MEMORANDUM

TO: G. Anand Anandalingam
    Dean, Robert H. Smith School of Business

FROM: Elizabeth Beiseg
    Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to Establish an Online Offering of the Executive Master of Business Administration Program (PCC log no. 12029)

       On March 8, 2013, Chancellor Kirwan approved the proposal to establish an online offering of the Executive Master of Business Administration Program. On June 7, 2013, the Maryland Higher Education Commission (MHEC) gave final approval. A copy of the approved proposal is attached.

       The change is effective immediately. Please ensure that the change is fully described in the Graduate Catalog and in all relevant descriptive materials.

MDC/
Enclosure

cc: William Idsardi, Chair, Senate PCC Committee
    Sarah Bauder, Office of Student Financial Aid
    Reka Montfort, University Senate
    Erin Howard, Division of Information Technology
    Donna Williams, Institutional Research, Planning & Assessment
    Anne Turkos, University Archives
    Linda Yokoi, Office of the Registrar
    Alex Chen, Graduate School
    Brian Horick, Robert H. Smith School of Business
June 7, 2013

Dr. Mary Ann Rankin
Senior Vice President and Provost
University of Maryland College Park
1119 Main Administration Building
College Park, MD 20742

Dear Dr. Rankin:

The Maryland Higher Education Commission has reviewed a request from the University of Maryland College Park to offer the existing Master of Business Administration (M.B.A.) through distance education delivery.

I am pleased to inform you that the program has been approved. This decision was based on an analysis of the program in conjunction with the Maryland Higher Education Commission's Policies and Procedures for Academic Program Proposals, a thirty-day review by the Maryland higher education community, and the Maryland State Plan for Postsecondary Education. The program demonstrates potential for success, an essential factor in making this decision.

For purposes of providing enrollment and degree data to the Commission, please use the following HEGIS and CIP codes:

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Degree Level</th>
<th>HEGIS</th>
<th>CIP</th>
</tr>
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<tbody>
<tr>
<td>Master of Business Administration</td>
<td>M.B.A.</td>
<td>0506-01</td>
<td>52.0201</td>
</tr>
</tbody>
</table>

Should the program require any substantial changes in the future, please keep the Commission apprised. I wish you continued success.

Sincerely,

Danette G. Howard, Ph.D.
Secretary of Higher Education

DGH:LJL:ggs

C: Ms. Theresa W. Hollander, Associate Vice Chancellor, USM
February 29, 2013

Dr. Wallace D. Loh
President
University of Maryland, College Park
Main Administration Building
College Park, MD 20742

Dear Wallace:

Thank you for forwarding the request of the University of Maryland College Park, for a substantial modification of the Master of Business Administration by establishing an online version of the program.

I am pleased to approve this change. Please express my appreciation to departmental faculty for their careful work in planning for this change.

Sincerely yours,

William E. Kirwan
Chancellor

cc: Joann Boughman, Sr. Vice Chancellor for Academic Affairs
Theresa Hollander, Associate Vice Chancellor for Academic Affairs
Mary Ann Rankin, Sr. Vice President and Provost
G. Anand Anandalingam, Dean, Robert H. Smith School of Business
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

• Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

• Please submit the signed form to the Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.

College/School:
Please also add College/School Unit Code-First 8 digits:
Unit Codes can be found at: https://hypprod.umd.edu/Html_Reports/units.htm

Department/Program:
Please also add Department/Program Unit Code-Last 7 digits:

Type of Action (choose one):

☐ Curriculum change (including informal specializations) ☐ New academic degree/award program
☐ Renaming of program or formal Area of Concentration ☐ New Professional Studies award iteration
☐ Addition/deletion of formal Area of Concentration ☐ New Minor
☐ Suspend/delete program ☐ X Other

Italics indicate that the proposed program action must be presented to the full University Senate for consideration.

Summary of Proposed Action:

Offer an online option for the existing EMBA program.

APPROVAL SIGNATURES - Please print name, sign, and date. Use additional lines for multi-unit programs.

1. Department Committee Chair

2. Department Chair

3. College/School PCC Chair

4. Dean

5. Dean of the Graduate School (if required)  

6. Chair, Senate PCC W. Idsardi. With J. Miller 12/7/2012

7. University Senate Chair (if required)

8. Senior Vice President and Provost

2/26/13

11/2012

11/2013
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM/UNIT PROPOSAL

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College/School:
Robert H. Smith School of Business
College/School Unit Code-First 8 digits: 01202900

Department/Program:
Office of Executive Programs
Department/Program Unit Code-Last 7 digits: 1292001

Type of Action (choose one):

- Curriculum change (including informal specializations)
- Renaming of program or formal Area of Concentration
- Addition/deletion of formal Area of Concentration
- Suspend/delete program

New academic degree/award program
New Professional Studies award iteration
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4. Dean

5. Dean of the Graduate School (if required)

6. Chair, Senate PCC

7. University Senate Chair (if required)

8. Senior Vice President and Provost
PROPOSAL FOR
MODIFIED GRADUATE PROGRAM
UNIVERSITY OF MARYLAND AT COLLEGE PARK, MARYLAND
ONLINE/BLENDDED LEARNING EXECUTIVE MBA
G. "ANAND" ANANDALINGAM, DEAN
AND
GREG HANIFEE, ASSISTANT DEAN
OFFICE OF EXECUTIVE PROGRAMS
ROBERT H. SMITH SCHOOL OF BUSINESS
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I. Overview and Rationale

A. Objective: The Smith School sees an opportunity to build another successful program by leveraging the University of Maryland brand and our successful Executive MBA program to develop an online Masters of Business Administration (labeled iMBA). This graduate degree program, offered predominantly online through synchronous and asynchronous learning environments, will be offered and delivered to a national audience.

Mission: Create an MBA program consistent with the brands of the University of Maryland College Park (UMCP) and the Robert H. Smith School of Business (Smith) that is at the highest quality in teaching, technology and learning in the marketplace, and which serves the demands of an increasingly mobile workforce.

Background: Over the past two decades, there has been steady and strong growth in online education powered by advances in technology and driven by the search for accessible, affordable education. Easy internet access and mobile learning devices have made online learning possible anytime, anywhere. With a blend of synchronous and asynchronous learning technologies, online courses can now provide flexible, yet equally engaging and interactive learning experience to students.

The year 2012 marks a decisive turning point in the history of online education. The launch of eLearning organizations, such as Udacity, Coursera and edX, brought to the world quality Massive Open Online Courses (MOOCs). The MOOCs are attracting millions of learners from every corner of the world and involved partnerships from the nation’s top universities, including Harvard, MIT, Stanford, Princeton, University of Pennsylvania and the University of Michigan. Not long ago, online education was typically associated with lower quality programs and “sub-Tier 1” universities. Now, however, with the engagement of elite universities, the image of online education has begun to change – it now represents a critical component in the future of education, and stands as a strategic imperative for a university’s survival and success.

In recent years, more and more top-ranked universities have begun to offer online courses and online degree programs. At UMCP, online learning initiatives have been created, including the Blended Learning Initiative launched in 2011 and the Mobility Initiative launched in 2008. At the master’s degree level, online programs have been developed at the iSchool, School of Engineering, School of Public Health and the College of Computer, Mathematical and Natural Sciences, and distance programs have been offered for years through the Clark School of Engineering.
Although pioneer online courses and programs have taken off, quality online education at top universities is still at its very early stage. It will take time to develop a strong program and establish a reputation of quality online education. We believe offering high-quality, online degree programs is a competitive advantage and, in the not so remote future, will become a competitive necessity as online education permeates higher education. Therefore it is strategically important for the Smith School to develop a high quality online program at this critical time. If done now, the Smith School will capture the online education market as a first mover and establish itself as a leader and a brand in quality online MBA education.

B. Target Enrollment: The design of the iMBA program is to offer four intakes of students per calendar year, with the initial cohort expected to be about 20-25 students, peaking at roughly 35 students per cohort. Students will be required to fulfill the Graduate School requirements for undergraduate degree completion, minimum undergraduate GPA of 3.0, English language standards, and Smith School established target GMAT score of 590 (we anticipate this average increasing over time to 600-620 range), and at least 5 years of work experience. We expect students will enroll from a wide geographic distribution, drawing from a national audience of professionals seeking the flexibility of a high-quality online MBA degree, as well as representation from international students.

II. Curriculum

A. Full catalog
The curriculum of the iMBA will mirror the Executive MBA program from the Smith School in nearly all aspects, providing the core aspects of business management in marketing, finance, accounting, strategy, human capital, operations and IT, and bolstered by structured electives that students can take to dive deeper into areas of interest. Critical to the success of our Executive MBA program, leadership coaching will be offered to students in the iMBA, as well as Action Learning Projects – opportunities for students to learn by applying what they have learned in the core courses to real-world problems. In the iMBA platform, we will have a higher degree of flexibility in offering courses that meet the needs of the students, as we will have lower thresholds for students to fill courses due to virtually no facility requirements. The program will be a concentrated, accelerated program that students will complete over 20 months.

Students will be required to visit College Park and Van Munching Hall at both the beginning and the end of the program, for a one-week residency each. We feel fortunate to have such a wonderful campus and surrounding environment to market to potential students, as part of the Smith iMBA will most certainly involve connecting these students to the greater UMCP. We also feel strongly that having them physically here for the beginning of the program will enable faculty teaching in the program to make positive connections with the students, and vice-versa. This emotional connection, we hope, will also prove as a key element in differentiating our program from other exclusively online programs. The final capstone week will combine in-class
sessions, capstone presentations, site visits, as well as a celebration for the conclusion of the program.

In between those two weeks on the campus, all other instruction will be done via asynchronous and synchronous online sessions. Faculty at the Smith School will use the latest technology to deliver courses, and we currently believe the introduction of Canvas as a learning platform will bring a great deal more flexibility and ease-of-use that students will demand from us in an online environment. Through license agreements with Adobe for Adobe Connect and Panapto lecture capture, we will also be able to leverage in-classroom teaching and discussion groups so students can learn in a synchronous and asynchronous environment.

B. List of Courses (number, title, semester hours, etc.)
See Attachment I for a listing of courses, Attachment III for Course Syllabi.

Proposed Curriculum:
54 credits, which include a mix of 3- and 2-credit courses; there will be a total of 675 hours of instruction, which is the same as all MBA programs offered at the Smith School.

C. Describe any selective admission policy or selective criteria for students selecting this field of study.
Admission to the iMBA program is highly competitive and is based on significant and relevant professional and managerial work experience and prior academic performance. Each applicant is considered on a case-by-case basis.
- Undergraduate (or highest degree) transcript, minimum GPA of 3.0*
- 5+ years of work experience
- Essay submission on why the student chooses the Smith program
- Two letters of support from professional contacts
- GMAT score of 590 or better
- English language proficiency if the undergraduate degree is not from an English speaking country

*If the highest degree is not from an English-speaking institution the applicant may be invited for interview before admission to the iMBA program. Transfer credits will not be accepted for this program.

III. Student Learning Outcomes and Assessment

A. List the program's learning outcomes and explain how they will be measured.
The learning outcomes for the students in this program will be the same as our current MBA programs (Full-time, Part-time and Executive MBA), those are simply stated as:
- An appreciation of the importance of globalization, entrepreneurship and technology in today’s business environment;
• An “integrative” systems understanding of the interactions of the key functional aspects of an organization in order to enable successful businesses;
• Well-developed, sophisticated quantitative and analytical skills;
• Strong communication skills—writing, interpersonal, small group, large group;
• An understanding of the role of business in society and the ethical challenges of global business;
• Well-developed leadership skills;
• An understanding of effective teamwork and the skills to participate as an effective team member;
• A mastery of the core aspects of the operations of a business: marketing, information systems, accounting, operations management, finance, strategy.

In the design of our online iMBA program, the outcomes will be measured through various means and degrees depending on the course subject matter and the instructor’s syllabi. Examples of some measurements and assessments are as follows:

• The level and quality of class participation (regularly scheduled synchronous sessions via video, chat session participation and submissions to blogs and wikis);
• performance on team assignments; these will need to be conducted almost exclusively online/virtually, and teams will be required to submit papers and presentations;
• submission of individual written or oral work; students will be required in some cases to provide written papers or record oral presentations for review by faculty;
• scores on quizzes and exams.

B. Include a general assessment plan for the learning outcomes. (In lieu of a narrative for both IIIA and IIIB, you may attach the program’s learning outcomes assessment forms.) Students will be assessed at the conclusion of each course on the aforementioned learning outcomes. Feedback gathered will be used to continuously improve the program for future cohorts. Students will also be evaluated in their presentations and submitted essays during the capstone residency week in College Park.

IV. Faculty and Organization

A. Who will provide academic direction and oversight for the program?
Oversight of the program will be provided by the Office of Executive Programs at the Smith School of Business. In the Office of Executive Programs at the University of Maryland’s Robert H. Smith School of Business, we provide adult learning experiences that span the spectrum of time and customization. Academic direction for the iMBA program will be provided by the Academic Director, Dr. Rob Sheehan, who is appointed by the Assistant Dean of the Office of Executive Programs and currently serves as the Academic Director for the Executive MBA programs in College Park, MD and Beijing, PRC.
B. If the program is not to be housed and administered within a single academic unit, provide details of its administrative structure. This should include at least the following:

i. Participating units.
N/A

ii. Academic home and reporting relationship of the program director.
The academic home of the program is within the Office of Executive Programs at the Robert H. Smith School of Business. The Assistant Dean of the Office of Executive Programs reports to the Vice Dean of Programs for the Smith School.

iii. Composition and authority of a faculty oversight committee.
The faculty oversight committee will be led by Dr. Robert Sheehan, Academic Director, and the composition of the committee will include faculty from all academic departments at the Smith School (representative of the faculty that will teach in the program): Finance; Marketing; Decisions, Operations & IT; Accounting; Logistics, Business & Public Policy; and, Management & Organization. The faculty committee will approve all program curricular changes, approve course design changes, and submit any changes approved at the committee level to the full faculty of the Smith School for vote.

iv. Process for assigning faculty to needed courses, and agreements with departments for releasing faculty or for allowing faculty overload for this purpose. Source for teaching assistants, if needed.
Faculty will be nominated by department chairs and coordinated with the Academic Director of the program, in consultation with the Assistant Dean of Executive Programs. Staffing will be accomplished on an overload basis. Teaching assistants will be sourced from the PhD students and adjunct professors and lecturers affiliated with the Smith School.

v. Arrangements for student advisement. For a graduate program, arrangements for research mentoring, assistantships, laboratory access, access to other resources, etc., as applicable.
Since this program targets professional, working adults, student advisement will be managed by the Smith School in a platform more similar to our current part-time programs in Shady Grove, Washington, DC and Baltimore campuses. The Office of Executive Programs staff will manage curricular advisement. Students will have access to leadership coaches as part of the program to advise them on their specific leadership challenges. The Office of Career Services will provide online and virtual sessions for career guidance and opportunities. Alumni relations will continue to be co-led by the Smith School alumni staff and UMD central alumni relations.

vi. Process for recommending and proposing program changes. Process and schedule for program review.
The iMBA faculty committee will review and make recommendations for program changes in consultation with the Assistant Dean for Executive Programs and the Dean’s Office. Full program reviews will be conducted at a minimum once every year during the spring, and the faculty committee will approve any significant changes to the courses and/or curriculum.
V. Off Campus Programs

A. If the program is to be offered to students at an off-campus location, with instructors in classrooms and/or via distance education modalities, indicate how student access to the full range of services (including advising, financial aid, and career services) and facilities (including library and information facilities, and computer and laboratory facilities if needed) will be assured.

As mentioned above in section IV.B.v, the program will be offered virtually with the exception of the residencies at the beginning and end of the 20-months. Student access to services will be done primarily via telephone and email, and the Smith School will also offer scheduled chat sessions with course selection advisement and career services. UMD services (library, information facilities, etc.) will be handled via email and telephone and the Virtual Business Information Center (VBIC).

B. If the program is to be offered mostly or completely via distance education, you must describe in detail how the concerns in Principles and Guidelines for Online Programs are to be addressed.

To assure academic quality, all online programs will adhere to the policies and concerns outlined in the University of Maryland document, Principles and Guidelines for Online Programs.

Program Initiation and Choice - The proposal was initiated within the Office of Executive Programs and has the approval of Dean G. “Anand” Anandalingam. This proposal was developed as a result of the school strengths and aligns with the School’s strategic goals.

Program Development, Control and Implementation by Faculty - The faculty will have overall control over the design, development, and will have the academic instruction. Smith School technical support personnel will be available, as well as an agreement with an established third-party provider for technical support 24-7-365. Technical support will be available to faculty during course development, as well as during the offering of the program.

Access to Academic Resources and Student Services - Student services such as admissions, registration, bill payment, advisement, and bookstore services will be facilitated through the Office of Executive Programs. Library services will be available through Virtual Business Information Center (VBIC).

Intellectual Property Rights – The IP rights of the content developed for the program will be owned by the UMCP in accordance with University policies, and this will be confirmed in the Agreement with the partner designated to assist the Smith School in delivering the program.

Full Disclosure, Standards, and Evaluation - All published materials describing the program will carefully lay out instructional methods to be used, the skills and background necessary for success, academic support and resources, and available student services. Academic admission standards will be clearly described, and will be consistent with those for on-campus programs. As mentioned above, each year the faculty committee and the administration of the Smith School will evaluate the program to ensure all standards are being met.
VI. Other Issues

A. Describe any cooperative arrangements with other institutions or organizations that will be important for the success of this program.

For this program, The Smith School of Business is proposing a partnership with Embanet Compass ([www.embanetcompass.com](http://www.embanetcompass.com)), a company with over 20 years of experience in partnering with Higher Education institutions to deliver online learning services. The partnership with Embanet Compass (EC) is intended to provide the following services to the Smith School of Business for the iMBA program:

- **co-Funding**: EC will invest in the program, thus reducing the expense needed to launch a highly competitive offering, and sharing the risk of the program launch and success.
- **Marketing**: EC will be the primary driver of marketing the program, exclusively online using their experience in building online programs. This service will eliminate the need for Smith to invest in national advertising to attract students to our offering.
- **Recruitment**: EC will staff its operations with a team of qualified recruiters that will be dedicated to the Smith iMBA program, and help interested applicants through the process of applying to the program. This role will eliminate the need for UMD/Smith to hire additional recruiters.
- **Instructional design**: EC will provide full-service instructional design to Smith faculty, working to transition the content and delivery of the faculty material and approach to successful online courses. This will eliminate the need for Smith to hire instructional designers and/or contract separately.
- **Learning platform management**: EC will ensure that the LMS that is adopted for the program (Canvas) will be utilized in such a way that online students will be able to maximize their interaction with faculty, advisors, and each other to in order to fulfill their course requirements and ultimately their learning objectives. They will provide 24/7/365 support of the LMS – including walking faculty through how to upload/modify/interact on the LMS throughout their teaching in the iMBA. This service eliminates the need for two additional headcount in the UMD/Smith IT department (assuming 24/7/365 would require at least 2 headcount to manage all issues over time).

The partnership approach has a number of significant advantages to UMD and the Smith School of Business:

- **Speed to market**: Without the partnership, it would the School at least two years to build the infrastructure needed to start the program, which include building faculty and program capabilities in designing and offering an online curriculum; building capabilities of administrative teams in the new fields of online marketing, recruiting, IT and student support. With the partnership, we can start the program in eight months once it is approved. This early start will establish the Smith School as an early mover and leader in quality online education.
- **Leverage EC’s financial capital**: A large upfront investment has been a barrier preventing universities from offering online programs. In the Smith School case, we
estimate that it will take $2 million investment in two years to do infrastructure building and program launching. Partnership allows unlimited initial fund as needed with investment from EC.

- **Leverage EC’s knowledge capital:** In-house capability building will take time as well as trials and errors to succeed. This partnership allows the School to leverage EC two decades of tested expertise in instructional design, marketing and recruiting, IT and student support tailored to the special needs of online students.
- **Quality assurance:** Effective curriculum delivery model, best practices in teaching and operations that EC can provide will be critical for us to ensure the quality of the new Program right at the start.
- **Risk reduction:** Since EC will provide the large portion of the investment at the start of the program, financial risk is outsourced.
- **Positive externality:** Knowledge and capabilities in online teaching built through this program at the faculty level and program level can be applied to other courses and programs at Smith benefiting all Smith graduate and undergraduate students. In addition, instructional videos produced for this program can be used to other non-competitive Smith courses/programs (e.g. certificate and MS programs), resulting in cost saving to the School.

B. Will the program require or seek accreditation? Is it intended to provide certification or licensure for its graduates? Are there academic or administrative constraints as a consequence?
Accreditation is expected under AACSB guidelines, and in no way will accreditation be expected to be different from our other programs.

**VII. COMMITMENT TO DIVERSITY**
Identify specific actions and strategies that will be utilized to recruit and retain a diverse student body.
Admissions processes will resemble the requirements outlined for a degree seeking student to the graduate school and the Smith School’s part-time MBA program, and so afford all of the opportunities for diversity as now exist with UMCP and Smith School of Business graduate programs.

**VIII. REQUIRED PHYSICAL RESOURCES**
A. Additional library and other information resources required to support the proposed program. You must include a formal evaluation by Library staff.
None required

B. Additional facilities, facility modifications, and equipment that will be required. This is to include faculty and staff office space, laboratories, special classrooms, computers, etc.
None required

C. Impact, if any, on the use of existing facilities and equipment. Examples are laboratories, computer labs, specially equipped classrooms, and access to computer servers.
Minimal impact on existing facilities beyond those that are already in place is anticipated.

IX. RESOURCE NEEDS and SOURCES
Describe the resources that are required to offer this program, and the source of these resources. Project this for five years. In particular:
A. List new courses to be taught, and needed additional sections of existing courses. Describe the anticipated advising and administrative loads. Indicate the personnel resources (faculty, staff, and teaching assistants) that will be needed to cover all these responsibilities.
For the first cohort, one new section of the courses listed in section II, B, ii will be required. These will be staffed on an overload basis out of tuition revenue. The same will be true of the orientation/boot camp. This mode of staffing and funding will continue until such time as stabilized demand is observed and hiring to enable on-load delivery then initiated. No additional staff beyond the administrative program manager is anticipated.

B. List new faculty, staff, and teaching assistants needed for the responsibilities in A, and indicate the source of the resources for hiring them.
With initial program delivery taking place via overload instruction, no hiring will be required in year one. Hiring to support program growth and conversion to on-load delivery may be necessary in years 3-6 following program launch.

C. Some of these teaching, advising, and administrative duties may be covered by existing faculty and staff. Describe your expectations for this, and indicate how the current duties of these individuals will be covered, and the source of any needed resources.
Via overload as described above.

D. Identify the source to pay for the required physical resources identified in Section VIII. above.
None required.

E. List any other required resources and the anticipated source for them.
None required.

F. Provide the information requested in Table 1 and Table 2 (for Academic Affairs to include in the external proposal submitted to USM and MHEC).
See Attachment II: Financial Projections
## Attachment I: iMBA Curriculum Schedule

<table>
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<th>Course Code</th>
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<tr>
<td>3</td>
<td>EMBA 621 Strategic and Transformational IT</td>
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<tr>
<td>4</td>
<td>EMBA 630 Data Models and Decisions</td>
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<tr>
<td>5</td>
<td>EMBA 678 Ethical Leadership</td>
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<tr>
<td>6</td>
<td>EMBA 683 The Global Economic Environment</td>
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<td>7</td>
<td>EMBA 656 Leadership and Human Capital</td>
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<td>8</td>
<td>EMBA 610 Introduction to Financial Accounting</td>
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</tr>
<tr>
<td>9</td>
<td>EMBA 681 Managerial Economics and Public Policy</td>
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<td>10</td>
<td>EMBA 757 Marketing Strategy</td>
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<td>EMBA 694 Operations Management</td>
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<td>13</td>
<td>EMBA 654 Organizational Change</td>
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<td>14</td>
<td>EMBA 611 Managerial Accounting</td>
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<td>15</td>
<td>EMBA 778 Special Topics in Leadership Mastery and Coaching</td>
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<tr>
<td>16</td>
<td>EMBA 640 Financial Management</td>
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<td>EMBA 778 Special topics in Finance/Accounting/Marketing/IS/BA</td>
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<tr>
<td>22</td>
<td>EMBA 687 Strategy and Globalization</td>
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<td><strong>Closing Residency</strong></td>
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<td>23</td>
<td>EMBA 758 Capstone: Integrative Business Simulation</td>
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## Attachment II: Smith MBA Curriculum Comparisons

<table>
<thead>
<tr>
<th>Code</th>
<th>Credits</th>
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<th>Title</th>
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<th>Credits</th>
<th>Title</th>
<th>FT &amp; PT</th>
<th>Full-Time</th>
<th>Part-Time</th>
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<tr>
<td>1</td>
<td>EMBA610</td>
<td>2 Intro to Financial Accounting</td>
<td>EMBA 610</td>
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<td>Intro to Financial Accounting</td>
<td>BUSI610</td>
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<td>3</td>
<td>EMBA630</td>
<td>3 Data Models and Decisions</td>
<td>EMBA630</td>
<td>3 Data Models and Decisions</td>
<td>BUSI630</td>
<td>2 Data Models and Decisions</td>
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<td>EMBA656</td>
<td>3 Leadership &amp; Human Capital</td>
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<td>3 Leadership &amp; Human Capital</td>
<td>BUSI 662</td>
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<tr>
<td>6</td>
<td>EMBA687</td>
<td>4 Strategy &amp; Globalization</td>
<td>EMBA690</td>
<td>2 Strategic Management</td>
<td>BUSI 690</td>
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<td>7</td>
<td>EMBA640</td>
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<td>4 Corporate Finance</td>
<td>BUSI 640</td>
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<td>8</td>
<td>EMBA757</td>
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<td>BUSI 650</td>
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<td>9</td>
<td>EMBA654</td>
<td>3 Organizational Change</td>
<td>EMBA758</td>
<td>2 Strategic Innovation and Entrepreneurship</td>
<td>BUSI622</td>
<td>2 Managing Digital Markets</td>
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<td>(technology selective)</td>
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<td>EMBA621</td>
<td>2 Strategic &amp; Transformational IT</td>
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<td>3 Strategic &amp; Transformational IT</td>
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<td>Strategic &amp; Transformational IT</td>
<td>(technology selective)</td>
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<td>11</td>
<td>EMBA694</td>
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<td>2 Operations Management</td>
<td>BUSI634</td>
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<tr>
<td>13</td>
<td>EMBA758</td>
<td>2 Fundamentals of Business (opening residency)</td>
<td>EMBA758</td>
<td>NA <em>Opening residence (non-credit bearing)</em></td>
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<td>Electives</td>
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<td>2 Ethical Leadership</td>
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<td>2 Ethical Leadership (A&amp;B)</td>
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<td>EMBA758</td>
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<td>16</td>
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<td>2 Action Learning Project (Entrepreneurship)</td>
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<td>EMBA778</td>
<td>2 Entrepreneurship</td>
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<td>2 Action Learning Project (Business Process)</td>
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<td>18</td>
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<td>2 International Business</td>
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<td>1 Action Learning Project (Leading Change)</td>
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<td>EMBA693</td>
<td>2 Supply Chain Mgmt</td>
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<td>3 Elective/Global Study</td>
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<td>20</td>
<td>EMBA778</td>
<td>2 Executive Powers &amp; Negotiation</td>
<td>EMBA789</td>
<td>12 Leadership Mastery sessions, EMBA789, total 12 credits</td>
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<td>21</td>
<td>EMBA778</td>
<td>2 Special Topics (Electives) 1</td>
<td>EMBA789</td>
<td>12 *Executive Coaching is offered as non-credit bearing component</td>
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Notes:
The curriculum for the current cohort EMBA12 is used for this comparison.
FT and PT MBA programs share the same course titles/numbers.
The curriculum for the IMBA more closely matches the EMBA program, which is more structured than the other program offerings from Smith. The prescribed nature of the curriculum provides a focus on leadership development skills, which for experienced business professionals provides more insight into leadership development areas versus concentrations in business acumen. This is a particular strength of the Smith EMBA program. We will also attempt to leverage the University’s focus on Entrepreneurship in the program, as we do through Action Learning Projects in the EMBA program.
Whereas the EMBA, and certainly the Full-Time and Part-Time programs, provide for a variety of elective choices, the IMBA will more closely mirror the EMBA where mastery of topics is important.