

Cecil College Academic Program Review



Leadership and
Management
Fall 2014

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Executive Summary

The Leadership and Management degree program first appeared in the 2007 Cecil College Catalog. Over the years, the College periodically reviewed its academic offerings for accuracy and relevance. While these reviews have led to other business related degree programs being offered, the Leadership and Management degree has remained constant. As part of this review, recommendations from the Business Advisory Board and taking into account the changes required based on the State of Maryland's College Readiness and Completion Act of 2013 (also known as SB 740), the course credit requirements have been reduced from the required 65 to 60 credits. The Experiential Learning Courses (BUS 235 – Applied Technology, BUS 236 – Finance, BUS 237 – International Economics, BUS 238 – Human Resources, and BUS 239 – Process Improvement) were archived. BUS 234 – Team Building Experiential Learning and BUS 240 – Strategic Planning Experiential Learning were revised to BUS 241 – Effective Teams and Work Groups and BUS 280 – Strategic Planning Concepts. BUS 210 – Business Law was added as a requirement and Accounting I and Accounting II were added as options for those students transferring to four-year schools other than Wilmington University. These significant changes are viewed as critical to the future success of this degree program.

Cecil College's Leadership and Management degree program supports the mission of the College as well as the initiatives outlined in the Strategic Plan by providing a wide range of comprehensive coursework in a variety of business coursework that fosters the development of knowledge, skills, and abilities that are essential for students to prepare for workforce entry or advancement and personal enrichment.

The Strategic Plan focuses on four strategic initiatives:

1. Emphasis on student completion
2. Increasing opportunities for Bachelors and Higher Degree Programs in Cecil County
3. Creating workforce opportunities related to federal government expansion, and
4. Becoming a regional leader in incorporating innovative technology

The establishment of the Business Advisory Group is considered critical to success of the overall Business Program. Membership is comprised of the following:

Continuing Education – Member

Business Faculty – Member

Current Student – Member

Recent Graduate – Member

Private/Public Industry – Member (3-5)

The Leadership and Management degree program has been a successful component of Cecil College for over 10 years. With the implementation of the recommendations from this review, the program should continue to be an important part of its academic success.

1.0 Program Description

The Associate of Applied Science, Business and Commerce Technology – Leadership and Management degree program is designed for the student who wants to earn an Associate Degree in an accelerated or standard format. This degree prepares students in the field of leadership and management for leadership or supervisory positions in small business as well as medium and/or large size business. The accelerated and standard format combines theory and practice through classroom, on-line and hybrid courses.

The Associate of Applied Science, Business and Commerce Technology – Leadership and Management degree requires the completion of 60 credits.

1.1 Program History

1.1.1 Provide brief history of the program.

The Leadership and Management degree program first appeared in the 2007 Cecil College Catalog. Over the years, the College periodically reviewed its academic offerings for accuracy and relevance. While these reviews have led to other business related degree programs being offered, the Leadership and Management degree has remained constant. As part of this review, recommendations from the Business Advisory Board and taking into account the changes required based on the State of Maryland's College Readiness and Completion Act of 2013 (also known as SB 740), the course credit requirements have been reduced from the required 65 to 60 credits. The Experiential Learning Courses (BUS 235 – Applied Technology, BUS 236 – Finance, BUS 237 – International Economics, BUS 238 – Human Resources, and BUS 239 – Process Improvement) were archived. BUS 234 – Team Building Experiential Learning and BUS 240 – Strategic Planning Experiential Learning were revised to BUS 241 – Effective Teams and Work Groups and BUS 280 – Strategic Planning Concepts. BUS 210 – Business Law was added as a requirement and Accounting I and Accounting II were added as options for those students transferring to four-year schools other than Wilmington University. These significant changes are viewed as critical to the future success of this degree program.

As a result of a review conducted of the General Studies Degree program during the fall 2002 and approved by the Academic Affairs Committee and the Academic Senate in April 2003, Cecil College defines **general education** as the portion of the curriculum devoted to the development of the skills, knowledge, and abilities desired of all students regardless of chosen majors. The general education program provides all students with writing, speaking, reading, critical thinking, computing, and information literacy and knowledge to function as educated citizens in a complex world.

Cecil College's General Education Core Requirements in the Leadership and Management degree is congruent with the General Education requirements of Maryland's higher education regulations and with Standard 12 of the *Characteristics of Excellence* of Middle States Association Commission on Higher Education.

Details of the General Education review are available in the program assessment for the General Studies Degree Program conducted in spring 2012.

1.1.2 Relationship to the College's Mission Statement and Strategic Plan

Cecil College Mission Statement

“Cecil College is a comprehensive, open-admission, learner-centered institution. The College provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural and economic development challenges of Cecil County and the surrounding region. Through support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge, and values needed for college preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes an appreciation of cultural diversity, social responsibility, and academic excellence.”

CC Strategic Plan 2010-15

Cecil College Strategic Plan

The Strategic Plan focuses on four strategic initiatives:

1. Emphasis on student completion
2. Increasing opportunities for Bachelors and Higher Degree Programs in Cecil County
3. Creating workforce opportunities related to federal government expansion, and
4. Becoming a regional leader in incorporating innovative technology

Cecil College's Leadership and Management degree program supports the mission of the College as well as the initiatives outlined in the Strategic Plan by providing a wide range of comprehensive coursework in a variety of business coursework that fosters the development of knowledge, skills, and abilities that are essential for students to prepare for workforce entry or advancement and personal enrichment.

Faculty Profile

Given the nature of the Business Administration Transfer degree, most of our faculty members teach courses related to the course sequence. We have listed here, those Business and Commerce Technology faculty members who teach the mandatory courses for this degree. Faculty members teaching the General Education requirements are listed with the General Education assessments.

Faculty Member	Credentials	Courses Taught	Other College Activities
Candace Vogelsong	M.S. MBA B.S.	BUS 103, 210, 216	Chair, Business and Commerce Technology Member, Faculty Senate
Mary Way Bolt	Ed. D. M.S. B.S.N	BUS 241	VP of Academic Programs
Bobbye Haupt	M.S B.S.	CIS 101	Chair, Senate Instructional Technology Committee Member Academic Senate
Peggy Jenkins	M.S B.S.	ACC 101	Developmental Education Committee Periodic Review Report Committee (Fall 2013) Faculty Sponsor – Hustler's Ambition (Student Club)
David Ore	M.A. B.S.	BUS 131, 187, 231, 241, 244	Professional Development Committee Completion Committee
Carlos Lampkin	MBA B.S.	ECO 222	Academic Advisor & Assistant Professor Business Various faculty committees
Patty Richardson	B.A.	SPH 121 SPH 141	Member, Senate Instructional Technology Committee

Leadership and Management Degree Requirements

Total Credits Required in Program: 60

	<i>General Education</i>	<i>General Education Code</i>	<i>Credits</i>
CIS 101	Introduction to Computer Concepts	I	3
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
MAT 127	Introduction to Statistics	M	4
ECO 221	Economics – Micro	SS	3
ECO 222	Economics – Macro	SS	3
PSY 222 or BUS 244	Organizational Psychology or Organizational Behavior		3
SCI	Lab Science Elective	S/SL	4
SPH 141 or SPH 121	Public Speaking or Interpersonal Communication	H	3
	General Education Elective		1
	<i>Program Requirements</i>		
ACC101 or MAT 123	Accounting I or Finite Math or Math Elective		3
BUS 103	Introduction to Business		3
BUS 131	Principles of Management		3
BUS 187	Business Ethics		3
BUS 191 or ACC 102	Introduction to Finance or Accounting II		3
BUS 210	Business Law		3
BUS 216	Organizational Leadership		3
BUS 231	Management of Human Resources		3
BUS241	Effective Teams and Work Groups		3
BUS 280	Strategic Planning Concepts		3
			60

2.0 Statistical Data [Program Level]

The enrollment data for the past five years for the required business courses are provided below. The general education courses are addressed within the Program Review conducted by each discipline.

**Enrollment History
FY 2008 – 2012**

Leadership & Management Degree

	Total Enrollment
FY 2008/2009	63
FY 2009/2010	55
FY 2010/2011	46
FY 2011/2012	46
FY2012/2013	44

**Full-Time/Part-Time Enrollment
FY 2008 – 2013**

		Total Enrollment	Full- Time	% of Total	Part- Time	% of Total
<u>FY 2008/2009</u>	Summer 2008	25	3	12%	22	88%
	Fall 2008	48	29	60%	19	40%
	Spring 2009	51	28	55%	23	45%
<u>FY 2009/2010</u>	Summer 2009	27	2	7%	25	93%
	Fall 2009	45	22	49%	23	51%
	Spring 2010	33	19	58%	14	42%
<u>FY 2010/2011</u>	Summer 2010	14	1	7%	13	93%
	Fall 2010	30	14	47%	16	53%
	Spring 2011	30	11	37%	19	63%
<u>FY 2011/2012</u>	Summer 2011	13	1	8%	12	92%
	Fall 2011	36	18	50%	18	50%
	Spring 2012	35	13	37%	22	63%
<u>FY 2012/2013</u>	Summer 2012	20	3	15%	17	85%
	Fall 2012	27	9	33%	18	67%
	Spring 2013	28	10	36%	18	64%

Students by Age

	Total Enrollment	Less Than 25	% of Total	26-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2008/2009	63	19	30%	7	11%	18	29%	14	22%	5	8%
FY 2009/2010	55	16	29%	4	7%	16	29%	14	25%	5	9%
FY 2010/2011	46	15	33%	5	11%	15	33%	7	15%	4	9%
FY 2011/2012	46	14	30%	7	15%	12	26%	10	22%	3	7%
FY2012/2013	44	13	30%	6	14%	10	23%	11	25%	4	9%

Students by Gender

	Total Enrollment	Female Student	% of Total	Male Students	% of Total
FY 2008/2009	63	43	68%	20	32%
FY 2009/2010	55	37	67%	18	33%
FY 2010/2011	46	22	48%	24	52%
FY 2011/2012	46	23	50%	23	50%
FY2012/2013	44	24	55%	20	45%

Number of Students by Ethnicity

	Total Enrollment	African-American	% of Total	American Indian	% of Total	Asian	% of Total	Hispanic	% of Total	White	% of Total	Two or more races	% of Total	Unknown	% of Total
FY 2008/2009	63	5	8%	0	0%	0	0%	1	2%	57	90%	0	0%	0	0%
FY 2009/2010	55	3	5%	0	0%	0	0%	1	2%	51	93%	0	0%	0	0%
FY 2010/2011	46	2	4%	0	0%	0	0%	1	2%	43	93%	0	0%	0	0%
FY 2011/2012	46	5	11%	0	0%	0	0%	0	0%	41	89%	0	0%	0	0%
FY2012/2013	44	5	11%	0	0%	1	2%	1	2%	37	84%	0	0%	0	0%

First-time Students in the Fall Semester who enrolled in the Next Fall Semester

	Number of First Time Students Enrolled in Fall	Number of Students Enrolled in the Next Semester	% of Total
FY 2008/2009	12	5	42%
FY 2009/2010	3	1	33%
FY 2010/2011	6	4	67%
FY 2011/2012	10	6	60%
FY 2012/2013	5	3	60%

First-time Students Who Have Completed 30 College Level Credits or more

	Total First-time Students	Students WHO HAVE NOT COMPLETED College-Level Credits	% of Total	Students Who Have Completed 15 College-Level Credits or less	% of Total	Students Who Have Completed 16-29 College-Level Credits or more	% of Total	Students Who Have Completed 30 College-Level Credits or more	% of Total
FY 2008/2009	19	2	11%	4	21%	2	11%	11	58%
FY 2009/2010	9	3	33%	3	33%	1	11%	2	22%
FY 2010/2011	16	4	25%	4	25%	1	6%	7	44%
FY 2011/2012	12	2	17%	7	58%	1	8%	2	17%
FY 2012/2013	8	1	13%	4	50%	2	25%	1	13%
TOTAL	64	12	19%	22	34%	7	11%	23	36%

Students starting in FY 2008-2009 and completed 30 credits that Transferred Out (Headcount)

Type of Higher Institutions

In-State Transfer	
2-year institution	4-year institution
0	0

Out-of-State Transfer	
2-year institution	4-year institution
0	7

In-State Transfer	
Public	Private
0	0

Out-of-State Transfer	
Public	Private
0	7

Top 10 Higher Education Institutions where Cecil College Students Transferred

In-State	
None	
Out-of-State	
Wilmington University	7

Students starting in FY 2010-2011 and completed 15-29 credits that Transferred Out (Headcount)

Type of Higher Institutions

In-State Transfer	
2-year institution	4-year institution
0	0

Out-of-State Transfer	
2-year institution	4-year institution
0	1

In-State Transfer	
Public	Private
0	0

Out-of-State Transfer	
Public	Private
1	0

Top 10 Higher Education Institutions where Cecil College Students Transferred

Out-of-State	
Pennsylvania State University	1

Students starting in FY 2010-2011 and completed 30 credits that Transferred Out (Headcount)

Type of Higher Institutions

In-State Transfer	
2-year institution	4-year institution
0	0

Out-of-State Transfer	
2-year institution	4-year institution
0	2

In-State Transfer	
Public	Private
1	0

Out-of-State Transfer	
Public	Private
0	2

Top 10 Higher Education Institutions where Cecil College Students Transferred

In-State	
None	
Out-of-State	
Wilmington University	2

Number of Degrees Awarded to Pell Recipients

	Total Degrees	Pell Recipients	% of Total
FY 2008/2009	10	2	20%
FY 2009/2010	14	1	7%
FY 2010/2011	8	1	13%
FY 2011/2012	4	0	0%
FY 2012/2013	6	0	0%
Total	42	4	10%

3.0 General Education Objectives

Appendix G Program Assessment of General Education Requirements

Program Outcomes	Student Learning Outcomes	Direct/Indirect Assessment Measure	Population	Reporting/Use
<i>A. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in critical and creative thinking skills and problem-solving strategies.</i>	1. Students will identify, categorize and distinguish among elements of ideas, concepts, theories and/or practical approaches to standard problems. 2. Students will analyze, evaluate, and/or criticize various academic disciplines and/or regional/national/global issues.	a. Research Papers b. Exams/Tests c. Final Exams d. Projects e. Multimedia Presentations f. Team-oriented Activities g. Capstone projects	Students in all Business courses	Course Assessments for all required business/accounting related courses: ACC 101 Accounting I ACC 102 Accounting II BUS 103 Introduction to Business BUS 187 Business Ethics
<i>B. Students who complete the College's General Education Core Requirements will demonstrate College-level competency in writing.</i>	1. Students will demonstrate accurate and effective explanatory writing skills. 2. Students will locate, collect and organize evidence on an assigned research topic.	a. Research papers b. Papers c. 'C' Standards rubric	Students in all Business courses	Course Assessments for all required business/accounting related courses: ACC 101 Accounting I ACC 102 Accounting II BUS 103 Introduction to Business BUS 187 Business Ethics
<i>C. Students who complete the College's General Education Core Requirements will</i>	1. Students will demonstrate effective public speaking skills. 2. Students will demonstrate an	a. Oral presentation rubrics b. Informal Oral Responses	Students in all General Education courses	Course Assessments for all required business related courses: Course Assessments for all required business/accounting related

Program Outcomes	Student Learning Outcomes	Direct/Indirect Assessment Measure	Population	Reporting/Use
<i>demonstrate college-level competency in oral communications.</i>	ability to evaluate their own public speaking skills.	e. Formal Oral Presentations f. Multimedia Presentations g. Team-oriented Activities		courses: ACC 101 Accounting I ACC 102 Accounting II BUS 103 Introduction to Business BUS 187 Business Ethics
<i>D. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in quantitative analysis.</i>	1. Students will demonstrate understanding of mathematical principles and methods. 2. Students will demonstrate the ability to perform accurate calculations and symbolic operations.	a. Papers b. Tests c. Final Exams d. Projects e. Team-oriented Activities	Students in all General Education math courses and Business – Accounting courses	Course Assessments for the following Business/Accounting courses: ACC 101 – Accounting I ACC 102 – Accounting II
<i>E. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in computer literacy and in the ability to work productively with information technology.</i>	1. Students will demonstrate the ability to determine or calculate the solution to a problem through the use of computer technology. 2. Students will demonstrate the ability to make effective use of writing-related computer technology.	a. Information Technology Assessment tool b. Papers c. Tests d. Final Exams e. Projects f. Team-oriented Activities	Students in all General Education English courses and Business Courses	Course Assessments for all required business/accounting related courses: ACC 101 Accounting I ACC 102 Accounting II BUS 103 Introduction to Business BUS 187 Business Ethics
<i>F. Students who complete the College's General Education Core</i>	1. Students will demonstrate an awareness of ethical behavior. 2. Students will demonstrate an	a. Papers b. Tests c. Final Exams	Students in all Business Courses	Course Assessments for all required business/accounting related courses:

Program Outcomes	Student Learning Outcomes	Direct/Indirect Assessment Measure	Population	Reporting/Use
<i>Requirements will demonstrate college-level competency in awareness of ethics, cultural diversity, artistic expression, health-and-wellness issues, and the physical and social environment.</i>	<p>understanding of and appreciation for cultural diversity.</p> <p>3. Students will demonstrate understanding of and appreciation for artistic expression.</p> <p>4. Students will demonstrate understanding of and appreciation for health-and-wellness issues.</p> <p>5. Students will demonstrate understanding of and appreciation for the physical and social environment.</p>	<p>d. Projects</p> <p>e. Team-oriented Activities</p>		<p>ACC 101 Accounting I</p> <p>ACC 102 Accounting II</p> <p>BUS 103 Introduction to Business</p> <p>BUS 187 Business Ethics</p>
<i>G. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in information literacy including finding, evaluating, and using information effectively.</i>	<p>1. Students will identify, categorize, and evaluate multiple information resources.</p> <p>2. Students will cite multiple information resources in various course assignments.</p>	<p>a. Information Technology Assessment tool</p> <p>b. Papers</p> <p>c. Tests</p> <p>d. Final Exams</p> <p>e. Projects</p> <p>f. Multimedia Presentations</p> <p>g. Team-oriented Activities</p> <p>h. Capstone projects</p>	Students in all Business Courses	<p>Course Assessments for all required business/accounting related courses:</p> <p>ACC 101 Accounting I</p> <p>ACC 102 Accounting II</p> <p>BUS 103 Introduction to Business</p> <p>BUS 187 Business Ethics</p>

3.1 Program Strengths

- Active Advisory Board
- Facilities/equipment available are good in meeting the requirements for the Leadership & Management Degree.
- Flexibility for students to align courses with the requirements of four-year partners.
- Full and Adjunct Faculty are experienced.
- On-Line Course offerings are available to meet the scheduling needs of students.
- The College has developed a technology plan.
- The Leadership & Management Degree provides a firm foundation for a well-rounded education in preparing students to be successful in the workplace and transferring to a four-year College or University.
- The program has low turnover in faculty and a relatively low student/teacher ratio.
- The Leadership & Management Degree attracts a diverse group of students and has a diverse group of faculty teaching in the program.

3.2 Program Weaknesses

- Need for updated Marketing materials
- Improvement needed in Community Outreach
- Low enrollments in some courses

3.3 Program Opportunities

- Develop additional articulation agreements with four-year institutions.
- Develop fully On-Line business program.
- The Base Realignment and Closure (BRAC) initiative is still an opportunity for developing programs.
- Better market career path opportunities for this degree program.
- Revamp marketing and branding strategies for this program, including better website presence.

3.4 Program Threats

- Low enrollment in many courses
- Increasing need/use of Adjunct Faculty
- Competing institutions offering the same or similar programs.

4.0 Other Program Information

4.1 Advisory Council/Board

There is an active Advisory Board for the Leadership & Management Degree Program. A meeting was held on October 16, 2013. As a result of this meeting and based on the recommendations at this meeting, all course offerings for this degree were reviewed (especially

the Experiential Learning courses. In April, 2014 the Advisory Board met again to review the current status of the program and as a result, the following actions were taken:

1. The following Experiential Learning Courses were archived
 - a. BUS 235 – Applied Technology
 - b. BUS 236 – Finance
 - c. BUS 237 – International Economics
 - d. BUS 238 – Human Resources
 - e. BUS 239 – Process Improvement were archived.
2. The following Experiential Learning Courses were rewritten and updated to provide opportunity for students in other business degree programs to take these courses:
 - a. BUS 234 – Team Building Experiential Learning was revised to BUS
 - b. BUS 240 – Strategic Planning Experiential Learning was revised to BUS 280 – Strategic Planning Concepts.
 - c. BUS 210 – Business Law was added as a requirement; and
 - d. Accounting I and Accounting II were added as options for those students transferring to four-year schools other than Wilmington University.

This board was established in conjunction with the Cecil College Continuing Education Division. This Board has members from the local business community, a current student and a recent graduate with a Business degree. This Board will continue assess the curriculum and recommend adjustments to ensure program offerings are addressing the needs of the students and the business community. The recommended composition of this Board is:

Continuing Education – Advisory
Business Faculty – Member
Current Business Student – Member
Recent Business Graduate - Member
Private/Public Industry – Member (3-5)

4.2 Adequacy of Available Technology

The technology available for the Leadership & Management degree is adequate in meeting the needs of the students. The technology is reviewed annually and recommendations are made to ensure funding is available during the current budget cycle.

4.3 Adequacy of Facilities

Classroom space is adequate for students and the library has the necessary resources to meet student need.

4.4 Articulation Agreements

There is currently an Articulation Agreement in place with Wilmington University for the Leadership and Management degree. As a result of this program review, that agreement will require revision and update.

The following are a sampling of four year schools that are partners through the Artsys System

Cecil College Degree	Partner College/University	Effective date of the Articulation Agreement	Current status of the Articulation Agreement
Business Administration	Notre Dame of Maryland University	Unknown	Active
Business Administration	Frostburg State	Unknown	Active
Business Administration	University of Baltimore	Unknown	Active
Business Administration	Bowie State	Unknown	Active
Business Administration	Towson University	Unknown	Active
Business Administration	Washington College	Unknown	Active
Business Administration Transfer	University of Maryland – College Park	Unknown	Active

5.0 Program Goals and Objectives

Goals	Timetable for Completion	Required Resources	Obstacles to Completion (if any)
5.1 Establish a Business Advisory Group for the Leadership & Management Degree	Fall 2013 - Completed	Membership from: 1. Continuing Education 2. Business Faculty 3. Current 2 nd year student 4. Recent Graduate 5. 2-3 members from the business community	None Foreseen
5.2 Review Degree Requirements – Reduce requirement from 65 credits to 60 credits	Fall 2013 - Completed	Advising Business Faculty Faculty Affairs	None Foreseen
5.3 Improve Degree Completion through increased recruitment efforts	On-Going	Advising Student Outreach Business Faculty	None Foreseen

6.0 Recommendations

The Leadership & Management degree program should be retained. Based on the recommendations of the Business Advisory Board and the results of this program review, the courses listed below are required to complete this degree in either an accelerated or standard two-year format.

	<i>General Education</i>	<i>General Education Code</i>	<i>Credits</i>
CIS 101	Introduction to Computer Concepts	I	3
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
MAT 127	Introduction to Statistics	M	4
ECO 221	Economics – Micro	SS	3
ECO 222	Economics – Macro	SS	3
PSY 222 or BUS 244	Organizational Psychology or Organizational Behavior		3
SCI	Lab Science Elective	S/SL	4
SPH 141 or SPH 121	Public Speaking or Interpersonal Communication	H	3
	General Education Elective		1
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BUS 131	Principles of Management		3
BUS 187	Business Ethics		3
BUS 191 or ACC 102	Introduction to Finance or Accounting II		3
BUS 210	Business Law		3
BUS 216	Organizational Leadership		3
BUS 231	Management of Human Resources		3
BUS241	Effective Teams and Work Groups		3
BUS 280	Strategic Planning Concepts		3
			60

Approvals for Leadership & Management Degree Program Review

Signature of Division Chair _____ Date _____

Signature of the Chair of the _____ Date _____
Academic Affairs Committee

Signature of the Dean of _____ Date _____
Academic Programs

Signature of the Chief _____ Date _____
Academic Officer