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December 12, 2017

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

Dear Secretary Fielder:

I am proud to present to you a proposal for the substantial modification of the existing Master of Business Administration (MBA) program at Frostburg State University (FSU). While maintaining its original focus on general management, the MBA program is repackaging its existing curriculum to meet the needs of regional employers and enhance the marketability of its graduates by offering more specialized areas of concentration in business analytics and health care management. Hence, in addition to expanding the educational and professional opportunities offered by the existing program, the proposed new concentrations are specifically designed for areas of job market growth and will attract students who seek jobs in the areas of business analytics, health care management, or management and target students both nationally and globally.

By responding to local, regional, national, and global challenges, the proposed program changes align with FSU's mission to expand its academic programming with a specific focus on preparing a changing student population for an era of complexity and globalization. This is a key element in Frostburg's current strategic plan and is essential to the university's economic, educational, and professional development responsibilities to serve both state and regional workforce development needs.

We would appreciate your support for this addition to FSU's master's degree program offerings and recognize the benefit it would have for the state. A check for \$250 is enclosed to cover the fees for substantial changes to a degree program. If you have any questions, please do not hesitate to contact me or our Interim Associate Provost, Dr. Doris Santamaria-Makang at [dsantamaria@frostburg.edu](mailto:dsantamaria@frostburg.edu).

Sincerely,

A handwritten signature in black ink that reads 'Ronald Nowaczyk'.

Dr. Ronald H. Nowaczyk  
President

pc: Robert Caret, Chancellor, USM  
Elizabeth A. Throop, Provost and Vice President for Academic Affairs  
Sudhir Singh, Dean, College of Business

Maryland Higher Education  
Academic Program Proposal

**PROPOSAL FOR:**

- NEW INSTRUCTIONAL PROGRAM  
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION  
 COOPERATIVE DEGREE PROGRAM  
 WITHIN EXISTING RESOURCES or  REQUIRING NEW RESOURCES

*(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)*

**Frostburg State University**

Institution Submitting  
Proposal

**Fall 2018**

Projected  
Implementation Date

**MBA**

Award to be Offered

**Master of Business Administration with concentrations in  
Business Analytics, Health Care Management, and  
Management**

Title of Proposed Program

Suggested HEGIS Code

Suggested CIP Code

**MBA Program**

Department of Proposed Program

**Dr. Yan Bao**

Name of Department Head

**Dr. Yan Bao**

Contact Name

**ybao@frostburg.edu**

Contact E-Mail Address

**301-687-4272**

Contact Phone Number

Signature and Date

President/Chief Executive Approval

Date

Date Endorsed/Approved by Governing Board

**Frostburg State University**  
**Substantial Modification to Existing Program**  
**College of Business**  
**Master of Business Administration**

**A. Centrality to institutional mission statement and planning priorities:**

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

Frostburg State University (FSU) has offered a Master of Business Administration degree since 1989. To meet the needs of employers and students, the program has transformed over time but has remained a 36-42 credit hour program, currently being delivered in a purely online delivery environment. The current curriculum provides a general MBA degree through 12 core courses in order to prepare students in the area of management, along with coverage in the areas of accounting, economics, finance, human resources, leadership, marketing, and strategic planning. This proposal seeks to undertake significant redesign of the curriculum that, while retaining the 36-42 credit program structure, offers 8 core courses (24 credits) and three areas of concentration, with 4 courses (12 credit hours) each, to include business analytics, health care management, and management.

FSU has provided pathways to success for students for well over a century. Founded in 1898 to prepare teachers, the University today is a public, comprehensive, co-educational institution offering a wide array of programs at the undergraduate, graduate, and doctoral levels. As the only constituent USM institution west of the Baltimore-Washington corridor, it serves as the premier educational and cultural center for Western Maryland. FSU fulfills a unique role in public and community service and has the distinction of offering opportunities for advanced learning for the employees of area businesses and professions. Consequently, this proposal is in direct alignment with the institution's mission stated below and in recognition of its societal responsibility to address workforce development and to prepare leaders in the State of Maryland, and particularly the Western Maryland region, for a complex, changing, and global society.

**Mission:**

*Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master's and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.*

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

FSU remains committed to providing our students with skills and knowledge for improved marketability in an ever changing and competitive environment. This is evidenced in FSU's current strategic plan, *Goal 1: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.*

This proposed redesign of the MBA program curriculum to include areas of concentration in business analytics, health care management, and management, supports the above goal directly through improved relevancy of the program curriculum. It not only aims to meet regional, state, and national workforce demands but, more importantly, also assures that the curriculum equips students with the 21<sup>st</sup> century skills and knowledge needed in contemporary organizations.

**B. Critical and compelling regional or Statewide need as identified in the State Plan:**

**1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State.**

Since 1989, FSU has offered an MBA program designed to advance students' general management knowledge and skills to take on leadership positions in any industry. However, the job market has been changing rapidly and is requiring graduates to have more specialized skills, particularly in the use of data. According to Manyika et al. (2011)<sup>1</sup>, the importance of having deep analytical skills is critical to the ability to keep pace with the growing demand for such talent, with the shortfall that could exceed 140,000 to 190,000 positions by 2018.

In the area of health care, the environment is also changing rapidly because of the policy changes impacting the industry. MBA students seeking to enter the health care industry have improved career opportunities if they have knowledge of how the foundational areas of management can be applied to this particular industry. The newest data from the Bureau of Labor Statistics (BLS) indicates that, nationwide, health care job growth is expected to account for a large share of the 11.5 million new jobs between 2016 and 2026 (BLS, October 24, 2017). This need is not only present in the health practitioner fields, but in the supporting field of medical and health management. The regional medical centers in all three western counties in Maryland—Garrett, Allegany and Washington—are major employers in the region.<sup>2</sup> As the only four-year institution west of the Baltimore/Washington corridor, FSU plays a major role in workforce development and must respond by assuring that graduates who want to live and work in Western Maryland possess skills in order to be competitive in this job market.

These acknowledged changes in the job market have served as the impetus for FSU's decision to seek such a major curricular redesign of its MBA program, which will retain its original focus on general management but now also offer more specialized options for business analytics and health care management.

To assure that that the plans for curricular change are aligned with the workforce needs of the region, FSU consulted two primary regional employers, one in the data analytics industry and another in the health care industry, to gain deeper insights into the job market and to seek input that is relevant to the design of the curriculum. Both employers have provided strong support for this redesign effort and indicated that the concentrations in business analytics and health care management will meet the needs of employers for these specialized skill sets and enhance the marketability of FSU's MBA graduates. (See attached support letters).

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<sup>1</sup> Manyika, J., Chui, M., Brown, B., Bughin, J., Dobbs, R., Roxburgh, C., & Byers, A. H. (2011). Big data: The next frontier for innovation, competition, and productivity.

<sup>2</sup> Maryland Department of Commerce. <http://commerce.maryland.gov/commerce>

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

This proposed change to the MBA curriculum is in support of both the *Maryland Ready Plan* and FSU's mission to serve state and regional workforce development needs, as the new curriculum is not only focused on continuing our general management option, but also on augmenting graduates' skills in two areas where significant job growth is projected: business analytics and health care management.

Hence, FSU's plan to redesign the MBA curriculum to include concentration areas in business analytics, health care management, and management is a response to both national trends, as identified by BLS data, and state needs as articulated, in part, via the following statement in the *Maryland Ready Plan Goal: Economic Growth and Vitality* document: "*Maryland Ready* places special emphasis on two elements of economic vitality, both of which are critical to sustaining the State's economic growth: workforce development and commercialization of research." (Maryland Ready, p. 52).<sup>3</sup>

### C. Quantifiable and reliable evidence and documentation of market supply & demand in the region and State:

Table 1 below demonstrates the State's potential demand for programs that prepare managers and leaders, including those in the fields of business analytics and health care management. This evidence of projected demand is based upon the program's Classification of Program (CIP) code of 52.0201. This has been cross-referenced with the Bureau of Labor Statistics Standard Occupational Codes (SOC) that classify and indicate the professions and occupations in areas of business analytics, health care management, and management that graduates of programs with the CIP taxonomy are likely to pursue.

This evidences the potential for 82,600 new and additional positions between 2014 and 2024 in occupations for which the program prepares graduates or 8,260 per annum. Examining more closely by concentration and matching SOC codes to specific concentrations, data shows that there is strong evidence to support annual job openings in each area of the proposed concentrations. Business analytics and management projections are shown in Table 2 indicating 8,022 per annum new and additional positions, while the jobs in health care management will grow by 3,390 each year as indicated in Table 3. (Maryland DLLR, 2017)<sup>4</sup>

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<sup>3</sup> Maryland Ready 2013-2017: Maryland State Plan for Postsecondary Education.  
[http://mhec.maryland.gov/Documents/MHECStatePlan\\_2014.pdf](http://mhec.maryland.gov/Documents/MHECStatePlan_2014.pdf)

<sup>4</sup> Maryland Department of Labor, Licensing & Regulation Office of Workforce Information and Performance.  
<http://www.dllr.maryland.gov/lmi/iandoproj/maryland.shtml>

**Table 1. Maryland Long Term Occupational Projections (2014 - 2024) (SOC) Cross Walked to All Concentrations**

		2014	2024	Change	Pct. Change
13-1000	Business Operations Specialists	112,082	134,805	22,723	20.27%
13-1199	Business Operations Specialists Other	23,411	26,857	3,446	14.72%
11-1020	General and Operations Managers (Broad Category)	47,909	56,675	8,766	18.30%
11-0000	Management Occupations	163,167	194,692	31,525	19.32%
11-3000	Operations Specialties Managers	36,345	43,931	7,586	20.87%
11-3010	Administrative Service Managers	6,927	8,373	1,446	20.87%
15-2031	Operations Research Analyst	3,193	4,370	1,177	36.86%
13-1111	Management Analyst	18,517	22,068	3,551	19.18%
11-9110, 11-9111	Medical and Health Services Managers	11,371	13,751	2,380	20.93%
	Total	422,922	505,522	82,600	

**Table 2. Maryland Long Term Occupational Projections (2014-2024) (SOC) Cross Walked to Concentrations of Management and Business Analytics**

		2014	2024	Change	Pct. Change
13-1000	Business Operations Specialists	112,082	134,805	22,723	20.27%
13-1199	Business Operations Specialists Other	23,411	26,857	3,446	14.72%
11-1020	General and Operations Managers (Broad Category)	47,909	56,675	8,766	18.30%
11-0000	Management Occupations	163,167	194,692	31,525	19.32%
11-3000	Operations Specialties Managers	36,345	43,931	7,586	20.87%
11-3010	Administrative Service Managers	6,927	8,373	1,446	20.87%
15-2031	Operations Research Analyst	3,193	4,370	1,177	36.86%
13-1111	Management Analyst	18,517	22,068	3,551	19.18%
	Total	411,551	491,771	80,220	

**Table 3. Maryland Long Term Occupational Projections (2014-2024) (SOC) Cross Walked Concentration of Health Care Management**

		2014	2024	Change	Pct. Change
11-9110, 11-9111	Medical and Health Services Managers	11,371	13,751	2,380	20.93%
11-0000	Management Occupations	163,167	194,692	31,525	19.32%
	Total	174,538	208,443	33,905	

FSU's MBA program redesign is expected to result in conservative but steady enrollment growth (see Table 4) as it will provide a more relevant curriculum in areas with favorable prospects for job growth in the state and region. Importantly, the employment market suggests a need for more MBA graduates with graduate-level training in data analytics and health care management than what is currently being produced by educational institutions.

**Table 4. Total MBA Enrollment Trends and Projections**

Total	2014	2015	2016	2017	2018	2019	2020
MBA	277	275	219	175	197	239	289

Data Source: Data for 2014-2017 is obtained from FSU Office of Assessment and Institutional Research.

## **D. Reasonableness of program duplication**

FSU is not proposing a new program but rather undertaking substantial modification of a current program through a redesign of the current MBA curriculum, in an effort to improve the relevancy of the program to meet regional, state, and national workforce needs. In an effort to evaluate any potential duplication of the proposed program design, which includes new areas of concentration, vis-à-vis other institutions' offerings, a thorough review of MBA programs in the state of Maryland was conducted. Our analysis reveals that this proposal does not pose any risk of program duplication.

According to the MHEC program inventory list, cross-referenced with the degree trends file, there are 25 approved and active programs in the state of Maryland within the CIP codes 52-0101 and 52-0201. While FSU's MBA is aligned with the CIP 52-0202, there are other MBA programs listed under the CIP code of 52 -0101. In an effort to provide an accurate review of the potential for duplication of FSU's proposed new MBA curriculum, we will discuss only those programs within the two identified CIP codes that award the degree of Master of Business Administration or degrees most closely aligned with the MBA. In all, 17 programs have been identified that meet these criteria (See Table 5 below). Also, please note that the Towson/UB MBA program is listed separately on the inventory list but offers a joint program. For the purpose of discussing duplication, we will refer to the Towson/UB program as one program.

For purposes of comparison, a review of the various program websites was completed. The key aspects compared were method of instructional delivery and availability of concentrations specifically in business analytics and health care management. The management concentration was excluded from this comparative review effort, as most MBA programs offer an option in general management or administration as the program's foundation. After this review, the list of comparable programs we identified includes only two similar programs, namely those of Towson/UB and University of Maryland, College Park.

The Towson/UB program is most similar to FSU's proposed redesign as both concentrations of Data Analytics and Health Care Management are offered within the program and the program itself is offered entirely online. The UMCP program, alternatively, offers only one similar concentration, entitled "Information Systems and Business Analytics." Both programs offer a wider menu of concentrations, while FSU will be offering only the proposed three as noted above.

Table 5 provides information on the number of graduates that are generated by all MBA programs (excluding FSU) within the last five years, including the TU/UB and UMCP programs which have been found to be most similar to FSU's MBA proposed redesigned curriculum. None of the data is disaggregated by concentration, thus reflecting graduation data in all the concentrations and not specifically in the areas of business analytics or health care management.

A review of this data indicates that there were 2,125 graduates in 2016 among the 17 MBA or similar programs, of which 564 graduates were from the TU/UB and UMCP programs. When viewed in light of the BLS projections on job growth, the evidence is clear: the aggregate supply of MBA graduates from the TU/UB and UMCP programs will not only continue to lag demand significantly but the number of graduates from all 17 programs will not be sufficient to meet projected job growth in occupations identified via the crosswalk of CIP/SOC codes.

**Table 5. Review of Concentration Duplication and Number of Degrees Awarded by Program**

School Name	Online Delivery	Concentrations Offered	Graduates 2012	Graduates 2013	Graduates 2014	Graduates 2015	Graduates 2016
Johns Hopkins University	yes	Global MBA, 54 credits	375	218	295	219	217
Bowie State University	unclear	Accounting, Finance, Management, Marketing,	14	20	15	14	11
Washington Adventist University	unclear	General	25	22	16	18	22
Capitol Technology University	yes	Information Assurance, Information Technology, Leadership, Technology Management Law and Policy	21	20	13	10	14
Hood College	no	Accounting, Finance , HR, Information Systems, Marketing, Public Management	47	35	34	48	45
Loyola University Maryland	hybrid	Finance, General , Information System, International Business, Management, Marketing	218	181	180	123	125
Loyola University Maryland	no	Finance, General , Information System, International Business, Management, Marketing	52	42	20	19	16
Morgan State University	yes	Accounting, Finance, Business Administration, Marketing, Information systems	28	21	36	40	54
Mount St. Mary's University	no	Finance, Marketing, Management	116	107	94	110	94
Salisbury University	yes	NA	21	26	27	30	27
Towson University	yes	Cyber Security and Organizational Resilience, Data Analytics, Digital Business Systems, Entrepreneurship, Managing Financial Performance, Global Management, Health Care Management, Leadership and Organizational Learning, Marketing, Public-Sector Management	13	2	13	23	11
Univ. of MD University College	yes	NA	1179	1313	1025	960	936
Univ. of MD, College Park	yes	Supply Chain Management, Finance, Accounting, Marketing, Information Systems and Business Analytics, General	563	469	463	372	428
University of Baltimore	yes	See Towson	159	148	133	137	125

**Note:** Total number of graduate of all programs is 2,125 for 2016. TU/UB program accounts for 136 graduates and is most similar to FSU’s proposed program as it offers both data analytics and health care management. UMCP offers data analytics and graduated 428 students in 2016.



## **E. Relevance to high demand programs at HBIs**

Of the four Historically Black Institutions (HBIs) in the State of Maryland, only Bowie State University and Morgan State University offer an MBA program. Bowie's program offers concentrations in accounting, finance, management, and marketing while Morgan's program offers concentrations in accounting, finance, information systems and marketing. While Bowie's program offers a concentration in management similar to that of FSU's proposed management concentration, FSU's management concentration is not new. The current program structure already offers a general management MBA degree; thus, having the management concentration allows FSU to continue to offer a general management option within the existing program while offering two new concentrations in business analytics and health care management. This change in curriculum to accommodate the two additional concentration areas simply allows FSU to maintain the general management option by moving the four courses that are no longer a part of the core curriculum to a general management concentration. Neither Bowie nor Morgan's MBA programs offer concentrations in business analytics or health care management. Therefore, FSU's proposed MBA curriculum redesign effort to add these additional concentrations differentiates FSU's MBA program from those offered at the two HBIs even more markedly.

## **F. Relevance to the identity of HBI**

This proposal supports the redesign of FSU's curriculum to allow for three concentrations: business analytics, health care management, and management. The curriculum redesign framework has allowed us to retain Management as a concentration, while the business analytics and health care management concentrations are new. Because these concentrations are either not new (as with the management concentration) or do not duplicate any of the offerings of either Bowie or Morgan's MBA program, this proposal poses no threat of duplication or threat to the identity, uniqueness, or mission of HBIs.

## **G. Adequacy of curriculum design and delivery to related learning outcomes**

### **1. Provide a list of courses with title, semester credit hour and course descriptions, along with description of program requirements.**

In an effort to provide a curriculum which prepares students with relevant skills and knowledge necessary in today's business environment, FSU is proposing a redesign of the current 36-42 credit hour MBA curriculum to offer three areas of concentration: (1) Business Analytics, (2) Health Care Management, and (3) Management. The management concentration is carved out of a subset of four courses from the current MBA program comprised of 12 courses, while the course offerings in the business analytics and health care management options are new. The overall number of credits required for the redesigned MBA degree will remain at its current level of 36-42 credit hours. The redesign entails the following curricular changes:

- Restructuring of the current program to designate 8 of the original 12 courses as core courses common to all concentrations;

- Development of three areas of concentration, of which the first will be a concentration in management, created by moving a subset of 4 courses included in the current MBA program to the management concentration;
- Introduction of a total of eight new courses, with four courses each to support the curriculum for the two new concentrations - business analytics and health care management
- Elimination of one course, ACCT 540 Financial Accounting, from the current MBA program, in support of the new program structure, so as to retain program length at 36-42 credit hours;
- Replacement of the BMIS 607 Information Technology course with a new course titled MGMT 621 Foundations of Analytics;
- Renaming of BUAD 507 Essentials: Accounting and Finance to ACCT 507 Essentials: Accounting;
- Renaming of BUAD 508 Essentials: Management and Marketing to MKTG 508 Essentials: Management and Marketing.

### **Proposed New Curriculum**

## **Master of Business Management with Concentrations in Business Analytics, Health Care Management and Management 36-42 credit hours**

### **MBA Essentials: 3-6 credits**

ACCT 507 Essentials: Accounting

MKTG 508 Essentials: Management and Marketing

*Please note: Students without academic background in business may be required to take the above essentials courses as prerequisites to the core courses listed below. This will be determined at the time of application and be based on a review the student's undergraduate transcript.*

### **MBA Core Courses – (24 credits)**

ACCT 546	Managerial Accounting
ECON 511	Economics for Managers
FINA 610	Financial Management
MGMT 510	Leadership and Ethics
MGMT 542	Organizational Behavior
MGMT 621	Foundations of Analytics
MGMT 680	Strategic Planning
MKTG 640	Marketing Management

Choose from one of the following three concentrations:

### **Business Analytics (12 credits)**

MGMT 622	Data Management
MGMT 623	Data Analysis
MGMT 624	Predictive Analytics
MGMT 625	Prescriptive Analytics

### **Health Care Management (12 credits)**

MGMT 631	Health Care Management and Finance
MGMT 632	Health Care Policy, Law, and Ethics
MGMT 633	Principles of Population Health Management
MGMT 634	Health Care Information Management Systems

### **Management (12 credits)**

MGMT 512	Management Decision Analysis
MGMT 590	Special Topics in Management
MGMT 620	Strategic Human Resource Management
MGMT 623	Data Analysis

*\*\*Please see Table 6 for a visual representation of the Curriculum Chart for the MBA program for each concentration.*

### **Course Sequence**

All courses in the core curriculum will be offered each semester fall, spring and summer. Concentration courses will be offered in a sequence so as to enable full-time students to complete the program in one year and part-time students to complete it in two years.

### **Course Descriptions**

#### **ACCT 507 Essentials: Accounting 3 cr.**

Overview of financial accounting, financial statements, and financial reporting issues. Importance of accounting as the language of business. Construction of financial statements. Evaluation of financial condition through ratio analysis. Ethical issues. Cost behavior. Fall, spring, summer. 3 credits.

#### **MKTG 508 Essentials: Management and Marketing 3 cr.**

Basic overview of the management and marketing functions carried out in organizations. Focus is on the basic components of each discipline and how the two are linked in successful organizations. Fall, spring, summer.

#### **ACCT 546 Managerial Accounting 3 cr.**

Overview of management accounting and its use in managerial decision-making. Behavior of costs and their impact on organizational planning and control. Responsibility accounting and budgeting. Capital budgeting and present value analysis. Other managerial topics. Fall, spring, summer. Prerequisite: ACCT 507 or waiver from the course.

#### **ECON 511 Economics for Managers 3 cr.**

This course is intended to foster an understanding of fundamental economic concepts and their relevance to organizational performance. It will address the linkage between a variety of economic variables and normal and necessary organizational decisions. The implications of an organization's position within the global economic environment will be explored. In the process, the student will be challenged to apply various tools focusing on both microeconomic and macroeconomic levels of analysis. Fall, spring, summer.

#### **FINA 610 Financial Management 3 cr.**

Uses analytical tools and concepts utilized by managers to make the financial decisions consistent with the goals of the firm through the application of selected cases, research project and problems. Topics

include, but are not limited to, capital budgeting, risk analysis, cost of capital, capital structure, dividend policy and working capital management. Fall, spring, summer. Prerequisite: ACCT 507 or waiver from the course.

**Table 6. Curriculum Chart: Current MBA Program and the Proposed MBA Program with Three Concentrations**

		Current Program 36 hrs			Proposed			Proposed			Proposed
		<b>GENERAL MBA</b>			<b>Business Analytics Concentration (36 hrs)</b>			<b>Health Care Management Concentration (36 hrs)</b>			<b>Management Concentration (36 hours)</b>
BUAD	507	Essentials:Accounting and	ACCT	507	Essentials: Accounting	ACCT	507	Essentials: Accounting	ACCT	507	Essentials: Accounting
BUAD	508	Essentials: Management and	MKTG	508	Essentials: Management and	MKTG	508	Essentials: Management and	MKTG	508	Essentials: Management and
		<b>Business Core</b>			<b>Business Core 24 hrs</b>			<b>Business Core 24 hrs</b>			<b>Business Core 24 hrs</b>
ACCT	540	Financial Accounting (BUAD 507 or waiver from course)	ACCT	546	Managerial Accounting (ACCT 507 or waiver from course)	ACCT	546	Managerial Accounting (ACCT 507 or waiver from course)	ACCT	546	Managerial Accounting (ACCT 507 or waiver from course)
ACCT	546	Managerial Accounting (ACCT 540)	ECON	511	Economics for Managers	ECON	511	Economics for Managers	ECON	511	Economics for Managers
BMIS	607	Information Management	FINA	610	Financial Management (ACCT 507 or waiver from course)	FINA	610	Financial Management (ACCT 507 or waiver from course)	FINA	610	Financial Management (ACCT 507 or waiver from course)
ECON	511	Economics for Managers	MGMT	510	Leadership and Ethics	MGMT	510	Leadership and Ethics	MGMT	510	Leadership and Ethics
FINA	610	Financial Management (ACCT 540)	MGMT	542	Organizational Behavior (MKTG 508 or waiver from course)	MGMT	542	Organizational Behavior (MKTG 508 or waiver from course)	MGMT	542	Organizational Behavior (MKTG 508 or waiver from course)
MGMT	510	Leadership and Ethics	MGMT	621	Foundations of Analytics	MGMT	621	Foundations of Analytics	MGMT	621	Foundations of Analytics
MGMT	512	Management Decision Analysis	MGMT	680	Strategic Analysis and Planning (ACCT 546)	MGMT	680	Strategic Analysis and Planning (ACCT 546)	MGMT	680	Strategic Analysis and Planning (ACCT 546)
MGMT	542	Organizational Behavior (BUAD 508 or waiver from course)	MKTG	640	Marketing Management (MKTG 508 or waiver from course)	MKTG	640	Marketing Management (MKTG 508 or waiver from course)	MKTG	640	Marketing Management (MKTG 508 or waiver from course)
MGMT	590	Special Topics in Management			<b>Concentration Requirements (12 hrs)</b>			<b>Concentration Requirements (12 hrs)</b>			<b>Concentration Requirements (12 hrs)</b>
MGMT	620	Strategic Human Resource Management (BUAD 508 or	MGMT	622	Data Management (MGMT 621)	MGMT	631	Health Care Management and Finance	MGMT	512	Management Decision Analysis
MGMT	680	Strategic Analysis and Planning (ACCT 546)	MGMT	623	Data Analysis (MGMT 621)	MGMT	632	Health Care Policy, Law and Ethics	MGMT	590	Special Topics in Management
MKTG	640	Marketing Management (BUAD 508 or waiver from course)	MGMT	624	Predictive Analytics (MGMT 623)	MGMT	633	Principles of Population Health Management	MGMT	620	Strategic Human Resource Management (MKTG 508 or waiver from course)
			MGMT	625	Prescriptive Analytics (MGMT 623)	MGMT	634	Health Care Information Management Systems	MGMT	623	Data Analysis (MGMT 621)

**MGMT 510 Leadership and Ethics 3cr.**

Utilizes self-awareness and effective social influence as a framework for individual development as leaders; examines personality, behavior and ethics in relation to leadership effectiveness in a changing global society. Fall, spring, summer.

**MGMT 512 Management Decision Analysis 3 cr.**

Overview of management decision science. Utilizes various analytic tools and statistical techniques. Topics include data analysis, spreadsheets and statistical programs, decision theory, optimization, forecasting, regression analysis, hypothesis testing, problem solving and decision making. Fall, spring, summer.

**MGMT 542 Organizational Behavior 3 cr.**

Examines management of individual behavior and groups/teams as related to performance management, motivation, leadership, power and influence, group dynamics, teamwork and organizational structure and change for adaptation in unpredictable and ambiguous situations. Topics also include goal setting, employee socialization, training, delegation, coaching/mentoring and performance models and tools. Fall, spring, summer. Prerequisite: MKTG 508 or waiver from the course.

**MGMT 590 Special Topics in Management 3cr.**

This course examines a contemporary issue/s in depth from a variety of management perspectives. Individual sections will cover such topics as global business, entrepreneurship, organizational change, consulting and conflict management. While there are no prerequisites, it is recommended this course be taken near the end of the student's coursework. Fall, spring, summer.

**MGMT 620 Strategic Human Resource Management 3 cr.**

Integrates the macro and micro perspectives of Human Resource Management; examines the vital role of acquiring and retaining individuals with the skills, knowledge and abilities needed to accomplish the tasks necessary for achievement of organizational strategic goals. The course also discusses the ethical issues associated with HR responsibilities, and emphasizes motivating individuals to exhibit the behaviors (performance) essential to overall organizational success in the global environment. Fall, spring, summer. Prerequisite: MKTG 508 or waiver from the course.

**MGMT 621 Foundations of Analytics 3 cr.**

Introduces data analytics process and practices in business world and explains how data can be utilized in decision-making. Explores foundation of computational and quantitative methods and tools. Fall, spring, summer.

**MGMT 622 Data Management 3 cr.**

Explores collection, storage, organization and retrieval of various data types using different data management solutions in a business context. Explains how to choose the proper data management models and tools based on a business needs and how to work with various data management systems. Introduces big data management systems. Variable. Prerequisite: MGMT 621.

**MGMT 623 Data Analysis 3 cr.**

Explains how to prepare data for analysis, summarize data, apply various analysis methods, interpret the results and communicate the findings properly. Explores data preprocessing, descriptive analytics, statistical and quantitative modeling and visualization. Variable. Prerequisite: MGMT 621.

**MGMT 624 Predictive Analytics 3 cr.**

Explores predictive analytics in business. Explains statistical modeling, machine learning, data mining and text mining along with case studies and how to interpret, visualize and present the findings of predictive models. Variable. Prerequisite: MGMT 623.

**MGMT 625 Prescriptive Analytics 3 cr.**

Explains prescriptive analytics and how it can be used to assess multiple future scenarios and advise a proper course of action that optimizes the desired outcome under a deterministic or uncertain situation. Explains several decision-making tools including linear programming. Variable. Prerequisite: MGMT 623.

**MGMT 631 Health Care Management and Finance 3 cr.**

Provides an overview of the U.S. health care system. This course will focus on the characteristics of Health Care delivery, discussions on the major issues and challenges that impact the Iron Triangle of Health Care (access, cost containment, and quality). The U.S. historical context of health care will be discussed, as well as significant policies that regulate health care organizations. Students will be introduced to issues that are essential to managing in the health care environment, i.e., financing, reimbursement, legal, and strategic planning. Variable.

**MGMT 632 Health Care Policy, Law and Ethics 3 cr.**

Provides an overview of comprehensive issues in health care as they pertain to policy, laws and ethics. This course will focus on historical occurrences in medical experiments that resulted in today's view of health ethics involving human research. Also, students will be challenged on major ethical problems and dilemmas in the health care industry. Students will become aware of the current regulatory and legal systems and their impact on the health industry and compliance. Students will learn how to make well-reasoned and defensible decisions via awareness of ethical considerations and analytical problem solving. Variable.

**MGMT 633 Principles of Population Health Management 3 cr.**

This course will examine population based approaches to improve the health of the public. Students will gain more insight into determinants of population health that impact health outcomes. The focus will be on learning methods for community health improvement-from assessment to finding and implementing evidenced-based public health interventions. Students will also gain insight into community-based health needs for the improvement of health services delivery. This course will provide students with valuable information to better understand and be able to respond to challenges to improve health within and across various populations. Variable.

**MGMT 634 Health Care Information Management Systems 3 cr.**

This course will discuss the concepts and application of major information systems methodology and approaches in the delivery of health care systems. It will also provide an overview of the Health Care information technology system, as well as clinical information systems devoted to direct management of the patient. Students will gain valuable information on implementing, managing, and assessing clinical information systems in various health care settings. Discuss electronic health records, e-health, health information technology (HIT), meaningful use, Health Information Portability and Accountability Act (HIPAA), telehealth, and telemedicine. Also, information will be provided on data breaches, hacks, and the need for increased security. This course will also explore new technology creation and adoption processes and the impact of rapidly evolving technologies in the health care organizations. Variable.

**MGMT 680 Strategic Analysis and Planning 3r.**

The development of a useable, integrated, comprehensive analysis process applicable to a broad range of industry and firm contexts and situations. Students prepare an in-depth written report for a firm chosen from the studied industry that includes a review and analysis of complex internal and external factors, and

understanding of the competitive positioning among firms, a range of strategic options and a recommendation on strategic choice with implementation and evaluation plans for the chosen strategy. Students integrate prior knowledge as well acquire new strategic analysis techniques. Fall, spring, summer. This course must be taken in the student's last 6-9 credits of study. Prerequisite: ACCT 546.

### **MKTG 640 Marketing Management 3 cr.**

Course focuses on application of marketing concepts and principles at both a micro and macro level. Students will be expected to demonstrate analytical and reasoning skills in applying the concepts and principles in a wide variety of circumstances, integrating marketing into an overall business strategy and understanding the role of marketing in a global context. Fall, spring, summer. Prerequisite: MKTG 508 or waiver from the course.

## **Description of Objectives and Learning Outcomes**

Frostburg State University assures that a curricular redesign of the MBA program to include three areas of concentration will further enhance the FSU College of Business (CoB) vision and mission and will give students relevant skills and knowledge to remain competitive in today's market.

### **Vision**

The College of Business will be recognized for its high-quality academic and experiential learning programs.

### **Mission**

The College of Business prepares students to successfully meet professional opportunities through a dynamic, student-centered educational environment that emphasizes leadership, notable and timely research, application of knowledge, and global experiential learning.

#### *Mission Statement Components*

The College of Business emphasizes excellence in teaching through innovative approaches, small-class environment, caring faculty, and interactive focus.

The College of Business provides intellectual and professional development to students through coursework, research, and global experiential learning with a focus on leadership, ethical values, and community engagement.

The College of Business measures students' learning outcomes to ensure continuous improvement and positive impact of its programs.

The College of Business engages business practitioners, alumni, students, and community and considers their input to enhance its programs.

The College of Business provides professional development opportunities for enhancement of faculty's teaching skills, research capabilities, practical application, and global experiential learning.



**Core Values**

Accountability, Excellence, Fairness, Openness, Professionalism, Respect, Service, Teamwork, Transparency, Trust

**MBA Program Objectives**

Students are exposed to a broad-based, generalist perspective of the organizational environment. This entails development of an understanding of the functional components of organizational activity (e.g., accounting, finance, marketing, human resources and management), but within an integrated context. Additionally, we strive to assist in the development of the following:

- Leadership and ethical behavior
- A systems perspective
- The ability to analyze, synthesize and integrate
- An awareness of self and environment
- Commitment to ongoing professional development
- Communication effectiveness
- Creativity/vision/the inclination to initiate
- Collaboration and effectiveness as a team member
- Technological sophistication
- An appreciation of ambiguity, uncertainty, and equifinality
- A willingness to embrace and promote change/risk-taking
- An attitude of professionalism

**Learning Goals and Objectives**

<b>FSU Graduate Learning Goals</b>	<b>MBA Learning Goals</b>	<b>Objectives: We want our MBA graduates to</b>
<ul style="list-style-type: none"> <li>• Demonstrate breadth and depth of knowledge in the field of study.</li> <li>• Effectively communicate knowledge in the field of study.</li> <li>• Demonstrate ability for analytical thinking in the field of study.</li> </ul>	Communications Skills – Writing	Demonstrate skill and competence in written communication as such reflects their professional development.
<ul style="list-style-type: none"> <li>• Demonstrate breadth and depth of knowledge in the field of study.</li> <li>• Demonstrate ability for analytical thinking in the field of study.</li> <li>• Exhibit the best practices, values, and ethics of the profession.</li> </ul>	Ethical Reasoning	Demonstrate the ability to identify ethical implications of organizational behavior for various stakeholders, to critically examine cultural assumptions underlying ethical norms, and to reflect upon the role played by one’s own ethical values in organizational processes and outcomes.
<ul style="list-style-type: none"> <li>• Demonstrate breadth and depth of knowledge in the field of study.</li> <li>• Demonstrate ability for analytical</li> </ul>	Strategic Integration and Critical Thinking	Demonstrate the ability to identify problems, and to collect and analyze discipline-specific data in order to

thinking in the field of study. <ul style="list-style-type: none"> <li>Exhibit the best practices, values, and ethics of the profession.</li> </ul>		evaluate and propose alternatives, integrating all facets of their learning and apply them strategically.
<ul style="list-style-type: none"> <li>Demonstrate breadth and depth of knowledge in the field of study.</li> <li>Demonstrate ability for analytical thinking in the field of study.</li> </ul>	Leadership	Demonstrate the ability to critically reflect upon, plan for, and respond to contemporary issues in organizational leadership and to show understanding of key leader-follower concepts, including motivation, power, personality, and relationships.
<ul style="list-style-type: none"> <li>Demonstrate breadth and depth of knowledge in the field of study.</li> <li>Demonstrate ability for analytical thinking in the field of study.</li> <li>Apply knowledge and skills in the discipline.</li> </ul>	Decision Making under Uncertainty	Demonstrate the ability to identify mission-appropriate opportunities; effectively manage organizational resources, etc., in situations in which potential outcomes are unknown.
<ul style="list-style-type: none"> <li>Demonstrate breadth and depth of knowledge in the field of study.</li> <li>Demonstrate ability for analytical thinking in the field of study.</li> <li>Apply knowledge and skills in the discipline.</li> </ul>	Global Perspective	Demonstrate an understanding of how the global economy operates and to recognize how local decisions have global implications.

## H. Adequacy of articulation

**Not Applicable**

## I. Adequacy of faculty resources

FSU is primarily a teaching institution. The faculty are expected to provide 24 credit hours of teaching per academic year and service to the department, institution, community, and profession/practice. Faculty are expected to publish peer-reviewed journal articles in their field of training and expertise to keep up their skills and provide real-world application of course content to students through the curriculum.

Current full-time tenure track faculty are both academically and experientially qualified to instruct at the graduate level and adjunct faculty have expertise in their respective fields. These faculty members have been identified in Table 7.

The entirety of instruction will take place in the online environment. The University currently uses Blackboard™ to deliver online course content as well as Blackboard Collaborate™ for live and recorded presentations. Instructional designers will be used to assist in the design, and training for the new classes.

**Table 7. List of Faculty Resources**

<b>Faculty Name</b>	<b>Appointment Type</b>	<b>Terminal Degree</b>	<b>Academic Rank</b>	<b>Status</b>	<b>Courses</b>
Ehsan Ardjmand*	Tenure Track in CoB	Ph.D. Mechanical and Systems Engineering, Ohio University	Assistant Professor	Full-Time	MGMT 621, 622, 623, 624, 625
George B. Rinard	Tenured in CLAS**; Adjunct in CoB	Ph.D. Computer Science, West Virginia University	Professor and Chair	Full-Time in CLAS; Part-Time in CoB	MGMT 621, 622, 623, 624, 625
Michael B. Flinn	Tenured in CLAS; Adjunct in CoB	D.Sc., Information Systems and Communication, Robert Morris University	Associate Professor	Full-Time in CLAS; Part-Time in CoB	MGMT 621, 622, 623, 624, 625
Ying Zheng	Tenure Track in CLAS; Adjunct in CoB	D.Sc., Information Technology, Towson University	Assistant Professor	Full-Time in CLAS; Part-Time in CoB	MGMT 621, 622, 623, 624, 625
Chi-Chung Huang	Tenure Track in CLAS; Adjunct in CoB	Ph.D., Information systems and applications, National Tsing Hua University,	Assistant Professor	Full-Time in CLAS; Part-Time in CoB	MGMT 621, 622, 623, 624, 625
Jin Guo	Tenure Track in CLAS; Adjunct in CoB	D.Sc., Information Technology, Towson University	Assistant Professor	Full-Time in CLAS; Part-Time in CoB	MGMT 621, 622, 623, 624, 625
Heather Gable	Tenured in CLAS; Adjunct in CoB	Doctor of Nursing Practice, University of Maryland, Baltimore	Associate Professor and Chair	Full-Time in CLAS; Part-Time in CoB	MGMT 632, 633
Kara Platt	Tenure Track in CLAS; Adjunct in CoB	Doctor of Nursing Practice, John Hopkins University	Assistant Professor	Full-Time in CLAS; Part-Time in CoB	MGMT 632, 633
Adjunct Faculty from the Western Maryland Health System				Part-Time	MGMT 631, 634

\* This position would be a reallocation of resources as the CoB is reallocating PIN positions due to retirements and curricular reorganization.

\*\* CLAS: FSU College of Liberal Arts and Sciences

## **J. Adequacy of library resources**

The Lewis J. Ort Library provides an array of thousands of resources related to business, management, economics, and finance that has been sufficient for supporting the undergraduate and graduate level academic programs offered by the CoB at FSU. It also makes available to FSU students, faculty and staff access to approximately 60,000 electronic books in many subject areas, including business, management and other associated disciplines.

In addition, the library licenses electronic resources that provide access to full-text articles, statistical data, and reference material, including Business Source Complete, Mergent Online, LexisNexis Academic, Academic Search Complete, Regional Business News, Standard & Poor's Net Advantage, and ValueLine. Of the approximately 37,000 full text journals, magazines, and newspapers available through the total number of databases subscribed to by the library, over 5,500 titles have a primary focus in business, economics, and management. The scope of these resources ranges from trade journals and newspapers to scholarly research. Citations from the library's databases also provide links to full text from over 44,000 peer-reviewed open access sources.

The library's OneSearch and Research Port search systems provide access to databases and other electronic resources through the Internet to all currently registered FSU students, faculty and staff on a 24 hour basis every day. Materials comprising the library's collection may be searched using its online catalog, catalogUSMAI, as well as OneSearch. A cooperative sharing program between USM institutions provides students, faculty, and staff with borrowing privileges for circulating print materials from any USM library. Additionally, interlibrary loan capabilities extend these privileges to libraries throughout the United States. Electronic resources typically are not permitted to be shared among these libraries pursuant to the terms and conditions governing the licensing of databases and full-text content. As such, students enrolled in Frostburg State University courses will have access to all the online resources subscribed to by the Ort Library.

## **K. Adequacy of physical facilities, infrastructure, and instructional equipment**

The MBA program is delivered entirely online which requires no physical facility space in terms of classrooms. Office space, computers, and other instructional equipment required to deliver the courses online are provided for faculty by the CoB and university, including all requisite technology. The university also provides substantial support for faculty online teaching support including a robust LMS system and 24/7 help desk support for both faculty and students. Due to the online nature of this program, this curricular redesign proposal places no additional burden on the need for physical facilities, instructional equipment, and other technological infrastructure over what is already in place and available within the CoB and institutional levels.

## **L. Adequacy of financial resources with documentation**

The following assumptions were used to create the financial projections for the first five years of this proposal.

**Enrollment**

Since the two *new* concentrations will be conducted via a “cohort model,” the number of *new* students across the two concentrations that would make the class viable is 22, which will serve as an initial baseline assumption on new student enrollment for the Fall 2018 semester (FY 2019).

The current mix of in-state versus out-of-state students in the MBA program stands at 61% in-state and 39% out-of-state. Therefore, to calculate tuition revenue, a 60% in-state and 40% out-of-state ratio is assumed.

Relatively conservative enrollment increases across the two *new* concentrations have been assumed.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
	FY2019	FY2020	FY2021	FY2022	FY2023
# p/t students in state	13	25	30	36	42
# p/t students outstate	9	17	20	24	28
Total Students	22	42	50	60	70
Yearly # Change		20	8	10	10
Yearly % Change		91%	19%	20%	17%

**Credit Hour Rate**

Current approved rates, with a 3% annual increase for both in-state and out-of-state students.

**Annual Credit Hour Rate**

For graduate students, the annual rate is based on three (3-credit) classes per semester: 9 hrs x 2 = 18 hrs.

**Table 8. Resources****Graduate In-State & Out-of-State Scenario  
Resource Categories**

	FY2019 Year 1	FY2020 Year 2	FY2021 Year 3	FY2022 Year 4	FY2023 Year 5
1. Reallocated Funds	-	122,200	244,400	244,400	244,400
2. Tuition/Fee Revenue	191,556	376,344	460,620	569,592	684,180
(c + g below)	-	-	-	-	-
a. Number of F/T Students	-	-	-	-	-
b. Annual Tuition/Fee Rate	-	-	-	-	-
c. Total F/T Revenue (a x b)	-	-	-	-	-
d. Number of P/T Students In-State	13	25	30	36	42
d. Number of P/T Students Out-of-State	9	17	20	24	28
e. Credit Hour Rate In-State	433	446	459	473	487
e. Credit Hour Rate Out-of-State	557	574	591	609	627
f. Annual Credit Hour Rate	18	18	18	18	18
g. Total P/T Revenue In & Out-of-State (d x e x f)	191,556	376,344	460,620	569,592	684,180
3. Grants, Contracts & Other External Sources	-	-	-	-	-
4. Other Sources	-	-	-	-	-
TOTAL (Add 1 – 4)	191,556	498,544	705,020	813,992	928,580

**1. Reallocated Funds**

The CoB currently has 5 vacant PINS due to retirements. This proposal is requesting the redirection of one of these PINS in Fall 2019 (FY 2020) to health care management and then another one of these PINS in Fall 2020 (FY 2021) to business analytics. Accordingly, in FY 2020, a salary of \$94,000 with 30% benefit costs amounts to \$122,200.

**2. Tuition and Fee Revenue**

Due to the demand for specialized education in business analytics and health care management, the expected number of *new* students should easily reach 70 by year five. We expect the majority, if not all, of the students will be part-time students, consistent with our historical and current experience.

Given the enrollment patterns of the current set of students in the program, the planned scheduling of concentration courses assumes a year-round plan of study at the rate of six to nine credits per term (fall, spring, and summer). Students will be accepted into a cohort for their four concentration classes. The eight core courses can be taken anytime with the exception of those classes which have prerequisites.

**3. Grants and Contracts**

Not applicable

**4. Other Sources**

Not applicable

**Table 9. Expenditures**

<b>Expenditure Categories</b>	<b>FY2019 Year 1</b>	<b>FY2020 Year 2</b>	<b>FY2021 Year 3</b>	<b>FY2022 Year 4</b>	<b>FY2023 Year 5</b>
1. Faculty (b + c below)	-	122,200	254,176	264,343	402,546
a. # FTE	-	1	2	2	3
b. Total Salary	-	94,000	195,520	203,341	309,651
c. Total Benefits	-	28,200	58,656	61,002	92,895
2. Admin. Staff (b + c below)	-	-	-	-	-
a. # FTE	-	-	-	-	-
b. Total Salary	-	-	-	-	-
c. Total Benefits	-	-	-	-	-
3. Support Staff (b + c below)	12,952	8,634	4,317	4,317	-
a. # FTE	2.1	1.4	0.7	0.7	-
b. Total Salary	12,000	8,000	4,000	4,000	-
c. Total Benefits	952	634	317	317	-
4. Equipment	-	-	-	-	-
5. Library	1,194	1,278	1,367	1,463	1,565
6. New or Renovated Space	-	-	-	-	-
7. Other Expenses	10,000	10,000	10,000	10,000	10,000
<b>TOTAL (Add 1 – 7)</b>	<b>24,146</b>	<b>142,112</b>	<b>269,860</b>	<b>280,123</b>	<b>414,111</b>

*Annual Surplus*

*167,410*

*356,432*

*435,160*

*533,869*

*514,469*

**Total  
5-yr  
Surplus**

**2,007,340**

**1. Faculty (#FTE, Salary, and Benefits)**

**Calculation to convert Adjuncts to FTE  
(# of classes taught by adjuncts x .35 )**

<b>Classes taught by adjuncts</b>	<b>Conversion to FTE</b>	<b>Cost (\$)</b>
1	0.35	\$2,000
2	0.7	\$4,000
3	1.05	\$6,000
4	1.4	\$8,000
5	1.75	\$10,000
6	2.1	\$12,000

The FTE requirements for the program slowly increase from zero full-time faculty and six adjuncts (6 x \$2,000 = \$12,000) in year one through 3.7 FTEs (three full-time faculty and .7 adjunct (2 x \$2000 = \$4000)) in year five, which represent both full-time and adjunct faculty.

Benefits are included at 30% of an average base salary of \$94,000 per year.

Current adjunct salary rates of \$2,000 per course are used along with an additional 7.93% calculation towards benefits.

So not to incur the personnel expenses in the first year of the reconstituted program, an existing full-time faculty member will begin teaching the business analytics concentration classes. Consequently, the three undergraduate and graduate classes that the faculty member would have taught will need to be handled by adjuncts; a substantial savings of \$109,248 relative to the cost of hiring a full-time faculty member will accrue to the institution.

**2. Administrative Staff (#FTE, Salary, and Benefits)**

No new administrative staff is needed.

**3. Support Staff (#FTE, Salary, and Benefits)**

No new support staff is needed. The adjunct costs starting at \$12,000 in year one will drop to \$4,000 by year four, as discussed above.

**4. Equipment**

No new equipment is needed.

**5. Library**

The Lewis Ort Library currently carries *Management Science Journal*. We would like to add *Applied Soft Computing Journal*. See costs below. As the program proves its viability, additional library resources could be added.

Journal	Publisher	Current Library Holdings	FY 2019 Cost	FY 2020 Cost	FY 2021 Cost	FY 2022 Cost	FY 2023 Cost
Applied Soft Computing	Elsevier	None	\$1,194	\$1,278	\$1,367	\$1,463	\$1,565

**6. New and/or Renovated Space**

No new space is needed.

**7. Other Expenses**

A \$10,000 annual budget is included for marketing and promotion expenses for the two new concentrations in order to recruit students to the redesigned program.

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

At the institutional level, FSU’s academic program review provides departments with an opportunity to reflect upon and improve the quality of program offerings. The program review process occurs every seven years for each distinct undergraduate, graduate, and post-graduate program and is mandated by the USM Board of Regents.



The program review schedule serves as the foundation for assessment initiatives through its identification of priorities for the coming cycle. Halfway through the cycle, the Office of Assessment and Institutional Research (AIR) collects information on status of assessment activities using a midterm review template. Programs undergoing review in any given year must submit the Program Review Self-Study, External Review Report, and Certificate to AIR.

The CoB currently offers bachelor's degrees in accounting, business administration, and economics, as well as a master's degree in business administration. Along with all programs at the undergraduate level, the existing MBA program has received discipline-based accreditation by the Association for the Advancement of Collegiate Schools of Business (AACSB International), a top-tier international accreditor founded in 1916.

FSU was first accredited by AACSB in 2006, and has maintained continuous accreditation since that time. AACSB does not accredit individual majors or concentrations separately (except accounting, if and as sought by specific business schools); rather, programs (such as the BSBA and MBA) are accredited based on core competencies that these programs develop in their students. The CoB was last site-visited by an AACSB team in October, 2015, and the next visit is scheduled for October of 2020. An annual monitoring report is prepared but not submitted, with a five-year report submitted to AACSB in advance of the reaccreditation site visit every five years.

Learning goals for the MBA program (listed in Section G, Page 16 of this document) parallel institutional graduate learning goals for FSU. Additionally, these learning goals are consistent with the mission of the CoB, as well as the parent institution.

Assessment of learning goals takes place in course-embedded assignments within the core curriculum. Individual student performance is assessed through rubric scoring of criteria for each learning goal using a 1-5 scale. The CoB desires that all students score a minimum "3" or better on each criterion, which equates to a "meets expectations" level of achievement. Assessment data is collected, analyzed and reported for use in accreditation by AACSB for the CoB, and the Middle States Commission on Higher Education (MSCHE) for FSU as a whole.

The CoB is currently on a Spring semester assessment cycle. That is, data is collected in the Spring semester, analyzed and reported during the Summer, and reflected upon during the Fall semester. Closing-the-loop planning occurs during Fall with implementation occurring during Spring.

In addition to assessment for external reviewers, there is also an internal component of assessment. Student evaluation of instruction is routine for all FSU courses. Additionally, a survey of graduating MBA students is conducted, asking them specific questions about their learning experience in the program and inviting open-ended comment. These indirect measures of learning outcomes may guide future course sequencing, curriculum structure, or resource allocation decisions.

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

FSU affirms its commitment to a campus environment that values human diversity and respects individuals who represent that diversity. In this spirit, Frostburg State University is committed to a policy of equal opportunity and to the elimination of discrimination in both education and employment on the basis of race, color, national origin, ethnic background, gender, sexual orientation, age, genetic information, creed, political or religious opinion or affiliation, disability, veteran's status or marital status, in conformity with all pertinent federal and state laws on non-discrimination and equal opportunity.<sup>5</sup>

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<sup>5</sup> From FSU's 'Diversity & Equal Opportunity' web link: <http://www.frostburg.edu/about/diverse/>

The University System of Maryland has dedicated itself to improving higher education opportunities for minority students in Maryland, thus helping students take part in post-graduate education programs such as pursuit of an MBA degree. This expansion and change to the FSU MBA program will meet the guidelines set by the State of Maryland in the following ways:

- The university will continue to identify and recruit minority students that are promising MBA candidates;
- Faculty and administrators connected to the FSU MBA program will continue to stress minority achievement and encourage minority students to achieve success in this program;
- The expansion of the FSU MBA program to include new concentrations will enable minority graduates of the program to have better opportunities for advancement or finding new career paths.

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

Not Applicable

#### **P. If proposing a distance education program, please provide evidence of Principles of Good Practice**

The MBA program has offered online courses for over a decade, transitioning to an entirely online format in 2011. With this transition, an emphasis on quality delivery has been a focus and commitment of both the university and the CoB. This commitment is evidenced via the following:

- a. Institutional membership as a NC-SARA (National Council for State Authorization Reciprocity Agreement): While there are many benefits to institutions which hold such membership, the benefit to distance learners is assurance that participating institutions are committed to the Principles of Good Practice for online education.
- b. FSU policy guidelines for online education require that faculty complete a six-week online teaching certification program which is designed using the standards of Quality Matters, a framework of course delivery designed on best practices supported by literature. This training program is delivered by FSU's instructional design team.
- c. FSU offers regular professional development opportunities for faculty to improve teaching skills and knowledge using best practices. The training is delivered by the Instructional Design and Delivery department and is offered in either individual or group or sessions. The MBA program regularly invites the instructional design team to present workshops for the purpose of faculty development for online teaching.
- d. Instructional designers are available to work with faculty on the development, delivery, and assessment of online courses as needed.
- e. Most recently, the MBA faculty participated in Quality Matters training and have developed a plan to move all MBA courses through both internal review by FSU's instructional designers and external review by Quality Matters.