

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.)

Morgan State University
Institution Submitting
Proposal

Fall 2016
Projected Implementation Date

MBA

MASTER OF BUSINESS ADMINISTRATION -ONLINE

Title of Proposed Program

Award to be Offered

0506.00

Suggested HEGIS
Code

52.0201

Suggested CIP Code

School of Business and Management
Department of Proposed Program

Dr. Fikru Boghossian

Name of Department Head

Fikru Boghossian

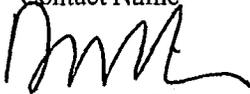
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Contact Phone Number



Signature and Date

President/Chief Executive Approval

August 4, 2015

Date

Date Endorsed/Approved by Governing Board

A. Centrality to institutional mission statement and planning priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

Morgan State University serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

Morgan State University is the premier public urban research university in Maryland, known for its excellence in teaching, intensive research, effective public service and community engagement. Morgan prepares diverse and competitive graduates for success in a global, interdependent society.

As a student in the Earl G. Graves School of Business and Management (GSBM), students will acquire an advanced set of business skills based on a strong liberal arts foundation which enables them to be adaptable to different settings, domestic and global.

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

Morgan's mission is to offer a comprehensive range of undergraduate and a select set of graduate programs to a broad cross section of students in a supportive environment that encourages research and service directed towards the needs of underserved communities. The vision embedded in the current plan is to be:

- recognized statewide and nationally for expanding student access
- effective teaching
- contributions to doctoral level research, and
- service to underserved populations.

Promoting student learning and success and faculty scholarship and research are Morgan's core values.

The Online MBA is crucial for expanding the educational opportunities for the underserved communities Morgan (in part) serves by establishing a second delivery platform for Business Education classes. The Morgan Online MBA program will be unique in the Maryland system in A) its combination of cost, quality, and access for students from underserved communities and B) for its focus on Military and underserved communities, and C) by offering a state-of-the-art technology delivery

platform.

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

1. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements.
2. Describe the educational objectives and intended student learning outcomes.
3. Discuss how general education requirements will be met, if applicable.
4. Identify any specialized accreditation or graduate certification requirements for this program and its students. (does not apply)
5. If contracting with another institution or non-collegiate organization, provide a copy of the written contract. (does not apply)

For a detailed coverage of B.1-B.3 above, Please see Exhibit 1

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - i. The need for the advancement and evolution of knowledge;
 - ii. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education;
 - iii. The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs.
2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education (pdf).

According to both the 2012 and 2013 Application Trends Survey published by the Graduate Management Admissions Council (GMAC), overall demand for graduate management education remains healthy and is expected to grow throughout the balance of the first half of the 21st century. Key factors prompting greater interest in graduate management education include rising educational attainment levels throughout the world plus employer needs for workforces with higher-order knowledge, skills, and abilities. Even so, short-term demand will likely fluctuate along with varying regional economic circumstances, generational demographics, and the internationalization of degree programs. Critical to the ultimate success of business schools will be the extent to which they can proactively adapt to a broader marketplace of diversified needs that, in turn, will determine the future for specific programs.

In order for Morgan to continue to support underserved communities for business education, the school must offer a viable and competitive program and a key component of a competitive program is

the ability to offer a second delivery platform to these communities. For those who desire a distance-learning environment or for whom getting to campus would prove to be difficult, an online platform is required.

While the 2013 Maryland State Plan for Postsecondary Education (*Maryland Ready*) is geared to college preparedness and outcomes, the Online MBA program and this proposal are aligned with the tenets expressed therein namely:

1. Quality and Effectiveness
2. Access, Affordability, and Completion
3. Diversity
4. Innovation
5. Economic Growth and Vitality

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

1. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.
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.
3. Present data showing the current and projected supply of prospective graduates.

For the class of 2012-2013, 51 percent of programs reported increased application volumes over the prior year. Distinct application pipelines drive demand for graduate education. One population that experienced growth is the Online/distance subset.

Several factors are driving application trends in Online MBA programs:

- Current Employment – students who are employed are thinking twice about leaving the workforce to pursue full time MBA programs so the online (and Professional) programs have become a more viable option.
- Employers' financial support – the level of employer support is expected to remain stable for the next several years.
- Flexibility – Online programs will continue to grow as students seek more flexible education options.
- Reputation – as more schools (and more “name” schools) move to offer an online MBA, the image of the online degree continues to improve.

The challenge for new online programs are several:

- Differentiation – numerous schools are offering online programs so distinguishing programs in the marketplace is critical.
- Student populations – segmenting the potential market is important. According to GMAC, 49 percent of prospective MBA students are between 24-30 years old and 28 percent are under

24. Online is an important offering to these 2 groups as they are less likely to take 2 years off to pursue a full time program.

- Technology – state-of-the-art technology is critical as this will be a point of differentiation and will allow schools to recruit globally.

The opportunity for Morgan is three-fold:

- Morgan sits in the Mid-Atlantic region that was the only US region where a greater proportion of programs experienced application volume growth.
- More MBA program applicants are applying to schools closer to home.
- The top recruiting area for online MBA programs are working professionals and military. Moreover, several of the large consulting companies that recruit graduates with MBA degrees are government contractors.
 - As a result of the 2005 Base Realignment and Closure (BRAC) Commission decisions, the Greater Baltimore area saw a large number of new residents as the civilian employees of the U.S. Armed Forces move to Maryland.
 - The Defense Information Systems Agency (DISA), which provides complete information technology services to the Department of Defense, moved its headquarters to Fort Meade.
 - The Army's Command, Control, Communications, Computers, Intelligence, Surveillance, and Reconnaissance operation (Team C4ISR) – which services the Army's maneuver control, fire support, air defense, intelligence, combat service support, tactical radios, satellite communications and the Warfighter Information Network – moved to Aberdeen Proving Ground.
 - Walter Reed Army Medical Center's operations were consolidated with those of the National Naval Medical Center, forming the Walter Reed National Military Medical Center in Bethesda, Md. The new medical center includes the National Intrepid Center of Excellence, researching and treating post-traumatic stress disorders and traumatic brain injuries.
 - In addition, both the expansion of the National Security Agency and the stand-up of the U.S. Cyber Command – both of which are located on the campus of Fort Meade – enhanced the state's prowess in cybersecurity and intelligence activities. The state gained as many as 60,000 new jobs - both directly and indirectly related to BRAC growth at Aberdeen Proving Ground (APG), Fort Meade, Andrews Air Force Base and National Naval Medical Center at Bethesda over the next five years. The new residents generate \$2 Billion a year in salaries, \$100 Million in annual income tax revenue, and \$51 Million increase in projected annual sales tax revenue.

Morgan needs to be able to provide high quality business education across multiple platforms to the civilian employees, their spouses and dependent children in Maryland.

Student Pool and Projected Enrollment

The online learning environment provides the opportunity to look at admissions with a global view. While most students who use online learning are in fact local to an area (and the 2005 BRAC event boosted the local potential pool of applicants), about 10 percent of students reside outside the local

area. Morgan is seeking to offer a program that would appeal to a wide audience. Technology in the online space has developed to the point where you can have a global reach in program recruiting and content delivery. Moreover, interest as demonstrated through telephone, email, and in-person inquiries; career changers; expressed interest from undergraduates and business majors; all indicate a strong demand for the Morgan Online MBA program.

Fifth year enrollment in the Online MBA program is conservatively projected to be 90-100 students.

E. Reasonableness of program duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.
2. Provide justification for the proposed program.

MBA Programs

Institution	University of MD	UB/Towson	Loyola	Morgan
Full Time	X			
Part time (Evening)	X	X	X	X
On-line	X	X		X*
Executive	X		X	

Program Details

Institution	University of MD	UB/Towson	Loyola	Morgan
Credits				
Full time	54			
Part Time/Evening	54	36	33	36
On-line	54	36		36
Duration				
Full time	2 years			
Part time/Evening	3-4 years	2 years	2 years	2 years
On-line	3-4 years	2 years		2 years*
Cost/credit**				
Full time	\$1,610 (\$86,940)			
Part time/Evening	\$1,610	\$800 (\$28,800)	\$925 (\$30,525)	\$459 (\$16,524)
On-line	\$1,481 (\$79,974)	\$800		
Executive	\$117,900		\$78,000	

*Proposed

**Tuition only

Program Specializations: On-line MBA

Institution	University of MD	UB/Towson	Loyola	Morgan
General Business	X		X	
Marketing	X	X	X	X
Accounting	X		X	X
Finance	X	X	X	X
Information Systems & Business Analytics	X	X	X	X
Entrepreneurship		X		X
Health Care Management		X		X
Human Resources Management		X		X
International Business		X	X	
Leadership & Organizational Learning		X		
Public Sector Management		X		
Management			X	

The specializations listed above are proposed as part of this online proposal. At this time, conversations are ongoing for inclusion of selected Specializations in existing Part time/Evening program.

Morgan has a unique opportunity to serve traditionally underserved communities via its online program. Both the program duration (36 credits, 2 years), its program specializations (proposed), and its cost (less than half the lowest cost program) will position it to be the best option for those seeking a high quality lower cost alternative to the competing programs.

F. Relevance to Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.
2. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs:

Morgan is the only HBI in the state of Maryland with an MBA program. As such, Morgan has an historical place in the landscape of business education in Maryland. The development of an Online MBA program is critical to maintaining Morgan's prominence within the business education community and to growing its sphere of influence in the burgeoning entrepreneurial "ecosystems" developing in and around Baltimore. Morgan needs a second platform to fulfill part of its mission to deliver high quality education to underserved communities.

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

Principles of Good Practice.

1. This section applies to distance education and distance education programs offered by an institution of higher education operating in this State that is required to have a certificate of approval from the Commission under chapter .01 or .02 of this subtitle.
2. An institution shall provide evidence to the Secretary of compliance with the principles of good practice in this section.
3. Principles of Good Practice for Distance Education.
 - A. Curriculum and Instruction.
 - i. A distance education program shall be established and overseen by qualified faculty.

All programs offered by the Morgan State University School of Business and Management are accredited by AACSB International. According to the accreditation standards, the faculty who teach online courses must possess the same qualifications as on-ground faculty. Please see Morgan University's faculty qualification requirements in Exhibit 2.

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

Program curriculum is identical to on-ground curriculum offered at the University's campus in Baltimore, Maryland. To ensure that online students are actively engaged in online courses, online students will be required to participate in online discussions, quizzes, tests, or other assignments, on a weekly basis. In order to satisfy weekly attendance requirements, online students must demonstrate weekly attendance actively by completing one of the following actions as directed by the instructor: (1) submit an academic assignment, (2) take a quiz or an exam, (3) participate in a posted online academic discussion.

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

Synchronous and asynchronous courses taught online begin and end on the same dates as the traditional classes taught at Morgan State University. Synchronous real-time courses are conducted through regular class meetings, where professors and students are all online at the same time. Asynchronous on-demand courses use a delivery platform that allows independent online study, where students can access course content and interact with the professor at different times. Both delivery methods have the same academic requirements as those courses taught in the traditional classroom environment.

- iv. A program shall provide for appropriate real-time or delayed interaction

between faculty and students.

All synchronous and asynchronous classes are conducted online using the Internet. During the scheduled class periods offered synchronously, each class member accesses the University's learning management system and is online in a conversational mode with the instructor and other class members. In this mode, the students are presented case studies, discussion questions, and problems; and they interact with the instructor and other class members. Students also discuss the status of their term papers, articles, projects, and exams in the platform.

Asynchronous classes are conducted by and developed in coordination with the Morgan State University faculty. During the course, faculty assess students, respond to inquiries, and hold dialogues with the students to support their learning efforts. Student assessment typically includes exercises, written exams, quizzes, projects, research papers, and case analysis. Live chat sessions serve as open discussion sessions, during which students are coached, topic questions are elaborated upon, and feedback is given on assessment events.

Students are able to contact their instructor outside the scheduled Internet sessions by e-mail, telephone, or by scheduling personal meetings. A constant academic dialogue is maintained as students submit their assignments throughout the semester and receive feedback from the instructor. In order to satisfy weekly attendance requirements, online students must demonstrate weekly attendance actively by completing one of the following actions as directed by the instructor: (1) submit an academic assignment; (2) take a quiz or an exam; (3) participate in a posted online academic discussion. Logging into an online class without active participation (as described above) does not constitute official weekly attendance.

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

Distance education programs undergo the same rigorous self-assessment procedures as traditional delivery methods. The Dean of the School of Business in conjunction with leading full-time faculty members regularly review and revise program curricula.

B. Role and Mission.

- a. A distance education program shall be consistent with the institution's mission.

Morgan State University's mission is to serve the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate,

master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities. Morgan seeks to offer its MBA program in a distance education format is wholly consistent with the stated mission of the institution.

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

Students and alumni play an important role in the program review process by participating in surveys and focus groups and by providing individual feedback. The University conducts regular assessments and student opinion polls in order to improve student learning.

C. Faculty Support.

- i. 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 are expected to demonstrate computer proficiency. Faculty receive training in the University's learning management system, Blackboard, prior to teaching their first online course. New Faculty Orientation (NFO)/Online Training focuses on best practices for engaging adult students, both in the classroom and online. Topics include theories of adult learning theory; effective ways to engage adults in continuous learning. All faculty who engage in online teaching must be certified by the University's Instructional Technology Department. To achieve certified status, the faculty must complete the Quality Matters® Program.

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

Morgan has offered online classes for several years and the university adheres to a standard of continuous improvement of its on-line class offerings and to provide students with the best learning environment possible. Students and alumni play an important role in the program review process by participating in surveys and focus groups and by providing individual feedback. The University conducts regular assessments and student opinion polls in order to improve student learning.

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

Online faculty have access to the University's information technology help desk as well as 24/7 support from Blackboard who will provide technological assistance to faculty for any system related issues.

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

The proposed Online MBA program leverages existing instructional and student support resources within Morgan State University. The University will provide the facilities, faculty, library resources that include digital databases and indexes, media and computer technology, and student support services required for online programs.

E. Students and Student Services.

- i. 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.

As stated in the University Catalog, online students must have access to a computer system and the Internet. Students are able to contact their instructor outside the scheduled Internet sessions by e-mail, telephone, or by scheduling personal meetings. A constant academic dialogue is maintained as students submit their assignments throughout the quarter and receive feedback from the instructor.

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

Students taking classes online must meet the same admission and financial aid requirements, must observe the same policies and procedures, and have the same access to student services and activities as those students taking classes in the traditional classroom environment.

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

As stated in the University Catalog, online students must have access to a computer system and the Internet. Tutoring services will be offered for MBA courses. All students will have access to these free tutoring services whether they are taking classes at a bricks-and-mortar campus or via Morgan Online. Tutoring services will be provided by either full-time faculty, part-time faculty, or other high-performing MBA students with a demonstrated strong background in a particular subject area.

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

Morgan State University will clearly describe program information and student services in its advertising and recruiting materials, such as the University Catalog and program view books, as well as program information webpages.

F. Commitment to Support.

- i. Policies for faculty evaluation shall include appropriate consideration of teaching

and scholarly activities related to distance education programs.

As a research university, Morgan State University's faculty are required to do research and are encouraged to maintain an appropriate balance between scholarly research and classroom learning and student support.

- ii. 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.

Morgan State University has a strong financial status and has operated as a university since 1975. From a technical standpoint, the University provides technical assistance to students via the information technology help desk that can help students' access and use the University's online platform.

G. Evaluation and Assessment.

- i. 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 University regularly reviews all degree-granting programs and uses assessment tools designed to improve student learning. Students and alumni play an important role in the program review process by participating in surveys and focus groups and by providing individual feedback.

- ii. An institution shall demonstrate an evidence-based approach to best online teaching practices.

Learning outcomes assessment at Morgan State University is an integral part of learning. It focuses on what students learn in their course of study. The learning outcomes that students are expected to master while at Morgan as well as their level of performance, are clearly defined in course materials. Students are assessed through examinations, surveys, and program-specific performance assessments. The University uses assessment data to improve student learning.

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

Students taking classes online must meet the same admission and financial aid requirements, must observe the same policies and procedures, and have the same access to student services and activities as those students taking classes in the traditional classroom environment.

In order to satisfy weekly attendance requirements, online students must demonstrate weekly attendance by completing one of the following actions as directed by the instructor: (1) submit an academic assignment; (2) take a quiz or an exam; (3) participate in a posted online academic discussion. Logging into an online class without active participation (as described above) does not constitute official weekly attendance.

Assessment records are kept using the University's Course Management System and digital gradebooks. Every semester, after course assessments are completed, the results

are compared with student learning outcomes. The faculty and department Chairs use the process to improve instruction and student learning the following semester.

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

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

Full-time faculty in the School of Business must have terminal degrees in their fields. Adjunct faculty are expected to possess at least a master's degree in an appropriate field. All faculty generally have significant experience teaching and/or professional experience. Please find a summary list of faculty in the School Business Exhibit 2.

I. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.

The University's Strategic Plan 2011-2020 calls for special focus on the University Library and its enhancement in online databases for instruction and research by students and the faculty.

The proposed Online MBA program leverages existing instructional and student support resources within Morgan State University. The University will provide the facilities, faculty, library resources, computer labs, technology, and student support services required for these changes.

Morgan State is a member of The University System of Maryland and Affiliated Institutions, which is a consortium of 16 libraries in public universities and colleges within the State of Maryland. The consortium was founded in order to allow these institutions to leverage and share resources among campuses in an easier manner.

The Library is a member of the Baltimore Academic Libraries Consortium (BALC). Through a reciprocal borrowing agreement, Morgan students, faculty and staff may borrow materials from participating libraries. The policies and procedures for each library are described.

Morgan is also a member of The HBCU Library Alliance, which is a consortium that promotes collaboration of information professionals and excellence in library leadership and service to enhance member resources and programs.

Morgan State University is dedicated to offering students access to the widest possible range of resources. Students are now able to search Morgan's collection and the collections of many other libraries worldwide using WorldCat, the world's largest network of library-based content and services.

J. Adequacy of physical facilities, infrastructure, and instructional equipment (as outlined in COMAR 13B.02.03.13)

Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

Morgan State University's existing campus and online infrastructure is able to absorb the predicted student demand. The new Business School building which opened August 2015 provides sufficient smart classrooms, lab space, and an auditorium (should cohorts be required to visit campus during the Online MBA study), which, coupled with its' state-of-the-art technology, is sufficient to absorb and handle all Online class requirements.

The University's Strategic Plan 2011-2020 emphasizes the importance of facilities and the state-of-the-art equipment to prepare the students and graduate for the demanding job market and successful careers. As a result, the IT infrastructure is being updated regularly and the course management system is being enhanced to meet the demands of online programs.

As the President of Morgan State University, I affirm that the newly opened Earl G. Graves School of Business and Management building provides a more than adequate physical facility and the institutional resources to support the delivery of the proposed Online Master of Business Administration Program. The new building includes cutting edge instructional equipment and a well-designed infrastructure, inclusive of a seamless content management system, faculty, student support systems, etc. in addition, the facility has an impressive inventory of smart classrooms, seminar areas, conference rooms, resource rooms, conversational spaces, a state-of-the-art Wall Street Trading interactive simulation room, and ample faculty offices. Overall the university is positioned at the highest-level to deliver the Online Master of Business Administration Program, and the already approved tradition MBA program at Morgan State University.

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

1. Complete Table I: Resources (pdf) and Table 2: Expenditure (pdf). Finance data (pdf) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

2. Provide a narrative rationale for each of the resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

L. Adequacy of provisions for evaluation of program (as outlined in COMAR 138.02.03.15).

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

Faculty Quantitative Measures

- Each semester, the faculty members will receive the results of student evaluation scores for each course taught. For every term that a faculty member teaches online, they will also receive an Online Observation. In addition, faculty advising and tutoring responsibilities may also be measured.
- These measures will be tracked and reported every semester to department Chairs. A faculty evaluation data management system, which will be launched in the fall 2015, will be used to facilitate this process.

Procedure

Each measure will be rated based on the criteria outlined below.

If all minimum criteria have been met, no additional action is required. If a minimum rating or metric is not met in one or more of the quantitative components, there are specific resulting actions. These are indicated below.

- If a score falls at or above, or less than one standard deviation below the university average for a given quarter, then the minimum threshold has been met.
- If a score falls between one and two standard deviations below the university average, then the faculty member will meet with his/her supervisor for coaching and feedback.
- If a score falls more than two standard deviations below the average, then the faculty member will meet with his/her supervisor to discuss and create an action plan.

NOTE: An instructor's evaluation score is obtained by averaging the instructor's scores submitted by students across all classes taught by that instructor in that semester.

Program and Student Outcomes

The outcomes at program level ensure the skills that graduates should attain after completing a program. The program level outcomes for each program are clearly defined and posted on Morgan Online MBA website. The outcomes at course level include knowledge and skills that

students are supposed to achieve at the end of the course and are well defined in the Course Guides. The University has well defined assessment process in place to assess outcomes at the course, program, and university levels.

The Graves School of Business and Management has been using course-based assessment to assess student learning at all levels, delivered in both modes (online and on campus), and are using the same assignment and grading rubrics that align with the learning outcomes. This allows us to see the level of student achievement for all of the students taking the course.

The Graves School of Business and Management uses Blackboard Learning Management System that allows the mapping of course level outcomes to program level outcomes and to the institutional core competencies that represent the broader knowledge and skills students should demonstrate. The Graves School Assessment Committee is involved in extensive mapping process that demonstrates how the outcomes at each level map with another level.

The Graves School of Business and Management, through the Graduate Committee conducts the MBA program reviews to ensure currency and relevancy to student and employee demands and implement curriculum changes based on the outcomes. The Committee is comprised of faculty members, course leads and school chairs.

Institutional Policies and Structures for Continuous Evaluation and Improvement

The Office of Assessment in the Academic Affairs Division plays a key role in the assessment process by coordinating assessment of student learning, program reviews, survey research, and annual assessment of University's strategic plan. The office conducts institutional studies and generates statistical reports that support decision-making and also provides training and support to faculty to carry on assessment of student learning and program reviews.

Institution's plan to assure the assessment of core competencies

All Morgan State University graduates are expected to demonstrate core competencies. These competencies are by ETS' s Proficiency Profile. The results will show how well Morgan's students fare in these competencies and provide benchmark data from similar schools.

M. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

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

COMAR 13B.02.03.05(B)(5) states that a focus of educational policy is the "[expansion of educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education." Further, the State Plan finds on page 23, that "Maryland must also meet the needs of a growing population of students 25 years of age and older, a significant portion of whom will also be minority."

Morgan State University is a "Historically Black Institution" that provides access to a large number of non-traditional students in its graduate programs and in line with its mission and its strategic plan 2011-2020 plans to provide access by offering the proposed Online MBA Program.

N. 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 (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Does not apply

EXHIBIT 1

Educational Objectives

- a. To provide a high quality MBA degree program that meets the needs of Maryland residents, especially in the Baltimore metropolitan area.
- b. To provide a second option (MSU has the First MBA program in the State of Maryland) for Maryland residents seeking a high quality MBA degree.
- c. To serve a new subset of Maryland and/or Baltimore area residents interested in high quality MBA education but unable to attend in-person classes.
- d. To serve a new subset of students outside of Maryland interested in a high quality, innovative, state-of-the-art MBA curriculum taken in an online environment.
- e. To serve a new subset of students outside of the United States interested in a high quality, innovative, state-of-the-art US based MBA curriculum taken in an online environment.
- f. To provide students with access to state-of-the-art curriculum and tools and prepare them for leadership roles in both the corporate and non-profit sectors.
- g. To provide programs and services as accessible and affordable as possible while celebrating diversity.
- h. To provide an additional platform where public and private sector players can partner with MSU to support and contribute to Maryland's employer market-driven workforce needs in the high growth areas and improve the economic well being of the residents.

3. Program Description

The Morgan Online MBA Program is a 36-credit graduate program developed to prepare students to compete for leadership positions in leading public and private organizations. Building careers in the leading business, government and not-for-profit organizations requires highly trained management skill sets. These skill sets include the ability to diagnose complex situations, solve problems completely, make

decisions in a timely manner, communicate powerfully and confidently, and take leadership roles in the organization.

3.1 Curriculum

The Online MBA program is designed to provide a second delivery platform for the MSU MBA curriculum. Morgan State University faculty have recently undertaken a curriculum revision (implementation starting in Fall 2015) and this same world-class curriculum will be delivered for program students in the Online environment.

The program focuses on the following key themes:

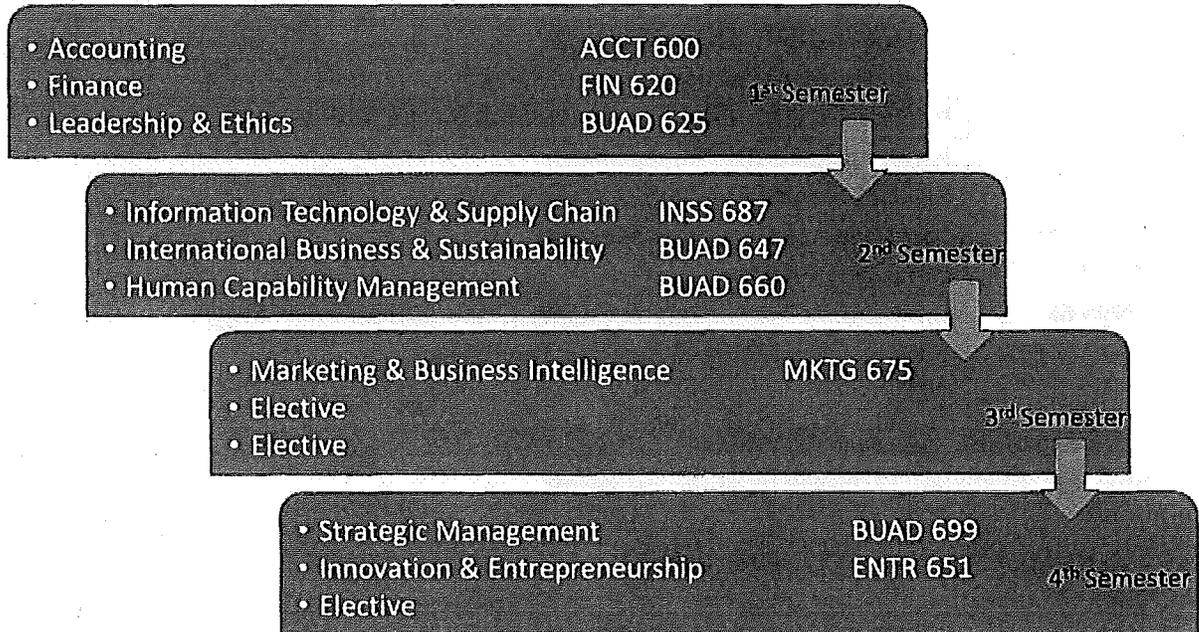
- Leadership and strategic issues in general management
- Communication, marketing, and human capital issues in general management
- The integration of technology, data analysis, and decision making
- Entrepreneurship and cutting edge business building techniques and execution

3.2 Program Structure

Core Courses	27 Credits
Elective Courses	9 Credits
Total	36 Credits

As designed, the program can be completed in four semesters. A capstone class with a comprehensive exam must be successfully completed in the last semester as illustrated in the following figure:

MBA Curriculum Program Schedule



The initial plan is to offer all online classes on a full semester basis and over time develop a modular format for the curriculum.

Course Completion Sequence

3.2.1 Foundation Courses

Students must demonstrate proficiency in Accounting, Finance, and general business principles prior to entering the Core curriculum. Based on a review of an applicant's academic preparation and work experience, students who are admitted into the program may be required to take some Foundation Courses. This requirement may be accomplished by taking the classes prior to the start of the MBA program or may be taken through MSU at the start of the MBA program.

COURSE No.	COURSE TITLE	CREDITS
ACCT 500	Accounting Principles for Managers	3
BUAD 521	Organizational Behaviors and the Environment of Business	3
FIN 501	Overview of Economics	3
FIN 520	Essential Financial Concepts for Managers	3
INSS 540	Quantitative and Statistical Skills for Managers	3
INSS 586	Operations Management	3
INSS 587	Fundamentals of Information Technology for Managers	3
MKTG 567	Marketing and the Social Environment	3

3.2.2 Core Courses: 27 Credits

COURSE No.	COURSE TITLE	CREDITS
ACCT 600	Accounting for Decision Making	3
BUAD 625	Organizational Leadership and Ethics	3
BUAD 647	International Business Environment & Sustainability	3
BUAD 660	Human Capability Management	3
BUAD 699	Strategic Management (Capstone Class)	3
ENTR 661	Innovation and Entrepreneurship	3
FIN 520	Corporate Finance	3
INSS 687	Information Technology & Supply Chain Management System	3
MKTG 675	Strategic Marketing & Business Intelligence	3

3.2.3 Elective Courses (9 Credits)

Students must take 3 Classes from the list below:

COURSE No.	COURSE TITLE	CREDITS
ACCT 603	Financial Statement Analysis	3
ACCT 606	Advanced Auditing	3
ACCT 608	Management Information System in Accounting	3
ACCT 610	Business Taxation	3
ACCT 631	Financial Accounting and Reporting	3
BUAD 650	Business Research Methods	3
BUAD 652	Strategic Human Resource Management	3
BUAD 654	Organizational Development and Consulting	3
BUAD 656	Essentials of Negotiations	3
BUAD 658	Current Issues in International Business	3
BUAD 666	Internship in Business (With permission)	3
ENTR 664	Entrepreneurship	3
FIN 630	International Financial Management	3
FIN 631	Financial Institutions and Markets	3
FIN 632	Investment Analysis	3
FIN 633	Risk Analysis and Insurance	3
FIN 640	Global Investments and Financial Markets	3
INSS 630	Supply Chain Management and Strategic Sourcing	3
INSS 632	Logistics Management	3
INSS 634	Information Systems for Supply Chain Management	3
INSS 636	Current Issues in Supply Management	3
MKTG 676	International Marketing	3
MKTG 677	Promotions Marketing	3
MKTG 681	Marketing in the Services Organization	3
PROJ 600	Foundations in Project, Program, and Portfolio Management	3
PROJ 655	Building and Leading Successful Project Teams	3
PROJ 670	Managing Project Procurement, Quality, and Risk	3

3.2.4 Capstone Course (Outlined in 3.2.2)

Required of all students in the last semester of the MBA program. Student must complete the capstone course after completing all core courses. The Capstone course has a comprehensive project requirement including a comprehensive exam.

BUAD 699 Strategic Management - 3 Credits

4. Description of Courses

4.1 Core Courses

All of the following courses require graduate standing:

ACCT 600: Accounting for Decision Making - 3 Credits

This course deals with the three primary functions of business managers: planning, operations and control. The course focuses on cost management methods and practices, financial and management reports, and operational control in a global business environment. Total quality management, benchmarking, continuous improvement, activity-based management, reengineering, the theory of constraints, mass customization, target costing, life-cycle costing and the balance scorecard are covered.

BUAD 625: Organizational Leadership and Ethics - 3 Credits

This course focuses on behavioral and ethical issues in organizations and society. Through various experiential learning techniques, the course will address organizational trust, leadership, collaboration, and team problem solving, decision-making and change management.

BUAD 647: International Business Environment & Sustainability - 3 Credits

This course focuses on the challenges associated with developing strategies and managing the operations of companies whose activities stretch across national boundaries. Focus areas include marketing, finance, organization design and control, human resource management, logistics, production, global strategies and the implications of sustainability for profit maximization. How multi-national corporations manage and cope with the environmental and social challenges to "business as usual?", remain profitable and viable businesses as they protect the environment are also examined within this context.

BUAD 660: Human Capability Management - 3 Credits

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

BUAD 699: Strategic Management Three Hours - 3 Credits

This course is the forum for integrating the analytic skills drawn from the core areas of the MBA program. Cases and simulations will highlight issues and problems designed to utilize financial, technological, behavioral and marketing knowledge. Assignments and projects will be used to build a general manager's perspective on developing and implementing strategies for marketplace success. Students will develop skills to perform situational analysis, evaluate the dynamics of competition and cooperation, as well as strategic positioning. This course will be in the final semester in the student's program.

ENTR 651: Innovation & Entrepreneurship - 3 Credits

This course concentrates on innovation management, intrapreneurship, and entrepreneurial processes that can be used to develop and manage ventures. The main objective of the course is for students to understand how to incorporate innovation into venture creation. Students will create business models and write business plans for ventures that incorporate innovation.

FIN 620: Corporate Finance - 3 Credits

This course develops an understanding of the balance sheet, income statement and statement of cash flows and how financial professionals use these statements. The students will understand the role of these statements in the capital markets. Coverage includes the quality of earnings, initial public offerings, and earnings per share, ratio analysis and understanding the footnotes to financial statements.

INSS 687: Information Technology & Supply Chain Management System - 3 Credits

This course highlights the role of technology as an integrative component in the strategic success of an organization. The course focuses on the key role of Business Process Re-engineering (BPR) in all components of the effective organization's value chain and in its decision-making capability. The role of the Internet and wireless technologies are fundamental elements. The course examines the role IT plays as a competitive tool that can differentiate a company's products, services, and processes.

MKTG 675: Advanced Marketing Management - 3 Credits

This course examines advanced marketing metrics and business intelligence (BI), and links quantitative analytics to marketing concepts. The course will highlight representation of marketing data, marketing metrics, forecasting, data mining, and online analytic processing. Actionable intelligence will be examined through the lens of fundamental marketing concepts, including the understanding of how business processes, data, and analytics contribute to effective management of the 4Ps and 5 Cs of marketing leading to market segmentation, targeting, and positioning.

4.1.1 Elective Courses**ACCT 603: Financial Statement Analysis - 3 Credits**

This course develops an understanding of the balance sheet, income statement and statement of cash flows and how financial professionals use these statements. The students will understand the role of these statements in the capital markets. Coverage includes the quality of earnings, initial public offerings, and earnings per share, ratio analysis and understanding the footnotes to financial statements.

ACCT 606: Advanced Auditing Three Hours - 3 Credits

This course covers professional ethics of accountants, accountants' legal liability, auditing standards, objectives and procedures; audit documentation and auditors' reports; Sarbanes-Oxley requirements, and standards for reviews, compilations and other assurances services. Internal auditing is also covered.

ACCT 608: Management Information Systems in Accounting - 3 Credits

This course develops an understanding and appreciation for the design, analysis, development, and implementation of computer-based accounting information systems with an emphasis on control and management issues of this accounting function. Practical applications will be examined through computer projects and systems cases. Students are involved in a variety of learning experiences, including problem solving, critical thinking, team participation, oral classroom presentations based on library, and empirical research.

ACCT 610: Business Taxation Three Hours: 3 Credits

This course covers income taxation of businesses by national tax authorities with emphasis on U.S. Federal practices. The impact of advances in technology and tax planning on a global level are examined relative to diverse ethical perspectives. Tax research using current technology will be emphasized.

ACCT 631: Financial Accounting and Reporting - 3 Credits

This is a course on intermediate financial accounting concepts. It examines the core issues included in the conceptual framework of accounting. Accounting and reporting issues related to the various elements of financial statements (i.e. assets, liabilities, equity, revenues and expenses) are covered with emphasis on financial statement presentation and disclosure.

**ACCT 699: Accounting Theory (Capstone) – 3 Credits
Three Hours: 3 Credits**

This course investigates the theories upon which accounting measurement and valuation are based. It is designed to help the student integrate the material studied in the accounting core courses. Students will be required to demonstrate competencies in financial accounting, managerial accounting, finance and auditing through financial statement preparation and analysis, analysis of cases from business and accounting practice, and presentations and research projects. The impact of accounting research on business and accounting practice will also be covered.

BUAD 648: International Business Law – 3 Credits

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

BUAD 650: Business Research Methods - 3 Credits

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

BUAD 652: Strategic Human Resource Management - 3 Credits

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

BUAD 654: Organization Development and Consulting - 3 Credits

This course deals with organizational transformation and application of OD approaches to change. It addresses basic OD intervention techniques, change strategies and effective implementation of OD and OT. Through demonstrations, experiential exercises, cases and readings, the course will provide the student with insights and techniques that add to effective management.

BUAD 656: Essentials of Negotiation - 3 Credits

Negotiations set the base for contracts, successful project design, successful teams and build a frame of mind that build successful careers. This course focuses on enhancing the student's ability to engage in effective negotiations. Students will consider cases of individuals, intra-organizational, union management, and business-government negotiations.

BUAD 658: Current Issues in International Business - 3 Credits

This is a seminar course in which issues of significance are addressed. Topic may include but are not limited to cultures, international trade, technology, communication, area studies, international business ethics, etc.

BUAD 666: Internship - 3 Credits

This course is designed to provide an opportunity for students to gain significant experiences in leading organizations. The Director of the Business Administration Department must approve opportunities for internships.

BUAD 698: Global Strategic Management – 3 Credits

This course examines the broad approaches firms utilize to attain and subsequently maintain sustainable competitive advantage in the global environment as well as the impacts thereof on the firm. Key areas of focus include strategy selection for foreign market entry, value creation, value capture, organizational competencies, partnerships and alliances, sourcing and organizational culture.

ENTR 664: Entrepreneurship - 3 Credits

This course will provide an experiential introduction to the creation of a new business enterprise. The course provides a discussion of entrepreneurship theory and research. The major project is a business plan that could be presented to a venture capitalist, angel investor, bank, or other funding source. Topics of

discussion include the traits of successful entrepreneurs, idea generation and opportunity recognition, “window of opportunity,” the venture team, family businesses, management/marketing/financial skills needed, “intrapreneurship.”

FIN 630: International Financial Management - 3 credits

This course explores the financial problems and opportunities faced by multinational firms. The course builds on and extends all the principles provided by domestic corporate finance to account for dimensions unique to international finance. Topics include foreign exchange markets, exposures to exchange rate fluctuations, currency risk management, and multinational corporate investment and financing decisions.

FIN 631: Financial Institutions and Markets - 3 Credits

This course covers the theory of financial intermediation, regulatory environment, interest rates, and asset-liability management with a focus on commercial banking.

FIN 632: Investment Analysis Three Hours – 3 Credits

This course covers valuation of equities, fixed income securities, and alternative assets, and measurement of risk and return of financial instruments; and diversification of risk within the context of modern portfolio theory. Coverage of securities analysis and portfolio management includes both individual and institutional.

FIN 633: Risk Analysis and Insurance - 3 Credits

This course covers the derivative securities, including options, forwards, futures, swaps and a number of variations of these basic instruments. Topics include the characteristics of these instruments, how they are priced, how they are used in strategies, and how to manage the risk they create as well as how to use these instruments to manage already existing risk.

FIN 640: Global Investments and Financial Markets - 3 Credits

This course focuses on topics related to global financial management, financial investment, and financial institutions with emphasis on economic, financial, political, and legal factors impacting decision-making processes of multinational business organizations and financial institutions. These topics are explored from the perspective of managers doing business and investments in global markets to understand the complexities, opportunities, challenges, limitations, risks, and trends associated with business operations in foreign countries.

MKTG 676: International Marketing – 3 Credits

The emphasis of this course is on emerging trends in international marketing including strategic international alliances and implications of decisions as they relate to ethics and social considerations. A project that encompasses a comprehensive economic, cultural, and competitive analysis of a country and an outline of a marketing plan for it will be required.

MKTG 677: Promotions Marketing - 3 Credits

This course highlights the world of promoting products and services in both net and brick and mortar organizations and expecting marketplace impact. Concepts like goal setting, positioning and segmentation, message strategy and tactics, media strategy and the legal, ethical and global implications of promotions and advertising are involved. The course emphasizes cases and projects.

MKTG 681: Marketing in the Services Organization – 3 Credits

Marketing services is a complex effort by an organization. Through cases, the course analyzes key processes in the delivery of process designed to satisfy customers. Analytical techniques are stressed and applied to a variety of cases and projects in industries like hospitality, health care, tourism, education, and transportation.

MKTG 690: International Marketing – 3 Credits

This course examines the social, cultural, political, institutional, behavioral, economic, and competitive conditions that differentiate the conduct of foreign and international marketing from domestic marketing. In this course students' will examines a series of specific marketing problems, tasks, and tools to prepare for approaching international marketing activity.

INSS 630: Supply Chain Management and Strategic Sourcing - 3 Credits

This course introduces students to tools, techniques and strategies for effective sourcing and for managing supply chains. Students learn to use software tools for managing supply chain resources. This course uses case studies and articles to enhance student learning.

INSS 632: Logistics Management - 3 Credits

This course introduces students to analytical tools and frameworks related to logistics and distribution channels management. Students learn to use software tools in designing and managing a logistics network. This course uses case studies to augment student learning.

INSS 634: Information Systems for Supply Chain Management - 3 Credits

This course introduces students to managerial and technical issues related to adoption and strategic use of information systems for effectively managing supply chains. Students learn to use software tools and techniques to manage enterprise resources. This course uses case studies to augment student learning.

INSS 636: Current Issues in Supply Chain Management - 3 Credits

This capstone course introduces students to current issues in supply chain management. Students discuss case studies and review latest academic & practitioner articles. Students work on a project where they deal with a real company's supply chain management issues.

PROJ 600 Project, Program, and Portfolio Management - 3 Credits

A problem-based, interdisciplinary course in project management skills and techniques needed to manage projects. This course uses practical applications to determine how projects are managed from start to finish. It includes a specific emphasis on planning and controlling, identification of needs, definition of requirements, project costing, scheduling, and resource allocation. Prerequisite: graduate standing

PROJ 650: Project Planning and Resource Management - 3 Credits

A problem-based course that addresses techniques for planning the project development process to include securing resources and resource management skills. Scope planning is the most important phase in any project because effective scope planning ensures an understanding of the business case. It involves developing the scope management plan that will be the source of future business decisions, including the criteria to determine if the project is successful.

PROJ 655: Project Communication, Negotiation, and Human Resource Management - 3 Credits

This course focuses on project communication needs, plan for meeting those needs, and effectively communicating project status and forecasts throughout the project life cycle. Another dimension of this course is coverage of human resources issues. Students are provided with the tools to help them face the challenges of managing matrix teams and the added complexity of managing a virtual team. Students will also examine motivation, influence, power, and effectiveness theories from industrial-organizational psychologists and management theorists to help them understand how and why people work, and the effect of power on project teams.

PROJ 660: Project Cost, Value, and Financial Management - 3 Credits

A problem-based course that emphasizes project cost control and teaches students to apply techniques to control projects in business. This course gives project managers the tools they need to develop reliable cost estimates by assessing necessary project resources, applying one or more cost estimating methods, adjusting the estimates based on resource availability and project risk, and evaluating the quality of cost estimates prepared by others. Students learn Earned Value Management technique. Students will use software package(s) to build cost and financial models.

5. Admission Policy

Criteria for Admission

Admission to graduate study is open to qualified applicants regardless of race, color, and religion, national and ethnic origin. The minimum criteria for admission are specified below. Meeting the minimum admission criteria, however, neither guarantees acceptance into the School of Graduate Studies nor acceptance into the Online MBA program. In order to be officially admitted, applicants must receive a letter signed by the Dean of the School of Graduate Studies informing them of their admission. To be eligible for admission to the School of Graduate Studies, regardless of degree program, an applicant must:

- Have earned a bachelor's degree from a regionally accredited college or university.
- Possess an undergraduate cumulative grade point average G.P.A. of 3.0 or better from all colleges and universities attended to be considered for unconditional admission. Students who possess a cumulative undergraduate G.P.A. of between a 2.5 and 2.9 may be considered for conditional admission. Post-bachelor's undergraduate credits cannot be used to enhance G.P.A. requirements for admission to graduate study.

- Submit an application for admission together with official copies of transcripts from all graduate and undergraduate institutions attended.
- Provide test scores on Graduate Management Admissions Test (GMAT).
- Have three letters of recommendation as specified in the application from officials or faculty members of institutions previously attended who are acquainted with the applicant's ability for graduate study and/or from an employment supervisor where applicable.
- Submit a typed personal statement of academic and professional plans and the reasons for selecting the MSU Online MBA program.
- Submit a Resume of professional and academic achievement.

Application Procedures

The applicant is solely responsible for presenting full credentials on or before the deadline date for the session of expected entrance. The application for admission to graduate study cannot be processed until all credentials are on file. To be considered for financial aid, applications for admission for the Fall semester must be received by May 1, and applications for the Spring semester by November 1 of each year.

Admission will be canceled if the applicant's credentials remain incomplete or do not meet the standards of the School of Graduate Studies or the degree program by the start of the semester that the applicant seeks to enroll.

Students submitting false information when applying for admissions will be denied admission. Where the submission of false information is discovered after a student has been admitted the student will be removed from the School of Graduate Studies and may be subject to additional sanctions.

6. Expected Student Learning Outcomes

Program graduates are expected to:

- Graduate with confidence and pride in his/her education to support the potential for leadership in an organizational setting.
- Graduate with an understanding of business, the competitive marketplace, current practices and fluency in the language of business.
- Graduate with the practical experience working on virtual teams with other Online MBA students.
- Fully explore options to pursue new ideas and act as innovators to promote positive change in the world of business. Online students will have access to the newly launched Center for Innovation, Entrepreneurship, and Economic Development (CIEED) to explore and develop entrepreneurial skills and instincts to grow a successful business venture from the ground up and to accurately assess the potential of such a venture.
- Graduate with the poise and strength to maintain high ethical and moral standards, and contribute to corporate social responsibility.

- Graduate with an understanding of the importance of data analysis in making effective business decisions.
- Demonstrate a grasp of technology and how it is integrated into process, personal effectiveness and organizational action.
- Demonstrate the ability to work effectively in teams, regardless of changing settings and demanding time pressures to accomplish projects.

7. Faculty Resources

Two additional FT tenure-track faculty members have already been approved for the Online MBA program.

8. Accreditation

Accreditation of the Online program is achieved two ways:

- The School of Business and Management is accredited by AACSB International
- The University is accredited by the Middle States Commission on Higher Education

These accreditations will assure students that their Online MBA degree will be one of the most respected degrees in the field.

9. Library Requirements

The proposed Online MBA degree will rely on MSU's electronic media communication, presentation, and learning materials. There will be no additional funding requirements needed.

10. Facilities and Equipment

No new facility is requested.

The following are areas that need to be confirmed before the online MBA program can be offered (Meyer and Barefield, 2010):

- a. IT department with 24hr customer support roles
- b. Effective and well-supported campus network
- c. Effective Server Support
- d. Integrated Ancillary student services (Registration, Admissions, Billing/Payments, Financial Aid)
- e. Online Bookstore Services
- f. Online Library Services

- g. 3rd party assistance with translating (NOT designing) existing f2f courses to an online environment.

Adequate online IT support and an online portal for general student services must be established at the university level to make the online student experience seamless as they move between the 3rd party platform and on campus systems.

Partnering with a 3rd party experienced in developing, marketing, and launching online programs is critical to a successful launch. This is a university-wide need (other programs are ahead of the Online MBA program) so the expense of establishing a platform is not included in this proposal.

EXHIBIT 2

Summary list of faculty

NAME	TYPE	FIELD	COURSE TITLE ON-CAMPUS/ ONLINE or BOTH
Susan Baker	Ph.D. Assoc. Prof. Tenured-FT	Organization Behavior	Org. Behavior/ Leadership BOTH
Kang Cheng	Ph.D. Assoc. Prof. Tenured-FT	Accounting	Financial Analysis ON-CAMPUS
Dina El- Mahdi	Ph.D. Asst. Prof. Non-Tenured- FT	Accounting	Financial Accounting ON-CAMPUS
Mary Foster	Ph.D. Asst. Prof. Non-Tenured- FT	Management	Innovation & Entrepreneurship BOTH
Desa David	Ph.D. Assoc. Prof. Tenured -FT	Computer Science	Mgmt. of IT/ IT Strategy BOTH
Alex Tang	Ph.D., Professor Tenured-FT	Finance	Corp. Finance ON-CAMPUS
David Zooga	Ph.D., Assoc. Prof. Tenured-FT	Labor & Human Resources	Human Resource Management BOTH
Xingxing Zu	Ph.D. Assoc. Prof. Tenured-FT	Operation Management	Business Research Methods ON-CAMPUS

TABLE 1: RESOURCES

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
2. Tuition/Fee Revenue (c+g below)	286,670	516,006	728,008	,888,008	1,008,008
a. Number of FT Students	25	45	65	85	100
b. Annual Tuition/Fee Rate	8,000	8,000	8,000	8,000	8,000
c. Total FT Revenue (a x b)	200,000	360,000	520,000	680,000	800,000
d. Number of PT Students	15	27	36	36	36
e. Credit Hour Rate	642	642	642	642	642
f. Annual Credit Hour Rate	9	9	9	9	9
g. Total PT Revenue (d x e x f)	86,670	156,006	208,008	208,008	208,008
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	429,000	767,000	1,079,000	1,339,000	1,534,000
TOTAL (Add 1-4)	\$1,015,670	\$1,583,006	\$2,107,008	\$2,527,008	\$2,842,008

**FINANCIAL DATA
ONLINE MBA PROPOSAL
MORGAN STATE UNIVERSITY**

TABLE 1: RESOURCES

1. Reallocated Funds

For the first year of the program, the university will reallocate (2) faculty who will be capable of serving as both in-class and on-line instructors. The university will ensure that the online program will not impact the delivery of the face-to-face program as we reallocate resources for instruction. Faculty will be cross teaching in the same content areas.

2. Tuition and Fee Revenue

Enrollment assumptions were based on desktop research of comparable on-line MBA programs in the United States. Trends that influence enrollment uptake, include:

- Current Employment – students who have jobs are thinking twice about giving them up to pursue full time MBA programs so the online (and Professional) programs are a more viable option
- Employers' financial support – the level of employer support is expected to remain stable for the next several years.
- Flexibility – Online programs will continue to grow as students seek more flexible education options.
- Reputation – as more schools (and more "name" schools) move to offer an online MBA, the image of the online degree continues to improve.

Fee revenue was not assumed for the purposes of this analysis

3. Grants, Contracts & Other External Sources

None assumed for this analysis.

4. Other Sources

State subsidy of \$13,000 per student enrolled.

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. FT Faculty (b + c below)	236,700	331,380	331,380	497,070	662,760
a. # FTE	2	3	5	6	7
b. Total Salary	171,400	256,500	427,500	513,000	598,500
c. Total Benefits	65,700	98,550	164,250	197,100	229,950
2. Admin. Staff (b + c below)	91,000	91,000	91,000	91,000	91,000
a. # FTE	1	1	1	1	1
b. Total Salary	\$65,000	\$65,000	\$65,000	\$65,000	\$65,000
c. Total Benefits	\$26,000	\$26,000	\$26,000	\$26,000	\$26,000
3. Support Staff (b + c below)	\$49,000	\$49,000	\$49,000	\$49,000	\$49,000
a. # FTE	1	1	1	1	1
b. Total Salary	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
c. Total Benefits	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000
4. Equipment **	\$0	\$0	\$0	\$0	\$0
5. Library **	\$0	\$0	\$0	\$0	\$0
6. New or Renovated Space **	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
TOTAL (Add 1 – 7)	\$381,700	\$500,050	\$736,750	\$855,100	\$973,450

** New School of Business facility opened in Fall 2015

FINANCIAL DATA
ONLINE MBA PROPOSAL
MORGAN STATE UNIVERSITY

TABLE 2: EXPENDITURES

1a. Faculty

Additional Faculty are included per the 18:1 student/faculty ratio calculus requested to be used for this exercise. A total of 12 Faculty FTEs are added for this analysis. As per AACSB guidelines on the use of Adjuncts, FTE are calculated on a 90:10 FT/Adjunct split.

1b. Salary & Benefits

Faculty salary is calculated using the \$126,000 rate per FT faculty, and 50% or \$63,000 for Adjuncts. Benefits are calculated at a rate of 40% (\$50,400) of base salary for FT faculty, and 10% of the FT benefit figure (\$5,400) for Adjuncts. No inflation factor is applied to either salary or benefits over the forecast.

2. Administrative Staff

Administrative staff member has been added to the forecast. Salary is forecasted at \$65,000 for Admin staff with \$26,000 in benefits. No inflation factor is assumed for the duration of the forecast. No synergies with either the Online Post Baccalaureate Certificate (P.B.C.) in Project Management or the Online Project Management programs are assumed.

3. Support Staff

Support staff member has been added to the forecast. Salary is forecasted at \$35,000 for Support staff with \$14,000 in benefits. No inflation factor is assumed for the duration of the forecast. No synergies with either the Online Post Baccalaureate Certificate (P.B.C.) in Project Management or the Online Project Management programs are assumed.

4. Equipment

None required

5. Library

None required.

6. New or Renovated Space

New School of Business facility is operating.

7. Other Expenses

Additional expenses of \$5,000 are assumed which consist of faculty support and travel.

ADDENDUM TO MORGAN STATE UNIVERSITY PROPOSAL TO OFFER MBA ONLINE

According to the MHEC inventory the MBA has six (6) areas of concentration:

Accounting	Marketing Management
Finance	Marketing Research
Management	International Management (Business)

As stated in **Section E** (Program Specialization) of the **“New Instructional Program Application”** submitted to MHEC, GSBM has listed the following areas of concentration for the online MBA program.

The plan, based on market demand, is to offer the following Concentrations (already approved by MHEC) listed below:

Concentrations (Program CIP: 520201)	YES	NO
Marketing Management (Marketing)	X	
Accounting	X	
Finance	X	
Management (Business Administration)	X	
Market Research		X
International Management (Business)		X

The following Concentrations would be offered as part of the online program:

Concentrations	YES	NO
Information Systems & Business Analytics (Including Supply Chain)	X	
Entrepreneurship	X	
Health Care Management/Public Health	X	
Human Resources Management	X	

The MBA program consists of nine (9) Core and three (3) Elective courses. A Concentration would consist of utilizing the three (3) Elective courses in a designated Concentration. Students interested in a Concentration would choose three courses from the following lists:

MHEC APPROVED CONCENTRATIONS – COURSE LISTINGS

ACCOUNTING

COURSE No.	COURSE TITLE
ACCT 603	Financial Statement Analysis
ACCT 606	Advanced Auditing
ACCT 608	Management Information System in Accounting
ACCT 610	Business Taxation
ACCT 631	Financial Accounting and Reporting

ACCT 603: Financial Statement Analysis

This course develops an understanding of the balance sheet, income statement and statement of cash flows and how these statements are used by financial professionals. The students will understand the role of these statements in the capital markets. Coverage includes the quality of earnings, initial public offerings, earnings per share, ratio analysis and understanding the footnotes to financial statements.

ACCT 606: Advanced Auditing

This course covers professional ethics of accountants, accountants' legal liability, auditing standards, objectives and procedures; audit documentation and auditors' reports; Sarbanes-Oxley requirements, and standards for reviews, compilations and other assurances services. Internal auditing is also covered.

ACCT 608: Management Information Systems in Accounting

This course develops an understanding and appreciation for the design, analysis, development, and implementation of computer-based accounting information systems with an emphasis on control and management issues of this accounting function. Practical applications will be examined through computer projects and systems cases. Students are involved in a variety of learning experiences, including problem solving, critical thinking, team participation, oral classroom presentations based on library, and empirical research.

ACCT 610: Business Taxation

This course covers income taxation of businesses by national tax authorities with emphasis on U.S. Federal practices. The impact of advances in technology and tax planning on a global level are examined relative to diverse ethical perspectives. Tax research using current technology will be emphasized.

ACCT 631: Financial Accounting and Reporting

This is a course on intermediate financial accounting concepts. It examines the core issues included in the conceptual framework of accounting. Accounting and reporting issues related to the various elements of financial statements (i.e. assets, liabilities, equity, revenues and expenses) are covered with emphasis on financial statement presentation and disclosure.

FINANCE

COURSE No.	COURSE TITLE
FIN 630	International Financial Management
FIN 631	Financial Institutions and Markets
FIN 632	Investment Analysis
FIN 633	Risk Analysis and Insurance
FIN 640	Global Investments and Financial Markets

FIN 630: International Financial Management

This course explores the financial problems and opportunities faced by multinational firms. The course builds on and extends all the principles provided by domestic corporate finance to account for dimensions unique to international finance. Topics include foreign exchange markets, exposures to exchange rate fluctuations, currency risk management, and multinational corporate investment and financing decisions.

FIN 631: Financial Institutions and Markets

This course covers the theory of financial intermediation, regulatory environment, interest rates, and asset-liability management with a focus on commercial banking.

FIN 632: Investment Analysis

This course covers valuation of equities, fixed income securities, and alternative assets, and measurement of risk and return of financial instruments; and diversification of risk within the context of modern portfolio theory. Coverage of securities analysis and portfolio management includes both individual and institutional.

FIN 633: Risk Analysis and Insurance

This course covers the derivative securities, including options, forwards, futures, swaps and a number of variations of these basic instruments. Topics include the characteristics of these instruments, how they are priced, how they are used in strategies, and how to manage the risk they create as well as how to use these instruments to manage already existing risk.

FIN 640: Global Investments and Financial Markets

This course focuses on topics related to global financial management, financial investment, and financial institutions with emphasis on economic, financial, political, and legal factors impacting decision-making processes of multinational business organizations and financial institutions. These topics are explored from the perspective of managers doing business and investments in global markets to understand the complexities, opportunities, challenges, limitations, risks, and trends associated with business operations in foreign countries.

MARKETING MANAGEMENT

COURSE No.	COURSE TITLE
MKTG 676	International Marketing
MKTG 677	Promotions Marketing
MKTG 681	Marketing in the Services Organization
BUAD 650	Business Research Methods

MKTG 676: International Marketing

The emphasis of this course is on emerging trends in international marketing including strategic international alliances and implications of decisions as they relate to ethics and social considerations. A project which encompasses a comprehensive economic, cultural, and competitive analysis of a country and an outline of a marketing plan for it will be required.

MKTG 677: Promotions Marketing

This course highlights the world of promoting products and services in both net and brick and mortar organizations and expecting marketplace impact. Concepts like goal setting, positioning and segmentation, message strategy and tactics, media strategy and the legal, ethical and global implications of promotions and advertising are involved. The course emphasizes cases and projects.

MKTG 681: Marketing in the Services Organization

Marketing services is a complex effort by an organization. Through cases, the course analyzes key processes in the delivery of process designed to satisfy customers. Analytical techniques are stressed and applied to a variety of cases and projects in industries like hospitality, health care, tourism, education, and transportation.

BUAD 650: Business Research Methods

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

MANAGEMENT (BUSINESS ADMINISTRATION)

COURSE No.	COURSE TITLE
BUAD 648	International Business Law
BUAD 650	Business Research Methods
BUAD 652	Strategic Human Resource Management
BUAD 654	Organization Development and Consulting
BUAD 656	Essentials of Negotiation
BUAD 658	Current Issues in International Business
BUAD 658	Internship

BUAD 648: International Business Law

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

BUAD 650: Business Research Methods

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

BUAD 652: Strategic Human Resource Management

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

BUAD 654: Organization Development and Consulting

This course deals with organizational transformation and application of OD approaches to change. It addresses basic OD intervention techniques, change strategies and effective implementation of OD and OT. Through demonstrations, experiential exercises, cases and readings, the course will provide the student with insights and techniques that add to effective management.

BUAD 656: Essentials of Negotiation

Negotiations set the base for contracts, successful project design, successful teams and build a frame of mind that build successful careers. This course focuses on enhancing the student's ability to engage in effective negotiations. Students will consider cases of individuals, intra-organizational, union management, and business-government negotiations.

BUAD 658: Current Issues in International Business

This is a seminar course in which issues of significance are addressed. Topic may include but are not limited to cultures, international trade, technology, communication, area studies, international business ethics, etc.

BUAD 666: Internship

This course is designed to provide an opportunity for students to gain significant experiences in leading organizations. Opportunities for internships must be approved by the Chair of the Business Administration Department.

PROPOSED CONCENTRATIONS – COURSE LISTINGS

INFORMATION SYSTEMS & BUSINESS ANALYTICS

COURSE No.	COURSE TITLE
INSS 630	Supply Chain Management and Strategic Sourcing
INSS 632	Logistics Management
INSS 634	Information Systems for Supply Chain Management
INSS 636	Current Issues in Supply Management
PROJ 600	Foundations in Project, Program, and Portfolio Management
PROJ 650	Project Integration and Scope Management
PROJ 655	Building and Leading Successful Project Teams
PROJ 670	Managing Project Procurement, Quality, and Risk

INSS 630: Supply Chain Management and Strategic Sourcing

This course introduces students to tools, techniques and strategies for effective sourcing and for managing supply chains. Students learn to use software tools for managing supply chain resources. This course uses case studies and articles to enhance student learning.

INSS 632: Logistics Management

This course introduces students to analytical tools and frameworks related to logistics and distribution channels management. Students learn to use software tools in designing and managing a logistics network. This course uses case studies to augment student learning.

INSS 634: Information Systems for Supply Chain Management

This course introduces students to managerial and technical issues related to adoption and strategic use of information systems for effectively managing supply chains. Students learn to use software tools and techniques to manage enterprise resources. This course uses case studies to augment student learning.

INSS 636: Current Issues in Supply Chain Management

This capstone course introduces students to current issues in supply chain management. Students discuss case studies and review latest academic & practitioner articles. Students work on a project where they deal with a real company's supply chain management issues.

PROJ 600: Foundations in Project, Program, and Portfolio Management

A problem-based, interdisciplinary course in project management skills and techniques needed to manage projects. This course uses practical applications to determine how projects are managed from start to finish. It includes a specific emphasis on planning and controlling, identification of needs, definition of requirements, project costing, scheduling, and resource allocation.

PROJ 650: Project Integration and Scope Management

A problem-based course that addresses techniques for planning the project development process, including securing resources and resource management. Scope planning is the most important phase in any project because effective scope planning ensures an understanding of the business case. It involves developing the scope management plan that will be the source of future business decisions, including the criteria to determine if the project is successful.

PROJ 655: Building and Leading Successful Project Teams

This course focuses on project communication needs, plan for meeting those needs, and effectively communicating project status and forecasts throughout the project life-cycle. Another dimension of this course is coverage of human resources issues. Students are provided with the tools to help them face the challenges of managing matrix teams and the added complexity of managing a virtual team. Students will also examine motivation, influence, power, and effectiveness theories from industrial-organizational psychologists and management theorists to help them understand how and why people work, and the effect of power on project teams.

PROJ 660: Project Time and Cost Management

A problem-based course that emphasizes project cost control and teaches students to apply techniques to control projects in business. This course gives project managers the tools they need to develop reliable cost estimates by assessing necessary project resources, applying one or more cost estimating methods, adjusting the estimates based on resource availability and project risk, and evaluating the quality of cost estimates prepared by others. Students learn Earned Value Management technique. Students will use software package(s) to build cost and financial models.

PROJ 670: Managing Project Procurement, Quality, and Risk

This course focuses on three of the key success factors for execution of most projects: procurement, project quality, and risk management. It introduces students to the challenges associated with determining what the project team will not produce internally, acquiring the external resources needed, integrating procurements into the overall project plan, and conduct, administration, and closing of procurements. Students are introduced to the dynamics of contract negotiation, and basic contracting legal requirements.

Students are introduced to topics such as quality processes, quality assurance, and quality control and best practices to insure delivery with required quality, integrating quality into projects, and selecting and applying pertinent quality metrics. Finally, concepts of identification and classification of potential risks

to successful completion of the project, analyzing identified risks, developing mitigating actions to take should any of the identified risk events occur, and monitoring techniques for risk management are presented. The course uses case studies and team exercises to augment student learning. (Formerly Project Procurement Management in Public and Private Sectors).

PROPOSED CONCENTRATIONS

ENTREPRENEURSHIP

COURSE No.	COURSE TITLE
ENTR 664	Entrepreneurship
ENTR 660	Innovation, Leadership & Management
FIN 633	Risk Analysis and Insurance
PROJ 600	Foundations in Project, Program, and Portfolio Management

ENTR 651: Innovation & Entrepreneurship

This course concentrates on innovation management, intrapreneurship, and entrepreneurial processes that can be used to develop and manage ventures. The main objective of the course is for students to understand how to incorporate innovation into venture creation. Students will create business models and write business plans for ventures that incorporate innovation.

ENTR 664: Entrepreneurship

This course will provide an experiential introduction to the creation of a new business enterprise. The course provides a discussion of entrepreneurship theory and research. The major project is a business plan that could be presented to a venture capitalist, angel investor, bank, or other funding source. Topics of discussion include the traits of successful entrepreneurs, idea generation and opportunity recognition, "window of opportunity," the venture team, family businesses, management/marketing/financial skills needed, "intrapreneurship."

FIN 633: Risk Analysis and Insurance

This course covers the derivative securities, including options, forwards, futures, swaps and a number of variations of these basic instruments. Topics include the characteristics of these instruments, how they are priced, how they are used in strategies, and how to manage the risk they create as well as how to use these instruments to manage already existing risk.

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HEALTH CARE MANAGEMENT/PUBLIC HEALTH

COURSE No.	COURSE TITLE
PUBH 603	Public Health Community Needs Solutions
PUBH 610	Public Health Research Methods and Systems Thinking
PUBH 618	Community-based Participatory Research
PHHP 705	Strategic Leadership in Health Policy
PUBH 714	Special Studies in Health
PUBH 742	Health Services Planning and Evaluation

PUBH 603: Policy, Advocacy, and Ethics

This course is designed to provide students with the concepts and complexities of policy, ethics, and advocacy presented in public health and research. The principal features, critical ideological issues, development of the future national and global policy, and contemporary public health issues will be discussed.

PUBH 610: Public Health Research & Systems Thinking

This course examines issues in conceptualizing and determining the appropriate study design for research problems, strengths and weaknesses of research designs, review processes for preparation of proposals, including budgeting for research and program grants. In addition, the course discusses systems theory and its application for problem solving in public health.

PUBH 618: Community Based Participatory Research

This course allows advanced students the opportunity to apply theories and models of public health to the solution of community problems. Issues related to funding for public health programs are also discussed.

PHHP 705: Strategic Leadership in Health Policy

This course focuses on skills required for guiding and influencing others to bring about fundamental change in the vision and mission of healthcare organizations. Through learner-centered education and training, students learn coaching, self-assessment, delegation, maintaining goal clarity, and risk-taking

PUBH 714: Special Studies

This course will examine special topics in the field of public health. The specific course content and faculty will vary each semester. Topics will vary from semester to semester to address contemporary population issues.

PUBH 742: Health Services Planning and Evaluation

This course develops conceptual and applied understandings of what a health program is, how it is developed, and how its performance can be monitored, assessed, and improved. Planning and evaluation tools and processes to promote effective health programs are detailed.

HUMAN RESOURCES

COURSE No.	COURSE TITLE
BUAD 652	Strategic Human Resource Management
BUAD 654	Organization Development and Consulting
BUAD 656	Essentials of Negotiation
PROJ 600	Foundations in Project, Program, and Portfolio Management
PROJ 650	Building and Leading Successful Project Teams

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