## Draft Early College Program Pathway
### Business A.S.: 006

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 9 (on HS Campus)</th>
<th>Grade 10 (on HS Campus)</th>
<th>Grade 11 (On RV Campus of MC)</th>
<th>Winter and/or Summer</th>
<th>Grade 12 (On RV Campus of MC)</th>
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</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English 9, 1/0</td>
<td>English 10 (honors recommended), 1/0</td>
<td>Sem 1: ENGL 101, 1/3, Sem 2: ENGL 102/103, 1/3</td>
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<tr>
<td><strong>Math</strong></td>
<td>Algebra 1 or higher, 1/0</td>
<td>Geometry or higher, 1/0</td>
<td>Sem1: MATH 117, 1/3</td>
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<td>Sem 1: MATH 150, 1/3</td>
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<tr>
<td><strong>Science, or Natural Science</strong></td>
<td>9th Grade Science (Biology rec.), 1/0</td>
<td>10th Grade Science (Chemistry, rec.) 1/0</td>
<td>Sem 2: Natural Science with Lab Distribution (NSLD), 1/4</td>
<td>Sem 2: Natural Science without Lab Distribution (NSND), 1/3</td>
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<tr>
<td><strong>Social Studies, or Humanities/Electives</strong></td>
<td>U.S. History, 1/0</td>
<td>N.S.L., 1/0</td>
<td>Sem 1: HIST 117 (HUMD), 1/3</td>
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<tr>
<td><strong>Behavioral and Social Sciences</strong></td>
<td></td>
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<td></td>
<td>Sem2: Behavioral &amp; Social Science Distribution (Not ECON), 0/3</td>
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<td><strong>Arts, Fine Arts</strong></td>
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<tr>
<td><strong>Physical Education, Health</strong></td>
<td>General or Dance as P.E., 1/0;</td>
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<tr>
<td><strong>Program</strong></td>
<td>For, Language , 1/0</td>
<td>For, Language, 1/0</td>
<td>Sem 1: BSAD 101, CMAP 120, 2/6, Sem 2:BSAD 210, 1/3</td>
<td>Sem 1: ACCT 221, MGMT 201 ECON 201, 3/10, Sem 2: ACCT 222, ECON 202, 2/7</td>
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<td><strong>Technology Education</strong></td>
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<td><strong>Communications</strong></td>
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<td>Sem 2: COMM 108 (SPCF), 1/3</td>
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<tr>
<td><strong>Elective</strong></td>
<td>Elective, 1/0</td>
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<td>Unmet requirements</td>
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Qualifying scores on select Advanced Placement tests taking in Grade 9 and/or 10, MAY meet various MC degree requirements.
## Business A.A.: 006

Total Credits: 60 Catalog Editions 16-17

<table>
<thead>
<tr>
<th>Met</th>
<th>General Education: Foundation Courses</th>
<th>Courses</th>
<th>Req’d Hours</th>
<th>Grade Earned</th>
<th>Semester</th>
</tr>
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<tbody>
<tr>
<td>☐</td>
<td>ENGL Foundation (ENGL 102 or ENGL 103)</td>
<td>ENGL 102 or ENGL 103</td>
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<td>Grade 12: Sem 1</td>
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<td>☐</td>
<td>MATH Foundation (MATH 110 or higher) ✦</td>
<td>MATH 110 or higher</td>
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### General Education: Distribution Requirements

<table>
<thead>
<tr>
<th>Met</th>
<th>Courses</th>
<th>Req’d Hours</th>
<th>Grade Earned</th>
<th>Semester</th>
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<tbody>
<tr>
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<td>Arts Distribution (ARTD)</td>
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<td>Summer after Grade 10</td>
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<td>☐</td>
<td>Humanities Distribution (HUMD)</td>
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<td>☐</td>
<td>Behavioral &amp; Social Science Distribution (BSSD)</td>
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<td>Grade 11: Sem 2</td>
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<td>☐</td>
<td>Behavioral &amp; Social Science Distribution (Not ECON)**</td>
<td>Behavioral &amp; Social Science Distribution (Not ECON)</td>
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<td>Grade 12: Sem 1</td>
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<td>Natural Sciences Distribution with Lab (NSLD)</td>
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<td>☐</td>
<td>Natural Sciences Distribution without Lab (NSND)</td>
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<tr>
<td>☐</td>
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<td>COMM 108 (SPCF)</td>
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<td>Grade 11: Sem 2</td>
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<td>☐</td>
<td>HLTH‡ or ARTD/HUMD‡ (GEIR)</td>
<td>HLTH 105</td>
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<td>Gen Ed Distribution Total Credits</td>
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### Program Requirements

<table>
<thead>
<tr>
<th>Met</th>
<th>Courses</th>
<th>Req’d Hours</th>
<th>Grade Earned</th>
<th>Semester</th>
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<tbody>
<tr>
<td>☐</td>
<td>ENGL 101 (if needed for ENGL 102/103 or general Elective if not)*</td>
<td>ENGL 101</td>
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<tr>
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<td>BSAD 210 or MATH 117</td>
<td>BSAD 210</td>
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<tr>
<td>☐</td>
<td>CMAP 120 or CMSC 110</td>
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<td>☐</td>
<td>ECON 202</td>
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<td>☐</td>
<td>MGMT 201 or Elective ±±</td>
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<td>Elective(s) ±±</td>
<td>Elective</td>
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<td>Summer after Grade 11</td>
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### Program Requirements Credits Total

<table>
<thead>
<tr>
<th>Met</th>
<th>Credits</th>
<th>Grade Earned</th>
<th>Semester</th>
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<tbody>
<tr>
<td>☐</td>
<td>40 Credits</td>
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### Total Credits

<table>
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<tr>
<td>☐</td>
<td>60 credits</td>
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* ENGL 101 if needed for ENGL 102/103 or elective
** Select a course with any designator other than EC/ECON. Behavioral and Social Science Distribution (BSSD) courses must come from different disciplines.
† Many, but not all four year institutions require MATH 150 or MATH 181 as a Math foundation. Students should consult with an adviser regarding the requirements of transfer institutions.
±± Students should consult an adviser regarding the requirements of transfer institutions. For some institutions, MGMT 201 may be appropriate, for others (e.g. The Smith School at the University Maryland) another course will be more appropriate. If necessary use as needed to fill the 60 credit requirement.
ACCT 221 - Accounting I
CE-R
An introduction to the principles and procedures related to accounting theory and practice from the perspective of users of financial information. Topics include the accounting cycle, the preparation and analysis of financial statements, and accounting information. PREREQUISITE(S): Two units of high school mathematics or appropriate score on the College’s assessment test. Assessment Level(s): ENGL 101/ENGL 101A, MATH 093/MATH 096, READ 120. Four hours each week. Formerly AC 201.
4 semester hours
Course Outcomes:
- Upon course completion, a student will be able to:
  - Analyze, interpret, evaluate, and record basic financial transactions and identify their impact on the financial statements.
  - Prepare and interpret the income statement, statement of retained earnings, and the balance sheet.
  - Analyze, interpret, and evaluate the income statement, statement of retained earnings and the balance sheet with respect to liquidity, solvency, and profitability.

ACCT 222 - Accounting II
CE-R
The study and analysis of managerial accounting. Topics include cost accumulation, evaluation, and analysis for decision making, as well as coverage of the statement of cash flows and financial statement analysis. PREREQUISITE(S): ACCT 221. Four hours each week. Formerly AC 202.
4 semester hours
Course Outcomes:
- Upon course completion, a student will be able to:
  - Prepare, analyze, and make decisions about internally generated financial reports to facilitate management decision making.
  - Prepare, analyze, and interpret statement of cash flows.
  - Determine the costs of products.
  - Prepare, analyze, and evaluate budgetary reporting.

ARTT 100 - Introduction to Drawing
(ARTD)
An introduction to drawing and creative visual problem solving. Emphasis is on the analysis and exploration of basic drawing techniques in the visual interpretation of natural and fabricated forms. Students will be introduced to a variety of drawing media. Two hours lecture, four hours studio each week. Formerly AR 101.
3 semester hours
Course Outcomes:
Upon course completion, a student will be able to:
- Demonstrate creative problem solving through the application of abstract theoretical concepts, development of observational skills, and the use of technical skills.
- Use fundamental geometric volumes as building blocks for mastering complex forms. (Abstract Theoretical Concepts)
- Demonstrate the ability to use linear perspective principles to establish relationships of objects to each other in pictorial space. (Abstract Theoretical Concepts)
- Apply principles of perspective to representing real world environments. (Abstract Theoretical Concepts)
- Demonstrate an understanding of, and employ, the relationship between positive and negative shape and the picture plane. (Abstract Theoretical Concepts)
- Compose a drawing as a whole event rather than a sum of parts. (Abstract Theoretical Concepts)
- Demonstrate familiarity with the various uses of line as a tool of expression. (Abstract Theoretical Concepts)
- Demonstrate an understanding of the basic terminology of the arts by utilizing it in reading, writing, and oral critiques. (Abstract Theoretical Concepts)
- Analyze and discuss the technical and aesthetic components of a drawing. (Abstract Theoretical Concepts)
- See and accurately represent proportions. (Observational Skill)
- Accurately draw fundamental geometric volumes. (Observational Skill)
- Demonstrate an ability to see and accurately reproduce value relationships. (Observational Skill)
- Employ value to convey light, structure volume, weight, space, and/or texture. (Technical Skill)
- Utilize a variety of drawing media. (Technical Skill)

BSAD 101 - Introduction to Business
CE-G and R
An introductory course designed to survey the field of business and its environment in order to give the student a broad overview of the principles, practices, institutions, and functions of business. Assessment Level(s): ENGL 101/ENGL 101A, MATH 093/MATH 096, READ 120. Three hours each week. Formerly BA 101. 3 semester hours
Course Outcomes:
- Upon course completion, a student will be able to:
  - Explain the importance of entrepreneurship and entrepreneurs to the growth and wealth of an economy.
  - Explain capitalism and how free markets work in regard to businesses.
  - Explain the importance of human resource management and describe current issues in managing human resources.
  - Explain how the changes that are occurring in the business, technical, and global environments impact the way businesses operate and affect the management function.
  - Explain the various issues involved in structuring organizations.
  - Define marketing and explain how the marketing concept applies in both for-profit and nonprofit organizations.
  - Describe the importance of finance and financial management to an organization and outline the financial planning process.
  - Define social responsibility and examine corporate responsibility to various stakeholders.
  - Explain the importance of planning in business.

BSAD 210 - Statistics for Business and Economics
CE-R
An introductory course in the business and economic application of descriptive and inferential statistics. The meaning and role of statistics in business and economics, frequency distributions, graphical presentations, measures of central tendency and dispersion, probability, discrete and continuous probability distributions, inferences pertaining to means and proportions, regression and correlation, time series analysis, and decision
theory will be discussed. PREREQUISITE(S): A grade of C or better in MATH 093 or MATH 096; appropriate score on mathematics assessment test; or consent of department. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week. Formerly BA 210.

3 semester hours

Course Outcomes:
- Upon course completion, a student will be able to:
- Organize and present data in a tabular as well as a graphical format.
- Ascertain the appropriate use of and be able to calculate various measures of central tendency and dispersion.
- Describe data using measures of central tendency and dispersion as well as coefficients of skewness and/or kurtosis.
- Calculate and distinguish between various types of probability for one or more events
- Evaluate probabilistic statements for discrete as well as continuous probability distributions.
- Ascertain the appropriate use of various discrete as well as continuous probability distributions.
- Make inferences based upon large as well as small samples through the development of one-tailed and two-tailed tests of hypotheses pertaining to population parameters.
- Develop and apply regression and correlation models.
- Develop and apply a time series model for the purpose of forecasting.

CMA 120 - Introduction to Computer Applications

Introduces computer concepts and techniques applicable to various disciplines. The course covers the most widely used software packages while providing students hands-on experience with current computer applications.

PREREQUISITE(S): A grade of C or better in MATH 080, appropriate score on the mathematics placement test, or consent of department. Also, CMAP 106 or knowledge of Windows is strongly recommended.

Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week. Formerly CA 120.

3 semester hours

Course Outcomes:
- Upon course completion, a student will be able to:
- Apply file management skills such as: create, save, copy, move, rename, delete, and organize data files
- Utilize real-world models and examples to create, format, edit, and print professionally-formatted word-processed documents, spreadsheets, presentations, and databases
- Analyze, synthesize and evaluate numerical data with spreadsheet applications
- Create a relational database, table structure, queries, reports, and forms
- Organize information by inputting and updating data in a relational database
- Incorporate various types of visual elements such as images, tables, charts, audio, or video for effective communication

COMM 108 - Introduction to Human Communication

A survey course that covers communication theory and develops communication skills for personal and professional relationships in interpersonal, group, and public settings. Course content includes practice in the application of the principles of listening, verbal and nonverbal communication, group dynamics, and public speaking.

Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours each week. Formerly SP 108.

3 semester hours

Course Outcomes:
Upon course completion, a student will be able to:
- Identify the components of the communication process and the types of communication in which human beings engage (one-on-one, group and public speaking).
- Recognize gender and cultural differences in communication settings and compare diverse communication styles.
- Identify and apply active and critical listening skills.
- Describe the role of free speech in a democratic society and be able to critically evaluate and analyze the message and delivery style of public speakers.
- Recognize and apply techniques for effective communication and problem solving in small task-oriented groups and evaluate how people relate to one another in groups and teams.
- Describe the perception process and utilize self-monitoring skills to become effective communicators.
- Differentiate between and deliver informative and persuasive speeches extemporaneously.
- Demonstrate the ability to communicate effectively in writing.

**ENGL 101 - Introduction to College Writing**

CE

An introduction to college writing. The first of two sequential freshman composition courses, this course emphasizes the process of critical thinking, reading, and writing. Student writing progresses from a personal to an academic perspective. Students write for different audiences and purposes using a variety of rhetorical strategies. Students write in response to reading and are introduced to standard documentation procedures. Students are required to submit a final portfolio that meets department requirements. **PREREQUISITE(S):** Placement through assessment testing, successful completion of Basic English (ENGL 001 or ENGL 002 with a grade of A), or completion of AELW 940 with a grade of C or better. Assessment Level(s): READ 120. Three hours each week. Formerly EN 101.

3 semester hours

Course Outcomes:

Upon course completion, a student will be able to:

- Demonstrate the recursive writing process (pre-writing, outlining, drafting, revising, and editing).
- Generate an idea that allows an essay and each of its paragraphs to be unified.
- Use thesis, either clearly stated or implied, as the organizing principle for writing essays.
- Use computers to draft, write, edit, and revise papers according to a standard manuscript format.
- Apply the writing process under a time constraint to respond to a variety of academic situations.
- Incorporate appropriate feedback from peers and instructors when revising essays and provide effective peer feedback.
- Assess his or her own writing progress and recognize areas for improvement.
- Select and prepare appropriate writing assignments to be included in final portfolios.
- Write a minimum of 4 essays of three pages or more (approximately 750-1,000 words), including an in-class essay independent of external feedback and of a length appropriate to the timed setting.
- Write a self-assessment essay of 3 or more pages (approximately 1,000 words).
- Develop unified essays using personal observations, critical thought, and readings.
- Develop logical and coherent college-level essay structure.
- Use rhetorical strategies, based on audience and purpose, to develop academic essays with a balanced expository exploration of a topic.
- Write essays that demonstrate facility with grammar and mechanics.
- Summarize and analyze college-level readings.
- Articulate and support a position in response to readings.
- Develop own ideas in relation to words and ideas of others.
- Integrate information into essays by quoting, paraphrasing and summarizing, based on assigned readings.
- Demonstrate standard citation and documentation procedures.
ENGL 102 - Critical Reading, Writing, and Research
(ENGF)
Studies in argumentation and research. A second of two sequential freshman composition courses, this course is
designed to help students learn to identify, critically read, analyze and evaluate, and write arguments using logic
and appropriate rhetorical techniques. Students construct thesis-driven academic essays, synthesizing and
incorporating the words and ideas of others and using formal documentation. Students learn to identify audience
as well as employ effective tone, word choice, and sentence patterns.
PREREQUISITE(S): A grade of C or better in ENGL 101 or ENGL 101A or consent of department. Three
hours each week. Formerly EN 102.
3 semester hours
Course Outcomes:
Upon course completion, a student will be able to:

- Write multiple-page essays and workplace documents that demonstrate critical thinking - including an 8-
  10 page research paper - that meet college-level standards for content, organization, style, grammar,
  mechanics, and format as well as accepted conventions of writing in the workplace.
- Write effective, sound, well-supported arguments using a variety of rhetorical techniques and
  conventions.
- Manage the research and writing process effectively and show evidence of effective planning for
  research project methods and resource use.
- Identify and respond effectively to a range of audiences in written and oral assignments.
- Formulate a thesis to anchor development of an argument appropriate to audience and purpose.
- Identify valid issues for research.
- Formulate research questions that aid in exploration and analysis.
- Use traditional library and online research skills to locate and evaluate college-level research materials
  as well as types of sources appropriate to research and writing.
- Integrate outside information into essays.
- Use appropriate standard documentation procedures in essays.
- Recognize and avoid plagiarism.
- Analyze readings for implied and direct meaning and for tone, audience, and purpose.
- Synthesize a variety of viewpoints to develop an individual argument position.
- Develop and analyze arguments using logic and other appeals.
- Identify and avoid flawed logic or logical fallacies.
- Participate constructively in discourse that may be controversial in nature.

ECON 201 - Principles of Economics I
(BSSD) CE-R
Covers macroeconomics - the study of the economy as a whole. Macroeconomics can help students make
personal and business decisions and assess public policy issues throughout their lives. Topics include: supply
and demand, national income and product, unemployment, inflation, aggregate supply and demand, economic
growth and development, money and banking, monetary and fiscal policy, international trade, and economic
systems. PREREQUISITE(S): High school algebra or its equivalent or consent of department. Assessment
Level(s): ENGL 101/ENGL 101A, MATH 093/MATH 096, READ 120. Three hours each week. Formerly EC
201.
3 semester hours
Course Outcomes:
- Upon completion of this course a student will be able to:
- Apply basic economic concepts such as scarcity, opportunity cost, and comparative advantage to everyday life situations.
- Use the market model to explain how prices are set, quantities are bought and sold and how resources are allocated.
- Analyze the basic structure of capitalism and contrast with alternative economic systems.
- Measure unemployment and inflation.
- Analyze functions of money and the U.S. banking system.
- Use the model of aggregate supply and demand to examine unemployment and inflation and how these can be affected by government policy.
- Identify the primary purposes, limitations, and controversies regarding the use of fiscal and monetary policies. Use the model of aggregate supply and demand to examine unemployment and inflation and how these can be affected by government policy.
- Identify the factors of economic growth for both developed and less developed countries.
- Examine globalization and its impact on the economy.
- Measure gross domestic product (GDP) and analyze its shortcomings.

**ECON 202 - Principles of Economics II**
(BSSD) CE-R

Covers microeconomics- the study of how individuals, businesses, and governments make choices about limited resources to achieve their goals. Microeconomics can help students make personal and business decisions and assess public policy issues throughout their lives. Topics include supply and demand, elasticity, government controls, market failure, production, business costs, profit maximization, and market structures.

PREREQUISITE(S): High school algebra or its equivalent or consent of department. Assessment Level(s): ENGL 101/ENGL 101A, MATH 093/MATH 096, READ 120. Three hours each week. Formerly EC 202.

3 semester hours

Course Outcomes:
- Upon completion of this course a student will be able to:
- Apply basic cost, production, and profit concepts to business.
- Analyze market structures and their effect on business behavior.
- Apply basic economic concepts such as scarcity, opportunity cost, and marginal analysis to everyday life situations.
- Analyze the model of supply and demand to determine prices and quantities.
- Apply the concept of elasticity to business pricing and public policy decisions.
- Analyze government price and quantity controls.
- Identify the situations where unregulated markets fail and ways government can correct these market failures.
- Use economic principles to make business decisions such as what price to charge, how much to sell, and how many employees to hire to maximize profits.

**ENGL 103 - Critical Reading, Writing, and Research in the Work Place**
(ENGF)

Studies in argumentation and research in the workplace. A second of two sequential freshman composition courses, this course is designed to help students understand the processes and products associated with writing used in technology and business. Emphasis will be on the writing process, including writing to different audiences and supporting claims persuasively with appropriate evidence and detail. Students will write a variety of reports, documentation, and proposals, employing a range of stylistic options. The course will include an introduction to the rules for integrating visual aids into technical documents and a major research project.
focusing on developing an appropriate research question, conducting scholarly research, and incorporating information into writing with the proper conventions of citation.

PREREQUISITE(S): A grade of C or better in ENGL 101 or ENGL 101A or consent of department. Three hours each week. Formerly EN 109.

3 semester hours

Course Outcomes:
Upon course completion, a student will be able to:

- Write multiple-page essays and workplace documents that demonstrate critical thinking - including an 8-10 page research paper - that meet college-level standards for content, organization, style, grammar, mechanics, and format as well as accepted conventions of writing in the workplace.
- Write effective, sound, well-supported arguments using a variety of rhetorical techniques and conventions.
- Manage the research and writing process effectively and show evidence of effective planning for research project methods and resource use.
- Identify and respond to a range of audiences, including those encountered in a workplace environment, effectively in written and oral assignments.
- Formulate a thesis to anchor development of an argument appropriate to audience.
- Analyze readings for implied and direct meaning and for tone, audience, and purpose.
- Synthesize a variety of viewpoints to develop an individual argument position.
- Develop and analyze arguments using logic and other appeals.
- Identify flawed logic or logical fallacies.
- Participate constructively in discourse that may be controversial in nature, including discourse encountered in collaborative writing groups in the workplace.
- Use computer technology and appropriate software applications to produce documentation, quantitative data presentations, and functional graphical presentations appropriate to various academic and professional settings.
- Identify valid issues for research compatible with relevant business purposes and practices.
- Formulate research questions that aid in discovery and analysis.
- Use traditional library and online research skills to locate and evaluate college-level research materials as well as types of sources appropriate to research and writing in the workplace.
- Integrate outside information into essays.
- Use appropriate standard documentation procedures.
- Recognize and avoid plagiarism.

HIST 114 - The World in the 20th Century
(HUMD [M])
Focuses on global developments: the origins and aftermath of two world wars; the birth of mass movements and mass society; the crisis of democracy and the rise of communism and fascism; the emergence of the superpowers; modernization, conflicts, and revolutions in the non-Western world as well as autonomous processes in Africa, Asia, Latin America; North-South relations. Assessment Level(s): ENGL 101/ENGL 101A, READ 120. Three hours lecture/discussion each week. Formerly HS 114.

3 semester hours

Course Outcomes:
Upon course completion, a student will be able to:

- Compare and contrast the political state of the world in 1900 and 1999.
- Demonstrate understanding of the origins and results of ‘global’ wars such as World War One, World War Two, and the Cold War.
- Describe and explain ideologies such as communism and nationalism and analyze their impact.
• Demonstrate understanding of the impact of industrialization and the use of technology on twentieth century societies and economies.
• Analyze the impact of economic globalization.
• Appreciate and analyze the development of mass culture, women’s movements, migration, and the nature of identity.

**HLTH 105 – Personal and Community Health**  
(HLTF)  
Examines the meaning and significance of physical, mental, and social health as related to the individual, society, and the influence they have on each other’s behavior and function. The student will use a variety of methods to collect, analyze, interpret, and apply data and information as it relates to health behaviors and the outcomes of these behaviors have on college student, young people, and the local and global communities.  
Assessment Level(s): ENGL 101/ENGL 101A. Three hours each week. Formerly HE 101  
3 semester hours  
Courses Outcomes:  
Upon course completion, a student will be able to:  
• Analyze current health information and discuss its influence on individuals, diverse cultures and communities.  
• Explain and evaluate how genetic, lifestyle, socio economic status and government policies impact the health of the individual and the community  
• Identity and discuss how the unique cultural and social factors of being a college student can impact one’s health.

**MATH 110 - Survey of College Mathematics**  
(MATF)  
A general college mathematics course whose topics include linear equations, matrix algebra, linear programming, probability, Markov chains, and mathematics of finance. The applications are primarily from business, economics, and the life sciences. Emphasis is on developing, analyzing, and interpreting mathematical models.  
PREREQUISITE(S): A grade of C or better in MATH 092, MATH 093, MATH 096, MATH 115A, MATH 117A, appropriate score on mathematics assessment test, or consent of department.  
Assessment Level(s): ENGL 101/ENGL 101A or AELW 940, READ 120 or AELR 930. Three hours each week. Formerly MA 110.  
3 semester hours  
Course Outcomes:  
Upon course completion, a student will be able to:  
• Apply transition matrices to kth-state probability matrices and calculate stationary matrices in Markov chain problems.  
• Calculate and interpret probabilities for discrete variables in contexts such as games of chance, stochastic processes, and product screening.  
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• Design, categorize, and solve linear systems of inequalities in two variables for the purposes of resource allocation in fields such as manufacturing, nutrition, and agriculture (linear programming).  
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• Do basic operations with matrices that include addition, subtraction, scalar multiplication, and multiplication.
- Interpret quantitative information from selected real-world word problems so that data can be encapsulated into suitable mathematical models
- Solve finance problems involving simple interest, compound interest, annual percentage yield, future value of an ordinary annuity, present value of an ordinary annuity, loans, and mortgages.
- Solve linear systems by the Gauss-Jordan augmented matrix method and/or by using the inverse of the coefficient matrix, when applicable
- Use computer software such as Excel and/or use calculator software such as the TVM Solver, Equation Solver, and/or matrix menus when appropriate
- Write interpretive results in clear, concise English sentences tailored to meet the needs of the target audience.

**MGMT 201 - Business Law**
Examination of the foundations of the U.S. legal system, focusing on those aspects of legal liability that might impose the greatest monetary penalties and damages on the commercial enterprise. Topics covered include the law of torts, product liability, accountants’ liability, business crimes, contracts, agency, and public policy issues dealing with ethics and international law. PREREQUISITE(S): BSAD 101 or MGMT 101. Three hours each week. Formerly MG 201.

3 semester hours

Course Outcomes:
Upon course completion, a student will be able to:
- List the elements of a contract.
- Distinguish between a tort and a crime.
- Define and apply the process of civil litigation.
- Summarize international law concepts and list the elements of Internet contracts.