



**Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program**

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

- | | |
|-----------------------------|---|
| New Academic Program | Substantial Change to a Degree Program |
| New Area of Concentration | Substantial Change to an Area of Concentration |
| New Degree Level Approval | Substantial Change to a Certificate Program |
| New Stand-Alone Certificate | Cooperative Degree Program |
| Off Campus Program | Offer Program at Regional Higher Education Center |

Payment Submitted:	Yes	Payment Type:	R*STARS # Check #	Payment Amount:	Date Submitted:
Department Proposing Program					
Degree Level and Degree Type					
Title of Proposed Program					
Total Number of Credits					
Suggested Codes			HEGIS:	CIP:	
Program Modality			On-campus	Distance Education (<i>fully online</i>)	Both
Program Resources			Using Existing Resources	Requiring New Resources	
Projected Implementation Date			Fall	Spring	Summer Year:
Provide Link to Most Recent Academic Catalog			URL:		

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type Name:
	Signature: <i>Ray Jagwardhona</i> Date:
Date of Approval/Endorsement by Governing Board:	



August 15, 2024

Sanjay Rai, PhD
Secretary
Maryland Higher Education Commission
6 N. Liberty Street, 10thFloor
Baltimore, MD 21201

Dear Secretary Rai,

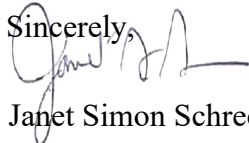
On behalf of Provost Jayawardhana, I write to request your review and endorsement of the enclosed proposal. The university proposes a new **Master of Science in Management**.

The program is designed to challenge students to examine current and future trends in the management, leadership, and strategy fields. In the process, students use what they have learned to solve challenges that face public and private companies, non-profit organizations, and governmental entities of every size. The program's intensive coursework establishes the strong foundation required for workplace readiness. It also addresses some of the most critical issues facing today's managers.

The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's Plan for Postsecondary Education. The proposal is endorsed by The Johns Hopkins University.

Should you have any questions or need further information, please contact Westley Forsythe at (410) 516-0188 or wforsythe@jhu.edu.

Thank you for your support of Johns Hopkins University.

Sincerely,


Janet Simon Schreck, PhD
Senior Associate Vice Provost for Academic Affairs

cc: Dr. Ray Jayawardhana

Dr. Westley Forsythe

Enclosures

**The Johns Hopkins University
Carey Business School**

Proposal for a New Academic Degree Program

Master of Science in Management

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.**

The Johns Hopkins University (JHU) Carey Business School is pleased to submit a proposal to create a Master of Science in Management (MiM).

The modern workplace has been fundamentally changed by the digital revolution, knowledge economy and talent management. Globalization has created interconnected economies and a new understanding of the way we work. This has transformed how companies recruit, train and a modern workforce that leverages diverse and adaptable skillsets to analyze big data, solve complex problems and make decisions in uncertain and ambiguous environments while balancing stakeholder priorities. A virtual workforce and globally distributed teams have introduced new leadership complexities that require new management skills. These changes demand a reimagined, agile MiM program that will give students the tools and skills they need to meet new workplace demands.

The proposed Carey MiM focuses on these two distinct areas under the umbrella of management practice and scholarship: leadership and strategy. The program will equip students with the requisite skills to lead complex teams and make data-driven decisions. Unlike other programs currently offered in the marketplace, the proposed MiM at JHU will combine a broad foundation of management courses (for example, Accounting and Financial Reporting, Marketing Management, Business Communication, and Operations Management) with relevant courses in leadership and strategy (for example, Leadership and Organizational Behavior, Business Leadership and Human Values, and Strategic Management) to give students the robust set of tools required of today's management professional.

The MiM curriculum incorporates the latest knowledge and technology in the field. Course offerings provide students with a thorough foundation in management theory, analysis, and practical applications. The course sequence maximizes students' learning by progressing logically from foundational courses and core theory to specific practice.

The program is designed to challenge students to examine current and future trends in the management, leadership, and strategy fields. In the process, students use what they have learned to solve the real-world challenges that face public and private companies, non-profit organizations, and governmental entities of every size. The program's intensive coursework establishes the strong foundation required for true workplace readiness. It also addresses some of the most critical issues facing today's managers, including:

- Leadership of distributed virtual teams
- Management of large-scale, complex projects
- Emerging application of teamwork, communication, adaptive thinking skills to management, leadership, and strategy problems
- Design, creativity, agility, and ingenuity
- Social responsibility and ethical decision-making

More importantly, students emerge from the program prepared to compete in a demanding global market where the rules and regulations governing managing people and teams in various jurisdictions change rapidly and where thousands of entities daily engage in complex and often difficult to measure performance metrics.

The program is fully consistent with the missions of the Johns Hopkins University and the Johns Hopkins Carey Business School. The mission of the University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. In turn, the School supports business knowledge development and education through our own initiatives, innovations, and collaborative programs across the Johns Hopkins University. We create and share knowledge that shapes business practices while educating business leaders who will grow productive economies and sustainable societies and are exemplary citizens.

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

Johns Hopkins University has a long history of teaching business courses to professionals. The MiM curriculum, as proposed, has undergone extensive practitioner-centered research, aligning the offerings of the program with the needs of the marketplace and with the mission of the school. The MiM is in response to market conditions and the increased role of leadership and strategy in management which fits squarely within the mission of the school.

In addition to a solid foundation in quantitative analytical skills, the program also equips students with concepts and theories to develop the knowledge, experience, and versatility it takes to be leaders in management, industry, non-profit organizations, or government agencies. These align with Carey’s vision to develop students into business leaders who are also exceptional leaders of communities and societies.

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 proposed MiM expects to enroll 30 students. The School is not currently at capacity and can handle any reasonable increase in student head count for this program. Any increase in student headcount would only cause an increase in instruction costs due to more course sections but from a physical space perspective, we have more than adequate reserves in this area. Furthermore, our ability to offer high quality courses in an online setting is robust.

The Johns Hopkins Carey Business School is expecting strong financial results upon the launch of the new MiM. Gross tuition is projected to be \$2.2M in FY26. Future tuition projections for

FY27-FY29 assume a 3% annual increase in tuition rates. Direct expenses for the MiM Program are projected to be \$1.2M in FY26. Future Direct Expense projections for FY27-FY29 assume an average annual increase of 2.3%.

4. Provide a description of the institution's commitment to:

- a) Ongoing administrative, financial, and technical support of the proposed program**
- b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

The Carey Business School is committed to providing ongoing administrative, financial, and technical support of the MiM program. The School is fortunate to possess a core of experienced full-time faculty members who are available to teach, advise, and/or serve on the curriculum committee of the program. The faculty members who teach in the program are also engaged in program activities to ensure support and success of the students enrolled in the program. In addition to faculty, the program manager, academic advisors, and other staff (such as student success center, financial aid, IT, Teaching & Learning, registrar's office, etc.) provide administrative and technical support to Master of Science in Management students to ensure that enrolled students successfully complete the program.

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.**

Organizations and businesses in every sector and industry have experienced tremendous upheaval and disruption due to a global pandemic, social unrest, economic downturns, regional conflicts and war, workforce demographics shifts, and new technology such as AI. Increasingly, organizations are having to learn how to not only survive in these volatile, uncertain, complex and ambiguous market environments, but how to pivot, adapt and thrive in this new work environment. Managers who can achieve key performance indicators (KPI) and objective and key results (OKR) related to traditional mission or business outcomes are not sufficient for organizational success in the new world of work. These managers must also excel at people skills that focus on empathy, communication, team management, relationship management and emotional intelligence. They must have skills to manage an AI-facilitated, remote workforce that expects their managers to provide work, life, and health support enabling them to reach their full potential and performance.

In 2020, the American Management Association (AMA) developed a "Total Professional Framework" to define a set of skills-based competencies that are required of students entering managerial roles today and in the future.[1] Rather than focusing only on traditional subject-content areas in management, the framework focuses on critical skills. Because the body of knowledge regularly grows and changes, knowledge requirements will change over time. However, these skill-based competencies will have lasting value for individual managers and the stakeholders who rely on managerial expertise.

The AMA divided these skills into four pillars: Professional Expertise (e.g., communication, emotional intelligence), Relationship Management (e.g., conflict management, performance management, managing change), Business Acumen (e.g., managing projects, talent management), and Analytical Intelligence (e.g., critical thinking, managing data). As such, our program was designed with these four areas of core competency in mind. The proposed Carey MiM program, with its unique focus on management, leadership and strategy, provides graduates with the tools and knowledge to:

- Identify and apply appropriate, reliable and verifiable measurements to analyze data for a given purpose and intended use.
- Identify and utilize relevant technology and tools to analyze data, efficiently and effectively perform assigned tasks as well as support other competencies.
- Objectively identify, analyze and evaluate data and information for effective strategic planning, implementation, and management.
- Work productively with diverse individuals in a variety of roles, with multiple interests in outcome to achieve acceptable and optimal results.
- Know and apply models of leadership to influence, inspire and motivate diverse individuals and groups. Develop attitudes and behaviors that recognize diversity and promote inclusion and optimize individual and organizational performance.
- Actively listen and effectively deliver information in multiple formats tailored to the intended audience.
- Plan and manage individual and team workflow through effective utilization of time and other resources to accomplish objectives.

^[1] The American Management Association Total Professional Framework (2020). Additional support and evidence for these skills can be found in Society for Human Resource Management Mindtools: Top 10 Management skills (2018) and LinkedIn Learning: Most In-Demand Skills (2024).

2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).

The 2022 Maryland State Plan goals and strategies for Postsecondary Education articulates three goals (Access, Success, Innovation) and nine priorities for postsecondary education.¹

Relative to Goal 1 of the State Plan - Access (“Ensure equitable access to affordable and high-quality postsecondary education to all Maryland residents”), the Carey Business School is committed to developing the MiM program, utilizing the school’s renowned faculty and collaborators. In addition to the access, the Carey Business School is committed to ensuring affordability of education, which is also consistent with Goal 1.

The Carey Business School is committed to the Maryland State Plan student success and specifically the priorities (5 and 7) promoting and implementing practices that promote a high-quality post-secondary education in Maryland and enhance the ways postsecondary education is a platform for ongoing lifelong learning. The proposed JHU MiM program builds on the foundation of AACSB accreditation, a strong network of post-secondary institutions and

¹ <https://mhec.maryland.gov/Pages/2021-2025-Maryland-State-Plan-for-Higher-Education.aspx>

community-based organizations, an array of student-centered support organizations to ensure student goal attainment and success, and an evidence-based academic performance system to guide students on their academic journey. Furthermore, through the development of strong and clear student learning outcomes and objectives, the proposed program is committed to enhancing student experience by providing curricular and co-curricular activities including academic planning and advising which are aimed at helping students succeed in the program.

Relative to the priority (#9) to foster innovation through a culture of risk-taking, Carey Business School is committed to continuous improvement and innovation to respond to industry changes. The constellation of academic centers that engage students in research, industry innovation, business best practices, business and academic leaders, provides a host of opportunities for students to expand their perspectives and seize new opportunities as they build for what’s next in their careers and our society. This proposal for a Master of Science in Management is in response to an expressed need in the marketplace. Specifically, building a program to address these needs is evidence of the commitment to continuous improvement and innovation.

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.**
- 2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- 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 Maryland's Department of Labor projects growth in various management-related positions between 2023 and 2028. These are positions that the Carey MiM students are well positioned to hold. Table 1² outlines this projected growth and projected market demand in various occupations across all professions and industries.

Table 1: Estimated Growth in Management Positions 2023-2028 (Maryland)

Description	2023-28 Change	2023-28 % Change	2023 Jobs	2028 Jobs
General and Operations Managers	3,210	4%	81,792	85,002
Advertising and Promotions Managers	23	4%	661	684

² This report uses state data from the following agencies: Maryland Department of Labor.

Marketing and Sales Managers	914	7%	13,978	14,892
Public Relations and Fundraising Managers	158	6%	2,641	2,798
Administrative Services and Facilities Managers	439	5%	8,239	8,678
Computer and Information Systems Managers	1,393	10%	14,012	15,404
Financial Managers	1,309	8%	16,439	17,749
Industrial Production Managers	217	10%	2,184	2,401
Purchasing Managers	119	5%	2,392	2,511
Transportation, Storage, and Distribution Managers	340	8%	4,074	4,414
Compensation and Benefits Managers	10	2%	495	505
Human Resources Managers	237	6%	3,759	3,997
Training and Development Managers	55	4%	1,453	1,508
Farmers, Ranchers, and Other Agricultural Managers	91	6%	1,443	1,533
Construction Managers	157	2%	6,341	6,497
Education and Childcare Administrators	809	6%	13,107	13,915
Architectural and Engineering Managers	195	4%	4,613	4,809
Food Service Managers	124	5%	2,335	2,460
Entertainment and Recreation Managers	38	5%	723	761
Lodging Managers	(12)	(2%)	568	556
Medical and Health Services Managers	1,876	14%	13,382	15,259
Natural Sciences Managers	238	6%	4,307	4,545

Property, Real Estate, and Community Association Managers	67	1%	5,853	5,920
Social and Community Service Managers	288	7%	4,248	4,536
Emergency Management Directors	11	6%	190	202
Personal Service Managers	12	3%	392	403
Miscellaneous Managers	916	4%	22,177	23,093
Total	13,233	6%	231,799	245,033

The Carey Business School Master of Science in Management program is well positioned to educate professionals to meet the growing demand of management professionals in the region. We expect that the graduates from this program start in a lower-level management position but will utilize their management and leadership skills when they move into higher-level management roles.

National demand data reports similar trends. From the state labor departments, employment of management professionals is projected to grow 8 percent from 2023 to 2028³. In general, employment growth of management professionals is expected to be closely tied to the health of the overall economy. As the economy grows, more workers will be needed to manage and lead businesses.

4. Provide data showing the current and projected supply of prospective graduates.

³ This report uses state data from the following agencies: Alabama Department of Labor; Alaska Department of Labor and Workforce Development; Arizona Commerce Authority; Arkansas Division of Workforce Services; California Employment Development Department; Colorado Department of Labor and Employment; Connecticut Department of Labor; Delaware Office of Occupational and Labor Market Information; District of Columbia Department of Employment Services; Florida Department of Economic Opportunity; Georgia Labor Market Explorer; Hawaii Workforce Infonet; Idaho Department of Labor; Illinois Department of Employment Security; Indiana Department of Workforce Development; Iowa Workforce Development; Kansas Department of Labor; Kentucky Center for Statistics; Louisiana Workforce Commission; Maine Department of Labor; Maryland Department of Labor; Commonwealth of Massachusetts, Mass.gov; Michigan Department of Technology, Management and Budget; Minnesota Department of Employment and Economic Development; Mississippi Department of Employment Security; Missouri Economic Research and Information Center; Montana Department of Labor and Industry; Nebraska Department of Labor, NEworks; Nevada Department of Employment, Training and Rehabilitation; New Hampshire Employment Security; New Jersey Department of Labor and Workforce Development; New Mexico Department of Workforce Solutions; New York Department of Labor; North Carolina Department of Commerce; North Dakota Job Service; Ohio Department of Job and Family Services; Oklahoma Employment Security Commission; Oregon Employment Department; Pennsylvania Department of Labor and Industry, Center for Workforce Information and Analysis; Rhode Island Department of Labor and Training; South Carolina Department of Employment and Workforce; South Dakota Department of Labor and Regulation; Tennessee Department of Labor & Workforce Development; Texas Workforce Commission; Utah Department of Workforce Services; Vermont Department of Labor; Virginia Employment Commission; Washington State Employment Security Department; West Virginia Department of Commerce; Wisconsin Department of Workforce Development; Wyoming Department of Workforce Services

The Graduate Management Admission Council's (GMAC) Prospective Students Survey 2024 Data Report⁴ indicates a growing interest in the MiM program among prospective students. In 2023, the MiM was the second highest considered Business Master's program among prospective students globally at 20%, a sharp increase from the 2022 survey.

We anticipate that prospective students interested in the MiM program will be students who have earned a bachelor's degree in business or a liberal arts degree. According to the National Center for Education Statistics (NCES), business majors (defined as business, management, marketing, and related supported services) accounted for 19% of the 2.1 million of bachelor's degree awarded in 2020-21. Since 2010, post-secondary institutions have awarded over 350,000 business degrees on a yearly basis⁵. Within the state of Maryland, MHEC reports that in the 2020-2021 academic year, 5,833 business degrees were awarded by post-secondary institutions in the state, the largest number in any discipline⁶. In addition, we anticipate that students from our partnership programs with liberal arts colleges will be interested in this program.

Given the growing interest in the Master of Science in Management program among prospective business graduate students, we expect a sustainable supply of prospective students to our MiM program.

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.

A number of institutions in the state of Maryland offer the Master of Business Administration (MBA) degree (see Table 2). And although both the MBA and the MiM are advanced degrees designed to prepare students for leadership roles in business, they have distinct focuses, curricula, target audiences, and career outcomes. The MiM program typically emphasizes theoretical and analytical aspects of management, with a more specialized coursework and topics. The MBA program is broader and more practice-oriented, designed to provide a comprehensive overview of business management. The curriculum covers a wide range of business disciplines, including finance, marketing, operations, human resources, and entrepreneurship. It often includes case studies, practical projects, and internships to provide hands-on experience. The MiM program is typically aimed at recent graduates or early-career professionals with little to no work experience. Meanwhile, the MBA is generally designed for mid-career professionals with several years of work experience and individuals seeking to advance to higher management positions. Graduates of a MiM program may pursue roles such as management analysts, consultants, project managers, or continue with doctoral studies; while

⁴ Source: <https://www.gmac.com/market-intelligence-and-research/market-research/mbacom-prospective-students-survey>

⁵ Source: NCES Most Popular Majors <https://nces.ed.gov/fastfacts/display.asp?id=37>

⁶ Source: 2022 Data Book Maryland Higher Education Commission
<https://mhec.maryland.gov/publications/Pages/research/index.aspx>

MBA graduates often move into senior management roles such as associate directors, directors, marketing directors, or entrepreneurs.

Table 2: State of Maryland MBA Programs

School Name	Degree Level	Program Name	CIP
Bowie State University	Masters	Business Administration	520101
Frostburg State University	Masters	Business Administration	520201
Salisbury University	Masters	Business Administration	520201
Towson University	Masters	Business Administration (Joint W/Ub)	520201
University Of Baltimore	Masters	Master of Business Administration	520201
Univ. of Md, College Park	Masters	Business Administration	520201
Univ. of Md Global Campus	Masters	Business Administration (MBA)	520201
Univ. of Md Global Campus	Masters	Global Master of Business Administr	520299
Morgan State University	Masters	Business Administration	520201
Capitol Technology University	Masters	Business Administration (MBA)	520201
Hood College	Masters	Business Administration	520201
Johns Hopkins University	Masters	Business Administration (MBA)	520101
Loyola University Maryland	Masters	Business Administration	520201
Mount St. Mary's University	Masters	Business Administration	520201
Washington Adventist University	Masters	Business Administration	520201

There are two institutions in the state of Maryland that offer a Master of science in Management (MiM) program similar to our proposed MiM program, these institutions are the University of Maryland, College Park (UMCP) and the University of Maryland Global Campus (UMGC).

Table 3: State of Maryland Program Comparison

Institution	Program
University of Maryland, College Park (UMCP)	Master of Science in Management Studies
University of Maryland Global Campus (UMGC)	Master of Science in Management with Specializations in: <ul style="list-style-type: none"> • Accounting • Criminal Justice Management • Emergency Management • Financial Management • Homeland Security Management • Human Resource Management • Information Systems & Services • Intelligence Management • Interdisciplinary Studies in Management • Marketing • Nonprofit & Association Management

	<ul style="list-style-type: none"> • Project Management
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Of these two programs, the Master of Science in Management Studies offered by UMCP has more similarities in coursework and structure to our proposed MiM program. There are two critical distinctions between the proposed JHU program, and the other program offered in the state of Maryland: our dual focus on (1) leadership and (2) strategy within the management space. Tables, provided in Appendix A, detail the program requirements of each of the UMCP program as well as the requirements for the proposed JHU program.

The University of Maryland, R.H Smith School of Business (UMCP), program offers a specialization in general management and marketing, innovation and sport management but does not offer a similar specialization in leadership or strategy.

The University of Maryland Global Campus (UMGC) program is explicitly a program focused in management to a global population and offers a wide range of specializations. However, the UMGC program does not offer any courses in leadership or specialties in leadership or strategy.

Appendix A provides a comparison between the required courses in our proposed MiM program and those of the Master’s in Management Studies at UMCP.

Additionally, there are two institutions in the state of Maryland that offer graduate level masters programs within the same Classification of Instructional Program (CIP) category as our proposed MiM program. These institutions are Notre Dame of Maryland University, which offers a Master of Science in Risk Management, and the Maryland Institute College of Arts (MICA), which offers a Master of Professional Studies in Business of Art & Design.

Our proposed MiM program focuses broadly on leadership, strategy, and core management principles such as accounting, marketing, and business communication, equipping students to manage virtual teams and complex projects in a global market. In contrast, the MS in Risk Management at NDMU is specialized in identifying, analyzing, and mitigating risks within organizations, emphasizing risk assessment, financial risk management, and crisis management. While both programs prepare students for leadership roles, our proposed MiM program offers a wider range of management skills applicable across various industries, whereas the NDMU program provides in-depth expertise in managing organizational risks.

The proposed MiM program offers a broad foundation in management principles, including courses in accounting, marketing, business communication, and operations management, with a strong emphasis on leadership and strategic decision-making tailored for a global business environment. Conversely, the MPS in Business of Art & Design at MICA focuses on the intersection of business and the creative industries, preparing students to manage and lead in art and design sectors. This program includes courses on entrepreneurship, marketing for creatives, intellectual property, and business strategies specifically geared towards creative enterprises. While both programs emphasize leadership and strategic skills, our proposed MiM program is more generalist and applicable across various industries, whereas MICA's program is tailored for the unique challenges and opportunities within the art and design world.

2. Provide justification for the proposed program.

Drawing on the AMA framework referenced in B.1.a above, we believe a reimagined MiM program is required to meet the emerging skill-based demands of future management professionals. Knowledge requirements will change over time, but skill-based competencies will have persistent value. With the dual focus areas in leadership and strategy present in the proposed Carey MiM program, we will produce graduates with the knowledge and tools to:

- Identify and apply appropriate, reliable and verifiable measurements to analyze data for a given purpose and intended use.
- Identify and utilize relevant technology and tools to analyze data, efficiently and effectively perform assigned tasks as well as support other competencies.
- Objectively identify, analyze and evaluate data and information for effective strategic planning, implementation, and management.
- Work productively with diverse individuals in a variety of roles, with multiple interests in outcome to achieve acceptable and optimal results.
- Know and apply models of leadership to influence, inspire and motivate diverse individuals and groups. Develop attitudes and behaviors that recognize diversity and promote inclusion and optimize individual and organizational performance.
- Actively listen and effectively deliver information in multiple formats tailored to the intended audience.
- Plan and manage individual and team workflow through effective utilization of time and other resources to accomplish objectives.

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.

There are two Historically Black Institutions in Maryland that offer the Master of Business Administration program: Bowie State University and Morgan State University. As we explained in section D-1, there is a significant difference in curricula, target audience, and career outcomes between an MBA program, and our proposed MiM program. Because of this difference, we do not foresee any impact from the Carey Business School proposed MiM program on these two institutions.

Additionally, Morgan State University offers a Master of Science in Construction Management and a Master of Science in Project Management. Our proposed MiM program and Morgan State University's MS in Construction Management (MSCM) and MS in Project Management (MSPM) share a common goal of developing advanced managerial skills in their respective fields. Our proposed MiM program emphasizes a broad foundation in management principles, focusing on leadership and strategy to prepare students for the complexities of modern global business environments. It includes courses in accounting, marketing, business communication, and operations management, with an emphasis on leadership and strategy through courses like Leadership and Organizational Behavior, Business Leadership, and Strategic Management. The curriculum is designed to equip students with skills to manage virtual and distributed teams, handle large-scale projects, and navigate the dynamics of a global market.

In contrast, the MSCM at Morgan State focuses on the specifics of managing construction projects, blending technical construction knowledge with management principles. This program is tailored for those aiming to oversee construction projects and operations, emphasizing project management, construction law, and sustainable construction practices. The MSPM, also at Morgan State, offers a broader project management curriculum applicable to various industries, not just construction. It covers project planning, risk management, cost control, and quality management, preparing students for PMI certification and roles that require managing projects from inception to completion. While both the MSCM and MSPM have a specialized focus, they differ from the MS in Management at JHU, which offers a wider scope of management skills applicable across various sectors and includes a significant emphasis on leadership and strategic decision-making in a global context.

Finally, a number of Historically Black Institutions in Maryland offer a number of management related programs, however, all of these programs are at the undergraduate level. Bowie State University offers a Sport Management program at the undergraduate level but does not offer a Master of Science in Management. Coppin State University offers Management, Sport Management, and Entertaining Management as majors at the undergraduate level, but does not offer a Master of Science in Management. University of Maryland Eastern Shore (UMES) offers a Business Administration program at the undergraduate level but does not offer a Master of Science in Management. The MiM degree at the Carey Business School could be a graduate degree that complements these undergraduate programs. Given the nature of these programs we do not foresee any impact from the Carey Business School Master of Science in Management program on these institutions.

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.

Since none of the Historically Black Institutions in Maryland offer a Master of Science in Management, we do not foresee a potential impact on the uniqueness and institutional identities and missions of HBI’s by the MiM program. Additionally, given our explanation of the differences between our proposed MiM program and MBA programs in section D.1., we do not foresee a potential impact on the MBA programs offered at Maryland 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.

Due to the increased complexity of management-related positions, it is important for professionals to gain in depth knowledge of business concepts, managerial skills, leadership tools, and strategic methods. The proposed MiM program will equip students with the requisite skills to lead complex teams and make data-driven decisions.

The program is overseen by the Academic Program Director, David G. Smith (PhD, University of Maryland), Associate Professor of Practice in Management & Organization. In addition to the Academic Program Director, the Vice Dean for Education and Partnership, and the Associate Dean for Academic Programs have academic and administrative oversight of academic programs. The JHU Carey Business School's curriculum committee approved the MiM's curriculum and will approve any changes to its curriculum in the future.

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

Learning Goals	Learning Objectives Students will be able to:
Understand and master core concepts and methods in the management discipline and their application in business practice	1.1 Apply core concepts and tools in the management discipline to develop integrated and innovative strategies to address current and emerging business problems.
	1.2 Apply key analytical methods into comprehensive plans to solve current and emerging business problems.
Lead and function effectively in diverse contexts	2.1 Assess financial aspects of local and global business contexts.
	2.2 Apply assessments as input to current and emerging business decisions.
	2.3 Assess and evaluate their team leadership experience.
	2.4 Propose strategies for future improvement based on assessment of their team leadership experience.
Anchor leadership aspects of business activities in ethics and human values	3.1 Explain the role of human values in business leadership.
	3.2 Develop an action plan to manage an ethical challenge they have identified.
Communicate effectively in business settings	4.1 Demonstrate effective use of the written communication skills essential in business settings.
	4.2 Demonstrate effective use of the presentation skills that are essential in business.

3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program**
- b) document student achievement of learning outcomes in the program**

Assessment of learning outcomes and achievement will occur both in core courses and at the program level. Following a process used to assess learning outcomes at the Carey Business School, learning outcomes established at the program level and mapped to courses will be assessed using direct and indirect measures.

Assessment using direct measures include:

- Student work samples from assessments (e.g., exams, research projects, papers)
- Documented participation in groups / activities relevant to business practices

Assessment using indirect measures include:

- Surveys (conducted by the Carey Business School)
- Alumni Surveys (conducted by the Carey Business School)

Assessing students' achievement of a broad set of Program Learning Outcomes requires the evaluation of measurable performance criteria associated with each learning outcome and specific to the program's objectives and aligns with the assessments in these courses. Learning outcomes are assessed using several performance criteria and data are collected in each course and aggregated at the outcome level. Outcomes are assessed in different courses and data analysis tracks student improvement and growth across the program. Evaluation of student performance is then used to make improvements in courses, course design, instruction, and content. Furthermore, data are combined with other data sources and applied for program improvements, resource allocations, and decisions about program structures. Formal collection and preparation of data for the iterative evaluation of learning outcomes are summarized in the following process:

- 1) Select the type of data needed to assess each learning outcome (e.g., exam question, lab report, participation in research, oral presentation of work results, etc.) and complete the assessment based on an established rubric.
- 2) Calculate and record the weighted average value associated with each learning outcome.
- 3) Calculate the average of all learning outcome values. If the measured value is less than the target value, methods of improvement are discussed, implemented, and the learning outcomes are collected and assessed again the following semester.

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

The admissions criteria for the proposed 30-credit Master of Science in Management will be consistent with other JHU Carey programs. The application requirements will include a formal application, resume, official academic transcripts, GMAT/GRE score, two essays, one letter of recommendation, and a TOEFL or IELTS score for non-native English speakers.

Program requirements include a minimum of 30 graduate credits. Students will be expected to have basic quantitative skills obtained through an undergraduate degree prior to course work.

All students will take the following required coursework components:

Functional Core (22 credits)

- Accounting and Financial Reporting (2 credits)
- Business Analytics (2 credits)

- Business Communication (2 credits)
- Business Leadership & Human Values (2 credits)
- Business Microeconomics (2 credits)
- Corporate Finance (2 credits)
- Leadership & Organizational Behavior (2 credits)
- Marketing Management (2 credits)
- Operations Management (2 credits)
- Statistical Analysis (2 credits)
- Strategic Management (2 credits)

Electives (choose 4 of the following for 8 total credits; must include at least one experiential elective course)

- Corporate Strategy (2 credits)
 - Crisis Management (2 credits)
 - Effective Teaming (2 credits)
 - Global Strategy (2 credits)
 - Managing in a Diverse & Global World (2 credits)
 - Negotiation (2 credits)
 - Power and Politics (2 credits)
 - Strategic Human Capital (2 credits)
 - Experiential Elective Courses:
 - City Lab Catalyst* (2 credits)
 - City Lab Practicum* (2 credits)
 - Discovery to Market I* (2 credits)
 - Discovery to Market II* (2 credits)
 - Leadership Development Expedition (2 credits)
 - Strategy Consulting Practicum (2 credits)
- *Denotes courses that must be taken in consecutive terms: City Lab Catalyst/City Lab Practicum, Discovery to Market I/Discovery to Market II.*

See Appendix B for a complete list of course titles and descriptions.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

During the months leading to the August start of the program (March - August), the Admissions and Academic Programs offices will communicate with prospective and admitted students the degree completion requirements and support services provided by the Carey Business School. This information will be communicated through email communications, webinars, and through email or phone conversations as needed. A welcome document is digitally sent to students who have accepted admission. This document includes further information on degree requirements, faculty information, student services, technology requirements, and learning platform (Canvas, etc.) information.

Prior to the start of the first semester of the program, students will participate in an MS Student Orientation that will include presentations from the Faculty Academic Program Director, Program Manager, Academic Advisor(s), Student Services (tutoring and academic support services). Other departments will be available for student questions or concerns.

- 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.**

All marketing and admissions materials are updated on an annual basis or more frequently when needed. The Carey Business School's Office of Marketing and Communications is responsible for all internal and external communications, marketing, advertising, publishing, graphic design, special events, and sponsorships at the Johns Hopkins Carey Business School. Along with faculty, this office will develop a marketing strategy once the program is approved. This strategy will include updates to the website, application system, and all collateral materials (brochures, advertisements, etc.) for the program.

H. Adequacy of Articulation

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

Not Applicable.

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 Carey Business School is fortunate to possess a core of experienced full-time faculty members who are available to teach, advise, or serve on the curriculum committee in the Master of Science in Management program. All full-time, tenure track faculty have earned a doctoral degree, hold a primary appointment at the Carey Business School, and have considerable experience conducting and disseminating research in their area of expertise. It is our goal to have the program taught almost exclusively by full-time faculty. Appendix C provides detailed information about each core faculty member teaching in the Master of Science in Management program.

Our faculty members are well-known experts in their areas of expertise. Many faculty at Carey have research projects in management and organizations, and those who are teaching or will teach in Carey's management-related programs have ongoing programs of research. Many of our faculty have extensive experience in management and related industries and are national thought leaders. We have and will continue to recruit full-time faculty with research and/or practical experience in management in the future.

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**
 - b) **The learning management system**
 - c) **Evidenced-based best practices for distance education, if distance education is offered.**

Teaching & Learning at Carey promotes and supports teaching excellence at the Johns Hopkins Carey Business School by providing faculty with ongoing training in the above-mentioned three categories. Teaching & Learning at Carey is a division within Carey headed by an Assistant Dean of Teaching & Learning with more than 30 staff members. They help faculty to identify strengths and challenges in their teaching practice by analyzing information collected from various sources including, but not limited to, students, faculty, staff, observations, and relevant research. They work closely with faculty to integrate innovative technologies and pedagogical strategies to provide effective teaching and, in turn, to increase the quality of student learning at the Johns Hopkins Carey Business School. Specifically, Teaching & Learning at Carey provides the following training and services to faculty:

Faculty Development

- One-on-one consultations related to teaching and learning
- New faculty orientation and ongoing faculty development and pedagogy training
- In-person and online workshops addressing common topics and concerns related to teaching
- Online content providing relevant and practical information on teaching and learning

Instructional Technology

- Recommendations for new and emerging instructional technologies
- Assistance with implementing new technologies in the classroom
- Ongoing support and training for commonly used classroom technologies and learning management system, such as Canvas and Zoom

Instructional Design

- Design, development, and evaluation of face-to-face, remote-live and online courses
- Guidance on how to implement different instructional strategies, such as using learning activities as an alternative to traditional lectures
- Assistance with implementing best practices of instructional design, such as creating grading rubrics

Learning Assessment

- Collection and analysis of data to assess student learning outcomes and improve Carey's curriculum.
- Faculty training on Taskstream (the assessment tool used by Carey to track the school's progress)

In addition to training and services offered by Teaching & Learning at Carey, the Vice Dean for Faculty & Research regularly organizes workshops to provide ongoing pedagogy training for faculty. Also, the Vice Dean works with Teaching & Learning at Carey to assign experienced faculty as mentors for less experienced faculty to continually improve face-to-face and distance education.

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.**

The Milton S. Eisenhower Library on the Homewood campus is ranked as one of the nation's foremost facilities for research and scholarship. Its collection of over three million bound volumes, several million microfilms, and over 13,000 journal subscriptions has been assembled to support the academic efforts of the University. The interlibrary loan department makes the research collection of the nation available to faculty and students. The library also provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. The library offers instructional services, including electronic classrooms designed to explain the library resources available for research and scholarship. Librarians help students electronically, and the library maintains an extensive website to take visitors through all of its services and materials.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR13B.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 Carey Business School's physical facilities, infrastructure and instruction equipment are not at capacity. The implementation of the proposed Master of Science in Management program will not cause the existing physical resources to be taxed beyond capacity.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a) An institutional electronic mailing system, and

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

Students in the MiM program will share Carey's facilities and infrastructure. The program students and faculty will have access to Carey's technological resources including electronic mailing and online distance education platforms.

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

Details concerning the resources and program expenses may be found in Appendix D.

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.

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.

On a day-to-day level, the program will be overseen by a combination of the Vice Dean for Education, Associate Dean for Academic Programs, Senior Director for Academics, Director for Career & Life Design, Director of MS Programs & Advising, and the Faculty Academic Program Director who together will be responsible for managing the program plans, monitoring students' progress in programs and ensuring that the students are in good academic standing according to the school's policies, as well as managing course offerings, conducting program evaluations, and working with the Curriculum Committee. The School's Curriculum Committee will be responsible for revision of the curriculum and recommendations for the required modifications with the course offerings and evaluation of the faculty expertise required for these course offerings, and evaluating how students achieve the desired learning outcomes.

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

The Johns Hopkins University follows all stipulations of Title VI, Title IX, and Section 504. Accordingly, race is not considered in the administration of the school's educational programs. Nonetheless, in accordance with Johns Hopkins University's stated [commitment to diversity](#), we believe educators should use aggressive and innovative recruitment and support processes to increase and sustain diversity. To that end, the following focused recruitment activities will

be employed: (1) Involvement of students from culturally and linguistically diverse (CLD) backgrounds in the planning and delivery of information sessions and recruitment information; (2) Success stories about previous CLD graduates as part of the recruitment literature; (3) Focused information meetings that emphasize that the school provide mentoring opportunities and a range of student activities including student clubs that encourage participation of students from different cultural, academic and professional backgrounds.

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

Not Applicable.

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.

Johns Hopkins University is authorized by MSCHE and MHEC to offer distance education programs.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

a) Online learning is appropriate to the institution's mission and purposes.

Johns Hopkins University adheres to the Council of Regional Accrediting Commissions' (C-RAC) Interregional Guidelines for Distance Education. The mission of the University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. In turn, the Carey Business School supports business knowledge development and education through our own initiatives, innovations, and collaborative programs across the Johns Hopkins University. We create and share knowledge that shapes business practices while educating business leaders who will grow productive economies and sustainable societies and are exemplary citizens.

b) The institution's plans for developing, sustaining, and, if appropriate, expanding online learning offerings are integrated into its regular planning and evaluation processes.

Carey Business School offers 6 online master's degrees: Flexible MBA, MS in Business Analytics Risk Management, MS in Finance, MS in Healthcare Management, MS in Marketing, and MS in Real Estate & Infrastructure. Carey also offers 3 online graduate certificates: Financial Management, Investments, and the Leadership Development Program. More than 53 individual course offerings are currently available in a fully online format. Carey anticipates that enrollment in online education will continue to grow and has allocated funds and resources accordingly.

c) Online learning is incorporated into the institution's systems of governance and academic oversight.

Johns Hopkins University uses the same system of governance and academic oversight to review modifications to online programs as that for on-ground programs. The Curriculum Committee, a faculty body made up of JHU Carey faculty, review modifications. If approved, the modifications proceed to the Office of the Dean for final approval.

- d) Curricula for the institution’s online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**

To ensure coherence and cohesiveness, the courses in the new program will follow the same rigorous development process for all online Carey degree programs and incorporate the Quality Matters™ research-based set of eight standards for quality online courses.

- e) The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.**

To evaluate the effectiveness of its online offerings, the course instructor and instructional designer, under the direction of the Academic Program Director, identify all the learning components of the course, including learning activities, assessment, and evaluation of how well learning objectives are met. This is an iterative process that goes through several levels of review prior to the course development. Once the courses launch, the design team continually monitors the courses and consults with the instructors to adjust the courses as needed. All new online courses participate in a mid-term and end-of-term course evaluation process.

Following the modification implementation, students complete a course evaluation at the midterm of the semester and after each course's offering. In those evaluations, students assess the course content, delivery methods, and faculty performance. Each semester, Academic Program Directors evaluate course offerings and faculty performances based on student reviews. Annually, Academic Program Directors, faculty, and administrators will review the curriculum to determine if new topics or other changes are needed, following Carey procedures for such review. The mid-term feedback is used to determine if any mid-point term corrections are needed, and the end-of-term feedback is used to assess whether further course refinements are needed prior to offering the course again.

- f) Faculty responsible for delivering the online learning curricula and evaluating the students’ success in achieving the online learning goals are appropriately qualified and effectively supported.**

Teaching & Learning at Carey will support program faculty and the Academic Program Director. Teaching & Learning at Carey provides oversight for all online course developments, including faculty training and development. Teaching & Learning at Carey has a formal, structured faculty development approach for preparing faculty to

develop and teach an online course. All faculty are offered Canvas and Zoom training sessions. The trainings provide an overview of online learning pedagogy and introduce the faculty to the course technologies. Faculty may also sign up for one-on-one training sessions with staff of Teaching and Learning at Carey and consult with the program leadership for additional pedagogical or technical support. A third-party help desk also assists in faculty technical support, which is available to faculty 24/7.

g) The institution provides effective student and academic services to support students enrolled in online learning offerings.

Carey classes are offered as synchronous and asynchronous learning experiences, allowing maximum flexibility in a student's schedule. Course content in synchronous online courses is delivered mainly via lectures. In the asynchronous online modality, course content is delivered using text notes, voice-over PowerPoints, streaming video, and threaded discussions to provide a connection between students and faculty through visual, auditory, and text-driven interactions. Classes are kept small to encourage active community building among fellow students and faculty. Prearranged real-time online meetings allow for direct access to faculty. To address student concerns or questions about an online learning environment, an orientation course, offered by Johns Hopkins University, introduces the students to the online learning tools and is required before taking the first online class.

Carey online students have access to the following academic support services:

Academic advising: Upon acceptance to the degree program, students are assigned a faculty advisor. Students work individually with the advisor to develop a course of study that meets the program requirements and the student's career goals. Advisors contact all students to check on progress and answer questions.

Library services: Students have online access to the Milton S. Eisenhower Library, ranked as one of the nation's foremost facilities for research and scholarship. The interlibrary loan department allows students access to resources at any other university in the nation. The library provides easy access to a wide selection of electronic information resources, including the library's online catalog and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. Librarians are available to assist students remotely, and the library maintains an extensive website to take visitors through all its services and materials.

Services for students with disabilities: Johns Hopkins University is committed to making all academic programs, support services, and facilities accessible to qualified individuals. Students with disabilities who require reasonable accommodations can contact the Carey Disability Services Administrator.

Transcript access: Official transcripts are mailed upon written request from the student at no charge.

Student ID JCard: The JCard serves as the student's University identification card. This card is mailed to the home address of every registered student. The JCard acts as the university library card and provides access to student software discounts.

h) The institution provides sufficient resources to support and, if appropriate, expand its online learning offerings.

Carey prepares a five-year budget every year that includes sufficient resources to maintain and expand all online programs. The budget contains funding for marketing, outreach, and recruitment for all programs, staff, admissions, student and faculty support services, finance and administration, and instructional design and technology support. The budget also provides funding for new program viability analyses, new program marketing launches, and new course development costs.

Teaching & Learning at Carey, in collaboration with the centralized Johns Hopkins University IT department, works effectively to provide a robust, scalable, and innovative technical infrastructure to faculty, staff, and students. This infrastructure supports all Carey's academic programs and includes a variety of systems and applications used to create an immersive and effective online environment, including Canvas and Zoom.

i) The institution assures the integrity of its online offerings.

Once a student is accepted into an academic program by the admissions committee, that student is assigned a unique ID and password which will allow them to log in to Carey's secure network, manage their course registrations, and participate in their online courses. As an additional security measure, students must verify their identity before the start of their first online course. Students complete this step successfully when they log into the Carey Business School website using their assigned credentials and then by completing a questionnaire that includes personal information. The form is then compared to the information provided in the student's application. Once verified by Carey staff, the student is granted access to their registered courses. Carey adheres to all FERPA privacy regulations.

Carey requires all students to uphold the integrity of their work and are subject to The Johns Hopkins Carey Business School Academic Ethics Policy and the Johns Hopkins Student Conduct Code. Additionally, all new students are automatically enrolled in a non-credit academic integrity training that aims to help students understand the different types of infractions, such as plagiarism and cheating, and encourage them to avoid such behavior.

Appendix A

State of Maryland Program Comparisons

School	Course Title	Required	Credits	Leadership	Strategy
JHU	Accounting and Financial Reporting	Yes	2		
	Marketing Management	Yes	2		
	Statistical Analysis	Yes	2		
	Business Communication	Yes	2		
	Operations Management	Yes	2		
	Business Analytics	Yes	2		
	Leadership & Organizational Behavior	Yes	2	X	
	Strategic Management	Yes	2		X
	Corporate Finance	Yes	2		
	Business Leadership & Human Values	Yes	2	X	
	Economics for Decision Making	Yes	2		
	Effective Teaming	4 of 12	2	X	
	Power and Politics	4 of 12	2	X	
	Negotiation	4 of 12	2	X	
	Leading Change	4 of 12	2	X	
	Crisis Management	4 of 12	2	X	
	Managing in a Diverse & Global World	4 of 12	2	X	
	Corporate Strategy	4 of 12	2		X
	Global Strategy	4 of 12	2		X
	Strategic Human Capital	4 of 12	2		X
Global Immersion	4 of 12	2			
Leadership Development Expedition	4 of 12	2	X		
Strategy Consulting Practicum	4 of 12	2		X	

School	Course Title	Required	Credits	Leadership	Strategy
UMCP: Master's in Management Studies	Leadership and Teamwork	Yes	2	X	
	Introduction to Financial Accounting	Yes	2		
	Managerial Economics and Public Policy	Yes	2		
	Data Driven Decision Making	Yes	2		
	Financial Management	Yes	2		
	Marketing Management	Yes	2		
	Strategic Management	Yes	2		X
	Managerial Accounting	7 of 9	2		
	Operations Management	7 of 9	2		
	Competitive and Collaborative Negotiation	7 of 9	2	X	
	Global Supply Chain Management	7 of 9	2		
	Valuation and Corporate Finance	7 of 9	2		
	Networks and Influence	7 of 9	2		
	Digital Transformation in Business	7 of 9	2		
	Managing Digital Business Markets	7 of 9	2		
Project Management in Dynamic Environments	7 of 9	2			

Appendix B

Course List and Descriptions

Curriculum: 30 credits

Functional Core (22 credits)

Accounting and Financial Reporting (2 credits)

This course emphasizes the vocabulary, methods, and processes by which business transactions are communicated. Topics include the accounting cycle; basic business transactions involving assets, liabilities, equity, revenues, and expenses; as well as preparation and understanding of financial statements, including balance sheets, statements of income, and cash flows.

Business Analytics (2 credits)

Business analytics makes extensive use of data and modeling to drive decision making in organizations. To become a leader in a data driven world, it is therefore critical to acquire hands-on experience of both data-related (statistical) and modelling skills. This class focuses on the latter: it introduces students to analytical frameworks used for decision making to make sense of the data. The methodologies covered include Linear and Integer Linear Programming, Decision Analysis, Foundations of utility and risk, and Monte Carlo Simulation. For each topic/methodology students are first exposed to the basic mechanics of the framework, and then apply the methodology to several business problems using software. *Prerequisite(s): Statistical Analysis*

Business Communication (2 credits)

This course refines students' skills in business writing, public speaking, and interpersonal communication. Through analyses and practice of communication strategies adopted by successful business professionals, students learn to write clearly and concisely, deliver compelling presentations, and construct effective arguments.

Business Leadership & Human Values (2 credits)

This foundational course develops students' capacities for understanding themselves as moral agents in a complex environment of competing values and often ambiguous ethical challenges inherent in business. Through a rigorously discursive exploration of human moral capabilities, value systems, ethical frameworks, and contemporary ethical dilemmas, students clarify their personal moral compass and develop a toolkit of knowledge and practices for sound ethical leadership in business and society.

Business Microeconomics (2 credits)

This is a microeconomics course with emphasis on the application of economic principles and methodologies to private and managerial decision problems. Major topics include consumer choice and market demand, costs and profit maximization, market structures, output/price decisions, and strategic interactions. *Prerequisite(s): Statistical Analysis.*

Corporate Finance (2 credits)

This course is designed to introduce students to the basic, yet fundamental, issues of modern finance. The goal of the course is to provide students with the basic tools needed to successfully complete more advanced finance courses. This course deals primarily with a firm's investment and financing

decisions, and its interactions with the capital markets. Students are taught the fundamental principles of financial valuation and analysis, which provide a solid foundation for all other finance courses.

Prerequisite(s): Accounting and Financial Reporting.

Leadership and Organizational Behavior (2 credits)

Leadership requires a deep understanding of human behavior – how we make sense of the world (or fail to do so), how we make decisions, what brings us together and what sets us apart. Good leaders understand the power of motivation, the benefits and challenges of groups and how to create a context in which others will thrive and perform at their best. The goal of Leadership and Organizational Behavior is to help students leverage knowledge of human behavior to enhance their overall effectiveness within organizations and their ability to lead. This course will provide students with analytical frameworks and practical experience designed to help them put learning into action, whether they are currently in a formal leadership role.

Marketing Management (2 credits)

This course covers principles of market-driven managerial decision making that determine competitiveness in dynamic consumer and organizational markets. Areas of emphasis include industry analyses, dynamics of competition, market segmentation, target marketing, channels of distribution, and product and pricing decisions. In-depth analytical skills are developed through case analyses, class discussions, and applied projects.

Operations Management (2 credits)

Within a manufacturing or service organization, operations provide the power necessary for orchestrating technology and resources in creating products and services to meet the needs of end consumers. Operations management, accordingly, consists of ideas for shaping and innovating an organization's business model. This course provides a conceptual and actionable introduction to operations management and covers a wide range of topics, including operations strategy, process mapping and design, queuing theory, inventory management, lean manufacturing, and revenue management, unified by a thought framework known as "the operations prism" (flows, variability, and buffers). By taking a process view of value-added functions that lead to an understanding of how to make operations design choices, students will acquire analytical and strategic thinking skills crucial for managing 21st-century operations. *Prerequisite(s): Business Analytics.*

Statistical Analysis (2 credits)

Students learn statistical techniques for further study in business, economics, and finance. The course covers sampling distributions, probability, confidence intervals, hypothesis testing, regression and correlation, basic modeling, analysis of variance, and chi-square testing. The course emphasizes statistics to solve management problems. Case studies, spreadsheets, and Excel Add-in Data Analysis ToolPak computer software are used.

Strategic Management (2 credits)

Generally, strategy is defined as a set of choices that managers make to increase their firm's performance relative to competitors. This course provides the theoretical concepts and analytical tools required for formulating and evaluating strategies appropriate for long-term success. Topics include internal and external environment analysis, competitive interactions, and business strategy. We will also introduce concepts important for corporate strategy, global strategy, and strategy execution. This course emphasizes the application of theory to real world strategic issues facing managers today.

Elective Courses (4 courses)

Corporate Strategy (2 credits)

This course is concerned with the formulation and analysis of corporate strategy. Corporate strategy asks the question, ‘In what industries should a firm compete?’ These are the objectives and policies that collectively determine how a business positions itself to increase its returns and create economic value for its owners and stakeholders. In this course, students learn analytical techniques for diagnosing the industrial landscape of a business, a firm’s overall portfolio, and identifying and analyzing specific business options. These concepts and frameworks will help you to learn to put structure on complex and unstructured problems in corporate strategy to provide a solid foundation for managerial decision making. *Prerequisite(s): Strategic Management.*

Crisis Management (2 credits)

In this course, we will examine the entire crisis management lifecycle – from prevention and preparedness through response, recovery, and mitigation – and consider the lifecycle’s principles and practices. We will identify and use the entire crisis management toolkit to address challenges faced by managers when organizations face any crisis, due to either external factors outside the organization’s control or internal control or strategic management failures. We will develop a complete crisis management plan, including tools and methods to identify potential crises, implement response and mitigation strategies to limit exposure, manage crisis response teams, and create communications to address stakeholder and public relation issues. *Prerequisite(s): Business Communication.*

Effective Teaming (2 credits)

In today’s businesses, teams are a basic organizational building block. Teaming is perennially listed as one of the top skills that recruiters look for in graduating MBAs. This course conveys knowledge and practical tools that help students become more productive team members and leaders. Topics include the characteristics of high performing teams, leadership strategies for creating performing teams, strategies for avoiding dysfunctional team dynamics, and best practices for managing diverse and virtual teams.

Global Strategy (2 credits)

This course provides students with the conceptual tools necessary to understand and work effectively in today's interconnected world by developing strategic perspectives that link this changing environment, the state of the global industry, and the capabilities and position of the firm. The course provides frameworks for identifying and taking advantage of the opportunities presented in a dynamic global environment at the level of the country and industry. It then focuses on firm-level strategic choices regarding where to engage in which activities. Finally, it covers the challenges of integrating the multiple perspectives, functions, and interests that constitute the multinational firm.

Prerequisite(s): Strategic Management.

Managing in a Diverse & Global World (2 credits)

Business organizations and other critical organizations operate in both a market and nonmarket environment. A major focus of the course is examining contextually global diversity, inclusion, and multicultural issues through the lens of multiple dimensions. Successful, globally minded managers align the firm’s capabilities with the demands of both its market and nonmarket environment. This course examines political, regulatory and societal factors of influence. Students learn to analyze the motives for focused intervention to better judge when and how political developments may affect

business or organization interest. It explores the rise of “private politics” (activists, civil society networks, and NGOs), which are increasingly complementing conventional “public politics.” This new plurality also opens exciting new nonmarket strategic opportunities for profit and socially driven business, providing it with new potential allies. This course stresses collective moral agency and the ethical dimensions of business and management in such a global political economy. Students explore cross-cultural perspectives on economics and business culture, and how to analyze and proactively manage the nonmarket environment through integrated market and nonmarket strategies. Cumulatively through class interaction and team activities students develop strategies for managing aspects of global diversity and inclusion within the context of a real organization opportunity.

Negotiation (2 credits)

This course provides students with the foundational knowledge and skills needed to negotiate. Designed around a series of research-based negotiation exercises, the course exposes students to a variety of negotiation situations that help them to understand two fundamental approaches to negotiation. By reflecting on these exercises in light of negotiation theory, students develop an awareness of their personal negotiation style, including its strengths and weaknesses. By the end of the course, students will be able to negotiate in an effective, ethical, and culturally appropriate manner.

Power and Politics (2 credits)

The purpose of this course is to immerse you in issues and dynamics related to power and politics in organizations. We seek to make power and politics discussable, recognizable, and usable. In other words, this course is designed to fuel learning of concepts that are useful for understanding, analyzing, and harnessing power and political processes. But beyond discovering ways to extend your own power, influence, and political skill, we will also uncover lessons about ways in which power and politics can blind and deceive you, and how you might better navigate situations in which you are up against relatively more powerful people or forces. We will use a range of learning methods including theoretical and business articles, cases, exercises, assessments, and simulations. We will cover a variety of topics ranging from political skills, bases of power and influence, dangers of power, power and change, and leading with power.

Strategic Human Capital (2 credits)

Developing and managing human capital is vital for the success of any organization. In this course, students will examine ways in which human resources management can be used to enhance organizations’ competitive capabilities. The goal will be to understand how an organization can select, train, and retain the right employees, and how it can effectively motivate them to make decisions that will allow the organization to successfully implement its overall strategy. Students will explore and master topics such as hiring and layoff decisions; human capital and on-the-job training; turnover; the provision of incentives; the advantages and disadvantages of alternative compensation schemes; objective and subjective performance evaluation; relative performance evaluation; promotions and other career-based incentive schemes; team production and team incentives; stock options and executive compensation; intrinsic and extrinsic motivation; non-monetary compensation; and mandated benefits.

City Lab Catalyst (2 credits)

For the first time in history, humans are an urban species; the livability of cities now determines the future of humanity and the planet. CityLab is an urban innovation platform engaging students in a global experiment of reinventing cities by revitalizing urban neighborhoods from within. The CityLab Toolkit immerses you in the concrete context of people and places dealing with the disruptive

uncertainty and frustration of livability challenges that threaten the environment, human health, social cohesion, civic order, and prosperity of cities. It introduces strategies, tools, and practices for tackling these challenges as opportunities to co-create value for the flourishing of humanity and the planet. This course is a hands-on, active learning experience requiring a high degree of individual commitment, initiative, self-discipline, adaptability, and collaboration. *Prerequisite(s): This course is open to graduate students throughout the University who have completed at least four courses of their graduate program prior to enrolling.*

City Lab Practicum (2 credits)

The CityLab Practicum puts the CityLab Toolkit knowledge and skills to work on a social impact project sponsored by a neighborhood entrepreneur, business, or organization. The Practicum is an opportunity to solidify your skills, demonstrate your expertise, deepen your network, and position yourself as an innovative social impact leader. This course is a hands-on, active learning experience requiring a high degree of individual commitment, initiative, self-discipline, adaptability, and collaboration. *Prerequisite(s): City Lab Catalyst.*

Discovery to Market I (2 credits)

This course teaches the process of bringing scientific discoveries to market. Students learn about innovation and invention processes, how to identify opportunities and assess when ideas are inventions, the steps required to bring the product to market, including intellectual property protection and regulatory processes, and strategies to license early-stage inventions to third parties for further development. Students work in small teams on early-stage invention projects that are patented or patent pending sourced by the instructor from university and government technology transfer offices. Students will analyze the feasibility of commercializing the invention so that it can be licensed to a third party that can pursue entrepreneurial funding and development. Students must complete at least one semester at Carey Business School prior to enrolling in this course.

Discovery to Market II (2 credits)

This course is the second part of a two-part course. This course teaches the process of bringing scientific discoveries to market. Students learn about innovation and invention processes, how to identify opportunities and assess when ideas are inventions, the steps required to bring the product to market, including intellectual property protection and regulatory processes, and strategies to license early-stage inventions to third parties for further development. Students work in small teams on early-stage invention projects that are patented or patent pending sourced by the instructor from university and government technology transfer offices. Students will analyze the feasibility of commercializing the invention so that it can be licensed to a third party that can pursue entrepreneurial funding and development. *Prerequisite(s): Discovery to Market I; students must complete at least one semester at Carey Business School prior to enrolling in this course.*

Leadership Development Expedition (2 credits)

This course is a leadership-intensive seminar and expedition focused on helping students develop their own leadership capacity, while also emphasizing a conceptual understanding of leadership in diverse settings. The course utilizes the unique opportunity for leadership development embedded in outdoor experiential education, providing students the challenge of serving as a leader. The course combines a thorough academic introduction to leadership development and opportunity for self-assessment with repeated reflection and feedback to help students develop their own path as leaders.

Strategic Consulting Practicum (2 credits)

This virtual course pairs student teams with business clients to solve complex problems. Student teams will have the opportunity to choose from a diverse selection of business clients, ranging from large companies and organizations to smaller local start-ups. The course challenges students to ask, “How should this business compete?” and “What strategic, innovative, and inclusive responses make the most sense?” Students identify and navigate resources, adapt products and services to best reach consumers, and create business strategies to help these companies pivot, sustain, and thrive.

Appendix C

Faculty Course Assignments

Course	Type	Faculty
Accounting and Financial Reporting (2 credits)	Functional Core	Xian Sun
Business Analytics (2 credits)	Functional Core	Evgeny Kagan
Business Communication (2 credits)	Functional Core	Christina Black, Steve Cohen, Josie G., Louise Schiavone
Business Leadership & Human Values (2 credits)	Functional Core	Michelle Barton, Christina Black, Josie G., Suntae Kim, Louise Schiavone
Business Microeconomics (2 credits)	Functional Core	Mario Macis
Corporate Finance (2 credits)	Functional Core	Su Chan
Leadership & Organizational Behavior (2 credits)	Functional Core	Michelle Barton, Chris Myers
Marketing Management (2 credits)	Functional Core	Andrew Ching
Operations Management (2 credits)	Functional Core	Tinglong Dai
Statistical Analysis (2 credits)	Functional Core	Nazli Turken
Strategic Management (2 credits)	Functional Core	Trey Cummings, Westley Koo, David Smith, Rick Smith
City Lab Catalyst* (2 credits)	Elective	Lindsay Thompson
City Lab Practicum* (2 credits)	Elective	Lindsay Thompson
Corporate Strategy (2 credits)	Elective	Trey Cummings, Phillip Phan, David Smith
Crisis Management (2 credits)	Elective	Jon Links
Discovery to Market I* (2 credits)	Elective	Phillip Phan
Discovery to Market II* (2 credits)	Elective	Phillip Phan
Effective Teaming (2 credits)	Elective	Pete Aceves, Josie G., Rick Milter
Global Strategy (2 credits)	Elective	Mitsukuni Nishida
Leadership Development Expedition (2 credits)	Elective	Chris Myers
Managing in a Diverse & Global World (2 credits)	Elective	James Calvin
Negotiation (2 credits)	Elective	Cassandra Chambers, Josie G., Brian Gunia, Rick Milter
Power and Politics (2 credits)	Elective	Cassandra Chambers, Kathleen Sutcliffe
Strategic Human Capital (2 credits)	Elective	Mario Macis
Strategy Consulting Practicum (2 credits)	Elective	Ricard Milter

Faculty Profiles

Pete Aceves, PhD (Sociology, University of Chicago), MA (Sociology, University of Chicago), MBA (University of Florida), BA (University of California, Berkeley). Assistant Professor Johns Hopkins University Carey Business School. Courses instructed: Effective Teaming. *(Full-time)*

Michelle Barton, PhD (Management and Organizations, University of Michigan), BA (Psychology, Pomona College). Associate Professor of Practice Johns Hopkins University Carey Business School. Courses instructed: Leadership and Organizational Behavior, Foundations of Innovative Leadership, Behavioral Science: Leading Change. *(Full-time)*

Christina Black, PhD (English Language and Literature, Cornell University), MA (English Language and Literature, Cornell University), MS (English Literature 1660-1830, University of Oxford), BA (English Language and Literature, Barnard College, Columbia University). Assistant Professor of Practice Johns Hopkins University Carey Business School. Courses instructed: Business Communication, Business Leadership and Human Values. *(Full-time)*

James Calvin, PhD (Phenomenology, Culture and Communication, New York University), MA (Media Ecology/Applied Arts, New York University), BFA (Advertising/Applied Arts, Rochester Institute of Technology). Professor of Practice Johns Hopkins University Carey Business School. Courses instructed: Business Leadership and Human Values, Innovation for Humanity: Peru, Negotiation, Global Immersion: Peru - Examining Peruvian Business Perspectives, Challenges, and Opportunities in the Context of Evolving International Trade Policies, Innovation for Humanity Project, Managing in a Diverse & Global World. *(Full-time)*

Cassandra Chambers, PhD (Business Administration (Management & Organizations), University of Michigan), MBA (University of Florida), BA (Political Science, University of California Los Angeles). Assistant Professor Johns Hopkins University Carey Business School. Courses instructed: Power and Politics, Negotiation. *(Full-time)*

Su Han Chan, PhD (Finance, University of Texas-Austin), MBA (Finance, Louisiana Tech University), BScEd (Biology and Education, University of Malaya). Professor of Practice, Johns Hopkins University Carey Business School. Courses instructed: Corporate Finance, Financial Modeling and Valuation, Project Finance and Public-Private Infrastructure Delivery.

Andrew Ching, PhD (Economics, University of Minnesota), MA (Economics, University of Minnesota; Economics, University of British Columbia), BA (Economics, Australian National University). Professor, Johns Hopkins University Carey Business School. Courses instructed: Marketing Management, Customer Analytics, Health Marketing and Access. *(Full-time)*

Steven Cohen, PhD (Communication, University of Maryland), MPP (Harvard University) BA (Business Administration, University of Florida). Professor of Practice Johns Hopkins University Carey Business School. Courses instructed: Business Communication, Effective Communication. *(Full-time)*

Trey Cummings, PhD (Strategy, Washington University in St. Louis), MBA (University of Arkansas), BS (Chemical Engineering, University of Arkansas). Assistant Professor Johns Hopkins

University Carey Business School. Courses instructed: Corporate Strategy, Strategic Management. *(Full-time)*

Tinglong Dai, PhD (Operations Management/Robotics, Carnegie Mellon University), MS (Industrial Administration, Carnegie Mellon), M.Phil. (Industrial Engineering & Engineering Management, Hong Kong University of Science & Technology). Bernard T. Ferrari Professor, Johns Hopkins University Carey Business School. Courses instructed: Artificial Intelligence, Operations Management, Contracting: Incentive Design and Analytics, Supply and Service Contracting.

Josie Ganzermiller, PhD (Communication; Social Influence and Persuasion, University of Maryland), MA (Communication; Persuasion and Leadership, West Chester University of Pennsylvania), BA (Communication Arts & Sciences, Pennsylvania State University), BA (Theatre, Pennsylvania State University). Lecturer Johns Hopkins University Carey Business School. Courses instructed: Business Communication, Effective Teaming, INDST: Advanced Interpersonal Communication, Negotiation, Business Leadership and Human Values. *(Full-time)*

Brian Gunia, PhD (Management & Organization, Northwestern University), MS (Management & Organization, Northwestern University), BA (Economics and Finance, Washington University). Professor Johns Hopkins University Carey Business School. Courses instructed: Negotiation, Solving Organizational Problems. *(Full-time)*

Evgeny Kagan, PhD (Operations Management, University of Michigan), MPhil (Logistics and Information Systems, Erasmus University), BS (Business Administration, Mannheim University). Assistant Professor, Johns Hopkins University Carey Business School. Course instructed: Business Analytics. *(Full-time)*

Suntae Kim, PhD (Business Administration, University of Michigan, Ann Arbor), MS & BS (Business Administration, Seoul National University). Assistant Professor Johns Hopkins University Carey Business School. Courses instructed: Leadership and Organizational Behavior. *(Full-time)*

Jon Links, PhD (Environmental Health Sciences, Johns Hopkins University), BA (Medical Physics, University of California, Berkeley). Professor, Johns Hopkins University Bloomberg School of Public Health. Courses instructed: Crisis Management. *(Full-time)*

Wesley Koo, PhD (Management Science & Engineering, Stanford University), BS (Environmental Engineering, Management Massachusetts Institute of Technology). Assistant Professor Johns Hopkins University Carey Business School. Courses instructed: Strategic Management. *(Full-time)*

Mario Macis, PhD (Economics, University of Chicago), MA (Economics, University of Chicago), BA (Economics and Social Disciplines, Bocconi University). Professor, Johns Hopkins University Carey Business School. Course instructed: Business Microeconomics, Applied Behavioral Strategy for Organizational and Social Impact, Italy Global Immersion - Health Care in Europe: Models, Regulation and Business, Strategic Human Capital. *(Full-time)*

Richard Milter, PhD (Organizational Behavior, University at Albany, State University of New York), MEd (Leadership, Loyola University of Chicago), BA (English Literature, Ohio University). Professor of Practice Johns Hopkins University Carey Business School. Courses instructed: Strategy Consulting Practicum, Leadership in Organizations, Effective Teaming, Managing Complex Problems, Business

Leadership & Human Values, Strategic Management, Leadership Ethics Seminar, CityLab: Introduction to Urban Social Enterprise, Solving Organizational Problems: Collaboration, Evidence, and Experimentation, Facilitating Strategic Change, Negotiation, Leading Effective Teams, Managing Conflict: A Problem-Solving Approach, Creative Business Thinking, Leadership: Theory and Practice, Management and Organizational Behavior, Thought & Discourse Seminar, Competitive Strategy. *(Full-time)*

Christopher Myers, PhD (Business Administration (Management & Organizations), University of Michigan), BS (Business Administration, University of North Carolina - Chapel Hill). Associate Professor Johns Hopkins University Carey Business School. Courses instructed: Leadership Development Expedition: Belize and Norway, Behavioral Science: Leadership & Organizational Behavior, Effective Teaming. *(Full-time)*

Mitsukuni Nishida, PhD (Economics, University of Chicago), BA (International Relations, Kyoto University). Associate Professor, Johns Hopkins University Carey Business School. Course instructed: Global Strategy, Retail Analytics, Economics and Decision Making. *(Full-time)*

Phillip Phan, PhD (Strategic Management, University of Washington – Seattle), BBA (Hospitality Management School of Travel Industry Management, University of Hawaii – Manoa). Professor Johns Hopkins University Carey Business School. Courses instructed: Social Innovation and Business Sustainability, Corporate Strategy, Innovation for Humanity, Discovery to Market I & II, Networked Organizations. *(Full-time)*

Louise Schiavone, MS (Journalism, Columbia University School of Journalism, New York City), BA, (American and European History, Emmanuel College, Boston, Massachusetts). Senior Lecturer Johns Hopkins University Carey Business School. Courses instructed: Business Communication, Business Leadership and Human Values. *(Full-time)*

David Smith, PhD (Sociology, University of Maryland, College Park), MS (Global Leadership, University of San Diego), BS (Oceanography, U.S. Naval Academy). Associate Professor of Practice Johns Hopkins University Carey Business School. Courses instructed: Behavioral Science: Leading Change, Corporate Strategy, Strategic Management. *(Full-time)*

Richard Smith, PhD (General Management, Singapore Management University), MS (Industrial/Organizational Behavior, Penn State University), BS (Industrial Management/Engineering, Purdue University). Professor of Practice Johns Hopkins University Carey Business School. Courses instructed: Strategic Management, Strategy Execution, Human Capital and Global Business Strategy. *(Full-time)*

Colleen Stuart, PhD (Organizational Behaviour, University of Toronto), BBA (Business Administration, Wilfrid Laurier University). Associate Professor Johns Hopkins University Carey Business School. Courses instructed: Experiences in Leadership, Leadership in Organization. *(Full-time)*

Xian Sun, PhD (Finance, Rensselaer Polytechnic Institute), MBA (Finance, Rensselaer Polytechnic Institute), BA (Shanghai Jiaotong University). Professor of Practice Johns Hopkins University Carey Business School. Course instructed: Accounting and Financial Reporting, Emerging Markets, Finance, Principles of Finance. *(Full-time)*

Kathleen Sutcliffe, PhD (Organization Theory and Organizational Behavior, University of Texas at Austin), MN (University of Washington), BS (University of Alaska), BA (University of Michigan). Professor Johns Hopkins University Carey Business School. Courses instructed: Power and Politics in Organizations, Leading Change. (*Full-time*)

Lindsey Thompson, PhD (Classics/Anthropology of Ancient and Traditional Societies, Johns Hopkins University), MA (Education, University of St. Thomas), BA (French, University of Minnesota). Professor of Practice, Johns Hopkins University Carey Business School. Course instructed: Business Leadership and Human Values, City Lab Catalyst, CityLab Toolkit: Sustainable Futures, CityLab Practicum, Health Policy Design and Implementation, Health Policy Practicum, Real Estate and Infrastructure Capstone. (*Full-time*)

Nazli Turken, PhD (Operations Management, University of Florida), MS (Industrial and Systems Engineering, University of Florida), BS (Industrial Engineering, Pennsylvania State University). Associate Professor of Practice, Johns Hopkins University Carey Business School. Courses instructed: Business Analytics, Advanced Business Analytics, Statistical Analysis.

Appendix D

Finance Information

TABLE 1: RESOURCES:					
Resource Categories	2025	2026	2027	2028	2029
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$0	\$2,190,000	\$2,255,700	\$2,323,371	\$2,393,072
a. Number of F/T Students	0	30	30	30	30
b. Annual Tuition/Fee Rate	\$0	\$73,000	\$75,190	\$77,446	\$79,769
c. Total F/T Revenue (a x b)	\$0	\$2,190,000	\$2,255,700	\$2,323,371	\$2,393,072
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	\$0	\$0	\$0	\$0	\$0
f. Annual Credit Hours	\$0	\$0	\$0	\$0	\$0
g. Total P/T Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
TOTAL (Add 1 – 4)	\$0	\$2,190,000	\$2,255,700	\$2,323,371	\$2,393,072

Resources narrative

1. Reallocated Funds. No funds will be reallocated from existing campus resources.
2. Tuition/Fee Revenue. Tuition revenue is the product of the incremental number of F/T students and annual tuition rate. In addition, each new student is charged a \$1,000 matriculation fee upon entering the program. For AY 2024, tuition rate is \$73,000. It is anticipated that this rate will increase by 3% per year through 2025. The average student will complete 30 credit hours (15 courses) per year.
3. Grants and Contracts. There are no grants or contracts that will provide resources for this program.
4. Other sources: The program does not expect any funding from other sources.

TABLE 2: EXPENDITURES:					
Expenditure Categories	2025	2026	2027	2028	2029
1. Faculty (b + c below)	\$0	\$678,074	\$693,669	\$709,624	\$725,945
a. # Sections offered	0	7	7	7	7
b. Total Salary	\$0	\$506,025	\$517,663.58	\$529,569.84	\$541,749.94
c. Total Benefits	\$0	\$172,049	\$176,005.62	\$180,053.74	\$184,194.98
2. Admin. Staff (b + c below)	\$0	\$210,956	\$215,808	\$220,772	\$225,850
a. # FTE	0	2	2	2	2
b. Total Salary	\$0	\$157,430	\$161,050.89	\$164,755.06	\$168,544.43
c. Total Benefits	\$0	\$53,526	\$54,757.30	\$56,016.72	\$57,305.11
3. Support Staff (b+c below)	\$0	\$0	\$0	\$0	\$0
a. # FTE	0	0	0	0	0
b. Total Salary	\$0	\$0	\$0	\$0	\$0
c. Total Benefits	\$0	\$0	\$0	\$0	\$0
4. Equipment	\$0	\$11,245	\$11,503.64	\$11,768.22	\$12,038.89
5. Library	\$0	\$50,603	\$51,766.36	\$52,956.98	\$54,174.99
6. New or Renovated Space	\$0	\$0	\$0	\$0	\$0
7. Other Expenses	\$0	\$224,900	\$230,072.70	\$235,364.37	\$240,777.75
TOTAL (Add 1 – 7)	\$0	\$1,175,777	\$1,202,820	\$1,230,485	\$1,258,786

Expenses narrative

1. Faculty. The number of incremental sections is computed from the incremental student body, with each student taking 7 sections per year. The Carey School's average class size of 30 determines the number of incremental sections that will be required. Faculty cost per section is computed based on the % of faculty salary attributed to teaching multiplied by total faculty base salaries and then divided by the total number of sections to be taught. This number increases by 3% per year. Benefits are added to the salary cost using the Johns Hopkins standard multiplier of 34% in FY24.

2. Administrative Staff. This includes salaries for administrative staff members, including academic advisors, and career advisors, increasing by 2% per year.
3. Support Staff. This includes salaries for IT Help desk, technical staff, and administrative support staff members, increasing 2% per year.
4. Equipment. No anticipated expenditures for equipment; only technical support.
5. Library. The school pays for library services at an average rate of \$1500 per student. This rate is expected to remain constant over this planning horizon.
6. New or Renovated Space. No new or renovated space will be needed.
7. Other Expenses. The school will expend money to build and refine courses for the Master of Science in Management program over the entire planning horizon. Other expenses also include costs associated with marketing the new program.