOLD TO LIGHT TO VERIFY WATERMARK



HARFORD COMMUNITY COLLEGE
401 THOMAS RUN ROAD
BEL AIR, MD 21015



M&T Bank 7-11
BALTIMORE, MD 21201 520

00330510

Check Date
01/19/23

Check Number
00330510

Check Amount
\$50.00

Fifty & 00/100

PAY TO THE ORDER OF

MARYLAND HIGHER EDUCATION COMMISSION
6 N LIBERTY ST FL 10
BALTIMORE MD 21201-3705

Meres Felder
AUTHORIZED SIGNATURE
This Check Void After 180 Days



Office Use Only: PP#

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

Institution Submitting Proposal	Harford Community College
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Each action below requires a separate proposal and cover sheet.

- | | |
|---|--|
| <input 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 checked="" 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 # 00330510	Amount: \$50.00	Submitted: 02/15/2023

Department Proposing Program	Business and Applied Technology		
Degree Level and Degree Type	Lower Division Certificate		
Title of Proposed Program	Business Administration Lower-Division Certificate		
Total Number of Credits	16		
Suggested Codes	HEGIS: 4970-01	CIP: 52.0202	
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: 2023		
Provide Link to Most Recent Academic Catalog	URL: https://catalog.harford.edu/		

Preferred Contact for this Proposal	Name: Alison Amato
	Title: Coordinator for Curriculum and Program Development
	Phone: 443-412-2384
	Email: aamato@harford.edu

President/Chief Executive	Type Name: Theresa B. Felder, Ed.D.
	Signature:  Date: Feb 15, 2023

	Date of Approval/Endorsement by Governing Board: Feb 15, 2023
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Revised 1/2021



SUBSTANTIAL MODIFICATION TO AN EXISTING PROGRAM

Academic Program Proposal Business Administration, Certificate

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.

Harford Community College (HCC) is proposing a revised Business Administration Lower-Level Certificate (BA). This certificate is being revised to reduce the number of credits required to obtain the certificate and to ensure the certificate's courses better align with the Business Administration A.S. degree.

The BAC certificate consists of 16 credits and provides students with core competencies in business administration. Students will gain a business administration foundation which will prepare them for many federal government management and administrative positions and increase their competencies in business for other industries. Although the courses in this certificate will transfer into the A.S. Business Administration and A.A.S. Business Management degrees, the purpose of this certificate is to provide the necessary additional business administration courses which will enable students to meet federal government and administrative related position requirements. Specific competencies gained through this program will include the ability to apply appropriate communications skills, to work independently, and better collaborate within an organization to promote the goals and objectives of the work unit; to be able to recognize how to facilitate successful completion of technical projects; to demonstrate competency in using technical tools, technology, methods and processes; to recognize professional and ethical behavior; and to apply problem solving skills to technical problems.

Harford Community College's mission reads, "Grow. Achieve. Inspire. Contribute." The modifications to the certificate program help students **achieve** by providing a clear pathway to employment. Furthermore, the Business Administration certificate allows working individuals to **grow** within their industry through the expansion of their knowledge and application of that knowledge toward gaining personal career achievements.

The certificate also supports components of HCC's vision, including the following:

"Strive for:

- *Satisfaction*: Demonstrate excellence in all we do as measured by those we serve.
- *Completion*: Do what it takes for students to achieve their goals.
- *Success*: Prepare all constituents to make a positive impact and inspire change in the world."

This certificate program is essential to ensure that the college is striving for **completion** and **success**. As stated above, the BA certificate will allow students a more practical, seamless, and easily identifiable pathway to ensure completion and success to reach their end goal.

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

This section will detail the ways in which the BA certificate supports the institutions strategic goals.

Strategy 1: Establish relevant, flexible options for learning that respond to community needs for growth and prosperity.

The proposed modifications to the certificate will support this by creating a more streamlined and flexible approach to completion. This is achieved through the elimination of courses that are not required for the Business Administration degree. The certificate is also conducive to the schedules of working students, allowing flexible options, including online and hybrid course offerings.

Strategy 2: Create an engaging and inclusive learning experience so ALL students can achieve their goals.

The certificate is designed to transfer seamlessly into the Business Administration A.S. degree and allows students to apply what they have learned to current career experiences. The program's design and alignment enhance the curriculum and promote goal completion by providing a clear pathway for students to reach their end goal.

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 certificate program will be adequately funded for the first five years of program implementation. Costs of the program are supported through the college's operational budget.

Furthermore, the Business Administration Lower-Level Certificate is an existing certificate at HCC that has been supported since its inception in 2008. The courses required for completion already exist and are offered regularly. The College intends to continue its operating budget for full-time and part-time faculty and faculty professional development.

4. Provide a description of the institution's a commitment to:
 - a) ongoing administrative, financial, and technical support of the proposed program

Consistent with the funding of the program as stated above, administrative and technical support for the program is backed by existing funding. Academic administration views the modifications to this certificate as essential for the success of students and for the continuity of curriculum. Existing facilities, as well as administrative and technical support will be leveraged for this program.

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

Theresa B. Felder, Ed.D., President of Harford Community College, supports enhancing the educational opportunities available for students and aligning these opportunities to help students easily achieve their goals. HCC is committed to the continuation of administrative, financial, and technical support for the program undergoing modification. HCC is also committed to the continued offering of program courses in the future.

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 need for advancement and evolution of knowledge critical to social and economic progress is an essential driver for the Business Administration Lower-Level Certificate curriculum. Problem solving, critical thinking, and effective communication skills are required skills for employees in business administration and are important to the student learning objective within this certificate. There is a growing number of employers in this region seeking students with the skills taught through this planned curriculum in business administration.

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

As an open access institution, HCC provides educational opportunities available for all students within Harford County and surrounding counties in Maryland, including military affiliated individuals and working adults, minority students, rural students, and other educationally disadvantaged students. HCC has developed strategies to address the eradication of the attainment gap including implementation of the My College Success Network (MCSN) and Soar2Success (S2S). Both of these initiatives were formed in July 2014 and include a network of services, events, staff, and faculty geared toward empowering and supporting students of color.

HCC is an Achieving the Dream (ATD) institution, a network dedicated to improving student success, with a particular focus on academic goal attainment, personal growth, and economic opportunity for low-income students and students of color.

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

As stated above, HCC is an open access institution and provides extensive student support services and affordable tuition rates for students that would wish to begin their studies at a two-year institution and then transfer to one of Maryland's four Historically Black Institutions, Bowie State University, Coppin

State University, University of Maryland Eastern Shore, or Morgan State University. Although the proposed program is a certificate, the courses are transferable.

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

The Business Administration Lower-Level Certificate program addresses several goals of the 2022 Maryland State Plan for Postsecondary Education. **Goal 2 (Student Success), Priority 6**, seeks to “[i]mprove systems that prevent timely completion of an academic program.” The proposed certificate modifications are the result of a concentrated effort to remove potential barriers within the curriculum that may extend a student’s time-to-completion and/or impose unnecessary financial burdens.

Furthermore, Harford Community College encourages academic divisions to continually reflect on programmatic improvement. This modification is a result of this institutional practice and supports **Goal 2, Priority 5** of the 2022 Maryland State Plan for Higher Education, which aims to, “[m]aintain the commitment to high-quality post-secondary education in Maryland.” This certificate’s modification was initiated with regard to this effort.

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.

The Business Administration Lower-Level certificate is intended to provide students with a business administration foundation which will prepare them for many federal government management and administrative positions and increase student competencies in business for other industries. Positions within the private and public sector may include those in management, supervision, or operations.

A bachelor’s degree is the typical entry-level requirement for occupations in this area. The certificate supports both students perusing a degree in business administration, as well as students who may have achieved a degree and are seeking supplemental education for career enhancement.

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

Data for occupation gaps in the region anticipate a supply deficit for occupations related to Business Administration. In other words, the data forecasts areas in the industry where open positions will outpace qualified candidates. The modifications to the Business Administration certificate program are intended to support the educational demands in anticipation of occupational growth.

Occupation Gaps



The above are the potential average annual gaps over 10 years. Many variables go into this analysis, but at its core it is based on a forecast comparing occupation demand growth to the local population growth and the projected educational attainment of those residents. When an area, for example, has an occupation expected to grow quickly but the educational requirement for the occupation does not match well with the educational attainment of its residents, there is a high potential for an occupation shortfall in the region. Alternatively, slow-growing or contracting occupations often represent potential supply surpluses.



The potential supply shortfall is an underlying force that the market needs to resolve one way or another, such as by employers recruiting from further distances for these occupations, wages going up to attract more candidates, and/or increased demand and wages enticing more local residents to get training for these occupations. While this is an important analysis for determining local occupation needs, the occupation gap should be considered along with other regional data including growth and separation forecasts, unemployment rates, wage trends, and award and skill gap analyses.

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 data for projected employment shows growth in industries related to the Business Administration certificate program. The industries expecting a decline fall outside the occupational scope of the Business Administration certificate.

Employment by Industry

Industry Title	% of Occ Empl	Empl	10-Year Separations	10-Year Empl Growth	10-Year Total Demand
Management, Scientific, and Technical Consulting Services	11.9%	18,592	16,568	2,828	19,396
Computer Systems Design and Related Services	5.9%	9,189	7,894	1,666	9,561
Administration of Human Resource Programs	5.3%	8,284	6,324	-352	5,972
National Security and International Affairs	3.6%	5,598	4,329	-2	4,327
Architectural, Engineering, and Related Services	3.3%	5,183	3,852	-196	3,655
Scientific Research and Development Services	2.7%	4,217	3,286	20	3,306
Building Equipment Contractors	2.3%	3,606	2,757	-66	2,691
Management of Companies and Enterprises	2.3%	3,575	2,813	-99	2,713
Executive, Legislative, and Other General Government Support	2.1%	3,359	2,700	52	2,752
Colleges, Universities, and Professional Schools	2.0%	3,199	2,469	20	2,489
Administration of Economic Program	2.0%	3,160	2,446	-78	2,367
Nonresidential Building Construction	2.0%	3,158	2,340	3	2,344
Residential Building Construction	1.8%	2,749	2,068	6	2,074
Restaurants and Other Eating Places	1.7%	2,593	2,349	616	2,965
Office Administrative Services	1.6%	2,513	2,134	393	2,527
Employment Services	1.6%	2,506	2,058	268	2,326
Services to Buildings and Dwellings	1.2%	1,939	1,575	28	1,602
Justice, Public Order, and Safety Activities	1.2%	1,820	1,446	-33	1,413
Other Professional, Scientific, and Technical Services	1.1%	1,741	1,412	134	1,545
Religious Organizations	1.0%	1,605	1,318	72	1,390
All Others	43.5%	68,215	55,516	2,973	58,489



The industry distribution indicates the industries in which workers in the occupation(s) are primarily found.



"10-Year Empl Growth" may show industries with positive as well as negative growth; this would indicate that the occupation(s) being examined are expected to expand within some industries while contracting in others.

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

Institutional data shows that the current BAC program has consistent enrollment. Like most programs, enrollment was impacted by the COVID-19 pandemic, but data shows an upturn for the most current academic year. This trend is expected to continue.

Declared Majors						
Timeline: Academic Year						
Disaggregation: Aggregate						
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	Enrolled	Enrolled	Enrolled	Enrolled	Enrolled	Enrolled
CERT BAC, Business Administration Aggregate	18	17	15	11	3	6

D. 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.

Many Maryland community colleges offer an associate degree program in Business Administration; however, few offer certificates by the same name. The MHEC Academic Program Inventory listing and online resources show that most business-related certificates offered by Maryland community colleges fall under Business Management rather than Business Administration. Two community colleges offer certificates concentrated on business analytics which transfer into the respective institution's Business Administration degree program, while one other institution provides a pathway into Business Administration via a certificate in Business Supervision. The table below includes information on certificate programs related to business administration offered at community colleges:

Related Certificates Offered at Other Maryland Community Colleges	
College	Business Management Program Information
Allegany College of Maryland	Business Supervision Certificate
College of Southern Maryland	Business Analysis Certificate
Howard Community College	Data Business Analytics Certificate

The certificate programs offered by College of Southern Maryland and Howard Community College focus heavily on data analytics, while Allegany Community College's certificate maintains focus on developing leadership and communication skills. In contrast, Harford Community College's certificate provides a more generalized foundation to support transfer into the existing degree program and meet local workforce demands.

2. Provide justification for the proposed program.

The reduced credits in the proposed modification will make the certificate more attainable for students. These revisions also ensure better coordination between required courses for the Business Administration certificate and degree program.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

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

The revised certificate will enable the student to have course credits eligible for transfer to other institutions. This certificate will have no impact on surrounding Historically Black Institutions.

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

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

The proposed program will not have any impact on the uniqueness or institutional identity of surrounding HBIs.

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 Business Administration Lower-Level Certificate was modified by faculty in accordance with the College's Curriculum Manual and included assessment of data to support enrollment, consultation with other divisions, analysis of career projections, and approvals from BAT Division faculty, the curriculum workgroup, the Vice President of Academic Affairs, the President of the College, and the Board of Trustees.

Faculty who will oversee the program have obtained the necessary credentials within the field and many have experience as industry professionals. Faculty information can also be found in [section I](#).

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

This certificate provides the foundation for a career in Business Administration. The curriculum emphasizes an essential skillset for the field, which includes, but is not limited to, communication, collaboration, project management and completion, technology literacy, and troubleshooting.

There are five program learning outcomes (LOs) for the proposed Business Administration Lower-Level Certificate. Upon successful completion of this program of study students will be able to:

1. Apply appropriate communications skills to work independently and collaboratively within an organization to promote the goals and objectives of the work unit.

2. Recognize how to facilitate successful completion of technical projects.
3. Demonstrate competency in using technical tools, technology, methods, and processes.
4. Recognize professional and ethical behavior.
5. Apply problem solving skills to technical problems.

Assessment of student program learning outcomes considers respective course learning objective outcomes inclusive of summative, formative and informative assessment data. Outcomes are collected and documented using a learning management system- integrated software solution.

Current Business Administration Certificate

The following is the current list of program courses for the Business Administration Lower-Level Certificate:

Course	Credits
ACCT 101 Accounting Principles I	3
ACCT 102 Accounting Principles II	3
BA 101 Introduction to Business (GI)	3
BA 109 Principles of Management	3
BA 111 Purchasing and Materials Management	3
BA 210 Business Computer Applications	3
BA 225 Project Management	3
BA 246 Legal Environment of Business	3
Total Credits	24

Modifications to the certificate program include the removal of three courses for a total of nine credits. Courses BA 109, BA 111, and BA 225 are not required by the Business Administration degree program; thus, removing these courses provides a more seamless transition from the certificate to the degree program and reduces cost and time to completion. A one credit accounting course has been added to the certificate program. This will satisfy one credit of general elective course work in the degree program for students who continue to the Business Administration, A.S. The following recommended list of program courses is matched with the program learning objectives that will be achieved in each of the specific courses. The table itself provides clear indication that all of the program learning objectives will be attained with the completion of the required courses for the certificate.

Proposed Business Administration Certificate

Course	Credits	Program Los
(Credit) (General Education [1] or HCC Graduation Requirement)		
Required Business Administration Lower-Level Certificate Core Curriculum		

ACCT 101 Accounting Principles I	3	3, 4, 5
ACCT 102 Accounting Principles II	3	2, 3, 4, 5
BA 101 Introduction to Business (GI)	3	4, 5
BA 203 Principles of Marketing	3	1, 4
BA 210 Business Computer Applications	3	4, 5
ACCT 107 Spreadsheet Applications for Accounting	1	1, 3, 5
Total Credits	16	

3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program
- b) document student achievement of learning outcomes in the program

Assessment of student program learning outcomes will be performed throughout the core courses. Formative, summative and authentic assessments will be used. Outcomes are collected and documented using a learning management system-integrated software solution. The learning management system-integrated software solution allows documentation of individual course learning outcomes and program goal achievement. All course learning outcomes are assessed every four years per HCC's recommendations. Course assessments roll-up into program assessments on a four-year cycle.

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

The following details course information for the courses required to complete the Business Administration certificate.

BA 101: Introduction to Business | 3 credits

Program Requirement; General Education: Interdisciplinary and Emerging Issues (GI)

Program Goals: 4, 5

This course introduces students to the American private enterprise system and the forms of businesses that operate within it. Students study the role of business in American society, international business activity, the impact of ethics and social responsibility on business, entrepreneurship and small business, and emerging trends in technology, organization, and management. Topics covered include economics, management, marketing, accounting, and financial management.

Upon satisfactory completion of this course, the student will be able to:

- 1) Analyze and assess the private enterprise system in the United States and compare and contrast it to other world economic systems.
- 2) Identify the concepts of social responsibility and business ethics and describe how they affect business practices.

- 3) Describe the nature of entrepreneurship and the process and options involved in starting a small business.
- 4) Analyze and describe the various functional areas of business – accounting, finance, management, and marketing.
- 5) Analyze the use and importance of computers and information technology in each of the functional areas of business and in the conduct of business.
- 6) Evaluate the impact of international business on the economy of the United States.
- 7) Evaluate the impact of evolving and emerging issues on business practices.
- 8) Define key business terms and use the language of business.

BA 203: Principles of Marketing | 3 credits

Program Requirement

Program Goals: 1, 4

Students are introduced to fundamental marketing concepts and techniques related to product, pricing, distribution and promotional strategy. Students explore trends in the marketplace and identify opportunities for creating value for customers through marketing strategy.

Upon satisfactory completion of this course, the student will be able to:

- 1) Identify and explain the controllable and uncontrollable factors and their importance in the domestic and international marketing environment.
- 2) Define e-commerce and give examples of various functions of the Internet as they relate to e-commerce.
- 3) Define marketing research and the process involved.
- 4) Discuss the consumer, both final and organizational, and the methods for identifying a target market.
- 5) Explain each step of the product planning process: all the steps from new product creation to the deletion of unsatisfactory products.
- 6) Discuss distribution planning, physical distribution, wholesaling and retailing.
- 7) Describe the promotion planning process and the creation of the elements of promotion: advertising, publicity, personal selling and sales promotion.
- 8) Develop a price strategy.

BA 210: Business Computer Applications | 3 credits

Program Requirement

Program Goals: 4, 5

This course introduces the student to the uses of the PC for analysis, critical thinking, problem solving, electronic data management and for the reporting/presentation of results. Business, accounting, and financial problems and application are emphasized. Students develop competence with word processors, data base, spreadsheets, charting, graphics, and communication tools in a visually-oriented computing environment. Integration of the tools or packages is emphasized.

Upon satisfactory completion of this course, the student will be able to:

- 1) Use computers and other technology as appropriate.

- 2) Apply computational skills to solve problems.
- 3) Use the Windows file management techniques to: manage disks and files created with the word processor, data base or spreadsheet tools; prepare reports using the text handling capabilities of word processors; develop spreadsheet models and charts to solve problems, interpret and present numerical and graphical data.
- 4) Organize, manage and use information or data effectively using an electronic database.
- 5) Combine the separate productivity tools/packages (integration) for increased power in solving business problems.
- 6) Demonstrate basic proficiency with presentation software and recognize when information is needed and have the ability to locate, evaluate, store and use effectively using the computer.

ACCT 101: Principles of Accounting I | 3 credits

Program Requirement

Program Goals: 3, 4, 5

This course is an introduction to accounting theory and practice with an emphasis on accounting for assets. The complete accounting cycle is presented and end-of-period financial reports are prepared.

Upon satisfactory completion of this course, the student will be able to:

- 1) The student will be able to apply the generally accepted accounting principles and techniques to the process of analyzing and recording financial data.
- 2) The student will be able to prepare the end of period financial statements for service and merchandising enterprises.
- 3) The student will be able to demonstrate an understanding in greater depth of accounting for assets, current liabilities, and payroll.

ACCT 102: Principles of Accounting II | 3 credits

Program Requirement

Program Goals: 2, 3, 4, 5

This course is an introduction to accounting theory and practice with an emphasis on accounting for assets. The complete accounting cycle is presented and end-of-period financial reports are prepared.

Prerequisite(s): ACCT 101

Upon satisfactory completion of this course, the student will be able to:

- 1) Apply the generally accepted accounting principles and techniques in recording business transactions pertaining to corporations.
- 2) Prepare and analyze corporate financial statements.
- 3) Apply generally accepted accounting principles and techniques in recording transactions pertaining to current and long-term debt.
- 4) Account for costs under both job order and process cost accounting systems.
- 5) Perform basic cost/volume/profit analysis.
- 6) Apply budgeting techniques in preparing both Master and Flexible budgets

ACCT 107: Spreadsheet Applications for Accounting | 1 credit

Program Requirement

Program Goals: 1, 3, 5

This course is an introduction to spreadsheets as an accounting tool. Students learn to design and prepare electronic spreadsheets used in solving accounting problems and making managerial decisions.

Prerequisite(s): (BA 210 and ACCT 101) **OR** (CIS 102 and ACCT 101)

Upon satisfactory completion of this course, the student will be able to:

- 1) Apply basic financial, managerial, cost and tax accounting principles.
- 2) Develop and employ problem-solving skills related to accounting issues.
- 3) Examine accounting as an information processing system.
- 4) Analyze and discuss transactions and related financial statements
- 5) Recognize ethical accounting behavior.

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

The proposed certificate program does not require general education courses. However, minimum competency standards must be met. Students earning a certificate from HCC must complete or demonstrate exemption from the following courses: ENG 003 Reading and Understanding College Textbooks and ENG 012 Basic Writing, or ENG 018 Integrated Reading and Writing, and MATH 020 Pre-Algebra I. See graduation requirement details in HCC's academic catalog for further information.

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

There are no specialized accreditation or graduate certificate requirements for this program.

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

There are no contracts with other institutions associated with this program.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

HCC is continually considering strategies to convey clear and accurate information to all stakeholders. The adoption of a degree-auditing and tracking tool, as well as a catalog and curriculum software that integrates with the Student Information System (SIS) provides students and campus constituents transparent, real time information regarding curriculum, course and degree requirements.

HCC regards faculty interactions with the student body as paramount to academic success. All full-time faculty maintain at least five reasonably distributed office hours per week when the faculty member's courses are in session. Office hours are posted in the syllabus, on office doors and in the learning management system.

Assumptions about technology competence and skills and technical equipment requirements are stated in the College's course catalog, as well as course descriptions and degree requirements.

All HCC courses are required to use Blackboard to provide links to academic support services, financial aid resources, and college policies regarding tuition costs and payment regardless of instructional delivery mode.

The Office of Communications is committed to providing transparent and accurate advertising, recruiting, and admissions materials through ongoing processes. When a new degree program is approved, it will be advertised in several ways. A headline banner will be put on the official HCC website and listed under the degree programs offered at HCC. An article will be written about the new program and a news release will be put in the local papers, included in the weekly newsletter distributed campus-wide, as well as the Harford Highlights, a newsletter accessible to community members. Other advertising includes social media communications as well as brochures given out at open houses both at HCC and local high schools.

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.

Harford Community College's Office of Communications generates promotional materials for academic programs that are used in advertising, recruiting, and admission. Office of Communications staff work closely with staff in Academic Affairs and Student Affairs & Institutional Effectiveness to ensure the accuracy of promotional materials. An annual review process of program brochures has been established to coincide with the release of each academic catalog, as well as a line of communication for any programmatic changes that may occur outside of the annual review cycle.

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

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

The Business Administration Lower-Level Certificate is designed to prepare students for employment, enhance their current business competencies, and/or to transfer into the Business Administration, A.S. degree program.

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

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

The following identifies faculty engaged in this program:

Dr. Miriam Wiglesworth

Professor of Business

B.B.A. Loyola University of Maryland

M.B.A., University of North Texas

D.B.A., Wilmington University

BA 101: Introduction to Business; BA 203: Principles of Marketing; BA 210: Business Computer Applications; ACCT 101: Accounting principles I; ACCT 102: Accounting Principles II; ACCT 107: Spreadsheet Applications for Accounting

Cynthia Lewis

Professor of Accounting

B.S., University of Baltimore

M.S., University of Maryland University College

BA 101: Introduction to Business; BA 203: Principles of Marketing; BA 210: Business Computer Applications; ACCT 101: Accounting principles I; ACCT 102: Accounting Principles II; ACCT 107: Spreadsheet Applications for Accounting

Brian Lazarus, CPA

Assistant Professor of Business

B.S., Towson State University

M.B.A., University of Baltimore

BA 101: Introduction to Business; BA 203: Principles of Marketing; ACCT 101: Accounting principles I; ACCT 102: Accounting Principles

Dr. Tammira Lucas

Assistant Professor of Business
B.S., Coppin State University
M.B.A., Strayer University
D.B.A., Walden University

BA 101: Introduction to Business; BA 203: Principles of Marketing

Dr. Reba Businsky

Assistant Professor of Business
B.S., Goldey Beacom College
M.S., Wilmington University (HR Management)
M.S., Wilmington University (Transportation & Business Logistics)
PhD., Walden University

BA 101: Introduction to Business; ACCT 101: Accounting principles I; ACCT 102: Accounting Principles II

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

- a) Pedagogy that meets the needs of the students
- b) The learning management system
- c) Evidenced-based best practices for distance education, if distance education is offered.

Harford Community College employs highly qualified faculty in all disciplines. Through the Center for Excellence in Teaching and Learning (CETL), the College offers comprehensive professional development and training for all engaged in the teaching and learning process at HCC. CETL is intentionally designed to be a hub both digitally and physically for innovation, collaboration, and learning transformation through a variety of events and resources to:

- Create faculty teaching and learning communities of practice.
- Celebrate innovation in instruction and scholarship.
- Offer on-going basic and advanced learning management system training.
- Provide resources, facilities, and technology to foster experimentation; and
- Offer opportunities for faculty to gain additional knowledge and hone skills related to technology and pedagogy.

All distance learning courses are reviewed through a collaborative internal review process based upon standards developed at the College through the shared governance process and approved by Faculty Council. Per Appendix A, Best Practices for HCC Online Courses, faculty are required to employ evidence-based practices in course design.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program.

The HCC Library is a 25,734 square foot facility located centrally on campus. It is open seven days per week for student access. The library's website provides 24-hour free access to the catalog, databases, subject guides, tutorials, and other resources. Borrowing privileges are available for all students and county residents 18 years or older. The library focuses its collection on a mixture of print, electronic, and video resources to meet the informational and curricular needs of the HCC community. Students have access to full-text journal, magazine, and newspaper articles through the College's subscription databases. Streaming video collections are available through two databases, Films on Demand and Alexander Street Press. Students have access to unlimited resources through the Inter-Library Loan Service, which can deliver titles from almost any academic library in the country.

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.

No new facilities are required for this program. Physical resources at HCC offer sufficient space and learning technology to support education. The 352-acre campus has a physical plant of 21 buildings including a performing arts center, an observatory, a 3,000-seat arena, and athletic center and six classroom buildings.

Students enrolled in the program have access to the HCC Learning Center for tutoring services in math, science, writing, study skills and test taking skills. Additionally, the Test and Assessment Center, Academic Advising and Transfer Services, and Career Services are all resources of the college that may be utilized episodically for individual or groups of students.

Information Technology Services (ITS) at HCC provide technology support for desktop, laptop and tablet devices provided by the college, classroom computers and instructional technology such as SMART Boards, LCD projectors, and DVDs. Wireless access is available throughout the HCC campus. Open-access computer labs located in the library offer a wide selection of computer software and applications for student use, including multimedia production and digital editing capabilities. A resource help desk, staffed by eLearning personnel, is in this area specifically for student help with online resources.

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 faculty and credit-earning students are provided with an institutional e-mail account that integrates with the institution’s learning management system, Blackboard. Open-access, comprehensive student support for the learning management system is provided in module format and includes “how to” video and print tutorials, an eLearning Help Desk, links to student services, and tips for success in an online learning environment. Faculty are assigned an eLearning point-of-contact for technical support, a Blackboard “trouble-shoot” guide, and access to Help Desk dedicated line.

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.

Finance data for the first five years of program implementation is detailed in Table 1. As stated earlier in the proposal and per the nature of the program, no additional funding is required for the program, hence the absence of required funding is resource category 1.

The tuition/fee revenue takes into consideration a moderate growth of student enrollment over the course of five years. The in-county tuition rate of \$135 per credit hour multiplied by the number of FT students was used to complete the calculations for category 2.

No grants, contracts or other sources are currently funding the program.

Category 4 is based on the \$27 consolidated fee applied per credit.

Table 1: Resources

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$6,480	\$10,800	\$21,600	\$32,400	\$43,200

a. Number of F/T Students	3	5	10	15	20
b. Annual Tuition/Fee Rate	\$2,160	\$2,160	\$2,160	\$2,160	\$2,160
c. Total F/T Revenue (a x b)	\$6,480	\$10,800	\$21,600	\$32,400	\$43,200
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	\$135.00	\$135.00	\$135.00	\$135.00	\$135.00
f. Annual Credit Hour Rate	16	16	16	16	16
g. Total P/T Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources Consolidated Service Fee ¹	\$1,296	\$2,160	\$4,320	\$6,480	\$8,640
TOTAL (Add 1 – 4)	\$7,776	\$12,960	\$25,920	\$38,880	\$51,840

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.

Category 1: The expenditures listed reflect the number of FT Faculty needed to meet the program's BA courses. FT Faculty at Harford Community College are required to teach 30 credit hours per academic year. The program will be implemented with existing faculty resources. The salaries are projected to increase 2% each academic year. Health benefits and administrative costs are expected to be covered by current faculty/administrative structures.

Categories 2 & 3: As the certificate program has existed since 2008, the program will be implemented with existing administrative staff and support staff resources.

Categories 4, 5, 6 & 7: The program is currently supported on an annual basis. Equipment and library resources are budgeted in the operating budget on an ongoing basis. Expenses such as professional development, travel, memberships, office supplies, communications, data processing, and equipment maintenance are budgeted in the operating budget on an ongoing basis. There are no plans for renovation needed for this program nor are there any other expenses that are not currently part of the program.

¹ \$27.00/credit x 16 credits = \$432 x number of students

Table 2: Program Expenditures

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$32,500	\$33,150	\$33,813	\$34,489	\$35,179
a. # FTE	.5	.5	.5	.5	.5
b. Total Salary	\$32,500	\$33,150	\$33,813	\$34,489	\$35,179
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
2. Admin. Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
3. Support Staff (b + c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
5. Library	\$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)	\$32,500	\$33,150	\$33,813	\$34,489	\$35,179

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.

Faculty are evaluated annually by the division dean using the following core components: instruction observations, syllabus, final examinations, assessment instruments or strategies used to evaluate course objectives and academic outcomes, data reports and written critiques of student surveys of instruction, participation records of college assignments, professional development activities, and college and community service activities.

HCC has a systematic plan for evaluating all degree programs and courses applied within the certificate program. The College supports reviewing curriculum as a key component of an educational effectiveness

plan. Program reviews lead to program and course improvements that are based on sustained information gathering and analysis and provide insight for needed resources and ensure superior educational programs that meet student and community needs. Program reviews assess how well the program has achieved its objectives and suggest potential approaches to enhance this effort and address and fulfill accreditation requirements as prescribed by Middle States.

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.

The program evaluation process includes faculty and staff within and outside of the program, students, advisory board members, representatives from resource areas in the college, and other communities of interest. This clearly defined program review process provides a consistent framework for evaluating a program's educational effectiveness and includes the use of a comprehensive data management system to collect and report student learning outcome assessments and collaboration with the Office of Analytics and Planning for data regarding student retention and completion, faculty and student satisfaction, and program cost-effectiveness. All programs and their options/tracks, including A.A.S. (career), certificate, A.A. /A.S./A.F.A./A.A.T. (transfer) degree programs are evaluated on a three to five year planned cycle.

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.

HCC has a history of promoting diversity and creating an environment that is open and inclusive for students, visitors, and employees. HCC embraces differences, respects intellectual and academic freedom, promotes critical discourse, and encourages socio-cultural and global awareness.

HCC has developed strategies to address the eradication of the attainment gap including implementation of the My College Success Network (MCSN) and Soar2Success (S2S). Established in July 2014, these programs are a network of services, events, staff, and faculty geared toward empowering and supporting African American students.

HCC is an Achieving the Dream (ATD) institution dedicated to improving student success, with a particular focus on academic goal attainment, personal growth, and economic opportunity for low-income students and students of color.

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.

HCC is an approved institution of the National Council for State Authorization Reciprocity Agreement (NC-SARA). As a NC-SARA institution, HCC is approved to offer distance learning courses to students who reside in other NC-SARA approved states. At this point in time, HCC is unable to admit students from California, as California is not a participating member of NC-SARA.

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

HCC does comply with C-RAC guidelines for the Evaluation of Distance Education. The College's eLearning Department and the Distance Learning Committee (DLC) ensure online learning offered by HCC aligns with the College's mission and provides accessible, innovative, and learner-centered education as a means to promote individual goal attainment, as well as career and workforce development. Both the DLC and eLearning have worked together to develop a formal Quality Matters review for courses as well as an internal review process for all new and existing online classes at HCC to ensure a high quality and rigorous educational experience for all online students.

Blackboard is used as the College's learning management system (LMS). All full and part-time faculty are provided Blackboard course sites for each of their courses and are required to complete Blackboard basic training or demonstrate competency through a "Blackboard Veterans" quiz developed internally. In addition to the required training, course syllabi, contact information, and college closing information must be included on all course sites. To further facilitate student success in online learning environments, the DLC developed and implemented common nomenclatures for online course menus to standardize terminology used in courses across campus. An "Online Readiness Check" was also developed as a tool to assess the readiness of students interested in enrolling in online courses.

eLearning also provides professional development training that focuses on enhancing online instruction for all faculty throughout the year. Workshops and training sessions range in level and content to adequately provide faculty with relevant information and experiences and facilitate continual growth in online instruction.

Appendix A: Best Practices for HCC Online Courses

Faculty Presence

Faculty should have an active presence that encourages student involvement in the online course environment. Courses that adhere to this practice will typically include several of the following:

- Expectations of availability and turn-around time are clear
- There is evidence that instructors will regularly engage with students in various course activities.
- Faculty intends to provide frequent and substantial feedback
- A personable faculty introduction is included
- A welcome is clearly visible upon first logging into the course

Start-Up Information & Navigation

Course navigation guidance, including start-up information, is readily available. The course is well organized and easy to navigate. Courses that adhere to this practice will typically include several of the following:

- A location, clearly evident upon logging into the course, labeled “start here,” includes information the student should view prior to starting the course selected by the instructor such as welcome letter, syllabus, instructor information, student expectations/tips for success, etc.
- The syllabus is complete and easy to access
- Navigation is clear, simple, and user friendly
- The course schedule is summarized in one location
- Organization and sequencing of the course content is logical and clear
- Required instructional materials are easily located
- Links to other parts of the course and external sources are accurate and up to date
- FAQs or help for technological issues are available

Content

Instructional rigor is equal to that of a face-to-face course. It is delivered to address different learning styles and reinforced through various tools. Courses that adhere to this practice will typically include several of the following:

- Instructional content should include more than one of the following: readings, online lectures, videos, simulations, case studies, games, discussion forums, study guides, practice problems, pretests, homework, etc.
- Activities promoting a sense of engagement and community are included, such as scavenger hunt, ice breakers, collaborative exercises, discussion boards, etc.
- The pace of the course is appropriate to the course content and level
- Clear information and instructions are provided regarding the access of required course materials
- Appropriate media supports course content and adds interest
- Any materials which are not required are clearly marked as optional
- Written material is professional and uses language appropriate to the course topic and level
- Copyright ownership is followed and clearly documented
- All course components are visually and functionally consistent with each other

Active Learning

The course provides a variety of opportunities for interaction that support active learning. Courses that adhere to this practice will typically include several of the following:

- The course includes activities which provide opportunities for students to interact with the teacher, with each other, and with the content
- Activities are included which do not have a single right answer
- Challenging tasks are presented
- Sample cases and assignments are used as a template
- Expectations for student participation in the course activities are clear
- Activities and assessments encourage students to apply, analyze and evaluate course content
- Students are encouraged to create new understandings as demonstrated on course assessments
- Students have input to the learning environment, for example, due dates, assessment formats, course content, etc.

Assessment

Various forms of assessment occur throughout the course, in accordance with the HCC attendance policy, and measures student achievement of Student Learning Objectives and/or competencies.

Courses that adhere to this practice will typically include several of the following:

- Forms of assessment should include more than one of the following: quizzes, papers, discussions, self-checks, projects, tests & exams, presentations, case studies, labs, skill assessments, etc.
- Assessments clearly align with Student Learning Objectives
- Instructions, student expectations, and grading standards are clearly stated, this may include the provision of sample assignments
- The course grading policy and grading calculations are stated clearly
- The gradebook is visible to students and there are clear instructions on how students can access their grades and feedback, preferably using the Blackboard Grade Center
- The gradebook is current

Accessibility

Course design reflects a commitment to accessibility and usability throughout the course. Courses that adhere to this practice should include the following:

- Course content is in compliance with the Americans with Disabilities Act
- The course design facilitates readability (e.g., color, font, use of white space, length, background, etc.)
- Necessary technology is easily obtainable
- Course media is easy to view and operate
- Technology used in the course supports achievement of the Student Learning Objectives
- Hardware and software requirements are clearly stated, and students are given information about downloading necessary software
- Information directing students to methods of accessing institutional support services; including technology, accessibility, and academic support is included