August 1, 2025

Sanjay Rai, Ph.D.
Maryland Higher Education Commission
217 E Redwood Street
Suite 2100
Baltimore, MD 21202

Dear Secretary Rai,

Hood College is pleased to submit for your consideration a timely and forward-looking proposal for a STEM designated MBA program, developed by the Delaplaine School of Business and approved by the Hood College Board of Trustees in June 2025. This innovative program responds to the growing need for MBA graduates who are equipped to manage the increasing technological demands of today's workforce in Maryland.

The proposed program is fully aligned with the strategic goals of Hood College and builds on the strengths and infrastructure of our existing MBA program. It encourages students to pursue a strong STEM focus throughout their studies while utilizing current faculty, resources and support systems already in place.

Graduates of the STEM MBA program will be uniquely positioned to lead across a range of high-tech industry sectors, including life sciences and data analytics. The demand for STEM-focused MBA programs is growing nationally and within Maryland, as evidenced by similar initiatives at peer institutions. This demand is supported by the U.S. Bureau of Labor Statistics projections, which estimate a 10.4% growth in STEM occupations between 2022 and 2032, compared to just 3.6% growth in non-STEM fields.

Should the Commission have any questions about the proposals, please contact Dr. April Boulton, Associate Provost and Dean of Graduate School, at 301-696-3600 or boulton@hood.edu.

Sincerely,

Paige W. Eager, Ph.D.
Interim Provost and Vice President for Academic Affairs

Enclosure

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

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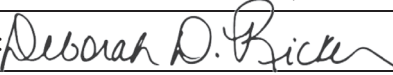
Each action below requires a separate proposal and cover sheet.

- ● New Academic Program
- ○ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted: ● Yes ○ No
Payment Type: ○ R*STARS # ● Check # 235520
Payment Amount: 850.00
Date Submitted: 6/25/25

Department Proposing Program	George B. Delaplaine Jr. School of Business
Degree Level and Degree Type	Masters
Title of Proposed Program	STEM MBA
Total Number of Credits	51
Suggested Codes	HEGIS: 0506.00 CIP: 52.1301
Program Modality	○ On-campus ○ Distance Education (fully online) ● Both
Program Resources	● Using Existing Resources ○ Requiring New Resources
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	○ Fall ● Spring ○ Summer Year: 2026
Provide Link to Most Recent Academic Catalog	URL: https://hood.smartcatalogiq.com/en/2024-2025/hood-colleg

Preferred Contact for this Proposal	Name: April Boulton
	Title: Dean of the Graduate School
	Phone: 301-696-3600
	Email: boulton@hood.edu

President/Chief Executive	Type Name: Deborah D. Ricker, Ph.D.
	Signature: *Deborah D. Ricker* Date: 7/29/2025
	Date of Approval/Endorsement by Governing Board: 06/09/2025

Revised 4/2025

PROPOSAL
STEM MBA
August 1, 2025

A. Centrality to the institutional mission statement 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.

Hood College proposes a Master's in Business Administration (MBA) with a concentration in Science, Technology, Engineering, and Math (STEM). This program aligns with ACBSP (Accreditation Council for Business Schools and Programs) accreditation standards, please see Appendix A (This Appendix suggests no additional evaluation required by ACBSP for us offering STEM MBA). Hood College already offers an MBA degree, which MHEC has supported. Building on this idea, a STEM-based MBA will support the increasing demand for a workforce that can support high-technology administrative tasks by our MBA graduates in Maryland state. The graduates of STEM MBA will provide a leadership role in Maryland's economic and social development by combining business administration knowledge with technology needs in life sciences and data analytics. Such a degree (STEM MBA) will also help us achieve our mission at Hood College. Our mission states:

> *Through an integration of the liberal arts and the professions, Hood College provides an education that empowers students to use their hearts, minds and hands to meet personal, professional and global challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement.*
>
> -Hood College Mission Statement

The proposed program builds upon the strengths of Hood College by leveraging resources already available and utilized for our regular MBA program. The proposed STEM-based MBA program will encourage students to focus on STEM from the day they join the program. There is a demand for STEM-based MBAs, as evidenced by the creation of similar programs by other Maryland Institutions, such as Carey Business School at Johns Hopkins University. A list of the required and core courses for the proposed master's program is provided below in Section G.4 (Tables 5 and 6).

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

Hood College, founded in 1893, is located in downtown Frederick, Maryland, approximately one hour from Baltimore and Washington D.C. The College offers thirty major fields of study leading to bachelor's degree, twenty programs of study leading to master's degrees, twelve post-baccalaureate certificate programs and four doctoral degrees. 41.5% of the student body is from under-represented racial or ethnic populations. Over ninety percent (90%) of the faculty hold doctoral or terminal degrees. With an 11:1

student-to-faculty ratio, students are given high-quality, personalized attention, fostering academic and professional success.

The proposed STEM-based MBA program is an extension of an already existing program, our regular MBA, and as such is an integral part of the College's 2022-2026 Strategic Plan with a focus on the branding and growth of the George B. Delaplaine Jr. School of Business (DSB). DSB was established in 2018 and has been tasked with meeting strategic goals 1, 2, 5, & 6.

Source: https://www.hood.edu/discover/about-college/greater-hood

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation.

As shown in the financial projections under Section L, the College has reviewed projected expenditures for the first five years of this proposed program. Given that all the courses required for STEM MBA are already developed and offered (as electives), the resource requirements are minimal. Furthermore, all governing bodies at the College have reviewed the projected expenditures and endorsed the proposed funding needs. The bodies include the Graduate Council, the Hood College faculty, the Planning, Budgeting and Assessment Committee (PBAC), and the College's Board of Trustees.

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

Hood College is committed to continuing to offer ongoing administrative, financial, and technical support for the STEM MBA program. With a focus on the growth of the programs related to technology spaces in the coming decade, based on Hood College's strategic plan, we can launch and support the program proposed herein.

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

In a report, the Financial Times has suggested that the growth in technology-intensive businesses has necessitated a concomitant increase in the number of technologically knowledgeable managers. The report uses a forecast by McKinsey and estimates that by 2030, the time spent by employees using advanced technological knowledge will increase by 50% in the U.S. Similarly, the Accenture Technology Vision 2019 report states that … "The bottom line for companies? Adapt the technology strategies that successfully created this next-generation worker to empower them even further." Given the need for technologically savvy managers and administrators in tech-dependent industries such as pharmaceuticals, healthcare, and telecommunications (all industries flourishing in and near Frederick, MD), we are confident that the proposed program will be sustainable for decades. However, should we need to discontinue (or sunset) the program for some unforeseen reasons, the College has a formal process that supports current students through degree completion in a "teach out" plan.

Source:
    Ram, A. (2018). Fresh ideas for the future: TRAINING as technology disrupts their businesses, companies are scrambling to boost their workers' digital skills. Financial Times. November 20, 2018, p.42.
    Accenture. (2019). The Post-Digital Era is upon us. Accenture Technology Vision. (https://www.accenture.com/_acnmedia/PDF-110/Accenture-Technology-Vision-2019-Executive.pdf)

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

We are focused on improving the quality of business leaders by providing them with stronger quantitative skills and the ability to manage technological knowledge. Our goal is consistent with the recent reports suggesting that the U.S. workforce needs more vigorous quantitative training, even as managers. An article by Businessbeacuase.com reports that the Harvard Business School has decided to offer STEM-based MBAs primarily because of the need to improve the workforce. They further report: "Graduates with a STEM-designated MBA are particularly attractive in the current climate. According to the U.S. Bureau of Labor Statistics, STEM careers are projected to grow by 10.4% between 2022 and 2032, compared to just 3.63% for non-STEM fields."

Sources: https://www.businessbecause.com/news/in-the-news/9460/harvard-business-school-offers-new-stem%20mba#:~:text=Graduates%20with%20a%20STEM%2Ddesignated,%25%20for%20non%2DSTEM%20field
https://www.bls.gov/emp/tables/stem-employment.htm

Additionally, a GMAC report highlights the need for the gap between business and technology to be bridged, and they highlight the benefits of the STEM MBA program.

Bridging the Gap Between Business and Technology: In a rapidly evolving global economy driven by technological advancements, the demand for professionals with expertise in both business and STEM (Science, Technology, Engineering, and Mathematics) disciplines has grown significantly. Recognizing this need, universities in the United States have introduced a new breed of MBA programs that combine traditional business education with a focus on STEM subjects. These STEM MBA programs are gaining popularity among students who aspire to leverage their technical skills and drive innovation in the business world.

Benefits of STEM MBA:

- Meeting the demands of the modern job market: The integration of STEM and business skills prepares students for the demands of the rapidly evolving job market. Employers across various sectors seek professionals who can analyze complex data, lead technical teams, and make informed business decisions based on technology-driven insights.
- Competitive advantage: A STEM MBA provides graduates with a competitive edge in the job market. The combination of business acumen and technical skills positions them as versatile professionals capable of bridging the gap between technical specialists and business executives.
- Access to a diverse network: STEM MBA programs attract students from various backgrounds, including engineering, computer science, and life sciences. This diversity fosters a rich learning environment where students can collaborate, exchange ideas, and build a strong professional network beyond their immediate expertise.
- Higher earning potential: Professionals with a STEM MBA tend to command higher salaries due to their unique skill set and the increasing demand for their expertise. They are well-positioned to pursue lucrative careers in technology consulting, product management, business analytics, and other high-demand fields.

Source:
https://gmatclub.com/forum/the-rising-trend-of-stem-mba-programs-in-the-usa-412553.ht
https://www.gmac.com/market-intelligence-and-research/research-library/admissions-and-application-trends/2022-rise-of-stem-certified-graduate-business-programs-in-the-united-states

      b. Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

The rise in information and communications technologies (ICT) in the past three decades has changed the demands for the workforce in the USA and Maryland. The rapid increase in computing power and data analytics may make it necessary for most MBA graduates to be able to conduct their business decisions with some level of skills in data science approaches (e.g., AI/ML methods). Many underrepresented and underserved communities, which are often disproportionately affected by rising gaps in adopting new technology trends, may have an opportunity to reduce the gap through our STEM-based MBA program. To that end, at the undergraduate level, approximately 40% of our students are from historically underrepresented and marginalized communities. For these students, our 4+1 program for STEM MBA would open up new opportunities.

      c. The need to strengthen and expand the capacity of historically black institutions to provide high-quality and unique educational programs

While many MBA degree opportunities exist at Maryland HBCUs, such as Bowie State University, Coppin State University and Morgan State University, these universities do not offer STEM-designated MBA degree programs. Therefore, the proposed STEM MBA program at Hood College would not compete with any program offered at any of the state of Maryland's four HBCUs. On the other hand, our STEM MBA program could strengthen and expand the opportunities for the graduates of HBCUs (if they relocate to the Frederick area for work) to build a blended knowledge in business and technology at the MBA level. As stated earlier, Hood College has a high degree of undergraduate students (41.5% of the student body) from under-represented racial or ethnic populations.

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

The proposed STEM MBA degree will support the following strategies of the 2022 *Maryland State Plan for Postsecondary Education (2022)*:

      a. Under Goal 1, Priority 4 – Affordability (page 39): Currently, Hood College is highly competitive in its MBA pricing, and our STEM MBA program will continue to provide the same competitive rates.

      b. Under Goal 2 - Priority 5 - Market Demand (page 46): MD Dept. of Commerce identifies several key industries with respect to the growing market demand. These include financial, distribution & logistics, and IT & cybersecurity services (three of the top 10 sectors). These sectors are where the Hood College graduates of the STEM MBA program will contribute to improving the workforce market demands in MD state.

      c. Under Goal 2- Priority 6 – Timely completion of degree (page 52): We offer 4+1 for our current undergraduate students, thus allowing non-business students to achieve a master's degree in a short period and, in the process, promote entrepreneurship in the state of MD.

      d. Under Goal 3 – priority 8 - Innovation (pages 20 & 58): "As big data becomes more accessible and integrated into business operations, several institutions have implemented data science programs at the undergraduate and graduate level" (p. 20). Furthermore, Hood College's STEM MBA will contribute towards "dismantling barriers to education and respond to a fast-changing economy, we need to give ourselves permission to try new ideas." (p. 58).

Our proposed STEM MBA fits into these guidelines and the growing needs of the state of Maryland.

Source: https://dlslibrary.state.md.us/publications/Exec/MHEC/ED11-105(b)(3)(i)_2022.pdf

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.

According to the U.S. Bureau of Labor Statistics, projections suggest that STEM careers will grow by approximately 10.4% in 2022 and 2032. This projected growth is in stark contrast with only 3.6% growth for non-STEM fields."

Table 1: Projected Employment Growth in STEM Jobs

Occupation category	Employment, 2023	Employment, 2033	Percent, 2023–33
Total, all occupations	167,849.80	174,589.00	4%
STEM occupations	10,712.40	11,822.80	10.4%
Non-STEM occupations	157,137.50	162,766.20	3.6%

Note: Science, Technology, Engineering, and Math (STEM) occupations include Computer and mathematical, architecture and engineering, life and physical science occupations, **managerial** and postsecondary teaching occupations related to these **functional areas, and sales occupations** requiring scientific or technical knowledge at the postsecondary level. For more information, Source: https://www.bls.gov/oes/topics.htm#stem.

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

The above data is also reflected by the fact that the top 25 MBA programs across the country already offer a STEM-designated business education or plan to introduce STEM-based programs in their business curriculum offerings. In other words, STEM-based MBA programs will soon become necessary for offering viable programming for all institutes that offer MBA degrees. Table 2 details STEM-designated MBA programs offered by National Universities.

Source: https://poetsandquants.com/2023/09/11/all-the-major-stem-programs-at-u-s-business-schools/

Table 2: Growth of STEM MBA Among Major Universities in the USA

P&Q RANK	SCHOOL	STEM-BASED PROGRAMS
1	Stanford GSB	Entire Full-Time MBA
2	Chicago (Booth)	Entire Full-Time MBA
3	UPenn (Wharton)	Majors in Full-Time MBA: Information & Decisions; Statistics; Finance
4	Northwestern (Kellogg)	Entire Full-Time MBA (2Y and 1Y)
5	Harvard Business School	Management Science Track in Full-Time MBA
6	MIT (Sloan)	Entire Full-Time MBA, Sloan Fellows MBA, Sloan Executive MBA
7	Columbia Business Sch.	Entire Full-Time MBA; Executive MBA
8	UC-Berkeley (Haas)	Entire Full-Time MBA, Evening & Weekend MBA, Executive MBA
9	Dartmouth (Tuck)	Management Science & Quantitative Analysis Track in Full-Time MBA
10	Yale (SOM)	Management Science Concentration in MBA
11	Duke (Fuqua)	Entire Full-Time MBA
12	Michigan (Ross)	Business Analytics Track in Full-Time MBA
13	NYU (Stern)	Entire Full-Time MBA
14	Virginia (Darden)	Specialization in Management Science in Full-Time MBA
15	Cornell (Johnson)	One- and Two-Year Management Science MBAs
16	Carnegie Mellon (Tepper)	Entire Full-Time MBA; Master of Science in Business Analytics
17	UCLA (Anderson)	Full-time, Fully Employed, and Executive MBAs
18	USC (Marshall)	Entire Full-Time MBA; Entire Part-Time MBA
19	UNC (Kenan-Flagler)	All MBA Programs
20	Texas-Austin (McCombs)	14 STEM Tracks for Full-time MBA
21	Washington (Foster)	Technology Management MBA, MBA Management Science Degree Option
22	Indiana (Kelley)	Five Majors - Full-Time MBA
23	Georgetown (McDonough)	Management Science Major in Full-Time and Flex MBAs
24	Rice (Jones)	All Master's Programs; All MBA programs
25	Vanderbilt (Owen)	MBA concentrations in Finance or Operations & Analytics; MS Finance

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

The data provided by BLS is more granularly presented with respect to Maryland State. Using the basic data provided by the Maryland Department of Labor, we highlight that future growth in managerial jobs in Maryland State will grow in STEM-related areas. Table 3 reports on the projections for managerial jobs in Maryland. Please note that the blue font represented high growth openings.

Table 3: Managerial Jobs Projections in Maryland
From 2023 to 2028 – Highest growth is projected in STEM-based jobs

Description	2023 Jobs	2028 Jobs	% Change
Medical and Health Services Managers	13,382	15,259	14%
Computer and Information Systems Managers	14,012	15,404	10%
Industrial Production Managers	2,184	2,401	10%
Financial Managers	16,439	17,749	8%
Transportation, Storage, and Distribution Managers	4,074	4,414	8%
Marketing and Sales Managers	13,978	14,892	7%
Social and Community Service Managers	4,248	4,536	7%
Public Relations and Fundraising Managers	2,641	2,798	6%
Human Resources Managers	3,759	3,997	6%
Farmers, Ranchers, and Other Agricultural Managers	1,443	1,533	6%
Education and Childcare Administrators	13,107	13,915	6%
Natural Sciences Managers	4,307	4,545	6%
Emergency Management Directors	190	202	6%
Administrative Services and Facilities Managers	8,239	8,678	5%
Purchasing Managers	2,392	2,511	5%
Food Service Managers	2,335	2,460	5%
Entertainment and Recreation Managers	723	761	5%
General and Operations Managers	81,792	85,002	4%
Advertising and Promotions Managers	661	684	4%
Training and Development Managers	1,453	1,508	4%
Architectural and Engineering Managers	4,613	4,809	4%
Miscellaneous Managers	22,177	23,093	4%
Personal Service Managers	392	403	3%
Compensation and Benefits Managers	495	505	2%
Construction Managers	6,341	6,497	2%
Property, Real Estate, and Community Association Managers	5,853	5,920	1%
Lodging Managers	568	556	-2%
Total	231,799	245,033	6%

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

MHEC data fact book (2022) reports that at the Graduate level, Business as a major was the most popular major, and more than 5,600 degrees were granted by Maryland higher education institutes. The second most popular degree at the graduate level was Education. However, the demand for this program was about 2,800 (almost half of the Business Degrees). The third most popular master's degree granted by Maryland institutions was computer science (about 2,400).

We combine the above data with a GMAC survey of prospective students. GMAC report (page 24) states: "Regardless of the latest innovations, industry and prospective students will continue to demand skills at the intersection of business and STEM. Graduate business schools thus continue to adapt, especially as demand for STEM-certified GME programs—particularly in the United States— grows among key markets in the candidate pipeline." Thus, future MBA programs must provide STEM-based education to provide work-ready managers and administrators who can combine Business and Science. Such a conclusion is also consistent with the GMAC report on the rising demand for STEM-based programs by students to bridge the gap between Science and Business.

Source: Maryland Higher Education Commission 2022 Data Book (page 17)
        2024-pss-research-report_final_digital-2.pdf

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.

While several Maryland institutions offer MBA programs, Hood College's STEM MBA stands out through its hybrid format, STEM designation, and interdisciplinary coursework bridging business and technology. Hood College primarily draws MBA students from the Western part of Maryland. In this region, most MBA programs do not have a STEM designation. McDaniel College (about 28 miles away from Hood College) recruits students from the central Maryland region as well, but it only offers a STEM master's program in data analytics, not a broader STEM-designated MBA program. Similarly, Washington Adventist University, another small school with a STEM-designated MBA program due to its partnership with Capitol Technology University, is about 44 miles from Hood College. From a geography perspective, we do not offer duplication with other institutes in western Maryland. Additionally, from the program delivery perspective, Hood College offers every MBA class as a Hybrid class (students can attend the class either in-person or remotely); again, very few institutions offer such a format. In short, when considering the STEM designation and program delivery format, our proposal has little duplication, particularly in the Western part of Maryland.

Table 4 highlights that STEM-designated MBA programs are not as common in Maryland, even though this has become a trend among nationally ranked universities. West of the Baltimore region, no Maryland higher education institute has a STEM-designated MBA program (though McDaniel College offers a STEM-designated MS), and no program currently offers a hybrid-focused STEM-designated MBA. Table 4 is presented on the next page. Please note: The table shows the STEM-designated programs 9either MBA or MS) in Maryland in bold blue font.

Table 4: Universities Based in Maryland that offer MBA Programs (Created by Hood College)

School Name	Delivery Format	MBA STEM Designation	Other Graduate STEM Programs related to Business Administration
Bowie State University	Online and in-person	No	No
Capitol Technology University	**Online**	**Yes**	**Technical Master of Business Administration (TMBA) with a specialization in Cybersecurity.**
Coppin State	In-person only	No	No
Frostburg University	Fully online	No	No
Johns Hopkins Carey Business School	**Primarily online**	**Yes**	**STEM designations for the Master of Public Health/MBA dual degree**
Loyola University Maryland	Online and in-person	No	No
McDaniel College	**Online or Hybrid**	**No**	**MS in Data Analytics**
Morgan State University	Online and in-person	No	No
Mount St. Mary's University	Entirely online (transitioning by 2026)	No	No
Salisbury University	Fully online	No	No
Towson University	Online and in-person and Hybrid Joint with UB	No	No
University of Baltimore	**Hybrid and in-person**	**No**	**MS in Accounting and Business Advisory Services**
University of Maryland - College Park	**Online and in-person**	**Yes**	**No**
University of Maryland Global Campus	**Online and in-person**	**Yes**	**No**
Washington Adventist University	**Online and in-person**	**Yes**	**The STEM designation is due to a dual degree program with Capitol Technology University**

2. Provide justification for the proposed program.

As stated earlier, the rising impact of technology in business decision-making requires MBAs who are comfortable with complex decision-making using qualitative and quantitative data approaches. Additionally, given that Maryland is working towards becoming a major attraction for industries focused on Data Analytics, Life Sciences, Cybersecurity and IT, and financial services, this degree will help accomplish the following:

1. Expand Maryland's Workforce Pipeline (managerial and administrative occupations) with a workforce prepared in various aspects of STEM education.
2. Make it attractive to students in surrounding states outside of MD. Thus, reducing the competition among MD higher education institutes seeking local students to attend an MBA program. In other words, expand the pipeline of students interested in attending MBA programs outside of Maryland state.
3. Among the undergraduate students at Hood College, several students may find a 4+1 STEM MBA program very attractive.

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

Hood College acknowledges the need for diversity, equity, and inclusion. It fully recognizes its impact on business education and the resultant career opportunities. The four HBIs in Maryland are all located in Baltimore or Southern Maryland. Hood College does not believe the proposed STEM MBA program will compete with these universities, given our geographical separation. Specifically, none of the four HBIs (Bowie State University, Coppin State University, Morgan State University and University of Maryland Eastern Shore) offer a STEM-based MBA.

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

Not applicable: The four HBIs in Maryland do not currently offer STEM MBA programs. Thus, we do not believe the proposed program interferes with their profile or recruitment strategies.

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

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

The Hood College Delaplaine School of Business is ACBSP accredited (Accreditation Council for Business Schools and Programs). It has a well-established graduate degree suite that offers online and on-campus courses. The Delaplaine School of Business hosts the MBA as our primary graduate program. The current MBA will contribute all courses to the proposed degree: MBA, accounting certificates, financial management certificates, organizational management certificates, and project management certificates. Students will have a Hybrid choice to attend the classes (on-campus and online course options) based on personal preference, flexibility, and geographic location. This hybrid choice is already offered with our regular MBA and will continue with the proposed STEM MBA program. A STEM-Based MBA program at Hood College is a natural outgrowth of existing expertise in the department. A detailed list of the Delaplaine School of Business faculty is provided in Section I (Table 7).

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

The student learning outcomes (SLOs) for the STEM MBA are developed under the guidelines of the Accreditation Council for Business Schools and Programs (ACBSP). These outcomes emphasize the program's rigor, breadth, and modalities, ensuring graduates are equipped with the knowledge and skills required to address contemporary business and technological challenges. Students will develop expertise in data analytics, strategic management, leadership, and entrepreneurship. These competencies align with industry needs and prepare graduates for leadership roles in technology-driven business environments. Students will collaborate with regional and international partners, corporations, NGOs, and government agencies through coursework and practical applications to gain insights into dynamic global markets.

1. Graduates will demonstrate a comprehensive understanding of the functional areas of business, supported by practical applications. Specific outcomes include:

   a) **Marketing:** Perform a marketing strategy analysis, including segmentation, positioning, and competitive analysis.
   b) **Financial Management:** Apply financial analysis techniques to evaluate investment decisions, capital budgeting, and risk management strategies.
   c) **Operations Management:** Conduct an operational strategy analysis, addressing topics such as inventory control, quality management, and resource optimization.
   d) **Accounting:** Analyze financial and managerial accounting statements to assess organizational performance and support decision-making.
   e) **Information & Technology Management:** Develop an information strategy analysis,

leveraging technology to enhance organizational decision-making and competitive advantage.

2. **Analytical and Quantitative Reasoning:** The STEM MBA program graduates will develop and apply advanced quantitative and analytical skills, preparing them to address complex organizational challenges in a data-driven, technology-rich global economy. The following distinct learning outcomes ensure alignment with ACBSP standards and MSCHE guidelines for program differentiation:

   Core Analytical Skills
   a. **Financial Analysis Proficiency**: Graduates will demonstrate the ability to conduct detailed financial analysis using tools such as spreadsheets and specialized software to evaluate investment decisions, capital budgeting, and cost management.
   b. **Economic Data Integration**: Graduates will be able to gather, interpret, and present economic and market data to support organizational decision-making and strategy formulation.
   STEM-Specific Analytical Applications
   c. **Operations Optimization**: Students will apply quantitative tools, including linear programming, simulation models, and inventory control techniques, to optimize production and service delivery processes, ensuring operational efficiency.
   d. **Data-Driven Decision-Making**: Graduates will leverage data analytics, including predictive modeling and statistical techniques, to inform strategic decisions and provide actionable insights.
   Problem-Solving in Context
   e. **Global Strategic Analysis**: Students will critically analyze opportunities and challenges presented by the global business environment, using quantitative data to draft strategies that account for international economic, political, and cultural complexities.
   f. **Real-World Application**: Key assignments and projects will require students to solve industry-specific problems, combining analytical reasoning with business acumen to address challenges in fields such as life sciences, data analytics, and technology management.

3. **Global Awareness**: Graduates will be able to identify how the global environment presents opportunities and challenges for organizations and draft appropriate strategies to respond to them.
   a. Identify and analyze opportunities and challenges in the global environment.
   b. Draft appropriate organizational response strategies to global opportunities and challenges.

4. **Leadership and Teamwork**: Graduates will demonstrate effective leadership and team membership skills.
   a. Critically evaluate their leadership skills.
   b. Illustrate the ability to effectively communicate relevant business information to organizational stakeholders in writing.
   c. Show competence in effective oral and visual presentation of data and information.
   d. Demonstrate effective teamwork skills.

5. **Ethics and Business Sustainability**: Graduates will be able to make decisions based on ethical considerations and the triple bottom-line paradigm of business sustainability.
   a. Apply an ethical framework to a decision situation and recommend the best course of action.
   b. Critically evaluate an organization's strategy with respect to its subscription to economic, social, and environmental sustainability and recommend suggestions for improvement.

6. **Strategic Integration**: Graduates will have a comprehensive capstone experience where they will create a strategic plan for an organization based on external and internal situation audits.
   a. Conduct external and internal situation audits for an organization.
   b. Able to create a strategic plan for an organization.

3. Explain how the institution will:

    a. provide for assessment of student achievement of learning outcomes in the program

The STEM MBA program's evaluation plan is based on the current evaluation of the MBA program, which is consistent with the ACBSP-accreditation learning outcomes listed above. Each "student learning outcome" (SLO) is mapped to at least one required course in the proposed program. Within each of those courses, there is at least one key assignment that measures the stated SLO. We will continue the same process for the STEM-designated MBA program. The Office of Institutional Research and Assessment at Hood College assists programs with their assessment procedures. All assignments linked to a program's student learning outcomes are assessed and archived in *Chalk and Wire*, the online assessment program used by Hood College. Students will be required to maintain an average of 3.0/4.0 ("Meets Expectations" criteria) on all key assignments. Upon approval of the proposed program, the College will forward the SLOs and evaluation map to Nathan Reese, Assistant Director of Institutional Assessment, for entry into *Chalk and Wire (new name: Anthology Portfolio)* for the STEM electives.

    b. document student achievement of learning outcomes in the program.

The level of achievement for mastering learning outcomes becomes greater as students advance through the STEM MBA program. The level of achievement continues to grow through professional practice. Course content will be mapped to the program learning outcomes to assess whether students are mastering the learning outcomes appropriate for their degree. An advisory committee composed of the Graduate Faculty and Graduate Council will review each student's "Plan of Study" to ensure that program learning outcomes are achieved at the appropriate level. All assessments and corollary data are documented and housed in our assessment software, *Chalk and Wire*. Findings will be analyzed annually and used for continuous improvement and program growth.

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

The program will be available for both full- and part-time enrollment. Full-time status requires enrollment in 9 - 12 credit hours per semester. Part-time graduate students enroll in 3-6 credit hours per semester. The STEM MBA could be completed in two years by full-time students and in 3-4 years by part-time students. The proposed STEM MBA program requires completing 36 hours of coursework successfully (between 18-21 STEM-based credits from currently offered courses, including six credits of STEM based electives). STEM MBA requirement of course credits is 36 credit hours. However, if a student does not have any business background (based on the bachelor's degree), 51 credit hours might be required. Table 5 outlines the sample study plan with 51 credits required to complete all foundation courses (18-21 STEM-based credits from currently offered courses). Table 6 outlines a 36-credit study plan.

Table 5: STEM MBA Plan for Study
(51 Credit Hours Including All Foundation Courses)

Semester	Credits	Course Title
First Semester		
MGMT 551	3	Management Theory - Foundation
ECON 551	3	Foundations of Economics - Foundation
MGMT 550	3	Business Analytics - Foundation
Semester Total	9	
Second Semester	**Credits**	**Course Title**
MGMT 553	3	Foundations of Accounting Foundation
MGMT 554	3	Legal Environment of Business - Foundation
MGMT 560	3	Leadership & Organizational Behavior - Core
Semester Total	9	
Third Semester	**Credits**	**Course Title**
STEM Elective	3	**A STEM course** selected from the MBA courses focused on Accounting and Business Applications of Analytics.
MGMT 562	3	Financial & Managerial Accounting - Core
MGMT 564	3	Production & Operations Management - Core
Semester Total	9	
Fourth Semester	**Credits**	**Course Title**
MGMT 561	3	Financial Management - Core
MGMT 563	3	Marketing Management - Core
MGMT 567	3	Organizational Sustainability - Core
Semester Total	9	
Fifth Semester	**Credits**	**Course Title**
ECON 560	3	Managerial Economics - Core
MGMT 565	3	International Management - Core
MGMT 566	3	Information Management & Technology - Core
Semester Total	9	
Sixth Semester	**Credits**	**Course Title**
MGMT 590	3	Strategy & Competitive Advantage - Core
STEM Electives	3	**A STEM course** selected from the MBA courses focused on Finance, Accounting and Business Applications of Analytics.
Semester Total	6	
Grand Total	**51**	

Table 6: STEM MBA Plan of Study
(36 Credit Hours when all Foundation Courses are waived)

Semester	Credits	Course Title
First Semester	**Credits**	**Course Title**
MGMT 560	3	Leadership & Organizational Behavior - Core
MGMT 562	3	Financial & Managerial Accounting - Core
MGMT 564	3	Production & Operations Management - Core
Semester Total	9	
Second Semester	**Credits**	**Course Title**
MGMT 561	3	Financial Management - Core
MGMT 563	3	Marketing Management - Core
MGMT 567	3	Organizational Sustainability - Core
Semester Total	9	
Third Semester	**Credits**	**Course Title**
ECON 560	3	Managerial Economics - Core
MGMT 565	3	International Management - Core
MGMT 566	3	Information Management & Technology - Core
Semester Total	9	
Fourth Semester	**Credits**	**Course Title**
MGMT 590	3	Strategy & Competitive Advantage - Core
STEM Elective	3	**A STEM course** selected from the MBA courses focused on Finance, Accounting and Business Applications of Analytics.
STEM Elective	3	**A STEM course** selected from the MBA courses focused on Finance, Accounting and Business Applications of Analytics.
Semester Total	9	
Grand total	**36**	

Existing courses:

Foundation Courses: Five foundation courses (15 credit hours) are designed to provide a background for students who did not take courses in business administration at the undergraduate level. Students who have completed appropriate undergraduate coursework may be exempted from foundation courses. Students are expected to meet the foundation requirements before enrolling in core requirements. The MBA program director must approve of any exceptions to this. Any foundation courses required to be completed will be in addition to the 36 credits required for program completion.

ECON 551 Foundations of Economics: This course introduces students to micro- and macroeconomic analysis of the business environment. The micro portion focuses on the behavior of consumers and firms in the product and resource markets. The macro portion examines the domestic and international factors that influence the aggregate level of economic activity and the role of monetary and fiscal policies.

MGMT 550 Business Analytics: This course provides a comprehensive introduction to business analytics and data science for managers. In this course, students will delve into key mathematical concepts, such as algebra, essential calculus, differentiation, vectors, matrices, and linear programming, while simultaneously exploring foundational statistical methods, including frequency distributions, measures of central tendency, elementary probability, hypothesis testing, non-parametric methods, linear regression, correlation, and analysis of variance. The course emphasizes the practical application of these concepts and techniques in managerial decision-making processes across various fields, equipping managers with the skills to analyze data and make informed decisions effectively.

MGMT 551 Management Theory: Introduction to the structures and processes of organizations, major organizational subsystems, and environments with an emphasis on organizational design and managing change processes. This course includes the study of the organization as a bureaucratic, political, cultural, social, and decision-making system.

MGMT 553 Foundations of Accounting: The objectives of this course are to introduce students to the (1) economic events that impact the accounting process, (2) basic accounting cycle, (3) preparation of the four primary financial statements, and (4) managerial accounting topics and use of accounting in managerial decision making.

MGMT 554 Legal Environment of Business: This course provides an overview of the contemporary legal and regulatory business environment. Specifically, it relates various laws and regulations to major business functions such as employment, production, marketing, finance, and international operations. The course also provides a brief overview of U.S. political and constitutional systems that are the building blocks of our regulatory environment.

Core Requirement: Ten courses (30 credit hours) provide a common body of knowledge and are required of all students in the MBA program. These courses provide a solid foundation in the functional areas of business, such as finance, marketing, and accounting. The program exposes students to the environmental factors affecting business operations. The core includes a capstone course, MGMT 590, Strategy and Competitive Advantage, which MBA students take in their final semester after completing all other core courses. Students must meet the prerequisite requirements before enrolling in a class. The academic adviser must approve any exceptions to this policy.

ECON 560 Managerial Economics: Prerequisites: MGMT 550 and ECON 551 or their equivalents. This course involves the application of microeconomic theory to the business enterprise and the managerial decision-making process. Topics include goals of a firm, decision criteria, analysis and estimation of demand, production costs and pricing to achieve the firm's objectives under various market conditions.

MGMT 560 Leadership & Organizational Behavior: Prerequisite: MGMT 551 or its equivalent. Study of the behavior of individuals, small groups, and their leaders in organizations. Among the topics addressed are motivation, learning, perception, job satisfaction, communication, and individual and group change.

MGMT 561 Financial Management: Prerequisites: MGMT 550 and MGMT 553 or their equivalents. This course introduces the fundamental concepts of financial management, including valuation, investment, financing, risk management, and dividend decisions of a firm. Specific topics include capital budgeting, cost of capital, risk and return, capital structure and dividends, working capital management and international financial management.

MGMT 562 Financial & Managerial Accounting: Prerequisite: MGMT 553 or its equivalent. This course examines the use of accounting information for managerial decision-making. Students are introduced to traditional and emerging practices in accounting and the impact that various accounting methods have on organizations' financial statements. Students investigate accounting practices in real-world business cases.

MGMT 563 Marketing Management: This course provides students with an understanding of marketing and its relationship with various organizational functions. Students examine variables that marketing managers face today, with the primary objective of better managing marketing as a core function. Specific topics include forces in a firm's external environment, advertising, segmentation, positioning, consumer behavior, and product planning.

MGMT 564 Production & Operations Management: Prerequisites: MGMT 550 or its equivalents. This course covers the planning and control functions for manufacturing and service operations. Topics include total quality management, operations analysis, inventory control, linear programming, simulation, and project planning.

MGMT 565 International Management: Prerequisites: MGMT 551 or its equivalent. This course examines multinational corporations as economic, political, and social institutions. Topics covered include ownership and financial strategies of multinationals, international public institutions, political risk, foreign exchange risk, comparative management, and the future of multinationals.

MGMT 566 Information Management & Technology: Prerequisite: MGMT 551 or its equivalent. This course examines the role of information systems in organizations. Students explore the various ways in which information technology provides a competitive advantage to organizations. Managerial concerns related to selecting, evaluating and implementing information systems are also examined.

MGMT 567 Organizational Sustainability: This course explores and analyzes contemporary business ethics issues relating to the interaction between the organization and society. It covers topics such as corporate social responsibility, environmental sustainability, moral reasoning, and stakeholder analysis. Students are challenged to add social and environmental criteria to traditional economic criteria in decision-making situations.

MGMT 590 Strategy & Competitive Advantage: Prerequisites: All other core courses This capstone course integrates the concept of competitive advantage and the functional disciplines of businesses using cases, seminar presentations, and a comprehensive strategic management project. It emphasizes the importance of maintaining strategic fit in changing macro industry and global environments. Students are challenged to solve comprehensive management problems at the strategic level of the organization.

STEM-Based Focus Areas: Students are required to complete two elective courses (3 credits each) to receive a focus area. The STEM focus area requires two electives offered from the list below, by Delaplaine School of Business: MGMT 568 – Accounting Information Systems; MGMT 573 – Applied Generative AI; MGMT 576 – Advanced Financial Management; MGMT 577 – Portfolio and Investment Management; ECMG 578 – International Financial Management; MGMT 581 – Financial Statement Analysis; MGMT 583 – People Analytics. These course offerings are already available at Delaplaine School of Business. The STEM MBA students may focus on Advanced Finance or Business Application of Data Analytics as their STEM-based focus area. The details of each of these courses are produced.

MGMT 568 Accounting Information Systems (Prerequisites: MGMT 562 and MGMT 566): The course involves a study of accounting information systems and their impact on managerial decision-making. It focuses on technology, databases, data flows, reporting, and internal controls. Students develop the analytical skills needed to design, implement, and maintain an accounting information system.

MGMT 573 Applied Generative AI (Prerequisite: MGMT 550): This course explores the strategic application of generative artificial intelligence (AI) in driving innovation and value creation across business domains. Students will learn to leverage generative AI techniques to solve real-world problems and optimize organizational processes. The course covers the theoretical underpinnings of generative AI, including key concepts and techniques such as GANs, VAEs, and Transformer-based models. Students will dive into practical applications using the WINS framework (Words, Images, Numbers, and Sounds) across diverse domains like healthcare, government, marketing, and finance.

MGMT 576: Advanced Financial Management (Prerequisite: MGMT 561): This course considers advanced topics in corporate financial management, including domestic and international capital budgeting, working capital, financing and dividend policy, hedging financial risk, mergers and acquisitions and international financial management.

MGMT 577: Portfolio and Investment Management (Prerequisite: MGMT 561): This course covers characteristics and valuation of corporate securities, measurement of returns, market performance and efficiency, options and futures, bond portfolio strategies, duration and immunization and portfolio management theory and techniques.

ECMG 578: International Financial Management (Prerequisite: MGMT 561): This course is designed to give a solid understanding of international finance and institutions. This is achieved through a thorough study of various exchange rate determination theories, international corporate finance and international portfolio diversification models. To this end, exposure to foreign exchange risk, appropriate hedging strategies, and the options and derivatives market will be covered.

MGMT 581: Financial Statement Analysis (Prerequisite: MGMT 561): This course is designed to give a solid understanding of international finance and institutions. This is achieved through a thorough study of various exchange rate determination theories, international corporate finance and international portfolio diversification models. To this end, exposure to foreign exchange risk and appropriate hedging strategies will be covered, along with the options and derivatives market.

MGMT 583: People Analytics (Prerequisite: MGMT 550): People Analytics refers to a data-driven approach to employee-related decisions and practices, including the use of data and rigorous analytic techniques to guide hiring, promotion, and compensation decisions, along with other facets of the employee life cycle. In this course, we will explore these techniques through both concept and implementation. We will also examine new techniques for automating the construction of insight into how employees are performing.

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

It does not apply to Hood College graduate degrees.

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

The STEM MBA program aligns with the Accreditation Council for Business Schools and Programs (ACBSP)standards, ensuring it meets the highest quality benchmarks for business education. This accreditation emphasizes continuous improvement, excellence in teaching, and measurable student learning outcomes. The program's design, including its focus on STEM-integrated skills, adheres to ACBSP guidelines for blending business acumen with technological expertise. ACBSP plays a vital role in shaping the program's structure by guiding the development of Student Learning Outcomes (SLOs) that focus on analytical rigor, global awareness, and ethical decision-making. The accreditation also ensures ongoing assessment of program performance, providing assurance of its value to students and

employers in today's data-driven, tech-focused economy.

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

> 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.

A description of Hood College admission and registration requirements for graduate students is available on the college website (www.hood.edu/gradapply). We have developed this draft statement that will also be included on our website should this program be approved:

> *We welcome students with an interest in STEM MBA regardless of their previous background. Because of the breadth of topics within Business, no one kind of undergraduate preparation is suggested. However, if the program director identifies deficiencies in math, statistics, or specific business-related topics, in that case, they may be required to be completed during the first one or two semesters of a student's plan of study (See Section E, item 4, above that, provides details of the prerequisite classes required for admission).*

Before a candidate is considered for admission, an application package must be completed and received by The Graduate School. In addition to the application form, a number of supplementary documents must be submitted. Applicants must submit a Statement of Purpose essay of 300-500 words stating clearly and succinctly the reason for seeking graduate study in STEM MBA at Hood College, the applicant's career goals, and research interests. The applicant may include information about unique circumstances, special abilities, awards, achievements, scholarly publications, or professional history relevant to the admission decision. Recommendations may be requested depending on the strength of the applicant's submission. Official original transcripts from each college or university where the applicant has completed coursework must be on file before an application can be processed.

The foundation courses represent the background knowledge and skills necessary for the successful completion of degree requirements. The program director may waive some or all of the foundation courses based on an analysis of the student's previous work. A student holding a baccalaureate degree in business will normally be granted exemption from, but not graduate credit for, the foundation course requirements. For other students, foundations classes are required depending on their quantitative background. All incoming graduate students receive a comprehensive new-student orientation at the beginning of their first semester, which covers all the categories listed above. New students spend an hour with the graduate dean learning about the myriads of support services at the College before they move into the program-specific orientations with the program director for the STEM MBA. The Hood College Graduate School website provides a comprehensive guide for graduate students. Each program has a detailed landing page with clearly described curriculum, course, and degree requirements. The STEM MBA program will have a page akin to the existing programs linked below. Curriculum, course, and degree requirements: https://www.hood.edu/graduate/academics/programs/business-administration-mba

The division of IT support at Hood College has developed an Online Success Toolkit for hybrid and online courses. This page provides detailed information about our learning management system, Blackboard, Zoom video conferencing and other key technologies for success in the STEM MBA program. Information Technology Resources: https://www.hood.edu/offices-services/information-

technology.

The Graduate School has developed an Online Success Toolkit from a pedagogical perspective: https://www.hood.edu/academics/josephine-steiner-student-success-center/online-success-toolkit. In addition, the Graduate School has many resources available to help students understand the cost, payment plans, and financial aid resources associated with our degree programs.

Source:https://www.hood.edu/graduate/admission/funding-your-education?utm_medium=Google&utm_source=display&utm_campaign=HoodGraduate

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.

Hood College follows a model of centralized recruitment and admissions under the direction of The Graduate School, led by the Dean of the Graduate School. Program information for all programs offered at Hood College is readily available on the College's website. The information is presented in a user-friendly format. The STEM MBA program, if approved, will be posted in a similar manner. Recruitment and advertising materials for the program will also be posted on the website and distributed at academic fairs and professional conferences. The program will have a webpage with detailed program information that will include learning and student outcomes. The website will be monitored and updated as needed. The application form will be easily accessible to prospective students on the College's website.

H. Adequacy of Articulation

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

<mark>Not applicable.</mark>

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

1. Provide a brief narrative demonstrating the quality of the 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.

Over seventy-eight (78%) of the business faculty likely to teach in the proposed STEM MBA program hold doctoral or terminal degrees. With a low student-to-faculty ratio (25:1) at the MBA level, students are given high-quality, personalized attention, which fosters their academic and professional success. See Table 7 for a complete list of academically qualified faculty who will teach and advise STEM MBA students.

Table 7: Academically Qualified Faculty

Faculty	Appointment Type	Terminal Degree, Title, and Field	Academic Title,	Courses they will teach in the program
Devan, Larry	Non -Tenure Track	MBA	Adjunct Professor, part-time	MGMT 553, MGMT 562, MGMT 568

Duncan, Laura	Non - Tenure Track	MBA, JD	Adjunct Professor, part-time	MGMT 554
Dupont, Marc	Tenure Track	Ph. D.	Assistant Professor, full-time	MGMT 551, MGMT 563
Gurzick, David	Tenured	Ph.D., Management and Computer Science	Professor, full-time	MGMT 550, MGMT 566, MGMT 573, MGMT 583
Johnson, Carrie	Non - Tenure Track	Doctorate in Organizational Leadership	Adjunct Professor, part-time	MGMT 560
Jose, Anita	Tenured	Ph.D., Management	Professor, full-time	MGMT 590
Joshi, Janak	Tenured	Ph.D., Economics	Associate Professor, full-time	ECON 551, ECON 560
Joshi, Mahesh	Non-Tenure Track	Ph.D., Management	Dean & Professor, full-time	MGMT 590
Kim, Sang	Tenured	Ph.D., Economics	Assistant Professor, full-time	ECON 551, ECON 560
Li, Tianning	Tenured	Ph.D., Finance	Associate Professor, full-time	MGMT 561, MGMT 576, ECMG 578
Qiao, Yankuo	Tenure Track	Ph.D., Finance	Assistant Professor, full-time	MGMT 565, MGMT 577, MGMT 581
Racheff, Jim	Non - Tenure Track	Candidate, Doctorate in Business Administration	Adjunct Professor, part-time	MGMT 567
Radwan, Rania	Non - Tenure Track	Doctorate in Business Administration	Adjunct Professor, part-time	MGMT 566
Reinarts, Nick	Tenure Track	Ph.D., Economics	Assistant Professor, full-time	ECON 560
Valenzuela, Ray	Non - Tenure Track	Ph.D., Organizational Leadership	Adjunct Professor, part-time	MGMT 564, MGMT 569
Van Winter, Jerrold	Tenured	Ph.D., Marketing	Associate Professor, part-time	MGMT 551, MGMT 563
Witmer, Hope	Non-Tenure Track	Ph.D., Management	Associate Professor, full-time	MGMT 560

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

   a. Pedagogy that meets the needs of the students

The College hosts a Center for Teaching and Learning. The Center's purpose is to "provide support and encouragement to explore, develop and refine teaching pedagogy to promote academic excellence, and it is committed to promoting teaching and learning as ongoing and collaborative processes of inquiry, experimentation and reflection." It is a collaboration of faculty and staff that promotes and supports

pedagogy, teaching innovation and faculty scholarship/research in all of its forms.
Further, the Center's mission is to:

- Promote the value and practice of excellent teaching in and out of the classroom to facilitate student learning and growth.
- Serve as an on-campus resource that provides professional development opportunities to promote teaching and learning.
- Provide opportunities for faculty to reflect on their work and share and learn from the experiences and expertise of their colleagues.
- Encourage faculty collaboration to enhance and refine their teaching.
- Promote active engagement and innovation in teaching and learning; and Act as a hub for knowledge of effective, evidence-based practices and a conduit to bring faculty together.

Source: https://www.hood.edu/academics/center-teaching-learning

All faculty will have access to a small research stipend to advance individual research in their field and access to travel funds for attending and presenting new material at conferences.

b. The learning management system

Hood College uses the Blackboard Learning Management System (LMS) to provide the following support services in a format appropriate for the delivery of hybrid and online offerings.

- Support for different digital modality types in the delivery of online content. There are three supported types: fully online programs, online courses (individual online courses that are available both to students enrolled in fully online programs and to students enrolled in face-to-face programs) and mixed-modality or hybrid courses.
- Support different instructional strategies using Screencast-O-Matic.com.
- Support for course assessment using the online portal SmartEvals.com.
- Support for video collaboration, by enabling the online portal Skype for Business; accessible from within the College's Office 365 Organization.
- Support for academic advising, by enabling the online portal Skype for Business; accessible from within the College's Office 365 Organization.
- Support for ordering new or used, renting, buying back traditional textbooks, or purchasing instant eBooks using the online bookstore portal BarnesAndNoble.com.
- Support early alerts for students using Self-Service by Ellucian.
- Support predictive analytics by enabling Microsoft's Power BI or another analytics tool.
- Support accessibility compliance such as ADA 508, using the Blackboard Ally product.
- Support for Open Educational Resources (OER).
- Support adaptive courseware by enabling a third-party provider of digital adaptive content and programming.
- Support user authentication and testing authentication, by enabling a lock down browser and online proctoring software.
- Support 24/7 technical support by enabling an after-hours support option such as a virtual assistant service, technical call center, or staff resource.
- Support adequate access to learning resources, including library, information resources, laboratories, equipment, and tracking systems, by enabling 24-hour access to the Beneficial-Hodson Library.
- Support for student complaints by enabling a third-party, anonymous suggestion box for the LMS environment.

- Support from and access to student services, including financial aid, course registration, and career and placement counseling, through the Hood.edu website and by enabling an after-hours support option such as a virtual assistant service, technical call center, or staff resource.

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

Although the proposed program will be a hybrid, some courses will be offered fully online. For such courses, Hood College is compliant with C-RAC (Council of Regional Accrediting Commissions) guidelines and best practices; the College was approved to offer fully online programs by MSDE, MHEC and the Middle States Commission on Higher Education (MSCHE) in 2019. We have a robust academic program review requirement to which this proposed online program will be subjected if approved. Hood College provides ongoing pedagogy training for online faculty in evidenced-based best practices as well through the Center for Teaching and Learning described above in Section I.2.a.

Hood College's training program includes a two-part series of training courses. Faculty commit to actively participating in an intensive, 10-day training course for each part of the training series. Part I of the training series occurs twice each year, and its content includes critiquing and creating a hybrid syllabus, building meaningful connections between face-to-face and online learning activities, establishing an online learning community, engaging learners in the online setting, and encouraging active online participation.

Part II of the training series focuses on teaching and learning in fully online courses. Training participants utilize a range of resources, including a current textbook, instructional and support videos, online tools, and more, to explore research-based best practices in online teaching and learning. Training participants apply this learning to the development of online content, including building an online learning community, creating purposeful activities that maximize the use of the online medium, and assessing students' understanding of core content using multiple online tools. Participants also learn about and demonstrate competence with Blackboard, the College's online learning environment and course management system. They utilize a range of Blackboard features, including collaboration tools, progress monitoring, assessment, assignments, and plagiarism tools. They also utilize the College's Office 365 suite, which includes Word and PowerPoint. Other online teaching, learning and collaboration resources such as YouTube and Zoom are explored. Participants utilize the range of tools to design effective online lessons, online course syllabi, and assessment rubrics. The content in the training series is routinely updated with current, evidence-based resources and tools.

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

The Beneficial-Hodson Library supports graduate and undergraduate programs through spaces, physical resources, online resources, research help from librarians, and workshops. The library includes 22 group study rooms, state-of-the-art presentation and screen-sharing technology, and a self-serve café to support extended stays in the library. The building is open 24 hours a day, 7 days a week to all Hood College students, staff, and faculty.

The library offers a "single sign-on" authentication to access its resources, reducing friction points for students accessing library electronic resources. The library contracted with ExLibris to implement the Alma Library Services Platform with an integrated Primo Discovery Layer. It integrated RapidO/RapidILL interlibrary loan modules. This platform makes accessing information easier and quicker. It provides greater access to open-access journals, eBooks, and repositories across the globe. The library continues to partner with OCLC for interlibrary loan. The library licenses two large academic eBook collections from ProQuest and EBSCO, as well as one of the largest collections of online videos from Academic Video Online. The library adds to its collection of print books via faculty recommendations. It puts textbooks on course reserves to help address the increasing costs of textbooks.

Hood students and faculty have access to over 150 licensed academic databases, and those specifically supporting Business and Economics students are listed below, along with online resources:

Journal Articles Access
- Academic Search Ultimate Scholarly journal and other articles covering all subject areas. Full text.
- Business Source Premier Scholarly journal articles, company and industry profiles, and SWOT analyses.
- IEEE Xplore Digital Library Includes citations for journal articles in information management.
- JSTOR Scholarly journal articles covering all subject areas. Full text.
- Social Science Research Network (SSRN) Open access scholarly working papers in the social sciences.
- Google Scholar Open access citations for books, articles, and other documents.

Business News Articles and Online Data Access
- Bloomberg Businessweek: Articles on the people, companies, events, and trends affecting business.
- Mergent First Research: Industry-specific sales and marketing information.
- Newspapers: Current Articles from the Baltimore Sun (1990-present), Christian Science Monitor (1988-present), New York Times (1980-present), Wall Street Journal (1984-present), and Washington Post (1987-present). Full text.
- Newspapers: Historical Archives from the New York Times (1851-2010), Wall Street Journal (1889-1996), and Washington Post (1877-1992). Full text.
- Nexis Uni, previously known as LexisNexis: Access to major U.S. and international news sources, SEC filings, company reports, case law, and government documents. Full text.
- Wall Street Journal: International daily news coverage (1984-present).
- Bloomberg Business News
- CNN Money -- Business News
- Reuters Business & Financial News
- Business Source Premier: Company Profiles (EBSCO)
- Mergent Archives: Historical corporate annual reports, digitized Moody's Manuals, equity research reports, and industry reports. Full text.
- Mergent Market Atlas: Searchable database with financial details for active and inactive public companies. Downloadable data and reports.
- U.S. Securities and Exchange Commission (SEC): Electronic Data Gathering, Analysis, and Retrieval (EDGAR)
- World's Biggest Public Companies (Forbes)
- Dun and Bradstreet Key Business Ratios Key business ratios (solvency, efficiency, and profitability) for public and private companies.
- MarketResearch Academic: Current and historical information on markets and industries. Data and full-text reports.
- Mergent First Research: Industry-specific sales and marketing information.
- S&P Global NetAdvantage Industry, company, and investment analysis (industry surveys, stock reports, key ratios, benchmarks, constituents, etc.).
- Bureau of Economic Analysis: Industry Economic Accounts
- Industry Statistics Portal
- Introduction to Company Research-Library of Congress
- U.S. Dept. of Commerce: Economic Indicators
- Federal Digital System (FDsys): Economic Indicators
- Federal Reserve Archive (FRASER)
- U.S. Census Bureau: Economic Indicators

- The World Bank: World Development Indicators
- World Development Report 2024: The Middle-Income Trap
- Bureau of Labor Statistics: Consumer Price Index
- Center for Economic and Policy Research (CEPR)
- Congressional Budget Office
- Economic History Association
- Economic Policy Institute (EPI)
- U.S. Dept. of Commerce: Bureau of Economic Analysis (BEA)
- U.S. Census Bureau: E-stats Report
- White House Office of Management and Budget
- Data.gov
- FedStats
- Statistical Abstract of the United States, Online Edition
- The Federal Reserve: Economic Research and Data
- Federal Reserve in Print
- Federal Reserve Economic Data (FRED)
- Centre for Research on Multinational Corporations (SOMO)
- The Economist: Global Forecasting Service
- Foreign Exchange Rates - Federal Reserve System
- Global Entrepreneurship Monitor (GEM)
- Global Trade-Knowledge Resource Section
- International Monetary Fund (IMF): Data and Statistics
- International Monetary Fund (IMF) Reports (by Subject)
- Islamic Development Bank (IDB)
- McKinsey Global Institute: Research
- Organization for Economic Cooperation and Development (OECD): iLibrary
- Organization of the Petroleum Exporting Countries (OPEC)
- Peter G. Peterson Institute for International Economics (PIIE)
- United Nations Conference on Trade and Development (UNCTD)
- World Institute for Development Economics Research (UNU-WIDER
- World Economic Forum

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

1. Provide an assurance that physical facilities, infrastructure, and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences.

The network infrastructure at Hood College needed to run the proposed STEM MBA program is more than adequate. The Delaplaine School of Business at Hood College has already established sufficient hardware and software capacity to support this program. Besides regular classrooms and Zoom (for bi-modal lecture delivery), classrooms have additional resources for financial analysis and data analysis available. For instance, a separate room in the computer science suite already hosts information technology infrastructure components such as routers, switches, workstations, and a computer on wheels (COW) cart with several laptops and network switches that enable the creation of ad hoc portable computer networks. This infrastructure is designed to be isolated from the Internet. It can be seen as three

distinct policy domains: attack, target and administrative, constituting an ideal stand-alone experimental cyberspace, allowing students to experiment with a full range of Cybersecurity attacks and defenses. The College has invested in the construction of a new cybersecurity lab, which will house additional servers and support the online sections of the cybersecurity program.

The Hood College Virtual Computing Lab (VCL) is a cloud computing platform powered by the Apache Software Foundation's Virtual Computing Lab software. VCL provides students with specialized software and enables students to conveniently access lab and classroom software remotely through a virtual environment at any time (24 hours per day, 7 days per week). Students can access VCL through their own Windows, Mac, iPad, iPhone, or Android devices. The VCL environments are not shared (i.e., one user to one machine), providing students with a safe and secure computing platform essential to the Cybersecurity courses offered at Hood College. Further, the proposed curriculum will be taught using existing resources such as the campus library and standard classroom facilities. Some courses will be taught in bi-modal or online, depending on an individual student's course selections.

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

Hood College ensures that our students and faculty have adequate and uninterrupted access to the College's electronic mailing system (via Office 365).

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

Blackboard is Hood College's LMS software platform, which provides the necessary technological support for current and new courses for the proposed program:
- Support for different digital modality types in the delivery of online content: Fully online programs, online courses and mixed-modality or hybrid courses.
- Support different instructional strategies using Screencast-O-Matic.com and online portal SmartEvals.com.
- Support for video collaboration; accessible from within the College's Office 365 Organization.
- Support for academic advising: accessible from within the College's Office 365 Organization.
- Support for ordering new or used, renting, buying back traditional textbooks, or purchasing instant eBooks using the online bookstore portal BarnesAndNoble.com.
- Support early alerts for students using Self-Service by Ellucian.
- Support predictive analytics by enabling Microsoft's Power BI or another analytics tool.
- Support accessibility compliance such as ADA 508, using the Blackboard Ally product.
- Support for Open Educational Resources (OER).
- Support adaptive courseware by digital adaptive content and programming.
- Support user authentication for testing: a lock down browser and online proctoring software.
- Support 24/7 technical support, by enabling an after-hours support option such as a virtual assistant service, technical call center, or staff resource.
- Support adequate access to learning resources, including library, information resources, laboratories, equipment, and tracking systems, by enabling 24-hour access to the library.
- Support for student complaints by enabling a suggestion box for the LMS environment.
- Support from and access to student services, including financial aid, course registration, and career and placement counseling, through the Hood.edu website and by enabling an after-hours support option such as a virtual assistant service, technical call center, or staff resource.

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

We anticipate a consistent increase of students enrolled each year as the program gains visibility and prominence. See detailed revenue projections and expenditures in Tables 8 and 9 (on the next two pages).

We are highly conservative in our revenue estimates while anticipating higher expenditure levels. Despite such an effort, the program projects a surplus over the long term. We have broken the estimates into two tables (Program Resources – Table 8; Program Expenditures – Table 9).

Table 8: STEM MBA PROGRAM RESOURCES

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	$ 129,270	$ 283,536	$ 373,659	$ 423,522	$ 436,356
a. Number of Full time students *	0	0	0	0	0
b. Annual tuition/Fee rate	0	0	0	0	0
c. Total F/T Revenue (a x b)	0	0	0	0	0
d. Number of Part time students	10	22	30	33	33
e. Credit rate hour **	$ 695	$ 716	$ 737	$ 759	$ 782
f. Annual credit Hour rate ***	18.6	18	16.9	16.90909	16.9091
g. Total P/T Revenue (d x e x f)	$ 129,270	$ 283,536	$ 373,659	$ 423,522	$ 436,356
3. Grants, contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
Total (Add 1 - 4)	$ 129,270	$ 283,536	$ 373,659	$ 423,522	$ 436,356

* Since we do not charge a yearly fixed fee for our MBA students all students are reported as part time students. Some foreign students have to maintain a minimum number of credits but for these calculations they are considered part time too.

** We have calculated a 3% increase in the tuition rate every year

*** Annual Credit rate is the average of students taking 3 credits a year to 24 credits based on our past experience in the MBA program

Table 9: STEM MBA PROGRAM EXPENDITURE

Expenditure category	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	$ 11,500	$ 11,500	$ 17,768	$ 18,301	$ 18,850
a. Number of FTE (# adj x 0.125 FTE fraction)	0.25	0.125	0.375	0.375	0.375
b. Total Salary (#adj x salary)*	$ 10,000	$ 10,000	$ 15,450	$ 15,914	$ 16,391
c. Total benefit**	$ 1,500	$ 1,500	$ 2,318	$ 2,387	$ 2,459
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total benefit	0	0	0	0	0
3. Support Staff (b + c below)	0	0	$ 3,250	$ 3,348	$ 3,448
a. Number of FTE	0	0	0.25	0.25	0.25
b. Total Salary	0	0	$ 2,500	$ 2,575	$ 2,652
c. Total benefit	0	0	$ 750	$ 773	$ 796
4. Technical Support Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or renovated space	0	0	0	0	0
7. Other expenses (supplies, Marketing & Professional expenses)***	$ 49,500	$ 19,600	$ 20,750	$ 20,850	$ 23,000
Total (Add 1 - 7)	**$ 61,000**	**$ 31,100**	**$ 41,768**	**$ 42,498**	**$ 45,297**

* We start with the adjunct salary of 5000$ and later increase it by 3% after the second year

** Benefit also increases by 3% after the second year

*** The initial year launch has a large marketing budget

Additional Assumptions about Revenue & Expenses:

- The total credit hours required are 51 credits, including foundation courses. The past three years' data suggest that, on average, we have waived the 11.9 credits requirement of the foundation courses (effectively, that is 12 credits). So, the typical program revenue based on these calculations is 39 total credits for each student.
- We anticipate a consistent increase of students enrolled each year as the program gains visibility and prominence.
- Attrition Rate for returning (second-year students): On average, we use an attrition rate of 10%, annually, for second-year students.
- We anticipate a consistent increase of students enrolled each year as the program gains visibility and prominence.
- We are displaying revenue derived from new student credit hours; we are not counting on students enrolled in other programs (such as Regular MBA, DBA, or seniors in our UG Business Admin program who sometimes take our MBA classes).
- Most of the courses for STEM MBA will be offered along with regular MBA.
- We do not plan to recruit any new full time (annual contract AC - based) faculty to support this program for the foreseeable future.
- We will need two/three adjunct faculty (on an overload basis) for additional students who take STEM-based courses. Most classes will be with a regular MBA, where we have room for capacity built up.
- Advertising and Marketing – digital and standard platforms (social media and traditional print campaigns).
- As the program grows, we estimate a quarter extra time for a staff position.
- Professional services of consultants are used in the current MBA program, and similar professionals will be used. Our accreditation agency (per student) requires some assessment of learning tests, which is reflected in the "other" category.

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 STEM MBA program's evaluation framework is aligned with the Accreditation Council for Business Schools and Programs (ACBSP) standards, ensuring consistent and rigorous assessment of educational quality. Evaluation procedures include:

- **Course Evaluation:** Courses are reviewed using student feedback surveys, faculty peer evaluations, and curriculum alignment checks to ensure that course objectives meet program learning goals and ACBSP standards.
- **Faculty Evaluation:** Faculty performance is assessed through annual reviews, including classroom observations, student evaluations, and professional development activities. Faculty are encouraged to align their teaching strategies with the program's objectives.
- **Student Learning Outcomes (SLOs):** Each SLO is mapped to key assignments and projects within the curriculum, with specific performance indicators. Results are systematically archived in **Chalk and Wire (now called Anthology Portfolio)**, Hood College's assessment system, enabling data-driven improvements and ensuring accountability.

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.

The effectiveness of the STEM MBA program will be evaluated through a comprehensive framework,

ensuring compliance with ACBSP standards and alignment with Hood College's commitment to continuous improvement:

- **Assessment of Student Learning Outcomes:** Each SLO is tied to specific courses, focusing on practical applications such as financial analysis, operational strategy, and data-driven decision-making. Assignments and projects are evaluated using standardized rubrics, with results documented in **Chalk and Wire (now called Anthology Portfolio)** for analysis and feedback.

- **Student Retention and Graduation Rates:** Retention and graduation rates are tracked annually to identify trends and implement targeted interventions. Academic advising, career counseling, and student support services are key to enhancing retention.

- **Student and Faculty Satisfaction:** End-of-semester surveys measure satisfaction with program delivery, instructional quality, and overall experience. Faculty satisfaction is assessed through engagement with professional development opportunities and feedback on administrative support.

- **Cost-Effectiveness:** Program financial performance is reviewed regularly to ensure sustainability. Metrics include tuition revenue, faculty and administrative costs, and resource utilization. Adjustments are made as needed to optimize program value.

The STEM MBA program's evaluation plan is based on the current evaluation of the MBA program approved by ACBSP.

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.

41.3% of the student body are from under-represented racial or ethnic populations - one of the highest percentages across colleges/universities in Maryland—which demonstrates Hood College's commitment to a diverse student population.

The Offices of Community and Inclusivity and International Student Services (OCI/ISS) provide programs and initiatives for students and support activities for African American, Hispanic, Asian, Native American, and international students and organizations such as the International Club, Black Student Union and La Comunidad. To meet the needs of the growing number of students from other countries, the director of ISS assists these students in adjusting to a new country and achieving their educational objectives. The Graduate School and student-led groups, like Graduate Students of Color (GSOC) and the Graduate Student Association (GSA), support additional graduate programming on inclusivity. The College also has a strong history of supporting our students of color through a variety of successful grant initiatives.

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

This program is not directly related to an identified low-productivity program.

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

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

The proposed program will be an on-campus/hybrid program, not a fully online program. However, as per the information below, we are eligible to offer fully online programs (and thus online courses, by extension).

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

Modes of delivery for the proposed STEM MBA program will include traditional face-to-face, hybrid, synchronous and/or asynchronous online instruction. Hood College has several fully online programs, which we have been approved to offer by both MSCHE and MHEC since 2019. Thus, we have demonstrated through multiple reporting requirements that we adhere to all C-RAC guidelines to deliver content effectively online. Faculty will also be required to complete the College's training in hybrid and online instructions offered through the Center for Teaching and Learning. Additional faculty support for online course development is provided by an instructional designer as needed.

Appendix A
Our Correspondence with the Accreditation Agency (ACBSP) Concerning STEM MBA

From: Jose, Anita <ajose@hood.edu>
Sent: Monday, July 8, 2024 8:17 PM
Subject: Fwd: Hood College - ACBSP Reaffirmation letter

Dear Colleagues:

Greetings from Udaipur, India!

We have great news from the ACBSP! As the courses will be identical to the current ones, our proposed STEM-designation will not affect the accreditation of the MBA program. (Both programs, old and new, will remain accredited.) Please see the forwarded email from Dr. Depoo, Director of Accreditation at ACBSP.

Take care.
Best,
Anita
_____
From: Lucie Depoo <ldepoo@acbsp.org>
Date: July 9, 2024 at 5:27:22 AM GMT+5:30
To: "Jose, Anita" <ajose@hood.edu>
Cc: ani2307@yahoo.com
Subject: RE: Hood College - ACBSP Reaffirmation letter

Hello Anita,

Good that you reached out!

Since the courses will be identical, it will not affect your accreditation. Your MBA will remain accredited. Just inform us of this change in your upcoming report.

Let me know if you have any questions.

Lucie
Lucie Depoo, Ph.D.
Director of Accreditation
ldepoo@acbsp.org
+1 (913) 339-9356
_____
From: Jose, Anita <ajose@hood.edu>
Sent: Monday, July 8, 2024 12:16 AM
To: Lucie Depoo <ldepoo@acbsp.org>
Cc: ani2307@yahoo.com
Subject: Re: Hood College - ACBSP Reaffirmation letter

Dear Dr. Depoo:

Greetings! Hope you are doing well.

I am writing as the ACBSP Accreditation Coordinator at Hood College. I have a rather unusual question.

As you know, our MBA program is ACBSP accredited. We are looking to change two of our MBA focus areas (in finance and data analytics) to STEM-designated tracks, mainly to benefit international students. Maryland Higher Educational Council requires us to submit a new application for this change as it requires a CIP code change. The idea is to retain our current MBA (without the two aforementioned tracks) and then create a new STEM MBA for the two tracks. Please note that the courses will be identical as the current ones.(Currently, we have 10 core classes and 2 elective classes required for the MBA. This is in addition to the 5 foundations classes for students without the business degree at the undergraduate level.)

We are wondering about the implications of this proposed change on the ACBSP accreditation. Since all the courses will be identical, would this affect our accreditation? Please let me know if you need additional information.

Thank you in advance for letting me know.

Regards!
Best,
Anita