

MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

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

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

Notre Dame of Maryland University  
Institution Submitting Proposal

August 1, 2016  
Projected Implementation Date

B.A.  
Award to be Offered

Business (Online) w/ ADC in Management  
Title of Proposed Program

0506-02  
Suggested HEGIS Code

52.0201  
Suggested CIP Code

Business  
Department of Proposed Program

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Signature and Date

President/Chief Executive Approval

2/3/16  
Date

Date Endorsed/Approved by Governing Board



**Academic Program Proposal  
Notre Dame of Maryland University  
*Substantial Modification to Existing Program***

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

Notre Dame of Maryland University has been a leader in educating part-time adult students since 1975. The University continues to respond to women and men returning to school by providing high-quality undergraduate programs in today's competitive fields.

The business and economics department of the School of Arts, Sciences, and Business at NDMU offers a major in business to students in the Women's College and College of Adult Undergraduate Studies. It also offers majors in international business and marketing communications in the Women's College. A minors in business and entrepreneurship are offered in the Women's College and College of Adult Undergraduate Studies. This proposal relates only to the College of Adult Undergraduate Studies Bachelors degree completion program in Business, which Notre Dame is proposing to offer in a fully online format in addition to the existing in-seat, on ground degree. In keeping with the values central to its mission, Notre Dame emphasizes personal and professional ethics in its curricula for undergraduate students. Students in the Business program learn to manage in a global business environment. An emphasis on organizational effectiveness and ethics is incorporated into the curriculum. The University seeks to build on the initial success of this traditional face-to-face program by offering the option of completing the program entirely online.

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

The University currently devotes resources to growth in the sector. The Business program was developed with input from business industry professionals who understand the need for and value of the enhancement of management and leadership skills. Maryland's non-profit organizations, for-profit businesses, and government agencies will benefit from professionals who can lead and manage within these organizations. Offering the program fully online will provide greater regional access to professionals in the field.

The University's strategic plan includes an initiative to respond to market demand through innovative programs and delivery options. Business is a multidisciplinary program of business, finance and economics, enabling students to apply business and financial principles to support this strong sector in the Maryland and regional economy. The in-seat program has been effective in attracting adult students interested in completing their degree and advancing in their career.

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

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

The business and economics department aims to develop socially responsible leaders who understand core business concepts, solve problems ethically, think critically, and communicate effectively to maximize sustainable results for both organizations and society at large. Graduates of the business program work in a wide variety of fields such as accounting, banking, marketing research, project and product management, human resource management, health care administration, nonprofit management, information systems, marketing communications, portfolio management, investments and product development. Locally, business graduates work for Black & Decker; federal and state government; CareFirst BlueCross BlueShield; Constellation

Energy; Ernst and Young; Hormel; Legg Mason, Inc.; McCormick & Co., Inc.; Motorola; Procter and Gamble; The Johns Hopkins Hospital; Kennedy Krieger Institute; Verizon; Wells Fargo Bank; Peterson, Howell and Heather (PHH); the Social Security Administration; T. Rowe Price; Glifton Gunderson LLP, Coca-Cola and Under Armour.

**Foundation Business Courses**—Courses in management, finance, marketing, economics, international business, law and accounting provide a solid foundation in the fundamentals of business. [30 credits]

**Skills-Based Courses**—Courses in data analysis, professional communication, business research, teamwork, negotiation and leadership enhance the technical skills necessary to compete in the workplace. [15 credits]

**Advanced Business Policy and Practicum**—These courses enable students to apply the knowledge and skills learned throughout the degree program to strategic issues in business management and in the workplace. The successful completion of Advanced Business Policy, the capstone course, is required of all business majors and should be taken during the student's last semester of study. The four-credit practicum course is required for all Women's College business majors. The practicum includes a 120-hour internship. [3 to 7 credits]  
Students complete their degree requirements either by completing courses for a concentration in accounting, or by completing at least two 400-level Business Elective courses.

**Business Elective Courses**—These upper-division courses challenge students to address complex business problems in a chosen field of interest such as finance, management, marketing, international business and human resource management. Students are required to complete two business elective courses but are encouraged to take additional business electives if possible. [6 credits]

#### **Courses offered as part of this program**

**BUS-105 Create Your Future: Introduction to Business and Entrepreneurship** Begins with the learner developing a profile of her ideal work experience and explores how that ideal may be met through a career in business. Placing the learner in the role of a new business entrepreneur, the course exposes the learner to all the disciplinary aspects of starting a new business (management, marketing, finance, accounting, human resources, legal and economics) by focusing on the tasks that must be accomplished. This hands-on approach to starting and running a business exposes students to the complex world of the small business entrepreneur and helps them determine which area of business they wish to study in depth. [3 credits]

**BUS-212 Principles of Accounting II** Builds on material covered in the introductory accounting course. Focuses on preparing and interpreting financial statements, understanding managerial accounting for cost, and planning and controlling of business operations. Prerequisite: BUS-211 or BUS-253. [3 credits]

**BUS-253 Financial Accounting** Introduces principles and practices leading to the preparation of a balance sheet, income statement and statement of cash flow. Presents the basics of accounting principles and its applications in the business world. The course explores the concepts and techniques of accounting for individual proprietorships and corporations. [3 credits]

**BUS-254 Managerial Accounting** Builds on material covered in the Financial Accounting course. Focuses on understanding and developing managerial accounting skills that help analyze the cost of production in a manufacturing environment. The course introduces the topics of budgeting, planning and controlling of costs in a business operation. Prerequisite: BUS-253 or BUS-211. [3 credits]

**BUS-255 Personal Financial Management** Develops a realistic approach to managing personal finances and creating a personal financial plan. Students will be introduced to the fundamentals of sound financial planning, goal setting, and strategies to accomplish those goals. Students will also learn how to manage credit; invest for the short-term, medium term, and long term; create a retirement plan; and evaluate life insurance, homeowners insurance and car insurance policies. [3 credits]

**BUS-302 Principles of Management** Describes and evaluates the increasing pressure on managers to

integrate new information technology, address ethical issues, manage diversity, innovate and improve the quality of goods and services, compete on a global level, improve efficiency, and respond to customer expectations and needs. Identifies and applies the management functions of planning, organizing, leading and controlling as they are used to respond to these challenges. [ 3 credits ]

**BUS-303 Principles of Marketing** This course introduces the language of marketing the strategic marketing process. While formulating viable marketing strategies for diverse business situations, learners will gain experience gathering and analyzing industry and market data, as well as implementing core-marketing concepts such as market segmentation, targeting, positioning, and the marketing mix in the formulation and implementation of real-world marketing strategies. This course culminates in the development of a marketing plan for a new product, service or retail establishment. [ 3 credits ]

**BUS-304 The Legal Environment of Business I** Explores the legal environment of business, including contracts, implications of the Constitution and our structure of government, sales and employment law, legal substitutes for money, consumer and creditor protection including bankruptcy, and types of business organizations. Focuses on the implications of law for the business leader and practical ways to track changes in the law. [3 credits]

**BUS-305 The Legal Environment of Business II** Builds on material covered in Legal Environment of Business I. It explores commercial paper, debtor-creditor relations, real property and estates, accountants' liability and secured transactions. In addition, students examine the legal aspects of the various business forms in greater detail. Prerequisite: BUS-304 or permission of chair. [3 credits]

**BUS-334 Teamwork and Negotiation** Analyzes the dynamics, structure and function of teams in businesses and other organizations. Examines the framework and components of conflict resolution and negotiation in both organizational and personal situations. Learners will assess and strengthen key interpersonal skills. This course utilizes role active learning pedagogy extensively including role plays, small group exercises, and simulations. [3 credits]

**BUS-335 Cost Accounting** Introduces cost data as a tool for management decision-making. The course provides an in-depth examining of volume-profit analysis, budgeting, job order costs and variance analysis. Prerequisite: BUS-212 or BUS-254. [3 credits]

**BUS-337 Intermediate Accounting I** Covers collecting, adjusting and presenting of accounting information. Emphasizes understanding published financial statements and developing a framework for analyzing a wide variety of financial reporting issues. Students examine topics including cash, short-term investments, receivables, payables, inventories, and operational assets and liabilities. Prerequisite: BUS-212 or BUS-254. [3 credits]

**BUS-338 Intermediate Accounting II** Builds on material covered in BUS-337. Provides information on stockholders' equity, long-term investments, long-term debt, pensions, leases, financial statement analysis and price-level accounting. Prerequisite: BUS-337. [3 credits]

**BUS-340 Tax Accounting** Focuses on federal tax laws as they apply to the individual. Introduces gross incomes and exclusions, tax determination, passive activity losses, itemized deductions, tax credits and property transactions. Students examine tax planning considerations and tax avoidance techniques. Prerequisite: BUS-212 or BUS-254. [3 credits]

**BUS-341 Corporate Tax Accounting** Focuses on federal tax laws as they apply to corporations, S corporations, partnerships and estates. Students examine tax analysis and determination for management decision-making, filing requirements for estates and trusts, and choosing an entity selection to minimize tax liability. Prerequisite: BUS-212 or BUS-254. [3 credits]

**BUS-350 International Business** Critically analyzes factors affecting business operations in the global marketplace. It introduces theories and practical strategies for evaluating constraints and opportunities resulting from economic, cultural, legal, and ethical differences to political and financial realities at home and abroad. Also provides hands-on opportunities for analyzing international business opportunities, developing international competitive strategies, and for comparing and contrasting different entry modes. Prerequisites:

ECO-211 or ECO-212. Fulfills general education requirement in cross-cultural studies. [3 credits]

**BUS-360 Business Research** Introduces students to key sources of secondary data and basic research methods that enable them to define the research problem, develop the research plan, collect, evaluate and organize relevant information, develop findings and conclusions and recommend a preferred course of action supported by analysis. Students will learn core primary research concepts such as how to locate key industry and customer information via secondary databases as well as to design an electronic survey and conduct a focus group. [3 credits]

**BUS-401 Entrepreneurship I** Provides a thorough overview of the complete process of developing and launching for-profit, non-profit or social business ventures. Topics include idea generation strategies, executive summaries, brand creation and selection of business names. Students will gain an understanding of bootstrapping, scalability, promotion, distribution and pricing. The importance of laws and regulations for all aspects of a new venture will be explored. Patents, copyrights, contracts and regulations will also be discussed. The major component of this course will be application of market research skills to research databases and primary/secondary sources of information to complete a formal assessment of the viability of a business idea. This course will culminate in the completion of a feasibility analysis to test assumptions derived from market research. Prerequisite: BUS-303 or permission of chair. [3 credits]

**BUS-402 Entrepreneurship II** Continues the progression set forth in Entrepreneurship I by teaching students the process for developing a comprehensive business plan for an entrepreneurial start-up endeavor. Additionally, students will be assigned a successful entrepreneur from the student's field of interest to serve as their mentor throughout the semester. Students will learn how to prepare a financial plan. They will analyze actual business agreements to gain familiarity with the language of and issues contained in those documents. Students will build marketing competencies essential to building and sustaining a new venture, such as how to identify customer needs, determine correct target markets and develop sales/marketing tactics and strategies. Students will also prepare and deliver an oral presentation of their plan from the perspective of an entrepreneur presenting to potential investors. Prerequisite: BUS-401. Co-requisite: BUS-416 or BUS-321 or permission of chair. [3 credits]

**BUS-406 Leading Innovation and Change** Examines the core problems organizations and individuals face as they move through the dynamic processes of innovation and change. Students will identify highly successful change efforts and evaluate the strategies and techniques used. The key issues of changing behaviors, overcoming resistance to change and the role of leaders and followers in the process will be important themes. [3 credits]

**BUS-411 Topics in Business** Explores contemporary topics in management such as non-positional leadership, leadership's dark side, managing human capital, healthcare and sports marketing. [3 credits]

**BUS-412 Auditing** Explores principles and practices of auditing through use of problems, questions and specimen working papers applicable to a balance sheet audit. Emphasizes techniques and routine procedures by applying the principles to a realistic audit. Prerequisites: BUS-212 or BUS-254, accounting concentration or permission of chair. [3 credits]

**BUS-416 Managing Financial Resources** Provides students with an overview of the accounting and financial tools necessary for managers. Addresses the development and analysis of basic financial statements, the development of budgets (both operating and capital), and other techniques of financial analysis for management decision-making. Prerequisite: general education mathematics requirement. Business majors may not take this course; students who have taken BUS-261 may not take this course. [3 credits]

**BUS-421 Advanced Accounting Theory I** Focuses on more complex topics in financial accounting. Emphasizes accounting theories and practices used in partnerships, business combinations and consolidations. Prerequisite: BUS-338. [3 credits]

**BUS-432 Advanced Business Policy** Provides opportunities for students to apply knowledge gained from their core business courses to the formulation, implementation and evaluation of strategic management initiatives through case studies of specific organizations. Designed as a capstone experience. Prerequisites: BUS-302, BUS-

303, BUS-321 and senior standing. [3 credits]

**BUS-436 Socially Responsible and Sustainable Practices** - Studies and analyzes the increasing pressures on organizations to make the right decisions by acting in ways that benefit society and reduce negative environmental impacts. Students will complete research on organizations that use sustainable and responsible models; utilize case studies to identify current and best practices; and develop guiding principles for decision making. [3 credits]

**BUS-442 International Finance** Examines opportunities and risks associated with international finance. Studies the international banking system, international money market, international bond markets and international equity markets. Explains exchange rate behavior and examines currency derivatives including future and options on foreign exchanges, currency and interest swaps, and international portfolio investments. Students will evaluate strategies to hedge against foreign exposures, including economic, translation, transaction and cash flow exposures. They will also analyze and evaluate the impact of central banks and financial policies around the world. Prerequisite: BUS-321. [3 credits]

**BUS-450 International Business Capstone: Exporting and Importing** Integrates learning from business courses, courses from other departments and real world experiences through the completion of teamwork-based capstone projects. Student teams will be given the option to work with a client or to create an international business report. Teams that choose to work with a client will develop an international business strategy and write a business plan for a specific initiative related to trade, production or investment in one or more foreign countries. At the end of the year, the team will prepare a business plan and deliver a presentation to the client. Teams that choose to conduct research will create an international business report evaluating the globalization of markets, production and investment for a selected country. Teams will interview business representatives in the United States and the foreign country. At the end of the semester, each team will deliver a presentation to students, faculty and guests at Notre Dame. Prerequisites: BUS-302, BUS-303, BUS-321, BUS-350 and co-requisite BUS-442. [3 credits]

**BUS-451 Women in Leadership** Evaluates opportunities, issues and complexities that women face in the workplace. Analyzes differences between gender style and content in communications and behavior; critiques societal expectations of women and men in the workplace and in leadership roles; connects management and leadership precepts through the lens of gender; examines leadership attributes through nontraditional sources. Cross-listed as a graduate course to promote co-mentoring and networking. Prerequisite: Junior standing or permission of chair applies to Women's College students only. Fulfills general education requirement in gender studies. [3 credits]

**BUS-461 Business Practicum** Connects academic learning with professional experience. Develops and reinforces business related skills, especially those needed by women in business today. Provides peer support to discuss and reflect on work-related issues. Students examine individual strengths and areas for improvement. Prerequisites: Business major with senior standing and permission of instructor. [4 credits]

**BUS-463 Independent Study in Business** Provides an opportunity for business students to explore an area of business in-depth while working independently and under faculty supervision. The nature, scope and design of the project to be completed, as well as a schedule of prearranged meetings, will be individually contracted between the faculty member and the student. Prerequisite: acceptance for supervision by a department faculty member. [1-4 credits]

**BUS-480 Organizational Behavior** Examines the factors affecting human behavior in organizations. Students apply relevant theories to contemporary organizational problems through the use of case analyses, readings and experiential exercises. The course focuses on developing analytical frameworks to describe and assess organizational culture, structure, leadership, ethics, change, decision making, power and political processes. Prerequisite: BUS-302. Cannot be taken if student has taken BUS-394. [3 credits]

**BUS-482 Consumer Behavior** Investigates consumer and organizational buyer behavior theory and its impact on the formulation of marketing strategy. Provides students with an opportunity to examine current buyer behavior theory including digital behavior and its use by marketers to influence consumers. Through the analysis

of case studies, a thorough examination of current empirical buyer behavior research, students will design, implement and analyze buyer behavior mini-research projects. This class is designed as an interactive, collaborative seminar. Prerequisite: BUS-303, Principles of Marketing or permission of chair. [3 credits]

**BUS-483 Integrated Marketing Communications** Provides an overview of integrated marketing communications programs and the role they play in the implementation of successful marketing strategy. Students will examine the integration of traditional and non-traditional forms of communication. Traditional forms of communication include advertising, public relations and personal selling. Non-traditional forms of communication include online advertising, blogs, pod casts, social media and direct response marketing. Students will gain experience gathering and analyzing market data and developing an integrated marketing communications plan. Designed as a capstone experience. Prerequisite: BUS-303 Principles of Marketing and junior or senior standing. [3 credits]

**BUS-484 Investment Management** Emphasizes the foundation areas of investment management, including securities markets, stock and bond valuation, portfolio theory, the efficient market hypothesis and investment decision-making. Students will complete a research project as well as build a diversified investment portfolio for a hypothetical client. Projects involve written and oral reports. Prerequisites BUS-225, BUS-321. [3 credits]

**BUS-485 Advanced Financial Management** Provides in-depth analysis of financial management decisions and decision-tools. Topics may include capital structure and capital issuance, dividend policy, corporate financial planning, derivatives for hedging stock volatility, derivatives for hedging interest rate risk and financial institutions. Students will complete a research project and develop strategies to manage an external environment challenge. Projects involve written and oral reports. Prerequisites: BUS-225, BUS-321. [3 credits]

**BUS-486 Human Resource Management** Develops knowledge and skills in the human resource management functions of strategic human resource planning, job design, recruitment and selection, training and development, performance management, employee relations and compensation and benefits. Focuses on the legal environment of human resource management and its impact on the entire human resource system. Enhances background students will need to make informed human resource decisions in organizations. Prerequisite: BUS-302. Cannot be taken if student took BUS-315. [3 credits]

**ECO-211 Introduction to Macroeconomics** Focuses on the United States economy and its relations with the world. Examines how interactions among consumers, businesses, government and the rest of the world impact economic growth, inflation, unemployment and business cycles. Investigates the impact of monetary and fiscal policies on the overall performance of the economy. Fulfills general education requirement in social science. [3 credits]

**ECO-212 Introduction to Microeconomics** Examines the manner in which prices are determined and limited resources are allocated efficiently through mastery of basic supply and demand. Considers the behavior of producers and consumers under various competitive conditions. Assesses the role of government in responding to market failures. Fulfills general education requirement in social science. [3 credits]

**ECO-220 Honors: Economics and Contemporary Issues** Applies economic principles and methodologies to the decision-making process of individuals, businesses and governments. Evaluates current political, social and economic events using basic economic theories and principles. Prerequisite: Morrissy scholar or permission. Fulfills general education requirement in social science. [3 credits]

**ECO-311 Applied Macroeconomics** Examines data related to economic, finance and international indicators. Applies macroeconomic theory to assess the current state of the economy and to forecast economic activities in the near future. Evaluates current economic policies in light of the economic forecast. Prerequisite: ECO-211. [3 credits]

**ECO-330 Honors: Food Safety Risk Analysis** Analyzes the extent and significance of food-borne diseases in the United States and around the world. Examines the most important hazards to food safety, including food additives and pesticides, microbial hazards, irradiation, and food defense as well as science-based solutions to their management. Considers the interdisciplinary risk analysis paradigm as a modern approach to food safety systems in considerable detail. Prerequisite: Morrissy scholar or permission. [3 credits]

**ECO-342 Introduction to Public Finance** Analyzes the role of local, state and federal government in meeting the demands of the public through examination of government's expenditure and taxing policies. Examines the theory of public goods, public expenditures, taxation, public choice, fiscal federalism, budgeting and benefit-cost analysis along with their application in public policy. Prerequisite: ECO-211 or ECO-212. [3 credits]

**ECO-402 Money and Banking** Examines the interactions between the United States financial system and the wider economy. Studies current developments in monetary policy and financial markets and explores the impact of money on the productive sector of the economy. Analyzes current economic, financial and international issues and tracks a variety of economic indicators to predict the actions of the Federal Reserve. Prerequisite: ECO-211 or permission of instructor. [3 credits]

**ECO-404 International Economics** Examines international trade theory, international trade policy and international finance from multi-country and multicultural perspectives. Applies economic models to explain the benefits from trade and its effect on the distribution of income among different groups within a country. Studies the impact of protectionist policies on the standard of living of both importing and exporting countries. Describes the balance of payments and develops models of exchange rates. Investigates international capital and finance issues in light of the current economy. Fulfills general education requirement in cross cultural studies. Prerequisite: ECO-211 or ECO-212. [3 credits]

**ECO-411 Topics in Economics** Provides opportunities to pursue special topics of current interest in the field of economics. [3 credits]

**ECO-440 Economics of the Environment and Natural Resources** Develops mastery of the theory of externalities, common property resources, alternative pollution-control measures, limits to economic growth, problems of exhaustible and renewable resources and water resource economics. Applies this theory to problems of environmental quality and management, ecosystem restoration and to problems relating to the wise use of natural resources. Prerequisite: ECO-211. [3 credits]

**ECO-463 Independent Study in Economics** Provides opportunities for a student to study a topic of special interest in economics under the guidance of a faculty member. [3 credits]

**NPM-411 Topics in Nonprofit Management** Provides students an opportunity to study a variety of current issues related to nonprofit management. Recent topics have included: grant writing, nonprofit marketing and fundraising strategies, and planning for service. [3 credits]

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

The business major includes a broad range of courses that provide the student with a strong foundation of knowledge in business and economics within the liberal arts curriculum. In addition to gaining a thorough understanding of core business concepts, students are taught to act ethically, think critically and creatively, and communicate effectively. Students don't just read about the latest theories and practices in business, they experience and experiment with them in real business situations. Consulting assignments and internships, as well as use of case method, actively engage students in their learning.

Each course is designed to prepare students for leadership positions while meeting the needs of the business community. The business curriculum is designed to ensure that all Notre Dame business graduates meet the following core outcomes as identified by major employers in the Baltimore/Washington corridor:

1. Integrate quantitative and qualitative skills to solve problems and support decision making
2. Demonstrate effective leadership skills in a team environment
3. Communicate effectively in all business environments with different types of media
4. Use technology to enhance business productivity and the quality of decision making

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

This is a degree completion program built on the premise that students will transfer in their general education requirements. General education courses are available in online format in cases where students are missing one or more requirements.

*Identify any specialized accreditation or graduate certification requirements for this program and its students.*  
 The Business department is currently a candidate for accreditation through the AACSB. No specialized accreditation or graduate certification is required for students in this program.

**C. Critical and compelling regional or Statewide need as identified in the State Plan:**

*Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State,*

**Specific local, regional and State need for graduates.** Notre Dame of Maryland University has been a leader in educating part-time adult students since 1975. The University continues to respond to women and men returning to school by providing high-quality undergraduate programs in today's competitive fields. NDMU's business completion program provides career opportunities and professional advancement to today's working adult. The New and Expanding Establishments Annual Report (Maryland Department of Commerce) lists public announcements of planned job creation and capital expenditures in Maryland by businesses. The 2014 reports shows that in calendar year 2014, at least 264 new or expanding business were coming to 21 local jurisdictions, representing 10,172 new jobs and \$8.2 billion in capital investment. Of these, 42 are businesses new to Maryland (or to a Maryland labor market) and 222 are expansions of existing businesses. These plans in calendar year 2014 represented at least 5,631 new jobs and \$1.8 billion in capital investment. Major new projects included hotels, cybersecurity firms, healthcare firms, financial businesses, and others – all requiring entry level and mid level employees prepared to lead and manage. (<http://commerce.maryland.gov/Documents/Research Document/NewAndExpandingEstablishmentsInMaryland2014.pdf>).

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

In keeping with the values central to its mission, Notre Dame emphasizes personal and professional ethics in its curricula for undergraduate students. Students in the Business program currently learn to manage in a global business environment. An emphasis on organizational effectiveness and ethics is incorporated into the curriculum. The University seeks to build on the initial success of this traditional face-to-face program while also responding to students requests by offering the option of completing the program entirely online. In so doing, NDMU will contribute to the Maryland goals for postsecondary education in terms of quality and effectiveness, access, student-centered learning, and economic growth (State Goals 1, 2, 4, and 5).

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

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

The Bureau of Labor Statistics reports that from March 2014 to March 2015, the Baltimore metropolitan area added more than 10,000 new jobs, with 5,500 jobs in the hospitality management field, which experienced a 4.5 percent growth in the Baltimore area, since March 2014. Employment in education and health management services increased by 2,900 since last March, the area's second-largest gain. Four other sectors (professional and business services; financial activities; trade, transportation, and utilities; and other services) in the Baltimore area gained at least 1,000 jobs from March 2014 to March 2015. The local rates of increase for financial activities and other services (2.8 and 2.3 percent, respectively) were higher than the national rates for both supersectors (1.9 and 1.3 percent, respectively). Each of these sectors requires skilled employees educated to lead and manage these growing enterprises. Financial, professional, and business services have shown significant upswing in the past few years, with a nearly 3% growth in jobs between 2014-2015 (*Maryland Small Business Administration*):

| Sector | 3/201 | 1/201 | 2/201 | 3/201 | Net Change | Percent Change |
|--------|-------|-------|-------|-------|------------|----------------|
|        | 5     | 6     | 6     | 6     |            |                |

|   |       |       |       |       |     |     |
|---|-------|-------|-------|-------|-----|-----|
| <b>Financial activities</b>                 | 75.6  | 78.3  | 78.5  | 77.7  | 2.1 | 2.8 |
| <b>Professional &amp; business services</b> | 215.3 | 215.7 | 219.6 | 217.8 | 2.5 | 1.2 |

Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

Current and projected job growth in the management and business financial sectors shows positive growth from 2014-2024, with solid salary numbers for individuals with a bachelor's degree or higher, as demonstrated in the following table:

| Occupation Group   | Employment 2014 | Employment 2024 | Change  | Percent Growth | Median Salary |
|--------------------|-----------------|-----------------|---------|----------------|---------------|
| All Occupations    | 150,539.9       | 160,328.8       | 9,788.9 | 6.5            | \$35,540      |
| Management         | 9,157.5         | 9,662.9         | 505.4   | 5.5            | \$97,230      |
| Business/Financial | 7,565.3         | 8,197.8         | 632.4   | 8.4            | \$64,790      |

<http://www.bls.gov/news.release/ecopro.t04.htm>

Data showing the current and projected supply of prospective graduates.

Review of the Employment Exchange Dashboard on the Department of Labor and Licensing Regulation (DLLR) website illustrates the demand for a business degree in the state of Maryland. Currently, as of the week of February 1, 2016, there were about 10,000 openings requiring a Bachelor's degree, with only 6,534 graduates available to fill those positions. In the business and finance industry, there are about 5,600 jobs open in the sector, and another 12,800 open in sales. This compares with about 5,300 job seekers searching for business or financial positions, and about 6,500 seeking positions in sales, thereby illustrating a gap in supply and demand in this important industry. (dllr.state.md.us).

A survey delivered to undergraduate and graduate NDMU students in January 2016 demonstrated that students are seeking additional online course and degree options. In the Business program at NDMU, current courses delivered online are at capacity and each has a waitlist. This has been the trend over the past several years. Students tell their faculty and their advisors that they are looking to enroll in more online courses. In a very competitive student market, NDMU believes that we must offer a fully online option for our current Business program in order to remain viable in our local and statewide market. Five year enrollment and graduation projections, based on current in-seat programs and anticipated growth in online from new and continuing students, are provided in the following table:

#### Enrollment

| Degree                 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------------------------|------|------|------|------|------|
| B.A. Business (online) | 20   | 37   | 40   | 41   | 45   |

#### Graduates

| Degree                 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------------------------|------|------|------|------|------|
| B.A. Business (online) | --   | 15   | 17   | 18   | 20   |

#### E. Reasonableness of program duplication:

The NDMU B.A. business degree is a current program, and is architected to prepare today's students to be tomorrow's business leaders. Based on the foundation of a liberal arts education grounded in ethics and

philosophy, which differentiate this program from other Business degrees in the state, the requirements of the business major have been greatly influenced by the needs of the dynamic business community where our students intern and work upon graduation. The program, which focuses on women as leaders, includes courses in teamwork, negotiation, leadership, communications, data analysis and business research in addition to the traditional areas of business study which include economics, marketing, management, accounting and finance. Market research has shown that study in each of these areas was needed to provide graduates with the confidence as well as the knowledge, skills and competencies needed to succeed in their respective organizations. In addition, online business programs are few in number in Maryland, and by offering one through NDMU, we meet the need that students express for additional access and delivery options for higher education in Maryland.

*Provide justification for the proposed program.*

The BA degree in Business is an existing in-seat program at NDMU. The move to a fully online option will increase access for working adults who are balancing school, work, and family. A study conducted by the National Center for Education Statistics reported that there were over 21 million students enrolled at colleges and universities across the country in 2012, and that 26% of these students were enrolled in fully online or hybrid classes. Additionally, another 2.1 million students enrolled in for-profit institutions were taking exclusively online programs. Currently, NDMU offers a variety of individual courses online. These courses are always full to capacity, with a waiting list. Online offerings are expanding at institutions across the country. NDMU believes that to remain relevant in today's higher education world, offering several fully online programs will support the institutions continuing ability to be competitive in the marketplace and to provide increased access and opportunity to NDMU students.

**F. Relevance to Historically Black Institutions (HBIs)**

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

This currently existing program does not impact the implementation or maintenance of business programs at HBIs in Maryland. State and federal statistics demonstrate increased job growth in this sector, and requiring entry level to mid level managers with the potential for strong salaries. Moving to a fully online Business program would not impact the much larger, lower tuition programs that the state HBIs, who maintain very strong enrollment patterns.

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

This program is an existing program at NDMU that will be delivered in an online format on a small scale. It does not, and will not impact the uniqueness and institutional identities at state institutions, including HBIs, given NDMU's focus on women as leaders, and on team building and team leadership, but may increase access for minority students for whom an in-seat program may not be appropriate due to work or family commitments.

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

The NDMU online delivery option for the B.A. Business fully meets and exceeds the Principles of Good Practice in online education, as outlined in the following sections:

*A distance education program shall be established and overseen by qualified faculty.*

This program was developed in face-to-face format by qualified faculty, and approved by the NDMU curriculum committee. Courses will be taught by regular full time faculty in the discipline, as well as by highly qualified adjunct faculty trained in online delivery.

*A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.*

Courses in the online program contain the same rigorous content as those delivered in traditional format. Assessment and evaluation standards are comparable in both modes of delivery.

*A program shall result in learning outcomes appropriate to the rigor and breadth of the program.*

All courses in the online business program are developed and delivered based on course and program learning outcomes that are assessed regularly to collect data to be used to improve teaching and learning.

*A program shall provide for appropriate real-time or delayed interaction between faculty and students.*

All courses in the online business program will provide for faculty-student interaction through interactive discussion forums, "Ask the Instructor" sections of the course sites, scheduled online conference sessions using Go-to-Meeting or Skype, and traditional contact via phone or email.

*Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.*

Courses in the online business program were developed by faculty experts in the discipline, and approved by a curriculum committee of campus peers. Online courses are reviewed by one of the trained campus Quality Matters peer reviewers prior to delivery, and faculty are under contract to make improvements to these courses based on peer feedback.

*Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.*

The online Business program is being developed and delivered through the Moodle Learning Management system. Courses are designed for online delivery with support from a trained instructional designer and multimedia specialist, and students are provided with 24/7 access to online technology support.

*An institution shall provide for training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and the pedagogy of distance education.*

All faculty who are new to teaching online must complete the Quality Matters training prior to teaching their first online course. Returning faculty are encouraged to enroll in a more advanced Quality Matters training. Additionally, faculty may meet via Skype or on campus with a trained instructional designer and multimedia specialist.

*Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.*

Notre Dame of Maryland University has adopted the Quality Matters standards for online teaching and learning, as well as the C-RAC Interregional Guidelines as criteria for design, development, and delivery of distance education courses.

*An institution shall provide faculty support services specifically related to teaching through a distance education format.*

NDMU provides all faculty teaching in the online environment equal access to Quality Matters training and workshops, as well as an instructional design team to support faculty in a one-on-one capacity.

*An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.*

SmarThinking online tutoring in math, English/writing, and other core skills is available to all online students through a link on each course site. Online library access is provided to students through the Loyola Notre Dame Library website, which is linked from all online course sites.

*A distance education program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.*

Students may register and pay for courses online, access their registration and financial aid information online, access their faculty and key staff online, seek advice and answers to academic and administrative questions online, access technology support online, and access all course materials and information online through the Moodle learning management system. Catalogs and university policy and requirements are all accessible online through the NDMU website, and through all course sites. Courses are designed and developed using the Quality Matters rubric and standards for best practice in online course design and delivery.

*Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.*

All online students have access to the range of student services through links on the NDMU website and on all course sites that include access to library resources, tutoring resources, advising and retention resources, catalog and registration resources, policies and procedures resources, and key faculty and staff.

*Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.*

Students are advised and counseled as part of and prior to enrollment in an online program on the requirements for learning online, including access to technology, technology skill levels, self-motivation and organization requirements, training in the learning management system and course site use, and information about accessing online student and academic support services. Students may also choose to complete an online "are you ready for online learning" tutorial as part of the online program enrollment process.

*Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.*

All advertising, recruiting, and admissions materials have been designed that are specific to online programs, and online learning, and include information about the online program, the technology requirements, the available services, and the learning management system.

*Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.*

All course evaluations for online courses and programs contain specific questions for students to respond to that relate to the online teaching and learning environment. Faculty are required to complete Quality Matters training in design and delivery of online courses prior to teaching online for the first time. An additional "Improving Your Online Course" is also available for faculty who wish additional training for the online environment.

*An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.*

All online programs are developed and delivered using the course design and review process in place at NDMU for traditional face to face courses and programs that includes approval by the delivering department, review and approval by the school curriculum committee, and review and approval by the university curriculum and academic policy committee. The Quality Matters peer review process of new online courses is also in place for

fully online courses. Part of the program design and delivery process includes approval of a budget that allocates resources and faculty to support the design and delivery of the program as well as a multi-year commitment to the program. The online program in Business is an extension in the delivery of the in-seat Business program, which is a long standing program at NDMU.

*An institution shall evaluate a distance education program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.* The online Business program is included in the NDMU annual assessment process, the NDMU program review process, the annual course evaluation process, and the discipline-based accreditation process for the department.

*An institution shall demonstrate an evidence-based approach to best online teaching practices.* NDMU has in place a Quality Matters-based peer reviewed process for all new online courses and programs, as well as a mandated Quality Matters training program for all faculty wishing to teach online. NDMU is a member of Maryland Online and a participant in the Quality Matters program.

*An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.*

NDMU has a comprehensive and sustained process for assessing student learning outcomes in all courses and programs, including those delivered online, that is overseen by the University Assessment Committee, and framed by the University Assessment Plan. All assessment at NDMU is completed on a regular annual cycle of course and program assessment consistent with core and program outcomes for students.

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

As noted in the *Principles of Good Practice* for teaching and learning in the online environment above, all faculty who teach online at NDMU are required to complete Quality Matters training for online pedagogy and course design. This includes full time and adjunct faculty. The majority of faculty teaching in the current Business program, as well as in the proposed online Business program are full-time tenured or tenure-track faculty. Adjunct (Associate) faculty are long time NDMU part-time faculty who consistently have high course and peer evaluation experience as well as many years of college level teaching. These faculty include:

##### *Full Time Faculty*

Deborah Calhoun, M.B.A., Ph.D. Chair, and Associate Professor  
Ademar Bechtold, Ph.D., Associate Professor  
Lawrence Beyer, C.F.A., M.B.A., Assistant Professor  
Elizabeth H. Jones, Ph.D., Associate Professor  
Charles E. Yoe, Ph.D., Professor

##### *Associate Faculty (Part time)*

Barbara Paul, M.A. John Pollard, M.B.A.

#### **I. Adequacy of Library Resources**

The Maryland Interlibrary Consortium, from which students and faculty at the Loyola Notre Dame library can borrow, has a total of 218,060 books with a primary heading of Business, 1,829,419 trade journal articles, and 3,017,176 scholarly journal articles available for student access through their online portal.

The Loyola Notre Library's Online Journal holdings represent similarly sizeable holdings. Students in the online Business program will have online access to all consortium and NDMU online resources available through the library.

**J. Adequacy of physical facilities, infrastructure and instructional equipment.**

No new physical space is needed for this fully online program. The Moodle system will be the learning platform for the program.

**K. Adequacy of provisions for evaluation of the program.**

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

The fully online Business program will be subject to the same requirements as the face-to-face program for course, faculty and program evaluation. All NDMU students complete course evaluations online at the end of each of their courses, and this will continue for the online Business courses. Faculty are evaluated annually by their department chairperson as provided for in the NDMU faculty handbook, and this will continue for full time faculty teaching in the Business program. Adjunct faculty teaching at NDMU are evaluated through peer observation and feedback during their two semesters at the university using criteria for best practice in teaching and learning.

The University Assessment Plan at NDMU guides the assessment of student learning outcomes at all levels of the institution. Every course syllabus must continue learning outcomes for the program and the course, and assess those outcomes every year. Departments prepare and submit an annual student learning outcomes assessment report, which is reviewed by the University Assessment Committee. Feedback for these reports are provided to the chairs and the faculty at department and individual meetings. All requests for resource allocation and budget change must be supported by assessment data, including coursed based outcomes results.

**L. Consistency with the state's minority student achievement goals.**

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

The recruitment and retention of minority students is a high priority for Notre Dame, which regards outreach to minority populations as an integral part of our mission. Notre Dame continues to serve approximately 28 percent of students of color in its overall student population. The cross-disciplinary approach of the online Business program, and its openness to students from a variety of backgrounds, will make the proposed degree accessible to a wide range of students. Additionally, Notre Dame's academic support resources, including the Academic and Career Enrichment Center, are designed to help bolster the retention of at-risk students, including minority students, and will be available to students in the online environment through Skype and web conferencing services.

NDMU anticipates that the fully online delivery options for this program will reach a wider, more diverse group of students and, therefore, increase access to this program for students from underrepresented groups.

**M. Relationship to low productivity programs identified by the Commission.**

***If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources may be redistributed to this program.***

The current in-seat Business program is a popular and populated program at NDMU. It is anticipated that enrollment in the fully online program will bring additional students from a wider geographic area into the Business program and into NDMU as an institution. The follow tables illustrate the anticipated resources and expenditures associated with the fully online B.A. degree in Business.

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

| TABLE 1: RESOURCES                            |           |           |           |           |           |
|---|-----------|-----------|-----------|-----------|-----------|
| Resource Categories                           | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| 1. Existing/New Funds                         | \$56,700  | \$58,400  | \$120,306 | \$123,916 | \$127,634 |
| 2. Tuition/Fee Revenue                        | \$144,000 | \$266,400 | \$288,000 | \$295,200 | \$324,000 |
| 3. (c+g below)                                |           |           |           |           |           |
| a. # F/T Students                             |           |           |           |           |           |
| b. Annual Tuition/Fee Rate                    |           |           |           |           |           |
| c. Total F/T Revenue (a x b)                  |           |           |           |           |           |
| d. # P/T Students                             | 20        | 37        | 40        | 41        | 45        |
| e. Credit Hr. Rate                            | \$400     | \$400     | \$400     | \$400     | \$400     |
| f. Annual Credit Hr.                          | 18        | 18        | 18        | 18        | 18        |
| g. Total P/T Revenue (d x e x f)              | \$144,000 | \$266,400 | \$288,000 | \$295,200 | \$324,000 |
| 4. Grants, contacts, & other external sources |           |           |           |           |           |
| 5. Other Sources                              |           |           |           |           |           |
| 6. TOTAL (add 1-4)                            | \$172,692 | \$324,800 | \$408,306 | \$419,116 | \$451,634 |

**Table 1: Resources Narrative**

Allocated Funds

Three full-time faculty will allocate 30% of their course load from the in-seat Business program. Thirty percent of their salaries are therefore listed as funds allocated from teaching in the in-seat Business program. A full time faculty member is added in year 3 to accommodate a rising student population, and will continue in years 4 and 5 of the program. An average yearly raise of 3% is projected. One of the faculty will receive release time to develop the courses in online format. Additional full-time faculty and adjunct faculty will teach on an as needed basis.

Tuition and Fee Revenue

Tuition is based on 20 part-time students entering the program in the first year with an expected 75% annual retention rate. The second year of the program will admit a new group of students, with gradual growth in

enrollments leading to 41 new students per year by the 4<sup>th</sup> year of the program. The projection of the number of students who will enroll in the program is derived from experience in the in-seat program as well as feedback from prospective students and employers. The attrition rate reflects current trends in our existing programs. The program is designed as a cohort model, with students taking 18 credits annually for 2 years. The tuition rate is \$400 per credit and will remain steady for the first 5 years of the program.

| Expenditure Categories   | 2015-2016       | 2016-2017       | 2017-2018        | 2018-2019        | 2019-2020        |
|--|-----------------|-----------------|------------------|------------------|------------------|
| 1. Faculty<br>(b + c below)  | \$69,741        | \$71,832        | \$147,976        | \$152,416        | \$156,989        |
| a) # FTE   | 1               | 1               | 2                | 2                | 2                |
| b) Total Salary  | \$56,700        | \$58,400        | \$120,306        | \$123,916        | \$127,634        |
| c) Total Benefits  | \$13,041        | \$13,432        | \$27,670         | \$28,501         | \$29,355         |
| 2. Admin. Staff<br>(b + c below)   | 0               | 0               | 0                | 0                | 0                |
| a) # FTE   |                 |                 |                  |                  |                  |
| b) Total Salary  |                 |                 |                  |                  |                  |
| c) Total Benefits  |                 |                 |                  |                  |                  |
| 3. Support staff   | 0               | 0               | 0                | 0                | 0                |
| 4. Equipment   | 0               | 0               | 0                | 0                | 0                |
| 5. Library   | \$2000          | \$600           | \$600            | \$600            | \$600            |
| 6. New or<br>Renovated<br>Space  | 0               | 0               | 0                | 0                | 0                |
| 7. Other Expenses<br>Software,<br>marketing,<br>faculty<br>development,<br>and course<br>development | \$10,000        | \$10,000        | \$7,500          | \$7,500          | \$7,500          |
| <b>TOTAL (add 1-7)</b>   | <b>\$81,741</b> | <b>\$82,432</b> | <b>\$156,076</b> | <b>\$175,777</b> | <b>\$180,808</b> |

**Table 2: Expenditures Narrative**

**1. Faculty (# FTE, Salary, and Benefits):**

The equivalent of one full-time faculty member teaches in the program the first year (this represents the allocated time of three full-time faculty members, each of whom will contribute a portion of their workload to the KM program). A full time faculty member will also receive a course release to develop the courses for fully online delivery.

In the second year, the equivalent of one full-time faculty member will continue to teach in the program (representing the allocated time of the three full-time faculty members as noted above).

In the third year of the fully online program, a new faculty member will be hired to teach in the program, as enrollment grows. The number of FTEs will thus remain at two in year three and beyond, representing the

continued reallocated time of the three full-time faculty members, plus the new faculty member. The projected salary for the new faculty member is based on average salary information for new assistant professors of Business as listed in the University and University Professional Association for Human Resources 2010 Survey.

Raises for full-time faculty members of 3% per year are projected. Benefits are projected at 23% of salary.

2 & 3. Support and Admin Staff (# FTE, Salary, and Benefits):

No additional support staff is expected in the first 5 years of the program.

4. Equipment:

No additional equipment is expected in the first 5 years of the program.

5. Library:

To accommodate the ongoing needs of the Business program, the library is expected to need \$2000 to supplement the online collection the first year, and \$600 each following year.

6. New and/or Renovated Space:

No new or renovated space needs are expected in the first 5 years of the program.

7. Other Expenses (continuing license and product updates): None.

