



Cover Sheet for In-State Institutions

New Program or Substantial Modification to Existing Program

Institution Submitting Proposal	Loyola University Maryland
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Each action below requires a separate proposal and cover sheet.

- | | |
|---|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input checked="" type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment <input checked="" type="radio"/> Yes Submitted: <input type="radio"/> No	Payment <input type="radio"/> R*STARS Type: <input checked="" type="radio"/> Check	Payment Amount: \$250.00	Date Submitted: 4/4/19
Department Proposing Program	Selling School of Business		
Degree Level and Degree Type	Master's (Level) Business Administration (Type)		
Title of Proposed Program	Master of Business Administration (MBA)		
Total Number of Credits	39 - 42		
Suggested Codes	HEGIS: 50601.00		CIP: 52.0201
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online)		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer Year: 2019		
Provide Link to Most Recent Academic Catalog	URL: https://catalogue.loyola.edu/index.php		
Preferred Contact for this Proposal	Name: David Mack		
	Title: Academic Assessment and Compliance Specialist		
	Phone: (410) 617-2317		
	Email: dsmack@loyola.edu		
President/Chief Executive	Type Name: Rev. Brian F. Linnane S.J.		
	Signature: <i>Brian F. Linnane, SJ</i>		Date: 4/4/19
	Date of Approval/Endorsement by Governing Board:		

Revised 3/2019



LOYOLA UNIVERSITY MARYLAND

— 1852 —

Provost and Vice President for
Academic Affairs

March 29, 2019

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

RE: Off Campus M.B.A. Program CIP - 52.0201 & HEGIS 050601

Dear Secretary Fielder:

Loyola University Maryland is proposing an off-campus Master of Business Administration (MBA) program. The MBA has been in existence for several years at Loyola University Maryland. In order to meet the needs of employers and employees, Loyola proposes to offer the MBA in the Transamerica Building located in the Baltimore City center at 100 Light Street, Baltimore. No MBA program of a similar design is offered within Baltimore's Inner Harbor.

Market research indicates business school students prefer courses offered near their place of employment or their home. Data from both the Baltimore Metropolitan Council and Maryland Department of Commerce indicate Baltimore City and particularly the Baltimore City center includes a large number of potential students in the demographic grouping for which the MBA is intended. The proposed location will provide these students with the convenience of an instructional site near their employment and or residence.

Payment in the amount of \$250.00 has been included for the proposal review fee arriving via U.S. mail. A copy of the payment is included in this electronic correspondence. Please contact David Mack at dsmack@loyola.edu or 410-617-2317 with any questions.

Sincerely,

Amanda M. Thomas, PhD.
Provost and Vice President for Academic Affairs

CC: Kathleen A. Getz, Ph. D., Dean of the Sellinger School of Business and Management
Dr. Bobby Waldrup, Associate Dean, of the Sellinger School of Business and Management
Jennifer Frank, Vice President of Academic Affairs, MICUA

Executive Summary

Loyola University Maryland proposes to offer our current MBA as an off-campus program at the Transamerica Building, located at 100 Light Street, Baltimore.

The proposed program targets adult part-time students. The MBA program requires 39 - 42 credits depending on whether a specialization is chosen by the student. Loyola MBA students can choose, but are not required to select a specialization. Loyola defines a specialization as an informal institutional award of less than twelve credits as stated in COMAR 13B.02.02.16 J. Specializations currently available within the MBA include Marketing, Finance, Information Systems, International Business, Data Analytics, Investments and Applied Portfolio Management, and Management. Although the MBA program is approved by the Commission to offer Areas of Concentration, none are required for completion of the program. As proposed, more than one-third of the MBA program would be offered at the Transamerica Building site.

The consulting firm Eduvantis, conducted market research for the Loyola business programs and its findings suggested a site in the Baltimore City center. The research provided several reasons for the location.

- Proximity to employment and residence of prospective MBA students
- The advantage of an MBA in the job market
- The value of employees with an MBA credential to their company

The proposal does not require additional resources and economic projections of the program demonstrate revenue outweighs program expenditures.

Additionally, the program will provide an MBA of the rigor and high standards for which Loyola University Maryland is known. Students are challenged to understand the ethical dimensions of personal and professional life and to examine their own values, attitudes, and beliefs. The program fulfills the institution's mission of preparing graduate students for meaningful professional service and leadership.

This proposal aligns with the Maryland State Plan by supporting a business-driven credential determined by utilizing data from a program gap analysis and Department of Labor, Licensing, and Regulation Long-Term Employment Projections.

A new location proposal was developed by the Sellinger Dean and evaluated by the University Cabinet, the Sellinger School's advisory board, and faculty. Following an extensive search, a location was identified near the Baltimore City Center at the Transamerica Building at 100 Light Street. A letter of interest was completed on February 21, 2019.

Loyola program proposal

The following program proposal template is typically required when proposing a new degree, major, certificate, articulation agreement, or minor. It is oriented toward Loyola governance priorities and considerations. Where the proposal requires MHEC review, the proposal developer should contact the Academic Compliance Officer who will assume the lead role in developing an MHEC specific proposal that addresses the requirement of [Code of Maryland Regulations \(COMAR\) 13B.02.03.06](#).

A complete proposal will include a summary of the proposed change(s) and rationale for the change.

A. Centrality to Institutional Mission and Planning Priorities:

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

Loyola's mission is:

Loyola University Maryland is a Jesuit, Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Accordingly, the university will inspire students to learn, lead, and serve in a diverse and changing world.

Loyola seeks to prepare students at both the undergraduate and graduate levels for lives of meaningful professional service and leadership. At Loyola, this means the curriculum is rigorous and faculty expectations are high. Students are challenged to understand the ethical dimensions of personal and professional life and to examine their own values, attitudes, and beliefs.

The MBA is essential to fulfilling this mission. It is the largest graduate professional program in the University. Through the MBA, Loyola has contributed significantly to the ranks of business leaders in Baltimore and Maryland.

The MBA is comprised of 11 foundational, or core, business courses covering the functional areas of business analytical skills, leadership and communication, operations, marketing, finance, IT, accounting and strategic management and three courses for specialization. Specializations (informal institutional awards of less than twelve credits as stated in COMAR 13B.02.02.16 J) currently available are: Marketing, Finance, Information Systems, International Business, Data Analytics, Investments and Applied Portfolio Management, and Management. Although the program is approved by the Commission, to offer Areas of Concentration, none are required for completion of the program.

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

Loyola's strategic plan, [The Ignatian Compass](#), states: "To remain competitive and relevant in its graduate educational offerings, Loyola must give greater emphasis to its graduate programs and their curricula, to the locations, delivery modes, and availability of programs, and to the distinct graduate and adult student experience." One specific initiative is: "Continue to examine the University's graduate programs locations, including assessing the need for existing graduate centers and the potential for a downtown Baltimore campus." The present proposal is consistent with this initiative, providing a downtown site for one of the Seller School's graduate programs.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The expected increase in revenue based on additional enrollments at the new location significantly exceeds the increase in costs.

A conservative enrollment projection for the new location is 20 new students per year, generating revenue of \$238,800 in the first year and growing to \$513,600 per year after 5 years.

The cost of adding a new location for the MBA is modest: it requires renting classroom space for a total of five hours per week for 30 weeks (first year) and ten hours per week for 30 weeks (second and subsequent years). For the second and subsequent years, this additional cost is \$48,000 annually.

4. Provide a description of the institution's commitment to:
 - a) ongoing administrative, financial, and technical support of the proposed program

The proposed new location does not require additional faculty or staff, or additional technological resources. As noted above, the additional financial resources are modest (\$48,000 per year) in comparison with the additional revenue (\$513,600 per year). Current resources that will support the program include administrative and faculty personnel, as described at G.1 below, as well as general administrative resources, such as Dean's office, marketing, registration and records, and so on. No additional resources will be added to any of these operations for the purpose of supporting the additional location.

- b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

The new location is intended to offer foundational, or core, business courses only. Enrolling students will be informed that electives must be completed at one of Loyola's other Graduate Centers or online. If unforeseen circumstances require Loyola to close the new location, all students will be able to complete even the foundational courses at the Graduate Centers.

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

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - a) The need for the advancement and evolution of knowledge
 - b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

Market research indicates that business school students prefer that courses be offered near their place of employment or their home. Data from both the Baltimore Metropolitan Council and Maryland Department of Commerce indicate Baltimore City, particularly the Baltimore City center location, includes a large number of potential students in the demographic group for which the MBA is intended. The proposed location will provide these students with the convenience of an instructional site near their employment and/or residence. Benefits include a reduction in traffic and congestion to the city and more efficiency and savings in commuter cost for students.

Additionally, the proposed off-campus MBA meets societal needs of expanding educational opportunities for minority students and demonstrates a commitment to providing educational opportunities to diverse populations including those from traditionally underrepresented groups. According to the Baltimore Metropolitan Council's analysis, the non-white population of downtown Baltimore ranges from 48% - 67%. The expectation is the off-campus MBA program will draw a higher-than-average non-white student population. The increase will be from the higher number of non-whites who work and/or reside within the Baltimore City center and by providing an instructional site that is more convenient and fits within individuals' work and life schedules.

2. Provide evidence that the perceived need is consistent with the Maryland State Plan for Postsecondary Education.

The proposal for an MBA program in Baltimore's city center is consistent with the Maryland State Plan. The program provides greater access to students by providing an instructional site close to prospective students' workplaces and homes. In 2015 – 2016 Eduvantis, a consulting firm, conducted market research on behalf of Loyola to assess interest in graduate business programs. It found more interest for an MBA program, particularly one with a part-time option, located in the city rather than the county. Additionally, as indicated in question C.3., research by QS, a business school research company, found 51% of business school applicants pick their school based on location, with a preference for a location near their place of employment or residence.

As mentioned above Loyola utilized the gap analysis by Eduvantis to determine the need for a downtown MBA program. The Baltimore Economic Council (BEC) data referenced in response to Question C. 3. below indicates an MBA degree appeals to a demographic that includes individuals who are 25-44, have earned a bachelor's degree, and work white-collar jobs. The BEC data also indicate a continued increase in the population for this demographic in the proposed program site of the Baltimore City center. An additional example of how the proposal meets the Innovation goal of the Maryland State Plan for Higher Education is by supporting business driven credentials. According to the Graduate Management Admission Council (GMAC), "96% of responding employers agreed that hiring business school graduates creates value for their companies" and see the MBA as an advantage in the job market.

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

1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.

Graduates with an MBA from Loyola University Maryland will be ready for mid-level management positions across a wide array of industries. The industries that attract the greatest number of MBAs are Finance/Accounting, Healthcare/Pharmaceuticals, Consulting and Energy/Utilities. Due to Loyola's geographic location, we also have employment opportunities in the government sector. Graduates of the Loyola MBA are equipped with the hard and soft transferable skills to keep them relevant in the job market. Loyola MBAs are represented at many Baltimore companies such as T. Rowe Price, Exelon, Under Armour, Brown Advisory and Northrop Grumman.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

For students to participate in an MBA program, they must possess a bachelor's degree. According to Graduate Management Admission Council (GMAC) research, among the US millennial generation, which is now largest segment of the US population, 40% have earned a bachelor's degree or more. While the greatest proportion of the potential market is within the millennials, the Loyola MBA is appealing to those of any age who have earned a bachelor's degree, due to market demand and the availability of jobs that require or prefer an MBA. According to the GMAC data cited in section B.2 above, employers overwhelmingly find hiring MBA graduates adds value to their company and these companies see the MBA as an advantage in the job market. Graduates of Loyola's MBA program are preferred for a wide variety of occupations. Below is a sampling of common occupations Loyola MBA graduates might enter (Table 1) and labor data projections of those occupations (Table 2).

Table 1: Common Occupations

U.S. Department of Labor-Bureau of Statistics Job Outlook					
Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change. 2016 - 2026	
				Percent	Numeric
Accountants and Auditors	13-2011	1,397,700	1,537,600	10	139,900
Economists	19-3011	21,300	22,600	6	1,300
Budget Analysts	13-2031	58,400	62,200	7	3,800
Financial analysts	13-2051	296,100	328,200	11	32,200
Personal financial advisors	13-2052	271,900	312,300	15	40,400
Market research analysts and marketing specialists	13-1161	595,400	733,700	23	138,300
Advertising, promotions, and marketing managers	—	249,600	273,400	10	23,800
Advertising and promotions managers	11-2011	31,300	33,000	10	1,700
Marketing managers	11-2021	218,300	240,400	5	22,100
Computer and information systems managers	11-3021	367,600	411,800	12	44,200
Computer systems analysts	15-1121	600,500	654,900	9	54,400
Management Analyst	13-1111	806,400	921,600	14	115,200
Medical and health services managers	11-9111	352,200	424,300	20	72,100
Financial managers	11-3031	580,400	689,000	19	108,600
Operations research analysts	15-2031	114,000	145,300	27	31,300
SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program					

Table 2: Labor Data Projections

Maryland Department of Labor - Maryland Long-Term Occupational Projections (2016 – 2026)				
Occupation	2016	2026	Change	Pct. Change
Accountants and Auditors	29,686	31,670	1,984	6.68%
Economists	394	409	15	3.81%
Budget Analysts	2,276	2,360	84	3.69%
Financial Analysts	6,444	6,952	508	7.88%
Personal Financial Advisors	6,472	6,913	441	6.81%
Market Research Analysts and Marketing Specialists	9,914	10,652	738	7.44%
Advertising, Marketing, Promotions, Public Relations, and Sales managers	10,372	11,070	698	6.73%
Advertising and Promotions Managers	590	628	38	6.44%
Marketing Managers	3,117	3,339	222	7.12%
Computer and Information Systems Managers	8,979	9,544	565	6.29%
Computer Systems Analysts	14,950	16,080	1,130	7.56%
Management Analyst	22,475	23,772	1,297	5.77%
Medical and Health Services Managers	9,599	10,741	1,142	11.90%
Financial Managers	10,919	11,578	659	6.04%
Operations Research Analysts	3,092	3,266	174	5.63%
Source: Maryland Department of Labor, Licensing, & Regulation - Division of Workforce Development and Adult Learning Office of Workforce Information and Performance				

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The latest (2014) applicant survey by QS, the business school research company, found that 51% of business school applicants are picking their school based on location, up from 41% in 2011. When asked about location preferences, applicants indicate they prefer a site near their place of employment or near their home. When considering part-time evening programs, especially in locales with challenging rush-hour commuters, the preference is a site near work, to reduce any complications involved in getting to class on time.

The population in center city Baltimore City has been growing at least since 2010 and is expected to continue to grow at least through 2020 (Baltimore Metropolitan Council, 2015). Demographic and employment trends in Baltimore suggest that offering graduate business programs in the downtown area would be attractive to increasing numbers of potential students in the demographic groups for which the MBA is intended: 25-44 years old, with bachelor's degree, employed in white-collar work. As shown in Table 1, the size of these demographic groups is substantial in Baltimore City, based on data from the Baltimore Metropolitan Council (BMC).¹

¹ BMC data based on population within concentric circles centered at Charles and Baltimore Streets.

Table 3: 2015 Estimated Population

	0.5-mile circle	1-mile circle	3-mile circle
Age			
Age 25-34	3,154	16,231	74,260
Age 35-44	1,347	8,038	43,460
Educational Attainment			
Less than bachelor's degree	2,861	21,420	152,132
Bachelor's Degree	1,989	7,564	39,021
Graduate Degree	2,000	8,811	33,228
Occupation			
Service & Farm	544	3,739	29,172
Blue Collar	194	1,485	18,096
White Collar	4,001	20,279	94,670
<i>Source: BMC 2015</i>			

As well, the number of people employed in the city, whether they live in the city or not, is substantial, based on data from the Maryland Department of Commerce (MDC). This is shown in Table 2.

Table 4: Worker Mobility, 2010-2014 Average

Workers commuting into Baltimore City	208,348
Workers commuting out of Baltimore City	102,059
Net workers commuting into Baltimore City	106,289
Workers living and working in Baltimore City	161,454
% Population living and working in Baltimore City	61.3%
% Baltimore City jobs held by residents	43.7%
% Baltimore City jobs held by non-residents	56.3%
Travel time to Baltimore City jobs	30.1 min.
<i>Source: MDC, 2015</i>	

The data provided above, coupled with the earlier evidence on the importance of proximity to home or work in program choice, show that the proposed additional location for Loyola's MBA would be convenient for a significant number of potential students.

In addition to this information suggesting a significant demand for graduate business programs in Baltimore City, two recent research projects provide support adding for a downtown location.

- In 2014, Dr. Robert Neff, consultant, conducted a location study for Loyola University. The study focused on determining the number of potential students in specified geographic areas in the Baltimore region. For graduate business programs, the "Location Suitability Scores" for Baltimore City (.46) was strong, especially as compared with the current locations of our graduate centers, Columbia-Laurel (.21) and Baltimore County North (.23).
- In 2015-16, consulting firm Eduvantis conducted further market research for graduate business programs and found that more inquiries about the MBA came from the city than from any of the Maryland counties. Eduvantis recommended that Loyola place high priority on changing the program location.

There are several other important considerations related to site location for the graduate business programs. These are delineated below.

International students. A downtown location would likely be more attractive to international students than Loyola's current locations. Being in the city would be easier for international students, in terms of finding nearby housing, transportation from apartment to campus, access to social and cultural activities, proximity to internships, and proximity to rail transportation for inter-city travel, especially to New York, Philadelphia, and Washington.

Students of color. About 30% of Loyola's current graduate business students are non-white, while the non-white population in the downtown area included in the Baltimore Metropolitan Council's analysis ranges from 48% to 67% (depending on which geographic ring is considered). Having a downtown location will help Loyola serve more students of color.

4. **Provide data showing the current and projected supply of prospective graduates.**
The 2015-16 Eduvantis research, referenced above, observed that Loyola does not meet the needs of the potential students who live and work in downtown Baltimore. The Eduvantis research revealed a large concentration of potential students in this downtown area. A sample of 394 current and prospective students was used to evaluate the proximity to home and work locations as reflected in the heat maps below. This research shows that proximity to home and work are high determinants of program selection, especially in the "night market" MBA.

Figure 1: Current Students' Work Location

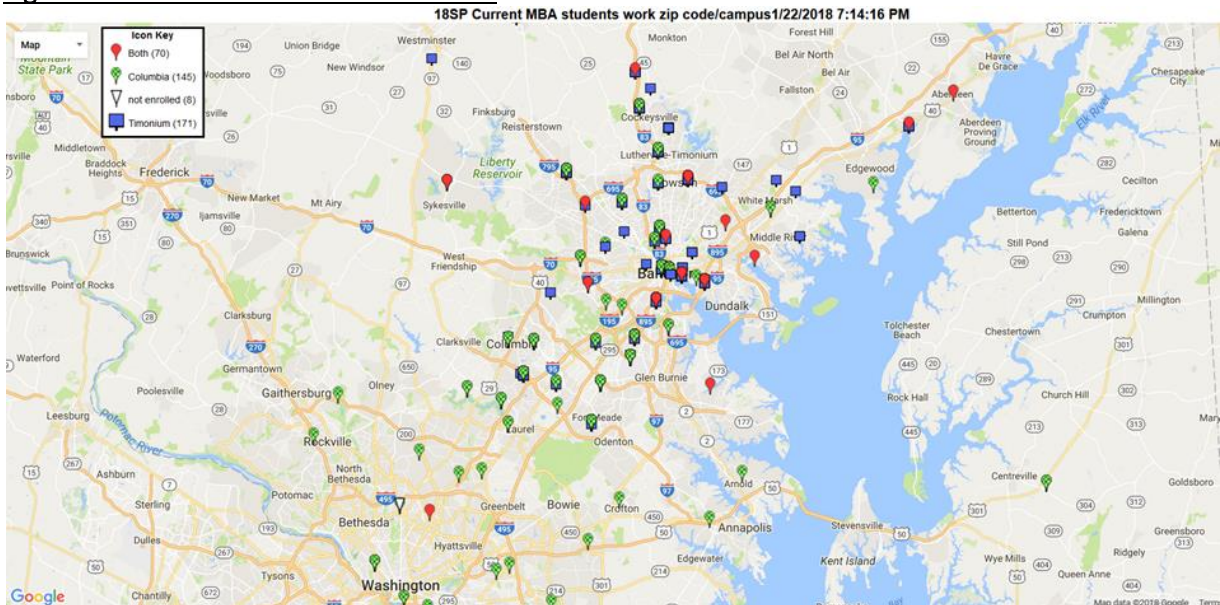
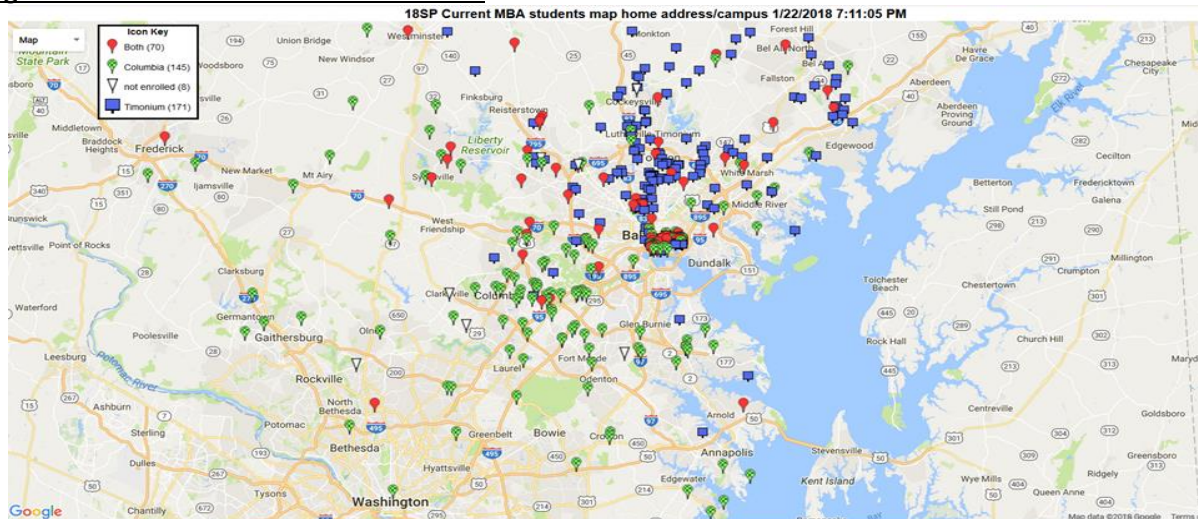


Figure 2: Current Students' Home Location



Figures 1 and 2 “heat maps” show current students’ work and home locations and the Loyola locations where they currently take MBA classes. The maps are color coded by campus location: green markers indicate attendance at the Howard County site, blue markers indicate attendance at the Baltimore County site and red markers indicate that a student takes courses at both campuses.

Together, Figures 1 and 2 illustrate that a large percentage of Loyola’s MBA students live and/or work in the Baltimore City center. Students appear to gravitate to a campus that is convenient to either their home or work locations, and a city center campus would provide greater convenience for many of these students.

D. Reasonableness of Program Duplication:

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

Loyola’s MBA at 100 Transamerica Building will target part-time students. For a program to be considered similar, it would be offered to part-time students and offered fully face-to-face or hybrid (face-to-face and online). Those programs include: University of Maryland’s Part-time MBA program, University of Baltimore’s Flexible MBA program, Bowie State University’s MBA program, and Johns Hopkins University’s Flexible MBA program. Programs that are fully online, full-time, or targeted toward high-level executives are not similar to the target market of Loyola’s MBA.

The proposed format at this location is different from the programs mentioned above in that courses offered during Fall and Spring semesters will be hybrid, and courses offered during Summer will be online. These courses will be offered in the Baltimore City center. The programs listed above do not offer classes in this specific area. Additionally, there are significant differences in cost per credit as well as number of credits required for degree completion between Loyola MBA and those of the similar programs listed above.

2. **Provide justification for the proposed program.**

Loyola University Maryland recognizes that many students and prospective students live and/or work in downtown Baltimore and seeks to offer them an MBA program that is convenient. Universities in the geographical area with similar programs do not offer MBA courses in Baltimore’s Inner Harbor. As Loyola University Maryland’s Sellinger School of Business actively develops its long-term goals and initiatives, a Baltimore City center location will serve as a first step to greater service to Baltimore’s business community – including large, medium and small enterprises. This is consistent with Loyola’s mission, which emphasizes the importance of being anchored in Baltimore.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. **Discuss the program’s potential impact on the implementation or maintenance of high-demand programs at HBI’s**

Loyola anticipates minimal impact on these programs. There are two HBIs in the Greater Baltimore area that have MBA programs. There are distinct differences between these two programs and Loyola’s program. The Morgan State University MBA is completely online while Loyola’s is not. The Bowie State University program is nearly 30 miles outside of Baltimore City center. Loyola’s new location for MBA courses should not affect enrollments at these HBIs.

Table 5: HBI Chart

HBI	Schools of Business	MBA degree	#Credits	Per Credit Tuition	Time Frame	Elective?	Location
<i>Morgan State University</i>	School of Business and Management	MBA – Yes	36	\$433 Res, \$851 Non-res	24 months	Yes	Online
<i>Bowie State</i>	Colleges of Business	MBA - Yes	36	\$ 415 Res, \$702 Non-res	18-36 Months	Yes	Campus/ Online
<i>Coppin State</i>	School of Business	No					
<i>UM Eastern Shore</i>	School of Business and Technology	No					

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

1. Discuss the program’s potential impact on the uniqueness and institutional identities and missions of HBIs

This program has no potential impact on the uniqueness and institutional identities and missions of HBIs.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

During the 2015-16 Academic Year, Loyola’s Sellinger School of Business commissioned Eduvantis, a business-education consulting firm, to study the graduate programs’ market position, marketing activities and operations, with a particular focus on the MBA. The study resulted in seven clear recommendations, one of which was to open a downtown Baltimore location to meet the needs of those working and living near the Baltimore City center.

A new location proposal was developed by the Sellinger Dean and evaluated by the University Cabinet, the Sellinger School’s advisory board, and faculty. Following an extensive search, a location was identified near the Baltimore City center at the Transamerica Building at 100 Light Street. A letter of interest was completed on February 21, 2019.

This proposal calls for a new location of an existing program. Current administrators and faculty, listed below, will execute this proposal.

Patricia Tarrant, Director of Graduate Evening Programs will oversee the program location. Ms. Tarrant has a bachelor’s degree in Marketing and an MBA, both from Loyola University Maryland. Ms. Tarrant joined Loyola in 2011.

Theresa Brilliant, Affiliate Instructor of Accounting, will teach (GB706) Accounting for Decision Making. Ms. Brilliant works as an accountant in the corporate finance area for the Securities and Exchange Commission, having been with the SEC since 2001. She has a BS in Accounting from the University of Maryland and an MBA from Loyola University Maryland. Ms. Brilliant has been teaching at Loyola since 2016.

John Dougherty, Assistant Professor of Economics, will teach (GB715) Applied Business Statistics. Dr. Dougherty has bachelor's degrees in Math and Economics from George Washington University and a PhD in Applied Economics from the Ohio State University. Dr. Dougherty joined Loyola in 2018.

Nan Ellis, Professor of Law and Social Responsibility, will teach (GB700) Business Ethics and Corporate Social Responsibility. Dr. Ellis received her law degree from The Ohio State University and B.A. in Political Science from The Ohio State University. Dr. Ellis joined Loyola in 1984.

Andrea Giampetro-Meyer, Professor of Law & Social Responsibility, will teach (GB711) Communicating in the Legal Regulatory Environment of Business. Dr. Giampetro-Meyer received her J.D. from the College of William & Mary and a B.S. in Business Administration (Economics) from Bowling Green State University. Dr. Giampetro-Meyer joined Loyola in 1986.

Patricia Kanashiro, Assistant Professor of International Business and Management will teach (GB709) Strategic Management. Dr. Kanashiro received a master's in economics and a doctoral degree in Strategic Management and Public Policy from the George Washington University. Dr. Kanashiro joined Loyola in 2013.

Karyl Leggio, Professor of Finance, will teach GB703 Financial Strategy. Dr. Leggio has a BS in Finance and Strategic Management and an MBA from East Tennessee State University, and a PhD from the University of Kansas. Dr. Leggio joined Loyola in 2008.

David Luvison, Executive in Residence of Management, will teach (GB705) Leading and Managing People. Dr. Luvison earned his Doctor of Business Administration from Nova Southeastern University and an MBA in Finance from Miami University. He received his BA in English Literature/Education from John Carroll University. Dr. Luvison joined Loyola in 2015.

Ravi Srinivasan, Associate Professor of Operations Management, will teach (GB701) Operations and Process Strategies. Dr. Srinivasan received his Ph.D. in Operations and Sourcing Management from Michigan State University and a Master of Science in Industrial and Manufacturing Systems Engineering from Kansas State University. He received a Bachelor of Engineering from Osmania University in India. Dr. Srinivasan joined Loyola in 2012.

Kerria Tan, Professor of Economics, will teach (GB707) Managerial Economics. Dr. Tan has Economics degrees, a BA from the University of California, San Diego and a PhD from the Ohio State University. Dr. Tan joined Loyola in 2012.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The learning outcomes for the MBA program are:

Effective Communication: Students will develop effective communication skills to synthesize complex business ideas.

Objective 1: Students will be able to effectively communicate quantitative and qualitative business concepts in a clear and concise manner in written and oral formats.

Objective 2: Students will be able to communicate effectively in working with diverse team members.

Analytical and Critical Thinking: Students will develop the ability to analyze complex situations by managing information, applying qualitative and quantitative solutions, and integrating information technology to improve decision making and increase competitive advantage in an environment of rapid change.

Objective 1: Students will demonstrate the ability to identify, analyze, and solve complex business problems using quantitative methods, statistical analyses, and information technology.

Objective 2: Students will demonstrate the ability to reflect and draw on coursework and life experiences in making managerial decisions in competitive and uncertain business environment.

Knowledge and integration of functional area content: Students will successfully apply and integrate the functional areas of business to improve strategic decision making.

Objective 1: Students will be able to take strategic, comprehensive, and innovative approaches in making business decisions to create value in a challenging environment.

Objective 2: Students will be able to integrate knowledge of the core business functions to solve complex, ambiguous and unfamiliar management problems.

Ethical Leadership: Students will demonstrate knowledge of ethical frameworks for management decision-making and leadership.

Objective 1: Students will demonstrate that they are ready to act based upon knowledge of legal principles, classical ethical guidelines, and social responsibility.

Objective 2: Students will be able to analyze organizational environment, understand and communicate the underlying social and ethical forces, determine appropriate responses, and implement solutions.

Objective 3: Students will be able to recognize ethical issues, propose solutions to an ethical dilemma, and use ethical reasoning to justify the solutions.

Global awareness: Students will demonstrate an appreciation of the complexities of conducting business in a global environment.

Objective 1: Students will be able to identify factors affecting the global economy and international business and develop a comprehensive understanding of the factors.

Objective 2: Students will be able to use analytical frameworks to evaluate the factors impacting the global economy and international business.

Objective 3: Students will be able to apply knowledge of the global economy and international business to make informed business decisions.

3. Explain how the institution will:
 - a) provide for assessment of student achievement of learning outcomes in the program

Table 6: MBA Curriculum Assessment Chart

Goal	Objective 1	Objective 2	Objective 3
Effective Communication: Students will develop effective communication skills for individual and team settings.	Students will be able to effectively communicate quantitative and qualitative business concepts in a clear and concise manner in written and oral formats. GB705	Students will be able to work and communicate effectively with diverse team members. GB705	
Analytical and Critical Thinking: Students will develop the ability to analyze complex management situations by managing information, applying qualitative and quantitative solutions, and integrating information technology to improve decision making and increase competitive advantage.	Students will demonstrate the ability to identify a problem, and use quantitative methods, information technology and statistical analyses to arrive at a solution. GB701	Students will demonstrate the ability to reflect and draw on coursework and life experiences in making decisions. GB715	
Knowledge and integration of functional area content: Students will successfully apply and integrate the functional areas of business to improve decision making and strategy formulation.	Students will be able to take strategic, integrative, and innovative approaches to business decisions to create value in an increasingly global environment. GB702	Students will be able to apply an integrated knowledge of core business functions to complex, ambiguous and unfamiliar management situations. GB704	
Ethical Leadership: Students will demonstrate knowledge of ethical frameworks for management decision-making and leadership.	Students will demonstrate that they are ready to act based upon knowledge of legal principles, classical ethical guidelines, and beliefs about what it means to be socially responsible. GB700	Students will be able to analyze organizational situations, understand and communicate the underlying forces, determine appropriate responses, and implement solutions. GB700	Students will be able to recognize ethical issues, propose solutions to an ethical dilemma and use ethical reasoning to justify the solution. GB700

Global awareness: Students will demonstrate an appreciation of the complexities of managing in a global environment.	Students will be able to identify factors affecting the global economy and international business. GB709	Students will be able to use analytical frameworks to evaluate the factors impacting the global economy and international business. GB709	Students will be able to apply knowledge of the global economy and international business to make informed decisions and recommendations. GB709
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b) document student achievement of learning outcomes in the program

Specifically, Association for the Advancement of Collegiate Schools of Business (AACSB) Standard 8 requires: The school uses well-documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met.

Learning goals must be consistent with the school's mission, reflect currency of knowledge, and reflect expectations of all stakeholders (faculty, students, employers, and policy-makers). Further, achievement of learning goals must be demonstrated through regular assessment (at least twice in a five-year cycle) and reported to the AACSB for review. The AACSB visits campus every five years and attests to the veracity of the process. A full description of this process can be found at [AACSB Guidelines for Assessment](#).

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

The following courses (Table 7) will be offered in the downtown location as part of our MBA program. The program will require a total of 39 credit hours – 33 credit hours are dedicated to learning core content material (which are listed below) and up to 9 credits of elective hours that students can individually choose to earn a specialization. (See Appendix 4).

Table 7: Required Courses and Descriptions

Course Number	Name and Credit Hours	Course Description
GB700	Business Ethics and Corporate Social Responsibility (3 credits)	This course has two primary objectives: to provide a practical, action-oriented approach to business ethics that helps individuals who work in corporations and organizations decide what to do when they are faced with an ethical dilemma, and to explore modern corporate social responsibility-an approach to management that guides organizations beyond creating an ethical environment in the workplace. While pursuing these objectives, students study alternative perspectives on a wide range of contemporary business issues through readings and case studies. Ultimately, students see the extent to which ethics and moral and social responsibilities are intertwined.

Course Number	Name and Credit Hours	Course Description
GB701	Operations and Process Strategies (3 credits)	Prerequisite: GB 707, GB 715. Focuses on how operations can be used for competitive advantage in today's world by improving the use of an organization's resources. Frameworks are provided by linking business processes, metrics, best practices, and technologies to add value for the ultimate customer of the firm. Topics cover enterprise decisions related to both product and service companies such as process mapping, value stream mapping, quality management, lean philosophy, continuous process improvement, inventory control, waiting line management, and capacity management. Pedagogical methods include lectures, simulations, cases, and projects. Students develop competencies in process analysis, value stream mapping, inventory control, and queuing management.
GB702	Marketing Strategy (3 credits)	<i>Prerequisite: GB 600 or GB 715, GB 611 or GB 707.</i> Explores marketing's role in creating value for the firm and its stakeholders in a global environment. Using analytical tools for decision making, students evaluate and formulate a marketing strategy across the product life cycle and in various levels of competitive intensity. Key topics include environmental analysis, marketing mix (product, price, promotion, and distribution strategy), segmentation, targeting, and positioning.
GB703	Financial Strategy (3 credits)	Prerequisite: GB 600 or GB 715; GB 611 or GB 707; GB 613 and GB 615, or GB 706. Introduces students to financial theories and applications within the corporate context. The course is intended to develop financial analysis skills; provide a strategic orientation toward problem solving; introduce students to the types of decisions faced by financial managers; and provide an understanding of valuation and the linkage between managerial decisions and firm value.

Course Number	Name and Credit Hours	Course Description
GB704	Information Technology and Strategy	Provides a strategic management approach to developing and sustaining competitive advantage using information and information technology in the organization. Topics include alignment of technology with management and organization goals; business value of technology; enterprise resource planning; customer relationship management; social technologies such as LinkedIn and Facebook; digital business; big data technologies; technology innovations; distributed co-creation, mobile technologies; the growing "Internet of Things"; "Big Data"; e-government and public good; cyber security issues; and ethical and legal issues in technology. Students gain a strong information technology knowledge set and an appreciation for information systems as process enablers, change agents, and strategic facilitators using web-based systems.
GB705	Leading and Managing People (3 credits)	Develops skills and knowledge for leading and managing people at work for personal efficacy and organizational effectiveness. Themes include adding value, managing people and performance, designing jobs and reward systems, and creating innovative cultures. Topics include values and vision, personality and decision making, intrinsic and extrinsic motivation, goals and rewards, power and influence, innovation and adaptation, and ethics. Pedagogical methods include lectures, case studies, group exercises and decisions, and class discussion.
GB706	Accounting for Decision Making (3 credits)	Focuses on the use of accounting information by management in making strategic managerial decisions. Topics include costing systems; cost-volume-profit analysis; budgeting and control systems; relevant cost and decision making; performance evaluation; and strategic cost management. The practical application of managerial accounting techniques in planning and control activities is emphasized.

Course Number	Name and Credit Hours	Course Description
GB707	Managerial Economics (3 credits)	Combines theory and practice in using economics for making profitable business decisions. Theory includes demand and cost analysis of the firm, as well as competitive market situation analysis. This course also incorporates topics surrounding how the firm is impacted by the macroeconomic environment, including theories of the business cycle, economic growth, and international trade and finance. In addition to theory, there is practical application of the tools discussed. Quantitative techniques for managers are also covered as appropriate, and the course provides a basic understanding of how to use economic data in the business environment.
GB709	Strategic Management (3 credits)	Prerequisite: GB 600 or GB 715; GB 611 or GB 707; GB 612 or GB 711; GB 613 and GB 615, or GB 706; GB 617 or GB 716; GB 700, GB 701, GB 702, GB 703, GB 704, GB 705. Develops general management insights and exposes students to a variety of perspectives, approaches, and tools for the conduct of strategic management. Through completion of strategic analyses and a strategic audit, students develop their capacities to describe, apply, and draw and defend conclusions from strategic analysis tools; summarize, present, and discuss strategic topics and issues; and identify, understand, analyze, and evaluate the strategies of businesses. Typically taken in last semester. Must be taken within last six credits of program.
GB711	Communicating in the Legal Regulatory Environment of Business (3 credits)	Examines the legal and regulatory controls that define, promote, and limit business activities. A wide range of important legal topics are covered, including legal process and dispute resolution; agency law; corporate governance; securities law; product liability; employment law; and the global implications for each of these areas of law. The course may also cover specialized topics, such as intellectual property and environmental protection. Moreover, this course is designed to develop critical communication skills through written and oral presentation assignments related to the study of the legal environment of business. Students emerge from this course with an understanding of the complicated legal and regulatory environment in which they operate, as well as with the skills necessary to consistently plan, create, and deliver effective written and oral business communications.

Course Number	Name and Credit Hours	Course Description
GB715	Applied Business Statistics (3 credits)	Provides an up-to-date coverage of the relevant tools and techniques for intermediate to advanced data analysis. Statistical modeling combined with current computing power has shaped the landscape of modern business. Fields that have taken enormous advantage of this technology and grown exponentially in recent years include information driven marketing and data mining. This course stresses a hands-on approach towards understanding and applying these techniques to various business problems. Topics include data summary and presentation, advanced linear regression analysis, modeling discrete dependent variables and policy evaluation. Time series forecasting is also included. Excel and cases are used. Intermediate Excel skills required.

5. Discuss how general education requirements will be met, if applicable.

This is a master's level program, so there are no general education requirements.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Loyola's Sellinger School of Business is accredited by the Association for the Advancement of the Collegiate Schools of Business (AACSB), the premier accreditation body for Schools of Business in the United States.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

No other educational entity is involved with this program. The proposal is for an additional location at which courses will be offered. The additional location is 100 Light St., Baltimore. The Letter of Intent and invoice are provided in Appendix 1.

8. Provide assurance and any appropriate evidence that the proposed program will provide students clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Information about the curriculum and degree will be available to the students in the Loyola Course Catalogue, on the Moodle site, and in their advising guide. Accepted students will meet with a graduate business advisor at which time their course details will be discussed in depth. Students will continue to have regular meetings with their academic advisor throughout the program. At orientation, students will again receive clear, complete information on the curriculum, course and degree requirements, the nature of faculty/student interaction, technology overview, technical equipment requirements, directions to online Moodle training, career management services, and directions on financial aid/billing. Students will also receive a PDF of this information to serve as a resource throughout the program.

This information is included in materials given to students:

Inquiries to Advisors and the Director

Any inquiries from prospective students or current students should be sent to the MBA program office at mba@loyola.edu.

Communications Between Loyola Faculty and Program Students

Official communication between the student and the MBA office will always go through a student's Loyola email address and will often be conducted through the Moodle site. Students enrolled in this academic program are given a Loyola email account. Students can call 410-617-5555 or email ots@loyola.edu if they have any trouble with account access. Faculty provide regular office hours.

Computer Facilities

Loyola has extensive computer facilities for student use. Computer labs can be found at the Evergreen, Timonium and Columbia campus. These facilities are available for use even when the building is not open. Students have access to printers at each of the above locations. Students also have access to Microsoft Office for a suite of programs.

Technology

The mission of technology services is to support, enrich and inspire the academic, social and administrative experience of the Loyola community through dynamic partnerships and a focus on effective technologies in alignment with the University's mission and dedication to lifelong learning and caring for the whole person. Loyola has extensive services supporting the area of technology. Because this program has classes that are in person and some classes that are online asynchronous students will need to have access to a computer for the online classes. While students will be given instruction in any technological device that they are asked to use, it is the expectation of the program that the student will be responsible for the equipment needed and to prepare themselves for the technological pieces of the courses as they are offered.

Graduate Financial Aid

The office of financial aid administers several types of financial assistance for graduate students. Loan assistance is available through the federal government and private lenders. Assistantships are available through several academic and administrative departments. Additionally, individual departments offer a limited number of fellowships, scholarships and grants to assist students with their education expenses. Currently enrolled students may view their financial aid and student account information by accessing the "Financial Profile" section of WebAdvisor. Explore the Graduate Financial Aid web site for more detailed information on the types of financial assistance available to graduate students, eligibility criteria and application procedures. Email financial aid at gradfinancialaid@loyola.edu if you have any questions.

The Graduate Catalogue has the following statements about payment as well as the current cost of tuition.

- Loyola University Maryland understands the costs associated with high quality education are of concern to students. Accordingly, the University has been diligent in managing its resources and is flexible in its approach.
- When official withdrawal is granted and has been properly approved, a refund will be made according to the schedule in the catalogue.
- Payment in full for tuition and all fees is required at the time of registration. Payment may be made by cash, personal check, or money order. Payments by Visa, Mastercard, Discover or American Express may only be made online via Webadvisor and are assessed a 2.5% fee. Third party billing, employee tuition remission benefits, graduate assistantships, scholarships and approved financial aid are also acceptable payment methods.

- When registering via Webadvisor, all payments or required payment authorization documents must be received by the University no later than 10 days after registration. Failure to meet payment requirements will result in an immediate hold being placed on the student's account and may result in cancellation of the requested registration information.
- All application materials for a Federal Direct Unsubsidized Stafford Loan must be completed and received by the Office of Financial Aid at least four weeks prior to registration to ensure that loan proceeds are available for payment of University charges. Late applicants must pay all University charges when registering for classes.

Career Development and Placement Center

The services of the Career Development and Placement Center are available to all Loyola students, graduates and alumni/ae. Students are welcome to meet by appointment with a career adviser to explore the resources of the Placement Center located in the DeChairo College Center, West Wing, First Floor, 410-617-2232; website [Loyola Career Center](#). Evening hours are available.

Counseling Center

The staff at the Loyola Counseling Center offers confidential, goal-oriented group and individual counseling to help students address academic, personal-social and career exploration and decision making concerns. For more information visit: [Loyola Counseling Center](#).

Disability Support Services

The Office of Disability Support Services (DSS) provides services for students with disabilities, which ensures access to all university programs and activities. Official documentation of disability may be required to determine whether and what kind of special aids or adaptations may be helpful. For more information call: 410-617-2062.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

Loyola University has a dedicated Office of Marketing and Communications. Loyola endorses and adheres to ethical principles and codes of conduct published by various national organizations. These include the Public Relations Society of America (PRSA) Code of Ethics, the National Association for College Admission Counseling (NACAC) Statement of Principles of Good Practice, the National Association of Student Financial Aid Administrators (NASFAA) Statement of Ethical Principles and Code of Conduct for Institutional Financial Aid Professionals, American Association of Collegiate Registrars and Admissions Officers (AACRAO) Professional Practices and Ethical Standards, the NAFSA: Association of International Educators Statement of Ethical Principles, and the Association for Institutional Research (AIR) Code of Ethics, which are followed by the Office of Marketing & Communications, Graduate Business Office, the Office of Financial Aid, the Records and Admissions Offices, the Office of International Programs, and the Office of Institutional Research, respectively.

Furthermore, the institution provides clear and accurate program information on the University's website. The Marketing & Communications/Strategic Marketing team works closely with academic departments and internal academic advising staff members to ensure that advertised information is clear and accurate. The academic department's website is a major resource for students. At Loyola, all websites are maintained by the individual departments. This helps to ensure that content is accurate and relevant for anyone who visits a department website.

H. Adequacy of Articulation

If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

The MBA courses proposed to be offered at the downtown location can be taken to satisfy course requirements of JEBNET (Jesuit MBA Network) students. Current Loyola MBA students and MBA students from other JEBNET institutions may take courses at any of the approved Loyola campuses. The articulation agreement is provided at Appendix 2.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

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

The business faculty teaching in this program includes three tenured full professors, two tenured associate professors, two tenure-track assistant professors, all with terminal degrees in a specific area of business, economics or law; one Executive-in-Residence with a terminal business degree; and, a part-time instructor who has a master degree in business administration. The table below indicates the highest degree for each faculty member, and the courses that the faculty members would likely teach in the program.

Table 8: Faculty Credentials

Name	Status	Title	Highest Degree	Courses Taught
Theresa Brilliant	Part-time	Affiliate Instructor of Accounting	MBA, Loyola University Maryland	GB 706 Accounting for Decision Making
John Dougherty	Full-time	Assistant Professor of Economics	PhD, Applied Economics, The Ohio State University	GB 715 Applied Business Statistics
Nan Ellis	Full-time	Professor of Law	JD, The Ohio State University	GB 700 Business Ethics and Corporate Social Responsibility
Andrea Giampetro-Meyer	Full-time	Professor of Law	JD, The College of William & Mary	GB 711 Communicating in the Legal Regulatory Environment of Business
Patricia Kanashiro	Full-time	Assistant Professor of Management	PhD, Strategic Management and Public Policy, The George Washington University	GB 709 Strategic Management
Karyl Leggio	Full-time	Professor of Finance	PhD, Finance, The University Kansas	GB 703 Financial Strategy
David Luvison	Full-time	Executive-in-Residence of Management	DBA, Nova Southeastern University	GB 705 Leading and Managing People
Ravi Srinivasan	Full-time	Associate Professor of Operations Management	PhD, Operations and Sourcing Management, Michigan State University	GB 701 Operations and Process Strategies
Kerria Tan	Full-time	Associate Professor of Economics	PhD, Economics, The Ohio State University	GB 707 Managerial Economics

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

a) Pedagogy that meets the needs of the students

The development of courses at Loyola University is based on industry best practices as well as institution-specific quality benchmarks. All courses are developed after faculty governance and review to assure learning objectives are developed and achieved. The Sellinger School of Business adheres to the AACSB accreditation guidelines.

b) The learning management system

Loyola University Maryland utilizes the Moodle learning management system for all undergraduate and graduate courses. This learning management system provides for student communication, email, chat and Wiki features, grade books and document storage and retrieval features. Course material is warehoused and communicated to students through this system, as enumerated in (c) below.

c) Evidenced-based best practices for distance education, if distance education is offered.

The Office of Digital Teaching & Learning, composed of instructional designers and multimedia technicians, is charged with ensuring the highest quality standards in online teaching and learning. In this way, Loyola University's online course design, development, and delivery frameworks are consistent with, while also extending beyond, the recommendations of and standards set forth by the industry leading standards-based frameworks of Quality Matters and the Online Learning Consortium Quality Scorecard, while also incorporating the Community of Inquiry framework to further define and inform measures of quality.

Throughout the initial course design and development process, the instructional design team partners with instructors, helping them create engaging and rigorous courses that are aligned with and shaped to meet the learning objectives set forth for each course, each program, each School, and the University more generally.

Throughout the 4-8-month process, instructors are exposed to the theoretical underpinnings of high-quality online course design, the technical processes and procedures of working in the LMS, and best-practices of effective online course delivery.

During the design and development phases, instructors are guided through a process that intertwines Understanding-by-Design, design thinking, and agile development to ensure alignment between content, activities, and assessments—within each module, between modules, throughout the course, with the program, with the School, and with the University generally.

Courses are evaluated by at least two external reviewers at three separate points during the development process. These evaluations assess the relative quality of each course based on an internally-developed, context-sensitive admixture of the Quality Matters, Online Learning Consortium Quality Scorecard, and Community of Inquiry recommendations and standards. During the final review and subsequent revisions to each course, this process ensures that only those courses that pass the rigorous review process and meet the rigorous quality standards can be offered to students.

Courses are reviewed and revised on an ongoing basis—minor revisions being made each term and every course scheduled for a major revision every two years.

Throughout the year, instructors—whether they design, develop, or simply deliver online courses—receive just-in-time training and support for technical and pedagogical issues from Loyola’s Office of Digital Teaching & Learning. The Office offers workshops throughout the year on topics related both to the philosophy of teaching and learning, particularly in an online environment, as well as the practice related to effectively teaching courses in online and digital environments.

Together, the development process and ongoing training and support ensure quality teaching and learning in all of Loyola’s online offerings.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

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

Business/MBA Library Collection Statistics

Journals

Directly Subscribed Journals – Print & Electronic

Total eJournals in Business – 9

Total print journals in Business - 3

LNDL maintains the majority of current journal subscriptions in electronic format.

Online Journal Access via Packages

- eJournals on Business & Management – 5,220
sub-categories include:
 - Management- 568
 - Banking, Finance & Investing- 558
 - Business (General)- 426
 - Accounting & Tax- 193
 - Business- 91
 - Insurance- 90
 - Law- 83
 - Marketing- 74
- eJournals on Marketing- 346
sub-categories include:
 - Management- 27
 - Consumer Protection & Product Reviews- 13
 - Banking, Finance & Investing- 11
 - Communication – 9
- eJournals on Economics- 447
sub-categories include:
 - Business (General)- 279
 - Banking, Finance & Investing- 100
 - Management- 46

Overall, LNDL subscribes to over 50,000 electronic titles in all subject areas; MBA students may access any of these titles from a computer with an internet connection.

**Electronic journal counts in these specific subject areas are estimates.*

Databases

A total of 19 databases that heavily or in part support business research. LNDL provides access to a total of 152 databases that are available for research needs of all students, including MBA students and faculty.

Streaming Media

LNDL provides streaming media content with almost 3,600 full-length films or segments focused on Business & Economic, Business Case Studies, Business Skills, and Marketing, Advertising, & PR. The films are accessible from any computer with an internet connection.

eBooks

LNDL provides access to over 364,000 eBooks, accessible from any computer with an internet connection. Below is a review of available eBook content that supports MBA education and research, focusing on the following subject areas:

Business & Economics – 26,088

Management – 24,628

International Business – 6,669

Finance - 5,890

Marketing – 3,697

Organizational Behavior – 1,712

Business Ethics - 656

Data Analytics – 154

Social Entrepreneurship - 68

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

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

The floor plan for the Center Club location is shown in Appendix 2.

Loyola's courses will be held in the Miles Founders room. The Miles Founders Room is equipped with rows of tables and chairs facing the east wall. The room is WIFI ready with 80+ Mbps upload and 100+ Mbps download speeds during off-peak hours. A projector and screen will also be furnished by the host, the Center Club. Additional seating for collaborative, small group discussion is available in the lounge area adjacent to the stairwell and elevators on the east side of the building.

2. Provide assurance and any appropriate evidence that the institution will ensure student enrolled in and faculty teaching in distance education will have adequate access to:
 - a) An institutional electronic mailing system, and

Loyola issues an online account to each individual as they join the university. Online accounts at Loyola are used to access e-mail, the Inside Loyola portal, web registration, and the course management system, as well as to perform financial transactions with the university, and access many more services. As such, the account is a privilege with its usage governed by the Loyola [Information Security Policy](#) and [Password Policy](#). Account holders should be familiar with each of these policies.

- c) A learning management system that provides the necessary technological support for distance education

Using the Loyola issued account, students have access to an online learning management system (LMS). Details on the Moodle LMS system and additional information regarding the operation and use of the Moodle in order to promote the successful use of the system, system reliability and safekeeping of the data contained in the system can be found in the [Moodle Use and Guidelines documentation](#).

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. Complete [Table 9: Resources and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

Table 9: Resources and Narrative Rationale

Resource 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)	\$238,800	\$477,600	\$489,600	\$501,600	\$513,600
a. Number of F/T Students	0	0	0	0	0
b. Annual Tuition/Fee Rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of P/T Students	20	40	40	40	40
e. Credit Hour Rate	\$995	\$995	\$1020	\$1045	\$1070
f. Annual Credit Hour Rate	12	12	12	12	12
g. Total P/T Revenue (d x e x f)	\$238,800	\$477,600	\$489,600	\$501,600	\$513,600
3. Grants, Contracts & Other External Sources	\$22,305	\$44,609	\$44,609	\$44,609	\$44,609
4. Other Sources	(\$19,188)	(\$38,376)	(\$38,376)	(\$38,376)	(\$38,376)
TOTAL (Add 1 – 4)	\$241,917	\$483,833	\$495,833	\$507,833	\$519,833

2.a-c. This is a part time model of instruction.

2.d. Class size will be maintained at 20 students to ensure maintenance of quality instruction. One class will be run in year 1 and two classes will be run in subsequent years.

2.e. Year 1 and Year 2 credit hour rate will be remaining at \$995. Subsequent years' rates include an estimate increase of ~2.5%, based on increases experienced in recent past.

This location's enrollment represents 6.5% of the total enrollment in the MBA Program in year 1 and 13% in subsequent years. These percentages were used to calculate the pro-rated amounts of grant/contracts and contributions allocated to the MBA Program in our university's APP Financial model using the average of the last four fiscal years. Grants/contracts - \$235,669; Contributions - \$107,479

This location's cohort represent 6.5% of the total enrollment in the MBA Program in year 1 and 13% in subsequent years. These percentages were used to calculate the pro-rated amounts of scholarships allocated to the MBA Program in our university's APP Financial model using the average of the last four fiscal years. Scholarships - \$295,203. Entered into Table 1 as a negative value.

2. Complete [Table 10: Program Expenditures and Narrative Rationale](#). Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year.

Table 10: Program Expenditures and Narrative Rationale

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	\$24,000	\$48,000	\$49,450	\$50,925	\$52,450
7. Other Expenses	\$11,153	\$22,206	\$22,206	\$22,206	\$22,206
TOTAL (Add 1 – 7)	\$35,153	\$70,206	\$71,656	\$73,131	\$74,656

1-3. No new faculty, administrators, or staff required to add these new cohort(s).

4-5. No new resources required.

6. Estimated cost of renting classroom space. In Year 1: 5hrs/week x 30 weeks; Years 2-5: 10hrs/week x 30 weeks.

7. No anticipated changes in direct expenses. Indirect expenses calculated using a cost/student credit hour calculated in FY18, last year available, for graduate student credit hours in Sellinger School of Business and Management that are under its control using Loyola's APP financial planning model. \$46.47/student credit hour.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

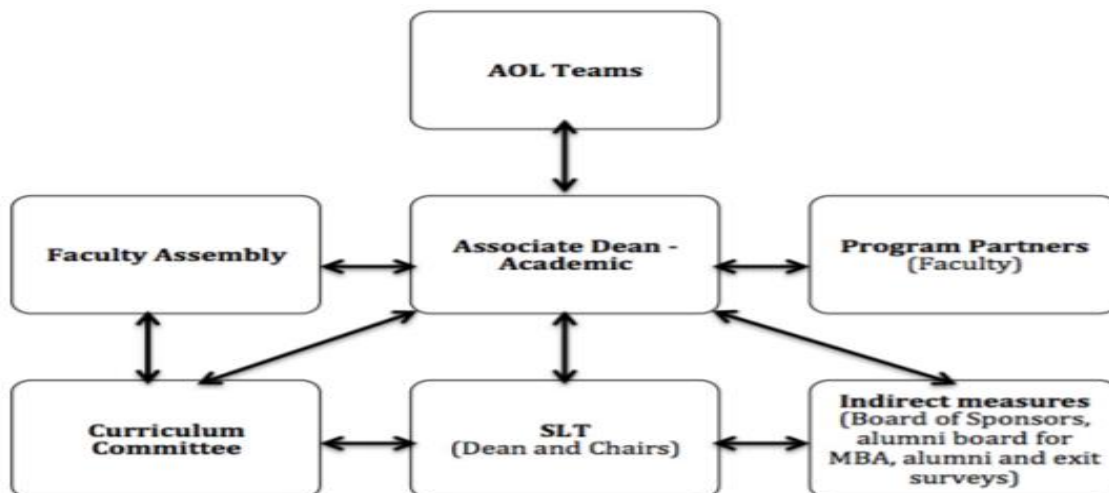
1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

In each course the faculty member conducts a student evaluation of teaching and learning. In addition, faculty performance is evaluated annually. The evaluation assesses teaching performance and intellectual contributions to assure qualifications to teach. All MBA courses and student learning outcomes are assessed on a five-year cycle under the current AACSB guidelines.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

All degree programs in the Sellinger School have assessment models in place and, the assessment results have been used in program improvement in the past. Curriculum is developed as a collaborative effort between the Sellinger Leadership Team, the Curriculum Committee, and faculty teaching in the program. Broadly speaking, faculty have additional input into program review and curriculum change through a governance structure that requires assurance of learning (AOL) teams (Figure 3), the curriculum committee, and the dean's office to report to faculty through a combination of faculty retreats and monthly Sellinger School Assembly meetings. Curriculum development is also informed by advisory boards. The advisory boards take the form of a Board of Sponsors that advises the Sellinger School on the adequacy of the curriculum in addressing the labor force needs of local businesses for each program. The Board is made up of local and regional business leaders. The MBA program has an additional advisory board made up of Sellinger School MBA program alumni. Active advisory boards are also in place for Accounting, Information Systems, Finance, Management, and Marketing. A general schematic is provided below.

Figure 3: AOL Teams



The Sellinger School uses both direct and indirect assessment results to shape the school's program offerings. The Sellinger School has maintained an assurance of learning process since 2003. This process underwent a review in 2006, and a more comprehensive review was recently completed in 2015.

To ensure that program learning goals and learning objectives are aligned with the revised vision and mission statements, faculty consider learning goals and learning objectives across all programs. The faculty adopted a set of five common learning goals across all programs: effective communication, analytical and critical thinking, knowledge and integration of functional area content, ethical leadership, and global awareness. These learning goals are defined in program specific ways for each program. The learning goals were endorsed by the Curriculum Committee and adopted by a vote of the faculty.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR 13B.02.03.05).

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

Loyola's strategic plan includes a priority for the enhancement of Ignatian Citizenship, a goal of which is to "seek, embrace, and promote diversity, equity and inclusiveness." The university pursues this goal with the help of the President's Advisory Council for Diversity, Equity and Inclusion and through divisional goals across the university that tie to the strategic plan. The Council's aim is to foster both a diverse and welcoming atmosphere at Loyola.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

The off-campus program is not a low productivity program.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.
2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

The off-campus program is not a distance education program.

APPENDIX 1: Executed Letter of Intent and Invoice are pasted below.



February 14, 2019

Mr. Kevin Bonner
General Manager
Ms. Ashley Ratliff
Private Events Manager
The Center Club
100 Light Street, 16th Floor
Baltimore, MD 21202

Re: Proposed Terms for Usage of The Center Club

Dear Kevin and Ashley:

On behalf of Loyola University of Maryland, Inc. (User), we are pleased to submit for your consideration this non-binding Letter of Intent under which User would consider entering negotiations to use the Premises described below. The following are the non-binding principal terms and conditions that would form the basis for a usage agreement between the parties:

BUILDING/PREMISES:	100 Light Street, The Center Club
LANDLORD:	The Center Club
USER:	Loyola University of Maryland
YEAR 1 BEGINNING DATE:	September 1, 2019.
YEAR 1 ENDING DATE:	May 31, 2020
ESTIMATED CLASSES YEAR 1:	30 (Two semesters of 15 classes each)
YEAR 2 BEGINNING DATE:	September 1, 2020
YEAR 2 ENDING DATE:	May 31, 2021
ESTIMATED CLASSES YEAR 2:	60 (Two semesters of 30 classes each)
USE:	Classroom. Conference rooms will be able to hold up to 30 students. <ul style="list-style-type: none">• Year 1. Class use will be Monday nights between the hours of 5:00 PM and 10:00 PM.

- Year 2. Class use will be Monday nights and one other night to be specified by User between the hours of 5:00 PM and 10:00 PM. Class nights will be the same each week.

CLASS USAGE FEE:	\$800 per class in Year 1 and \$800 per class in Year 2.
PARKING:	User's students and faculty can park at Building in Center Club's Spaces at no charge. Entry will be at 101 S. Charles Street.
Security Access:	Students and faculty of User will present valid ID to the garage security and, if entering, through the building, at the front desk of the lobby at 100 Light Street. User will provide a roster of the students and faculty to the building security to facilitate access.
OPTION TO RENEW:	User shall have the right to renew the usage agreement in whole or in part for two (2) one (1) year terms. User shall provide Landlord at least six (6) months' written notice of User's intent to exercise each renewal option.
MAINTENANCE:	Landlord will maintain its space in first class condition and comply with, and cause its space to comply with, all laws, ordinances, orders, rules and regulations relating to the Building(s). User shall cause its operations to comply with all applicable laws.
SECURITY DEPOSIT:	None required.
RELOCATION:	In Year 2, Landlord shall have the right to relocate User to a conference room that can accommodate up to 30 students on nights other than Monday night to accommodate events at The Center Club. Landlord will have no right to relocate User from a conference room on Monday nights in Year 1 or 2. Landlord will provide one week's notice of room change to User in Year 2.
CURE PERIOD:	Landlord shall provide User a ten (10) day cure period following receipt of written notice of a monetary default, and a thirty (30) day cure period following receipt of written notice of a non-monetary default (or such longer period as is reasonably necessary to cure such default, provided User commences cure within such thirty day period and thereafter diligently pursues cure to completion).

BROKERAGE: User represents that it is exclusively represented in this transaction by JLL (Broker)/Newmark Knight Frank (Co-Broker). In the event a binding usage agreement is executed by User and Landlord as outlined herein, Landlord shall pay Broker, who will pay Co-Broker its split of a leasing commission pursuant to the terms of a separate agreement. The leasing commission will be equal to 6% times the number of classes times the Usage Fee per Class for the two-year period or \$4,320.

OTHER:

1. Landlord will provide free internet and power supplies for Premises.
2. Landlord will provide free setup and cleanup.
3. Landlord will rent a whiteboard for \$25 per class and a large screen and projector for \$175 per class. (At this time, it does not appear that User will have need for a 40" TV but will inform Landlord if it does.) Landlord will have responsibility for setup and takedown of the whiteboard and large screen and projector. If for any reason, User will not have a need for the whiteboard and/or the large screen and projector, it will inform Landlord the morning of the evening class and Landlord will not charge for the whiteboard and/or the large screen and projector for that evening class.

OTHER TERMS AND CONDITIONS: Landlord and User will negotiate all other terms and conditions relating to User's occupancy of the Premises during the negotiation of a usage agreement.

NON-EXCLUSIVE NATURE OF THIS LETTER: This letter does not constitute any agreement by User to exclusively negotiate with Landlord. Landlord may not negotiate with other parties for the Premises for a period of 60 days from when the LOI is executed.

CONFIDENTIALITY: Landlord and User agree to keep the terms and conditions of this letter, and the negotiations ensuing in connection herewith, in strict confidence.

This proposal, and the terms described above, are presented by User solely for the purposes of discussion and potential negotiation and are not binding on either Landlord or User. No binding contract or agreement will exist between Landlord and User unless and until a definitive and binding written usage agreement is fully executed and delivered by both parties. Until a definitive and binding written usage agreement is fully executed and delivered by both parties, either Landlord or User may, without any liability to the other,

terminate negotiations with respect to the usage of Premises at any time and for any reason whatsoever. Negotiations among the parties conducted pursuant to this letter or otherwise, if any, shall not be subject to any duty of good faith and fair dealing. Notwithstanding the foregoing, each party, by its signature below, agrees to be bound by the confidentiality provisions of this Letter.

This proposal is subject to modification or withdrawal by either party until the usage agreement is fully executed and delivered by both parties.

This usage agreement proposal is valid through February 27, 2019 (the "Expiration Date") and shall terminate if not accepted in writing by Landlord on or before the Expiration Date.

Sincerely,



John Gibb



Michael Singer

AGREED AND ACCEPTED:

Loyola University of Maryland, Inc. (User),

By: 

Date: 2/21/19

Printed Name: Randa Gentile

Title: U.P. Finance + Admin

THE CENTER CLUB (Landlord)

By: 

Date: 2/18/2019

Printed Name: KEVIN GONNER

Title: GENERAL MANAGER



The Center Club
 100 Light Street, 16th Floor
 Baltimore, MD 21202
 410-727-7788, 410-783-0166

BEO #: 4863
 Page: 1 of 2
 Printed: 02/28/2019
 Distributed: 02/28/2019

Member: Member Tbd	Event Date: Mon, Sep 02, 2019
Member #: 2	Contact:
Post As: Loyola University of Maryland	OnSite Contact:
Deposit: \$0.00	

The Club requires initial deposits for all private event dates. This is non-refundable, but will be credited toward your final bill.

Events that are cancelled within three weeks of the event date will not be refunded for any payments made towards the event.

Parking is limited for day time events. Please use the Club's alternative garage located across the street at 30 Light St (sign reads 100 Light St). Building parking is complimentary for evening and weekend events.

**Please provide an alphabetized list of your guest names for all events over 25 attendees. Please remind your guest that a photo ID will be needed at the front desk of the Transamerica building.*

Date	Time	Room	Function	G	Set	Rental
Mon, Sep 02 2019	05:00 PM - 10:00 PM	BQT - TBD	Corporate	0	0	\$0.00

Setup

05:00 PM to 10:00 PM Corporate BQT - TBD

- Year 1 Beginning Date: September 1, 2019
 Year 1 Ending Date: May 31, 2020

Estimated Classes Year 1: 30 (two semesters of 15 classes each)

Year 2 Beginning Date: September 1, 2020
 Year 2 Ending Date: May 31, 2021

Estimated Classes Year 2: 60 (two semesters of 30 classes each)

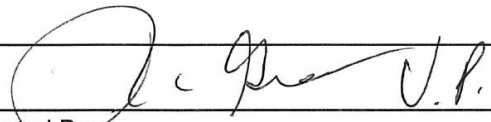
Year 2 classes will be Monday nights and one other night to be specified by User

Complimentary, secure parking for all students in Center Club garage

Internet Access and Power included

Any specifics not covered in this agreement is covered in the LOI

Miscellaneous

Accepted By  Date 3/4/19



The Center Club
 100 Light Street, 16th Floor
 Baltimore, MD 21202
 410-727-7788, 410-783-0166

BEO #: 4863
 Page: 2 of 2
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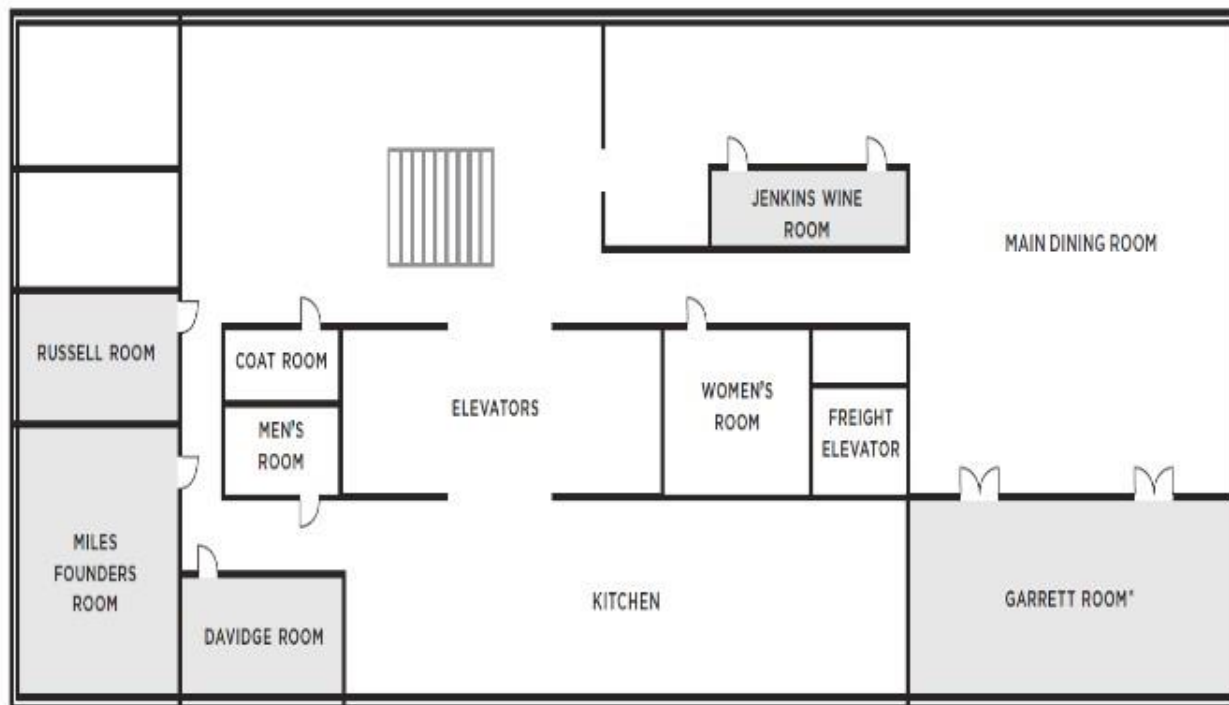
Miscellaneous			
05:00 PM to 10:00 PM Corporate BQT - TBD			
1	Rental Equipment		@\$ 0.00
	Whiteboard - \$25		
	Screen and Projector - \$175		
	Total: \$200		
1	Miscellaneous		@\$ 0.00
	Class Usage Fee:		
	\$800/class in Year 1		
	\$800/class in Year 2		

BILLING	
Balance Due	\$0.00

APPENDIX 2: Center Club Floor Plan

Loyola's courses will be held in the Miles Founders Room.

15TH FLOOR



APPENDIX 3: Jebnet Articulation Agreement

DRAFT

Memorandum of Understanding for AACSB Accredited AJCU Business Schools

The institutions that are parties to this agreement recognize that today's MBA students face the possibility that during the course of their studies they may be required to move from the community where their studies for the degree began. To facilitate the students' ability to complete degree requirements for the MBA, the parties to this memorandum agree, under the terms more fully set forth below, to accept into their MBA programs students who have been accepted as fully-matriculating from any other institution which is a party to this memorandum.

I Definitions

- A. Original University - University that originally admitted the student for study toward the MBA degree.
- B. Receiving University - University that will admit students from the original university for the purpose of taking coursework toward completing degree requirements.

II Student Eligibility

To be eligible to participate in this program, the student must:

- A. Be in good academic standing with the original university;
- B. Must have moved at least 50 miles from the location where the original university offered the MBA program.

III Degree Granting Institution and Academic Requirements

Students who have completed more than one-half of the core and elective courses (those requirements beyond foundation or prerequisite courses) will be eligible to receive their degree from the institution that originally admitted them. In such a case, the student will take coursework at the receiving institution according to a plan established by the original institution. This plan will cover not only the courses to be completed, but also, by way of illustration and not limitation, such things as minimum grades required, and time limitations for satisfying degree requirements.

Students who have completed one-half or less of the core and elective courses (those requirements beyond foundation or prerequisite courses) as required by the original university, will receive their degree from the receiving university once they have satisfied all course and academic requirements established by the receiving university. All comparable coursework that was completed at the original university with grades of B or better will be transferred or otherwise applicable toward satisfying requirements,

to include up to one-half of the core and elective courses of the receiving university. In such an instance, it is recognized that the total hours required to complete degree requirements may be different than the total hours required when the student was admitted to the original university.

The institution granting the degree will have final authority in whether grades earned at the other institution will be included within the student's grade point average.

IV Institution's Eligibility

To be eligible to be a party to this agreement, an institution must:

A. Be a member of the AJCU

B. Possess an MBA program that is accredited by AACSB.

Any institution that is a party to this agreement who later fails to satisfy either of these requirements is subject to having their participation in this agreement terminated.

V Institution's Right to Withdraw

Any institution shall have the right to withdraw from the agreement upon 30 days advance written notice to all other institutions which are parties to the agreement. In the case of withdrawal, students who have used this memorandum to transfer to a receiving university will not have their rights or interests affected which are more fully set forth above.

VI Rights of Third Parties

This agreement shall not be interpreted to be a third party beneficiary agreement and shall be enforceable only by the parties to the agreement.

APPENDIX 4: MBA Electives

Data Analytics Specialization

- GB 730 - Introduction to Data Science
- GB 851 - Business Intelligence and Data Mining

And Select One of the Following Courses:

- GB 736 - Data Visualization for Decision Making
- GB 759 - Special Topics in Management Information Systems

Finance Specialization

- GB 722 - Investment Analysis

And Select Two of the Following Courses:

- GB 719 - Independent Study
- GB 720 - Advanced Corporate Finance
- GB 721 - Advanced Financial Analysis
- GB 723 - Portfolio Management
- GB 724 - Financial Markets and Institutions
- GB 726 - International Finance
- GB 727 - Investment Banking
- GB 769 - Global Finance & Management Issues Affecting the EU & Beyond *
- GB 822 - Fixed Income Securities
- GB 823 - Derivatives and Risk Management
- GB 825 - Special Topics in Finance
- GB 827 - Valuation
- GB 828 - Seller Applied Portfolio Management

**Study Tour. Only one study tour course can be used to satisfy the specialization.*

General Business Specialization

General business is for students who do not choose one of the established specializations. Students can pursue a wide range of topics or can develop their own focus to meet their specific career goals.

Information Systems Specialization

Select Three of the Following Courses:

- GB 719 - Independent Study
- GB 730 - Introduction to Data Science
- GB 732 - Data Management and Governance
- GB 733 - Enterprise Systems
- GB 734 - Managing Global Supply Chains
- GB 735 - Project Management
- GB 736 - Data Visualization for Decision Making
- GB 753 - Legal, Ethical, and Global Perspectives of Cyber Security
- GB 754 - Introduction to Cyber Security Strategy
- GB 757 - Cyber Security and Organizational Strategy
- GB 759 - Special Topics in Management Information Systems
- GB 850 - Global Information Systems
- GB 851 - Business Intelligence and Data Mining

International Business Specialization

- GB 796 - International Management * *or*
- GB 798 - Global Strategy

And Select Two of the Following Courses:

- GB 719 - Independent Study
 - GB 726 - International Finance
 - GB 734 - Managing Global Supply Chains
 - GB 748 - International Marketing *
 - GB 769 - Global Finance & Management Issues Affecting the EU & Beyond *
 - GB 779 - International Study Tour: Corporate Social Responsibility
 - GB 795 - Special Topics in International Business *
 - GB 850 - Global Information Systems
 - GB 894 - Advanced Topics in International Trade, Finance, and Investment
- * Study Tour. Only one study tour course can be used to satisfy the specialization.*

Investments and Applied Portfolio Management Specialization

- GB 722 - Investment Analysis
- GB 724 - Financial Markets and Institutions
- GB 828 - Selling Applied Portfolio Management

Management Specialization

Select Three of the Following Courses:

- GB 718 - Entrepreneurship
 - GB 719 - Independent Study
 - GB 734 - Managing Global Supply Chains
 - GB 735 - Project Management
 - GB 744 - New Product Development and Management
 - GB 769 - Global Finance & Management Issues Affecting the EU & Beyond *
 - GB 772 - Power, Privilege, and Professional Identity
 - GB 779 - International Study Tour: Corporate Social Responsibility
 - GB 785 - Management Consulting
 - GB 791 - Leadership
 - GB 792 - Human Resources Management
 - GB 793 - Leading Organizational Change
 - GB 796 - International Management
 - GB 797 - Special Topics in Management
 - GB 896 - Power and Influence
 - GB 897 - Negotiation and Dispute Resolution
- *Study Tour. Only one study tour course can be used to satisfy the specialization.*

Marketing Specialization

Select three of the following courses:

- GB 719 - Independent Study
- GB 741 - Consumer Behavior
- GB 743 - Services Marketing and Management
- GB 744 - New Product Development and Management
- GB 746 - Strategies for Marketing Communication
- GB 747 - Special Topics in Marketing
- GB 748 - International Marketing *
- GB 749 - Customer Experience Management: The Disney Study Tour *

COURSES DESCRIPTIONS

GB 718 - Entrepreneurship

(3.00 cr.) *Prerequisite: GB 705.* Develops the strategies, techniques, and attitudes for creating innovative products, processes, plans, and organizational solutions. Topics include business plan development, intrapreneurship, managing rapid and innovative organizational growth, small business management, and skills and methods unique to new and growing ventures. Deliverables may include business plan formulation.

GB 719 - Independent Study

(1-3.00 cr.) *Prerequisite: All core courses.* Under the supervision of a faculty sponsor, students have an opportunity to pursue independent research projects based on a topic of mutual interest to their sponsor and themselves. *Independent study is an exception and must be agreed upon by a faculty sponsor, the department chair, and the Sellinger School Dean. Written or electronic permission of the instructor and the department chair. A research paper is required.*

GB 720 - Advanced Corporate Finance

(3.00 cr.) *Prerequisite: GB 703.* Builds upon students' knowledge from GB 703 and includes advanced issues in corporate finance. Topics include capital structure policy, dividend policy, long-term and short-term financing decisions, mergers and acquisitions, leasing, international dimensions, and corporate risk management.

GB 721 - Advanced Financial Analysis

(3.00 cr.) *Prerequisite: GB 703.* Focuses on the assessment of financial performance and health of companies from the point of view of equity and credit analysts. Students learn to apply financial statement analysis, prepare pro forma financial statements, and determine the intrinsic value of a firm. Topics include analyzing financial statements, generally accepted accounting principles, forecasting financial statements, and business valuation.

GB 722 - Investment Analysis

(3.00 cr.) *Prerequisite: GB 703.* Provides students with an introduction to the organization and functioning of securities markets. Fundamental analysis is emphasized. Topics include bonds, equities, risk definition and measurement, return analysis, and models of valuation. Students are also introduced to the primary types of derivative securities such as options and futures.

GB 723 - Portfolio Management

(3.00 cr.) *Prerequisite: GB 722.* Focuses on modern portfolio theory and how it applies to the pragmatic world by managing a portfolio under live market conditions. Students use the Internet and financial data platforms to access investment information. Students learn the theoretical concepts and pragmatic aspects of portfolio management, including international aspects, ethics, and social responsibility. Topics include portfolio construction, analysis, and evaluation; capital market theory; arbitrage pricing theory; security valuation; market efficiency; derivatives; valuation and strategy; international investing; and other investment alternatives such as real estate and collectibles. *Closed to students who have taken GB 828.*

GB 724 - Financial Markets and Institutions

(3.00 cr.) *Prerequisite: GB 703.* Surveys money and capital markets to determine their functions and interrelations in the national economy. Examines the interaction of key institutions and monetary and fiscal policies in the financial markets. Students obtain an understanding of the global financial system including financial markets, financial institutions, the role of central banks, the interaction of monetary and fiscal policy, and regulation. The role of interest rates in the financial system, including the term structure and risk structure of rates, is also covered.

GB 726 - International Finance

(3.00 cr.) *Prerequisite: GB 703.* Focuses on the theory of the firm as applied in a global decision framework with emphasis on a detailed examination of foreign exchange markets. Students learn to apply financial analysis and decision-making techniques in an international setting. Topics include direct foreign investment; foreign exchange risk; country risk analysis; multinational debt and equity markets; reporting results to investors and tax authorities; international aspects of investment portfolios; and the ethical considerations of transcultural commerce.

GB 727 - Investment Banking

(3.00 cr.) *Prerequisite:* GB 703. Focuses on the role of the investment bank in raising capital. Topics include the process of raising capital, initial public offerings, seasoned offerings, convertible financing, debt financing, venture capital, share repurchases, and investment research. Emphasis also is placed on the changing environment of the investment banking industry. *Closed to students who have taken course as a GB 825 topic.*

GB 730 - Introduction to Data Science

(3.00 cr.) *Prerequisite:* GB 704, GB 715. Introduces the use of data science to provide guidance to strategic business decisions. Students learn to effectively identify, design, and implement integrated analytics solutions to business problems. Major topics include strategic decision making; the formulation of objectives; the development of alternatives; multi-objective value analysis; and simulation. Technologies considered include Descriptive, Predictive, and Prescriptive Analytics; Monte Carlo simulation; optimization models; cloud computing; Hadoop; enterprise software for decision support; and data visualization. *This course serves as the foundation for the data science specialization and requires some background utilizing computer programs. Same course as DS 730.*

GB 732 - Data Management and Governance

(3.00 cr.) *Prerequisite:* GB 704. Theoretical and practical foundations of data management and data governance that include review of issues and policies surrounding design, analysis, implementation, and use. Privacy, ethical and global issues are discussed. Topics include data valuation, information life cycle management, e-discovery, data storage, data deduplication, and disaster recovery. Case studies are used throughout the course.

GB 733 - Enterprise Systems

(3.00 cr.) *Prerequisite:* GB 701. Theoretical and practical foundations of enterprise systems that include review of issues surrounding design, analysis, implementation, and use. Comparison of Hadoop with data warehouse technologies is discussed. Lecture material is combined with hands-on projects utilizing SAP. The course concludes with a real case study involving data from multiple sources using different formats and containing data quality problems.

GB 734 - Managing Global Supply Chains

(3.00 cr.) *Prerequisite:* GB 701, GB 704, GB 705. Explores issues in setting up and managing global supply chains for both products and service companies. This course is broadly divided into three topic areas: structure and design; sourcing management; and logistics management. Topics include structure and design of global supply chains; sourcing strategy development; supplier evaluation, selection, and management; transportation management; and warehouse management.

GB 735 - Project Management

(3.00 cr.) *Prerequisite:* GB 704 or GB 705. Develops principles and techniques for the successful completion of projects. Students investigate the planning and execution of large, cross-functional change. New methods, programs, products, and systems are implemented with substantial human costs and scheduling and business disruption challenges. This course presents and evaluates planning, scheduling, and costing methods, examples, cases, and project success techniques to increase effectiveness. Data analytics project management is emphasized.

GB 736 - Data Visualization for Decision Making

(3.00 cr.) *Prerequisite:* GB 730. Investigates the human processing of information and appropriate representation of data in a visual form. Data resides in many different databases and comes in a variety of forms such as structured, semi-structured, and unstructured. Making data understandable to nontechnical users requires knowledge of the best techniques for presenting data and information. This course is focused on presentation of the data and the use of data visualization techniques such as Tableau™ and SAS Visual Analytics™. *Same course as DS 736.*

GB 741 - Consumer Behavior

(3.00 cr.) *Prerequisite:* GB 702. The primary goal of marketing is to satisfy customer needs. This issue is approached with a focus on the end consumer (i.e., business-to-consumer) by digging deep to understand consumer behaviors, perspectives, preferences, choices, and more. By meaningfully examining consumers, business is better able to craft strategies to serve them. Taking a social science-primarily psychology-based approach to comprehending consumers, the course covers recent and groundbreaking work in consumer research to apply it to insights for business practice. A select but broad range of topics is covered.

GB 743 - Services Marketing and Management

(3.00 cr.) *Prerequisite:* GB 702. Examines current approaches to services marketing and management. A central tenet of this course is that industries like finance, hospitality, and healthcare pose unique challenges and require distinctive marketing and management strategies. While traditional marketing management concepts and models are applicable, they must be adapted for the services sector. This course discusses how thinking around the traditional four P's of marketing (product, place, price, and promotion) needs to be modified for services. Services require that close attention be paid to operational and human resources management. Thus, three additional P's of process, people, and physical environment will be discussed as well as service quality, customer satisfaction/loyalty, and the use of culture for competitive advantage. *Serves as an elective for both Management and Marketing specializations.*

GB 744 - New Product Development and Management

(3.00 cr.) *Prerequisite:* GB 702. Studies the theoretical underpinnings of new product development in a variety of industries. Students learn to describe the new product development process; identify the components of a new product development strategy; and structure their organizations to encourage creativity and innovation. Students use multivariate statistical techniques like factor analysis, cluster analysis, and conjoint analysis to evaluate the marketplace attractiveness of proposed new products. Topics include managing new product failure, technology-based product development, and accelerating new product development.

GB 746 - Strategies for Marketing Communication

(3.00 cr.) *Prerequisite:* GB 702. Examines the components of marketing communications. Students learn to put an integrated marketing program into practice to address the diverse marketplace with a customer orientation. Topics include planning the communications program; capturing imagination in creative execution; measuring consumer response; overcoming barriers; and analyzing case histories.

GB 747 - Special Topics in Marketing

(3.00 cr.) *Prerequisite:* GB 702. Provides an opportunity for the student to conduct intensive study and/or research in a selected industry or of a contemporary marketing topic. Readings, discussions, projects, and presentations are core components. Topics may include marketing research, marketing and social media, sales management, and customer experience management. *May be repeated for credit with different topics.*

GB 748 - International Marketing

(3.00 cr.) *Prerequisite:* GB 702. Focuses on the application of marketing concepts and principles to international markets. Students learn to evaluate the international marketing environment, and to identify adaptations in data collection/analysis, product, price, promotion, and distribution. *Offered as a study tour course.*

GB 749 - Customer Experience Management: The Disney Study Tour

(3.00 cr.) *Prerequisite:* GB 702. Students examine Customer Experience Management (CXM). Considered the new battlefield for business, CXM deals with how businesses design and manage their touchpoints with customers. The goal is to not only satisfy customers at one touchpoint, but to delight and excite them throughout their entire experience journey. As a result, customers may become repeat patrons and active advocates for the brand. The course consists of classes at Loyola followed by a study tour at Walt Disney World (Orlando) - a world leader in CXM. At Disney, students get a first-hand and behind-the-scenes look at CXM and are taught by Disney professionals. *Offered as a study tour course. Serves as an elective for both Management and Marketing specializations. A fee is charged, amount varies.*

GB 753 - Legal, Ethical, and Global Perspectives of Cyber Security

(3.00 cr.) Introduces the ethical and legal considerations of digital property. Covers the evolution of related statutes and case law, as well as how ethical and legal norms differ. Topics include legal and regulatory policies, evidence procedures, global differences in legal protection, privacy policy, digital property rights, the impact of new technologies, and global cultural norms.

(Spring only)

GB 754 - Introduction to Cyber Security Strategy

(3.00 cr.) Surveys the current concepts and trends in cyber security for managers and policy makers. Provides students with the foundation for assessing risk frameworks associated with inter-organizational and external breaches of security, setting up an IT security organization, system development considerations, and technical issues. Uses readings, lectures, discussions, and exercises to promote understanding of securing information in distributed and global environments. Topics include strategy, business continuity, legal issues, risk management, disaster preparedness/recovery, training and awareness, policies and procedures, physical security, public key infrastructure and encryption, industrial espionage, privacy, and software licensure compliance. *(Spring only)*

GB 757 - Cyber Security and Organizational Strategy

(3.00 cr.) *Prerequisite: GB 754.* Introduces the high-level tasks that would be the direct responsibility of a senior C-level executive. Topics include positioning, goals, methodology, architecture framework, metrics for evaluating program effectiveness, and the relationship to other information technology disciplines. Students apply systems thinking while working through a real-world, hands-on project creating a risk assessment and policy document for a business process. *(Fall only)*

GB 759 - Special Topics in Management Information Systems

(3.00 cr.) *Prerequisite: Varies with topic.* Provides students with the most current readings, discussions, and experiences in the field of information systems management. Group projects, papers, and presentations may be used to share information on the topic. The particular topic will be identified in the course schedule for the semester in which the class is offered. Topics may include human-computer interface, management of the I/S function, total quality management, and IT project management. *May be repeated for credit with different topics.*

GB 761 - Financial Accounting Problems II

(3.00 cr.) *Prerequisite: All MBA Core courses or written permission of the instructor.* Builds upon areas covered in GB 661, and deals with problems in accounting for corporate securities, treasury stock, pension plans, leases, revenue recognition issues, income tax allocation, investments, and accounting changes. Students acquire a comprehensive understanding of financial statements. Pronouncements of the AICPA, FASB, SEC, and other authoritative sources are an integral part of the course.

GB 762 - Cost Accounting

(3.00 cr.) *Prerequisite: All foundation courses or written permission of the instructor.* Deals with cost measurement, classification, and recording for external reporting and internal decision making. Topics include an in-depth coverage of cost behavior, cost-volume-profit analysis, cost accounting systems, budgeting, variance analysis, cost allocation, capital budgeting, and relevant cost for decision making. Students learn to identify, classify, and apply cost accounting techniques in business applications.

GB 764 - Federal Taxation of Business Entities

(3.00 cr.) *Prerequisite: All MBA Core courses or written permission of the instructor.* The study of four related aspects of federal entity taxation: the structure of federal income taxation, taxation of business entities, special business topics, and tax consequences of corporate liquidations and reorganizations. Topics covered in theme one include the determination of gross income, business deductions, and business losses and relevant tax planning strategies. Topics covered in theme two include corporate formation, capitalization, operation, and dividend distributions; partnership formation and operation; subchapter S election and operation; and corporate, partnership, and S-corporation tax planning strategies. Topics covered in theme three include multijurisdictional taxation; the corporate alternative minimum tax; taxation of proprietorships; and relevant tax planning strategies. Further topics include a comparative analysis of the various forms of doing business; the basics of corporate liquidations and reorganizations; and an introduction to tax research. The Internal Revenue Code and Regulations are an integral part of this course.

GB 765 - Auditing

(3.00 cr.) *Prerequisite:* All MBA Core courses or written permission of the instructor. Focuses on the basic concepts of auditing in a manual and computer-based accounting system and covers the generally accepted auditing standards and procedures. Students develop the judgment and decision-making skills needed to function as auditors in the complex environment of business and the basic skills to research current issues impacting the audit profession. Major topics include ethical responsibilities, internal control evaluation, evidence gathering, reporting standards, and basic auditing concepts.

GB 769 - Global Finance & Mngt. Issues Affecting the EU & Beyond

(3.00 cr.) *Prerequisite:* GB 703. Students study global issues impacting business operations in two very different business cultures. This course includes a classroom component and an international study tour component with site visits in Prague, Czech Republic and Berlin, Germany. *Fulfills the following specializations: Management, Finance, International Business. A fee is charged, amount varies.*

GB 770 - Special Topics in Law and Social Responsibility

(3.00 cr.) *Prerequisite:* Varies with topic. Students develop an understanding of alternative perspectives on a specific topic, study this topic in depth, and engage in personal reflection about the topic. Topics may include corporate accountability, leadership, teamwork, law and society, and legal responses to inequality in the workplace. *May be repeated for credit with different topics.*

GB 772 - Power, Privilege, and Professional Identity

(3.00 cr.) *Prerequisite:* GB 705. Today's workforce leadership is still predominantly white and male. The glass ceiling is a metaphor that describes barriers that prevent women and minorities from attaining high level positions in organizations. The barriers-both individual and organizational-that prevent particular employees from shattering the glass ceiling are examined. Readings include articles that describe legal responses to race and gender discrimination in employment; how women and men balance the demands of labor market work and family life; why white Americans are reluctant to acknowledge their privilege; ways in which privileged women oppress less privileged women; and how masculinity shapes leadership styles organizations value. Students are encouraged to develop a professional identity that acknowledges and helps remedy disparities in power and privilege.

GB 774 - Business Law: Commercial Transactions

(3.00 cr.) *Prerequisite:* GB 711. Considers the legal environment of business, including the principal characteristics of the American legal system, the concepts and principles used to determine individual and corporate accountability, and the regulatory system within which businesses operate. Treats aspects of the commercial transaction including contract law, the commercial code (UCC: sale of goods, negotiable instruments, secured transactions, bank collections and deposits), surety, and bankruptcy law.

GB 778 - Employment Law

(3.00 cr.) *Prerequisite:* GB 705, GB 711. Covers the basic legal concepts and principles relevant to the employment relationship, including common law, state and federal statutory law, and constitutional law. Explores their relevance for employment policies and practices. Also covers multinational legal considerations relevant to employment.

GB 779 - International Study Tour: Corporate Social Responsibility

(3.00 cr.) *Prerequisite:* GB 700. An experiential learning course that focuses on issues of corporate social responsibility and ethics in the international arena. Students, informed by the issues of social responsibility relevant to international industries and the specific corporations visited, consider how leaders of multinational organizations take into consideration the company's local and global impacts on society and the environment. Students consider how issues of legal compliance (both United States and international) interact with principles of ethics and corporate social responsibility to establish acceptable levels of individual and corporate behavior. *Offered as a study tour course.*

GB 780 - Pricing Strategy

(3.00 cr.) *Prerequisite:* GB 707. Develops tools that can be used to devise wealth-maximizing pricing programs and to integrate pricing with production considerations. Students learn to acquire and analyze data useful in gauging consumers' sensitivity to price; implement a variety of sophisticated pricing tactics; and appreciate the influence of market structure on pricing behavior. Topics include costs and pricing decisions, demand analysis, segmented pricing, competitive advantage, and legal and ethical issues in pricing.

GB 781 - Monetary Policy Analysis

(3.00 cr.) *Prerequisite:* GB 707. Examines the conduct and strategy of monetary policy. Students study the role of money in the financial system, the institutional structure of the Federal Reserve, as well as the instruments, targets, and transmission mechanism of monetary policy. Special topics include the debate over policy activism, inflation targeting, lessons from Japanese deflation, asset price bubbles, and policy transparency.

GB 782 - International Economics

(3.00 cr.) *Prerequisite:* GB 707. Covers the main concepts and analytical tools in international economics, as well as some of the major economic events that have attracted the attention of investors and policy makers around the globe. Focus is on the determinants of a country's external accounts (external trade and investment flows), exchange rates, and how these variables simultaneously reflect and affect business and consumer decisions, economic growth, and government policies.

GB 785 - Management Consulting

(3.00 cr.) *Prerequisite:* GB 600 or GB 715; GB 611 or GB 707; GB 612 or GB 711; GB 613 and GB 615, or GB 706; GB 617 or GB 716; GB 700, GB 701, GB 702, GB 703, GB 704, GB 705. This consulting practicum requires students to: develop and hone skills in project management; develop leadership and team building insights; apply classroom concepts, tools, and frameworks to real business problems; enhance student-resume with tangible experience; and make a difference in the community where one lives and works. Students research and partner with an organization to help detect problem areas such as strategy, finance, marketing, operations, information systems, and to identify possible solutions. Student teams are responsible for a written report and formal presentation to the clients with observations, analysis, conclusions, recommendations, and proposed implementation.

GB 789 - Special Topics in Business Economics

(3.00 cr.) *Prerequisite:* GB 707. Focuses in depth on the issues and theories in a particular field of business economics. Topics may include industry studies, environmental economics, international trade, labor and managerial economics, health economics, and applied econometrics. *May be repeated for credit with different topics.*

GB 791 - Leadership

(3.00 cr.) *Prerequisite:* GB 705. Develops self-awareness and insight into the interpersonal skills needed to be an effective leader. Students develop a mastery of the theory and practice of leadership in organizations. Topics include leadership research and theory, characteristics of effective leaders, leadership behaviors and styles, and recent developments in the understanding of effective, responsible, ethical leadership. Methods include team problem-solving exercises, role plays, and cases.

GB 792 - Human Resources Management

(3.00 cr.) *Prerequisite:* GB 705. Develops student understanding regarding the flow of human resources into and through the organization, including recruitment, selection, training, performance evaluation, outplacement, intrinsic and extrinsic reward systems, teamwork, task analysis and design, and the processes by which employees influence organizational goals and operations. Methods may include lectures, case studies, and team and research projects.

GB 793 - Leading Organizational Change

(3.00 cr.) *Prerequisite:* GB 705. Develops visionary leadership concepts as key requirements for leading change in organizations. This course also prepares students as strategists, implementers, or recipients of organizational change. Students develop an understanding of the politics of change, the creation of an organizational vision, the skills for leading and implementing change, and a sensitivity to the needs of the recipients of change. Topics include managing teams, analyzing appropriate change strategies, leading and implementing change, and developing ethical perspectives of the change process.

GB 795 - Special Topics in International Business

(3.00 cr.) *Prerequisite:* *Varies with topic.* Explores the international business environment, management practices, and specific problems facing managers conducting business in more than one cultural context. Readings, discussions, group projects, and presentations may be used to share information on the topic. *May be repeated for credit with different topics.*

GB 796 - International Management

(3.00 cr.) *Prerequisite:* GB 705, GB 707, GB 716. Focuses on the management of multinational enterprises across different countries and cultures. A cultural framework is initially established at both the national and organizational units of analysis. Subsequently, management issues such as strategic initiatives; international alliances; organization structure and systems; motivation; leadership; global human resources; negotiations; and organizational knowledge and learning capabilities are investigated and compared across organizational and country cultures.

GB 797 - Special Topics in Management

(3.00 cr.) *Prerequisite:* *Varies with topic.* Students examine, understand, and develop a mastery of a current management topic. Methods may include research, cases, discussion, and team projects, papers, or presentations. *May be repeated for credit with different topics.*

GB 798 - Global Strategy

(3.00 cr.) *Prerequisite:* GB 705. Focuses on the international dimensions of strategy and provides a framework for formulating strategies in an increasingly complex and global world. All aspects of international business are incorporated to enable managers to develop, implement, and evaluate a global strategy for domestic organizations going international for the first time or for the ongoing multinational corporation. Specific industries or regions may be selected for study. Global strategy literature is reviewed. The course consists of lectures, case studies, and team assignments.

GB 822 - Fixed Income Securities

(3.00 cr.) *Prerequisite:* GB 722. Focuses on the analysis of specific types of fixed income securities including Treasury and municipal bonds, corporate bonds, mortgage securities, and closely related instruments. Students learn how to value the various types of fixed income securities, measure and manage interest rate risk, analyze credit risk, and construct bond portfolios.

GB 823 - Derivatives and Risk Management

(3.00 cr.) *Prerequisite:* GB 722. Examines derivative securities such as options, futures, forwards, and swaps. Students learn trading strategies, hedging strategies, and how to value derivative securities. Topics include derivatives markets, pricing models, stock options, interest rate derivatives, binomial option pricing, numerical procedures, and exotic options.

GB 825 - Special Topics in Finance

(3.00 cr.) *Prerequisite:* *Varies with topic.* Addresses issues in a particular field of finance, including investments, portfolio management, derivative securities, international finance, capital markets, corporate finance, and financial institutions. Encompasses critical reviews of selected journal articles, empirical research, guest lectures, student papers, and presentations. *May be repeated for credit with different topics.*

GB 827 - Valuation

(3.00 cr.) *Prerequisite:* GB 722. Teaches students to value equity securities, starting with the top-down approach and industry analysis/forecasting. Students examine valuation theory, models and applications under various circumstances such as initial public offerings, corporate restructurings, leverage buyouts, venture capital situations, and closely-held firms. Topics include the discounted cash flow techniques and valuation using alternative valuation techniques such as market-based multiples. Students learn to apply appropriate financial analysis techniques to valuation problems. Emphasis is placed on obtaining the required information necessary for valuation models from financial statements and other sources.

GB 828 - Sellinger Applied Portfolio Management

(3.00 cr.) *Prerequisite:* GB 722. Provides students with actual portfolio management experience. Students serve as portfolio and investment managers charged with managing the Sellinger Applied Portfolio Fund in a manner consistent with the core goals and philosophy of the Loyola University Maryland Endowment. Students make use of financial data platforms, the Internet, and other sources of information to create, manage, and monitor this portfolio. Students apply the theoretical concepts and pragmatic aspects of portfolio management, including international aspects, ethics, and social responsibility. Topics include asset valuation, constrained setting asset allocation, asset selection, risk management, and performance evaluation. *Closed to students who have taken GB 723.*

GB 850 - Global Information Systems

(3.00 cr.) *Prerequisite:* GB 704. Investigates the critical coordination, control, and communication involved with doing business on a global scale and the role of technology. Covers operational issues, technology issues such as IT standards, law, cultural differences affecting use, outsourcing, and politics surrounding data management and telecommunications.

GB 851 - Business Intelligence and Data Mining

(3.00 cr.) *Prerequisite:* GB 730. Introduces students to the concepts of managerial decision making through business intelligence (BI) and data mining, as well as data mining software such as SAS Enterprise Miner™ and SAS Visual Analytics™. Students develop an understanding of the strengths and limitations of data mining techniques, and they actively engage in data mining projects applying these techniques. Broad overviews are provided to both descriptive and predictive modeling techniques including association, clustering, and prediction. The concepts of data input, data partitioning, variable selection, transformation, imputation, and model assessment (specifically lift charts and ROC curves) are presented. Students observe and participate in the entire data mining process from data acquisition to final model deployment. Managerial concepts are discussed using cases. A real-world project serves as the culmination of this sequence. *Same course as DS 851.*

GB 867 - Special Topics in Financial Accounting

(3.00 cr.) *Prerequisite:* Varies with topic. Investigates and analyzes in detail current topics of interest to the Financial Accounting Standards Board (FASB) and other items of interest in the accounting literature. Uses current pronouncements, exposure drafts, and interpretations of current FASB pronouncements. *May be repeated for credit with different topics.*

GB 894 - Advanced Topics in International Trade, Finance, and Investment

(3.00 cr.) *Prerequisite:* GB 705. An in-depth exploration of the impact of international trade, finance, and investment on global business; in particular, how firms influence the formation of government policy in the above areas and, in turn, how government policies influence the decisions of global business firms. Field Trip A field trip to the World Bank, IMF, and/or other governmental agencies is included.

GB 896 - Power and Influence

(3.00 cr.) *Prerequisite:* GB 705. Develops students' understanding of organizations as political entities, where power and influence are key mechanisms for organizational performance. Topics include power and its sources, work relationships, the effective and ethical use of influence, and the nature and use power and influence have over the course of a career.

GB 897 - Negotiation and Dispute Resolution

(3.00 cr.) *Prerequisite:* GB 705, GB 707, GB 716. Provides the opportunity to learn and practice negotiation methods and skills and to learn about the uses of mediation and arbitration as alternative methods of dispute resolution. Students learn to demonstrate an informed understanding of negotiation, mediation, and arbitration, including ethical issues and legal considerations relevant to them; demonstrate and explain their own negotiation and mediation skills; and identify and use relevant sources of information (print, electronic, and practitioner) to research and report on questions pertaining to negotiation, mediation, and arbitration. Negotiation and mediation exercises and invited experts are used along with lectures. Topics include positional bargaining; mutual gains bargaining; preparation for negotiation; negotiating tactics; cross-cultural negotiating; negotiating and gender; ethical and legal issues relevant to negotiating; the mediation process and role of the mediator; the arbitration process; and the use of mediation and arbitration in lieu of litigation.