



Provost and Senior Vice President for Academic Affairs

## MEMORANDUM

To: Academic Program Mailbox

From: Dr. Gloria Gibson  
Dr. Antoinette Coleman

RE: Morgan State University Objections to Stratford University Certificate of Approval

Date: June 17, 2015

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Morgan State University School of Community Health and Policy oppose to the Stratford University Certificate of Approval due to the following reasons:

The School of Community Health and Policy has reviewed the submission of Stratford University to the Maryland Higher Education Commission with regard to its request as an out-of-state institution to operate in the State of Maryland with a slate of programs already determined, including a Bachelor of Science in Nursing degree program. There are several objections to the program based on the guidelines provided (see excerpt below) as well as other considerations.

- (1) inconsistency of the proposed program with the institution's approved mission for a public institution of higher education and the mission statement published in the official catalog of a nonpublic institution of higher education;
- (2) not meeting a regional or statewide need consistent with the State Plan for Postsecondary Education;
- (3) unreasonable program duplication which would cause demonstrable harm to another institution; or
- (4) violation of the State's equal educational opportunity obligations under state and federal law.

The primary objection is offered on the basis of guidance #3: *unreasonable program duplication which would cause demonstrable harm to another institution*. The State of Maryland already serves as home to fourteen institutions that offer degrees in nursing. These institutions include both

minority and majority serving institutions, public and private. While a nursing workforce shortfall still exists, programs currently in place could meet the demand for qualified students through expansion of current programming already approved by the state. The introduction of an out-of-state operator to the corps of institutions would bring harm to the collective but more specifically to Morgan State University's program. The harm would be felt in three distinct ways:

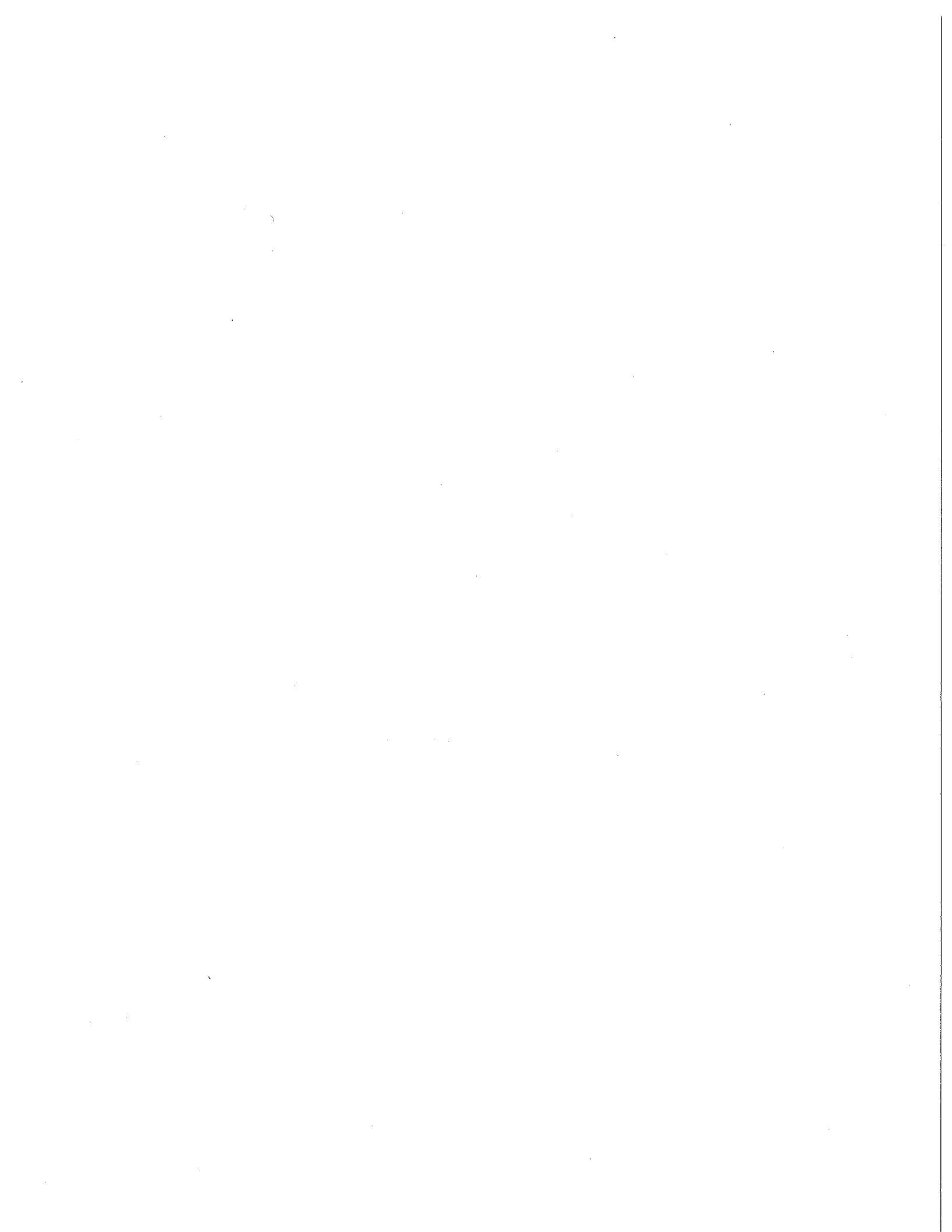
1. **Availability of Qualified Faculty:** One of the primary constraints on expanding program capacity is the limited supply of nurses, particularly those with terminal degrees, who would be needed to fill the faculty demand that entrance of Stratford would bring. Nursing faculty shortage has been documented nationally and impacts our state catchment areas as well.
2. **Competition for clinical placements:** Needed clinical placements in for undergraduate nursing students are already in short supply. Morgan has been challenged with scheduling students, notable for pediatric and maternity placements. The program has been able to establish itself with the clinical placement system with an expectation of available slots. Stratford would certainly enter the academic marketplace with an eye toward growth; that growth would come at the expense of Morgan State and limiting our ability to identify necessary and appropriate placements for Morgan nursing students.
3. **Impact on enrollment:** With its proximity to Morgan, Stratford would be drawing from an overlapping pool of students, undermining capacity for the nursing program to grow and reach a diverse qualified student population. The marketing capacity of Stratford inherent in its online programming base as a non-profit would place an even greater burden and disadvantage on the program here at Morgan in terms of outreach to and enrollment of the student population of interest.

Stratford might argue that it is only substituting itself for Sojourner-Douglass College and therefore represents no greater threat to the other universities than did SDC. That would not reflect the reality of the resources that Stratford could bring to bear that would well exceed SDC's resources and thus create the potential for a greater negative impact on Morgan.

Beyond the issue of duplication is the current lawsuit brought by the Coalition for Equity and Excellence in Maryland Higher Education. The judge's ruling in this case notes that *a remedy for unnecessary program duplication likely includes both avoidance of such duplication and "expansion of mission and program uniqueness and institutional identity at the HBIs."* Therefore, the objection to MHEC's certification to operate for Stratford goes beyond an assessment of what exists to a consideration of what may or should emerge if any elements of the judge's remedy are implemented.

The programs most likely to be harmed by the entrance of Stratford would be minority institutions, notably those that are not under the University of Maryland System, of which Morgan is one. More specifically, if Stratford were to be allowed entry into Maryland with this slate of health related programming, notably in nursing, it would further widen the gap between the publicly served institutions in Maryland. In essence, it would exacerbate what has already been determined by the federal judge to be evidence of cumulative harm to historically black institutions within the State. Approval of Stratford would also be counter to the federal judge's recommendation that HBIs develop unique niche areas that have not been fully developed - health related degrees being one. While MHEC should not be engaged in isolationist/over-protectionist behavior, strategic planning and ability to leave room for responsiveness to any final agreement that is reached through the lawsuit should be considered.

- 1) Finally, failure of Stratford to receive approval will not harm educational opportunity in the State nor leave the current SDC students with no options. Teach out agreements have already been established to help transition students out of SDC. Efforts should be focused there to assure support SDC student transition.





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Morgan State University School of Graduate Studies oppose to the Stratford University Certificate of Approval due to the following reasons:

The School of Graduate Studies objects to The Sojourner-Douglass Center at Stratford University on three broad grounds. First, the programs represent an entire change and expansion of the level of programs currently offered by Stratford University from workforce-oriented associate degrees to bachelors and masters that are in direct competition with many programs offered at Morgan State University. Stratford University does not appear to have much experience in offering the liberal arts-focused general education that is currently available from most of our local and state-institutions.

Second, the current accreditation of Stratford University is through the Accrediting Council of Independent Colleges and Schools, and not through one of the seven regional accrediting bodies such as SACS or MSCHE. While some may argue that this is an arbitrary difference, the difference in accrediting standards is substantial. In fact, the applicants who hold degrees from institution that are not regionally accredited are not eligible for advanced study at Morgan. Applicants must have a degree from a regionally accredited institution. The students targeted by Stratford University, those very same Sojourner-Douglas students, would actually be disserved to learn that they could not enter Morgan for

the MBA, Masters in Accounting, or event the PhD in Business due to this lack of regional accreditation.

The third objection is less objective, but none the less real. The proposed "Sojourner-Douglas Center" seems to ring of exploiting an opportunity for which Stratford University had no prior vision or foundling mission. Stratford University would not and could not enter upon this venture without the explicit unfortunate circumstance of Sojourner Douglas' demise. In conclusion, not only is this proposal in direct competition with Morgan, but the implementation of the programming will have a detrimental effect on the students they profess to be serving.



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RE: Morgan State University Objections to Stratford University Certificate of Approval

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Morgan State University School of Business and Management oppose to the Stratford University Certificate of Approval due to the following reasons:

Prepared by

### **The Earl G. Graves School of Business and Management**

#### **I. EXECUTIVE SUMMARY**

Stratford University, a Virginia-based for-profit university, has submitted a proposal to Maryland Higher Education Commission to establish The “Sojourner-Douglas Center” in at Stratford University and offer several programs that have been provided for many decades by Morgan State University. Four of these programs that are offered by Morgan’s Earl G. Graves School of Business and Management include B.S. in Accounting, B.S. in Business Administration, B.S. in Information Systems, and Master of Business Administration.

Stratford University’s proposal compels us to examine the impact of offering the proposed Sojourner-Douglas (SD) Center at Stratford University (SU) in Baltimore on similar programs offered by Morgan State University.

The Mission of the Earl G. Graves School of Business and Management, under which INSS department is placed, is to pursue excellence in providing a high quality management education for a diverse student population and to be recognized as a leading school of business in the Mid-

Atlantic region. Building on its competitive advantages of outstanding faculty, diversity, and geographic location, the School engages in student-centered instruction, conducts scholarship both basic and applied, and offers service that fosters the economic and social advancement of its varied constituencies. Earl G. Graves School of Business and Management's Business as well as Accounting programs are accredited by AACSB. Only about one percent of business schools' Business as well as Accounting programs globally are accredited by AACSB.

MSU is a state of Maryland non-profit institution. SD is an independent non-profit institution in Maryland, and SU is a for-profit institution. MSU's Business school is accredited by The Association to Advance Collegiate Schools of Business (AACSB), while neither SD nor SU are accredited by the premier accreditation body.

SU is a for-profit institution headquartered in VA. It has a physical presence in MD and offer curriculum in Culinary and Hospitality. Stratford University has filed acquisition paperwork for the financially strapped Sojourner-Douglas College, Baltimore MD. Stratford University is attempting to enter the Baltimore market and very likely the online market.

Market demand for new B.S. and MBA degrees in the proposed fields in the state, and specifically in Baltimore, does not warrant another university entering the crowded educational market in Baltimore. Stratford University should not be allowed to expand into business and accounting programs in Baltimore. Enrollment in accounting at Morgan has been declining in recent years due to the recession and to change in policies governing financial aid. Information systems enrollment has started to show signs of improvement recently. The business administration program at Morgan has had a more or less stable enrollment. The MBA program at Morgan has suffered enrollment losses due to market entrance by several MBA programs in the Baltimore area. We are taking the necessary steps to increase the enrollment in all programs. For example, we are putting in a summer program in accounting and finance in order to increase enrollment in accounting and finance at Morgan. The state should study demand for accounting programs in Baltimore (e.g., is it declining or increasing) before adding additional programs which will challenge existing programs in the city.

This report presents strong objection to the addition of B.S. in accounting, B.S. in Business Administration, B.S. in Information Technology, and the Master of Business Administration in Baltimore, as proposed by Stratford University. With similar programs at universities around us (at Towson, University of Baltimore, Loyola, and University of Maryland), allowing Stratford University to start the four proposed programs in Baltimore will adversely affect our enrollment.

The proposed programs are compared to the existing programs at Morgan State University. We provide multifaceted analyses including comparison of the program objective, the course-by-course analysis and deficiencies in the proposed programs. At risk are underutilization of Maryland's educational resources, both human resources as well as facilities. The State of Maryland stands to suffer economic losses.

The analyses concludes that Stratford University's proposed programs are not transparent and lack curriculum details. Furthermore, the acquisition of the programs by Stratford University unnecessarily duplicates the existing programs at Morgan State University.



## **II. REVIEW OF PROPOSED NEW PROGRAM BY STRATFORD UNIVERSITY: B.S. IN ACCOUNTING**

### **Introduction**

This report compares the accounting program proposed by Stratford University (SU) to the accounting program at Morgan State University. Morgan State University is a non-profit educational institution with one of only three accounting programs at public institutions in Maryland to have special accounting accreditation by the AACSB. SU is a for-profit educational institution located in Fairfax, VA. However, it has a satellite campus in downtown Baltimore where it proposes to offer the new accounting program. It does not have any programs that are accredited by the AACSB and the proposal did not indicate any intention of applying for AACSB accreditation.

The programs are compared in two areas: 1) program objective, and 2) courses proposed to be offered.

### **Program Objective**

The objective of the BS in accounting program proposed by SU is to provide students with a broad, fundamental knowledge of the field in order to prepare them for a career in accounting. The proposal states that the accounting program will “allow” students to prepare for professional certification exams but advises students that are interested in the CPA exam to check with the State Board of Accountancy before enrolling in the program.

The objective of Morgan’s accounting program is to prepare its students for entry level positions in accounting. In addition to accounting knowledge, Morgan attempts to provide its students with the opportunity to develop professional skills that will help them in the job market. Student clubs and related activities are part of this effort.

The objective of the SU proposed accounting program is similar to Morgan’s accounting program objective. The SU objective, however, does not appear to emphasize helping students find employment. Preparation of SU accounting students for the job market does not appear to be a direct focus of the accounting program. Since SU is a for-profit institution, it may not provide career development services in the same manner as Morgan with its Center for Career Development. Indeed, the proposal did not indicate any focus on placement of accounting graduates.

The fact that SU students interested in the CPA exam are advised to check with the State Board of Accountancy before enrolling at SU seems to indicate that the program does not prepare students to sit for the CPA examination. Since general education courses are not indicated in the proposal, we are unable to determine if required courses in business communications, economics and statistics, for example, are included in the proposed accounting degree.

## Course by Course Analysis

### 1. Intermediate Accounting

<b>SU Proposal</b>	<b>Morgan State University</b>
ACC299 Intermediate Accounting I	ACCT 331 Intermediate Accounting I
ACC300 Intermediate Accounting II	ACCT 332 Intermediate Accounting II
ACC301 Intermediate Accounting III	

SU proposes to offer intermediate accounting in three sections compared to two sections for intermediate accounting at Morgan. The proposed course content for three sections of intermediate accounting at SU is very similar to the course content for the two sections of intermediate accounting at Morgan.

### 2. Cost Accounting

<b>SU Proposal</b>	<b>Morgan State University</b>
ACC330 Cost Accounting	ACCT 300 Cost Accounting

The content of the proposed cost accounting course at SU is very similar to the content of the cost accounting course at Morgan.

### 3. Accounting Information Systems

<b>SU Proposal</b>	<b>Morgan State University</b>
BUS 420 Accounting Information Systems	ACCT 308 Accounting Information Systems

The content of the proposed accounting information systems course at SU is very similar to the content of the accounting information systems course at Morgan.

### 4. Federal Taxation

<b>SU Proposal</b>	<b>Morgan State University</b>
ACC460 Advanced Federal Taxation	ACCT 320 Federal Taxation I

Stratford's proposed ACC460 is equivalent to Morgan ACCT 320 course on individual taxation. SU proposes to require a prerequisite taxation course called Taxation Principles (BUS320) before students are allowed to take ACC 460. The prerequisite course will provide an "understanding" of the tax environment to evaluate business transactions. Morgan does not require an introductory taxation course. However, ACCT 201/202, i.e., Principles of Accounting I and II, are both prerequisites for ACCT 320 at Morgan.

### 5. Business Law

<b>Business Law</b>	
<b>SU Proposal</b>	<b>Morgan State University</b>
BUS 200 Business Law: Business, Government and Society-Covers introduction to law and ethics. Ethical responsibilities of managers. US and international perspectives.	BUAD 381 Legal Environment of Business-ethical theory, decision making models, power and functions of court systems. Rules of law in the area of contracts, torts, criminal law and product and service liability
	BUAD 382 Business Law-emphasis on agencies, partnerships, corporations. UCC treatment of sales, security transactions, and negotiable instruments.
BUS 360 Business Ethics-basic principles of business ethics	BUAD 326 Business and Society-business-government-society relationship examined. Business ethics, social costs, corporate social responsibility, corporate governance, global trends.

SU proposes to offer the Business Law course at the 200 level with a Business Ethics course at the 300 level. Morgan covers the law and ethics topics with a lot more detail than that proposed by Stratford. Based on the course description, the business law coverage proposed by SU does not appear sufficient for the CPA examination in that there does not appear to be any focus on contract law and torts. The business law course proposed by SU is more related to Morgan's Legal Environment course (BUAD 381) than to its Business Law course (BUAD 382). The coverage proposed by SU may not be sufficient coverage for the CPA examination.

#### 6. Auditing

<b>SU Proposal</b>	<b>Morgan State University</b>
ACC335 Auditing	ACCT 406 Auditing

The content of the proposed auditing course at SU is very similar to the content of the auditing course at Morgan.

#### 7. Accounting Capstone

<b>SU Proposal</b>	<b>Morgan State University</b>
ACC490 Accounting Capstone	ACCT 499 Contemporary Issues in Accounting

The content of the proposed accounting capstone course at SU is very similar to the content of the accounting capstone course at Morgan.

#### 8. Other Accounting Courses

Similar to Morgan, SU proposes to offer additional accounting courses in Advanced Accounting (ACC 410) and Non-Profit Accounting (ACC 350). At Morgan, these courses are ACCT 401, Advanced Accounting and ACCT 402, Not-for-Profit/Governmental Accounting and they are offered as elective (not required) accounting courses. It is unclear based on the SU proposal whether these additional courses are required or elective.

### **Conclusion**

SU is proposing to offer an undergraduate degree in accounting at its downtown Baltimore location which is only a few miles from Morgan State University. There are also accounting programs at the University of Baltimore, Towson University, Stevenson University and Loyola University, all within a few miles of Morgan. The proposed program is similar to the accounting program offered by Morgan, except there appears to be less focus on job placement and the CPA examination in the SU proposal.

We object to the addition of another undergraduate accounting program in Baltimore at this time. With accounting programs all around us already, allowing SU College to start an accounting program in downtown Baltimore will increase competition for accounting students within the state of Maryland. Enrollment in accounting at Morgan has been on the decline in recent years due to the recession and due to changes in policies governing Federal financial aid. In fact, we are developing a summer program in accounting and finance for 2016 in order to increase enrollment in accounting and finance at Morgan. The addition of another accounting program in the vicinity will have a negative impact on Morgan's accounting enrollment.

We recommend that the state should study demand for accounting programs in Baltimore (e.g., is accounting program demand declining or increasing?) before adding additional programs which will challenge existing programs in the city. While the BLS report shows employment of accountants and auditors is projected to grow 13% through 2022, this statistic by itself does not indicate the need for new programs to absorb the increase. Existing schools may have unused capacity that should be considered by MHEC. With state funding dependent upon student enrollment, adding new programs around near Morgan is bound to decrease our state funding in the long run as enrollment decreases.

Considering the history of Sojourner Douglass College in serving the black community, black students interested in accounting should be provided the opportunity to enroll at Morgan State University and join the top accounting program in the state that is located at an HBCU. The demand for accounting degrees in the state, and specifically in Baltimore, does not appear to warrant another undergraduate accounting program located in Baltimore. SU should not be allowed to expand into business and accounting programs in Baltimore.

### **III. PROPOSED NEW PROGRAM BY STRATFORD UNIVERSITY: B.S. IN BUSINESS ADMINISTRATION**

This report compares the B.S. in Business Administration program proposed by Stratford University (SU) to the Business Administration program at Morgan State University. SU is a for-profit educational institution located in Fairfax, VA. However, it has a satellite campus in downtown Baltimore where it proposes to offer the new Business Administration program. It does not have any programs that are accredited by the AACSB and the proposal did not indicate any intention of applying for AACSB accreditation.

The programs are compared in two areas: 1) program objective, and 2) courses proposed to be offered.

## **Comparison of Objectives and learning Outcomes**

Stratford University states that “The mission of the Bachelor of Science in Business Administration program is to allow students to build on a core of knowledge gained through the associate degree or equivalent and to focus on one of five upper-level concentrations. The primary goal of the bachelor program is to prepare students for the dynamic, changing realities of today's business environment. At the end of the program, students will be able to:

Apply theories and ethical practices of business management to enhance organizational performance. (Level 3 Apply)

Analyze the policies, functions and controls involved in managing across all layers of an organization. (Level 4 Analyze)

Explain the employment practices implications on building teams and motivating performance. (Level 3 Apply)

Use oral and written communication to relate to diverse populations and viewpoints within an organization. (Level 3 Apply)

Discuss leadership, management and decision-making strategies for creating and running an organization. (Level 2 Understand)

Use printed materials, personal communications, observations, and electronic resources to find business solutions. (Level 3 Apply)

Demonstrate strategies for promote and marketing the mission, vision and core values of an organization (Level 3 Apply)”

The goal of the Business Administration Department is to provide the highest quality academic programs in business administration. Students are prepared to assume careers in business and industry, government, non-profit organizations, and entrepreneurial ventures. Objectives include the development of future business leaders with an understanding and appreciation of the business world and its relationship to a global economy and society. Students are provided a solid foundation

in the general liberal arts education and the majors of business administration, management, marketing, and hospitality management.

In addition to Morgan's General Education requirements and the School of Business and Management requirements, students are required to take 21 credits which include 6 credits of electives. The required courses are: BUAD 361, BUAD 371, BUAD 382, ENTR 351, and ENTR 452. Six credits of electives may be chosen from among the following: BUAD 362, BUAD 456, BUAD 486, one 300-400 level Management course, one 300-400 level Marketing course, and FIN 344.

It is quite clear from a comparison of the goals and objectives of Business Administration programs at Stratford and at Morgan that the two programs are strikingly similar.

### **Comparison of Courses**

Stratford University proposes five concentrations within the B.S. in Business Administration degree. The concentrations are: Finance; human resources; management; and marketing. At Morgan State University these specialty areas are placed in the School of Business and Management. Informatics is offered by Morgan's School of Computer, Mathematical, and Natural Sciences. Although the details are missing, it is clear that Stratford's offerings are duplications of Morgan's programs.

#### **SU Course**

BTJS100 Introduction to Business 4.5 credits

This course provides a background on business and management. Students discuss human relations, organizational structure, communications, technology in business, and strategic planning.

Prerequisite: None.

#### **MORGAN'S COURSE:**

BUAD 200 INTRODUCTION TO BUSINESS FOR NON-BUSINESS MAJORS-7%ree hours; 3 credits. This course is for non-business majors and will NOT count toward degree requirements in the School of Business and Management. The course is designed to assist students in exploring the field of business as a career. Topics such as Private Enterprise and its challenges, global business, forms of business ownership, financing, marketing, etc., are discussed in their most basic levels. Prerequisites: ENGL 101 AND 102 (with minimum grade of "C") and sophomore standing. (FALL, SPRING)

#### **SUs Course:**

BUSH2 Principles of Accounting I

This course is an introduction to the basics of accounting procedures. Topics include accounting techniques and cycles, billings, balance sheets, and financial statements. Prerequisite: None.

#### **MORGAN'S COURSE:**

ACCT 201 PRINCIPLES OF ACCOUNTING I -

Three hours; 3 credits. This is an introductory accounting course with a focus on financial accounting. The course introduces the accounting cycle that includes the double entry system for

recording transactions, adjusting and closing entries, and preparation of financial statements. In addition, the accounting for merchandising activities, inventory valuation, receivables, short-term investments, plant assets, natural resources, intangible assets and current liabilities are discussed. Prerequisites: ENGL 101, INSS 141 and MATH 113 with a grade of "C" or better. (FALL, SPRING).

SU COURSE:

BUS120 Sales and Marketing 4.5 credits

This course introduces the student to effective methods for marketing products and services. Direct mail, print time, and other advertising techniques are discussed. Problem solving relative to customer relations is addressed. Consumer profiles, organizational personalities, and demographics are presented as components of market research and analysis. Prerequisite: None,

MORGAN's COURSE:

MKTG 338 PROFESSIONAL SELLING- Three hours; 3 credits. This course is a detailed examination of the process and steps in effective selling. It examines the contemporary salesperson's responsibilities of prospecting, making sales calls and presentations, closing sales, ensuring customer satisfaction. It covers sales promotion and territory management. Prerequisite: Successful completion of MKTG 331 with a grade of "C" or better. (FALL, SPRING)

SU COURSE:

BUS122 Principles of Accounting II 4.5 credits

This course expands the student's knowledge of preparing balance sheets and financial statements. Students prepare general ledger entries, payroll, and discuss budget control. Prerequisite: BUS112,

MORGAN COURSE:

ACCT 202 PRINCIPLES OF ACCOUNTING H -

Three hours; 3 credits. This course is a continuation of ACCT 201 with a focus on financial accounting for the first half of the course and a focus on managerial accounting for the second half of the course. The financial accounting topics include the accounting for partnerships and corporations, long-term liabilities, long-term investments, international accounting, and financial statement analysis. The managerial accounting topics include the accounting measurements, concepts, procedures and analysis for product costing, managerial planning, control and decision-making. Prerequisite: ACCT 201 with a grade of "C" or better. (FALL, SPRING).

SU COURSE:

BUS135 Principles of Management 4.5 credits

This course presents management theory and the functions of planning, organizing, directing, staffing, and controlling. This course also focuses on the application of management principles to realistic work related situations. Prerequisite: None.

MORGAN's COURSE:

MGMT 324 ORGANIZATIONAL BEHAVIOR-

Three hours; 3 credits. This course introduces students to the principles of management and organizational behavior, focusing on the behavior of individuals and groups and how such behavior

contributes to organizational effectiveness. Topics include managerial functions and roles, perception, learning, motivation, personality, attitudes and values, team dynamics, leadership, influence and power, communication, conflict, and organizational strategy, structure, change, ethics and culture. Prerequisite: Junior standing in the SBM. (FALL, SPRING)

#### SU's COURSE:

BUS200 Business Law: Business, Government, and Society 4.5 credits

This course is an introduction to law and ethics and outlines the ethical responsibilities managers face when conducting business. This course includes vulnerability to lawsuits and litigation. American and international perspective and interpretations of laws and ethical standards are discussed. Prerequisite: BUSIOO.

#### MORGAN'S COURSES:

BUAD 326 BUSINESS AND SOCIETY: ETHICS AND SUSTAINABILITY- Three hours; 3 credits. In this course the business-government-society relationship is examined. Emphasis is placed on business ethics and ethical decision-making, social costs, corporate social responsibility and responsiveness, corporate governance, global trends and the role of government. Prerequisites: Successful completion of MGMT 324 and MKTG 331 (with minimum grade of "C"). (Formerly Business Ethics and Society) (FALL, SPRING)

BUAD 381 THE LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS -Three hours; 3 credits. The course introduces students to ethical theory and decision making models, as well as the power and functions of courts, court systems, litigation, and the U.S. Constitution and business. Students are introduced to substantive rules of law in the areas of contract, torts, criminal law, product and service liability and their impact internationally. Governmental efforts to regulate business activity relative to worker protection, consumer protection and environmental law are covered: Prerequisite: Junior standing in the SBM. (FALL, SPRING)

#### SU COURSE

BTJS210 Human Resource Management 4.5 credits

This introductory course concentrates on human resource management issues confronting organizations. These issues include organizational practices and legal aspects of recruitment, selection, training, orientation, and performance appraisals. Labor relations are also discussed. Prerequisite: BUSIOO or PSY110 for HIM students.

#### MORGAN's COURSE

MGMT 329 HUMAN RESOURCE MANAGEMENT

- Three hours; 3 credits. This course examines principles and practices involved in recruiting, interviewing, selecting, hiring and developing employees. Separations, transfers, promotions, EEO considerations, privacy and affirmative action are considered. Prerequisite: Successful completion of MGMT 324 with a grade of "C" or better. (FALL, SPRING)

#### SU COURSE

BUS220 Business Communications 4.5 credits

This course prepares the student for communication in the workplace. The student prepares memorandums, letters, proposals, presentations, newsletters, and flyers. Discussions focus on



information exchange in and outside of the organization. Student presentations are critiqued on the message intended and message received. Prerequisite:

None,

MORGAN's COURSE

ENGL 357 Business Communications

SU COURSE

B US235 Operations Management 4.5 credits

This course addresses the management of operations in manufacturing and service organizations. Diverse activities such as production process, raw materials purchase, scheduling, and quality control are discussed. Prerequisite: BUSIOO.

MORGAN's COURSE:

MGMT 328 PRODUCTION AND OPERATIONS

MANAGEMENT-Three hours; 3 credits. This course thoroughly examines the vital function of product manufacturing and service creation as an integrated production and operations management system of resource inputs, conversion processes, and value-added outputs. A managerial, system focus emphasizes effective and efficient production management concepts and techniques.

Prerequisites: Successful completion of INSS 220 with a grade of "C" or better and Junior standing in the SBM. (FALL, SPRING)

SU COURSE:

BUS240 International Business 4.5 credits

This course discusses how the global economic, political, and cultural environment affects domestic and international businesses, international operations and dependency, and public policy decisions.

Prerequisite: BUSIOO.

MORGAN COURSE:

BUAD 327 FUNDAMENTALS OF INTERNATIONAL BUSINESS -Three hours; 3 credits. This course provides conceptual and functional analysis of business operations in the global environment encompassing the impact of institutional, socio-cultural, political and legal forces on international business relations and current policy issues. Prerequisite: Junior standing in the SBM. (FALL, SPRING)

SU COURSE:

BUS250 Principles of Economics 4.5 credits

This course examines supply and demand, market demand and elasticity, cost theory, market structures, pricing theory, and consumer behavior. Regulation, antitrust policy, and income distribution are also discussed. Prerequisite: BUSIOO.

MORGAN's COURSE:

ECON 211 Principles of Economics I (Macro)

SU COURSE:

BUS302 Microeconomics 4.5 credits

In this course, students learn to apply an analytical approach to the study of how individuals and societies deal with the fundamental problem of scarce resources. This approach is applied to everyday decisions faced by individuals as they try to maximize their utility, to businesses that try to maximize profits, and to the whole of society as it attempts to use its resources efficiently.  
Prerequisite: BUS250.

MORGAN's COURSE:  
ECON 212 Principles of Economics II (Micro)

SU COURSE:  
BUS360 Business Ethics 4.5 credits  
This course analyzes basic principles of business ethics, moral reasoning, and the capitalistic economic system. Topics include a framework for moral reasoning; government regulation; ethics of bribery, price fixing, pollution, resource depletion, product safety, and consumer protection; and the rights and duties of employees and corporations. Prerequisite: None.

MORGAN's COURSE:  
BUAD 326 BUSINESS AND SOCIETY: ETHICS AND SUSTAINABILITY- Three hours; 3 credits. In this course the business-government-society relationship is examined. Emphasis is placed on business ethics and ethical decision-making, social costs, corporate social responsibility and responsiveness, corporate governance, global trends and the role of government. Prerequisites: Successful completion of MGMT 324 and MKTG 331 (with minimum grade of "C"). (Formerly Business Ethics and Society) (FALL, SPRING)

SU COURSE:  
BUS490 Business Administration Capstone 4.5 credits  
This is a capstone course. The course encompasses key elements of business operations which have been studied throughout the bachelor program. Students work under the supervision of a faculty advisor to further refine and develop their skills and knowledge through a student-created independent project or case study. This course is to be taken in the student's final quarter.  
Prerequisite: Approval of the advisor. 4.5 credits

MORGAN's COURSE:  
BUAD 499 BUSINESS POLICY- Three hours; 3 credits. This course focuses on management, entrepreneurial decision-making, strategy formulation, implementation, and evaluation/control to ensure that organizational resources, internal factors, external information, and current performance are helping achieve organizational mission, goals, and objectives. The course emphasizes strategy, survival and success, and long-term performance. Strategic concepts, case analysis, computer simulations, library research, student management teams, and presentations are emphasized.  
Prerequisites: ACCT 202, FIN 343, MGMT 324, MGMT 328, MKTG 331, BUAD 326, BUAD 327 and BUAD381 (with minimum grade of "C"). COURSE IS TO BE TAKEN ONLY IN THE SEMESTER OF GRADUATION. (FALL, SPRING)

## **Finance Concentration**

### **SU COURSE:**

**BUS300 Financial Management**

This course teaches the concepts and skills of financial planning within a business. Concepts covered include how to use financial statements and how to plan appropriate action. Specific topics are preparing budgets, analyzing investment options, and assessing risk and return of financing business endeavors. Prerequisite: BUS122.

### **MORGAN's COURSE:**

**FIN 343 MANAGERIAL FINANCE** - Three hours; 3 credits. This course covers the principles and practices used in the financing of business organizations. Topics include financial planning, funds acquisition, financial analysis, current asset management, capital budgeting, cost of capital, and ethical issues related to financial management. Prerequisites: ACCT 201 and ECON 212 with a grade of "C" or better. (FALL, SPRING)

### **SU COURSE:**

**BUS320 Taxation Principles**

This course provides a sufficient understanding of the tax environment to evaluate business transactions. Fundamental tax concepts are applied to a variety of business, investment, employment, and personal transactions. Topics include business formation, capital expenditures, employee and executive compensation, international and multi-state operations, and disclosures. Prerequisite: BUS122.

### **MORGAN's COURSE:**

**ACCT 320 FEDERAL INCOME TAX I**- Three hours; 3 credits. This course introduces theories underlying federal tax law. The course also briefly covers types of tax audits and the appeals process. Major topics covered are: exemptions, filing status, income inclusions and exclusions, deductions for employee and self-employed taxpayers, property transactions, capital gains and losses, amended tax returns, individual and business tax credits, and introduction to employee retirement plans. Students prepare tax returns throughout the course using commercial tax preparation programs and complete some tax research for compliance and planning. Prerequisite: ACCT 202 with a grade of "C" or better. (FALL, SPRING).

### **SU COURSE:**

**BUS340 Managerial Accounting** 4.5 credits

This course covers financial accounting concepts and managerial accounting topics. It introduces finance and its importance and relevance to business operations. It covers the internal financial environment of a business. Topics include financial statements analysis, cost accounting, job order costing, and process product costing. Prerequisite: BUS122.

### **MORGAN's COURSE:**

**ACCT 331 INTERMEDIATE ACCOUNTING I**

- Three hours; 3 credits. The course gives an intense coverage of financial accounting theory an

conceptual framework underlying financial accounting, statement of income and retained earnings, balance sheet, cash flows, cash and receivables, inventory valuation, long-term assets and current liabilities. Prerequisite: ACCT 202 with a grade of "C" or better. (FALL, SPRING).

**SU COURSE:**

**BUS400 Advanced Financial Management 4.5 credits**

This course analyzes applied issues in corporate finance through a series of cases. Several concepts are covered including advanced capital budgeting, valuation techniques, corporate risk management, currency hedging, and valuation of start-ups. Prerequisite: BUS300.

**MORGAN'S COURSE:**

**FIN 443 ADVANCED FINANCIAL MANAGEMENT**

-Three hours; 3 credits. This course emphasizes long term (capital budgeting) and short-term investment decisions. The course also covers the total environment in which the financial officer functions with comprehensive coverage of the financial officer's use of budgets as well as financial and accounting concepts. Prerequisite: FIN 343 with a grade of "C" or better. (FALL, SPRING)

**SU COURSE:**

**BUS420 Accounting Information Systems 4,5 credits**

This course focuses on the impact of information technology on accounting including developments in the Internet, electronic commerce, EDI, and databases. Additionally, the course provides information on developing, implementing, and maintaining an accounting information system. Also addressed are the increasingly competitive business environments and techniques to reap the most value at the least cost. Prerequisite: BUS 122.

**MORGAN'S COURSE:**

**ACCT 308 ACCOUNTING INFORMATION SYSTEMS** - Three hours; 3 credits. This course studies accounting systems that include the events and the steps of the accounting cycle, from source documents to the preparation of financial statements, both manual and computerized. Additional topics covered are internal controls, the impact of technology on accounting systems, data management and e-commerce. The course stresses problem solving, critical thinking, and computer application skills. The course also provides hands-on experience with accounting, flowcharting, and database software. Prerequisites: ACCT 202 and INSS 360 with a grade of "C" or better. (FALL, SPRING).

**SU COURSE:**

**BUS450 Personal Financial Management 4,5 credits**

This course introduces the student to the concepts, tools, and applications of personal finance and investments. The course assumes little or no prior knowledge of the subject matter and focuses on helping the student understand the process of financial planning and the logic that drives it. Prerequisite: None.

**MORGAN'S COURSE:**

**FIN 422 PORTFOLIO MANAGEMENT** - Three hours; 3 credits. This course is a continuation of FIN 344. It emphasizes the portfolio aspects of investments. Topics covered include in-depth coverage of fixed income portfolio management; derivatives, options, futures, and forward

contracts; international portfolio diversification and ethics. Prerequisite: INSS 220 and FIN 344 with a grade of "C" or better. (FALL, SPRING)

## **Human Resource Concentration**

### **SU COURSE:**

**BUS350 Staffing and Employment 4.5 credits**

This course examines current issues affecting staffing and employment practices and the impact on the organization's ability to compete in the marketplace, to develop and maintain a successful workforce, and comply with the various regulations governing staffing and employment practices. Major topics include technical issues involved in developing and implementing selection programs within organizations; how to achieve successful person to job practices and govern staffing and employment; and staffing procedures, policies, techniques, and problems; and the role of public policy on staffing/employment practices. Prerequisite: BUS210 or HOS270.

### **MORGAN's CORUSE:**

**MGMT 425 STAFFING AND PERFORMANCE**

**MANAGEMENT - Three hours; 3 credits.** This course is an advanced examination of the body of theory and practices involved in recruiting, selecting and placing employees as well as techniques and processes involved in measuring and managing the performance contribution of employees. Readings, cases, exercises, simulations, internal or external projects, or a term paper are used to develop an understanding of how systematic staffing and performance management practices serve as means to attract, develop and retain high performing employees to build a sustainable competitive advantage for the organization. Prerequisite: Successful completion of MGMT 329 with a grade of "C" or better. (SPRING)

### **SU COURSE:**

**BUS351 Workplace Safety 4,5 credits**

This course is designed to educate and increase the student's awareness of internal and external factors that could negatively affect occupational safety in the workplace and understand the practices that can maintain and/or improve workplace safety. The Occupational Safety and Health Administration (OSHA) responsibilities for administering and enforcing programs, regulations, and standards designed to reduce injuries and illness on the job are also examined. Techniques to improve workplace safety and health for all workers by reducing hazards while increasing employer and worker awareness of commitment to and involvement with safety and health are also discussed. Prerequisite: BUS210.

### **MORGAN's CORUSE:**

**MGMT 465 ISSUES IN HUMAN RESOURCE**

**MANAGEMENT-Three hours; 3 credits.** This course is an in-depth investigation of selected current trends and issues of importance in HR and industrial relations. It is an integrative, case-oriented approach to the study of problems and policy in HR and industrial relations. Simulation exercises and case analysis are used in addition to lecture and student presentations. Prerequisite: Senior standing in the SBM. This is a course with "Honors" designation. (SPRING).

### **SU COURSE:**

**BUS353 Labor Management Relations 4.5 credits**

The historical, current, and legal analysis of labor relations in the U.S. and its impact on an organization's ability to compete in the marketplace, to develop and maintain a successful workforce, and comply with the various statutory and common law regulations governing labor/management relations are discussed in this course. Major topics include growth and trends in the labor markets, collective bargaining, impact of labor relations on the organization's strategies, analysis of federal labor laws, NLRA certification process, methods employed by management to avoid unions, methods employed by unions to represent bargaining units, and strikes and lockouts. Prerequisite: None.

**MORGAN's COURSE:**

**MGMT 420 LABOR-MANAGEMENT RELATIONS** - Three hours; 3 credits. This course examines the concepts, policies, programs, and practices of labor organizations and management groups working together, along with community, agency, and neutrals, to resolve work-place conflicts, minimize labor market and employment adjustments, and enhance organizational performance, productivity, and survivability. Readings, projects, cases and a research-oriented paper are expected. Prerequisite: Successful completion of MGMT 329 with a grade of "C or better. (FALL)

**Management Concentration**

**BUS300 Financial Management 4.5 credits**

This course teaches the concepts and skills of financial planning within a business. Concepts covered include how to use financial statements and how to plan appropriate action. Specific topics are preparing budgets, analyzing investment options, and assessing risk and return of financing business endeavors. Prerequisite: BTJS122.

**BUS305 International Business Strategies 4.5 credits**

This course focuses on the strategies and structures of international businesses. Topics include cultural differences, economics, and politics of international trade and investment, form and functions of the global monetary system, and assessment of the special roles of an international business's various functions. Prerequisite: BUS240.

**BUS325 Entrepreneurial Leadership 4.5 credits**

Through the study of successful leaders and their companies, students learn techniques to move a company from mediocre to great. Topics include goal setting; culture development; vision; profits; technology; and effects of change, discipline, and necessary leadership qualities. Prerequisite: None. For students in the School of Culinary Arts and Hospitality Management, HOS270.

**BUS380 Project Management 4.5 credits**

This course allows students to manage a project within their major field of study. Students prepare a project plan including details of their project, deliverables, dates they are completed, and the associated learning exhibited. Students implement their plan and record weekly status on their progress, issues, decisions, and learning. At the conclusion of the course, students complete their projects and summarize their results in a final report. Prerequisite: None.

**BUS405 Business Law: Legal Environment for Business**

This course addresses the changing dynamics of business in the legal system. The basic theories of business law are covered including the legal environment, legal theory, and structure of the legal system. The course goes beyond the basic concepts and addresses challenging issues such as contract law, Uniform Commercial Code (UCC), copyright,

**BUS405 Business Law: Legal Environment for Business**

This course addresses the changing dynamics of business in the legal system. The basic theories of business law are covered including the legal environment, legal theory, and structure of the legal system. The course goes beyond the basic concepts and addresses challenging issues such as contract law, Uniform Commercial Code (UCC), copyright, trademark, and protection of intellectual property. Prerequisite: None.

**BUS415 Organizational Theory and Development 4.5 credits**

This course examines the field of organizational development and provides a background in organizational development theory and application. Topics include history of organizational development theory, models for organizational structure and change, and advances in organizational development theory. Prerequisite: BUS210 or HOS270.

**BUS416 Quality Management and Productivity 4.5 credits**

This course examines the concepts of continuous improvement and quality management, viewing quality as a systematic process that improves customer satisfaction. The course covers methodologies that aid managers in assuring that the company's quality system is effectively meeting the company's continuous improvement goals. Prerequisite: None.

## **Marketing Concentration**

**SU COURSE:**

**BUS361 Buyer Behavior 4.5 credits**

This course focuses on understanding and influencing consumer perceptions and buying decisions. Integrated into the process is the role of marketing research and the basic methods and techniques needed to interpret information relevant to targeting markets, positioning products, and designing effective marketing communications. Prerequisite: None.

**MORGAN'S COURSE:**

**MKTG 335 CONSUMER BEHAVIOR-** Three hours; 3 credits. This course focuses the marketing concept on customer orientation, wants, needs, and desires so that organizational resources can be used to deliver need-satisfying products and services. It introduces explanatory and predictive models concerning buyers, marketing policy and strategy. Prerequisite: Successful completion of MKTG 331 with a grade of "C" or better. (FALL, SPRING)

**SU COURSE:**

**BUS362 Sales Management 4.5 credits**

This course provides an in-depth review of a variety of methods that businesses use to communicate with and influence customers and prospective customers. Methods covered include advertising, direct marketing, public relations, sales promotion, individual selling, and others. Prerequisite: None.

MORGAN's COURSE:

MKTG 336 RETAIL MANAGEMENT- Three hours; 3 credits. This course examines principles and methods of management as applied for retail problem solving at the managerial level. Includes analysis of location, organization, personnel, inventory control, buying functions, selling and profitability planning and management. Prerequisite: Successful completion of MKTG 331 with a grade of "C" or better. (SPRING)

SU COURSE:

BUS363 Strategic Issues in Marketing 4.5 credits

This course develops the marketing principles by which products and services are designed to meet customer needs, priced, promoted, and distributed to the end user. The focus is on the application of these marketing principles to a wide range of customers, both internal and external. Topics include new product/service introduction and segmentation and positioning strategy. Prerequisite: None.

MORGAN's COURSE:

MKTG 495 STRATEGIC MARKETING MANAGEMENT- Three hours; 3 credits. This is a capstone course with a "big picture," environmental focus that examines major managerial problems in marketing. Cases, computer simulations, and literature on strategic marketing management are utilized to enhanced student competence with the principles and processes of strategic market planning, and the development, implementation, and control of marketing plans and programs. Prerequisites: MKTG 335, MKTG 420 with a grade of "C" or better and Senior standing in the SBM. (FALL, SPRING)

SU COURSE:

BUS364 Marketing Research 4.5 credits

This course covers basic research methodology applied to marketing issues. Students study methods and techniques for collection, analysis, and interpretation of primary and secondary data for customer and business marketing. Prerequisite: None.

MORGAN's COURSE:

MKTG 420 MARKETING RESEARCH SYSTEMS -

Three hours; 3 credits. Students learn the salient features of a total marketing research and information system that encompasses internal reports, marketing intelligence, marketing research and analytical marketing. Prerequisites: Successful completion of MKTG 331, INSS 141, and INSS 220 with a grade of "C" or better. (FALL, SPRING)

SU COURSE:

BUS365 Marketing on the Internet 4.5 credits

This course provides students with the skills and knowledge needed to generate viable business via the Internet. This course explores strategic directions, branding, business cases, and life-cycle management for developing products for a digital world. Prerequisite: None.

MORGAN's COURSE:

MKTG 333 MARKETING IN A DIGITAL ENVIRONMENT- Three hours; 3 credits. This course introduces the student to the principles and practices of electronic marketing. It



explores strategies and techniques unique to electronic marketing in pricing, product, promotion and distribution as well as integrating e-marketing with business processes. Topics covered include the unique issues pertaining to consumer behavior, ethics and public policy in electronic marketing. Prerequisites: INSS 141 and MKTG 331 with a grade of "C" or better. (FALL)

SU COURSE:

BUS366 International Marketing 4.5 credits

This course covers the concepts and practices of marketing in the global environment and discusses modifications and adaptations required to meet the challenges associated with international marketing. Students also learn how to integrate strategies with international marketing functions.

Prerequisite: None.

MORGAN's COURSE:

MKTG 340 GLOBAL MARKETING- Three hours; 3 credits. This course is an analysis and examination of key concepts, environmental and strategic issues involved in entering international markets and conducting marketing operations across national borders. Attention will be focused upon the identification and evaluation of market opportunities, modification of marketing strategies and programs in response to different market needs and constraints, and coordinating strategies in world markets. Opportunities, modification of marketing strategies and programs in response to different market needs and constraints, and coordinating strategies in world markets. Prerequisite: Successful completion of MKTG 331 with a grade of "C" or better. (FALL, SPRING)

SU COURSE:

BUS430 Competitive Strategies 4.5 credits

This course addresses the complex future faced by existing businesses. Materials cover strategic and organizational issues, restructuring, mergers and acquisitions, technological change, strategic alliances, and the challenges of creating and serving markets around the world. Topics include strategic goals, competitive environment, value chains, focus strategies, ethics, diversification, globalization, cooperation and competition, organization design practices, and implementing change. Prerequisite: BUS120.

MORGAN's COURSE:

MKTG 465 SPECIAL TOPICS IN MARKETING -

Three hours; 3 credits. An advanced course in marketing devoted to the exploration of new developments in marketing theory and practice and investigation of marketing problems and issues.

Prerequisite: Senior standing in the SBM. This is a course with "Honors" designation. (FALL)

We compared courses common to both the programs, listing SU's proposed courses first, followed by Morgan State's course. The course titles may not be perfect duplicates; however there is overwhelming amount of overlap.

On the basis of the evidence that almost 100 percent of Morgan's courses have been duplicated by Stratford University's proposal, we strongly object to allowing Stratford University to offer the said program in Baltimore.

## IV. PROPOSED NEW PROGRAM BY STRATFORD UNIVERSITY: BS IN INFORMATION TECHNOLOGY

### 1. Introduction

This report provides an analysis of the existing BS in Information Technology offered by Sojourner-Douglas College (SD), Stratford University's (SU's) proposed program and how it compares to Morgan State University's (MSU's) Information Systems program offered by the Information Science and Systems (INSS) department. We compare the bigger picture (the program description), and then provide a course-by-course analysis.

The BS in Information Technology has a 180 credit quarter hour requirement. So SU is seeking authorization from MHEC to offer their program to MD residents. We have noted that the program they are planning to offer is radically different than the current program that is offered by Sojourner-Douglas College and therefore it is treated like a new program. We have also researched that SU currently also offers a BS in Information Technology in Virginia and that a degree can be taken by combining classes meeting at one of Virginia campuses, online instructions, or a combination of both (see Figure 1 below). Thus, it is feasible and likely that students enrolled at the Sojourner-Douglas Center will also be able to utilize this combination mode i.e., online courses will be offered from Virginia facilities and infrastructure to Maryland residents, once SU gets a footprint in Maryland.

The image is a screenshot of a website page for Stratford University's Bachelor of Science in Information Technology program. At the top, there is a navigation bar with links: ABOUT US, DISCOVER YOU, DEGREES, ADMISSIONS, SERVICES, and CAMPUS LOCATIONS. Below the navigation bar is a large, dark banner with the text "COMPLETE YOUR BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY" in large, bold, white letters. To the left of the banner is a sidebar menu with links: Career Support, Requirements, Curriculum, Timeline, Faculty, and Capstone. Below the banner, there is a section titled "TOTAL REQUIRED FOR GRADUATION" which shows "180 CREDITS" and "40 CLASSES" with a plus sign between them. At the bottom of the banner, there is a button that says "Request Information Now".

Figure 1. Stratford's BS in Information Technology Program

It is also worthwhile to note that there is little transparency in the current proposal on how students will meet the needs of the proposed 180 credit hours. That transparency is also lacking in SU's web-site (<http://www.stratford.edu/computer-information-systems/bachelor-information-technology>), where the details on course combinations constituting the 180 credit hours of the BS in Information Technology are not described e.g., how many credits are required for electives, if any. In view of that, we can only make an educated guess at what SU is planning on doing. The

transparency about the student body that Stratford is currently serving is also lacking on SU's website.

## **2. The Bigger Picture**

In this section, the bigger picture of the proposed program is described and we compare it with MSU's existing program.

### **2.1 Sojourner-Douglas College Program: BS in Information Technology**

The 2009-2014 catalog for Sojourner-Douglas (Page 164) describes the existing BS in Information Technology program:

The information Technology program provides the theoretical understanding and technical expertise for the student to successfully develop and manage an organization's technical resources. These resources include logical (software), physical (hardware), human (technical support specialists), and financial (budgets). The program focuses on information (data) as a resource for the organization and the technical tools and processes that can be used to manage, distribute, protect, and insure the integrity of this key asset.

The catalog clearly lists the requirements to obtain a BS in Information Technology: 64 credits of General Education, 9 credits of electives, and 65 credits of major courses.

### **2.2 SU's Proposal for BS in Information Technology**

In SU's proposal starting from page 8 of Section A-1 (b) 2, objectives of each course and each program are described. There is no information on: what courses constitute the core body of knowledge, what courses are to be covered for fulfilling the liberal arts requirements, how many credits are to be used for the core and the liberal arts requirements, whether there are electives, and how many credits are to be taken for electives. While we have not examined all the proposed programs in details, we found that to be the case for the BS in Information Technology program. Thus, the proposal fails to meet the minimal requirement of the proposal being transparent.

### **2.3 SU's Program Description BS in Information Technology:**

The mission of the Bachelor of Science in Information Technology program is to provide students with the skills and knowledge necessary to take on professional positions in the fields of information technology, business and management. The program merges the IT fundamental pillars of databases, human-computer interaction, networking, programming, and web systems.

#### **SU's Target Student Body**

The Bachelor of Science in Information Technology (B.S. IT) degree is designed for students who are high school graduates with demonstrated maturity, some previous work experience either through paid employment or volunteer work, who can grasp computer information technology core areas data communication, programming, networks and information systems.

#### **SU's Curriculum Objectives:**

The B.S. in IT program share the Business Administration common core curriculum objectives above.

1. Employ the principles of systems analysis and design to business organizations.
2. Explain the critical components of implementation, integration and maintenance of information technology infrastructures.
3. Apply professional law and ethics of the information technology field.
4. Use oral and written communication to address information technology needs of an organization.
5. Use critical thinking in solving problems related to the IT world.
6. Use printed materials, personal communications, observations, and electronic efforts to make find information.
7. Participate in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.

#### 2.4 MSU's Program Description BS in Information Science and Systems:

The objectives of the Department are to provide opportunities for students to study and apply various technical and organizational aspects of information technology leading to the Bachelor of Science degree in Information Systems. The Information Systems major is suitable for students who are planning (1) to work in a corporate environment, (2) to operate their own business, (3) to obtain a strong systems and business background for pursuing graduate studies. The program enables the student to develop a solid foundation in key information technologies and in organizational and business skills.

#### 2.5 Analysis:

The goals of all three programs (SD, SU, and MSU) are to provide students the knowledge in business and technical (computer) areas by incorporating courses in information technology, business/corporations, and information systems. We show below that the courses in these knowledge areas are same in both the programs.

While SU is targeting high school students with some work experience, no data was provided about the existing BS in IT program to support such a statement. Moreover, SU's website does not provide any data on the existing student body. Not all, but many of MSU are adults with work-experience. In the course schedule on Page 41, Section A-1 (b) 3: Proposed Course Schedule of the proposal, CIS141, a course of the proposed CIS major has been scheduled during the day time. Thus, it is apparent that SU will offer courses during the daytime, similar to what SD currently does and will meet the needs of full-time as well as part-time students, the way MSU meets the needs of both student bodies. In conclusion, neither the student body is different, nor the objectives of the programs are different.

### **3. Course-by-Course Comparison Details**

In the above section, we showed how the program objectives are similar. In this section, we provide a course-by-course comparison to show the duplication of the program between MSU and SU.

In this section, we compare both the programs. Since there is a lack of transparency in the proposal, in Section A-1 (b) 2, starting from page 18 through page 20, sixteen (16) courses are laid out, which we assume to be the core of the program. Other Liberal Arts, or other core requirements are not listed in the proposal for any baccalaureate major, including Information Technology. Thus, it is difficult to compare the proposal with MSU's B.S. in Information Science and Systems program on the whole. On page 20 of the proposal, courses in Cyber Security concentration are described, and on page 21, courses for the Network Administration concentration are described. However, due to lack of transparency in the proposal, the number of credits to be taken in the concentration areas are not provided.

We are listing courses common to both the programs, listing our courses first, followed by courses proposed by SU:

The classes below may not be perfect duplicates; however there is a fair amount of overlap. We have mapped proposed non-elective classes below where we found offerings that overlap with MSU offerings:

MSU	SU
INSS 250	CIS 131
INSS 360	CIS 133
INSS 370	CIS 103
INSS 391	CIS 201, CIS 146
MKTG 331	BUS 120
INSS 450	CIS 207
INSS 460	CIS 223
INSS496	BUS 380, CIS 490

The following subsections list the course-catalog descriptions. We also provide analyses/explanation of what the overlapping themes are.

**(1) Comparison of INSS 250 to CIS131**

The course names and descriptions are as follows:

**INSS 250 Concepts in Computational Thinking- *Three hours; 3 credits***

The aim of this course is to enhance the students' analytical, logical, and structured thinking skills. Students will learn to formulate problems, design algorithms, and develop and implement solutions. The course discusses the basic concepts such as, selection, sequence, and recursion. (Formerly Information Systems Concepts and Methods). Prerequisites (with C or better grade): INSS 141. (FALL, SPRING)

**CIS131 Programming Fundamentals 4.5 credits**

In this course, students develop skills and concepts essential to good programming practice and program solving. It covers fundamental programming concepts, object-oriented and event-driven programming, basic data structures, algorithmic processes, and problem solving. This is the introductory programming course for IT majors and is designed for students with little or no programming experience. Prerequisite: None.

Analysis:

In both the classes, students learn essentially the same topics, how to write computer programs. Both the courses do not assume any programming prerequisites. MSU's course requires the introductory course in computer literacy as a prerequisite.

**(2) Comparison of INSS 360 to CIS133**

The course names and descriptions are as follows:

**INSS 360 MANAGEMENT INFORMATION SYSTEMS - *Three hours; 3 credits.***

This course introduces students to information systems concepts and use of information systems in different functional areas of business. Students identify, analyze and use information systems solutions for organizational problems. The course material will include real world case studies that highlight theoretical concepts. Topics include enterprise information systems, strategic utilization of IT, information systems planning, IT in organizations and others. Prerequisites (with C or better grade): INSS 141. (FALL, SPRING).

**CIS133 Technical and Professional Communication 4.5 credits**

The course is designed to facilitate the understanding of the social and professional context of information technology and computing and to prepare the students for entering the workplace. Students learn how IT supports an organization and are introduced to the teamwork concepts, group dynamics as well as a variety of leadership styles as applied to IT business. In addition, the course stresses oral and written professional communication skills by preparation of technical proposals, reports, presentations, and formal papers. Prerequisite: None.

Analysis:

While the courses are not an exact match, both courses prepare students for entering the workplace and how IT supports an organization and are introduced to teamwork concepts. Extensive report writing, presentations and analysis are utilized in INSS.360.

**(3) Comparison of INSS 370 to CIS103**

The course names and descriptions are as follows:

**INSS 370 SYSTEMS ANALYSIS AND DESIGN** - *Three hours; 3 credits.*

This course discusses the processes, methods, techniques and tools that organizations use to determine how they should conduct their business, with a particular focus on how computer-based technologies can most effectively contribute to the way business is organized. The course covers a systematic methodology for analyzing a business problem or opportunity, specifying alternative approaches to acquiring the technology capabilities needed to address the business requirements, and specifying the requirements for the information systems solution. Traditional and agile design and development techniques will be covered. Students apply concepts from the course in a semester-long project where they identify and analyze a business problem and design a computer-based information system to solve the problem. Prerequisite (with C or better grade): INSS 360. (FALL)

**CIS133 Fundamentals of Information Systems** - 4.5 credits

Students learn the founding concepts of information technology and the systems needed to achieve the measurable benefits of introducing IT into an enterprise. The course teaches students to analyze systems and learn how information technology can be used to design, facilitate, and communicate organization goals and objectives. An overview of hardware and software with its relation to information technology is also presented. Prerequisite: None.

Analysis:

In both the classes, students learn how to analyze systems. However, CIS133 has topics such as founding concepts of Information Technology that are covered extensively in INSS.360 (as shown in the previous comparison). Since the first learning outcome of the SU program (A-1(b) page 18 of the proposal) is “Systems Analysis and Design”, the coverage of formal methodologies of Systems Analysis and Design might not be covered extensively in the proposed course. We are not aware of any BS in Information technology program not offering a course in the formal methodologies of Systems Analysis and Design and we could not locate such a course in the proposal. SD’s ISA401 required course for BS in IT is titled “Systems Analysis and Design.”

**(4) Comparison of INSS 391 to CIS201 and CIS146**

The course names and descriptions are as follows:

**INSS 391 IT INFRASTRUCTURE AND SECURITY** - *Three hours; 3 credits*

This course provides an introduction to IT infrastructure and networking issues. It covers topics related to systems architecture and communication networks in an organizational context. It gives the students the knowledge of network software, organizational processes, and hardware. The course focuses on Internet-based solutions, computer and network security, and the role of infrastructure in regulatory compliance (Formerly Data Communication and Networks). Prerequisite (with C or better grade): INSS 360. (SPRING)

**CIS146 Fundamentals of Networking** 4.5 credits

This course provides the solid foundation of networks and networking in IT. The topics include routing, switching, physical layer, and application areas. Upon completion, the

students are able to compare the characteristics of various communication protocols and how they support application requirements. Both OSI and Internet models are compared and contrasted as they apply to contemporary communication protocols. In addition, the students learn how to solve basic networking problems and perform troubleshooting operations on LAN s and connected devices. This course has a computer lab fee. Prerequisite: None. Lecture Hours: 35; Lab Hours: 20.

**CIS201 Fundamentals of IT Security 4.5 credits**

This course prepares students to pass the current CompTIA Security+ 2008 certification exam. After taking this course, students understand the field of network security and how it relates to other areas of information technology. This course provides the broad knowledge necessary to prepare for further study in specialized security fields or serves as a capstone course introducing the field. Prerequisite: CIS142, CIS146.

Analysis:

The principle behind the classes is that students learn about IT networks. In the case of SU, a separate course on security CIS201 covers topics that are also covered in INSS.395. Due to lack of transparency, we assume that CIS201 is a core. This core requires a prerequisite CIS142 which is not in the core. Moreover, the above mentioned prerequisite course is not listed anywhere throughout the proposal.

**(5) Comparison of MKTG.331 to BUS120**

The course names and descriptions are as follows:

**MKTG 331 PRINCIPLES OF MARKETING *Three hours; 3 credits.***

Marketing forms the foundation of all successful business and non-business transactions. This course introduces the student to the concepts and applications of marketing in society and in the firm and presents an overview of the marketing mix, global marketing, and careers in marketing. Prerequisite: Junior standing in the SBM. (Fall, Spring)

**BUS120 Sales and Marketing 4.5 credits**

This course introduces the student to effective methods for marketing products and services. Direct mail, print time, and other advertising techniques are discussed. Problem solving relative to customer relations is addressed. Consumer profiles, organizational personalities, and demographics are presented as components of market research and analysis. Prerequisite: None

Analysis:

Both the courses cover the introductory concepts of marketing and sales.

**(6) Comparison of INSS 450 to CIS207**

The course names and descriptions are as follows:



**INSS 450 APPLICATION DEVELOPMENT** - *Three hours, 3 credits.*

This course introduces students to application development. Students design and develop dynamic business applications. Topics include web architecture, human-computer interactions, dynamic programming, data binding and others. This hands-on course provides a comprehensive foundation for event driven object-oriented programming. (Formerly INSS455). **Prerequisites (with C or better grade):** INSS 250, INSS 380. (OFFERED AS NEEDED)

**CIS207 Programming Languages** 4.5 credits

In this course, students gain an understanding of object-oriented programming concepts with specific emphasis on modern programming languages. This hands-on training course focuses on applet and application development. Basic constructs are explained with more detail than in regular programming courses. Students learn how to create multithreaded applets and applications, and develop platform-independent graphical user interfaces. Lab exercises and projects reinforce ideas and concepts learned. This course has a computer lab fee. Prerequisite: None. Lecture Hours: 35; Lab Hours: 20.

In addition to this course, MSU's **INSS 497 OBJECT ORIENTED PROGRAMMING FOR BUSINESS APPLICATIONS** covers Object-Oriented programming principles in details.

Analysis:

Both the courses focus on application development. A surprising aspect of the proposal is that CIS207 does not have a prerequisite, which is normally required for a course that states the following: "Basic constructs are explained with more detail than in regular programming courses." It would be anticipated that CIS131 would be the prerequisite for this course, but that does not seem to be the case. The course description of CIS.131 clearly states that "This is the introductory programming course for IT majors and is designed for students with little or no programming experience," while the course description of CIS.207 states that "Basic concepts are explained in more details than in regular programming courses."

**(7) Comparison of INSS.460 and INSS.390 to CIS223**

The course names and descriptions are as follows:

**INSS 460 ENTERPRISE INFORMATION SYSTEMS MANAGEMENT II** - *Three hours, 3 credits.*

This course introduces students to advanced system configuration and operational issues related to enterprise information systems that are used in large organizations. Students learn how to configure and provide basic systems support for an enterprise information systems module that support a business process. Concepts, issues, current trends, decision making and systems configuration are addressed through case studies and multi-layered views of an enterprise system. **Prerequisite (with C or better grade):** INSS 360 (OFFERED AS NEEDED)

**INSS 390 ENTERPRISE INFORMATION SYSTEMS MANAGEMENT I** - Three hours, 3 credits.

This course introduces students to issues related to adoption and strategic use of enterprise information systems in a variety of corporate settings. Topics include adoption and strategic use of enterprise information systems such as ERP, CRM and supply chain management systems, enterprise architectures, distributed business systems, business process configuration and management, change management, investment analysis, security issues, IT outsourcing, client side programming, current trends related to study of enterprise information systems and others. (Formerly INSS 430). **Prerequisite (with C or better grade):** INSS 360. (SPRING)

**CIS223 System Administration and Maintenance** 4.5 credits

The course covers the aspects of administration and maintenance of operating systems, networks, software, file systems and servers, web and database systems, as well as system documentation, policies, and procedures. Topics include further investigation of the operating systems, applications, and administrative activities such as user and group management, security, backup, and disaster recovery planning. The administrative responsibilities over the various domains are assessed, compared, and contrasted. This course has a computer lab fee. Prerequisite: None.

Analysis:

While there is no exact match on any one course, several of the courses offered at MSU for the BS in Information Science and Systems cover administration concepts. We have listed two of the courses that cover the configuration and maintenance issues. Both the courses focus on administration and configuration.

In the proposal, while the description requires students to gain knowledge on the maintenance of database systems and web servers, the students are not required to take a prerequisite to gain adequate background on the concepts behind these systems in order to maintain them. Thus, students are required to administer and maintain systems without any prior knowledge on complex IT systems. Moreover, database systems do not appear to one of the core classes in the curriculum.

**(8) Comparison of INSS 496 to BUS380 and CIS490**

The course names and descriptions are as follows:

**INSS 496 IT PROJECT MANAGEMENT** – *Three hours, 3 credits.*

This course discusses the processes, methods, techniques and tools that organizations use to manage their information systems projects. The course covers a systematic methodology for initiating, planning, executing, controlling, and closing projects. The course covers all project management knowledge areas as outlined by Project Management Institute. **Prerequisite (with C or better grade):** INSS 370. (SPRING)

**BUS380 Project Management 4.5 credits**

This course allows students to manage a project within their major field of study. Students prepare a project plan including details of their project, deliverables, dates they are completed, and the associated learning exhibited. Students implement their plan and record Weekly status on their progress, issues, decisions, and learning. At the conclusion of the course, students complete their projects and summarize their results in a final report. Prerequisite: None.

**CIS490 Information Technology Senior Project 4.5 credits**

Students work under the supervision of a faculty advisor to further refine and develop their skills and knowledge through a student-created independent project. Prerequisite: Approval of the advisor.

Analysis:

Both the courses focus on project management. INSS.496 requires students to complete a mini-IT project.

**Duplication Analysis**

Many of the courses in the proposed concentration areas in cyber security are covered in the INSS.494 elective course: Information Security and Risk Management. Similarly, one of the courses, CIS258 Database Administration in the proposed Network Administration concentration is covered in INSS.380 Data and Information Management, and INSS.480 Advanced Data and Information Management. Another course in this concentration, CIS.311 Data Centers and Virtualization are covered as topics in INSS.390 Enterprise Information Systems Management I course.

In conclusion, the proposed new program extensively duplicates MSU's existing BS program in Information Science and Systems program in terms of the objectives and several courses that are duplicated.

**4. Conclusion**

The proposed BS in Information Technology program by SU lacks transparency. The proposal lists several courses without mentioning the breakup of how the 180 credits are to be allocated. Moreover, the proposal does not list any liberal arts requirement. The proposal thus fails to meet the minimal requirements for SU to begin offering courses in Maryland.

The lack of transparency is also pronounced in the lack of any data about the current student body that SU serves. That data is also lacking on SU's website.

In this report, we have shown above that there is a fair amount of duplication with MSU's program, while examining the bigger picture as well as the details of the two programs. In our opinion, it would be duplication of resources to allow SU to start this program.

There are many other issues in the proposal. The first learning goal of the proposed BS in IT by SU deals with "Systems Analysis and Design." The proposal does not address that learning goal by providing enough details on how that learning goal is being met (refer to 2(3) in this report). A course in the core of the proposal lists a prerequisite course that is not in the core (refer to 2(4) in this report). Moreover, that prerequisite is not described, nor listed anywhere else in the proposal. In other instances, a prerequisite course is missing for a course that should have a prerequisite (refer to 2(6) and 2(7) in this report).

Another major issue at stake here is the manner by which SU operates its existing program, allowing students to take both online and face-to-face classes in order to meet the baccalaureate requirements. It is feasible that once SU is able to enter the Baltimore market, SU will start offering their existing online courses to students, allowing them to scale their online operations, thereby growing the economy of Virginia at the expense of the Maryland economy in terms of IT expenditures to support the online courses and hiring Virginia based faculty to teach those online courses. This would also result in loss of tax revenues for Maryland. While Sojourner-Douglas College is currently financially strapped, the faculty and staff hires do currently contribute to Maryland's economy by ways of induced spending on goods and services. Taxes collected from Sojourner-Douglas College hires and indirect hires benefit Maryland. Should SU be allowed to go on the path of a duplicated presence in the state, the state is at a risk of losing all such economic benefits. From Maryland's perspective, economic benefits will remain in the state if existing universities in Maryland offering the same programs that SD offers, are able to meet the needs of the existing and future SD student body. Moreover, assuring that Maryland universities can meet the needs of that student body allows Maryland universities to scale up their operations, with a corresponding decrease in the marginal costs of meeting the needs of the students.

Considering that SU's program relies on the acquisition of students being served by Sojourner-Douglas College, they will acquire those students and other future students that should be best served by existing universities that currently have similar programs in the city of Baltimore.

#### **References:**

- (1) Course Catalog, SU: <https://www.stratford.edu/computer-information-systems/bachelor-information-technology>
- (2) Website, SU: <https://www.stratford.edu/>
- (3) Course Catalog, SD: <http://www.sdc.edu/about/S-DC-Catalogue-2009-2014.pdf>
- (4) Academic Program Proposal submitted to MHEC by Stratford University
- (5) Course Catalog, MSU: [http://www.morgan.edu/academics/academic\\_catalogs.html](http://www.morgan.edu/academics/academic_catalogs.html)
- (6) 2015 Data Book, *Maryland Higher Education Commission*.  
(<http://www.mhec.state.md.us/publications/research/AnnualPublications/2015DataBook.pdf>)

## **V. Proposed New Program by Stratford University: Masters in Business Administration**

### **Abstract**

This report examines the proposal by Stratford University (SU) to offer an Masters of Business Administration (MBA) program on the current site of the Sojourner-Douglas College's (SD) Center by acquiring that program. The proposed MBA program is compared to the existing MBA program in the School of Business & Management at Morgan State University (MSU). In this document, we provide a multi-faceted analysis focused on a comparison of the program objectives, a course-by-course analysis, and a review of deficiencies in the proposed program.

In summary, the attached analyses concludes that:

1. SU's MBA program lacks transparency
2. Is an unnecessary duplication of the existing MBA program at MSU.
3. Furthermore, the course offering is incomplete in its base offerings and offers no (elective) courses above this baseline.
4. Maryland risks losing all of the economic benefit that other Maryland colleges and universities can derive by keeping Sojourner-Douglas College programs (and by extension, students) in the state.

### **1. Introduction**

This report provides an analysis of the proposed MBA curriculum to be offered by SU at the SD Center in Baltimore. The curriculum contained in the proposal replicates exactly the existing MBA curriculum offered by SU at their main campus in VA. In the following pages we will provide comparison to the MSU MBA program. We compare program descriptions and missions, a course-by-course analysis, and availability of deeper courses in business education which typify MBA programs.

The expansion of an existing program from SU's home base in VA to the Maryland (and specifically) and the Baltimore market (the proposed SD campus) and NOT changing it at all, requires us to examine the similarities in both the SU proposal and the existing MSU MBA program. At a very high-level, MSU is a state non-profit institution. SD is an independent state funded non-profit institution in Maryland, and SU is a for-profit institution. MSU's Business school is accredited by The Association to Advance Collegiate Schools of Business (AACSB), the world's foremost accreditation body, while the current SU MBA program is not accredited by this body.

The Mission of the Earl G. Graves School of Business and Management (GSBM) at MSU, under which the MBA program resides, is to pursue excellence in providing a high quality management education for a diverse student population and to be recognized as a leading school of business in the Mid-Atlantic region. Building on its competitive advantages of outstanding faculty, diversity, and geographic location, the School engages in student centered instruction, conducts scholarship both basic and applied, and offers service that fosters the economic and social advancement of its varied constituencies. The GSBM MBA as well as the MS Accounting program are both accredited

by AACSB. Less than five (5) percent of business schools (and less than 1% of MBA as well as Accounting programs) globally are accredited by AACSB.

SU is a for-profit institution headquartered in Virginia. They have a physical presence in Maryland and offer curriculum in Culinary and Hospitality. They have filed acquisition paperwork for the financially strapped Sojourner-Douglas College, Baltimore MD. With MHEC authorization, SU is seeking to enter the Baltimore market and very likely the online market and offer the MBA to MD residents. The proposed MBA is 54 credit hour degree. The SD Center does not currently offer an MBA, therefore this is deemed a new program from the perspective of MHEC. SU currently offers an MBA at its VA location with a mixture of both on campus (meeting at one of Virginia campuses) and online classes. It is unclear if SU offers a 100% online MBA at this point. Thus, it is feasible (and highly likely given synergies and efficiencies) that students enrolled at the SD Center site will also be able to utilize this combination mode i.e., online courses will be offered from Virginia facilities to Maryland residents, once SU gets a footprint in Maryland.

It is also worthwhile to note that there is little transparency in the current proposal on how students will meet the needs of the proposed 54 credit hours. That transparency is also lacking in SU's website <http://www.stratford.edu/business/master-business-administration>, where any details on course descriptions including any elective courses are not described. In light of this, one can assume that MBA students do not have the option of any electives in their course of study. The transparency about the student body that Stratford is currently serving is also lacking on SU's website.

## **2. The Bigger Picture**

In this section, the program mission statement and goals between the proposed SU program and MSU are examined.

### **2.1 Stratford University MBA Program**

In SU's proposal starting from page 2 of Section A-1 (b), objectives of each course and each program are described. There is no information on any elective courses to be required or to choose from, and what courses constitute the core body of knowledge. It would be unprecedented for MD, at the MBA level, to offer a program with no elective courses and no core curriculum outlined. Thus, the proposal fails to meet the minimal requirement of the proposal being transparent.

### **2.2 SU's Program Description MBA:**

The Masters of Business Administration provides graduate learners the skills needed to be successful managers and leaders in a competitive global business environment. The core business functions of economics, finance, sustainability, business ethics, global operations, marketing, human resources, project management, organizational behavior, management information systems, and corporate strategy are taught with a focus on problem solving practical application in the workplace.

The curriculum balances the technical, data-driven quantitative skills to make objective decisions with the interpersonal and communication skills necessary to work effectively with people at all

levels and from all cultures. Most importantly, these topic areas are integrated throughout the curriculum. The concepts and theories learned in the program are applied to the capstone that combines academic and professional development.

#### SU's Target Student Body

The Master in Business Administration (MBA) degree is designed for students who are college graduates with previous work experience, a demonstrated record of academic and professional success, and with demonstrated business acumen who can grasp concepts emerging from the Core curriculum (Finance, Accounting, Business Administration, Leadership & Ethics, Information Systems among others) and apply them to a broad base of business situations and cases.

#### SU's Curriculum Objectives:

1. Integrate managerial theories and practices into an organization
2. Analyze information and data to make business decisions
3. Demonstrate leadership abilities to build teams within business organizations
4. Compare the impact of managerial actions through quantitative and qualitative research
5. Evaluate complex issues on the ethical dilemmas, political, economic, legal, and regulatory context of business
6. Interpret statistical data and economic models relating to an organization's activities

#### 2.3 MSU's MBA Program Mission Description:

Offer high quality undergraduate, masters, doctoral, and executive education programs that prepare a diverse student population to succeed as business professionals and to become engaged citizens in their neighborhoods and global economy.

Conduct scholarly research that advances theory and practice in business disciplines, contributes to teaching and learning, enhances the performance of organizations, and inform public policy decision making.

Contribute to local, state, regional and national economic development initiatives in the pursuit of widely shared prosperity and well-being.

#### 2.4 Analysis:

The goals of both SU and MSU programs are to provide students broad knowledge in all key facets of business by incorporating courses in finance, accounting, marketing, information systems, and human resources. We show below that the courses in these knowledge areas are same in both the programs.

While it is believed that SU is targeting college graduates some work experience, no data was provided about the existing MBA to support such a statement. Moreover, SU's website does not provide any data on the existing student body. A majority of Morgan MBA students are adults with work-experience and in some cases multiple Master's degrees.

### 3. Course-by-Course Comparison Details

In the above section, we showed how the program mission and objectives are similar. In this section, we compare both programs course offerings. We assume that the 12 courses detailed in Section A-1 (b) 2 (starting from page 16 through page 18) are the core of the program. No information on elective courses was offered in the proposal or on the SU website. For the purposes of this report, we will compare both the relevant MSU Foundation AND Core MBA Classes to the SU classes. Please bear in mind that in addition to the 12 Core and 8 Foundation classes listed in the course catalog, MSU offers another 26 classes as electives. Thus, it is difficult to compare the SU proposal with Morgan's MBA program.

#### 3.1 Course Comparison

We are listing courses common to both the programs, listing our courses first, followed by courses proposed by SU. The list below compares first the Foundation classes (as many SU classes are at the 500 level), the SU comparator, and the relevant Morgan Core Classes or Elective class. The classes below may not be perfect duplicates; however there is a fair amount of overlap:

Number	Morgan MBA Foundation Classes	SU MBA Classes	Morgan MBA Core Classes	Morgan MBA Elective Classes
1	INSS 586	EBM502		BUAD 650
2	BUAD 521	EBM503		
3		EBM532		BUAD 648
4	FIN 501	EBM554		
5	INSS 540	EBM573		
6	MKTG 567	EBM587		
7		EBM595		ENTR 651 / BUAD 698
8	FIN 520	EBM609		
9		EBM632	BUAD 625	
10		EBM636	BUAD 660	BUAD 652
11		EBM680		PROJ 600 / PROJ 655
12		EBM690	BUAD 699	

The following subsections list the course-catalog descriptions. We also provide analyses/explanation of what the overlapping themes are.

#### (1) Comparison of INSS 586 / BUAD 650 to EBM502

The course names and descriptions are as follows:

**BUAD 650: Business Research Methods** - Three Hours: 3 Credits



Leading companies all have a research function. The function is to help decision-makers sort out dilemmas and search for data that presents the decision maker with options. The course highlights a disciplined way of determining researchable areas and a variety of methodologies to gather data and ideas and carefully translate them into useful information.

**INSS 586: Operations Management - Three Hours: 3 Credits**

This course highlights the essential skills in mathematics and statistics that are required of the manager. These skills underlie the manager's ability to make sound decisions and solve complex problems.

**EBM502 Research Methods - 4.5 Credits**

The course focuses on methods for the conduct of research and development projects. Specifically, students learn about the scientific method, as well as research and design requirements and objectives. Course work involves qualitative, quantitative, and case studies; performance metrics; design procedures and control; and sources of error and bias. In addition, evaluation tools and formal validation methods are discussed.  
Prerequisite: None.

Analysis:

In both the classes, students learn essentially the same topics. Quantitative methods are also explored in depth in INSS 586 - Operations Management.

**(2) Comparison of BUAD 521 to EBM503**

The course names and descriptions are as follows:

**BUAD 521: Organizational Behaviors and the Environment of Business - Three Hours: 3 Credits**

This course covers organizational theory with specific emphasis on OB theory and research, individual behavior, corporate ethics, international management, group dynamics, motivation, leadership, as well as communications and conflict management. Additional emphasis is placed on the analysis of the relationships between organizations, the international business environment and the different economic, political/legal systems and cultures and their implications for management in an increasingly complex global environment.

**EBM503 Global Leadership and Organizational Behavior – 4.5 Credits**

This course gives the graduate learner the opportunity to study the most recent thinking on building competitive advantage through human resource development and knowledge management. An integrated portfolio of topic areas and the opportunity to present current, relevant strategies and resources in today's organizations is focused upon throughout this course. This course analyzes both the formal and informal aspects of the management process. Topics include: human behavior in an organizational environment, human capital,

group dynamics, communication, motivation and decision-making, and the impact of innovation and change on the organization. Prerequisite: None

Analysis:

These courses are a very close match in content. BUAD 625 looks deeper into more leadership and ethics issues.

**(3) Comparison of BUAD 648 to EBM532**

The course names and descriptions are as follows:

**BUAD 648: International Business Law - Three Hours: 3 Credits**

This course focuses on key legal issues affecting the conduct of international business. Topics include legal aspects of trading and investing across national boundaries; foreign investing in key countries, including the United States; U.S. customs laws and practices; import protection against unfair trade practices; taxation of international trade and investment; currency and investment controls; and discussion of some of the multi-lateral institutions that impact the conduct of international business. Prerequisite: BUAD 521

**EBM532: Legal Environment and Business - 4.5 credits**

This course examines the legal environment in which business operate. In particular, torts, contracts, government regulations, types of businesses and formulation of companies covered. This course also considers topics related to legal concepts of commercial transactions. Specifically addresses are: collection of debts, sale of goods, warranties, product liabilities, secured transactions and bankruptcy. Prerequisite: None.

Analysis:

These classes are very similar in content. BUAD 648 has a slightly more International focus but both focus on an introduction to business law concepts.

**(4) Comparison of FIN 501 to EBM 554**

The course names and descriptions are as follows:

**FIN 501: Overview of Economics - Three Hours: 3 Credits**

This course is designed to provide necessary foundation of micro, macro, International economics and its applications to the real world issues. Topics to be covered include consumer decision making; firm productions and cost analysis; perfect and imperfect competitive market; unemployment, inflation, and the business cycles; fiscal and monetary policy and their impacts on the economy and businesses; and the flow of international trade and finance within a global economic system

### **EBM554: Global Economies and Markets - 4.5 credits**

This course examines key dimensions of the global economy and global economics, including international business opportunities and risks, economics simulations, trade theory and policy, the balance of payments, foreign exchange markets, exchange rate systems and risks, and international payment systems are also discussed. Additional topics such as foreign direct investments are discussed in addition to the changing role of multi-national corporations and elements of international corporate strategies. Prerequisite: None.

#### Analysis:

Both courses focus key global economic theories, concepts, and policies.

### **(5) Comparison of INSS 540 to EBM573**

The course names and descriptions are as follows:

#### **INSS 540: Fundamentals of Quantitative and Statistical Skills for Managers - Three Hours: 3 Credits**

This course provides an understanding of analytical and managerial tools and concepts that are used to help manage important operations functions. It provides a foundation for understanding the operations of a business or manufacturing facility. Students will learn how a company's technology, facility configuration, processes, trading relationships and management practices enable it to effectively and efficiently serve its markets. The course covers such topics as production and inventory control, scheduling, and quality control. Students will be able to implement various techniques used in operations management based on knowledge of college algebra, statistics and Excel spreadsheet.

### **EBM573: Global Business Operations - 4.5 credits**

This course focuses on the past, current, and emerging quality improvement theories, practices, techniques and skills, including an overview of organizational systemic processes and programs necessary to deliver quality results including Malcolm Baldrige Award, Six Sigma, Lean engineering, and ISO 9000. The mechanics, structures, and dynamics of effective quality improvement teams are covered, as are issues relating to the effective implementation of quality-related programs. Prerequisite: None.

#### Analysis:

Both the courses cover the introductory concepts of manufacturing and practices. INSS 687, Strategic Information Systems Management takes the concepts explored in INSS 540 deeper into strategic role of IT, business process re-engineering, and the impact on an organization's value chain.

### **(6) Comparison of MKTG 567 to EBM587**

The course names and descriptions are as follows:

**MKTG 567: Marketing and the Social Environment** - Three Hours: 3 Credits

This course combines both the fundamental concepts of marketing goods and services in a competitive marketplace and the increasing complexity of the social environment as it affects the organization and customers. The course is organized around the basic notions of pricing, marketing, advertising and promotion with a strong orientation to social responsibility.

**EBM587: Strategic Business Marketing** - 4.5 credits

This course examines marketing variables and marketing strategy in developed and developing countries. The importance of differences among nations in language, culture and social forces, politics and laws, values, channels or distribution, and buyer behavior is examined. The course also emphasizes the importance of the marketing orientation in the present global competitive environment and the relationships between marketing and business development and strategy in an international setting. Prerequisite: None.

Analysis:

Both the courses focus on fundamentals of Marketing and marketing strategy. MSU's MKTG 675, Advanced Marketing Management, takes these concepts and develops them further linking advanced metrics, business intelligence, and quantitative concepts to marketing concepts.

**(7) Comparison of ENTR 651 / BUAD 698 to EBM595**

The course names and descriptions are as follows:

**BUAD 698: Global Strategic Management** - Three Hours: 3 Credits

This course examines the broad approaches firms utilize to attain and subsequently maintain sustainable competitive advantage in the global environment as well as the impacts thereof on the firm. Key areas of focus include strategy selection for foreign market entry, value creation, value capture, organizational competencies, partnerships and alliances, sourcing and organizational culture. Prerequisites: ACCT 600, BUAD 647, BUAD 625, FIN 620, INSS 687, MKTG 690. Offered as needed

**ENTR 651: Innovation & Entrepreneurship** - Three Hours: 3 Credits

This course concentrates on innovation management, intrapreneurship, and entrepreneurial processes that can be used to develop and manage ventures. The main objective of the course is for students to understand how to incorporate innovation into venture creation. Students will create business models School of Graduate Studies EARL G. GRAVES SCHOOL OF BUSINESS & MANAGEMENT 39 and write business plans for ventures that

incorporate innovation. Prerequisites: ACCT 600, BUAD 625, FIN 620, INSS 690, MKTG 675

**EBM595: Competitive Strategy and Innovation - 4.5 credits**

This course covers how to convert the vision do the executive intuition into definite plans that can be operationally implemented, and provides opportunity for practice and experimentation in strategy formulation. Strategy support systems are used to assist in making the transition from a change-resistant operational approach to a future-oriented approach characteristic of strategic thinking. The innovation process, appropriation of economic value from innovation, competition between technologies, strategies for competing against established firms and management innovation. Coursework includes tools essential for developing a successful sustainability strategy such as stakeholder engagement and systems thinking. Prerequisite: None.

Analysis:

While there is no exact match to EBM595, several MBA courses offered at MSU focus on innovation and strategy. We have listed two of the courses that cover strategic management and innovation and in addition have a 3<sup>rd</sup> course focused on these issues from the perspective of the Entrepreneur.

**(8) Comparison of FIN 520 to EBM609**

The course names and descriptions are as follows:

**FIN 520: Essential Financial Concepts for Managers - Three Hours: 3 Credits**

This course builds the essential concepts fundamental to a managerial orientation. They include risk analysis, valuation, capital budgeting, cost of capital and working capital management. Working within ethical guidelines is highlighted. Prerequisites include ACCT 500 and ECON 501.

**EBM609: Financial Management and Policies - 4.5 credits**

This course is an in-depth analysis of financial considerations relating to maximizing the value of a corporation. It examines the setting of financial and corporate goals in terms of maximizing shareholders equity, optimal financing policy and relationships among dividend policy, debt levels, capital costs, return on investments, analyzing financial statements and growth. Prerequisite: None.

Analysis:

FIN 520 is the very close match as an intro Finance course. For those who are beyond this course, MSU offers FIN 620 which goes further with advanced concepts in valuation and capital structure, mergers & acquisitions among other topics.

**(9) Comparison of BUAD 647 to EBM632**

The course names and descriptions are as follows:

**BUAD 625: Organizational Leadership and Ethics - Three Hours: 3 Credits**

This course focuses on leadership and ethical issues in organizations and society. Through a combination of experiential and traditional learning techniques, the course addresses leadership, followership, teamwork, change management, ethical decision-making, corporate social responsibility, and sustainability. Prerequisite: BUAD 521

**EBM632: Sustainability and Social Entrepreneurship - 4.5 credits**

This is a course in applied character development for the business leader. It emphasizes the development of ethical and moral frameworks by which business decisions can be made and professional moral conduct enhanced. It recognizes that organizational behaviors and decisions made by individual leaders, managers, and employees.

Particular attention is given to situational analysis and behavior intentions with the goal of developing one's ability to render the highest order (wisest) ethical decisions given a particular moral problem. A variety of ethical models and perspectives are reasoned to explore the light they can shed on ethical business issues. Prerequisite: None.

Analysis:

These 2 courses are very close in content (but not in name).

**(10) Comparison of BUAD 654 to EBM636**

The course names and descriptions are as follows:

**BUAD 660: Human Capability Management - Three Hours: 3 Credits**

This course focuses on the concepts, tools, and systems of human capability management. The overall framework within which managers acquire, develop, allocate, utilize and maintain human capabilities to optimize competitive and cooperative advantages will be discussed. In addition, different systems and tools to assess problems, leverages, constraints, and vulnerabilities of the organization's capabilities will be covered. The dynamic and strategic positioning of capabilities will also be covered. Systems' thinking which is useful for solving human capability problems will help students understand complexity, better operating policies, and effective change associated with human capability systems. Prerequisite: BUAD 521 or equivalent.

**BUAD 652: Strategic Human Resource Management - Three Hours: 3 Credits**

Human Resource Management represents a key set of processes essential to building, maintaining and rewarding a motivated workforce. Through case study and outside projects, the student will learn the essential insights needed by the manager to insure motivated and capable employees. Prerequisite: BUAD 521

**EBM636: Organizational Change Management - 4.5 credits**

With today's fast-paced and hectic way of doing business, change in the workplace has become an everyday reality. Change happens rapidly and sometimes with very little notice. Major changes such as mergers, takeovers, and layoffs can leave employees feeling confused, fearful, or disheartened. This course is designed to help future managers work through organizational change by studying strategies for providing positive leadership. This course covers multiple perspectives on managing organizational change including methodologies for diagnosing managing competence, theoretical frameworks for understanding organizational competency, and strategies for changing organizational culture and personal behavior. Prerequisite: None.

Analysis:

Morgan offers 2 courses which would cover this material

**(11) Comparison of PROJ 600 to EBM680**

The course names and descriptions are as follows:

**PROJ 600: Foundations in Project, Program, and Portfolio Management - Three Hours: 3 Credits**

This problem-based interdisciplinary course introduces project management tools and techniques. It introduces program and portfolio management in corporate and government settings. Students use practical applications to manage projects from start to finish. Students use software tools for planning and monitoring projects

**PROJ 655: Building and Leading Successful Project Teams - Three Hours: 3 Credits**

The course focuses on project communication needs, how to plan for meeting those needs, project stakeholder management, and related project human resource issues. It introduces students to a communications model, techniques to improve communications, crisis communications, identifying stakeholders, and virtual teams. Students learn the dynamics of human resource planning tools, receive an overview of key organizational behavior theories and leadership theories, negotiation, team development, and conflict management. The course uses case studies to augment student learning.

**EBM680: Project Management - 4.5 credits**

The course focuses on the effective organization of projects, tracking of costs and time expenditures, management of quality and risks, evaluation of human resources requirements, and the overcoming of potential obstacles. Prerequisite: None.

Analysis:

Same content covered although the Morgan classes separate the pure project and quality considerations from the human resources issues.

**(12) Comparison of BUAD 699 to EBM690**

The course names and descriptions are as follows:

**BUAD 699: Strategic Management - Three Hours: 3 Credits**

This course is the forum for integrating the analytic skills drawn from the core areas of the MBA program. Cases and simulations will highlight issues and problems designed to utilize financial, technological, behavioral and marketing knowledge. Assignments and projects will be used to build a general manager's perspective on developing and implementing strategies for marketplace success. Students will develop skills to perform situational analysis, evaluate the dynamics of competition and cooperation, as well as strategic positioning. This course will be in the final semester in the student's program. Prerequisites: ACCT 600, BUAD 647, BUAD 625, FIN 620, INSS 690, MKTG 675; Semester of intended graduation

**EBM690: Business Capstone - 4.5 credits**

This capstone course gives students the opportunity to pull together and build upon what has been learned in separate business fields and utilizes this knowledge in the analysis of complex business problems. This capstone course is designed to aid students in synthesizing and applying knowledge gained in earlier courses and applies these skills through actual business cases. The course should be taken in a student's final quarter. Prerequisite: Approval of the advisor.

Analysis:

Capstone classes for respective programs both taken in last semester of each program.

**3. Duplication Analysis**

All of the courses proposed by SU are covered (in some cases from multiple directions) either through Morgan Foundation courses (6 classes), Core courses (3) or Elective courses (3). In addition to what is covered, the SU program provides **no courses in Accounting, one of the fundamental concepts and classes for any MBA program.**



In conclusion, the proposed SU MBA program extensively duplicates Morgan's existing MBA program both in objectives and in classes offered, and does not go as far in terms of basic (Foundation or Core) course offerings (no Accounting) or depth of offerings (no electives).

#### **4. Conclusion**

The Masters of Business Administration proposed by SU to be offered at SD lacks transparency, is duplicative in its offerings, and is severely limited in terms of what it does offer. The proposed course listing does not include any Accounting classes, nor a Comprehensive exam, nor any electives classes. The offering is not competitive with other MBA curriculum offerings in the Maryland marketplace. In our opinion, it would be duplication of resources to allow SU to start this program.

The lack of transparency is also pronounced in the lack of any data about the current student body that SU serves. That data is also lacking on SU's website. The SU program is 54 credits vs. Morgan's 36 credits (4.5 credits/class for SU and 3.0 credits/class for Morgan) but there is no data on the SU website or in the SU proposal to understand what that difference really means. We should note that all competing MBA programs (other schools in our footprint) are either 1.5 credits (7.5 week classes) or 3.0 credits (15 week classes).

Another major issue at stake here is the manner by which SU operates its existing program, allowing students to take both online and face-to-face classes in order to meet the MBA requirements. It is feasible that once SU is able to enter the Baltimore market, SU will start offering their existing online courses to students, allowing them to scale their online operations, thereby growing the economy of Virginia at the expense of the Maryland economy in terms of IT expenditures to support the online courses and hiring Virginia based faculty to teach those online courses. This would also result in loss of tax revenues for Maryland. While Sojourner-Douglas College is currently financially strapped, the faculty and staff hires do currently contribute to Maryland's economy by ways of induced spending on goods and services. Taxes collected from Sojourner-Douglas College hires and indirect hires benefit Maryland.

We submit our strong objection to this program duplication proposed by Stratford Uiniversity.

#### **References:**

- (7) Course Catalog, SU <https://www.stratford.edu/business/master-business-administration>
- (8) Website, SU: <https://www.stratford.edu/>
- (9) Academic Program Proposal submitted to MHEC by Stratford University
- (10) Course Catalog, MSU:  
<http://www.morgan.edu/Documents/ACADEMICS/SGS/School%20of%20Business%20SGS%202014-2015%20Catalog%2012-9-2015.pdf>
- (11) 2015 Data Book, *Maryland Higher Education Commission*.  
<http://www.mhec.state.md.us/publications/research/AnnualPublications/2015DataBook.pdf>

## **CONCLUSION:**

**The above comparisons of Stratford University's goals and objectives with those of programs currently offered by the Graves School of Business and Management at Morgan State University, and the course-by-course comparison of the programs all clearly and with complete certainty indicate program duplication by Stratford's proposal.**

**Should SU be allowed to go on the path of a duplicated presence in the state, the state is at a risk of losing all such economic benefits. From Maryland's perspective, economic benefits will remain in the state if existing universities in Maryland offering the same programs that SD offers, are able to meet the needs of the existing and future SD student body. Moreover, assuring that Maryland universities can meet the needs of that student body allows Maryland universities to scale up their operations, with a corresponding decrease in the marginal costs of meeting the needs of the students.**

**Considering that SU's program relies on the acquisition of students being served by Sojourner-Douglas College, they will acquire those students and other future students that should be best served by existing universities that currently have similar programs in the city of Baltimore.**

**The Graves School of Business and Management submits this report and based on the facts described herein, strongly objects to Stratford University's program duplication.**