



**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 No	Payment Type:	R*STARS # JBI12658 Check #	Payment Amount:	Date Submitted:
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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 (fully online)	Both
Program Resources	Using Existing Resources	Requiring New Resources	
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	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:  Date:

	Date of Approval/Endorsement by Governing Board:
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**UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR**

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

**The University of Baltimore**  
Institution Submitting Proposal

**Master of Business Administration**  
Title of Proposed Program

**Master of Business Administration**  
Award to be Offered

**Fall 2025**  
Projected Implementation Date

**0506.01**  
Proposed HEGIS Code

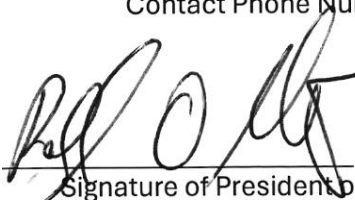
**52.0201**  
Proposed CIP Code

Merrick School of Business  
Department in which program will be  
located

Mikhail Pevzner  
Department Contact

410-837-5862  
Contact Phone Number

mpevzner@ubalt.edu  
Contact E-Mail Address

  
Signature of President

1/13/2025

Date

## **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 University of Baltimore (UBALT), a Predominantly Black Institution in Maryland, seeks MHEC's authorization to significantly revise an existing program, Master of Business Administration (MBA). This revision applies to the online and on-campus modalities of UBALT MBA, and to its locations in Baltimore and Hagerstown.

The proposed enhancements aim to ensure the program continues to meet the evolving demands of the local economy and empowers graduates with the skills needed for long-term success, positioning UBALT as a leader in advancing Maryland's workforce and economic growth.

The University of Baltimore is celebrating 100 years in 2025. Founded in 1925 by Baltimore civic leaders who wanted to provide low-cost, part-time evening study in business and law for working adults, UBalt remains a destination of choice for residents of Baltimore and the metro region seeking career advancement. We have offered an MBA degree since 1972 and, in 1997, were the first AACSB accredited institution in the world to offer a fully online MBA degree. As a member of AACSB, we are committed to the continuous improvement cycle. We engage in annual curriculum assessment activities and have made incremental changes in many MBA courses over the past decade. This proposal identifies structural adjustments to our MBA degree that provide speed to completion and job relevant skills for our students.

#### **Motivation for the Application:**

Maintaining high-quality management education is essential to the future economic success and prosperity of the State of Maryland. A crucial aspect of this mission is enabling blue-collar and lower-management employees to advance in their current roles, secure promotions, and transition to better opportunities. Equipping these individuals with the tools they need to succeed ensures a more robust and inclusive workforce that can drive economic growth across the State.

The UBALT MBA program serves as a vital resource for professionals striving for upward mobility in Maryland, particularly within the Baltimore region. Renowned for its flexible and practical curriculum, the UBALT MBA develops leadership, management, and analytical skills tailored to the region's key industries, such as healthcare, financial services, and logistics. Situated in the heart of Baltimore, the program benefits from its proximity to dynamic local businesses, renowned educational institutions, and State and local government entities, providing students with unique opportunities to tackle real-world challenges and cultivate meaningful professional networks.

The opportunities for experiential learning provided to UBALT students through internship, externship and global immersion programs make its MBA program particularly effective for those pursuing career transitions or entrepreneurial ventures. Additionally, the UBALT MBA offers specializations that align with Baltimore's diverse economic needs. Networking events and connections with a vibrant local alumni community further enhance the program's capacity to support students in achieving their professional ambitions.

In today's rapidly evolving economy, MBA programs like UBALT's are also critical for retraining the workforce. With industries undergoing rapid technological and structural transformations, professionals need to acquire new skills to remain competitive. The UBALT MBA provides an opportunity for individuals to upskill in areas such as leadership, data analytics, cybersecurity, and finance, helping them transition into higher-value roles. This retraining function is particularly vital in Maryland, where industries such as healthcare, cybersecurity, and logistics are rapidly modernizing. The program ensures that workers not only remain employable but also thrive in leadership roles that shape the state's economic future.

Acknowledging the transformative role of artificial intelligence (AI) in the modern economy, the UBALT MBA seeks to integrate coursework and training focused on AI and data analytics. This is especially critical in Baltimore, where sectors like healthcare and logistics are increasingly leveraging AI to boost innovation and efficiency. By equipping graduates to navigate and lead in AI-driven business landscapes, the UBALT MBA ensures they are prepared to take on leadership roles responsibly and effectively, contributing to both their organizations and the broader Baltimore and Maryland economy.

#### **How the MBA program relates to the approved mission of UBALT:**

Today, UBALT stands as a diverse institution, where African Americans constitute 45% of our student body. An integral aspect of our mission is to equip individuals with exceptional business acumen, particularly for the diverse communities of Baltimore and its surroundings.

In today's dynamic economy, shaped by technological innovation and shifting business landscapes, part-time MBA programs designed for working professionals must adapt to stay relevant. Notably, in October 2023, President Biden and Secretary of Commerce Gina Raimondo designated Baltimore as one of 31 "federal tech hubs." This recognition is expected to bring tens of millions of dollars in funding to the region, as part of a nationwide initiative to bolster American competitiveness in technology sectors.

In 2024, the State of Maryland announced plans to relocate its state agencies to Downtown Baltimore<sup>1</sup>. This move is likely to positively impact employment growth in the city, creating

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<sup>1</sup> <https://news.maryland.gov/dgs/2024/04/30/maryland-department-of-general-services-announces-request-for-proposals-to-lease-space-for-multiple-state-agencies-in-baltimore->

greater demand for a highly skilled local workforce. Indeed, when this plan was originally announced in 2022, then MD Governor Larry Hogan said: “This plan will create a *tremendous boost to the economic and civic revitalization of downtown Baltimore*. ... Working together, we are continuing to change Maryland for the better.”<sup>2</sup> (emphasis added)

In light of these developments, our MBA curriculum must align with changes in the employment landscape of the Baltimore metropolitan area, while also addressing broader economic trends in Maryland and neighboring regions such as Washington, DC, Northern Virginia, Delaware, Pennsylvania, and West Virginia. By doing so, we can ensure that our program equips students with the skills and knowledge needed to thrive in an evolving marketplace. In particular, UBALT’s MBA curriculum needs to be suitable to students in terms of content, format and mode of delivery. Our MBA program content also needs to address the new emerging content, such as AI and data analytics and emphasize resiliency skills in the technology-driven economy, such as stronger soft skills which cannot be replicated by AI.

Thus, this application seeks to address these changing needs and structural economic changes. This is consistent with UBALT’s mission statement which emphasizes our commitment to providing career-focused education for both aspiring and current professionals. This approach ensures that the region benefits from highly educated leaders who contribute significantly to the broader community. As the landscape of business undergoes a transformative shift due to the advent of data analytics and AI tools, our proposed new MBA curriculum will equip individuals with the essential skills to thrive in the new economy that is currently emerging.

It is also particularly important to foster in our MBA students the development of leadership and soft skills, which are increasingly vital in modern work environments. A recent WSJ publication emphasized that the wide-spread deployment of AI in the economy could have an unintended negative effect of downgrading employees (especially more junior employees’) communication skills<sup>3</sup>. Therefore, the revision of our MBA curriculum seeks to ensure that emotional intelligence, communication, and conflict resolution training are at the core of its coursework. Case-based learning in many of our MBA courses will help sharpen strategic decision-making, while global market analysis and risk management will help prepare students for high-stakes leadership roles. The updated MBA coursework will help nurture entrepreneurial thinking, fostering creative problem-solving through design thinking and start-up management modules.

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[city/#:~:text=%E2%80%9CBy%20relocating%20our%20state%20agencies,in%20the%20central%20business%20district.](#)

<sup>2</sup> <https://www.wmar2news.com/news/local-news/state-agencies-to-move-to-downtown-baltimore-after-final-leases-gets-approved>

<sup>3</sup> <https://www.wsj.com/lifestyle/careers/ai-training-young-employees-ed08cedc>

The revised MBA program will thus play a pivotal role in training highly qualified business professionals for the region to meet the significant labor demand for trained and effective corporate managers. It will achieve this by endowing participants with practical knowledge in various business fields, skills which are currently in high demand across various industries. This will be accomplished through coursework in accounting, economics, finance, marketing, entrepreneurship, organizational behavior, supply chain management, and business strategy.

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

UBALT's strategic goals are:

- Goal 1: Position UBALT as the region's premier professional, career-focused university.
- Goal 2: Strengthen student success.
- Goal 3: Solidify UBALT's commitment to community engagement and service.
- Goal 4: Organize for long-term financial stability.
- Goal 5: Achieve excellence in research, scholarship, and creative activity.
- Goal 6: Strengthen UBALT's commitment to diversity, equity and inclusion.

The program directly aligns with Goals 1, 2, and 4, underscoring UBALT's commitment to producing highly qualified business professionals. By streamlining our MBA curriculum, whereby we eliminate the foundation courses and replace 1.5 credit courses with 3 credit courses, we ensure that our students' learning needs are met in a more robust and simplified manner. In addition, as part of our MBA curriculum revision, all of our MBA program courses have been updated to reflect the knowledge needs of our current and future MBA students.

Several of our updated courses now incorporate AI and data analytics, thus equipping our students with the necessary competencies to remain competitive in today's swiftly evolving marketplace. In fact, a recent article in The Wall Street Journal emphasizes the importance of AI-driven tools<sup>4</sup>, underlining the urgency for individuals to adapt or risk falling behind. We are witnessing an increasing reliance on AI-assisted communications, planning, and product development, all of which demand a deep and integrated understanding of AI in business operations.

**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.**

Since the curriculum revision largely relies on the existing courses and the existing faculty's expertise, it will rely on the current program funding. Please refer to Tables 1 and 2 in Section L of this proposal.

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<sup>4</sup> <https://www.wsj.com/tech/ai/what-is-ai-best-at-now-improving-products-you-already-own-f6087617>

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

**a) Ongoing administrative, financial, and technical support of the proposed program**

UBALT is fully committed to supporting highly affordable and effective MBA education. Business education is at the core of UBALT’s mission. To that end, UBALT provides its MBA program with the resources necessary to maintain its high quality and reputation as is manifested in MSB’s continued re-accreditation by AACSB.

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

The MBA is a core program at the Merrick School of Business and at UBALT as a whole. The program is expected to continue in the foreseeable future.

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

**1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**

- a) The need for the advancement and evolution of knowledge**
- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education**
- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs**

UBALT is a minority-serving, Predominantly-Black Institution with a highly diverse student body in multiple dimensions—racially, economically, and ethnically. Recent news reports suggest that racial minorities and women are disproportionately exposed to AI-related job displacement<sup>5</sup>. Thus, revising our MBA curriculum to emphasize the role of soft skills, AI, and data analytics in business should significantly increase access to higher-paying jobs among minority and economically disadvantaged students and thus shield them from the negative consequences of the AI-driven revolution in our economy. A more streamlined 39 credit program consisting entirely of 3-credit courses also reduces students’ costs and increases speed to their degree completion.

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

The 2022 Maryland State Plan for Postsecondary Education outlines three primary goals for the postsecondary community in Maryland:

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<sup>5</sup> <https://www.nbcnews.com/news/asian-america/asian-american-workers-heavily-affected-ai-rcna98179>

**Student Access: Ensure equitable access to affordable and quality postsecondary education for all Maryland residents.**

- Priority 1: Study the affordability of postsecondary education in Maryland.
- Priority 2: Examine and improve financial literacy programs for students and families to encourage financial planning to pay for postsecondary education
- Priority 3: Analyze and improve systems that inform and evaluate a student's academic readiness for postsecondary education
- Priority 4: Analyze systems that impact how specific student populations access affordable and quality postsecondary education

**Student Success: Promote and implement practices and policies that will ensure student success.**

- Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland.
- Priority 6: Improve systems that prevent timely completion of an academic program.
- Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning.

**Innovation: Foster innovation in all aspects of Maryland higher education to improve access and student success.**

- Priority 8: Promote a culture of risk-taking.

The revision of the MBA curriculum contributes to Priorities 5, 6, 7, and 8 of 2022 Maryland Plan for Higher Education. Specifically, the new and streamlined curriculum will contribute to higher quality business education for Maryland students (Priority 5). Removal of the foundation courses and limiting the program to 39 credits will improve students' ability to complete the MBA program in a more timely manner (Priority 6). Additionally, adding the AI and Accounting MBA specializations will enhance the MBA Program's ability to maintain students' lifetime learning (Goal 7). Finally, we believe these changes will enhance a culture of risk-taking (Goal 8) by empowering students to make informed, data-driven decisions.



## **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.**

Our MBA program provides a robust foundation in business education, tailored for lower- and mid-level managers aiming to enhance their promotion prospects. According to our internal research, the majority of our students work in entry-level positions and seek our degree to advance their careers. We take pride in attracting local veterans and international students, reinforcing our mission to expand economic opportunities and upward mobility for Maryland residents in an affordable manner.

A significant portion of our students pursue their MBAs while working full-time, often leveraging employer-sponsored tuition reimbursement programs. Many report that earning an MBA with us has directly contributed to promotions and increased lifetime earnings. Historically, we have been committed to serving Baltimore and Maryland businesses by preparing the next generation of managers. Our students and alumni represent esteemed organizations such as Johns Hopkins University, Under Armour, McCormick, Exelon, the University of Maryland Medical System, and a range of local tech startups and businesses.

We also offer dual-degree programs in partnership with the UBALT School of Law (MBA-JD) and the University of Maryland, Baltimore Schools of Pharmacy and Nursing (PharmD-MBA, MS in Nursing-MBA). These programs prepare future leaders in law firms, pharmacies, and hospitals.

In 2024, we expanded our reach by introducing our MBA program at the USM Regional Center in Hagerstown. This new offering allows us to serve students in Western Maryland, as well as nearby counties in West Virginia and Pennsylvania. In Hagerstown in particular, our MBA graduates are expected to be in demand in healthcare industry and local county government.

While our MBA program does not focus exclusively on a single industry, its specializations enable students to deepen their expertise in areas of interest. We continue to expect that our graduates will have expanded management employment opportunities in healthcare administration, cybersecurity, technology, and corporate finance. Furthermore, UBALT offers seamless dual-degree pathways for those seeking even more advanced training in fields such as AI, Law, Cybersecurity Leadership, Finance, and Accounting. Students can also pursue focused credentials through graduate certificates in Business Fundamentals, Accounting Fundamentals, Leadership, Social Entrepreneurship, Business Valuation, and Government Financial Management.

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

According to the Maryland Department of Labor, the job market for managers should exhibit robust growth between 2022 and 2032 (see Figure 1 below for the detailed breakdown).

Overall, management occupations should grow at the rate of about 10%<sup>6</sup>.

**Figure 1: Maryland Department of Labor Data on Employment**

Occ Code	Occupational Title	Employment			
		2022	2032	# Change	% Change
11-1011	Chief Executives	7,463	7,136	-327	-4.38%
11-1021	General and Operations Managers	97,401	105,981	8,580	8.81%
11-1031	Legislators	511	550	39	7.63%
11-2000	Advertising, Marketing, Promotions, Public Relations, and Sales Managers	21,638	23,473	1,835	8.48%
11-2011	Advertising and Promotions Managers	1,013	1,046	33	3.26%
11-2021	Marketing Managers	7,031	7,696	665	9.46%
11-2022	Sales Managers	9,755	10,505	750	7.69%
11-2032	Public Relations Managers	2,328	2,575	247	10.61%
11-2033	Fundraising Managers	1,511	1,651	140	9.27%
11-3000	Operations Specialties Managers	57,298	65,480	8,182	14.28%
11-3012	Administrative Services Managers	5,060	5,525	465	9.19%
11-3013	Facilities Managers	4,059	4,463	404	9.95%
11-3021	Computer and Information Systems Managers	15,066	17,927	2,861	18.99%
11-3031	Financial Managers	17,766	20,937	3,171	17.85%
11-3051	Industrial Production Managers	2,981	3,128	147	4.93%
11-3061	Purchasing Managers	2,356	2,525	169	7.17%
11-3071	Transportation, Storage, and Distribution Managers	3,726	4,133	407	10.92%
11-3111	Compensation and Benefits Managers	510	533	23	4.51%
11-3121	Human Resources Managers	3,990	4,337	347	8.70%
11-3131	Training and Development Managers	1,784	1,972	188	10.54%
11-9000	Other Management Occupations	122,038	135,091	13,053	10.70%
11-9013	Farmers, Ranchers, and Other Agricultural Managers	,3602	3,660	58	1.61%
11-9021	Construction Managers	9,846	10,760	914	9.28%

<sup>6</sup> <https://labor.maryland.gov/lmi/iandoproj/maryland.shtml>

Figure 1 highlights that much of the anticipated job growth will be driven by IT Managers, Financial Managers, and, to a slightly lesser extent, HR, Sales/Marketing, and Construction Managers. Our MBA specializations in AI, Cybersecurity, Finance, and Marketing are designed to equip students with the skills necessary to excel in these fields, directly addressing the projected job demand in Maryland. Additionally, with the impending wave of baby boomer retirements, there is a projected 29% growth in demand for healthcare professionals and administrators between 2023 and 2033<sup>7</sup>. This trend underscores the importance of our MBA specialization in Healthcare Management, as well as our dual-degree programs in PharmD-MBA and MS in Nursing-MBA, which are uniquely positioned to meet the rising need for skilled leaders in healthcare.

We thus expect that there will be more than sufficient demand for our graduates in the foreseeable future.

**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.**

According to Georgetown University Center for Education and Workforce<sup>8</sup>, “Increasingly, the labor force is being divided into two economies: the managerial and professional economy, in which most workers have postsecondary education, and the blue-collar and skilled-trades economy, in which just a little more than half of workers have college educations... *The fastest-growing industries require workers with disproportionately higher education levels compared to industries with slower growth* (emphasis added). Between 2021 and 2031, all industries are expected to see increases in employment, but healthcare services, professional and business services, government and public education services, and leisure and hospitality services will grow the fastest”. The same data source illustrates that 74% of jobs in the Managerial and Professional sectors will require Bachelor’s or higher degrees suggesting that the MBA programs will provide a good chunk of the education required to participate in this newly emerging economy. Furthermore, the skills employers seek in the MBA graduates are: Interpersonal skills, Communication skills, Data analysis and interpretation skills, Learning, motivation, and leadership skills, and Strategy and innovation skills.<sup>9</sup> Further, citing GMAC 2023 Corporate Recruiters Survey<sup>10</sup>, the same article states: “Employers believe that *communication, data analysis, and strategy skills* will be as important in the future as they are now; however, they believe that skills like *technology, understanding human behavior, and media communications* may not be as essential now, but they will be more important in the years to come. One of the most important

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<sup>7</sup> <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm#:~:text=Employment%20of%20medical%20and%20health,on%20average%2C%20over%20the%20decade.>

<sup>8</sup> <https://cew.georgetown.edu/cew-reports/projections2031/>

<sup>9</sup> <https://www.investopedia.com/news/5-skills-employers-look-mba-grads/>

<sup>10</sup> [https://www.gmac.com/-/media/files/gmac/research/employment-outlook/2023\\_gmac\\_corporaterecruiters\\_report.pdf](https://www.gmac.com/-/media/files/gmac/research/employment-outlook/2023_gmac_corporaterecruiters_report.pdf)

communication skills that employers stress will be important in the future is cross-cultural competence.... This clearly shows that as the world becomes more globalized and interconnected and workplaces become more diverse, employees will have to be aware of different cultures and practices (emphasis added).”

Our revised MBA program addresses these expected skill gaps heads on through a variety of means: revised and updated Organizational Behavior and Strategic Capstone courses, introduction of the AI specialization, integration of the AI in a variety of required and elective courses, and a stronger emphasis on data analytics skills across the curriculum.

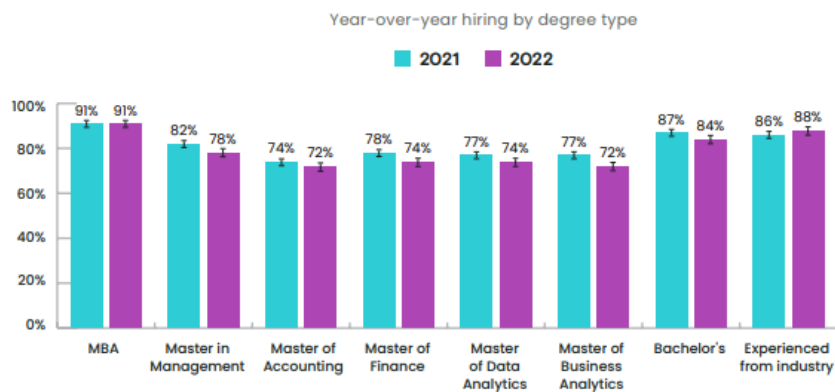
Our students also have the opportunity to build a global mindset. This is emphasized across the curriculum in our OB/HR coursework and through direct exposure to foreign countries and cultures through our Global Field Study Courses (GFS). GFS courses are typically a one week heavily-subsidized internationally focused three-credit MBA elective course focusing on a particular country’s business, industry, and culture. In recent years, our students have visited or will visit such countries as Panama, Vietnam, Austria, Switzerland, Morocco, France, Ghana, Thailand. During the GFS, students spend a week meeting local business and community leaders, visit innovative companies and directly interact with the local culture and traditions. Given that many of our students have never been abroad, we view GFS as a signature element of our curriculum.

Overall, we expect that there will be a robust industry demand for our graduates. In addition to the data from Maryland Department of Labor presented above, this is reinforced by the employers’ consistent preference for MBA graduates over other types of degrees (see Figure 2 below):

**Figure 2 (Source—GMAC):**

**Figure 1: MBA graduates continue to be most in demand among global employers compared to candidates with business master’s or bachelor’s degrees.**

*GME graduates all saw a small dip in hiring from 2021 to 2022 while hiring among experienced industry candidates increased somewhat, though all changes are within the margin of error.*



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

We continue to expect that the large majority of our future MBA students will continue to come from local Baltimore and Maryland companies, such as Johns Hopkins University and Health System, University of Maryland Medical System, Medstar Health, Under Armour, McCormick and Companies, T. Rowe Price, Lockheed Martin, Laureate Foundation, Ports America Chesapeake (managing Baltimore Port), Franklin Templeton Investments, Morgan Stanley, and a variety of local firms of different sizes. We also expect to benefit from growth in Baltimore startup ecosystem<sup>11</sup> as well as from many Maryland state agencies moving to Baltimore.<sup>12</sup> Furthermore, we expect to draw from local healthcare and county government employers in our USM-Hagerstown MBA location.

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<sup>11</sup> <https://upsurgebaltimore.com/2024-baltimore-tech-ecosystem-report/>

<sup>12</sup> <https://news.maryland.gov/dgs/2024/04/30/maryland-department-of-general-services-announces-request-for-proposals-to-lease-space-for-multiple-state-agencies-in-baltimore-city/#:~:text=%E2%80%9CBy%20relocating%20our%20state%20agencies,in%20the%20central%20business%20district.>

#### 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.

The MHEC Academic Program Inventory identifies the following graduate Master’s programs that share the University of Baltimore’s CIP Code 520201:

Figure 3

University	Master’s Program	Most Recent Available Enrollment <sup>13</sup>	AACSB Accredited?
Bowie State University	BUSINESS ADMINISTRATION	17	No
Frostburg State University	BUSINESS ADMINISTRATION	49	Yes
Salisbury University	BUSINESS ADMINISTRATION	35	Yes
Univ. of Maryland, College Park	MBA	325	Yes
Univ. of MD Global Campus	BUSINESS ADMINISTRATION (MBA)	845	No
Univ. of MD Global Campus	MANAGEMENT (MSM)	511	No
Morgan State University	BUSINESS ADMINISTRATION	32	Yes
Washington Adventist University	BUSINESS ADMINISTRATION	6	No
Capitol Technology University	BUSINESS ADMINISTRATION (MBA)	1	No
Hood College	BUSINESS ADMINISTRATION	24	No
Mount St. Mary’s University	BUSINESS ADMINISTRATION	67	No
Notre Dame of MD University	RISK MANAGEMENT	5	No
Loyola University Maryland	BUSINESS ADMINISTRATION	153	Yes
Loyola University Maryland	EXECUTIVE MBA - HEALTH CARE MGMT	NA	Yes
Maryland Institute College of Art	BUSINESS FOR CREATIVES	NA	No
Notre Dame of MD University	LEADERSHIP & MANAGEMENT	5	No

As can be seen from the Figure 3 above, many graduate business programs in the list are not direct competitors of the UBALT MBA program and as such will not be reasonably affected by the proposed UBALT MBA curriculum changes for the following reasons:

- 1) **Geographic footprint:** the MBA programs in Bowie State, Frostburg State, Salisbury, Washington Adventist University, Capitol Technology University, Hood College, Mt. St Mary University serve locations in Western Maryland and DC metropolitan areas. UBALT MBA is scheduled to be offered in Hagerstown, Maryland starting with Fall 2025, but it will be an in-person program and thus will not directly compete with Frostburg State’s online program. Furthermore, with the exception of Frostburg State, none of these MBA

<sup>13</sup> Per MHEC’s TRENDS IN DEGREES AND AWARDS BY PROGRAM 2024

programs are AACSB-accredited, and thus likely attract student population interested in more applied and less research-driven MBA curricula.

- 2) **Different nature of several programs:** Several programs in 520201 CIP Code are not MBA programs and as such have fundamentally different curricula than an AACSB-accredited MBA program would have: UMGC (MSM), MICA (Business for Creatives), Notre Dame (Leadership and Management), Loyola (Management)
- 3) **Different delivery focus:** UBALT MBA is available both on-campus and online. Frostburg State and UMGC offer exclusively online MBA programs in our region. Frostburg State's MBA also have a much more narrow focus with concentrations available only in Healthcare Management, Business Analytics and Management, as compared to a much larger number of specializations with the UBALT MBA. UMGC's online MBA program is also considerably shorter (30 credits), and as such should not be negatively impacted by UBALT MBA's program (39 credits).
- 4) **AACSB Accreditation:** The University of Baltimore is an AACSB-accredited school; AACSB is the highest and sought-after accreditation level available for graduate business programs. AACSB accreditation is a mark of excellence for business schools, signifying high-quality education focused on continuous improvement, rigorous academic standards, and strong connections to industry practices, enhancing graduates' employability and the school's global reputation. The following institutions from the list above currently offer AACSB-accredited MBA programs in Maryland:

- University of Maryland (UMD)
- Johns Hopkins University (JHU)
- Loyola University Maryland (Loyola)
- Morgan State University (Morgan)
- Frostburg State University (FSU)

While all MBA programs are somewhat similar in terms of the curriculum, UBALT and these universities target substantially different markets and are quite different in terms of cost of attendance. For example, as Figure 4 below indicates, the MBA cost of attendance at UMD and JHU is close to twice as high as it is at UBALT. This is consistent with JHU and UMD targeting students interested in more "elite" MBA education. Conversely, FSU offers an online MBA program only vs. UBALT offering both online and in-person MBA programs.

Thus, our most direct competitors in Maryland are Loyola's and Morgan's MBA programs. As we further elaborate below, the Morgan MBA program is considerably less expensive than ours, and our curriculum revision is not significantly changing the cost of our program. Our program size will become identical to that of Loyola's and the cost to completion is similar, both before and after the change.

**Figure 4:**

	<b>Total Credits</b>	<b>Est. Time to Complete (years)</b>	<b>Estimated Cost (In-state)</b>
Johns Hopkins University	54	3	\$102,560
University of Maryland, College Park	54	3	\$94,641
Morgan State University	36	2	\$19,278
Loyola University of Maryland	39	2-3	\$43,485
University of Maryland, Global Campus	30	1-2	\$16,000
The University of Baltimore	39	2-3	\$39,787

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

UBALT’s MBA program, established in the early 1970s, has built a strong reputation as an affordable, Baltimore-focused program with deep roots in the region and a robust alumni network spanning prominent institutions across Maryland. Renowned for its accessibility and commitment to professional success, the UBalt MBA continues to evolve to meet the needs of its students and the business world. The proposed curriculum revision is a reflection of UBALT’s commitment to continuous improvement required by AACSB accreditation. To that end, the proposed updates streamline the existing curriculum to align with modern industry demands (by eliminating costly foundation courses and creating coherent 3-credit courses) and maintain the program’s affordability and speed to completion (by streamlining our curriculum along our faculty competencies and students’ needs). Importantly, these changes do not create additional competition with other MBA programs in the area but instead focus on enhancing the value and quality of education for the program’s current and future students because they do not significantly reduce the program’s length and are instead focused on delivering MBA education in a more efficient format. As such, we believe that the proposed curriculum changes address existing economic needs of the State of Maryland and reasonably reflect periodic needs to update the content and format of what we teach our students.

**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.**

Since this is an established program, and the revised curriculum maintains a total program size comparable to the previous MBA design, we do not anticipate that these updates will affect the implementation or sustainability of high-demand programs at Historically Black Institutions (HBIs) for the following reasons:



- 1) Only two HBI's offer MBA programs in the State: Bowie State University ("Bowie") and Morgan State University ("Morgan"). As we explain above, it is our strong view that UBALT MBA program is not a direct competitor to Bowie due to substantially different geographic markets and different types of accreditation. Bowie's MBA program has distinct geographic footprint because of its location in Prince George's County near Washington DC. Their program has been historically been significantly smaller in size (See Figure 5 below) and offers fewer specializations than does UBALT MBA. Moreover, the current size of Bowie's MBA is 36 credits, and the proposed 39 streamlined credit structure of the UBALT MBA is not going to undercut Bowie's MBA on price or speed-to-completion. Furthermore, Bowie's MBA is considerably cheaper with the in-state tuition cost of approximately \$602 per credit<sup>14</sup> vs. UBALT MBA's in-state tuition cost of approximately \$911 per credit<sup>15</sup>. Therefore, as a result of this proposed UBALT MBA program revision, Bowie's MBA will enjoy a more competitive price point vs. UBALT MBA.
- 2) Morgan's MBA is AACSB accredited, and as such a comparatively more similar MBA program than Bowie's MBA. However, we believe strongly that the proposed UBALT MBA program revision does not create unreasonable duplication or in any way negatively affect Morgan MBA program for the following reasons:
  - a. The proposed revision does not unreasonably change the existing course structure and nature of UBALT MBA which would otherwise negatively impact the delivered content of Morgan's MBA. Fundamentally, the revised UBALT MBA would deliver the same material it has since 1973, just in a more streamlined and student-friendly format. In other words, our proposed curriculum revision does not in any way preclude or impair Morgan's ability to improve its MBA, increase demand for it or impair any innovations to it.
  - b. As we discuss above, Morgan's MBA is considerably less expensive, and it takes 36 credits to complete. Making UBALT MBA program 39 credits will only increase Morgan's competitive advantage vs. UBALT MBA in terms of the price point.
  - c. Morgan MBA has a number of concentrations and specializations which UBALT does not offer. In particular, while Morgan offers concentrations UBALT does not offer any concentrations within its MBA; the UBALT MBA has only specializations. Furthermore, there are several specializations in Morgan MBA which are not offered by UBALT (e.g. project management and supply chain management). In other words, there is already a significant differentiation between the two programs and nothing in the UBALT program revision proposal jeopardizes that differentiation.
  - d. In terms of the actual comparative program structure, the proposed UBALT curriculum revision does not fundamentally change what UBALT actually offered in the past. In particular, under the existing MBA program plan, students are

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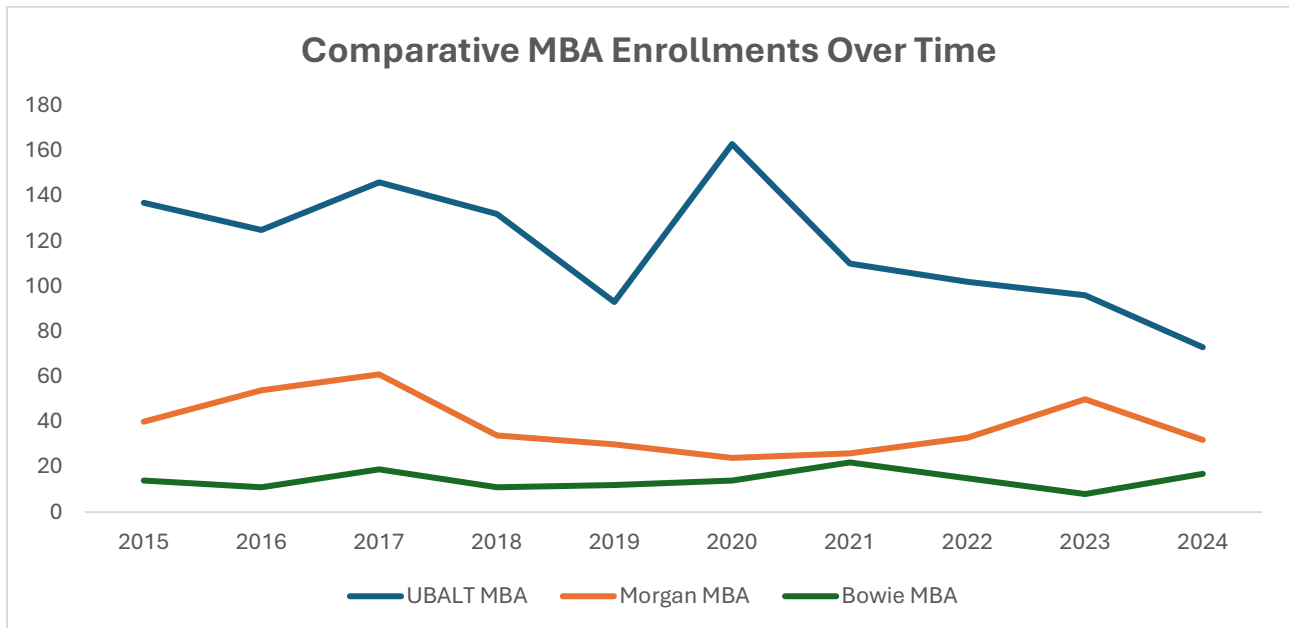
<sup>14</sup> <https://bowiestate.edu/about/administration-and-governance/division-of-administration-and-finance/office-of-student-accounts/tuition-and-fees/graduate-tuition-and-fees/fall-spring-tuition-and-fees.php>

<sup>15</sup> <https://www.ubalt.edu/admission/tuition-and-fees/index17-2018.cfm>

required to take core courses in accounting, finance, management and org behavior, operations management, business analytics, entrepreneurship, strategic management, information systems, and economics. Under the proposed revision, the exact same set of disciplines is still present in the MBA core. The main difference is that now all courses are 3 credits and there are no foundation courses. Under both the existing and revised UBALT MBA program plans, students are still required to take 9 credits of specialization credits. (See Figure 5).

- e. Figure 5 indicates comparative graduation patterns of Morgan and UBALT MBA programs. As can be seen, while Morgan MBA graduation levels have stayed relatively stable over the years, UBALT MBA graduation levels have declined quite precipitously since 2020. This suggests that Morgan is not losing its market share to UBALT, and on the contrary, UBALT has to reasonably update its MBA curriculum to meet its existing students' demands and expectations. In response, the Merrick School of Business presents this revised curriculum, which replaces 1.5 credit courses with 3 credit courses, creates a single set of core courses (i.e. eliminating its "flexible" core), and eliminates 505-level prerequisites (which extend the cost and time to completion). Please refer to Figure 6 for an overview of the changes to the program design.

**Figure 5: Comparative MBA Program Enrollments Over Time for UBALT vs Bowie and Morgan**



**Figure 6: Existing vs. Proposed UBALT MBA Program structure**

Current Curriculum	Proposed Curriculum
<b>PREREQUISITES</b>	
ACCT 505 Accounting Essentials (1.5)	GMAC Business Fundamentals (0 credits; \$200 fee); May be waived based on prior coursework.
FIN 505 Essentials of Finance (1.5)	
OPRE 505 Fundamentals of Statistics (1.5)	
OPRE 506 Managerial Statistics (1.5)	
ECON 505 Micro Economics (1.5)	
ECON 506 Macro Economics (1.5)	
MKTG 505 Marketing Essentials (1.5)	
OPM 505 Introduction to Operations Management(1.5)	
<b>TOTAL PREREQUISITES: 12 CREDITS</b>	<b>TOTAL PREREQUISITES: 0 CREDITS, GMAC MODULE</b>
<b>CORE COURSES</b>	
ACCT 605 Performance Management and Accounting Controls (3)	ACCT 605 Financial Statement Analysis and Management Control (3)
ECON 605 Business and Public Policy in a Global Economy (1.5)	ECON 606 Economics for Managers (3)
ENTR 605 Creativity and the Entrepreneurial Mindset (1.5)	ENTR 606 Creating New Things (3)
FIN 605 Financial Management (1.5) <i>and</i> FIN 615 Entrepreneurial Finance (1.5) <i>or</i> FIN 625 Corporate Finance (3)	FIN 635 Corporate Finance (3)
INSS 605 IT for Business Transformation (3)	INSS 605 IT for Business Transformation (3)
MGMT 605 Leading with Integrity (1.5) <i>and</i> MGMT 615 Managing in a Dynamic Env. (3) <i>or</i> MGMT 625 Collaboration, Negotiation and Conflict Management (3)	MGMT 615 Foundations of Organizational Behavior for Leaders (3)
MKTG 635 Entrepreneurial Marketing (3) <i>or</i> MKTG 645 Customers and Markets (3)	MKTG 645 Marketing Strategy and Analysis (3)
OPM 615 Innovation and Project Mgmt (3) <i>or</i> OPM 625 Operations & Supply Chain Mgmt (3)	OPM 625 Operations and Supply Chain Mgmt (3)
OPRE 605 Business Analytics (1.5)	OPRE 607 Business Analytics (3)
<b>TOTAL CORE: 27 CREDITS</b>	<b>TOTAL CORE: 30 CREDITS</b>
<b>CAPSTONE</b>	
MGMT 790 Strategic Management (3)	MGMT 790 Strategic Management (3)
<b>CAPSTONE: 3 CREDITS</b>	<b>CAPSTONE: 3 CREDITS</b>
<b>SPECIALIZATIONS/ELECTIVES: 9 CREDITS</b>	<b>SPECIALIZATIONS/ELECTIVES: 9 CREDITS</b>
<b>TOTAL CREDITS: 36 – 48</b>	<b>TOTAL CREDITS: 39</b>

## **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.**

We believe that the proposed curriculum change does not impact the uniqueness and institutional identities and missions of HBIs for the following reasons:

1. As we discuss above, the change in the UBALT MBA program primarily concerns itself with the streamlining of the format of the courses and reducing flexibility in the core offerings within UBALT MBA. This is predicated on the need to meet our students' needs and also on the need to reverse our enrollment declines.
2. Furthermore, UBALT MBA program has been in existence for over 50 years and the proposed curriculum revision is in line with what it has always been historically. UBALT does not seek to take away HBI's market share; we simply seek to improve the quality of the program we have been delivering for a very long time.
3. Morgan is an R-2 (and aspiring R-1) research-intensive university. It has a highly successful Phd program in business administration. UBALT is classified as a community-engaged institution and does not have aspirations to pursue higher level research designations. To that end, nothing in this application would affect Morgan's R2 status, nor does it create any jeopardy for Morgan's ability to pursue R1 status in the future.
4. Morgan has a set of excellent growing undergraduate programs which can serve as a natural feeder to their MBA program. This should naturally contribute to the future growth of Morgan's MBA. Conversely, UBALT's MBA focus has been on serving older career changers who seek scheduling flexibility, often are employer-funded and seek their MBAs to advance in their careers. Thus, the proposed changes to UBALT curriculum should not have a negative impact on Morgan MBA's future growth prospects.

## **G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in [COMAR13B.02.03.10](#)):**

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

UBALT has offered a Masters of Business Administration program for five decades and we offered the first fully online AACSB accredited MBA program almost 30 years ago. The MBA program falls under the direction of Dr. Mikhail Pevzner, Graduate Program Director, and under the leadership of Dean Raju Balakrishnan and Provost Ralph Mueller. Faculty available to teach in the program are listed in Section H.

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

The learning outcomes for the revised MBA are:

1. Students will develop an understanding of the role accounting information plays in decision-making, budgeting, and control processes.
2. Students will learn to develop and implement marketing strategies grounded in data-driven insights and environmental analysis.
3. Students will enhance their ability to manage human capital, foster motivation, and drive organizational performance.
4. Students will develop skills to lead, manage, and sustain effective teams and workgroups in complex organizational settings.
5. Students will learn to assess and adapt strategies to meet organizational demands in changing environments.
6. Students will gain proficiency in leveraging quantitative and qualitative data to inform business decisions and communicate insights effectively.

## **3. Explain how the institution will:**

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

Program goals have been mapped across all courses in the curriculum and assessments for each goal and subgoal occur within courses. Assessment rubrics are developed by faculty teams and used to assess artifacts on a bi-annual basis. Faculty assessment teams aggregate and analyze the data and develop recommendations. The Merrick School of Business conducts bi-annual Assessment Retreats where assessment results are presented to a broad constituency and where recommendations for programmatic improvements are debated and endorsed.

- b) **document student achievement of learning outcomes in the program**

As described above, assessment is a faculty-driven cycle of continuous improvement. While assessment results document student achievement, they are also used to drive curriculum change.

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

The Masters of Business Administration program will have three components:

- Required Core Courses (27 credits)
- Capstone Course (3 credits)
- Specializations (9 credits)

In addition, students who do not have appropriate prior coursework in accounting, finance, and statistics will be required to complete the GMAC Business Fundamentals curriculum.

**Required Core Courses (27 credits)**

Number	Credits	Course Title	Prerequisites
ACCT 605	3	Financial Statement Analysis and Management Control	GMAC bootcamp
ECON 606	3	Economics for Managers	Graduate standing
ENTR 606	3	Creating New Things	Graduate standing
FIN 635	3	Corporate Finance	GMAC bootcamp
INSS 605	3	IT for Business Transformation	Graduate standing
MGMT 615	3	Foundations of Organizational Behavior for Leaders	Graduate standing
MKTG 645	3	Marketing Strategy and Analysis	Graduate standing
OPM 625	3	Operations and Supply Chain Management	Graduate standing
OPRE 607	3	Business Analytics	GMAC bootcamp

**Capstone Course (3 credits)**

Number	Credits	Course Title	Prerequisites
MGMT 790	3	Strategic Management	All required core courses

**Specializations (9 credits)**

*Cybersecurity and Organizational Resilience*

Complete 9 credits from the following courses:

Number	Credits	Course Title	Prerequisites
INSS 703	3	Principles of Information Security Management	
INSS 722	3	Visual Business Intelligence	INSS 605
INSS 753	3	Information Security and Business Continuity	INSS 605
MGMT 798	3	Global Field Study	

### *Finance*

Complete 9 credits from the following courses:

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Prerequisites</b>
FIN 700	3	Financial Reporting	FIN 635
FIN 715	3	Investment Analysis	FIN 635
FIN 720	3	Global Finance	FIN 635
FIN 725	3	Risk Management	FIN 635
FIN 750	3	Real Estate Investment	FIN 635
FIN 755	3	Real Estate Finance	FIN 635
FIN 780	3	Business Valuation	FIN 635
FIN 795	3	Graduate Finance Internship	Graduate standing
FIN 797	3	Special Topics in Finance	
INSS 703	3	Principles of Information Security Management	
MGMT 798	3	Global Field Study	

### *Data Analytics*

Complete the following courses:

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Prerequisites</b>
INSS 615	3	Data Science Toolkit	
INSS 722	3	Visual Business Intelligence	INSS 605

Also complete 3 credits from the following courses:

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Prerequisites</b>
INSS 651	3	Database Management Systems	INSS 605
MKTG 780	3	Marketing Information and Analysis	MKTG 645
MGMT 798	3	Global Field Study	

### *Leadership and Management Development*

Complete 9 credits from the following courses:

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Prerequisites</b>
ENTR 750	3	Leading and Managing Innovation	
MGMT 625	3	Collaboration, Negotiation and Conflict Management	MGMT 615
MGMT 710	3	Human Resource Management	MGMT 615
MGMT 730	3	Leadership, Learning and Change	
MGMT 731	3	Leadership Seminar	
MGMT 780	3	Leading Across Cultures	MGMT 615
MGMT 798	3	Global Field Study	

*Health Care Management*

Complete 9 credits from the following courses:

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Prerequisites</b>
HSMG 630	3	Health Law	HSMG 750
HSMG 699	3	Health Finance	HSMG 632
PUAD 750	3	Healthcare Systems, Organization and Management	
MGMT 798	3	Global Field Study	

*Conflict Resolution*

Complete 9 credits from the following courses:

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Prerequisites</b>
MGMT 625	3	Collaboration, Negotiation and Conflict Management	
CNCM 506	3	Understanding and Assessing Conflict	
CNCM 513	3	Negotiation – Theory and Practice	
CNCM 515	3	Mediation – Theory and Practice	
MGMT 798	3	Global Field Study	

*Nonprofit Leadership*

Complete 9 credits from the following courses:

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Prerequisites</b>
PUAD 700	3	Concepts and Practices of Nonprofits	
PUAD 734	3	Strategic Planning	
HSAD 600	3	Fundraising and Grant Writing	
GAHS 600	3	Managing NGOs	
MGMT 798	3	Global Field Study	

*Entrepreneurship and Innovation*

Complete 9 credits from the following courses:

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Prerequisites</b>
ENTR 750	3	Leading and Managing Innovation	ENTR 605
ENTR 760	3	Social Enterprise and Entrepreneurship	FIN 635
ENTR 795	3	Entrepreneurship Practicum	ENTR 605
ENTR 797	3	Special Topics in Entrepreneurship	
MGMT 798	3	Global Field Study	
MKTG 762	3	Market Opportunity Analysis	MKTG 645



*Global Management*

Complete 6 to 9 credits from the following courses:

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Prerequisites</b>
FIN 720	3	International Finance	FIN 635
MGMT 780	3	Leading Across Cultures	MGMT 615
MKTG 760	3	Global Marketing Management	MKTG 645

Students may also choose up to 3 credits from the following list of courses:

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Prerequisites</b>
MGMT 795	3	Management Internship	MGMT 615
MGMT 796	3	Global Business Practicum	
MGMT 797	3	Special Topics in Management	
MGMT 798	3	Global Field Study	

*Marketing*

Complete 6 to 9 credits from the following courses:

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Prerequisites</b>
MKTG 755	3	Marketing Communication and Social Media	MKTG 645
MKTG 760	3	Global Marketing Management	MKTG 645
MKTG 762	3	Market Opportunity Analysis	MKTG 645
MKTG 770	3	Product and Brand Development and Management	MKTG 645
MKTG 780	3	Marketing Information and Analysis	MKTG 645
MKTG 797	3	Special Topics in Marketing	MKTG 645

Students may also choose up to 3 credits from the following list of courses:

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Prerequisites</b>
MKTG 795	3	Global Marketing Internship	
MKTG 799	3	Independent Study	
MGMT 798	3	Global Field Study	

### *Accounting*

Complete 9 credits from the following courses:

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Prerequisites</b>
ACCT 510	3	Intermediate Accounting I	
ACCT 511	3	Intermediate Accounting II	
ACCT 512	3	Auditing	
ACCT 513	3	Intermediate Accounting III	
ACCT 514	3	Fundamentals of Income Taxation	
ACCT 635	3	Financial Statement Analysis	
ACCT 740	3	Advanced Topics in Assurance Services	
ACCT 752	3	Advanced Topics in Accounting Systems	
ACCT 680	3	Taxation of Entities	
MGMT 798	3	Global Field Study	

### *Artificial Intelligence*

Complete 9 credits from the following courses:

<b>Number</b>	<b>Credits</b>	<b>Course Title</b>	<b>Prerequisites</b>
INSS 615	3	Data Science Toolkit	
INSS 625	3	Introduction to AI for Business	
INSS 630	3	Machine Learning for Business	
MGMT 798	3	Global Field Study	

### *Customized Specialization*

Choose nine credits from graduate courses in the Merrick School of Business outside the core requirements. It is up to you to choose the courses that best fit with your career and personal goals. Speak to your adviser if you have any questions.

### **Course Descriptions**

#### **ACCT 510 INTERMEDIATE ACCOUNTING I (3)**

A study of financial accounting standard-setting, the conceptual framework underlying financial accounting, balance sheet and income statement presentations, revenue and expense recognition, and accounting for current assets and current liabilities. Prerequisite: GMAC Accounting module

#### **ACCT 511 INTERMEDIATE ACCOUNTING II (3)**

This course focuses on issues related to the reporting and analysis of financial accounting information. The objective of this course is to examine in detail (with an emphasis on both the "what" and the "why") the following financial topics: 1) Operational Assets 2) Time value of money 3) Bonds and long term notes 4) Leases 5) Employee benefits and pensions. Prerequisite: ACCT 510 or equivalent

### ACCT 512 AUDITING (3)

A study of generally accepted auditing standards with emphasis on professional standards, planning, internal control, audit evidence, audit sampling and standard reports for the various attestation functions. Prerequisite: GMAC Accounting module

### ACCT 513 INTERMEDIATE ACCOUNTING III (3)

A comprehensive view of financial accounting concepts and principles, an intensive look at the nature and determination of the major financial statements, and an examination of current accounting practice, theory, and literature. Topics include shareholders' equity, investments, income taxes, earnings per share, accounting changes, error analysis, and statement of cash flows. Prerequisite: ACCT 511 or equivalent

### ACCT 514 FUNDAMENTALS OF INCOME TAXATION (3)

A study and analysis of the federal income tax structure with emphasis on the taxation of individuals. Topics include income determination, 170 deductions, property transactions, credits and procedures, and an introduction to corporation and partnership taxation, tax planning and ethical issues. Prerequisite: GMAC Accounting module

### ACCT 605 FINANCIAL STATEMENT ANALYSIS AND MANAGEMENT CONTROL (3)

The course begins with a focus on financial statement analysis as an aid to managerial and investment decision making and in forecasting future company performance. The course then considers management control systems, such as break-even analysis, performance measurement, responsibility accounting and transfer pricing, and budgeting. The course emphasizes the use of data analytics tools including a heavy focus on Excel.

### ACCT 635 FINANCIAL STATEMENT ANALYSIS (3)

Explores theoretical and conceptual foundations of generally accepted accounting principles. Integrates U.S. generally accepted accounting principles to develop students' understanding of financial statement analysis. Case materials and financial statements of U.S. and international companies are incorporated. Topics include standard setting, financial statement presentation issues, measurement issues (including fair-value accounting) and classification and recognition issues. Prerequisite: GMAC Accounting module

### ACCT 680 TAXATION OF ENTITIES (3)

Covers federal income taxation of corporations, partnerships, estates and trusts as well as the taxation of gifts and estates. Analysis includes consideration of the sources of tax law, weight or authority, ethical issues, planning and administrative procedures. Prerequisite: ACCT 514 or equivalent

### ACCT 740 ADVANCED TOPICS IN ASSURANCE SERVICES (3)

A study of auditing and other assurance services with an emphasis on the world of auditing that exists outside of the college textbook. Special emphasis is given to legal liability, audits of SEC registrants, in-depth study of financial statements fraud, auditing complex accounting estimates, and other assurance services (internal audit or government financial statements audits). A case study approach is used to attempt to create a realistic view of how an auditor organizes and carries out an audit examination. Prerequisites: ACCT 512 or equivalent.

### ACCT 752 TOPICS IN ACCOUNTING SYSTEMS (3)

A study of fundamental accounting system concepts, the utilization of accounting system technology to establish security and controls, accounting system development, documentation and data base implementation and the internal controls of accounting information. Projects use AIS applications on the revenue, expense, production and payroll cycles. Prerequisite: GMAC Accounting module

### CNCM 506 UNDERSTANDING AND ASSESSING CONFLICT (3)

Introduces theories of conflict and different perspectives used to understand and assess conflict. Various views of conflict, conflict escalation and resolution are studied, utilizing insights from a range of disciplines including psychology, sociology, communications, cultural studies and law.

### CNCM 513 NEGOTIATIONS: THEORY AND PRACTICE (3)

Introduces the theory and practice of negotiations and explores various models of negotiation and bargaining, highlighting similarities and differences in the models and methods of negotiation. Covers various stages of negotiation, from pre-negotiation to negotiation proper to post-settlement negotiation, and emphasizes the development of skills through the use of role plays to enable the student to apply theory to cases.

### CNCM 515 MEDIATION: THEORY AND PRACTICE (3)

Introduces the theory and practice of mediation and explores various models of the mediation process as well as diverging views concerning the role of the mediator. Key issues include neutrality and bias on the part of the mediator, confidentiality, codes of ethics for mediators and the current status of legislation concerning the qualifications and licensing of mediators. Students develop and practice mediation skills by acting as mediators in various scenarios that illustrate the process of mediation.

### ECON 606 ECONOMICS FOR MANAGERS (3)

This course integrates managerial economics, microeconomics, and macroeconomics to provide a comprehensive understanding of the economic environment affecting businesses. Students will apply economic theories to optimize business strategies, analyze consumer behavior and market competition, and explore the impact of national and global economic trends, such as inflation and trade. Emphasis is also placed on business ethics and organizational architecture, examining how these factors shape decision-making and strategy. Students are exposed to a variety of methods and their applications spanning qualitative and quantitative approaches, particularly data analysis, to understand and react to complex economic challenges. Prerequisite: Admission to the MBA program

### ENTR 606 CREATING NEW THINGS (3)

Focuses on the creation of new ideas - solutions, products, services, processes, markets, ventures, distribution channels, or even individual commercial initiatives. The course develops competency by navigating the ambiguous, uncertain, complex and volatile world of creativity in organizational settings. Frameworks are introduced that showcase the interplay between creativity, organizational processes and systems. Experiential tools and models show students how to foster successful and scalable innovation and what inhibits them. Prerequisite: Admission to the MBA program

### ENTR 750 LEADING AND MANAGING INNOVATION (3)

Focuses on leading and managing innovation in various organizational settings, including the for-profit, non-profit, and public sectors. Enables students to improve habitats for organizational innovation. Includes a final team-based consulting project with organization seeking to boost its innovative capacity. Prerequisite: ENTR 606

### ENTR 760 SOCIAL ENTERPRISE AND ENTREPRENEURSHIP (3)

Provides a study of how successful nonprofit organizations respond to the challenges of expanding their impact, being socially responsible and fiscally accountable, and finding new sources of revenue. The course will investigate innovative ways to generate both financial and social returns on their investments. Students will engage with live social entrepreneurs to evaluate and respond to market opportunities to develop and grow social enterprises. Prerequisite: FIN 635 or permission of instructor.

### ENTR 795 ENTREPRENEURSHIP PRACTICUM (3)

As specified in the course syllabus.

### ENTR 797 SPECIAL TOPICS IN ENTREPRENEURSHIP (3)

As specified in the course syllabus.

### FIN 635 CORPORATE FINANCE (3)

Covers topics in cash flow analysis, financial forecasting, discounted cash flow analysis, bond analysis and term structure of interest rates, equity analysis, capital asset pricing model, market efficiency, cost of capital, capital budgeting, capital structure, corporate payout policy, ESG and derivative instruments such as options and futures. This course stresses data analytical skills in performing financial analysis. Prerequisite: GMAC Finance module

### FIN 700 FINANCIAL STATEMENT ANALYSIS (3)

Integrates U.S. generally accepted accounting principles and International Financial Reporting Standards to develop students' understanding of financial accounting transactions, reporting standards, and their resulting impact on companies' financial statement analysis and forecasting. Topics include standard setting, financial statement presentation issues, measurement issues (including fair-value accounting) and classification and recognition issues, and their impact on financial statement analysis and forecasting. The course emphasizes the use of data analytics, data visualization, and report-writing techniques as part of financial statement analysis. P Prerequisite: GMAC Accounting and Finance modules

### FIN 715 INVESTMENT ANALYSIS (3)

Provides the theory and tools for measuring and managing the risk and return of financial instruments in the context of modern portfolio theory. A variety of stock, bond, option and other financial asset valuation techniques are presented throughout the course. The course utilizes data analytics skills in financial data analysis. Prerequisite: FIN 635

### FIN 720 GLOBAL FINANCE (3)

Emphasizes two aspects of global finance: 1) international capital market structure, interest rate and exchange rate determination; and 2) international corporate financial management of risk and return. Topics include interest rate, purchasing power and international Fisher parities; hedging and management of international interest-rate and exchange-rate risk; and foreign exchange forecasting. The course utilizes data analytics skills in financial data analysis. Prerequisite: FIN 635

### FIN 725 RISK MANAGEMENT (3)

Provides a comprehensive overview of concepts and tools of corporate risk management, including identification and measurement of value-added, risk and managing the trade-off between the two. Topics include value-at-risk measures; application of options and futures contracts to risk management; and managing interest rate, credit and other forms of operating risk. The course utilizes financial data-processing and statistical dynamic modeling techniques as well as report writing used in financial data analytics. Prerequisite: FIN 635

### FIN 750 REAL ESTATE INVESTMENT (3)

An advanced course in the analysis and valuation of income-producing real property. Topics include real estate cash flow analysis, internal rate of return, analysis under risk and uncertainty, appraisal techniques, alternative financing forms, market analysis and the securitization of real property and mortgages. Both theory and case analysis are employed, and students will get an understanding of the value of the ARGUS real estate analysis software. Prerequisite: FIN 635

### FIN 755 REAL ESTATE FINANCE (3)

Analyzes the instruments, techniques and institutions of real estate finance. Emphasis is placed on the sources of funds, mortgage risk analysis and typical policies and procedures used in financing residential and commercial properties. Prerequisite: FIN 635

### FIN 780 BUSINESS VALUATION (3)

Business valuation arises in mergers, acquisitions, divestitures, estate taxation, lost profits litigation, buy-out agreements, commercial lending, venture capital, IPOs, and other exit strategies. This course addresses valuation modeling, using asset pricing theory and practice and employing advanced applications such as data analytics applications and tools, and corporate databases. The course material is of interest to students who envision careers as CPAs, business valuation experts, corporate finance analysts and investment bankers. Prerequisite: FIN 635

### FIN 795 GRADUATE FINANCE INTERNSHIP (3)

Students will attain professional experience in finance and work on assigned projects within a workplace finance environment. Requirements include a work supervisor evaluation, a journal detailing the work experience, and a self-assessment of the student's Internship experience. Graduate standing and permission of instructor

### FIN 797 SPECIAL TOPICS IN FINANCIAL MANAGEMENT (3)

Enables the presentation of specialized topics in finance, allowing flexibility for both the changing developments in finance and the educational needs of students. Topic areas may include entrepreneurial finance, cash and liquidity. Exact topics and prerequisites are posted in the University schedule of classes. May be repeated for credit as topics vary. Prerequisite: FIN 635

### GAHS 600 MANAGING NGOS (3)

Provides an overview of the nongovernmental sector, nongovernmental organization creation and management of NGOs. The course covers how to create and manage an NGO, the legal requirements for creating an NGO, the roles and responsibilities of members of the board of directors in governing an NGO, managing staff and volunteers, fundraising, income generation possibilities and required reporting.

### HSAD 600 FUNDRAISING AND GRANT WRITING (3)

Provides students with a thorough grounding in the principles and practices of fundraising and grant proposal development. Structured to mirror the process of fundraising management, the course leads students to develop either a fundraising plan or grant proposal for their own nonprofit entity or a case study of the organization. Students consider planning frameworks and a variety of conceptual tools before moving on to consider donor behavior (the underlying psychology and sociology) and each major form of fundraising in turn. The course concludes with an examination of the critical managerial and sectoral issues impacting fundraising, such as campaign integration, benchmarking of performance, and public trust and confidence.

### HSMG 630 THE LEGAL ENVIRONMENT OF HEALTH CARE MANAGEMENT (3)

Provides a framework for understanding the legal implications of advancing medical technologies and of new forms for health-services financing and delivery systems. Prerequisite: HSMG 750 - Healthcare Delivery Systems.

### HSMG 699 HEALTH FINANCE AND ECONOMICS (3)

HSMG 699 Health Finance and Economics focuses on the various health insurance and reimbursement methods. Students will learn the logistics of financial statements, cost allocation intricacies of organizational, departmental and service line costing, profit analysis, pricing, budgeting and time value of money. The course will include spreadsheet case studies in accordance with the above concepts. It relies heavily on proficiencies of excel spreadsheet competencies. Conclusively, students will learn the market forces of supply/demand and its applications to healthcare efficiencies and equities. Prerequisite: HSMG 632

### INSS 605 IT FOR BUSINESS TRANSFORMATION (3)

This course delves into the strategic role of information systems and technology (IS&T) in driving business transformation. Students will explore how various technologies, including cloud computing, generative AI, machine learning, blockchain, and IoT, can be leveraged to create enterprise systems and applications that achieve competitive advantage, enhance operational efficiency, and foster innovation. The course will equip students with the knowledge and skills necessary to assess IT investments, align technology strategies with business goals, and lead digital transformation initiatives. Prerequisite: Graduate standing

### INSS 615 DATA SCIENCE TOOLKIT (3)

This course focuses on preparing data for analytics tasks and improving the results' accuracy and reliability. No prior programming experience is required. Students will learn programming logic, basic Python knowledge, data wrangling (clean, transform, merge, and reshape), and data management in Python. Types of data sources covered will include databases as well as unstructured data sources such as textual information. Techniques include data cleaning, aggregation and grouping, time series forecasting, and data visualization.



### INSS 625 INTRODUCTION TO AI FOR BUSINESS (3)

In a business landscape increasingly driven by data and technology, artificial intelligence (AI) has emerged as a transformative force with the potential to drive efficiency, innovation, and competitive advantage across industries. This introductory course aims to equip students with the knowledge and tools needed to harness the power of AI to make informed decisions, enhance processes, and create value. Upon completing this course, participants will have a foundational understanding of AI and its practical applications in the business world. They will be equipped with the knowledge to engage in informed discussions about AI strategies, make data-driven decisions, and explore opportunities for AI integration within their organizations, as well as practical skills using generative AI tools such as ChatGPT.

Prerequisite: Completion of GMAC Statistics module

### INSS 630 MACHINE LEARNING FOR BUSINESS (3)

This course provides a systematic understanding of why and when machine learning models can help business decision making processes in various areas. Students learn the use of unsupervised techniques, such as clustering, association, and dimensionality reduction, and supervised techniques, such as regression and classification. Algorithms covered include logistic regression, support vector machines, decision trees, K-Means, KNN, random forest, etc. Hands-on exercises using Python also teach students how to perform machine learning analyses, from data preprocessing to model evaluation. An introduction to deep learning concepts, including tools such as neural networks, caps off the course.

### INSS 651 DATABASE MANAGEMENT SYSTEMS (3)

Examines the theories and concepts employed in database management systems (DBMS) and the efficiencies and economics of such systems. The course specifically addresses steps in the database cycle, including normalization, database design, implementation and developing queries using SQL. The functions of various types of DBMS are described, including their purpose, advantages, disadvantages and applications in business. Data administration, data requirements for ERP systems and data security issues are also covered.

### INSS 703 PRINCIPLES OF INFORMATION SECURITY MANAGEMENT (3)

Awareness and management of information security has become critical to the management of any organization. This course focuses on the need for businesses to adapt to the changing security landscape and provides an introduction to the different domain areas in information security from a managerial perspective. Topics will include security governance, legal regulations and compliance, environmental security, operations security, access controls, network security, disaster recovery response, and cryptography.

Prerequisites: INSS 605

### INSS 722 VISUAL BUSINESS INTELLIGENCE (3)

This course will introduce students to the use of data visualization and visual business intelligence in a business environment. Students will develop a framework and language for analyzing and critiquing the visualization of data and learn to use data visualizations to effectively support decision making. Topics will include data abstraction and validation, and how to handle different types of data, dataset and attribute types. Students will use software tools to create visualizations.

### INSS 753 INFORMATION SECURITY AND BUSINESS CONTINUITY (3)

This course focuses on information security at a strategic level, particularly information security governance and risk management, and business continuity. The key issues associated with protecting business information assets will be examined, including how risk and security assessments should be done in terms of impact on systems, staff, reputation and market share. Topics will include information security management, disaster recovery response, governance and compliance frameworks, and information security policy.

Prerequisite: INSS 605

### MGMT 615 FOUNDATIONS OF ORGANIZATIONAL BEHAVIOR FOR LEADERS (3)

Focuses on core principles of organizational behavior and how they are relevant and may be applied to effective leadership of people in organizations. Provides an overview of concepts and practices essential to managerial and teammate effectiveness and career success, including garnering a firm understanding of oneself and other people in organizations, effects on actions and decision-making, communication and relationship-building in groups and teams, negotiation and application of power, and transformational leadership within an organizational system.

### MGMT 625 COLLABORATION, NEGOTIATION AND CONFLICT MANAGEMENT (3)

Addresses negotiation skills and the capacity to effectively resolve conflicts. Students apply theory and research to the practice of negotiation and conflict management through practical, hands-on experience including simple buyer-seller bargaining; labor-management negotiations; impasse resolution; and complex, multiparty, multi-issue negotiations. Prerequisite: MGMT 615

### MGMT 710 STRATEGIC HUMAN RESOURCE MANAGEMENT (3)

MGMT 710 covers human-resource management from a strategic perspective with an emphasis on fit with organizational goals and strategies in order to gain and sustain a competitive advantage. Issues discussed include HRM strategies, HR planning, recruitment, selection, performance management, and training and development. Additional emphasis is placed on high performance work systems, the increased use of contract workers, international dimensions of HR and ethical considerations.

### MGMT 730 LEADERSHIP, LEARNING AND CHANGE (3)

Based on the idea that the deeper we go into the exploration of organizational leadership, learning and change, the more we need to deal with the dimensions of the sense-making, connection-building, choice-making, vision-inspiring, reality-creating roles of leaders. The course involves a series of workshops designed to help students learn something that cannot be taught: leading, learning and changing “from within.” Readings, assignments and Web forum interactions are designed to inspire “practices of deep inflection”: storytelling, historical inquiry, reflective reading and writing, dialogue and action research.

### MGMT 731 LEADERSHIP SEMINAR (3)

Focuses on the critical issues pertaining to success in operating at the executive level in business and other organizations. Topics include vision, values clarification, knowing the customer, communications for internal motivation and public awareness, ethical responsibilities, decision-making, resource decisions, performance maximization, human asset activities and individual leader behaviors for effectiveness. Prerequisite: Graduate Standing

### MGMT 780 LEADING ACROSS CULTURES (3)

Focuses on leadership challenges and dilemmas of multinational and multicultural organizations within the United States and among other countries. Enhances knowledge and capabilities to more effectively identify, understand and manage the cultural components of organizational and business dynamics. Topics include cultural value awareness, cross-cultural communication skills and cross-cultural leadership skills, including strategic planning, organizational design and creating and motivating a globally competent workforce. Prerequisite: MGMT 615

### MGMT 790 STRATEGIC MANAGEMENT (3)

This capstone course is the culmination of the MBA curriculum. It emphasizes an enterprise-level, holistic and functionally integrated approach to managing and enhancing an organization’s ability to achieve its goals. The course is designed to develop students’ ability to conduct strategic analysis, diagnose root causes of organizational performance, formulate strategic change recommendations, and apply principles for implementing strategic change. Prerequisites: All courses in the MBA core curriculum

### MGMT 796 GLOBAL BUSINESS PRACTICUM (3)

Provides students with opportunities for real-world experience working with companies on international projects of real value and priority to the companies. Students choose an international study experience from the participating Merrick School of Business specializations and companies. Student consulting teams work together on a specific corporate project, focusing on a particular country or region of interest to the company. Projects may focus on market analyses, feasibility studies, distribution analyses or a variety of other specific company needs. Students register for this course as a 3-credit elective.

### MGMT 797 SPECIAL TOPICS IN MANAGEMENT (3)

The course is designed to give students a focused study of selected current topics in management. It enables students to learn about a management topic in more depth. Students should refer to the semester class schedule for the topic offered. The course may be repeated for credit when the topic varies.

### MGMT 798 GLOBAL FIELD STUDY (3)

To better understand and succeed in global business today, there is no better way than direct experience through immersing oneself in a foreign environment. This course will provide an opportunity for lectures and discussion with local experts and students regarding key themes of economic, political and cultural importance to business. The course will engage students in field visits to companies, government agencies and other organizations located abroad. Prerequisite: Acceptance into an MSB Global Field Study

### MKTG 645 MARKETING STRATEGY AND ANALYSIS (3)

Explores the role of marketing in creating value for the firm and its stakeholders and examines market strategy in the context of a dynamic external environment. It also focuses on choosing customers and markets through analysis of market dynamics in B2C, B2B and nonprofit organizations.

### MKTG 755 MARKETING COMMUNICATION AND SOCIAL MEDIA (3)

Introduces students to integrated marketing communications (IMC) management and the role it plays in organizations' marketing plans. The goal of the course is to apply strategic planning and use the promotion mix to help the firm achieve its promotion objectives. The promotion mix elements include advertising, direct marketing, online marketing, sales promotion, personal selling, public relations, and a variety of social media vehicles. The course will pay special attention to the appropriate use of social media in an IMC context. Prerequisite: MKTG 645

### MKTG 760 GLOBAL MARKETING MANAGEMENT (3)

The theory and application of marketing in a global context. Topics include international trade and financial markets; market structures of nations; and consumption behavior related to culture, social values and economic conditions. Also considers the political and legal control over marketing activities (advertising, promotion and distribution), the growth of regional marketing arrangements relative to competitive strategies of multinational corporations, the dilemma of marketing ethics in a multicultural world and the cost-benefit of technology transfer. Prerequisite: MKTG 645

### MKTG 762 MARKET OPPORTUNITY ANALYSIS (3)

Introduces the subject of opportunity analysis in marketing, intrapreneurship and entrepreneurship as well as the practice of their requisite skills. Includes the analysis of markets, competition, preliminary cost feasibility and intellectual property and also involves the creation and development of strategic positioning appropriate to the marketing opportunity. Prerequisite: MKTG 645

### MKTG 770 PRODUCT AND BRAND DEVELOPMENT AND MANAGEMENT (3)

Focuses on the firm's product and brand development and management strategies with a special emphasis on innovative offerings. The influence of the social, legal and technological environment, as well as relationships with users and channel members, on the implementation of product and brand strategies are analyzed and discussed in depth. Encourages the application of the learned concepts to tangible and intangible products such as goods, services and ideas. Prerequisite: MKTG 645

### MKTG 780 MARKETING INFORMATION AND ANALYSIS (3)

This course will provide students with skills and tools necessary to understand and evaluate market information. The course will be focused on building student knowledge on how to analyze and interpret data and use it for business decision making. The course will use a variety of readings, cases and types of data analysis to provide students with hands-on experience with analyses related to market information. Prerequisite: MKTG 645

### MKTG 795 GRADUATE MARKETING INTERNSHIP (3)

Students will attain professional experience in marketing and work on assigned projects within a workplace marketing environment. Requirements include a work supervisor evaluation, a journal detail the work experience, and a self-assessment of the student's internship experience. Prerequisites: MKTG 645

### MKTG 797 SPECIAL TOPICS: (3)

Explores specialized topics in marketing, allowing flexibility for both the changing developments in applied business practice and the educational needs of students. Exact topical coverage and prerequisites are listed in the schedule of classes. Prerequisite: MKTG 645

### MKTG 799 INDEPENDENT STUDY (3)

Investigation into a particular subject in more depth than can be accommodated by an existing course. Students work closely with an individual faculty member. Prerequisites: Approval of marketing instructor, faculty chair, and academic adviser and MKTG 645.

### OPM 625 OPERATIONS AND SUPPLY CHAIN MANAGEMENT (3)

Provides in-depth coverage of the concepts, techniques and tools used to design, create, control and improve manufacturing and services operations. Topics covered include: operations strategy, quality management, high- and low-contact services, forecasting, smart pricing, procurement, global supply chains, sustainability in manufacturing and services, aggregate sales and operations planning, inventory control and operations scheduling. Prerequisite: Completion of GMAC Business Fundamentals statistics module

OPRE 607 BUSINESS ANALYTICS (3)

This course explores business analytics techniques to discover meaningful insights and support decision-making in business. Students will understand the role of business analytics in today's data-drive world and gain practical skills from exploring data to extract patterns and associations, segmenting data, making predictions, modeling uncertainty using simulation, developing and solving optimization models, and performing risk analysis. Prerequisite: Completion of GMAC Business Fundamentals statistics module

PUAD 700 INTRO TO NONPROFITS (3)

Nonprofit organizations serve as the foundation for the third sector of the economy. This course explores the history, foundations and types of nonprofit organizations as well as the diverse political, social and economic contexts within which they exist.

PUAD 734 STRATEGIC PLANNING (3)

Covers the steps involved in developing a strategic plan for public and nonprofit organizations. Students learn how to perform a stakeholder analysis, conduct a situation analysis, develop appropriate mission statements, design effective performance measures and implement a strategic plan.

PUAD 750 HEALTH CARE SYSTEMS, ORGANIZATION AND MANAGEMENT (3)

Analysis of the structure of the present American health-care system and of the costs, benefits and political realities of possible reforms. The current and future role of public administration, planning and evaluation in American health care.

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

Not applicable to graduate programs.

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

The program is within scope of AACSB accreditation of the Merrick School of Business at UBALT.

**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.**

UBALT's website provides students with updated information on program curriculum, course and degree requirements, technology competence and skills expected for a degree, technical equipment requirements for courses, academic support services, financial aid resources, costs, and payment policies, and on the learning management system (LMS), Canvas. Within Canvas, student tutorials are available to help students with the LMS, and individual courses can also provide resource materials there. The University's Office of Disability and Access Services has a website, an office, office hours, and access to video and audio technologies to assist students who need accommodations. The Division of Student Support and Access Services and the Bogomolny Library also provide a variety of academic and other student support services, including access to counseling resources 24/7.

- 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.**

The Merrick School of Business is carefully coordinating with the university admissions and marketing department to ensure that any marketing materials, such as program fact sheets, reflect the new curriculum. The catalog is updated annually and posted online, in addition to the routine program web page updates.

#### **H. Adequacy of Articulation (as outlined in [COMAR 13B.02.03.19](#))**

- 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements. More information for Articulation Agreements may be found [here](#).**

The Program is within the scope of Accelerated BS-MS programs within UBALT as articulated by the University System of Maryland's rules for Accelerated Programs. Under this Policy, an undergraduate student with a GPA of 3.5 or higher is allowed to take up to 9 graduate credits and double count them towards their graduate degree.

**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 the proposed program.**

<b>Faculty Name</b>	<b>Discipline</b>	<b>Degree</b>	<b>Rank</b>	<b>Status</b>	<b>Courses taught</b>
White, Lourdes	Accounting	Ph.D.	Full Professor	Full-time	ACCT 605, electives
Pevzner, Mikhail	Accounting	Ph.D.	Full Professor	Full-time	ACCT 605, electives
Williams, Jan	Accounting	Ph.D.	Full Professor	Full-time	ACCT 605, electives
Singhal, Jaya	Decision Science	Ph.D.	Full Professor	Full-time	OPRE 607, electives
Guo, Ge	Decision Science	Ph.D.	Asst. Professor	Full-time	OPRE 607, electives
Gerlowski, Daniel	Economics	Ph.D.	Full Professor	Full-time	ECON 606, electives
Zhang, Ting	Economics	Ph.D.	Assoc. Professor	Full-time	ECON 606, electives
Lingelbach, David	Entrepreneurship	Ph.D.	Full Professor	Full-time	ENTR 606, electives
Sunny, Sanwar	Entrepreneurship	Ph.D.	Asst. Professor	Full-time	ENTR 606, electives
Chen, Dong	Finance	Ph.D.	Assoc. Professor	Full-time	FIN 635, electives
Nguyen, Hoang	Finance	Ph.D.	Assoc. Professor	Full-time	FIN 635, electives
Yunus, Nafeesa	Finance	Ph.D.	Assoc. Professor	Full-time	FIN 635, electives
Pezeshkan, Amir	Intl. Business	Ph.D.	Assoc. Professor	Full-time	MGMT 615, MGMT 780
Carter, William	Management	Ph.D.	Assoc. Professor	Full-time	MGMT 790
Weaver, Jeffrey	Management	Ph.D.	Adjunct Faculty	Part-time	MGMT 615, MGMT 625
Wynne, Kevin	Management	Ph.D.	Asst. Professor	Full-time	MGMT 615, MGMT 730
Fowler, Danielle	MIS	Ph.D.	Assoc. Professor	Full-time	INSS 605, INSS 651
Mirani, Rajesh	MIS	Ph.D.	Assoc. Professor	Full-time	INSS 605, INSS 722
Zhang, Cong	MIS	Ph.D.	Asst. Professor	Full-time	INSS 611, INSS 612
Pitta, Dennis	Marketing	Ph.D.	Full Professor	Full-time	MKTG 645, electives
Randhawa, Praneet	Marketing	Ph.D.	Assoc. Professor	Full-time	MKTG 645, electives
Sriram, Ven	Marketing	Ph.D.	Full Professor	Full-time	MKTG 64@ve5, electives

- 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**

UBALT provides periodic training to its faculty on the use of the latest online and face-to-face teaching tools as well as professional development opportunities through attending national conferences and training, such as for example, Coursera, EdX, etc. In addition, the faculty is afforded opportunities to attend continuing professional education sessions through other providers of technical skills training, such as Coursera and Udemy.



### **b) The learning management system**

UBALT provides periodic necessary trainings in its Learning Management System—Canvas through its Center for Excellence in Learning, Teaching and Technology (CELTT) as well as periodic quality reviews of the faculty's utilization of LMS.

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

Similar to LMS training, UBALT's CELTT provides periodic training in online teaching to its faculty. Additionally, each department within the Merrick School of Business coordinates informal, collegial discussions about course design and delivery. Student evaluation data is used to improve course design and effectiveness.

## **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.**

The Merrick School of Business works actively with UBALT's Bogomolny Library to continually ensure appropriate access to academic books and journals.

## **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.**

UBALT's current facilities provide excellent conditions for our students. The Thumel Business Center features state-of-the-art classrooms and technology. The University also provides students with loaner laptops whenever they need them. Our classrooms are adequately equipped for both online and face-to-face instructions, and they have up-to-date IT infrastructure.

**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**

UBALT provides every student with an email address, access to Learning Management System (Canvas), and free access to Office 365 software (Word, Excel and Powerpoint).

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

All courses offered by the Merrick School of Business at UBALT actively use the Canvas LMS. Open-access, comprehensive student support for the learning management system is provided in module format and includes “how to” video and print tutorials, links to student services, and tips for success in an online learning environment. Faculty can access an LMS training site and work with Canvas faculty fellows from their colleges and instructional designers for course design and technical support. Both faculty and staff have access to 24/7 phone and chat support.

**L. Adequacy of Financial Resources with Documentation (as outlined in [COMAR13B.02.03.14](#))**

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

Narrative: It is anticipated that first year enrollment in the revised MBA program will be similar to that for AY 2025, with an increase of 4% per year after Year 1. Tuition is expected to increase at a rate of 2% per year, which has been our historical average.

<b>TABLE 1: PROGRAM RESOURCES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Tuition and Fee Revenue (c + g below)	\$2,807,760	\$2,979,241	\$3,170,825	\$3,354,513	\$3,559,285
a. Number of F/T students	45	47	49	51	53
b. Annual Tuition/Fee Rate	\$18,540	18911	\$19,289	\$19,675	\$20,068
c. Total F/T Revenue (a*b)	\$834,300	\$888,817	\$945,161	\$1,003,425	\$1,063,657
d. Number of P/T students	155	161	168	174	181
e. Credit Hour Rate [ <i>PT tuition &amp; mandatory fees – see note</i> ]	\$1,061	\$1,082	\$1,104	\$1,126	\$1,149
f. Annual Credit Hours Rate (per student, average)	12	12	12	12	12
g. Total P/T Revenue (d*e*f)	\$1,973,460	\$2,090,424	\$2,225,664	\$2,351,088	\$2,495,628
2. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
3. Other Sources – N/A	\$0	\$0	\$0	\$0	\$0
<b>TOTAL (Add 1-4)</b>	<b>\$2,807,760</b>	<b>\$2,979,241</b>	<b>\$3,170,825</b>	<b>\$3,354,513</b>	<b>\$3,559,285</b>

2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each expenditure category.

<b>TABLE 2: PROGRAM EXPENDITURES</b>					
<b>Resource Categories</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
1. Faculty (b + c below)	\$2,454,061	\$2,552,224	\$2,654,313	\$2,760,486	\$2,870,906
a. Number of FTE	12	12	12	12	12
b. Total Salary	\$1,886,400	\$1,961,856	\$2,040,330	\$2,121,943	\$2,206,821
c. Total Benefits	\$567,649	\$590,355	\$613,969	\$638,528	\$664,069
2. Admin Staff (b + c below)	\$62,736	\$65,245	\$67,855	\$70,570	\$73,393
a. Number of FTE	0.2	0.2	0.2	0.2	0.2
b. Total Salary	\$48,000	\$49,920	\$51,917	\$53,994	\$56,154
c. Total Benefits	\$14,736	\$15,325	\$15,938	\$16,576	\$17,239
3. Support Staff (b + c below)	\$54,200	\$54,201	\$54,203	\$54,204	\$54,205
a. Number of FTE	\$40,000	\$40,001	\$40,002	\$40,003	\$40,004
b. Total Salary	\$14,200	\$14,200	\$14,201	\$14,201	\$14,201
c. Total Benefits	\$40,000	\$40,001	\$40,002	\$40,003	\$40,004
4. Technical Support and Equipment					
5. Library					
6. New or Renovated Space					
7. Other Expenses					
Total (Add 1 through 7)	\$2,570,997	\$2,671,670	\$2,776,371	\$2,885,260	\$2,998,504

Note: Salary and benefit projections are based on current average salary and benefit expenditures adjusted for expected cost-of-living increases over time. It is important to note that faculty often teach in multiple undergraduate and graduate programs and the salary costs assigned here only relate to teaching within the MBA program. Assumptions are based on 90% of class sections being taught by full-time faculty, although a mix with more adjunct faculty would reduce costs and increase the operating margin.

**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.**

The assessment of program student learning outcomes is faculty driven. Assessment generally occurs within courses, but assessment results are shared and evaluated within the disciplines and School of Business.

Faculty are evaluated annually by the faculty chair and dean. In addition, policies for tenure-track and tenured faculty call for in-depth peer review at regular intervals.

All courses undergo student evaluation using the college-wide software tool Explorance Evaluations. Students complete evaluations of their course and the instructor at the end of each semester, using an online form. Data from these evaluations are incorporated in the annual chair's evaluation of faculty and are used in faculty promotion and tenure decisions.

**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.**

Student learning outcomes are assessed on a two-year cycle using direct and indirect measures. The primary assessment measures are direct assessments administered within courses, evaluated by faculty and affirmed by the College of Business as a whole.

Retention is a key metric of the quality of our courses and faculty and retention data is reviewed on an ongoing basis, as are student evaluations of faculty. These evaluations have highlighted improvements that can be implemented across the curriculum in course delivery and feedback.

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

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

UBALT is an unusually diverse institution, with an average undergraduate age over 27, a majority minority undergraduate population, and over 400 international students on campus. Approximately 47% of UBALT students are African American and 32% white. The University serves nontraditional students, which includes many working adults. UBALT's current strategic plan underlines the importance of diversity, equity, and inclusion, and one of the strategic goals is to strengthen UBALT's commitment to these core values.

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

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

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.**

This program will be delivered fully online, fully on-campus, and in a flexible hybrid format. UBALT provides a wide variety of distance education programs. In the Merrick School of Business, we currently provide MBA and MS in Accounting and Business Advisory Services degrees online. Thus, UBALT is very well-positioned to provide Distance Education.

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

The MBA program has long been offered in both on-campus and online modalities. UBALT provides support for distance education, both at the program level and in individual courses, through its Center for Excellence in Learning, Teaching, and Technology.