THE STILLMAN MBA

Approved by the
Faculty Assembly of the Stillman School of Business
December 13, 2013

MBA Redesign Committee (AY 2013-14)

John H. Shannon, Chair
Amar D. Amar
Theresa F. Henry
Chander Kant
Hector R. Lozada-Vega
Ann Mayo (ex-officio)
Honglei Tang
Rob R Weitz
INTRODUCTION

Our progress to date is the result of a series of efforts beginning with discussions related to the competitive threats facing our MBA program during AY2011/12. Those discussions resulted in the establishment of the FASB Ad Hoc Committee on Graduate Program Review. The ad hoc committee found that a combination of factors including the reduced perceived value of an MBA, increased competition from new AACSB accredited programs in New Jersey and no strong perceived advantage to SHU program vis-à-vis our competitors, the rise of online programs, economic circumstances, worked against our traditional base of students (part-time, supported by their employers). Further, the committee found there was a significant variation in academic preparation among our incoming students and a significant decline in our graduate enrollments.

As a result of the foregoing, FASB established an MBA Review Committee in December 2012, charging it with responsibility to examine all aspects of the MBA program and to report its recommendations to FASB. The MBA Review Committee recommended adoption of a new MBA Framework in April 2013. FASB approved the recommended framework and its implementation timeline on June 19, 2013, and charged the GEPC with its continued development pursuant to the approved implementation timeline.

The members of the GEPC are pleased to present to our colleagues the materials we have developed in support of the updated MBA program as required by FASB. The GEPC has met weekly during the fall semester to complete the development of a variety of different aspects of this curriculum including descriptions, syllabi and prerequisites for core courses and the sequences for taking different parts of the program. Course descriptions for the core curriculum are available below. Syllabi for the core courses, except Boot Camp and Integrative II, are available in the MBA Materials folder in Blackboard > FASB > GEPC. We have also updated the timeline for the work during the spring semester and summer sessions so that we are fully prepared to launch our new MBA in the Fall 2014.

A MANAGERIAL APPROACH TO THE STILLMAN MBA

Focusing on practice, the Stillman MBA prepares managers to apply their skills in a complex environment while taking into account all facets of management. Some of the practical outcomes sought throughout the program are fostering an ability to recognize important issues confronting managers, creating a strong knowledge-base in our curriculum, fostering teamwork, creating a diversified learning environment involving the case method, hands-on exercises, assignments and projects, emphasizing problem solving, providing opportunities for individual and group oral presentations, and including computer simulations. In addition, business leaders will interact with students in classes and during school sponsored presentations, debates, and conferences in order to emphasize practical learning.

The core curriculum of the Stillman MBA is designed to advance the student's extent of knowledge by building upon his/her undergraduate business experience, and simultaneously, reaching out to students who are attracted to the MBA from every conceivable undergraduate major.
This approach is implemented by the direct enrollment of students with an undergraduate business degree to the graduate business core, subject to appropriate review of prior coursework. For students without a business background, the Stillman MBA offers a portfolio of business foundation courses that are completed prior to enrolling into the MBA program core.

The Stillman MBA is characterized by:

- A practical approach. Theory is good, but theory alone is not the goal. All courses, particularly core courses, specifically address “turning theory into practice.”
- The recognition that real business problems are inter and cross disciplinary. All courses, particularly core courses, include significant coverage of cross-discipline applications.
- The belief that the MBA is a “generalist” degree. Therefore, core courses are designed keeping in mind that students may pursue different concentrations.
- A blending of both analytical and “soft” skills, given that both provide a solid foundation for managerial decision-making.
- An approach to teaching that fosters active learning and student engagement.
- A focus on Ethics/Social Responsibility.
DESIGN ASSUMPTIONS

Delivery Alternatives
The need to allow for alternative delivery options for our new MBA curriculum was a critical design imperative for the GEPC. To that end, the curriculum developed for the Stillman MBA is arguably the most flexible the faculty has ever adopted. We have eliminated all leveling requirements for the core curriculum and reduced the number of prerequisites to the minimum while maintaining the academic integrity and rigor necessary in any high quality MBA program.

Our new curriculum will allow the faculty to offer the Stillman MBA in face-to-face, hybrid and fully online modes. We will also be able to expand our delivery beyond our traditional part-time, weekday evening offerings to weekend and executive programs as well as custom on site corporate offerings. In short, we can adjust our delivery, as necessary, to shifting time and geography demands to meet the broadest range of student needs.

Level of Student Experience
The curriculum leverages and extends our existing strengths and provides applicants to our program with a clear value proposition. All students will reliably graduate with critical skill sets and substantive real-world experience.

The Stillman MBA program supports students’ efforts to prepare for the next steps in their career, whether that step is first time formal employment, a promotion to upper management, or the launch of a new venture.

Applicant Profile
The Stillman MBA serves three groups of students (broadly defined)

1. More Prepared - applicants who hold business degrees and/or several years of relevant business experience
   - They complete the following modules: Skills Seminars, Core, and Elective classes

2. Less Prepared - applicants who hold non-business degrees and/or little or no relevant business experience
   - They complete the following modules: Fundamentals, Skills Seminars, Core, and Elective classes

3. Needing Preparation - applicants with challenges related to preparedness, culture, language skills, etc.
   - They complete the following modules: Fundamentals, Skills Seminars, Boot Camp, Core, and Elective classes
MBA LEARNING GOALS & OBJECTIVES

1. Functional Knowledge of Business Enterprises - to demonstrate a fundamental understanding of functional areas in business and a deeper understanding in one’s concentration; to be able to apply this knowledge in an integrative manner to effectively develop solutions for business enterprises.
   a. Accounting
   b. Economics
   c. Data Analytics
   d. Finance
   e. Information Technology
   f. Legal Environment of Business
   g. Management
   h. Marketing

2. Analytical and Critical Thinking - to be able to identify relevant issues, apply qualitative and quantitative problem solving tools, and recommend appropriate actions in analyzing business problems.
   a. Apply critical thinking skills in identifying, analyzing, and solving complex business problems.
   b. Select and apply appropriate qualitative and quantitative analytical tools, and clearly identify the assumptions and limitations of their analyses.
   c. Articulate and justify recommended solutions.

3. Global Management - to be able to anticipate, identify, and respond to changes in global environments and strategically leverage international opportunities.
   a. Recognize and critically analyze the contribution of the cultural, political, economic, and legal domains in managing international business.
   b. Demonstrate an understanding of the interdependencies between these domains and how they impact business operations.
   c. Evaluate and leverage the opportunities and manage the risks associated with managing international business when examining multi-national strategies.

4. Communication - to be able to write, speak, and present effectively and persuasively in a wide variety of business settings with diverse audiences.
   a. Write concisely, correctly, clearly, and effectively.
   b. Make oral presentations in a persuasive manner that acknowledges and respects the diversity and interests of audiences.
   c. Employ the above skills in all business meetings and situations.

5. Teamwork and Leadership - to be able to work collaboratively and effectively in a diverse and multi-functional team environment; to enable students as leaders who can inspire others to
achieve their fullest potential.
   a. Provide clear direction, instill a sense of purpose and motivate a team to successfully perform and achieve its objectives.
   b. Work collaboratively within and across multi-functional/cultural groups to maximize team effectiveness in achieving shared goals.
   c. Identify and utilize the individual strengths and skills within the group that will enable members to maximize their contributions to the group's success.

6. **Technology** - to understand how technology is used to support business decision-making and strategy; to be skilled in the use of information technology resources.
   a. Understand information systems concepts and methods, and the ways in which information technology is used for competitive advantage.
   b. Identify and suggest appropriate managerial and organizational responses to issues associated with information systems.
   c. Understand the major social and ethical issues associated with information systems.

7. **Ethics and Social Responsibility** - to be aware of ethical and social responsibility issues and their implications on business decision making; to develop an ethical mindset; to proactively identify, evaluate and address ethical challenges.
   a. Identify ways in which business can be used as an engine for social and environmental change.
   b. Analyze the ethical risks in a business situation.
   c. Recommend how to manage the ethical risks in a business situation.

[Approved by GEPC, January 27, 2010]
# MBA CURRICULUM FRAMEWORK

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Fundamentals</th>
<th>Skills Seminars</th>
<th>Boot Camp</th>
<th>Core and Interdisciplinary Courses</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Can be waived by appropriate prior course work, experience, or testing</td>
<td>0</td>
<td>0</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>• Spreadsheet Skills</td>
<td>• Analytical and Critical Thinking</td>
<td>• Integrative Experience I (Learning Plan, Service Project)</td>
<td>• Certificate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Math Skills</td>
<td>• Communication</td>
<td>• International Perspectives</td>
<td>• Electives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Making Sense of Data/Statistics</td>
<td>• Teamwork and Leadership</td>
<td>• Accounting Statements and Analysis</td>
<td>• 9 – 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Persuasion, Negotiation &amp; Selling</td>
<td>• Economics for Managers</td>
<td>• 0 - 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Financial Decision Making</td>
<td>• - or -</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Information Technology</td>
<td>• Electives (without a certificate)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Legal and Social Environment of Business</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Management for the 21st Century</td>
<td>TOTAL</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Marketing</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Quantitative Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Integrative Experience II</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** 45
PROGRAM SEQUENCE

Boot Camp
Required of all students needing preparation in language and communication skills, unless a waiver is obtained. Must be completed prior to taking Skills Seminars, Integrative Experience I or a Core course.

- Students will take the Boot Camp during the first half of their first semester.
- Students may take the Fundamentals courses while enrolled in the Boot Camp.
- Students will take the Skills Seminars, Integrative Experience I, International Perspectives, and either Legal and Social Environment of Business or Management for the 21st Century in the second half of their first semester (after they have completed Boot Camp).

Integrative Experience I (Learning Plan, Service Project)

- Required of all students.
- Must be taken before or in the first semester in which a Core course is taken.
- Students are introduced to the Service Project assignment in Integrative Experience I and must complete the project by the time they have completed 24 credit hours in their program.

Skills Seminars

- Required of all students.

Integrative Experience II

- Required of all students.
- Must be taken near the completion of program.
## Table 1: Prerequisites for Core Courses

<table>
<thead>
<tr>
<th></th>
<th>Pre-requisites</th>
<th>Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Foundation – Basic Business Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundation – Making Sense of Data / Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foundation – Spreadsheet Skills for Managers</td>
<td></td>
</tr>
<tr>
<td>Core – Quantitative Analysis</td>
<td></td>
<td>Core – Accounting Statements and Analysis</td>
</tr>
<tr>
<td>International Perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal and Social Environment of Business</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management for the 21st Century</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Accounting Statements and Analysis</td>
<td>✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Quantitative Analysis</td>
<td>✓ ✓ ✓</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td>Economics for Managers</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>Financial Decision Making</td>
<td>✓ ✓ ✓ ✓ ✓ ✓</td>
<td>✓ ✓ ✓ ✓ ✓</td>
</tr>
</tbody>
</table>

The table lists required and recommended courses for different business competencies, indicating whether courses are pre-requisites or co-requisites.
Elective Course Prerequisites
It is recommended that students complete the MBA Core before enrolling in any elective courses. If they must take an elective course, they may not take more than six elective credits before completing all their Core requirements. As with any other course, a student may only register for an elective course if they have satisfied the prerequisites for that course.

Model Curricula

TABLE 2: ILLUSTRATION OF COURSE SEQUENCES FOR VARIOUS TYPES OF STUDENTS

<table>
<thead>
<tr>
<th>Student Type</th>
<th>Students Needing Preparation</th>
<th>Full-Time Students</th>
<th>Part-Time Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Boot Camp, Integrative Experience I, Skills Seminars, Foundation courses, 2 core courses</td>
<td>Integrative Experience I, Skills Seminars, Foundation courses, 5 core courses</td>
<td>Integrative Experience I, Skills Seminars, 1 core course</td>
</tr>
<tr>
<td>Semester 2</td>
<td>4 core courses</td>
<td>4 core courses</td>
<td>2 core courses</td>
</tr>
<tr>
<td>Semester 3</td>
<td>3 core courses and 1 elective</td>
<td>2 core courses and 2 elective</td>
<td>2 core courses</td>
</tr>
<tr>
<td>Semester 4</td>
<td>4 electives, Integrative Experience II</td>
<td>3 electives, Integrative Experience II</td>
<td>2 core courses</td>
</tr>
<tr>
<td>Semester 5</td>
<td></td>
<td></td>
<td>2 core courses</td>
</tr>
<tr>
<td>Semester 6</td>
<td></td>
<td></td>
<td>2 electives</td>
</tr>
<tr>
<td>Semester 7</td>
<td></td>
<td></td>
<td>2 electives</td>
</tr>
<tr>
<td>Semester 8</td>
<td></td>
<td></td>
<td>1 elective, Integrative Experience II</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS

Fundamentals
The Fundamentals group includes Spreadsheet Skills, Basic Math and Making Sense of Data/Statistics. The subjects included in this group are designed to prepare incoming students who have non-business degrees and little business experience (less than two years of full-time business experience) to successfully complete the core courses. Incoming students will not be allowed to take a core course unless she/he successfully completed or waived all of the required fundamentals.

Professional Skills Seminars (Required of all students)
In general, employers look for three things when recruiting newly-minted MBAs: experience, knowledge and skills. No matter where your career takes you, having a solid foundation in the following skill areas will be essential:

- **Analytical and Critical Thinking** - Employers want graduates who can examine a problem, opportunity or other situation; gather, analyze and synthesize relevant data from multiple sources; and then draw appropriate conclusions. Using adept reasoning, students in this course will learn to use both qualitative and quantitative data to solve complex business problems and shape emerging opportunities.

- **Communication** - Managers need to effectively communicate up, down, across and outside the organization. This seminar will emphasize essential skills including: writing persuasive proposals, effective emails, and engaging oral presentations; practice active listening, coaching, interviewing, and impromptu oral presentations; and learn to communicate effectively via social media.

- **Teamwork and Leadership** - In this seminar, students study group dynamics, team development, and the influence of diversity, creativity, and conflict on team outcomes, while actively engaging in team-based projects and assignments designed to strengthen teamwork skills.

- **Persuasion, Negotiation & Selling** - "In business, you don't get what you deserve, you get what you negotiate" (Chester L. Karras). Hence, students will practice the principles of effective negotiation. In addition, this seminar will focus on using credibility, logic and emotion to sell ideas to others, and defending views before adversarial or skeptical audiences.

A coordinator will be appointed to manage the "Skills Seminars" section of the MBA program. Skill Seminars may be taught by Stillman faculty or by the SHU Center for Continuing Education and Professional Studies, as well as other departments on campus.

Boot Camp
In addition to an introduction to U. S. academic culture and norms, six critical areas shall be addressed in the Stillman School of Business "Boot Camp" program:

1. **Business Listening & Conversational Skills / Group Discussion**: This unit is designed to enhance listening and conversational skills for business communication. The unit will focus on the ability to discuss information, ideas, or concepts that are presented to students in the print or
in the media. Students will be introduced to business jargon, idioms, and more traditional core business vocabulary.

2. Business Correspondence and Writing Skills: This unit introduces the various forms of written communications that will be required of a business student. It will concentrate on proper use of grammar/sentence structure and organization of business correspondence and reports, and will introduce students to business research methodologies and sources. Issues relating to plagiarism will be explored.

3. Introduction to Case Studies: This unit will build upon discussion skills and the use of a broad business vocabulary through selected business readings and the "case-study" method stressing "real life" business situations.

4. Cross-cultural Business Communication: This unit will introduce the concepts of professional values; provide a comparison of beliefs, verbal and non-verbal communication patterns that are prevalent in the business environment. Students will begin to develop a "cross cultural sensitivity" and will begin to appreciate the conduct of business in a multicultural environment.

5. Strategic Reading and Comprehension: This unit will strive to help our students to improve reading comprehension skills through learning and practicing various reading techniques.

6. Presentation Skills: This unit will begin to develop the delivery skills, structure, rhetorical and oratorical techniques and confidence-building tools necessary to give an effective presentation in English demonstrating increasing fluency. "Snap" presentations will be made by students on a regular basis on a topic found in the day’s news after a ten-minute preparation period during which time students must present a short outline and talk about the topic for 5-6 minutes!

The Stillman School of Business will provide this program either at a flat fee or by assigning/requiring one credit to this segment.

The Boot Camp is required of all students who are not "native born" speakers of English or any student who is required to take the TOEFL. This screening will be coordinated with ESL and/or the Office of International Programs.

A coordinator will be appointed to manage the "Boot Camp" section of the MBA program. The Boot Camp will be taught by Stillman faculty or by the SHU Center for Continuing Education and Professional Studies, as well as other departments on campus.

Core Courses
The days when most people can have a rewarding, long-term career by focusing on one functional area are over. Due to the collaborative and interdependent nature of most organizations, even functional experts need a working knowledge of all areas of business and a holistic view of the organization. This is especially true for students who aspire to general management roles.

Therefore, the main focus of the core courses is to provide a managerial perspective of the functional areas, with an emphasis on understanding the linkages between the functions. Students will learn how functional concerns from outside their area of expertise impact their day-to-day decisions and
how these decisions, in turn, impact other functional areas. Subsequent elective courses will provide depth in a particular area for those students who wish to concentrate in a particular expertise (e.g., finance manager, market researcher, supply chain manager, etc.).

**Integrative Experience I/ Learning Plan**
At the start of the program, students will engage in an integrative experience, through a basic business simulation. During this class students will learn the elements of a business model and how they are interdependent. They will also uncover their knowledge gaps and determine their strengths and weaknesses, which will inform their MBA program-learning plan. This student-written plan will outline the courses and experiences they will pursue during the rest of the program to best prepare for their career goals.

**International Perspectives**
This course is designed to introduce the graduate student to global business, international trade and political economy. These subjects are approached from the viewpoint of a generalist, offering information and insights from the broad perspectives of business, economics, finance, political and economic geography, risk management, marketing, ethics and international business law.

**Accounting Statements & Analysis**
This course introduces a student to the foundational topics in accounting necessary for a career in business. Students will learn the contents of financial statements, accounting for certain common transactions, basic financial statement analysis tools, and commonly-used managerial accounting techniques.

**Economics for Managers**
This course is a survey of economics that every manager should know. It covers principles of microeconomics, macroeconomics and essential international economics. It first reviews the microeconomic foundations of business decisions. Principles relating to the level and fluctuations of aggregate economic activity, and government policies to ameliorate the fluctuations are then discussed. It is a required core course for every student and is a part of common body of knowledge in our program.

**Financial Decision Making**
The course offers a managerial approach to financial decision making by transforming concepts covered in finance, accounting, economics, and quantitative analysis into business practices. Topics covered include introductory financial modeling, analysis of financial statements, rates of return, market structures, capital budgeting, financial markets, business cycles and their impact on interest rates, asset pricing, portfolio analysis, and introductory derivatives.

**Information Technology**
Information technology (IT) has transformed all aspects of 21st century business and everyday life. It is vital that future managers in every area of business have a working knowledge of modern IT, practical experience in its use, and management perspective on how IT is used in organizations. This course
introduces information technologies that are critical to modern business, and discuss applications in various aspects of business operations.

**Legal and Social Environment of Business**
Managers face a variety of legal challenges that can both help and hinder success. This course will provide a foundation of legal knowledge that will equip students to recognize the legal potholes they will encounter as managers. We will examine legal issues involved in the areas of torts and products liability, antitrust, employment and labor law, environmental law, and securities regulation. We will also examine a most important area in this knowledge economy, intellectual property. While we will not turn students into lawyers, we will develop the legal knowledge and analytical skills that guide managers in a complicated legal environment.

**Marketing**
This course highlights the strategic role of customer satisfaction and how managers from every department contribute to creating customer value. Fundamental marketing concepts such as the 4Ps, segmentation approaches, product positioning, branding, and product-market lifecycle will be used to solve business problems and discover new opportunities.

**Management for the 21st Century**
The goal of this course is to enable students to be the key drivers in successfully envisioning and navigating 21st century business challenges in organizations and to deliver high performance in their management roles in finance, operations, marketing, etc., guided by the shared principles of creativity, adaptability, flexibility and resiliency. They should learn how to effectively manage in the contemporary economy by constantly maintaining a focus on the organization’s goals using management principles and practices delineated in the detailed syllabus. The main focus of this course is on practice.

**Quantitative Analysis**
This course introduces quantitative methods and their applications to decision making in a business environment. We begin with a quick review of the basics of probability and data analysis to solidify foundational skills. The rationale behind various quantitative techniques will be introduced. Upon successful completion of this course you will understand the conceptual underpinnings of a wide range of problem-solving approaches and be able to solve problems, from various business disciplines, using realistic data sets. A selection of cases will provide a broad-perspective approach toward decision-making.

**Integrative Experience II**
Toward the end of the program, students will participate in a final integrative experience, a practicum that will require student teams to apply the material they have learned to a real-world problem.

**Electives**
All MBA students must complete fifteen credits of electives. The Program provides students with
significant flexibility in designing their learning environment beyond the core curriculum. The electives may be organized in the following variety of ways:

- Students may pursue a certificate of 9-15 credit hours. Departments may offer interdisciplinary as well as concentration-specific certificates. Students can supplement the certificate (most certificates will be for 9 credit hours) with other elective courses to complete a total of 15 elective credit hours.
- Students may complete 15 elective credit hours without a specific concentration.

Note that students who have obtained waivers from one or two Core Courses would complete more than 15 elective credit hours. See Residency Requirements below.

**MBA Service Project**

A hallmark of our MBA curriculum is the Service Project; it represents the Stillman School's effort to develop servant leaders in a global society, a goal of the University articulated by President Esteban.

Students are introduced to the Service Project assignment in Integrative Experience I and must complete the project by the time they have completed 24 credit hours in their program. In selecting and completing the service project assignment, students will connect with the community, demonstrate leadership, and utilize the skills developed in the MBA program.

A coordinator will be appointed to oversee the "service project" section of the MBA program.

**Residency Requirements**

Students must satisfy the minimum residency requirement of forty-five credits. Prerequisite courses, including Skills Seminars, Boot Camp and Fundamentals are not applied toward the minimum residency requirement.