



**University of Maryland University College**  
*Office of the Chief Academic Officer*

May 4, 2018

James D. Fielder, Jr., Ph.D.  
Secretary of Higher Education  
Maryland Higher Education Commission  
6 N. Liberty Street  
Baltimore, MD 20201

Dear Dr. Fielder:

The University of Maryland University College (UMUC) is seeking approval for a new instructional program at the doctoral degree level: Doctor of Business Administration (DBA). This doctorate in professional practice will establish a complete vertical pathway within UMUC, beginning with the bachelor's in Business Administration, continuing with the master's in Business Administration, and culminating with the proposed DBA.

Upon approval of the proposed DBA, UMUC's intent is to discontinue the current standalone Doctor of Management (DM) but continue to offer the DM with an area of concentration (A.O.C) in Community College Policy and Administration (CCPA). Students currently pursuing the standalone DM will be permitted to continue in that program and complete it or convert to the DBA. No new students will be admitted to the standalone DM, but new students will continue to be admitted to pursue the DM A.O.C. in CCPA.

Adding the DBA to UMUC's academic program offerings extends UMUC's commitment to providing academic programs that are directly career-relevant and respond to the needs of employers by equipping students with job-specific knowledge, attitudes and skills. UMUC's mission to improve the lives of adult learners emphasizes workforce relevant programs, and the DBA will ensure that graduates are prepared for the industry's evolution towards evidence-based management and applied research.

The enclosed proposal fully details the new program structure and content. We appreciate your review and approval of this request. In accordance with MHEC's published fee schedule, payment in the amount of \$850 has been made via the R\*STARS interagency transfer system, transaction number **JAIA0305**, for MHEC's review of this proposal. If you have questions or need additional information, please feel free to contact me at [alan.drimmer@umuc.edu](mailto:alan.drimmer@umuc.edu) or 301-985-7105.

Sincerely,

A handwritten signature in black ink, appearing to read "Alan Drimmer".

Alan Drimmer, Ph.D.  
Chief Academic Officer

CC: Antoinette Coleman, Associate Vice Chancellor for Academic Affairs, University System of Maryland

**UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR**

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

**University of Maryland University College**

Institution Submitting Proposal

Doctor of Business Administration  
Title of Proposed Program

**Doctorate (Professional Practice)**

**Spring 2019**

Degree to be Awarded

Projected Implementation Date

**050671**

**11.1003**

Proposed HEGIS Code

Proposed CIP Code

**The Graduate School**

**K. Klose, PhD, Vice Provost and Dean**

Department in which program will be located

Department Contact

**(240) 684-2400**

**Kathryn.Klose@umuc.edu**

Contact Phone Number

Contact E-Mail Address

  
 \_\_\_\_\_  
 Signature of President or Designee

4/26/18  
 \_\_\_\_\_  
 Date

**University of Maryland University College  
Doctor of Business Administration**

Pursuant to COMAR 13.B.02.03.03, section D.4, University of Maryland University College (UMUC) proposes to offer a new instructional program at the doctoral degree level: Doctor of Business Administration (DBA) (proposed HEGIS **050671**; proposed CIP **11.1003**). UMUC currently offers a doctor of management (DM) (HEGIS **050100**; CIP **520101**) as well as an Area of Concentration (A.O.C.) in Community College Policy and Administration (CCPA) within the DM. Upon approval of the DBA, UMUC will continue to offer *only* the DM with A.O.C. in CCPA; UMUC students currently pursuing a standalone DM will be permitted to complete that program or convert to the DBA, but the standalone DM will be discontinued and no new students will be admitted other than to the DM with A.O.C. in CCPA.

With this change, UMUC's doctoral degrees will more closely reflect program design and market trends for careers associated with these two degrees. This proposal establishes a doctorate of professional practice, which is the final program in a complete vertical degree pathway within UMUC beginning with the bachelor's in Business Administration, continuing with the master's in Business Administration, and culminating with the proposed DBA degree. Retaining the A.O.C. in CCPA under the DM is the best fit for that program given that the needs and expectations of Community College management and administration remain closely aligned with the DM's emphasis on the development and mastery of managerial and administrative capacities. This content is signaled by the Doctor of Management degree, which is a more widely recognized credential in higher education administration and leadership than the DBA.

**A. Centrality to Institutional Mission Statement and Planning Priorities****1. Program description and alignment with mission**

Consistent with the institutional purpose as stipulated by State statute (Md. Education Code Ann. § 13-101(2013)),<sup>1</sup> the mission of UMUC is improving the lives of adult learners. UMUC will accomplish this by:

- (1) Operating as Maryland's open university, serving working adults, military servicemen and servicewomen and their families, and veterans who reside in Maryland, across the United States, and around the world;
- (2) Providing our students with affordable, open access to valued, quality higher education; and
- (3) Serving as a recognized leader in career-relevant education, embracing innovation and change aligned with our purpose and sharing our perspectives and expertise.

The growth of professional doctorates, especially in the business field, has been specifically oriented to the applied, practice-based doctoral degree of the DBA. The growth of the executive doctorate has occurred in the past 10-15 years (Banerjee and Morley, 2013; CGS 2007; Zusman 2013).<sup>2</sup> Zusman (2013) has noted the continued rise of the DBA over the past 15-20 years most recently with the development of the Executive DBA (EDBA), which responds to the needs of full-time working professionals and the industry's emerging emphasis on data-driven

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<sup>1</sup> 2013 Maryland Code EDUCATION §13-101: <https://law.justia.com/codes/maryland/2013/article-ged/section-13-101/>

<sup>2</sup> Banerjee, S., & Morley, C. (2013). Professional doctorates in management: Toward a practice-based approach to doctoral education. *Academy of Management Learning and Education*, 12(2), 173-193.

Council of Graduate Schools (2007). *CGS task force report on the professional doctorate*. Washington, D.C.: Council of Graduate Schools.

Zusman, A. (2013). Degrees of change: How new kinds of professional doctorates are changing higher education institutions. *Center for Studies in Higher Education Research and Occasional Paper Series: CHSE.8.13*.

[https://cshe.berkeley.edu/sites/default/files/publications/rops.cshe\\_.8.13.zusman.degreesofchange.6.14.13\\_0.pdf](https://cshe.berkeley.edu/sites/default/files/publications/rops.cshe_.8.13.zusman.degreesofchange.6.14.13_0.pdf)

decision making (Banerjee and Morley, 2013; CGS 2007; Zusman 2013). As an example, the Executive Doctorate of Business Administration Council (EDBAC) in seven years has grown from no professional doctoral programs in any organized association to over 50 executive doctorate programs, with most of these granting the DBA degree.<sup>3</sup>

The proposed DBA degree closely tracks the evolution of the field and industry. The proposed DBA responds to this evolution and will prepare highly competitive graduates by emphasizing the practice of evidence-based management and applied research and focusing on the more encompassing and strategic aspects of organizations and businesses. By design, UMUC's learning model emphasizes teaching and learning grounded in evidence and built on application-oriented experiences. This purposeful symmetry between industry best practices and UMUC's learning model, which is based on the principles of competency- and project-based learning, makes the proposed DBA the most appropriate and aligned program offering in this sector of UMUC's curriculum. The DBA curriculum will include projects oriented toward research-informed managerial decision-making, data analytics, consulting, and project work within organizational contexts that correspond with the field's and industry's move toward evidence-based and application-oriented approaches to executive leadership education. These areas of learning more effectively prepare students to succeed as managers and leaders in business.

## **2. Alignment with institutional strategic goals**

As the public state and national leader in distance and distributed education, UMUC awards associate's, bachelor's, master's and doctoral degrees, as well as undergraduate and post-baccalaureate certificates. The university's academic inventory offers programs that are core to any public university, but UMUC's mission to serve adult students results in a sustained academic emphasis on career-relevant and workforce-aligned programs. Consequently, the university awards degrees and certificates in the arts and humanities, behavioral and social sciences, business and management, health-related fields, computing, education, and technology. As part of its emphasis on career-relevant education, UMUC offers non-credit professional development programs and hosts professional conferences and meetings supporting economic and societal needs of the State.

This proposal aligns with UMUC's mission by providing a learner-focused program based on leading-edge adult learning theory and curriculum design that addresses the needs of students, the community, and the economy. The proposed DBA program is consistent with UMUC's commitment to offering current and relevant degrees that prepare students for the workforce. Students are given time to practice skills as they progress through formative instruction and engage in authentic assessment of learning. The program will support students' professional development with project-based opportunities to learn by doing from employers and peers. The program model also offers flexibility and continuing education opportunities to adults interested in refreshing and reshaping their career opportunities.

## **B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan**

### **1. Demand and need for the program**

Evidence of program demand is derived from data models generated by Economic Modeling Specialists International (EMSI).<sup>4</sup> A keyword search on skills or topics that these programs emphasize (e.g., economics, business development, strategic planning, risk management,

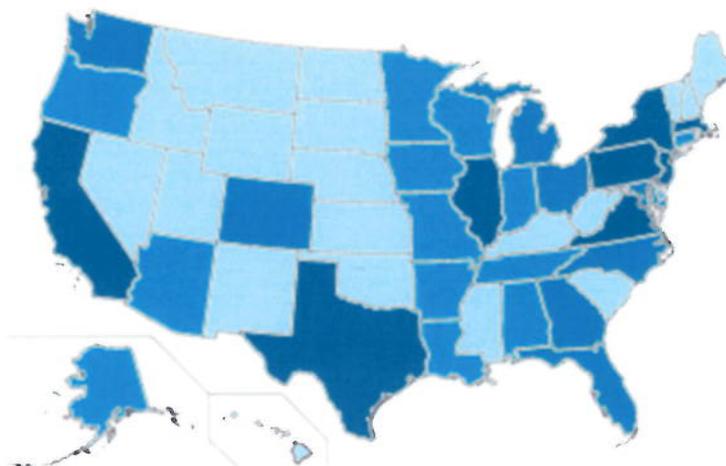
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<sup>3</sup> Executive DBA Council: <http://www.executivedba.org/>

<sup>4</sup> Economic Modeling Specialists International (EMSI): <http://www.economicmodeling.com/>

business process) identifies 115,708 and 4,182 unique job postings in the nation and Maryland, respectively, from February 2017 to February 2018. Figure 1 below highlights the number of listings by state; the darker the color, the higher the demand. Though not among the top five states with the most DBA job postings, Maryland is among the higher-demand states nationally with a comparatively larger percent of postings for jobs related to the DBA degree.

**Figure 1. Demand for Skills Emphasized by the Doctor of Business Administration Program**



State	Unique Postings (Feb 2017 - Feb 2018)
California	15,846
New York	8,650
Massachusetts	6,657
Virginia	5,894
New Jersey	5,437

The five occupations that are most relevant to the topics and skills emphasized in the DBA program are:

1. Management Analysts
2. General and Operations Managers
3. Managers, All Other
4. Chief Executives
5. Social and Community Service Managers

The projected growth over the next five years for DBA-related occupations is projected to be 5.8% for the nation and 3.0% for the Maryland Metropolitan Statistical Area (MSA) as shown in Table 1 below:

	<b>2018 Jobs</b>	<b>2023 Jobs</b>	<b>%Change</b>
Nation	157,146	166,251	5.8%
Maryland MSA	13,324	13,732	3.1%

The projected growth for the occupation category of Chief Executive, the most relevant occupation category to this proposed DBA, is 2% over the indicated five-year period (2018-2023) for the nation and Maryland, respectively. According to BLS and SOC definitions, "Chief Executive" is a broad category that spans a variety of occupations and disciplines, requires "very advanced communication and organizational skills", and includes "coordinating, training, supervising, or managing the activities of others to accomplish goals."<sup>5</sup> Further, the category of "Chief Executive" defines leaders who "Determine and formulate policies and provide overall direction of companies or private and public sector organizations within guidelines set up by a board of directors or similar governing body. (They) plan, direct, or coordinate operational activities at the highest level of management with the help of subordinate executives and staff managers."<sup>5</sup>

The jobs in these occupations pay well above average. For example, the median and 75% earning per hour for Chief Executives in Maryland are \$92.38 and \$128.58, respectively. This is higher than the national average; the corresponding figures for Chief Executives across the country are \$73.09 and \$116.46.

In 2017, there were 38,646 unique job postings and 14,899 hired nationwide associated with the five occupations most closely aligned to the DBA credential. This means there was approximately 1 hire per 3 job postings for these five occupations. In the occupation category of Chief Executive alone, the number of posted jobs is 1,379, and the number of hires is 1,704 nationwide. This ratio is likely because openings for this level of occupation are typically hired through agencies or executive search firms, not through the more typical job application process common to most other positions. Excluding the results to only the Maryland MSA resulted in 284 unique job postings in 2017 and 88 hires, nearly 1 hire for every 3 posted positions.

<sup>5</sup> <https://www.bls.gov/oes/current/oes111011.htm>

## **2. Consistency with the Maryland State Plan for Post-Secondary Education**

The program proposal is designed to meet present and future needs of the state, as identified in *2017-2021 State Plan for Post-Secondary Education: Student Success with Less Debt (State Plan)*.<sup>6</sup> This program supports the three primary goals in the *State Plan* in the following ways:

<sup>5</sup> O\*Net Online Summary Report for 11-1011.00 Chief Executives: <https://www.onetonline.org/link/summary/11-1011.00>

<sup>6</sup> 2017-2021 Maryland State Plan for Postsecondary Education: <http://www.mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>

- The program serves Goal 1 (Access) in the State Plan in that it is designed to support UMUC’s overall mission to set a global standard for excellence and to be respected as a leader in affordable and accessible adult education programs. In addition, UMUC administers its programs to meet the University System of Maryland goals of effectiveness and efficiency by employing data-driven decision-making that ensures that academic programs are broadly accessible and offer high quality education at an affordable cost. At UMUC this commitment to affordability and access is synonymous with a commitment to diversity and inclusion. In 2016-2017, the existing Doctor of Management program awarded 22% of its degrees to military affiliated students, a subpopulation within the New College Majority population of students historically underserved by higher education.<sup>7</sup> Additionally, as shown in Table 2 below, in 2016-2017, the existing DM program awarded 39% of degrees to African-American students and 3% of degrees to Hispanic students. UMUC is committed to maintaining its position in serving the educational needs of minority students, and the university’s open-admission mission is central to this commitment. The admission requirements for the proposed DBA are aligned with this mission, including not requiring a minimum GPA and structuring the application process to give applicants the opportunity to explain how prior experience and learning have prepared them for this degree (see Table 6).

<b>% of Doctoral Degrees Awarded</b>	<b>Maryland Institutions in Total</b>	<b>UMUC Current Doctor of Management</b>
Black/African American Students	10%	39%
Hispanic/Latino Students	4%	3%

- The program serves Goal 2 (Success) and Goal 3 (Innovation) in the *State Plan*, as it is based on principles of competency- and performance-based learning that are at the forefront of developments in adult learning in higher education. Competency-based learning is an outcomes-based approach to education that emphasizes what students should know and be able to do to be successful in their disciplines, fields, and careers. The approach is learner-focused, and authentic assessment (the measurement of what students have learned and the competencies students master) is embedded in every step of the learning process to assist students in building real-world, job-relevant competencies in real time. The proposed program employs authentic, project-based assessments that are relevant to tasks that graduates will actually perform on the job; such projects serve as both the means of instruction and assessment of learning in the program. Retention and success are focused on throughout students’ learning experiences and improved through enhanced learning resources - readings, handouts, slides, etc. - which are all provided online within the learning management system. The methodology and the on-demand nature of the student support are innovative in the field of higher education and online learning, and reflect current best practices in adult

<sup>7</sup> Reynolds, C.V. (2013). Veterans face challenge of going from combat to campus. *Diverse Issues in Higher Education*.: <http://diverseeducation.com/article/52070/>

<sup>8</sup> 2017 MHEC Data Book and UMUC’s FY16 DIS.: <http://mhec.maryland.gov/publications/Documents/Research/AnnualPublications/2017DataBook.pdf>

teaching and learning. There is also innovation in the subject matter: teaching and learning emphasizes evidence-based management practices to support executive level data-driven decision making.

**C. Quantifiable and Reliable Evidence and Documentation of Market Supply & Demand in the Region and State**

**1. Market Demand**

Table 3 shows the employment outlook in Maryland and the DC Metro area for graduates of programs in occupations aligned with the DBA program. The projected 10-year demand shown in Table 3 is drawn from the EMSI employment projections for 2018-2027. Table 3 lists the top five occupations aligned to the DBA.

SOC Code	Occupational Category	Maryland MSA			The DC Metro Area*		
		2018	2027	10-Yr Change	2018	2027	10 Year Change
13-1111	Management Analyst	7,047	7,353	4.34%	4,881	5,024	2.93%
11-9199	Managers, All Other	2,608	2,670	2.38%	1,653	1,663	0.6%
11-1021	General and Operations Managers	2,020	2,141	5.99%	1,080	1,131	4.72%
11-1011	Chief Executive	1,109	1,134	2.25%	599	606	1.17%
11-9151	Social and Community Service Manager	540	592	9.63%	187	208	11.23%
<b>Total</b>		<b>14,328</b>	<b>14,951</b>	<b>4.35%</b>	<b>8,399</b>	<b>8,632</b>	<b>2.77%</b>

\*Broken out from within the Maryland MSA

The data in the table demonstrate the potential for 623 (14,951 - 14,328) and 233 (8,632 - 8,399) new positions over the next decade in Maryland and the DC Metro area, respectively, in the five most relevant occupations for which the proposed program will prepare graduates. While the data presented here reflect the market demand within regional proximity of UMUC's headquarters, the institution's online model and global reach will, in actuality, draw students from and prepare graduates for employment across the nation and beyond.

Additional relevant career roles or titles for students graduating from the DBA program include, among others:

- Program Managers
- Directors
- Business or Research Analysts
- Managing Consultants

## 2. Educational and training needs

Jobs in the broad category "Chief Executive" are classified by the U.S. Department of Labor as requiring extensive preparation and work-related skills and knowledge, most of which require at least a four-year bachelor's degree and a great deal of work experience. Many top executives have master's degrees in business administration. Chief executives work in all industries for both large and small businesses. They devise strategies and policies to ensure the organization meets goals, and the DBA is increasingly seen as a pathway for enhancing leadership skills and diversifying executive-level leadership opportunities for experienced leaders.<sup>9</sup>

## 3. Prospective graduates

The following enrollment projections are based upon expected time-to-completion of the program in three years, with students enrolling in an average of 18 semester hours per year. The year one number includes students who are currently enrolled in the DM who may elect to switch to the DBA. The data for years two through five is estimated based on historical enrollment trends in the doctoral program.

<b>Projected Enrollment</b>	<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>	<b>Year Four</b>	<b>Year Five</b>
First Year Students	55	60	60	65	65
Second Year Students		52	58	58	63
Third Year Students			50	56	56
<b>Total Students</b>	<b>55</b>	<b>112</b>	<b>168</b>	<b>179</b>	<b>184</b>

It is anticipated that approximately 55-60 degrees will be awarded each year after the program is established and reaches steady state.

## D. Reasonableness of Program Duplication

### 1. Similar programs in the state

The proposed DBA program at UMUC will be degree type 85 (Doctorate professional practice). A search of the MHEC program inventory<sup>10</sup> revealed one DBA degree program in Maryland. The program, at Hood College, launched in Fall 2016, so there is no data available on number of degrees awarded. Along with Hood's Doctorate of Organizational Leadership (DOL), a degree Hood also launched in 2016, there are three programs that have minor components that overlap with the program being proposed as shown in Table 5 below. All of the similar doctoral degree programs in Maryland are degree type 81 (Doctorate research/scholarship):

<sup>9</sup> Bureau of Labor Statistics, U.S. Department of Labor. *Occupational Outlook Handbook, 2017-18 Edition*

<sup>10</sup> MHEC program inventory: <http://data.mhec.state.md.us/macAux.asp#api>

**Table 5: Number of Degrees Awarded, By Year, in Similar Doctoral Degree Programs in Maryland**

CIP Code	HEGIS	Institution	Credential	Program Title	Year				
					2012	2013	2014	2015	2016
520213	050601	Hood College	Doctorate of Business Administration (DBA) Degree Type: Doctorate research/scholarship	Doctorate of Business Administration	N/A	N/A	N/A	N/A	N/A
520213	050602	Hood College	Doctorate of Organizational Leadership (DOL) Degree Type: Doctorate research/scholarship	Doctorate of Organizational Leadership	N/A	N/A	N/A	N/A	N/A
520201	050601	Morgan State University	Doctor of Philosophy (PhD) Degree Type: Doctorate research/scholarship	PhD Program in Business	2	1	5	6	1
520101	050100	University of Maryland, College Park	Doctor of Philosophy (PhD) Degree Type: Doctorate research/scholarship	PhD Program in Business	19	26	14	16	12
309999	490050	University of Maryland, Eastern Shore	Doctor of Philosophy (PhD) Degree Type: Doctorate research/scholarship	Organizational Leadership Doctoral Program	24	7	13	15	8

<b>Total</b>	<b>45</b>	<b>34</b>	<b>32</b>	<b>37</b>	<b>21</b>
<b>Cumulative Total over Five Years</b>					<b>169</b>

The columns on the right of Table 5 show the annual number of degrees awarded by these programs in Maryland. These data demonstrate that these programs yielded a total of 169 Doctoral degrees in the years 2012-2016. This level of degree production is insufficient to meet the employment projections presented in Table 3 for occupations that are aligned with the Doctorate of Business Administration program being proposed. The demand for upper-level management and leadership jobs required across public, private and non-profit sectors in Maryland and the greater Washington, D.C. area continues to increase much faster than the number of doctorally-qualified practitioners.

2. Program justification/Reasonableness of Program Duplication

Table 6 contrasts UMUC’s proposed DBA with Hood College's DBA.

<b>Table 6: Comparison of UMUC Doctorate of Business Administration with Hood College Doctorate of Business Administration</b>		
	<b>UMUC DBA</b>	<b>Hood College DBA</b>
<b>Degree Requirements and Structure</b> (number of credits, a single required sequence vs. electives)	51 credits beyond the master's degree: 3 credits of prerequisite, 36 credits of a single required sequence, and 12 credits of dissertation research and writing. Degree conferral requires successful completion of a doctoral dissertation.	60 credits beyond the master's degree: 27 credits of core, 12 credits of specialization, 9 credits of research methodology, and a 12 credit capstone research project (in lieu of dissertation). Degree conferral also requires six approved management workshops, one conference presentation, one "experiential opportunity" with a faculty member, and one paper publication.
<b>Delivery</b> (onsite vs. online)	Hybrid: Online, asynchronous, with one mandatory, two-day face-to-face residency per term in Shady Grove, Maryland (Friday-Saturday).	Fully onsite in Frederick, Maryland.
<b>Enrollment</b> (full-time vs. part-time)	Most students are part-time (6 credits per term). New cohorts are admitted each fall, winter, and spring.	Most students are part-time. New cohorts are admitted each fall.
<b>Admissions Requirements/Target Audience</b>	UMUC is an open-admission institution that does not require a minimum GPA for admission. Students must possess a Master's degree from an accredited institution. Students must submit a resume; two letters of recommendation; and, a personal statement.  Targeted toward working professionals with prior experience in the field.	Students must possess a Master's degree with a minimum 3.25 overall GPA. Students must submit a resume demonstrating a minimum 8 - 10 years of progressive professional work experience; two letters of recommendation; and two essays. Students must submit scores from GRE, GMA, SLLA or MAT or a master's capstone project. Some applicants may be asked to interview.  Targeted to mid-career professionals who hold leadership positions within their organizations or have a

		strong desire to ascend to that level.
<p><b>Primary Points of Differentiation in Requirements and Target Audience:</b> The UMUC program is mostly asynchronous and online, compared to Hood's fully onsite program. UMUC's approach provides maximal flexibility for working professionals. The UMUC program offers a single curriculum in which all students take the same classes. This facilitates retention and successful program completion. The UMUC program culminates in a doctoral dissertation, which students traditionally name as the highlight of their program experience. UMUC's program does not impose extra-curricular requirements or limit access based on work experience.</p>		
<p><b>CIP Code</b></p>	<p>520101                  Title: Business/Commerce, General                  Definition: A program that focuses on the general study of business, including the processes of interchanging goods and services (buying, selling and producing), business organization, and accounting as used in profit-making and nonprofit public and private institutions and agencies. The programs may prepare individuals to apply business principles and techniques in various occupational settings.</p>	<p>520213                  Title: Organizational Leadership                  Definition: A program that focuses on leadership skills that can be applied to a business, government, non-profit, or educational setting. Includes instruction in organizational planning, dynamics of leadership, finance, team building, conflict resolution and mediation, communication and other management skills.</p>
<p><b>Primary Points of Differentiation in CIP:</b> The UMUC CIP 520101 concerns a broader focus on all facets of business as a profession, including executive leadership and management. The Hood CIP 520213 is more specifically focused on leadership.</p>		
<p><b>Pedagogy and Learning Model</b></p>	<p>The program pedagogy model is a hybrid format and fully cohort-based. The cohort remains together through a required course order. There is a mandatory, 16-hour face-to-face residency each term for all students.</p> <p>The curriculum is based on principles of competency- and performance-based learning and authentic assessments are embedded throughout; students "learn by doing" through scenario-based projects grounded in</p>	<p>The program pedagogy comprises a face-to-face cohort-based model of traditionally structured coursework. The cohort is together through 27 credits of core courses, 9 credits of research courses and 3 capstone courses (but not the 12 credits of specialization). All courses are taught on site.</p>

	<p>real-world situations and problems and using interactive tools and case studies which incorporate applied learning.</p> <p>Foundational to the program is a first course that covers the core competencies of written and oral communications, critical thinking, quantitative reasoning and leadership. There are six additional 6-credit courses for domain-specific competency and skills and 12 credits of dissertation research and writing.</p>	
<p><b>Program Content</b></p>	<p>The UMUC DBA is grounded in real-world, authentic projects that provide a solid foundation in competencies and skills related to: understanding how to apply a theoretical lens to better understand organizational operations; review, evaluate, and perform management research for decision making; apply tools of business research to advise an organization in decision making; effectively communicate management research findings to practitioners; apply evidence-based solutions to an organization, and assess their effectiveness; use data mining, forecasting, and predictive models to inform and enable evidence-based decision making; and prepare advice for an organization seeking management solutions to a specific problem.</p>	<p>The Hood DBA is centered on a 27 credit core including traditional seminars on leadership theory, leadership ethics, managing human capital, financial stewardship for leaders, sustainable leadership, leading strategic change, communication, and policy. Beyond the core are 9 credits of research methodology and 12 specialization credits that may be in the departments of Psychology and Counseling, Economics, Education, or Business Administration.</p>
<p><b>Primary Points of Differentiation in Pedagogy/Learning Model and Content:</b>                  UMUC's program uses a learning model based on the principles of competency- and project-based learning. It focuses on elevating what learners can DO in the professional environment, thus producing tangible value for graduates. The Hood program uses a traditional learning model based on reading and manuscript writing.</p>		

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

A search of the MHEC inventory of approved academic programs in Maryland found no Doctorate of Business Administration programs at HBIs that would be considered duplicative with this UMUC proposal. This includes the four Historically Black Institutions in Maryland (Bowie State University, Coppin State University, University of Maryland Eastern Shore, and Morgan State University).

However, Morgan State University has a PhD program in Business Administration, and the University of Maryland Eastern Shore has a PhD program in Organizational Leadership. Although both the DBA and the PhD are doctoral degrees, the content and purpose of the degrees differ quite significantly. A PhD degree is a degree based in and emphasizing theory and oriented around original research that primarily prepares its students for academic careers as academics producing scholarship at research universities. Morgan State's website clearly emphasizes this type of research focus and academic orientation of its program, noting that it specifically prepares students for academic careers:

The curriculum is designed to provide graduates with in-depth exposure to a specific business content area, sophisticated analytical methods, and adult education techniques. This last feature is unique to the program and is structured around a four-course sequence covering different aspects of university-level teaching.<sup>11</sup>

Similarly, UMES specifically names an academic career first in its list of possible occupations for graduates, noting that "[g]raduates of the program see success in roles in academia, executive consultancy, leadership and organizational development, and research."<sup>12</sup>

Conversely, professional doctorates like the proposed UMUC DBA are applied degrees designed to prepare students for high-level, professional careers in business and management. The proposed DBA at UMUC is designed for executive-level working professionals. As Skinner (2014) has explained in *CEO Magazine*:

"Both the DBA and the PhD are terminal degrees in business, and are both focused on developing an individual's research capabilities. The PhD aims to create academic researchers for a career in top business schools, the degree is within a specific discipline, and the focus is on developing new theory through rigorous research. In contrast, the DBA aims to develop practitioner researchers for a career in industry, the degree is interdisciplinary (hence the name) and the focus is on solving practical problems through rigorous [scholarship]."<sup>13</sup>

Thus, both the process and outcome of the DBA degree diverge significantly from a PhD degree.

### F. Relevance to identity of HBIs

Even though UMUC's degree and those at Morgan and UMES are at the doctoral level, they serve student audiences with vastly different career goals and they offer distinctive curricular content and learning models that target and attract distinct student populations. Thus, UMUC's proposed program will have no impact on the uniqueness and institutional identities and missions of the HBIs and will not harm these schools or other institutions in Maryland.

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<sup>11</sup> Morgan State University PhD Program in Business Administration: <https://goo.gl/UitvAB>

<sup>12</sup> UMES Organizational Leadership Doctoral Program: <https://www.umes.edu/ORLD>

<sup>13</sup> Skinner, A. (2014, July). Debunking the Doctor of Business Administration. *CEO Magazine*, 15, 38 – 40.

**G. Adequacy of Curriculum, Design and Deliver****1. Course List with Title, Semester Credit Hours and Course Descriptions, including Program Requirements*****Required Pre-Admission Course*****DBA 600 Foundations of Doctoral Study (3 cr.)**

Prepare for doctoral studies by developing foundational skills in evidence-based research and analytical writing. Engage in critical thinking, in-depth analysis, evaluation of published scholarship, and research synthesis. Assess personal readiness for doctoral study.

***Required Program Courses*****DBA 800 Interpreting and Translating Management Theory in Practice (6 cr.)**

Prerequisite: DBA 600. Evaluate management theories to explain organizational operations in relation to forces that act at the level of the individual, group, and society. Connect these explanations within practitioner systems, and analyze and associate management theories with practical management strategies.

**DBA 810 Research as a Tool for Management Decision Making (6 cr.)**

Prerequisite: DBA 800. Develop the capability to review, evaluate, and perform management research for decision making, and critically interpret both qualitative and quantitative research methodologies. Apply tools of business research to advise an organization in decision making. Refine skills to effectively communicate management research findings to practitioners.

**DBA 820 Evidence-Based Research Methods (6 cr.)**

Prerequisite: DBA 810. Acquire and appraise evidence using sophisticated bibliographic search strategies to inform management decision making. Defend qualitative data analysis research choices. Apply evidence-based solutions to an organization, and assess their effectiveness. Develop a plan to use assessments to iteratively improve solutions.

**DBA 830 Data Analytics in Practice (6 cr.)**

Prerequisite: DBA 820. Review and refine quantitative skills essential for analytical leadership. Explore methods of data mining, forecasting, and predictive models to inform and enable evidence-based decision making, and investigate the data environment in an organization. Assess an enterprise's current capabilities to develop recommendations for a stronger business intelligence climate.

**DBA 840 Designing Evidence-Based Management Solutions (6 cr.)**

Prerequisite: DBA 830. Prepare advice for an organization seeking management solutions to a specific problem. Analyze and evaluate organizational context, select appropriate management tools, and develop solutions. Employ project management methods, and collaborate effectively with the team face-to-face and online. Produce written and oral presentations of results and recommendations to organizational stakeholders.

**DBA 850 Producing Original Management Ideas That Influence: Publishing and Conferencing (6 cr.)**

Prerequisite: DBA 840. Identify a management problem, create an evidence-based research approach to solve the problem, and execute it. Present results at a scholarly or practice conference, and submit written results in the form of a professional quality article to a scholarly or practice journal.

**DBA 860 Producing Actionable Knowledge: Dissertation Problem Statement and Literature Review (4 cr.)**

Prerequisite: DBA 850. Construct a framework for investigating a relevant management problem. Identify the scope of the problem, construct a suitable research question, and examine the scholarly literature that provides a credible and insightful explanation of the primary concepts and relationships surrounding the problem. Produce the dissertation problem statement and literature review chapter.

**DBA 870 Producing Actionable Knowledge: Dissertation Methodology and Analysis (4 cr.)**

Prerequisite: DBA 860. Design an evidence-based research approach to investigate the dissertation management problem. Collect relevant data to answer the research question, and analyze and interpret the data to consider how they inform the research question. Produce the dissertation methods and results chapters.

**DBA 880 Producing Actionable Knowledge: Management Implications from Dissertation Research (4 cr.)**

Prerequisite: DBA 870. Complete the dissertation process. Formulate and explain the implications and value of the research findings for management practice, and make specific recommendations to improve management practice. Present and defend the dissertation research successfully, and publish it.

**2. Education Objectives and Learning Outcomes**

Designed for executive-level working professionals, the DBA emphasizes management theory and strategic thinking, organizational leadership and change, research and innovation, and sustainability in the global business environment. Through applied research and analysis of real-world management issues, DBA students gain sophisticated knowledge for the executive level of management. The DBA cohort structure promotes close, interactive partnerships among students, faculty, and staff and a supportive network for lifelong learning. Given the hybrid structure of the program - online, asynchronous, with residencies - students benefit from exposure to national and global perspectives and experiences with geographically diverse classmates and faculty. The DBA provides students the research and management competencies necessary to acquire, appraise, analyze, apply, and assess information for complex evidence-based decision-making.

Through coursework, DBA students will be able to:

- Conduct and evaluate management research for decision making
- Investigate the overall business intelligence environment in an organization
- Develop ethical solutions to complex organizational problems
- Initiate and lead successful change
- Perform management research and effectively communicate findings to practitioners
- Assess management environments and develop problem concept models
- Design and implement evidence-based solutions aligned with organizational need
- Assess an enterprise's analytic capabilities to develop recommendations for a stronger business intelligence climate
- Present innovative ideas at professional conferences and submit for publication

**3. General education requirements**

None applicable

**4. Specialized accreditation or graduate certification requirements**

None applicable

**5. Contractual agreement with other institutions**

None applicable

**H. Adequacy of Articulation**

Not applicable

**I. Adequacy of Faculty Resources**

UMUC's model employs full-time faculty (known as collegiate faculty) in faculty leadership roles, such as Vice Deans and Program Chairs, with responsibility for the overall intellectual coherence and integrity of the program. Other collegiate faculty teach and serve in complementary roles that maintain and support the academic programs, providing input into the design and content of the program and their courses. This core group of full-time collegiate faculty will comprise about 10 percent of the total faculty who will teach in the DBA program.

In keeping with UMUC's emphasis on workplace relevance, the DBA teaching faculty will be practicing professionals who all have a terminal degree in their field and teach part-time for UMUC. These adjunct faculty provide instruction for the majority of courses (which is true for all programs at all levels at UMUC). This model is responsible for one of UMUC's greatest strengths: scholar-practitioner faculty who have solid academic credentials and continue to work outside the university, providing a continuous infusion of current workplace knowledge, career relevant perspectives, and maximum flexibility for adapting to changing student demand. In this way, UMUC supports students in a learning experience that is practical and relevant to today's competitive and evolving global marketplace. Many adjuncts have considerable experience with UMUC. As of 2018, the average longevity for an adjunct faculty member is 6.6 years and 24 percent of current adjunct faculty have been with UMUC more than 10 years. Collegiate and adjunct faculty both hold academic rank and title, based on their academic qualifications and professional experience, including teaching experience at UMUC. Since 1996 UMUC has held a MHEC-approved waiver of the Code of Maryland (COMAR) requirements for total credit hours taught by full-time faculty (Appendix A).

The centrality and appropriateness of UMUC's faculty model relative to its educational mandate and mission are reaffirmed by MHEC in the most recent review of mission statements, as evidenced in the following excerpt from the Commission's report:

UMUC intentionally seeks highly-qualified full-time and adjunct faculty who have hands-on experience in the disciplines they teach and who can leverage that experience to provide a richer learning experience for students. The university's mission to serve adult students is supported by adjunct faculty who are scholar-practitioners engaged daily in their profession. The ability to employ adjunct faculty is critical to UMUC's capacity to quickly deploy academic and continuing education programs in response to workforce-related needs. This entrepreneurship and flexibility in establishing new programs is particularly important to the university: given its history of very limited state support, the university's financial model is based on tuition revenues, and all programs must be self-supporting.<sup>14</sup>

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<sup>14</sup> Maryland Higher Education Commission (December 2015), Mission Statement Review:  
[http://mhec.maryland.gov/institutions\\_training/Documents/acadaff/2016MissionStatementReview.pdf](http://mhec.maryland.gov/institutions_training/Documents/acadaff/2016MissionStatementReview.pdf)

Consistent with this model, UMUC has a substantial roster of faculty with expertise in areas related to business administration and management. A terminal degree is generally required to teach at the graduate level, although exceptions are made in the case of an individual with a master's degree and exceptional professional credentials, experience, and expertise. Teaching effectiveness is monitored by class observation, student course evaluations, and program-specific, student-level competency assessment. The Graduate School already has an active unit of faculty qualified and prepared to teach courses in the proposed program.

Table 9 provides a representative list of faculty with their highest degree title, academic title/rank, and the courses they will teach:

<b>Name</b>	<b>Appointment Type and Rank</b>	<b>Terminal Degree and Field</b>	<b>Status</b>	<b>Course(s) to be Taught</b>
Denise Breckon	Collegiate Professor	Doctor of Management (UMUC)	Full-Time	DBA 800, DBA 840, DBA 850, DBA 860, DBA 870, DBA 880
Leslie Dinauer	Program Chair, Collegiate Professor	PhD Communication (University of Maryland)	Full-Time	DBA 600, DBA 810, DBA 820
Kriesta Watson	Collegiate Professor	EdD (Morgan State University)	Full-Time	DBA 810, 820, 830, 860, 870, 880
Candis Best	Adjunct Professor	JD (Villanova), PhD Social Welfare Research & Policy Development (Stony Brook University)	Part-Time	DBA 860, DBA 870, DBA 880
Schuyler Jarrow	Adjunct Associate Professor	PhD Industrial & Organizational Psychology (Alliant International)	Part-Time	DBA 600, DBA 820
Rick Milner	Adjunct Professor	PhD Public Administration (SUNY Albany)	Part-Time	DBA 800, DBA 840
Lisa Pearo	Adjunct Professor	DBA (Harvard)	Part-Time	DBA 810
John Sherlock	Adjunct Professor	EdD in Human Resource Management (George Washington)	Part-Time	DBA 820, DBA 860, DBA 870, DBA 880
Alex Vernon	Adjunct Professor	DBA in Quantitative Analysis (Louisiana Tech University)	Part-Time	DBA 810, DBA 830
Laura Witz	Adjunct Professor	PhD in Communication (Michigan State)	Part-Time	DBA 810, DBA 830

## J. Adequacy of Library Resources

No new library resources are needed to serve the proposed program. The UMUC Library provides access to a vast array of library resources and services to UMUC students, faculty, and staff worldwide to meet their academic needs and includes a wide and varied collection of journal articles, reports, case studies, and, in some instances, complete books available electronically via a comprehensive selection of online library databases. Library services include instruction, reference, electronic reserves, and document delivery for materials not otherwise available in the library databases. The UMUC Library relies on distributed technology as its primary mechanism to provide online access to resources and services to UMUC's widely dispersed, working-adult student population.

The curated collection of online academic research databases available to UMUC faculty and students provides access to hundreds of thousands of full-text articles as well as reports, statistics, case studies, book chapters, and complete books in a wide range of subject areas. In addition, students have access to the full text of dissertations and theses via the *ProQuest Dissertations and Theses* database. The Library assists faculty and learning designers in providing links to Library materials directly in online classes.

The UMUC Library also offers other resources and services. UMUC students, faculty, and staff within the continental United States have access to more than ten million volumes in print from the 16-member University System of Maryland and Affiliated Institutions (USMAI) library consortium. The UMUC Library offers document delivery services to all UMUC students, faculty, and staff worldwide for a variety of materials, including journal articles and book chapters. UMUC's expanding collection of 75,000 electronic books (e-books) has significantly increased the ability to meet the needs of UMUC's global population.

The UMUC Library provides faculty and students with research assistance in creating search strategies, selecting relevant databases, and evaluating and citing sources in a variety of formats via its *Ask a Librarian* service at <https://www.umuc.edu/library/libask/index.cfm>, which includes 24/7 chat and email. A guide to locating scholarly articles and using UMUC's library databases is available at <http://www.umuc.edu/library/libhow/articles.cfm>. The UMUC Library *OneSearch* tool allows users to simultaneously search for scholarly articles, books, and/or other research resources via a single search engine in most of the databases to which the UMUC Library subscribes, either directly or as additional resources.<sup>15</sup> In addition, UMUC faculty can request customized library instruction sessions for both on-site and online classes, and can also add UMUC Library tutorials and materials to their learning management system classrooms and refer students to them through the Web gateway.

A librarian liaison assigned to each academic department assists faculty with resource identification and other program needs. The Subject Guides area of the library's Web site at <http://www.umuc.edu/library/libresources/subjects.cfm> provides a listing of resource guides for each subject area, with each guide containing relevant databases, Web sites, books, and other resources along with technical and citation assistance.

## K. Adequacy of Facilities, Infrastructure, and Equipment

Existing resources related to facilities, infrastructure, and equipment are adequate to meet the program needs. This program draws on existing faculty who are currently equipped with the necessary facilities, resources, and equipment. The proposed DBA will continue to include a face-to-face component in which students participate in a two-day on-site residency at the midpoint of each 11-week term. There are three terms per year so a minimum of three years in the DBA program results in a total of 9 days of residencies. The residency component of the program does require the use of facilities; the DBA will host residency activities at the Universities of Shady Grove.

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<sup>15</sup> UMUC Library: <http://sites.umuc.edu/library/index.cfm>

**L. Adequacy of Financial Resources**

No new general funds are required for implementation of this program. The financial table that follows is based only on students entering the new program and does not include revenue and expenses related to the teach-out of students in the existing standalone DM program.

As shown in Table 10 below, the program is expected to be self-supporting from inception. If necessary, resources will be reallocated from the existing program to support the new program in year one. Regarding expenditures, because the standalone DM program will be discontinued in parallel with the launch of the DBA, UMUC's existing base of FTE faculty and administrative and support staff will be redirected to support and serve the DBA program.

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
<b>1. Reallocated Funds</b>	0	0	0	0	0
<b>2. Tuition/Fee Revenue (c + g below)</b>	\$1,076,130	\$1,173,960	\$1,173,960	\$1,271,790	\$1,271,790
<b>a. Number of F/T Students</b>	0	0	0	0	0
<b>b. Annual Tuition/Fee Rate</b>	0	0	0	0	0
<b>c. Total F/T Revenue (a x b)</b>	0	0	0	0	0
<b>d. Number of P/T Students</b>	45	60	60	65	65
<b>e. Credit Hour Rate</b>	\$1,087	\$1,087	\$1,087	\$1,087	\$1,087
<b>f. Annual Credit Hour Rate</b>	18	18	18	18	18
<b>g. Total P/T Revenue (d x e x f)</b>	\$880,470.00	\$1,173,960.00	\$1,173,960.00	\$1,271,790.00	\$1,271,790.00
<b>3. Grants, Contracts &amp; Other External Sources</b>	0	0	0	0	0
<b>4. Other Sources</b>	0	0	0	0	0
<b>TOTAL (Add 1 – 4)</b>	\$880,470.00	\$1,173,960.00	\$1,173,960.00	\$1,271,790.00	\$1,271,790.00

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

As discussed above under "Evaluation and Assessment," all UMUC programs are subject to comprehensive and multi-pronged evaluations. These include course and faculty assessment, program-specific, student-level competency assessment, institution-wide student learning outcomes, and program outcomes among others. Faculty, administrators, and the Office of Accreditation, Compliance and Reporting in the Office of the Chief Academic Officer collaborate to implement and

monitor assessment activities, review results, and make appropriate resource, curriculum, or other modifications.

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

UMUC seeks to reflect the diversity of the global community within which it exists. Cultural differences are recognized, valued, and considered essential to the educational process. UMUC provides an academic environment in which diversity is not only articulated as one of the institutional core values, but it is reflected in the University's ethnically and racially diverse student body and its proven record of providing higher education access to minority students.

- As of Fall 2017, 48% of all undergraduate students and 56% of all graduate students are minority students.<sup>16</sup>
- Additionally, as of Fall 2017, UMUC enrolls more African American students (17,417) than any other state institution in Maryland, including any single one of the four Maryland HBIs. Morgan State University is second with 5,864 African American students.<sup>17</sup>
- In Fiscal Year 2016, 44% of bachelor's degrees, 52% of master's degrees, and 39% of doctoral degrees were awarded to minority students<sup>18</sup>
- In Fiscal Year 2016, UMUC awarded more degrees to African American students than any of the four Maryland HBIs in Maryland and UMCP.<sup>19</sup>

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

Not applicable.

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<sup>16</sup> Institution Data Dashboard for University System of Maryland (IRIS): <https://www.usmd.edu/IRIS/>

<sup>17</sup> IRIS: <https://www.usmd.edu/IRIS/> and Morgan State University Institutional Research Fact Book: <https://goo.gl/BrV7gd>

<sup>18</sup> Integrated Postsecondary Education Data System (IPEDS): <https://nces.ed.gov/ipeds/datacenter/InstitutionProfile.aspx>

<sup>19</sup> IPEDS: <https://nces.ed.gov/ipeds/datacenter/InstitutionProfile.aspx>

Appendix A: Verification of UMUC waiver of Full-time Faculty and Library/Learning Resources Center



90.2.1.001  
cc: LEL  
Bob S

- Robert L. Ehrlich, Jr.  
Governor
- Michael S. Steele  
Lt. Governor
- John J. Oliver, Jr.  
Chairman
- Calvin W. Burnett  
Secretary of Higher Education

MEMORANDUM

DATE: January 6, 2005

TO: Dr. Nicholas H. Allen  
Provost and Chief Academic Officer, UMUC

FROM: Michael J. Kiphart, Ph.D. *MJK*  
Assistant Secretary for Planning and Academic Affairs

SUBJECT: UMUC Waiver of Full-Time Faculty and Library/Learning Resources Center

Office of the Provost  
UMUC  
JAN 10 2005

According to our records, UMUC's request for a waiver of full-time faculty and library/learning resource center went before the Education Policy Committee on January 16, 1996. The Education Policy Committee approved for the University a waiver of the definition of full-time faculty and library/learning resource center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*, and further, that the Commission instruct the Secretary of Higher Education to review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements.

On February 15, 1996, the matter went before the Commission and an amended recommendation was approved. The Commission approved for the University a waiver of the requirements for total credit hours taught by full-time faculty and for a waiver of the requirements for a minimum library collection for the Library/Learning Resource Center as provided for in the Commission's *Minimum Requirements for Degree-Granting Institutions*. Further, the Commission instructed the Secretary of Higher Education to review the University at regular intervals to assure that the University was in compliance with the applicable provisions of the waiver to the minimum requirements. The Commission also approved a recommendation that the Faculty Advisory Council and Student Advisory Council recommendations be referred to the University of Maryland System Board of Regents.

Enclosed are documents supporting the approval of the waiver. Should you require additional assistance, please contact David Sumler, Director of Academic Affairs – Planning and Policy, at 410-260-4533 or [dsumler@mhec.state.md.us](mailto:dsumler@mhec.state.md.us).

MJK:aaw  
Enclosures



cc: as filed

Forwarded through  
for appropriate  
action  
via  
Comm. on  
Policy

Mr. Lance W. Billingsley, Esq.  
Chairman, Board of Regents  
University of Maryland System  
3300 Meizerott Road  
Adelphi, MD 20783

April 23, 1996

RECEIVED  
APR 30 1996  
By VCAA

Patricia H. Skenderino  
Governor

Edward D. Clarke, Jr.  
Chairman

Patricia S. Florestano  
Secretary of  
Higher Education

RECEIVED

APR 29 1996

OFFICE OF THE CHANCELLOR  
THE UNIVERSITY OF MARYLAND  
SYSTEM

Dear Mr. Billingsley:

At its February 15, 1996 meeting, the Maryland Higher Education Commission considered a request by University of Maryland University College for a waiver of the Commission's minimum requirements in the area of full-time faculty and library resources. The Commission has granted the waiver.

In the discussion of the waiver and related issues, both the Faculty Advisory Council and the Student Advisory Council to the Commission raised issues which the Commission felt were more appropriately addressed by the University of Maryland's governing board. Therefore, I am forwarding to you the resolutions submitted to the Commission by these two advisory councils, in addition to the relevant materials considered by the Commission in granting the waivers.

Consistent with the final recommendations of the Commission on this matter, I would appreciate a review of these issues by the Board of Regents. I would also appreciate receiving the results of that review when it is completed. Since the academic year is coming to a close, I realize that any reaction on the part of the Board of Regents may be delayed until next fall. In light of that schedule, could you please supply the Commission with the Board of Regents' position by November 1, 1996.

Sincerely,

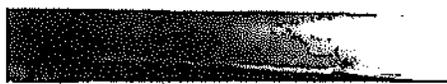
Edward O. Clarke, Jr.  
(sr)

Edward O. Clarke, Jr.  
Chairman

EOC:PSF-JAS:ds

Enclosures

cc: Dr. Patricia S. Florestano  
✓ Dr. Donald N. Langenberg



## Addendum

**L. Adequacy of Financial Resources**

No new general funds are required for implementation of this program. The Program Resources and Program Expenditures tables that follow are based only on students entering the new program and do not include revenue and expenses related to the teach-out of students in the existing standalone DM program.

As shown in Table 10 below, the program is expected to be self-supporting from inception. Tuition and Fee revenue is derived from the enrollment projections described in Section C.3. These projections are based upon expected time-to-completion of the program in three years, with students enrolling in an average of 18 semester hours per year. The year one number includes students who are currently enrolled in the DM who may elect to switch to the DBA. The data for years two through five is estimated based on historical enrollment trends in the doctoral program.

The discontinuation of the standalone DM program in parallel with the launch of the DBA allows resources to be redirected to support and serve the DBA program. The finance data in Table 11 reflect existing expenses and an existing base of FTE faculty, administrative staff, and support staff. Salaries are shown with a 2% standard salary increase Years 2 – 5 and benefits associated with salary numbers are at current rates of 35%. The \$68,915 in Other Expenses is for venue rental, food, travel, and incidental expenses related to the two-day, on-site residency held each 11-week term at the Universities of Shady Grove, as described in Section K.

<b>TABLE 10: PROGRAM RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>1. Reallocated Funds</b>	0	0	0	0	0
<b>2. Tuition/Fee Revenue (c + g below)</b>	\$1,076,130	\$1,173,960	\$1,173,960	\$1,271,790	\$1,271,790
<b>a. Number of F/T Students</b>	0	0	0	0	0
<b>b. Annual Tuition/Fee Rate</b>	0	0	0	0	0
<b>c. Total F/T Revenue (a x b)</b>	0	0	0	0	0
<b>d. Number of P/T Students</b>	45	60	60	65	65
<b>e. Credit Hour Rate</b>	\$1,087	\$1,087	\$1,087	\$1,087	\$1,087
<b>f. Annual Credit Hour Rate</b>	18	18	18	18	18
<b>g. Total P/T Revenue (d x e x f)</b>	\$880,470.00	\$1,173,960.00	\$1,173,960.00	\$1,271,790.00	\$1,271,790.00
<b>3. Grants, Contracts &amp; Other External Sources</b>	0	0	0	0	0
<b>4. Other Sources</b>	0	0	0	0	0

<b>TOTAL (Add 1 – 4)</b>	\$880,470.00	\$1,173,960.00	\$1,173,960.00	\$1,271,790.00	\$1,271,790.00
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<b>TABLE 11: PROGRAM EXPENDITURES</b>					
<b>Expenditure Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>1. Faculty (b + c below)</b>	\$436,235	\$444,960	\$453,859	\$462,936	\$472,195
a) Number of FTE	3	3	3	3	3
b) Total Salary	\$323,137	\$329,600	\$336,192	\$342,916	\$349,774
c) Total Benefits	\$113,098	\$115,360	\$117,667	\$120,020	\$122,421
<b>2. Admin. Staff (b + c below)</b>	\$196,753	\$200,688	\$204,702	\$208,796	\$212,972
a) Number of FTE	1	1	1	1	1
b) Total Salary	\$145,743	\$148,658	\$151,631	\$154,664	\$157,757
c) Total Benefits	\$51,010	\$52,030	\$53,071	\$54,132	\$55,215
<b>3. Support Staff (b + c below)</b>	\$155,293	\$158,399	\$161,567	\$164,798	\$168,094
a) Number of FTE	2	2	2	2	2
b) Total Salary	\$115,032	\$117,333	\$119,679	\$122,073	\$124,514
c) Total Benefits	\$40,261	\$41,066	\$41,888	\$42,726	\$43,580
<b>4. Technical Support &amp; Equipment</b>	0	0	0	0	0
<b>5. Library</b>	0	0	0	0	0
<b>6. New or Renovated Space</b>	0	0	0	0	0
<b>7. Other Expenses</b>	\$68,915	\$68,915	\$68,915	\$68,915	\$68,915
<b>TOTAL (Add 1 - 7)</b>	\$857,196	\$872,962	\$889,043	\$905,445	\$922,176