

Maryland Higher Education Commission  
ACADEMIC PROGRAM PROPOSAL FOR:

- New Instructional Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program
- Within Existing Resources, or
- Requiring New Resources

**Towson University**

... Institution Submitting Proposal

**Master of Science in Management and Leadership Studies**

Title of Proposed Program

**Master of Science**

Award to be Offered

**Fall 2018**

Projected Implementation Date

Proposed HEGIS Code

**52.0213**

Proposed CIP Code

College of Business and Economics

Department in which program will be located

Judy Harris

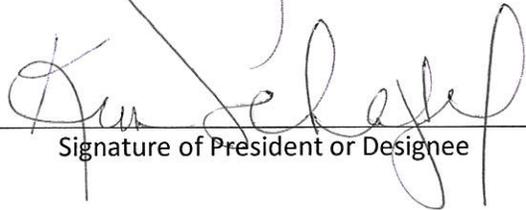
Department Contact

410-704-3428

Contact Phone Number

JLHarris@towson.edu

Contact E-Mail Address



Signature of President or Designee

9/8/17

Date

## A. Centrality to institutional mission statement and planning priorities

### **Mission**

*Towson University fosters intellectual inquiry and critical thinking preparing graduates who will serve as effective, ethical leaders and engaged citizens. Through a foundation in the liberal arts, an emphasis on rigorous academic standards, and the creation of small learning environments, we are committed to providing a collaborative, interdisciplinary and inter-professional atmosphere, excellence in teaching, leadership development, civic engagement, and applied and sponsored research opportunities at the undergraduate and graduate levels. Our graduates leave Towson University with the vision, creativity and adaptability to craft solutions that enrich the culture, society, economy, and environment of Maryland, the region, and beyond.<sup>1</sup>*

The proposed Masters of Science in Management and Leadership Studies (MLST) is consistent with the strategic goals of Towson University (TU) and its College of Business and Economics (CBE). The cohort structure will provide a small learning environment with a collaborative atmosphere. It will capitalize on Towson University's strength of many large undergraduate programs, while moving the CBE in the direction of the University's goal of 20:80% graduate education. Moreover, it will provide the opportunity for TU's many non-business graduates to complement their four year bachelor's degree with a one year master's program in business, giving them a competitive edge.

The proposed MLST will be a one-year, full-time, cohort-based program of 30 credits designed for recent graduates of non-business degree programs. The program will be housed within the College of Business and Economics. Courses will be taught face-to-face and/or in blended format at Towson's main campus.

The program will provide a unique educational experience through its emphasis on experiential learning and the characteristics of the targeted constituency—non-business bachelor's degree holders with significantly less experience than the typical MBA or MS program in a specific business discipline.

## B. Critical and compelling regional or Statewide need as identified in the State Plan

The proposed MS in Management and Leadership Studies program fulfills the critical and compelling state need to stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy called for in Goal 5, Economic Growth and Vitality, in the State Plan. The learning outcomes and curricular design of the program support Goal 5 through the application of theory and technological acumen in the practice of applied business knowledge and the implementation of business solutions.

## C. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State

### **Market Demand**

The proposed MLST will serve national and regional marketplace needs in a growing field. Maryland's Department of Labor, Licensing and Regulation's Division of Workforce Development estimates over 49,000 job openings due to replacements or job growth from 2012-2022. In Maryland, administrative service managers and management

---

<sup>1</sup> <https://www.towson.edu/about/mission/index.html>

analyst positions are expected to increase by around 20% each and all other manager level positions are expected to increase by 12% over the next eight years.<sup>2</sup>

Towson University consulted with a number of CBE's business partners, including those in supply chain management, manufacturing, health care and professional services, during program development. See Appendix A for emails in support of the program.

#### **D. Reasonableness of program duplication**

##### ***Uniqueness***

The proposed program derives its distinctiveness from other programs in Maryland through its unique combination of a targeted constituency, an emphasis on leadership, and the use of business partners to provide an intense focus on applied, experiential learning.

1. The targeted constituency is similar to that of the University of Maryland, College Park's (UMCP) MS in Business and Management. Both programs are designed for recent undergraduate students in fields outside of business. The recently approved UMCP curriculum was designed not to compete with its existing MBA and undergraduate programs, but rather to "give a business mindset to students pursuing careers that may be considered outside of a core functional area ... who would benefit from understanding the business models of the organizations for which they will eventually be employed."<sup>3</sup> In contrast, MBA programs in general, the MA in Leadership and Management at Notre Dame of Maryland, and the MS in Management at the University of Maryland University College all target working professionals seeking to leverage business experience to enhance their careers.
2. The emphasis on leadership distinguishes the program from the MS in Business and Management at UMCP and other Management programs. Program learning objectives and the curriculum of the proposed program cover the basic structure and language of business, but unlike other programs, are not developed around business functional areas. For example, the program at UMCP requires courses in financial accounting, marketing management and strategic management, all of which parallel typical business administration courses. Courses in the proposed MS in Management and Leadership Studies program will focus primarily on organizational culture and building teams and relationships.
3. The focus on applied, experiential learning is unlike other programs in the area. Using an MS in Management Studies program offered at Boston University<sup>4</sup> as a model, the proposed program will partner with area organizations to include two real life projects and an internship.

See Appendix B for a comparison to other area MBA and MS programs.

As a specialized master's program, the proposed program is also distinct from Master's of Business Administration (MBA) programs. In fact, several of the Universities shown in Appendix B (University of Maryland

<sup>2</sup> Division of Workforce Development and Adult Learning, Maryland Department of Labor, Licensing and Regulation, *Management Occupations - Maryland Occupational Projections - 2012-2022*, on the Internet at <http://www.dllr.state.md.us/lmi/iandoproj/occgroupp11.shtml>.

<sup>3</sup> Curriculum Change Proposal approved by the Maryland Higher Education Commission on May 16, 2016. PCC Log No. 15065. Accessed online at [https://www.provost.umd.edu/ProgDocs/15-16/15065\\_BMGT\\_BMGT\\_ModifyMSBusiness&Management.pdf](https://www.provost.umd.edu/ProgDocs/15-16/15065_BMGT_BMGT_ModifyMSBusiness&Management.pdf)

<sup>4</sup> <http://www.bu.edu/questrom/degree-programs/ms-in-management-studies/>

College Park, Johns Hopkins University, University of Maryland University College) offer MBA degrees separate from and in addition to the Master's in Management degrees. MBA programs are generally focused on a wider set of business functional areas, often include an additional specialty area, and typically require substantially more credit hours, including a series of foundational courses for students who enter without an undergraduate degree in business. For example, the full-time MBA from the Smith School at University of Maryland College Park requires 54 credits.<sup>5</sup> The MBA from the Graves School of Business at Morgan State University is a two-year program requiring 33 credits, with an additional eight pre-MBA courses for students without prior business education.<sup>6</sup> The MBA from the Merrick School of Business at the University of Baltimore requires 36 credits, with an additional 12 for students without prior business education.<sup>7</sup> Unlike these programs, courses in the proposed program are not traditional MBA or pre-MBA courses.

#### **E. Relevance to high-demand programs at Historically Black Institutions (HBIs)**

The proposed MS in Management and Leadership Studies at Towson University curriculum emphasizes specialization in leadership and intense focus on experiential learning. Section D distinguishes the program from traditional MBA programs, so the proposed program should have no impact on the implementation or maintenance of high-demand programs at HBIs.

#### **F. Relevance to the identity of Historically Black Institutions (HBIs)**

In Maryland, master's level degree programs at HBIs with similar CIP codes reside at Bowie State University and Morgan State University as MBA programs. The unique design and targeted market of Towson University's proposed program should help to further the uniqueness, institutional identities and missions of HBIs by distinguishing itself from the MBA programs and catering to a market of students with non-business bachelor's degrees who do not seek MBA degrees but instead seek specialization in leadership skills to complement their previous fields of study.

#### **G. Adequacy of curriculum design and delivery to related learning outcomes**

##### ***Curriculum Design and Degree Requirements***

- One year, full time, cohort program
- Will be included within the scope of Towson's College of Business and Economics' maintenance of accreditation by the Association for the Advancement of Collegiate Schools of Business (AACSB)

##### **Summer Semester (3 credits)**

MLST 500: Understanding Business (3)

##### **Fall (12 credits)**

MNGT 635: Organizational Culture (3)

FIN 600: Financial Decision Making for Managers (3)

MKTG 600: Introduction to Client Management and Relationship Building (3)

EBTM 635: Solving Business Problems (3)

<sup>5</sup> <http://www.rhsmith.umd.edu/files/Documents/Programs/FTMBA/2016brochure-ft-mba.pdf>

<sup>6</sup> <http://www.morgan.edu/mba>

<sup>7</sup> <http://www.ubalt.edu/merrick/graduate-programs/mba/academics/program-requirements.cfm>

**Mini (3 credits)**

MLST 600: Applied Project in Management and Leadership Studies (3)

**Spring (12 credits)**

EBTM 700: Leading Projects (3)

MNGT 715: Leading Organizations (3)

MLST 700: Professional Experience in Management and Leadership Studies (3)

MLST 800: Advanced Applied Project in Management and Leadership Studies (3)

See Appendix C for full course descriptions and admission requirements.

**Learning Outcomes**

1. Core Business Knowledge – **Demonstrate** knowledge of business principles and **recommend** appropriate business processes. (Bloom Level 2 Comprehension and Level 4 -- Analyze)
2. Professional Skills – **Select** and **Utilize** appropriate non-technical skills (teamwork, adaptability, time management, critical thinking, problem solving). (Bloom Level 4 – Analyze and 3 – Application)
3. Technology Integration – **Apply** technology to **analyze** data and **develop** solutions to cross-disciplinary business challenges. (Bloom Level 3 – Application, Level 4 – Analyze)
4. Leadership Skills – **Develop** goals and **influence** others to pursue ethical actions in diverse contexts. (Bloom Level 5 - Synthesis)
5. Applied Business Knowledge – **Evaluate, analyze, and compose** recommendations for implementation of actual business solutions. (Bloom Level 6 – Evaluation)

The program will strongly improve students' information literacy and technology fluency skills, as the learning outcomes of the program involve evaluation of information and utilization of technology to analyze and present solutions to business problems.

**H. Adequacy of articulation**

N/A

**I. Adequacy of faculty resources**

The proposed program is a new, one-year, cohort based program of 30 credits, which would require the College of Business and Economics to offer 10 new courses per academic year. Six credit hours will be scheduled for summer/January and will be taught off load by qualified faculty. The remaining 24 credit hours will be spread across four academic departments within the CBE (Finance, e-Business and Technology Management, Marketing, and Management). With one expected cohort of approximately 25 students, it will be possible for the CBE to meet requirements with existing faculty lines.

Ninety percent of courses in the program will be taught by full time faculty members, most of whom (80%) will be tenured/tenure track faculty with doctoral degrees. By maintaining an average undergraduate class size of 33 students for courses taught by participating faculty, the CBE will be able to shift faculty from undergraduate teaching to the new program, replacing them with part-time faculty, and still maintain the sufficiency standards required by our accrediting body (AACSB).

	Faculty Resources				
	Program Contribution to FTE	Highest Degree Earned/Field of Study	Rank	Status (Full-time or Part-time)	Courses Teaching
Existing Faculty					
Instructor 1	25%	Masters	Lecturer	Full-time	MLST 500 MLST 600 MLST 700 MLST 800
Instructor 2	12%	Doctorate	Full	Full-time	MNGT 635
Instructor 3	12%	Masters	Adjunct	Part-time	FIN 600
Instructor 4	12%	Doctorate	Associate	Full-time	MKTG 600
Instructor 5	12%	Doctorate	Associate	Full-time	EBTM 635
Instructor 6	12%	Doctorate	Full	Full-time	EBTM 700
Instructor 7	12%	Doctorate	Associate	Full-time	MNGT 700

#### J. Adequacy of library resources

The proposed program is interdisciplinary within the CBE and will be able to draw upon many resources currently available for our undergraduate and other specialized master's programs. Overall, the Towson University Libraries are positioned to provide effective support for the proposed Masters of Science in Management and Leadership Studies. The TU Libraries currently purchase relevant books and maintain consistent book funding for Management as well as Finance and e-Business & Technology Management. TU Libraries' article databases and journal subscriptions also offer solid subject coverage both on- and off-campus. TU Libraries' online databases feature not only articles but also information essential to any business researcher including company, competitor, and industry information. There is a designated librarian for the College of Business and Economics to assist with collection development, teaching, and research needs. See Appendix D for a detailed description of available library resources and recommendations for possible enhancements in the future.

#### K. Adequacy of physical facilities, infrastructure and instructional equipment

In the short term, with one expected cohort of approximately 25 students, it will be possible for the CBE to meet the needs for additional classroom space. As a one-year program, only one cohort at a time will be in the program. Additional cohorts would be admitted only if additional instructional space is available. The President's signature on the cover sheet of this proposal attests to her support of the program and conclusion that TU possesses adequate equipment and facilities to meet the program's needs.

#### L. Adequacy of financial resources with documentation

Projected revenues from program tuition at enrollment capacity, 25 students, will exceed projected expenses (see Appendix E). The expenditure table included in Appendix E shows the department's anticipated expenditures, all of which the College of Business and Economics can manage within its current resources/budget. With one cohort of 25 students, faculty and instructional space can be supported by

reallocation of existing resources. Two of the ten required courses will be taught in summer and January as off-load courses, bringing additional funds to the CBE.

### **M. Adequacy of provisions for evaluation of the program**

#### ***Program Evaluation***

Program assessment will occur on an annual basis. See Appendix F for the assessment plan.

In addition to the annual assessment of student learning outcomes, the proposed program will participate in the 7-year USM cycle of program reviews. The program will also be included in those evaluated by the Association for the Advancement of Collegiate Schools of Business International (AACSB) and will follow best practices of other accredited CBE programs. The Towson University CBE was recently reaccredited by AACSB.

Towson University systematically evaluates faculty performance and facilitates faculty professional development. The effectiveness of teaching is evaluated by:

- Students on a regular basis through the use of course evaluation forms.
- Peer observations (program-specific); and
- Self-evaluation through Towson's annual review policies (for full-time faculty).

### **N. Consistency with the State's minority student achievement goals**

#### ***Diversity and Inclusion***

The proposed MLST program admission will not be restricted to graduates of Towson University. However, the CBE expects that the majority of applicants and students admitted to the program will comprise graduates from Towson's non-business programs. The diversity of these students has increased markedly in recent years. For example, in fall 2016, 19.6% of Towson's non-business undergraduate students identified as African-American or Black, an increase of 53.6% over fall 2011.<sup>8</sup> The following table displays total numbers, percentages and percentage change since 2011 of Towson non-business students' known ethnicities.

***Ethnicities of Towson University Undergraduate Students (Non-Business Majors)***

<b>Ethnicity</b>	<b># Fall 2016</b>	<b>% Fall 2016</b>	<b>% Change (2011 – 2016)</b>
African American or Black	3113	19.6%	53.6%
Asian	844	5.3%	57.2%
Hispanic/Latino	1140	7.2%	82.7%
Two or More Races	772	4.9%	147.4%
White	9338	58.8%	-8.6%
<b>Total</b>	<b>15,889</b>		

Towson University's commitment to the principles of diversity and inclusion has resulted in several initiatives designed to help foster these important values. Towson University's Office of Inclusion promotes equal treatment, access, and opportunity in all education activities, and the University's Center for Student Diversity supports the access and academic success of historically under-represented groups.<sup>9</sup>

<sup>8</sup> Office of Institutional Research, Towson University. Student Body Characteristics (Fall 2011- Present).

[https://www.towson.edu/provost/institutionalresearch/documents/f\\_hdct\\_car\\_coll\\_eth.pdf](https://www.towson.edu/provost/institutionalresearch/documents/f_hdct_car_coll_eth.pdf)

<sup>9</sup> <https://www.towson.edu/about/diversity.html>

Within the proposed MLST program, issues of diversity and inclusion relate to Learning Objective 4 (Develop goals and influence others to pursue ethical actions in diverse contexts) and will be addressed in MLST 500, EBTM 700 and MNGT 700.

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

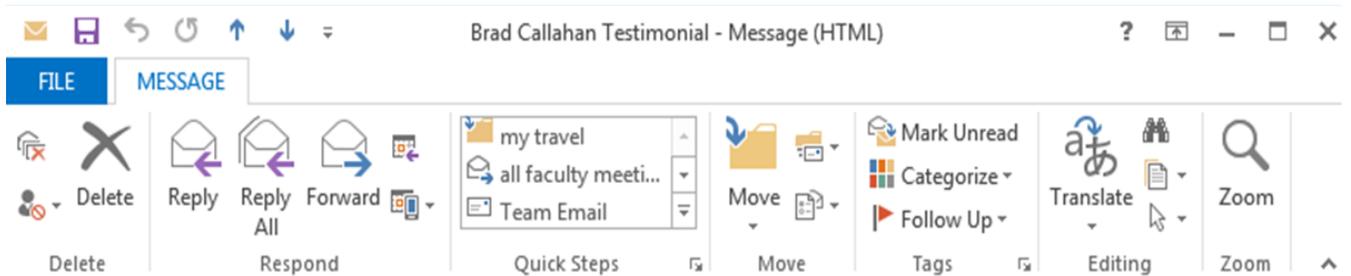
N/A

**P. Principles of Good Practice for Distance Education Programs**

N/A

## APPENDIX A MESSAGES OF SUPPORT

### Message of support from Brad Callahan, President/CEO of MetaCoastal



Mon 11/14/2016 7:06 AM

Dawn Robey <[drobey@metacoastal.com](mailto:drobey@metacoastal.com)>

Brad Callahan Testimonial

To: Harris, Judy L.

You replied to this message on 11/14/2016 11:47 AM.

Good morning, Brad is traveling today and asked that I send his testimonial in a separate message to your attention. If you need anything else, please let me know.

The value of having a recent graduate take an immersion program into a business readiness curriculum is widely appealing to me as an enterprise leader. While many students pursue aspirational degrees to ready themselves for independence in the work world, so many careers fall back on the need for being business ready. In a competitive marketplace, if I were to see two equal candidates - one trained in a specialty field and the other trained in a specialty field but with an adjunct CBE Master's, the second student gets the nod every time. Being able to tackle the specialty field as well as understanding the business environment would likely fast-track that candidate to a leadership position.

**Dawn Robey**

Executive Assistant and Insurance Coordinator

P 443.577.0303 x 2102 | F 443.926.5984

[DRobey@MetaCoastal.com](mailto:DRobey@MetaCoastal.com)

**MetaCoastal**  
a shared services company

[Beachtree Properties](#) | [Elevate Cleans](#) | [Travel Advantage Network](#) | [Vantage Resort Realty](#)

## Message of support from Sam Polakoff, President/CEO of Nexterus







Recent Graduates of Non-Business Programs - Message (HTML) ? ⊞ - □ ✕

FILE
MESSAGE



Tue 11/15/2016 12:24 PM

Polakoff, Samuel R. <SRPolakoff@nexterus.com>

Recent Graduates of Non-Business Programs

To Harris, Judy L.; Kaynama, Shohreh

 You forwarded this message on 11/15/2016 12:58 PM.

[Bing Maps](#)

Dear Shohreh and Judy,

I am writing to express my support for the development of a program to aid non-business graduates who wish to pursue a career in business. As you know, I have been a strong proponent of providing CBE graduates with innovative education to help these future business leaders learn how, in fact, to run a business. With the stagnant economy of the past decade, more and more students are electing to pursue their entrepreneurial prowess as young business owners. I believe we would all agree that passion and a unique product or service are only two of the necessary elements for success in business. The other, of course, is business acumen, which must be learned. The reason so many young companies fail is the lack of available, affordable education coupling experiential learning opportunities and traditional education approaches in concert with mentorship from seasoned, business executives. Nowhere is this need more profound than for recent graduates of non-business programs who wish to explore a career in business.

Consider the dance major who wishes to open a chain of dance studios, the education major looking to develop the latest, ed tech software app or the science major who has the next great idea for marketing clean energy creation. We are only scratching the surface of the enormous, unmet need in our region. Developing the aforementioned program could be a powerful catalyst for economic growth in the greater Baltimore area.

As a business owner, former adjunct faculty and one who has held other key roles in business and the Towson University communities over many decades, I wholeheartedly endorse and support the quest for a program enabling young entrepreneurs who are coming out of undergraduate programs without business training.

Please feel free to contact me in the event I can offer additional insight.

Best,

Sam Polakoff



NEXTERUS

SAMUEL R. POLAKOFF

PRESIDENT & CEO

**APPENDIX B**  
**Proposed Master of Science in Management and Leadership Studies**  
**Summary of Program Distinctiveness**

The proposed TU Master of Science in Management and Leadership Studies will be a one-year, full-time, cohort-based program of 30 credits designed for recent graduates of non-business degree programs. The program will provide a unique educational experience through its emphasis on real-world experiential learning in partnership with local businesses. The targeted constituency comprises non-business bachelor's degree holders with significantly less experience than the typical Masters of Business Administration (MBA) or Master of Science (MS) program in a specific business discipline.

The proposed specialized master's program in management and leadership studies is distinct from traditional MBA programs and from other MS programs offered in the area. Several local universities, including the University of Maryland College Park, Johns Hopkins University, and University of Maryland University College, offer both MBA programs and specialized MS programs in Management and/or Leadership. At these universities, the MS and MBA are separate and distinct degrees.

MBA programs generally focus on a wide set of business functional areas, such as finance, human resource management, technology management, etc. In contrast, the proposed program delves deeply into leadership and organizational behavior. In addition, it focuses heavily on experiential learning and professional experiences to supplement students' lack of work experience in a business setting. MBA programs typically require substantially more credit hours, including a series of foundational courses for students who enter without an undergraduate degree in business. For example, the full-time MBA from the Smith School at University of Maryland College Park requires 54 credits.<sup>10</sup> The MBA from the Graves School of Business at Morgan State University is a two-year program requiring 33 credits, with an additional eight pre-MBA courses for students without prior business education.<sup>11</sup> The MBA from the Merrick School of Business at the University of Baltimore requires 36 credits, with an additional 12 for students without prior business education.<sup>12</sup> Unlike these programs, courses in the proposed program are not traditional MBA or pre-MBA courses. (See Table 1.)

TU's proposed M.S. in Management and Leadership Studies will provide the foundational knowledge and professional experiences necessary to work effectively in teams and lead change within organizations. The proposed program distinguishes itself from other specialized MS programs in the area through its unique combination of a targeted constituency, an emphasis on leadership, and the use of business partners to provide an intense focus on applied, experiential learning. (See Table 2).

The targeted constituency is similar to that of the University of Maryland, College Park's (UMCP) MS in Business and Management. Both programs are designed for recent undergraduate students in fields outside of business. The UMCP curriculum was designed not to compete with its existing MBA and undergraduate

<sup>10</sup> <http://www.rhsmith.umd.edu/files/Documents/Programs/FTMBA/2016brochure-ft-mba.pdf>

<sup>11</sup> <http://www.morgan.edu/mba>

<sup>12</sup> <http://www.ubalt.edu/merrick/graduate-programs/mba/academics/program-requirements.cfm>

programs, but rather to “give a business mindset to students pursuing careers that may be considered outside of a core functional area ... who would benefit from understanding the business models of the organizations for which they will eventually be employed.<sup>13</sup>” In contrast, MBA programs in general, the MA in Leadership and Management at Notre Dame of Maryland, and the MS in Management at the University of Maryland University College all target working professionals seeking to leverage business experience to enhance their careers. **Our program is a full-time, one-year cohort based program targeted toward students who have completed their undergraduate degree in a non-business field.**

The emphasis on leadership distinguishes the program from the MS in Business and Management at UMCP, other Management programs, and MBA programs. Program learning objectives and the curriculum of the proposed program cover the basic structure and language of business, but unlike other programs, are not developed around business functional areas. For example, the program at UMCP requires courses in financial accounting, marketing management and strategic management, all of which parallel typical business administration courses. **Courses in the proposed MS in Management and Leadership Studies program will focus primarily on organizational culture and building teams and relationships.**

The focus on applied, experiential learning is unlike other programs in the area. Using an MS in Management Studies program offered at Boston University<sup>14</sup> as a model, the proposed program will collaborate heavily with area organizations. It includes two real life professional project courses and an internship. The two project courses provide experience working in teams, solving business problems and presenting solutions to clients. The professional internship course provides supervised experience in a field setting and facilitates the application of knowledge. The partners will have distinct roles in working with faculty on course content and assessment of learning outcomes of the course.

As a specialized master’s program focused on management and leadership, the proposed TU program is not directly comparable to MBA programs. However, as the proposed program is housed in a business college, there are inevitably some similarities in the language used to describe courses. A course-by-course comparison is shown in Table 1 on the following pages.

---

<sup>13</sup> Curriculum Change Proposal approved by the Maryland Higher Education Commission on May 16, 2016. PCC Log No. 15065. Accessed online at [https://www.provost.umd.edu/ProgDocs/15-16/15065\\_BMGT\\_BMGT\\_ModifyMSBusiness&Management.pdf](https://www.provost.umd.edu/ProgDocs/15-16/15065_BMGT_BMGT_ModifyMSBusiness&Management.pdf)

<sup>14</sup> <http://www.bu.edu/questrom/degree-programs/ms-in-management-studies/>

**Table 1: Course-by-Course Comparison of Proposed Program with MBA Programs at University of Baltimore and Morgan State University**

Towson University M.S. in Management and Leadership Studies (30 credits)	University of Baltimore Master of Business Administration (36-38 credits)	Morgan State University Master of Business Administration (33-57 credits)
<b>Prerequisite Courses or Undergraduate Degree in Business Administration:</b> TU's proposed M.S. in Management and Leadership is designed for students with undergraduate degrees outside of business. The program does not require any prerequisite business courses. MBA programs generally require students to have completed an undergraduate degree in business or to take a series of prerequisite courses to bring them to that level. MBA programs at UB and Morgan State require prerequisites.		
None	<ul style="list-style-type: none"> <li>• ACCT 505 Accounting Essentials (1.5)</li> <li>• ECON 505 Microeconomics (1.5)</li> <li>• ECON 506 Macroeconomics (1.5)</li> <li>• FIN 505 Essentials of Finance (1.5)</li> <li>• MKTG 505 Marketing Essentials (1.5)</li> <li>• OPM 505 Introduction to Operations Management (1.5)</li> <li>• OPRE 505 Fundamentals of Statistics (1.5)</li> <li>• OPRE 506 Managerial Statistics (1.5)</li> </ul>	<ul style="list-style-type: none"> <li>• ACCT 500: Accounting Principles for Managers (3)</li> <li>• FIN 501: Overview of Economics (3)</li> <li>• FIN 520: Essential Financial Concepts for Managers (3)</li> <li>• BUAD 521: Organizational Behaviors and the Environment of Business (3)</li> <li>• INSS 540: Operations Management (3)</li> <li>• INSS 586: Quantitative and Statistical Skills for Managers (3)</li> <li>• MKTG 567: Marketing and the Social Environment (3)</li> <li>• INSS 587: Fundamentals of Information Technology for Managers (3)</li> </ul>
<b>Introduction to Business:</b> As a specialized master's program designed for students without prior business education, TU's proposed M.S. in Management and Leadership includes an introductory course designed to introduce students to business processes and the importance of teamwork. This type of course is not typically offered in MBA programs. Neither UB's nor Morgan's MBA programs include such a course.		
1. MLST 500: Understanding Business (3): This course provides an integrated view of business organizations and prepares students to critically analyze business problems and develop effective solutions. It includes study of the structure and organization of businesses, common business processes, interrelationships among business functions and teamwork.	None - Students are expected to enter with an undergraduate degree in business or to complete a series of foundational courses.	None - Students are expected to enter with an undergraduate degree in business or to complete a series of foundational courses.
<b>Accounting and Finance Courses:</b> MBA programs typically require multiple courses in the areas of accounting and finance. As a specialized master's program, TU's proposed M.S. in Management and Leadership requires one course in operational budgeting as the basic language of business. Both UB's and Morgan State's MBA programs require multiple courses in accounting and finance beyond the prerequisite courses.		

<b>Towson University M.S. in Management and Leadership Studies (30 credits)</b>	<b>University of Baltimore Master of Business Administration (36-38 credits)</b>	<b>Morgan State University Master of Business Administration (33-57 credits)</b>
<p>2. FIN 600: Financial Decision Making for Managers (3). This course focuses on communication and decision making using financial information within an organization. The quality of communication is an important determinant of success for most organizations, and much of the communication of quantitative information relies on the language and tools of managerial accounting and leadership. The overall objective of the course is to provide you with the concepts and tools needed to understand, apply, and explain accounting, financial, and budgeting information for managerial decisions.</p>	<p>1. ACCT 605 - Performance Management and Accounting Controls (3). Focuses on how managers can use accounting information in the budgeting process to assist them in planning, controlling and making decisions. Introduces students to internal controls, corporate governance and enterprise risk management. Prerequisites: ACCT 505 or equivalent.</p> <p>And</p> <p>2. FIN 605 - Financial Management (1.5). Provides intermediate-level coverage of topics in financial statements and their analysis, financial forecasting, security risk and pricing, capital budgeting and nonpublic corporate finance.</p> <p>And</p> <p>3. Choices of FIN 615 Entrepreneurial Finance (1.5) and FIN 625 Corporate Finance (1.5) among course selections in the Flexible Core</p>	<p>1. ACCT 600: Accounting for Decision Making (3). 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.</p> <p>And</p> <p>2. FIN 620: Corporate Finance (3). This course covers the principles and practices of financial management. Students will be exposed to financial concepts, financial instruments, and techniques used in financial decision making. Topics include financial analysis, short-term financing and planning, capital budgeting, cash flow estimation and risk analysis, cost of capital, capital structure, dividend policy, mergers and acquisitions, and initial public offerings.</p>
<p><b>Economics Courses:</b> MBA programs often include courses in Economics beyond basic micro and macroeconomics courses found in undergraduate business programs. UB’s MBA program includes such a course. As a specialized master’s program, TU’s proposed M.S. in Management and Leadership does not.</p>		
<p>None</p>	<p>4. ECON 605 - Business and Public Policy in a Global Economy (1.5). This course uses an economic framework to analyze and evaluate public policy issues that may affect businesses. Ethical and managerial implications are integrated. Applications of the framework include globalization, environmental, and health care issues.</p>	<p>None required</p>

<p><b>Towson University</b>  <b>M.S. in Management and Leadership</b>  <b>Studies (30 credits)</b></p>	<p><b>University of Baltimore</b>  <b>Master of Business Administration</b>  <b>(36-38 credits)</b></p>	<p><b>Morgan State University</b>  <b>Master of Business Administration</b>  <b>(33-57 credits)</b></p>
<p><b>Entrepreneurship Courses:</b> MBA programs sometimes include courses in innovation and entrepreneurship. Both UB's and Morgan State's MBA programs include such a course. TU's proposed M.S. in Management and Leadership does not.</p>		
<p>None</p>	<p>5. ENTR 605 - Creativity and the Entrepreneurial Mindset (1.5). Focuses on personal and organizational creativity and enables students to recognize and develop creative abilities in organizations. Includes a final team-based new product pitch that allows students to apply creativity in a business context.</p>	<p>3. ENTR 651: Innovation and Entrepreneurship (3). 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.</p>
<p><b>Information Systems Courses:</b> MBA programs typically include courses related to managing information technology. Both UB's and Morgan State's MBA programs include such a course. TU's proposed M.S. in Management and Leadership does not.</p>		
<p>None</p>	<p>6. INSS 605 - IT for Business Transformation (3). Examines the key roles that information systems and technologies play in the current business environment as well as the disruptive and innovative nature of information systems in promoting the fundamental transformation of industries, businesses and society. Covers current major issues in the field of management of information systems, such as social computing, cybersecurity, big data and mobile technologies.</p> <p>And</p> <p>7. Choices of OPM 615 Innovation and Project Management (3) and OPM 625 Operations and Supply Chain Management (3) among course selections in the Flexible Core</p>	<p>4. INSS 687: Information Technology &amp; Supply Chain Management System (3). This course highlights the role of technology as an integrative component in the strategic success of an organization. The course examines the role Information Technology (IT) plays as a competitive tool that can differentiate a company's products, services, and processes. The course also examines the basic supply chain management processes and the strategic role of enterprise information systems in creating business value to organizations.</p>

<p><b>Towson University</b>  <b>M.S. in Management and Leadership</b>  <b>Studies (30 credits)</b></p>	<p><b>University of Baltimore</b>  <b>Master of Business Administration</b>  <b>(36-38 credits)</b></p>	<p><b>Morgan State University</b>  <b>Master of Business Administration</b>  <b>(33-57 credits)</b></p>
<p><b>Marketing Courses:</b> MBA programs typically include courses related to marketing strategy. Both UB’s and Morgan State’s MBA programs include such a course. TU’s proposed M.S. in Management and Leadership does not. It does include a course focused on building relationships with clients that will be taught out of the Marketing Department.</p>		
<p>3. MKTG 600: Introduction to Client Management and Relationship Building (3). This course provides an overview of the process of creating, developing, and managing client relationships. It includes study of buyer behavior, public relations, the sales and negotiation processes, services, customer service and satisfaction and the ethical and communication considerations related to these areas.</p>	<p>8. MKTG 605 - Marketing Strategy (1.5 credits). Explores the role of marketing in creating value for the firm and its stakeholders and examines market strategy in the context of a dynamic external environment.</p> <p>And</p> <p>9. Choices of MKTG 615 Entrepreneurial Marketing (1.5) and MKTG 625 Customers and Markets (1.5) among course selections in the Flexible Core</p>	<p>5. MKTG 675: Strategic Marketing &amp; Business Intelligence (3). 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.</p>
<p><b>Data Management Courses:</b> MBA programs sometimes include courses in data analysis beyond the statistics courses usually offered in undergraduate business programs. UB’s MBA program offers such a course. TU’s proposed M.S. in Management and Leadership offers a course that focuses on using information for decision making, but does not focus on big data, data mining or optimization.</p>		
<p>4. EBTM 600: Solving Business Problems (3). This course addresses methods of working with data to support managerial decision making. This includes using spreadsheet software to summarize, visualize and analyze data. Business cases will be used to frame problems and analyze data to develop solutions. Analytical methods will include descriptive, predictive, and prescriptive approaches.</p>	<p>10. OPRE 605 - Business Analytics (1.5). Explores business analytics and its applications to management decision-making for a range of business situations. Covers problem structuring; big data; data mining; optimization; computer simulation; decision analysis; and predictive modeling.</p>	<p>None required. MKTG 675 includes data mining and forecasting.</p>

Towson University M.S. in Management and Leadership Studies (30 credits)	University of Baltimore Master of Business Administration (36-38 credits)	Morgan State University Master of Business Administration (33-57 credits)
<b>International Business Courses:</b> MBA programs sometimes include courses focused on international business. TU's proposed M.S. in Management and Leadership does not require such a course.		
None	None required	6. BUAD 647: International Business Environment & Sustainability (3). 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 is also examined within this context.
<b>Management and Leadership Courses:</b> MBA programs typically include a course focused on managing organizations. Both UB's and Morgan's MBA programs include such a course. As a specialized master's program, TU's proposed M.S. in Management and Leadership offers more courses focused on leadership than the typical MBA. (continues on next page)		

Towson University M.S. in Management and Leadership Studies (30 credits)	University of Baltimore Master of Business Administration (36-38 credits)	Morgan State University Master of Business Administration (33-57 credits)
<p>5. EBTM 700: Leading Projects (3). Organizations are increasingly using project management approaches to respond to the fast changing economic environment and market conditions. Students will use a combination of instruction and experience-based activities to learn and demonstrate how to define, plan, and lead projects in contemporary business environments.</p> <p>And</p> <p>6. MNGT 635: Organizational Culture (3). Leading a modern organization utilizes a variety of skills related to motivation, ethical decision making and managing a rapidly changing business environment. In this course, students will learn about organizational culture, diversity, ethics and leadership. The course focuses on how leaders develop a workforce that leads to a success business.</p> <p>And</p> <p>7. MNGT 715: Leading Organizations (3). This course is based on the idea that the deeper we go into the exploration of organizational leadership, learning and change, the more we need to deal with the dimensions of sense-making, connection-building, choice-making, vision-inspiring, reality-creating roles of leaders. It involves a series of workshops designed to help students lead, learn, and implement change from within. Readings and assignments are designed to inspire practices of deep reflection and help each student refine her/his own leadership style.</p>	<p>11. MGMT 605 - Leading with Integrity (1.5). Focuses on leadership, integrity and core management principles. Provides an overview of concepts and practices essential to managerial effectiveness, including developing a vision for the organization in a complex business environment, setting objectives, planning, motivating others, managing for results, and a grounding in ethics at the individual and organizational level.</p> <p>And</p> <p>12. Choices of MGMT 615 Managing in a Dynamic Environment (3) and MNGT 625 Collaboration, Negotiation and Conflict Management (3) among course selections in the Flexible Core</p>	<p>7. BUAD 660: Human Capability Management (3). 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.</p> <p>And</p> <p>8. BUAD 625: Organizational Leadership and Ethics (3). This course focuses on leadership and ethical issues in organizations and society. Through a combination of experiential and traditional learning techniques, the course addresses leadership, followership, teamwork, change management, ethical decision-making, corporate social responsibility, and sustainability.</p>

<p><b>Towson University</b>  <b>M.S. in Management and Leadership</b>  <b>Studies (30 credits)</b></p>	<p><b>University of Baltimore</b>  <b>Master of Business Administration</b>  <b>(36-38 credits)</b></p>	<p><b>Morgan State University</b>  <b>Master of Business Administration</b>  <b>(33-57 credits)</b></p>
<p><b>Strategic Management Courses:</b> MBA programs usually include a capstone course in strategic management. Both UB's and Morgan State's MBA programs include such a course. TU's proposed M.S. in Management and Leadership does not.</p>		
<p>None</p>	<p>13. MGMT 790 - Strategic Management Capstone (3). An experiential capstone in which students assume the perspective of general managers facing decisions of strategic importance to their organizations. Emphasizes the critical functions of goal-setting, strategy formulation, implementation and control processes.</p>	<p>9. BUAD 699: Strategic Management (3). 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.</p>
<p><b>Project-based and Internship Courses:</b> TU's proposed M.S. in Management and Leadership includes two project-oriented courses that incorporate partnerships with business clients. MBA programs, including the UB and Morgan State programs, do not typically require such courses.</p>		
<p>8. MKTG 600: Introduction to Client Management and Relationship Building (3). This course provides an overview of the process of creating, developing, and managing client relationships. It includes study of buyer behavior, public relations, the sales and negotiation processes, services, customer service and satisfaction and the ethical and communication considerations related to these areas.</p>	<p>None required</p>	<p>None required</p>
<p>9. MLST 800: Advanced Applied Project in Management and Leadership Studies (3). This project course is the capstone course and is an applied team project in content areas related to management and leadership studies. Students work in teams on a significant theoretical or applied problem in provided by an industry partner. The completed project should clearly present the problem of undertaken project, its significance to theory and business practice, the research or project background, a well-defined method, results or findings, and their implications.</p>	<p>None required</p>	<p>None required</p>

Towson University M.S. in Management and Leadership Studies (30 credits)	University of Baltimore Master of Business Administration (36-38 credits)	Morgan State University Master of Business Administration (33-57 credits)
<b>Internship:</b> TU's proposed M.S. in Management and Leadership requires an internship. MBA programs, including the UB and Morgan State programs, do not typically require an internship.		
10. MLST 700: Professional Experience in Management and Leadership Studies (3). Supervised experience in a field setting which facilitates the application of management and leadership knowledge.	None required	None required
<b>Additional elective courses:</b> TU's proposed M.S. in Management and Leadership will be a cohort based program with 30 required credits and no elective courses. Many MBA programs, including UB's and Morgan's, require additional electives.		
None	Three elective courses (9 credits). UB's MBA program offers 11 specializations; elective courses are chosen from among these areas of study: Cyber Security and Organizational Resilience, Data Analytics, Digital Business, Entrepreneurship, Managing Financial Performance, Global Management, Health Care Management, Leadership and Organizational Learning, Marketing, Public-Sector Management, and a Customized option.	Four elective courses (16 credits) Morgan's MBA program offers electives in 6 areas of study: Accounting, Finance, Management, Marketing Research and International Management.

The MBA program at the University of Baltimore offers the option of a specialization in Leadership and Organizational Learning. Students who complete the required courses in their MBA program may choose to focus on this area by selecting three of the following electives:

- MGMT 730 - Leadership, Learning and Change
- MGMT 731 - Leadership Seminar
- MGMT 732 - Leadership: Self-Organization in the Firm
- MGMT 710 - Human Resource and Compensation Management
- MGMT 760 - Organizational Creativity and Innovation
- MKTG 760 - Global Marketing Management

The MBA elective specialization option differs from the proposed program in several respects:

- The degree and targeted constituency are different.
- UB's MBA program is designed to cover a broad spectrum of business functional areas through the required MBA courses, while the proposed TU program is a specialized M.S. degree.
- Students without an undergraduate degree in business must complete the prerequisite courses to enter UB's MBA program.
- UB's program is not designed to provide the professional experiences to supplement students' lack of prior work experience in a professional setting.

**Table 2: Comparison to Masters Programs in Management and/or Leadership in Maryland<sup>15</sup>**

	<b>Towson University (proposed)</b>	<b><a href="#">University of Maryland, College Park</a><sup>16</sup></b>	<b><a href="#">Notre Dame of Maryland University</a><sup>17</sup></b>	<b><a href="#">Goucher College</a><sup>18</sup></b>	<b><a href="#">Johns Hopkins University</a><sup>19</sup></b>	<b><a href="#">University of Maryland University College</a><sup>20</sup></b>	<b><a href="#">University of Baltimore</a><sup>21</sup></b>
Program	MS in Management and Leadership	MS in Business and Management	MA in Leadership and Management	MA in Management	MS in Organizational Leadership	MS in Management	MS in Global Leadership
College/ Department	College of Business and Economics	Smith School of Business	School of Arts, Sciences and Business	N/A	School of Education	N/A	Management & International Business
Targeted Student Population	Students who have completed their undergraduate degree in a non-business field	Students who have completed their undergraduate degree in a non-business related field but who do not yet have work experience	Professional women and men in any field who are or who expect to assume organizational leadership responsibilities	Students who are seeking to marry their interest and experience in social, environmental, and creative work with the technical tools they need to plan, organize, and lead organizations.	Restricted to public safety professionals	Professionals who are assuming greater management responsibilities within their organizations	
Enrollment (2015)	N/A	44		6		3206	Program Suspended

<sup>15</sup> Determined by a search of the keywords “management” and “leadership” at the Masters Level at [http://www.mhec.maryland.gov/utilities/search\\_major.asp](http://www.mhec.maryland.gov/utilities/search_major.asp). Highly specific programs such as Construction Management and Healthcare Management were not included.

<sup>16</sup> [https://www.provost.umd.edu/ProgDocs/15-16/15065\\_BMGT\\_BMGT\\_ModifyMSBusiness&Management.pdf](https://www.provost.umd.edu/ProgDocs/15-16/15065_BMGT_BMGT_ModifyMSBusiness&Management.pdf)

<sup>17</sup> <http://www.ndm.edu/grad-prof-studies/academics/programs/leadership-and-management>

<sup>18</sup> <http://www.goucher.edu/graduate-programs/ma-in-management/curriculum>

<sup>19</sup> <http://psl.jhu.edu/programs/msorgleadership/curriculum.html>

<sup>20</sup> <http://www.umuc.edu/academic-programs/masters-degrees/management.cfm>

<sup>21</sup> [https://www.ubalt.edu/about-ub/offices-and-services/provost/courses-and-program-development/msb\\_downloads/04-2-msgl.pdf](https://www.ubalt.edu/about-ub/offices-and-services/provost/courses-and-program-development/msb_downloads/04-2-msgl.pdf)

	<b>Towson University (proposed)</b>	<a href="#"><u>University of Maryland, College Park</u></a> <sup>16</sup>	<a href="#"><u>Notre Dame of Maryland University</u></a> <sup>17</sup>	<a href="#"><u>Goucher College</u></a> <sup>18</sup>	<a href="#"><u>Johns Hopkins University</u></a> <sup>19</sup>	<a href="#"><u>University of Maryland University College</u></a> <sup>20</sup>	<a href="#"><u>University of Baltimore</u></a> <sup>21</sup>
Required Courses	<ul style="list-style-type: none"> <li>• Understanding Business and Building Teams</li> <li>• Building Organizational Culture</li> <li>• Budgeting and Forecasting</li> <li>• Building Client Relationships</li> <li>• Solving Business Problems</li> <li>• Managing Projects</li> <li>• Leading Organizational Change</li> <li>• Professional Experience I</li> <li>• Professional Experience II</li> <li>• Professional Internship</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Accounting</li> <li>• Financial Management</li> <li>• Managerial Economics &amp; Public Policy</li> <li>• Data, Models &amp; Decisions</li> <li>• Marketing Management</li> <li>• Leadership, Teamwork &amp; Human Capital</li> <li>• Strategic Management</li> </ul>	<ul style="list-style-type: none"> <li>• Managing in Complex Environments</li> <li>• Financial Analysis</li> <li>• Leadership and Leading</li> <li>• Marketing Management</li> <li>• Business Communication</li> <li>• Data Driven Business Decisions</li> <li>• Economic Theory in Management</li> <li>• Ethical Issues in Leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Principles of Project Management</li> <li>• Strategic Management</li> <li>• Financial Skills &amp; Managerial Accounting</li> <li>• Principles of Marketing</li> <li>• Economic Principles for Managers</li> <li>• Leadership and Self-development I: Leadership Styles or Leadership and Self-development II: The Creative Professional</li> <li>• Managing an Organization or Nonprofit Leadership and or Public Administration or Performance Management and Organizational Development</li> <li>• Digital Ethics and Intellectual Property or Organizational Law</li> </ul>	<ul style="list-style-type: none"> <li>• Ethics, Integrity, and the Responsibility of Leaders</li> <li>• Individual and Group Dynamics</li> <li>• Information Technology for Leaders</li> <li>• Leading and Managing Change</li> <li>• Strategic Planning for Leaders</li> <li>• Leadership and Organizational Behavior</li> <li>• Crisis Mitigation, Management, and Communication</li> <li>• Applying Research: Access, Methods, and Accountability</li> <li>• Project Management: Leading Projects to Successful Outcomes</li> <li>• Case Studies in Leadership</li> <li>• Managerial Economics</li> <li>• Current Issues in Leadership: Capstone</li> </ul>	<ul style="list-style-type: none"> <li>• Organizational Theory and Behavior</li> <li>• Financial Decision Making for Managers</li> <li>• Statistics or Research Methods</li> </ul>	

	<b>Towson University (proposed)</b>	<a href="#"><u>University of Maryland, College Park</u></a> <sup>16</sup>	<a href="#"><u>Notre Dame of Maryland University</u></a> <sup>17</sup>	<a href="#"><u>Goucher College</u></a> <sup>18</sup>	<a href="#"><u>Johns Hopkins University</u></a> <sup>19</sup>	<a href="#"><u>University of Maryland University College</u></a> <sup>20</sup>	<a href="#"><u>University of Baltimore</u></a> <sup>21</sup>
Electives	N/A	18 credits in business courses, such as: <ul style="list-style-type: none"> <li>• Managerial Accounting</li> <li>• Operations Management</li> <li>• Global Supply Chain Management</li> <li>• Entrepreneurship and New Ventures</li> </ul>	12 credit concentration in Health Care Administration, Principled Leadership, Human Resource Management, Information Systems, Project Management	7.5 credits of management courses 9 credits of non-management courses	N/A	21 credits in one of 20 specializations	
Format	Face-to-Face	Face-to-face	Hybrid	Hybrid	Online or Face-to-Face	Online	
Credit Hours	30 total	30 total; 14 required 16 elective	39 total 27 required 12 elective	39 total 22.5 required 16.5 elective	36 total	36 total 15 required 21 elective	

**APPENDIX C**  
**COURSE DESCRIPTIONS**

<p><i>EBTM 600: Solving Business Problems (3).</i> This course addresses methods of working with data to support managerial decision making. This includes using spreadsheet software to summarize, visualize and analyze data. Business cases will be used to frame problems and analyze data to develop solutions. Analytical methods will include descriptive, predictive, and prescriptive approaches.</p>
<p><i>EBTM 700: Leading Projects (3).</i> Organizations are increasing using project management approaches to respond to the fast changing economic environment and market conditions. Students will use a combination of instruction and experience-based activities to learn and demonstrate how to define, plan, and lead projects in contemporary business environments.</p>
<p><i>FIN 600: Financial Decision Making for Managers (3).</i> This course focuses on communication and decision making using financial information within an organization. The quality of communication is an important determinant of success for most organizations, and much of the communication of quantitative information relies on the language and tools of managerial accounting and leadership. The overall objective of the course is to provide you with the concepts and tools needed to understand, apply, and explain accounting, financial, and budgeting information for managerial decisions.</p>
<p><i>MKTG 600: Introduction to Client Management and Relationship Building (3).</i> This course provides an overview of the process of creating, developing, and managing client relationships. It includes study of buyer behavior, public relations, the sales and negotiation processes, services, customer service and satisfaction and the ethical and communication considerations related to these areas.</p>
<p><i>MNGT 635: Organizational Culture (3).</i> Leading a modern organization utilizes a variety of skills related to motivation, ethical decision making and managing a rapidly changing business environment. In this course, students will learn about organizational culture, diversity, ethics and leadership. The course focuses on how leaders develop a workforce that leads to a success business.</p>
<p><i>MNGT 715: Leading Organizations (3).</i> This course is based on the idea that the deeper we go into the exploration of organizational leadership, learning and change, the more we need to deal with the dimensions of sense-making, connection-building, choice-making, vision-inspiring, reality-creating roles of leaders. It involves a series of workshops designed to help students lead, learn, and implement change from within. Readings and assignments are designed to inspire practices of deep reflection and help each student refine her/his own leadership style.</p>
<p><i>MLST 500: Understanding Business (3):</i> This course provides an integrated view of business organizations and prepares students to critically analyze business problems and develop effective solutions. It includes study of the structure and organization of businesses, common business processes, interrelationships among business functions and teamwork.</p>
<p><i>MLST 600: Applied Project in Management and Leadership Studies (3).</i> This project course provides an introduction to working on a team based applied project for a client. The completed project should will focus on analyzing and presenting solutions to a real business problem.</p>
<p><i>MLST700: Professional Experience in Management and Leadership Studies (3).</i> Supervised experience in a field setting which facilitates the application of management and leadership knowledge.</p>
<p><i>MLST 800: Advanced Applied Project in Management and Leadership Studies (3).</i> This project course is the capstone course and is an applied team project in content areas related to management and leadership studies. Students work in teams on a significant theoretical or applied problem in provided by an industry partner. The completed project should clearly present the problem of undertaken project, its significance to theory and business practice, the research or project background, a well-defined method, results or findings, and their implications.</p>

## ADMISSION REQUIREMENTS

The program is a year-long, full time cohort program designed for those with at least a bachelor's degree from fields outside of business with relatively little or no previous business related managerial experience. Admitted students begin classes full time in August. The deadline to apply is Aug. 1. Priority will be given to students whose application and materials have been received by July 1.

Admission to the Master of Science degree in Management and Leadership Studies is competitive. The eligibility requirements are:

- A baccalaureate degree in a non-business field other from a regionally accredited college or university.\*
- A cumulative GPA of 3.00 (on a scale of 4.00) or equivalent on the most recent 60 units of graduate or undergraduate work.

\*See Exceptions to Policy in [Graduate Admissions](#).

### How to Apply

To apply, complete a Graduate Admission application. The following additional information will be requested as part of the online application:

- Two letters of recommendation from individuals who can attest to your ability to withstand the rigors of a graduate education. (Email addresses of recommenders must be entered on application).
- A one- to two-page personal statement describing your past relevant experience, your career goals and how you expect this program to support those goals
- A resume
- International students may be subject to additional requirements. See the [admissions website](#) for more information.

## APPENDIX D LIBRARY RESOURCES

Prepared by Shana Gass, Business & Economics Librarian  
in consultation with Dr. Judy Harris, Associate Dean and Professor & Director of Curriculum and Assessment and  
Mary Gilbert, Assistant University Librarian for Content Management

### **SUMMARY OF RESOURCES AND RECOMMENDATIONS:**

*Overall, the Towson University Libraries are positioned to provide effective support for the proposed Masters of Science in Management and Leadership. The TU Libraries already have been purchasing relevant books and maintains consistent book funding for Management as well as Finance and e-Business & Technology Management. TU Libraries' article databases and journal subscriptions also offer solid subject coverage both on- and off-campus. TU Libraries' online databases feature not only articles but also information essential to any business researcher including company, competitor, and industry information.*

*There is a designated librarian for the College of Business and Economics to assist with collection development, teaching, and research needs.*

### **To enhance the M.S. program, the Library recommends:**

- Annual subscription to Mergent Intellect / upgrade to Mergent Online: \$4,950/year
- For annual subscriptions, there may be small increases for inflation year-to-year.
- These recommendations are contingent on any combination of the following:
  - A commensurate increase in annual funding to the Library from the University
  - Direct, annual transfer of required funds from the department to the Library  
This has been done by several departments across Towson to meet specialized needs.
  - Cancellation of *Reference USA* database (some overlap with Mergent Intellect product)

### **CURRENT TU LIBRARIES' LIBRARY RESOURCES**

<http://libguides.towson.com/business>

<http://libguides.towson.com/management>

<http://libguides.towson.com/ebusiness>

<http://libguides.towson.com/finance>

### **BOOKS**

Management, leadership, and other relevant topics are well-represented in TU Libraries' book collections. Continuing purchases in these areas have kept the coverage current. *Representative titles are included at the end of this appendix.* Purchases mostly are funded through the Management book budget, as well as the Finance, Marketing, and e-Business & Technology Management budgets.

**Recommendation:** It should be noted that the annual Management, Finance, Marketing, and e-Business & Technology Management book budgets have respectively remained at \$4000, \$3200, \$4000, and \$4100 for many years. Should the volume of requests in these areas increase

it would be necessary to revisit the issue of the relevant book budget allocations. Otherwise, the Library anticipates that the above-mentioned book budgets are sufficient for continuing purchases in these areas.

## **DATABASES**

The TU Libraries also offer access to a number of databases with solid indexing and full-text coverage of general business, Management, Leadership and other relevant subject areas. In respect to the business and management disciplines, the Library's *Business Source Premier* database subscription offers good coverage of scholarly, trade, professional, and news articles. Additional news coverage can be found in the *Factiva* and *LexisNexis Academic* databases. TU Libraries' databases also include a wide range of information critical to any business researcher such as market share (*Gale Directory Library*, *RDS* databases), company financial data (*Mergent Online*), company profiles and company screening (*LexisNexis Academic*, *Business Source Premier*, *ReferenceUSA*), and industry reports and data (*Standard & Poor's NetAdvantage*, *Research Monitor*, and *Sports Business Research Network* databases). The TU Libraries' also subscribe to video content through Films on Demand and VAST: Academic Video Online, which include some relevant content, as well as to the *Kanopy* film streaming service, which provides access to Kantola Productions videos such as the Stanford Executive Briefing on *The Art of Leadership*.

TU Libraries' databases are available to Towson students and faculty from on- or off-campus.

## **JOURNALS**

Via the TU Libraries' databases and electronic journal individual and package subscriptions, the Library offers access (again, on- and off-campus) to a number of newspapers, magazines, trade publications, and journals that will support the proposed M.S.

Relevant publications featuring access to current issues include:

- *Academy of Management Review*\*
- *Bloomberg BusinessWeek*\*
- *Harvard Business Review*
- *Journal of Business Ethics*
- *Journal of Leadership & Organizational Studies*
- *Journal of Management*
- *MIT Sloan Management Review*
- *Organization Studies*
- *Wall Street Journal*

\*Sole coverage is via aggregator database *Business Source Premier*. This coverage is dependent upon agreements between the publisher and EBSCO and is subject to change including embargo or removal at any time.

Individual articles not available through TU Libraries' subscriptions can be requested through interlibrary loan to Towson students and faculty. Intensive reliance on such access for any one publication could be problematic if routinely needed for student research, faculty awareness, or required course reading, especially for specialized publications that may be held at few lending libraries.

## **ONLINE SOURCES**

M.S. students will apply their business knowledge and skills in several consultative projects. Since projects will focus on varied companies and industries, it would be valuable to enhance our industry and company coverage. One relatively low-cost opportunity to do so is to take advantage of an offer to enhance our Mergent Online subscription, adding Mergent Intellect as well. This would expand our coverage to 70M U.S. and 250+ international companies, with screening and analytical capabilities. It would also include First Research industry reports (representing 1000+ industries and greatly expanding our industry coverage; a useful feature for analysis is a tailored list of questions to ask about companies in a given industry) and aggregate industry ratios for use in company financial analysis.

To upgrade Mergent will initially cost \$4,950 per year.

This recommendation is contingent on 1) the availability of additional annual funding to the Library from University *and/or* 2) direct, annual transfer of required funds from department to Library and/or cancellation of *Reference USA* database of company information.

## ***Representative Management, Leadership, and Other Relevant Books in the TU Libraries***

- Berg, G. ., Pietersma, P., & Assen, M. (2015). Key management models: The 75+ models every manager needs to know.
- Berger, J. G., & Johnston, K. (2015). Simple habits for complex times: Powerful practices for leaders.
- Bilton, C., & In Cummings, S. (2014). Handbook of management and creativity.
- Bolman, L. G., & Deal, T. E. (2014). How great leaders think: The art of reframing.
- Boutros, T., & Purdie, T. (2014). The process improvement handbook: A blueprint for managing change and increasing organizational performance.
- In Chiocchio, F., In Kellway, E. K., & In Hobbs, B. (2015). The psychology and management of project teams.
- Coleman, J., Gulati, D., & Segovia, W. O. (2012). Passion & purpose: Stories from the best and brightest young business leaders. Boston, Mass: Harvard Business Review Press.
- Coleman, P. T., & Ferguson, R. (2014). Making conflict work: Harnessing the power of disagreement.
- Davenport, T. H. (2014). Big data @ work: Dispelling the myths, uncovering the opportunities.
- Davis, G. F., & White, C. (2015). Changing your company from the inside out: A guide for social intrapreneurs.
- Fowler, S. (2014). Why motivating people doesn't work ... and what does: The new science of leading, energizing, and engaging.
- Goffee, R., & Jones, G. (2015). Why should anyone work here?: What it takes to create an authentic organization.
- Goodwin, P., & Wright, G. (2014). Decision analysis for management judgment.
- Hickman, G. R., & Sorenson, G. J. (2014). The power of invisible leadership: How a compelling common purpose inspires exceptional leadership.
- Hill, L. A. (2014). Collective genius: The art and practice of leading innovation.
- Horowitz, B. (2014). The hard thing about hard things: Building a business when there are no easy answers.
- Ibarra, H. (2015). Act like a leader, think like a leader.
- Kayes, D. C. (2015). Organizational resilience: How learning sustains organizations in crisis, disaster, and breakdown.
- Kets Devries, . V. M. F. R. (2016). Coach and couch: The psychology of making better leaders.
- Kvalnes, Ø. (2015). Moral reasoning at work: Rethinking ethics in organizations.
- Leinwand, P., & Mainardi, C. (2016). Strategy that works: How winning companies close the strategy to-execution gap.
- Lipman, V. (2015). The Type B manager: Leading successfully in a type A world.
- Palfy, G. (2015). How business works: A graphic guide to business success.

- Pollak, L. (2014). *Becoming the boss: New rules for the next generation of leaders*.
- Raelin, J. A. (2016). *Leadership-as-practice: Theory and application*.
- Reffo, G., & Wark, V. (2014). *Leadership PQ: How political intelligence sets successful leaders apart*.
- Roth, G., & DiBella, A. J. (2015). *Systemic change management: The five capabilities for improving enterprises*.
- Sinek, S. (2014). *Leaders eat last: Why some teams pull together and others don't*.
- Turner, J. R. (2014). *The Handbook of project-based management: Leading strategic change in organizations*.

**APPENDIX E  
FINANCIAL RESOURCES DOCUMENTATION**

**TABLE 1: RESOURCES**

Resources Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	147,720	221,580	369,300	369,300	369,300
a. #F.T Students	10	15	25	25	25
b. Annual Tuition/Fee Rate (see chart)	\$14,772	\$14,772	\$14,772	\$14,772	\$14,772
c. Annual Full Time Revenue (a x b)	\$147,720	\$221,580	\$369,300	\$369,300	\$369,300
d. # Part Time Students	0	0	0	0	0
e. Credit Hour Rate	0	0	0	0	0
f. Annual Credit Hours	0	0	0	0	0
g. Total Part Time Revenue (d x e x f)	0	0	0	0	0
3. Grants, Contracts, & Other External Sources (from business partners)	\$0	\$0	\$0	\$5,000	\$5,000
4. Other Sources	0	0	0	0	0
<b>TOTAL (Add 1 - 4)</b>	<b>\$147,720</b>	<b>\$221,580</b>	<b>\$369,300</b>	<b>\$374,300</b>	<b>\$374,300</b>

*Graduate Tuition and Fees*

	Summer 3 units	Fall 12 units	Mini 3 units	Spring 12 units	
Tuition (per unit)	379	379	372	372	
Auxiliary Service Fees (per unit)	74	74	70	70	
Athletics Fee (per unit)	0	38	36	36	
Student Government Association Fee (per unit)	4	4	4	4	
Technology Fee (total)	24	93	24	90	
Program Total	1,395	6,033	1,470	5,874	<b>\$14,772</b>

**TABLE 2: EXPENDITURES**

Expenditure Categories	(Year 1)	(Year 2)	(Year 3)	(Year 4)	(Year 5)
<b>1. Total Faculty Expenses (b + c below)</b>	<b>\$43,890</b>	<b>\$43,890</b>	<b>\$43,890</b>	<b>\$43,890</b>	<b>\$43,890</b>
a. # FTE	10	10	10	10	10
b. Total Salary <sup>22</sup>	33,000	33,000	33,000	33,000	33,000
c. Total Benefits (salary*.08 for part-time)	10,890	10,890	10,890	10,890	10,890
<b>2. Total Administrative Staff Expenses (b + c below)</b>	<b>16,560</b>	<b>16,560</b>	<b>16,560</b>	<b>16,560</b>	<b>16,560</b>
a. # FTE	1	1	1	1	1
b. Total Salary (Grad asst.)	12,000	12,000	12,000	12,000	12,000
c. Total Benefits	4,560	4,560	4,560	4,560	4,560
<b>3. Total Support Staff Expenses (b + c below)</b>	<b>9,384</b>	<b>9,384</b>	<b>9,384</b>	<b>9,384</b>	<b>9,384</b>
a. # FTE	1	1	1	1	1
b. Total Salary (Program director)	6,800	6,800	6,800	6,800	6,800
c. Total Benefits	2,584	2,584	2,584	2,584	2,584
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space (active learning classroom)	0	50,000	0	0	0
7. Other Expenses (recruiting expense)	5,000	5,000	5,000	5,000	5,000
<b>TOTAL (Add 1 - 7)</b>	<b>\$77,334</b>	<b>\$127,334</b>	<b>\$77,334</b>	<b>\$77,334</b>	<b>\$77,334</b>

<sup>22</sup> 10 part-time faculty at \$3,300.

**APPENDIX F  
ASSESSMENT PLAN**

**Assessment Plan for Proposed MS in Management and Leadership Studies**

**A. Basic Information**

a) Program Name:	<b>Management and Leadership Studies</b>
b) Type of Degree:	
a. Master of Science	
c) Concentrations or Tracks:	No concentrations/tracks
d) Responsible College:	College of Business & Economics
e) Responsible Department:	Dean's Office
f) Department Chair:	Dr. Judy Harris
g) Graduate Program Director:	N/A
h) Assessment coordinator/s:	Dr. Judy Harris, CBE
i) Number of Students:	This is a proposed program
j) Assessment Plan Version:	New plan

**B. Key Program Learning Goals**

**Learning Outcomes**

6. Core Business Knowledge – **Demonstrate** knowledge of business principles and **recommend** appropriate business processes (Bloom Level 2 Comprehension and Level 4 -- Analyze)
7. Professional Skills – **Select** and **Utilize** appropriate non-technical skills (teamwork, adaptability, time management, critical thinking, problem solving) (Bloom Level 4 – Analyze and 3 – Application)
8. Technology Integration – **Apply** technology to **analyze** data and **develop** solutions to cross-disciplinary business challenges (Bloom Level 3 – Application, Level 4 – Analyze)
9. Leadership Skills – **Develop** goals and **influence** others to pursue ethical actions in diverse contexts (Bloom Level 5 - Synthesis)
10. Applied Business Knowledge – **Evaluate**, **analyze**, and **compose** recommendations for implementation of actual business solutions (Bloom Level 6 – Evaluation)

**C. Key University Core Learning Outcomes**

This section is not applicable as the program is graduate level and students do not take the University core.

**D. Goals Related to Information Literacy**

The program will strongly improve students' information literacy and technology fluency skills, as the learning outcomes of the program involve evaluation of information and utilization of technology to analyze and present solutions to business problems.

**E. Goal Curriculum Alignment**

Each of the five learning outcomes will be covered across the curriculum and assessed in at least two courses (see attached Table 1).

**F. Assessment Methods** (see attached Table 2).

We will rely primarily on direct assessment methods embedded in various courses. In addition, we will use evaluations of students by clients in required applied project/internship courses.

Rubrics for all measures are shown. We will follow the CBE's lead for other programs in setting the assessment goal as at least 80% of students in the program will meet or exceed standards.

**G. Timeline**

1. Direct assessment of learning goals will be conducted in each of the appropriate courses as delineated in the following Goal Curricular Alignment Table.
2. Data will be analyzed the semester following data collection.
3. Faculty teaching the courses in which assessments are embedded are responsible for collecting and analyzing the assessment data which will be reported to the CBE Assessment Committee along with recommendations for continuous improvement. As with all CBE programs, the CBE Assessment Committee will be responsible for communicating the results and recommendations for continuous improvement across the College.

**Table 1: Goal Curricular Alignment**

X = outcomes will be covered in the course; A = assessment data will be collected in the course.

	Summer	Fall				Mini	Spring			
	MLST 500 Intro	MNGT635	FIN 600	MKTG 600	EBTM 635 Business Problems	MLST 600 Project	EBTM 700 Leading Projects	MNGT 715	MLST 700 internship	MLST 800 Project
1. <b>Demonstrate</b> knowledge of business principles and <b>recommend</b> appropriate business processes	A	A	X	X	X	X	X	X	X	X
2. <b>Select</b> and <b>Utilize</b> appropriate non-technical skills (teamwork, adaptability, time management, critical thinking, problem solving)	X	X		A		A	X	X	X	X
3. <b>Apply</b> technology to <b>analyze</b> data and <b>develop</b> solutions to cross-disciplinary business challenges			A		A	X	X		X	X
4. <b>Develop</b> goals and <b>influence</b> others to pursue ethical actions in diverse contexts.	X	X		X		X	A	A	X	X
5. <b>Evaluate, analyze, and compose</b> recommendations for implementation of actual business solutions			X	X	X				A	A

**Table 2: Assessment Methods**

Learning goals were developed by faculty with input from a range of stakeholders, including students and the business community. The following table illustrates the four learning goals of the program as well as where and how each goal will be assessed. As a cohort program, all courses are required.

<b>Learning Objective</b>	<b>Measure</b>	<b>Instrument</b>	<b>Rubric</b>
1. <b>Demonstrate</b> knowledge of business principles and <b>recommend</b> appropriate business processes	1A: MLST 500: Understanding Business	• Quiz based on business simulation	• % of questions answered correctly
	1B: MNGT 635: Organizational Culture	• Individual assessment based on team assignment	• Team debrief (attached)
2. <b>Select</b> and <b>Utilize</b> appropriate non-technical skills (teamwork, adaptability, time management, critical thinking, problem solving)	2A: MKTG 600: Introduction to Client Management and Relationship Building	• Case analysis	• Case rubric (attached)
	2B: MLST 600: Applied Project in Management and Leadership Studies	• Reflective paper assignment	• Rubric (attached)
3. <b>Apply</b> technology to <b>analyze</b> data and <b>develop</b> solutions to cross-disciplinary business challenges	3A: FIN 600: Financial Decision Making for Managers	• Cash budgeting assignment	• # of questions answered correctly
	3B: EBTM 635: Solving Business Problems	• Decision analysis case study	• Aggregate score on 4 performance areas: interpretation, modeling, analysis, communication
4. <b>Develop</b> goals and <b>influence</b> others to pursue ethical actions in diverse contexts.	4A: EBTM 700: Leading Projects	• Project leadership simulation	• Score in motivating team performance
	4B: MNGT 715: Leading Organizations	• Case analysis	• Rubric (attached)
5. <b>Evaluate, analyze,</b> and <b>compose</b> recommendations for implementation of actual business solutions	5A: MLST 700: Professional Experience in Management and Leadership Studies	• <b>Client evaluation of students' work</b>	• Client feedback survey (attached)
	5B: MLST 800: Advanced Applied Project in Management and Leadership Studies	• Reflective paper assignment in MLST 800	• Rubric (attached)

## Instruments and Rubrics

### 1. **Demonstrate** knowledge of business principles and **recommend** appropriate business processes

- Measure 1A: 20 question quiz in MLST 500

0 – 11 questions correct: Fails to meet expectations

12 – 16 questions correct: Meets expectations

18 – 20 questions correct: Exceeds expectations

- Measure 1B: Assignment in MNGT 635

#### Individual Leadership Assessment

During the semester, students are to complete questionnaires that aid in measuring each person's leadership style as noted in the 'Course Structure' section. The Individual Leadership Assessment is a written paper due at the end of the semester. The paper should discuss which leadership approaches best fit her/his style and why (5-7 pages, double spaced). This is a "reflection paper" and an opportunity for students to reinforce what they have learned in the leadership assessments. The paper should use specific examples from these 'style' questionnaires to support the analysis of their personal feelings for leadership style preference. Good suggestions for writing a reflection paper are available here: <http://classroom.synonym.com/steps-writing-reflection-paper-2543.html>

## Team Project Debrief

Please write a debrief to reflect on your experience with the team project. The intent is for you to discuss the team's experience, which includes both positives and negatives. From carefully considering the experience, you can learn areas for continuous improvement. The hope is that in subsequent team projects you may be able to build upon beneficial techniques and minimize issues within the team. As a guide, there are several questions you should answer in the debrief.

Please do not focus on interpersonal dynamics of the team nor how each team members contributed to the project. These are to be captured in the Peer Evaluation you submit along with this debrief.

#### Guiding Questions:

- 1 What went well, didn't go well and why?
- 2 Was there a difference between what was expected to happen and what did?
- 3 Did the team work productively together? (consider team roles, goal setting and obstacles to collaboration)
- 4 What will you do differently next time?

### Team Debrief Rubric

<b>Learning objective</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Excellent</b>
Reflection on Team Performance (90 points)	Insufficient discuss of team performance and/or addressing the debrief questions (0 – 60 points)	Competently reflected team performance. The debrief questions were sufficiently addressed (61 – 79 points)	Professionally developed reflection of the team’s performance. Insightful comments were made for the debrief questions (80 – 90 points)
Professionalism of Report (10 points)	Significant issues in grammar (0 – 5 points)	Appropriate grammar (6 – 8 points)	Professionally written (9 – 10 points)

**Scoring Key:**

**Total Score:** \_\_\_\_\_

- \_\_\_\_\_ Exceeds Standards 90 – 100  
 \_\_\_\_\_ Meets Standards 70 – 89  
 \_\_\_\_\_ Fails to Meet Standards ≤69

2. **Select and Utilize** appropriate non-technical skills (teamwork, adaptability, time management, critical thinking, problem solving)

- Measure 2A: Crisis Management Case in MKTG 600 (Dieselgate – Volkswagen)

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<b>Identification of Symptoms (10 %)</b> <b>½ page maximum</b> Symptoms are indicators of problems. "Clusters" of symptoms aid in pointing toward underlying problems.	Identifies symptoms clearly, with no confusion between symptoms and problems (5 or more). There is no confusion between symptoms and problems. Symptoms are clustered, with each group of symptoms pointing toward an underlying problem. <b>(10)</b>	Identifies majority of symptoms (at least 5). There is little confusion between symptoms and problems. <b>(8)</b>	Identifies few, if any symptoms (4 or less). There may be confusion between symptoms, problems and/ or recommendations. <b>(6)</b>
<b>Problem Statements (20%)</b> <b>½ page maximum</b> Problems should be stated in terms that are <i>actionable</i> by the decision-maker for the analysis. A good problem definition keeps the case analysis tightly structured because everything discussed after this point must be related to the problem(s) stated in this section. Each problem is stated in one sentence, and is not given in the form of a question. <i>There should be no more than 3 problems.</i>	2-3 substantial problems faced by the company's decision-makers are identified, and stated in terms that are actionable by the company's leadership. <b>(20)</b>	At least 1 of the company's substantial problems is identified and stated in terms that are actionable by the company's leadership <b>(15)</b>	2 or more of the following errors apply: *Problems stated may refer to environmental conditions *Symptoms are stated as the problems. *Recommendations are stated as problems. * Problems may not be stated in single, concise, complete sentences. * More than 3 problems stated may be included. <b>(12)</b>
<b>Problem Analysis (15%)</b> <b>¾ page maximum</b> Problems are dissected to analyze key factors.	Analysis includes all of the following: * 2-3 stated problems are analyzed thoughtfully * At least 1 strategic analysis tool applied * Relevant financial analysis is applied (Financial ratios or other financial analysis approach) <b>(15)</b>	Analysis includes 2 of the following: * 1 problem is analyzed thoughtfully OR 2 or more problems are covered superficially. * At least 1 strategic analysis tool applied * Relevant financial analysis is applied (Financial ratios or other financial analysis approach) <b>(10)</b>	Analysis includes 1 of the items listed in the next column. <b>(5)</b>
<b>Identification of Alternatives (15%)</b> This is for brainstorming.	Identifies a comprehensive set of thoughtful alternatives, excluding "Do Nothing" alternatives (6 alternatives). There is a set of alternatives for each problem. <b>(15)</b>	Identifies majority of alternatives (4-5 alternatives), excluding "Do Nothing" alternatives. May have only 1 set of alternatives for more than one problem. <b>(12)</b>	Identifies few, if any alternatives (3 or less alternatives) listed or not all aspects of identified problems are addressed. <b>(10)</b>

<p><b>Evaluation of Alternatives (15%)</b> Arguments are provided for and against each alternative.</p>	<p>Pros and cons for alternatives are provided. Arguments are convincing, supported &amp; comprehensive. <b>(15)</b></p>	<p>Pros and cons for alternatives are provided. Most of the arguments are convincing &amp; supported. May be missing a few pros and/or cons. <b>(12)</b></p>	<p>Pros &amp; cons for few, if any alts or only 1 alt. for each problem; Missing significant discussion of alternative pros or cons. <b>(10)</b></p>
<p><b>Recommended Course of Action (20%) 2 page minimum</b> Develop the most effective, efficient, and feasible combination of alternatives to solve the problems within boundaries of the firm's objectives.</p>	<p>Student demonstrates the ability to articulate and defend his analysis and recommendations. Student provides a comprehensive course of action, with substantiated feasibility that is likely to solve all of the priority problems and lead to above average returns in this industry with intensifying competition. <b>(20)</b></p>	<p>Student demonstrates the ability to articulate and defend analysis and recommendation. Student provides a partial courses of action; and/or actions recommended do not include specifics to fully address/resolve identified problems <b>(14)</b></p>	<p>Actions rely heavily on hiring, or setting up committee(s)/ team(s) and others to decide how best to solve the problems. OR Brief statements are made about what needs to be done, but few specifics are provided. OR Feasibility of some actions can be questions OR Recommendations include actions not evaluated in previous sections. <b>(10)</b></p>
<p><b>Implementation Plan (5 %)</b> <i>Who</i> is to do <i>what</i>; timeframe. Individuals/depts. are named.</p>	<p>Timeline and those responsible are identified and detailed. <b>(5)</b></p>	<p>Timeline is adequate but responsibilities are not identified OR responsibilities are identified by the timeline is not adequate. <b>(3)</b></p>	<p>Timeline with those responsible not provided. <b>(0)</b></p>

**Scoring Key:****Total Score:** \_\_\_\_\_

\_\_\_\_\_ Exceeds Standards 90 – 100

\_\_\_\_\_ Meets Standards 70 – 89

\_\_\_\_\_ Fails to Meet Standards ≤69

- Measure 2B: Reflective paper assignment in MLST 600

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Excellent</b>
Section 1 – Description of the Team’s Process (possible 25 points)	Does not clearly describe the approach taken and process used by the team and/or the student does not explain how they contributed to the process.  0 – 16 points	Clearly describes the approach taken and process used by the team and says how they contributed to the process. 17 – 21 points	Evaluates the approach taken and process used by the team and clearly explains how they contributed to the process. 22 – 25 points
Section 2 – Summary of the Team’s Recommendations (possible 25 points) Summarize and evaluate the major recommendations offered by the team.	Does not clearly summarize the recommendations made by the team in a way that indicates understanding of them 0 – 16 points	Summarizes and provides an adequate evaluation of the major recommendations made by the team in a way that indicates understanding of them 17 – 21 points	Provides a clear summary and insightful evaluation of the recommendations in a way that indicates thorough understanding of them 22 – 25 points
Section 3 – Reflections (possible 50 points) Consider what would be done differently if you were to work with the same team on a similar project again. Describe specifically how things would be done differently (behavior) as well as explaining why the approach would achieve different outcomes.	Does not specifically describe how things would be done differently to achieve different results and/or does not demonstrate learning 0 – 33 points	Describes how things would be done differently to achieve different results in such a way as to demonstrate learning 34 – 43 points	Thoughtfully considers and specifically describes how things would be done differently to achieve different results in such a way as to demonstrate substantial learning 44 – 50 points
Total = 100 points			

Unacceptable = 0 – 69 points

Acceptable = 70 – 84 points

Excellent = 85 – 100 points

### 3. Apply technology to **analyze** data and **develop** solutions to cross-disciplinary business challenges

- Measure 3A: Cash Budgeting Assignment in FIN 600

*Rusty Spears, CEO of Rusty's Renovations, a custom building and repair company, is preparing documentation for a line of credit request from his commercial banker. Among the required documents is a detailed sales forecast for parts of 2013 and 2014.*

*Estimates obtained from the credit and collection department are as follows: collections within the month of sale, 15%; collections during the month following the sale, 65%; collections the second month following the sale, 20%. Payments for labor and raw materials are typically made during the month following the one in which these costs were incurred. Total costs for labor and raw materials are estimated for each month as shown in the inputs.*

*General and administrative salaries will amount to approximately \$15,000 a month; lease payments under long-term lease contracts will be \$5,000 a month; depreciation charges will be \$7,500 a month; miscellaneous expenses will be \$2,000 a month; income tax payments of \$25,000 will be due in both September and December; and a progress payment of \$80,000 on a new office suite must be paid in October. Cash on hand on July 1 will amount to \$60,000, and a minimum cash balance of \$40,000 will be maintained throughout the cash budget period.*

General steps in cash budgeting:

- Forecast of sales  
*Note: we include an "adjustment factor" to allow possible changes in sales, labor, and raw materials.*
- Collection of sales: during the month of sales; the month following; the second month following the sales.  
*Note: we include another "adjustment factor" to allow for potential slowness in collections*
- Forecast purchases for labor and raw materials using the aforementioned adjustment factor
- Forecast payments for: materials, labor, dividends, interests, taxes, etc.
- Net cash flow: =Forecasted collections- Forecasted payments
- Cumulative net cash flow
- Estimate loan needed or surplus cash, based on a target cash balance.

Based on the cash budgeting, find out:

1. How much must Spears borrow each month to maintain the target cash balance?
2. What is the maximum amount of required loan?
3. If its customers began to pay late, this would slow down collections. Also, if sales dropped off, this would have an effect on the required loan. The Data Table shows sensitivity analysis that shows the effects of these two factors on the max loan requirement.

#### **Grading Rubric:**

- 0–1 questions correct: unacceptable
- 2 questions correct: meets expectations
- 3 questions correct: exceeds expectations

- Measure 3B: Case Study in EBTM 635

Instrument: The decision analysis case study is the Performance Lawn Equipment (PLE) Case on pages 582-583 in the Evans textbook. Final submissions should include: the decision tree, identification of the optimal strategy, a risk profile, sensitivity analysis, and summary write-up.

	<b>Exceed Expectations 3 points</b>	<b>Meet Expectations 2 points</b>	<b>Does Not Meet Expectations 1 point</b>
<b>Interpretation</b> Ability to interpret and frame a business scenario as an analytics problem	Interprets data, ideas, and concepts accurately, appropriately, and in-depth within context	Reports data, ideas, and concepts in context with minor inaccuracies, irrelevances, or omissions	Reports data, ideas, and concepts often inaccurately, incompletely, or omits relevant information
<b>Modeling</b> Ability to apply a business analytics technique to a new context	Applies formulas, procedures, principles, or themes accurately and appropriately within context	Applies formulas, procedures, principles, or themes within context but with minor inaccuracies	Labels formulas, procedures, principles, or themes inaccurately, inappropriately, or omits them
<b>Analysis</b> Ability to interpret and evaluate solutions while understanding assumptions	Accurately and thoroughly explains solutions, positions, or perspectives. Correctly identifies model limitations	Simply describes solutions, positions, or perspectives, or thoroughly with minor inaccuracies. Assumptions or limitations not discussed in detail.	Names a single solution, position, or perspective, often inaccurately, or fails to present a solution, position, or perspective
<b>Communication</b> Ability to explain the results within the context of the problem	Organizes a conclusion or solution that is complete, logical, and consistent with evidence presented. Clearly connects ideas or develops solutions	Offers an abbreviated conclusion or simple solution that is mostly consistent with evidence, with minor inconsistencies or omissions	Attempts a conclusion or solution that is inconsistent with evidence, illogical, or omits key points. Lists ideas in a fragmented or unclear manner

Total Score:

11 or 12 points – Exceed expectations

8, 9, or 10 points – Meets expectations

7 points or below – Does not meet expectations

**4. Develop** goals and **influence** others to pursue ethical actions in diverse contexts.

- Measure 4A: Assignment in EBTM 700

Instrument: The Harvard online simulation on project management allows students to make decision that affect the motivation of their team throughout the project execution. Students receive a score on the team's average motivation level.

	<b>Exceed Expectations 4-5 pts</b>	<b>Meet Expectations 2-3 pts</b>	<b>Does Not Meet Expectations 1 pt</b>
<b>Motivation Score</b> Ability to motivate the team to complete the project	Completes project on time and budget with excellent scores on team motivation	Completes project on time and budget with acceptable scores on team motivation	Does not meet time, budget or motivation expectations
<b>Goal Setting</b> Ability to set reasonable goals for the team	Clearly articulates the performance goals set and how they were met.	Identifies goals set for team.	Did not set goals prior to execution of project.
<b>Ethical Reflection</b> Understanding of the ethics project communication	Clearly articulates the impact of ethical choices when leading a project team.	Identifies ethical implications in project management.	Does not integrate ethics in project management.

Total Score:

10 or above points – Exceed expectations

6-9 points – Meets expectations

5 points or below – Does not meet expectations

- Measure 4B: Case Analysis in MNGT 715

## Instrument: Leadership Analysis

The Northouse textbook contains real world cases related to the chapter material. Current news items related to the week's material may also be assigned in addition. Three individual papers are assigned related to specific course material as noted in the 'Course Structure' section. This homework assignment is individual and requires the student to analyze cases in the textbook. Cases contain approximately five questions for the student to address. The thoroughness of answering case questions will be used to form the grade of this assignment. This includes relating textbook material to the question; research of additional information to supplement the textbook; a presenting a well-reasoned analysis to answer the question; and a succinct, professionally written assignment not to exceed 4 pages.

<b>Learning objective</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Excellent</b>
Case Analysis (40 points)	Inadequate understanding of question(s) or insufficient link for question(s) with course material or related research (0 – 26 points)	Competent level of relating appropriate course material to question(s) and written in a professional manner (27 – 34 points)	Professional level of analysis of question(s) that with a focused discussion of course material to the subject(s) (35 – 40 points)
Well-reasoned answer to questions (50 points)	The solution(s) developed are inconsistent with course material; the solution does not address the question(s) core issue. (0 – 33 points)	Competently written with details based on course material. The solution(s) sufficiently address the question(s) issues. (34 – 43 points)	Professionally developed solution to the core issues in the question(s) with supporting evidence from course material. (44 – 50 points)
Professionalism of Report (10 points)	Significant issues in grammar or lack of a coherent solution to the question(s) (0 – 5 points)	Competently presented answers to the questions with appropriate grammar. (6 – 8 points)	Professionally written answers to the question(s) (9 – 10 points)

Unacceptable = 0 – 66 points

Acceptable = 67 – 87 points

Excellent = 88 – 100 points

**5. Evaluate, analyze, and compose** recommendations for implementation of actual business solutions

- Measure 5A: Client Feedback Survey in MLST 700

Using the scale provided, please evaluate your intern's performance. The rating scale is:

**1 = Poor, 2 = Marginal, 3 = Satisfactory, 4 = Very Good, 5 = Exceptional**

	<b>5 Exceptional</b>	<b>4 Very Good</b>	<b>3 Satisfactory</b>	<b>2 Marginal</b>	<b>1 Poor</b>
1. Ability to recommend appropriate strategies to achieve specific objectives					
2. Written communication skills					
3. Presentation skills					
4. Ability to work with others					
5. Ability to meet deadlines					
6. Professional attitude					
7. Appropriate workplace behavior					

**Scoring Key:**

Average of scores on questions 1 - 3:

- Exceeds standards    4.50 – 5.00  
 Meets standards       3 – 4.49  
 Fails to meet standards   ≤ 3

- Measure 5B: Reflective Paper Assignment in MLST 800

Instrument: After completing the team project, each student will independently prepare a reflection paper summarizing and evaluating the team's process and recommendations using the following rubric:

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Excellent</b>
Section 1 – Description of the Team's Process (possible 25 points)	Does not clearly describe the approach taken and process used by the team and/or the student does not explain how they contributed to the process.  0 – 16 points	Clearly describes the approach taken and process used by the team and says how they contributed to the process. 17 – 21 points	Evaluates the approach taken and process used by the team and clearly explains how they contributed to the process. 22 – 25 points
Section 2 – Evaluation of the Team's Recommendations (possible 25 points) Summarize and evaluate the major recommendations offered by the team.	Does not clearly summarize the recommendations made by the team in a way that indicates understanding of them 0 – 16 points	Summarizes and provides an adequate evaluation of the major recommendations made by the team in a way that indicates understanding of them 17 – 21 points	Provides a clear summary and insightful evaluation of the recommendations in a way that indicates thorough understanding of them 22 – 25 points
Section 3 – Reflections (possible 50 points) Consider what would be done differently if you were to work with the same team on a similar project again. Describe specifically how things would be done differently (behavior) as well as explaining why the approach would achieve different outcomes.	Does not specifically describe how things would be done differently to achieve different results and/or does not demonstrate learning 0 – 33 points	Describes how things would be done differently to achieve different results in such a way as to demonstrate learning 34 – 43 points	Thoughtfully considers and specifically describes how things would be done differently to achieve different results in such a way as to demonstrate substantial learning 44 – 50 points
Total = 100 points			

Unacceptable = 0 – 69 points

Acceptable = 70 – 84 points

Excellent = 85 – 100 points