

APPENDIX 9: MBA PROGRAMS

The College of Business offers three MBA programs: the traditional (part-time) MBA, the Executive MBA (EMBA), and the MBA with a concentration in Sport and Entertainment Management.

Traditional/Part-Time MBA

Although students may attend the traditional MBA program full-time, more than 75% of our students pursue the program on a part-time basis. As described in Appendix 8, Curriculum Management, in fall 2011, an ad hoc committee appointed by the Graduate Policy Committee (GPC) completed a two year evaluation of the MBA program that included seeking input from current students, alumni, and employers; input from faculty teaching in the program, especially in the capstone course; reviewing the structure and curriculum/content changes made by highly ranked MBA programs; and reviewing assurance of learning results. In addition, all committee members attended a two-day AACSB seminar focused on redesigning MBA programs to be more responsive to stakeholder needs. To ensure that significant curriculum and other changes do not unreasonably disrupt the programs of currently enrolled students, university policy allows students to complete their program under either the catalog requirements in effect at the time they began the program or the new requirements. The college will ensure that students who want to complete the MBA under the requirements of earlier catalogs are able to do so.

Program Objectives/Learning Outcomes

The Graduate Policy Committee, with input from MBA faculty, has developed program objectives/learning outcomes to insure that graduates have both a broad perspective of the environment of business and the knowledge, skills, and abilities to contribute to and take leading positions in public and private sector organizations. Upon completion of the coursework for the MBA, graduates should be able to:

1. Demonstrate a thorough understanding of the global economic, socio-cultural, political-legal, technological, and competitive environments in which business and non-business organizations seek competitive advantage.
2. Demonstrate the ability to critically analyze an organization from various stakeholder perspectives and to develop strategic and operating plans under conditions of dynamic change and competitive uncertainty.
3. Demonstrate the ability to integrate and apply business concepts, tools, and techniques in a problem-solving environment, drawing on both program coursework and business experience.
4. Understand and incorporate into their decision-making the social, ethical and legal responsibilities of organizations as they pursue economic goals and objectives.
5. Demonstrate effective leadership and collaboration skills both in classroom settings and in project/team environments.
6. Effectively use financial, quantitative, and qualitative tools to identify business problems and opportunities, analyze performance, formulate appropriate and workable strategies and plans, and devise comprehensive evaluation measures.
7. Demonstrate oral and written communication competencies that support and enhance managerial effectiveness.

Learning is assessed in the program capstone course, Integrated Business Applications (IBA). The emphasis in this course is on developing managerial thinking and problem-solving skills, developing student ability and confidence in using business concepts, tools and techniques, and enhancing students' leadership and collaboration skills. IBA affords students the opportunity to apply and integrate knowledge, skills, and experience as they develop a comprehensive, cohesive business plan that serves as the focal point of their learning in their final semester. The IBA business plan is both strategic and operational. This dual long-term/short-term emphasis requires that students make often-difficult choices and trade-offs as they integrate analytical business skills, functional knowledge, and applied skills to create an in-depth written plan and oral presentation. Process and content are both important in this course which serves as a laboratory experience in self-managed work teams.

At the beginning of the semester, students self-form teams (usually four-five students per team). The first team activity is the development of a project proposal. Project sources include 1) a project brought to the college by an outside client, 2) an entrepreneurial venture that the student team wants to investigate, or 3) a unit or division of a student's company that can benefit from a comprehensive business plan. Key project elements include a thorough analysis of the economic and competitive environments, a review of stated/implied strategies, an analysis of operating and financial results (for existing companies/divisions), identification of feasible strategies and value propositions, and a five-year revenue forecast. Periodic "deliverables" and "problems and progress" sessions insure that teams stay on track. Work in the second part of the semester centers on creating, revising, or developing the following: operating strategies; implementation plans including operations management applications (routing, queuing, inventory, scheduling); an information technology plan for at least one aspect of operations, five years of pro-forma financial projections, financial plans and strategies including cash flow timing and working capital management, capital structure and capital budgeting plans, and a balanced scorecard designed to provide multiple measures of strategic, operating, and financial performance.

Curriculum

The redesigned curriculum comprises 17 credit hours of required advanced tool courses and 15 to 18 credit hours of elective courses:

<u>Element</u>	<u>Credit Hours</u>
Advanced Tool Courses	
Financial Analysis	2
Communication Skills for Managers	2
Operations Management and Quality Enhancement	2
Social, Ethical, Legal Systems	2
Strategic Business Analysis	2
Organizational Behavior and Leadership	2
Leadership Speaker Series	1
Integrated Business Applications	4
Total Advanced Tool Courses	17
Elective Courses	<u>15-18</u>
Total Credit Hours	32-35

The 17 credit hours of discipline-specific advanced tool courses address areas the faculty believe are critical to management success in a rapidly changing business environment; elective courses allow students to choose graduate business courses to meet individual goals. Students who waive foundation courses based on an undergraduate degree in business complete 18 credit hours of elective coursework; students required to take foundation courses complete 15 credit hours of elective coursework.

Common Body of Knowledge/Breadth

An undergraduate degree in business from an accredited school within seven years of applying for admission fulfills the common body of knowledge/breadth requirements for students entering the MBA program and allows them to waive foundation coursework. Students who waive foundation courses are required to complete a 16 clock-hour, non-academic credit “boot camp” designed to review key concepts in accounting, finance, statistics, economics and marketing. The boot camp experience is expected to provide a review of important concepts and help students identify weaknesses early in the program, giving them the opportunity to pursue further study (formal foundation course work, individual reading, online course work, etc).

Students who do not have an undergraduate degree in business are required to complete the following foundation courses or their equivalents:

<u>Business Decision Making</u>	
MAN 6147 Leadership/Management Concepts	2
ISM 6021 Management Information Systems	2
<u>Business Measurement</u>	
ACG 6026 Accounting Concepts for Managers	3
QMB 6305 Managerial Decision Analysis	2
FIN 6406 Financial Management	2
<u>Market Orientation</u>	
MAR 6815 Marketing Management	2
ECO 6005 Introduction to Economic Concepts For Managers	<u>3</u>
Total Credit Hours	16

Although foundation coursework fulfills common body of knowledge and breadth requirements for students applying to the MBA program who have not earned an undergraduate degree in business, these courses are preparatory and may not be transferred to the MBA or other masters’ level programs in the College of Business. The undergraduate degree in business or completion of foundation courses ensures that entering students:

1. Understand the concepts and theories underlying general-purpose financial statements, exhibit skill in preparing and interpreting statements intended primarily for external users, and can explain how financial data can be used to analyze strategic and operating performance (ACG 6026).

2. Can explain how statistical and other quantitative data can be used to analyze strategic and operating performance and serve as the basis for management decisions (QMB 6305).
3. Understand the processes, decision structures, and institutional arrangements related to the use and acquisition of funds by a firm in a competitive environment (FIN 6406).
4. Understand the workings of modern market economies; know the components of the macro economy and understand the relationships between aggregate economic activity and monetary and fiscal policy; demonstrate familiarity with basic economic terminology and an understanding of marginal analysis, supply and demand analysis, consumer behavior, production and cost theory, and profit maximization under a variety of market structures (ECO 6005).
5. Understand the concepts, structures, and process involved in the management of information systems and technologies and the role of information systems in supporting managerial decision-making (ISM 6021).
6. Understand the role of marketing in the creation of value for internal and external stakeholders through decisions related to the “four Ps” (product, price, promotion, and place), as well as such key concepts as relationship marketing, marketing segmentation and targeting, and market planning (MAR 6815).
7. Understand the basic theories, concepts, and effective behavioral practices that form the foundation of modern management thought and demonstrate the ability to apply key management concepts (MAN 6147).

Curriculum Planning, Review, and Evaluation

The College of Business uses both formal and informal processes for planning, reviewing, and evaluating the MBA program curriculum to insure continued relevance to graduate education for business and the constituencies the college serves.

Faculty

Curriculum planning, review, and evaluation of the MBA program is the responsibility of the college’s Graduate Programs Committee (GPC). As noted in its charge, the GPC represents the faculty in matters related to graduate curriculum and programs. All academic aspects of the MBA program including curriculum planning, review, and evaluation as well as admissions and retention standards come under the purview of this committee. The GPC reviews proposed departmental and administrative changes and either approves or disapproves the proposed change or recommends approval or disapproval to the college faculty. The GPC may, without a vote of the entire faculty, approve/disapprove such non-substantive changes as a

- change in the name of a course
- change in prerequisites for a given course requested by a department when the change will not affect other departments
- change in specific courses and required course sequence for a concentration

The GPC must recommend approval/disapproval to the entire faculty when the proposed change is substantive and/or will impact more than one department.

The Graduate Policy Committee reviews assurance of learning measures for the MBA program and may recommend curriculum changes based on those reviews. The GPC is also responsible

for periodic review of the MBA program to ensure that it meets the needs of the constituencies served by the college.

In addition, each department/school engages in ongoing informal review and evaluation of learning objectives, concentration requirements, and specific course objectives and content based on current theory, practice, and emerging developments in the discipline. Faculty attendance at conferences and regional and national meetings, participation in professional organizations, and service on boards of business and community organizations provides valuable indirect information for program review and revision.

Students

Regular student evaluation of instruction is an important source of information for course/program review. In accord with university and college policy, each section of each course is evaluated each semester; evaluation summaries are provided to both individual instructors and chairs. The college also gathers in-depth student feedback from students in their final semester before graduation via a questionnaire developed and administered by the Office of Employer Relations. Summaries of questionnaire responses are provided to department chairs as well as to the Graduate Policy Committee. Student responses help shape changes to individual courses as well as to programs.

Other Stakeholders

To help assure the continued relevance of graduate programs in a rapidly changing, globalizing business environment, the college seeks input on curriculum issues from advisory boards, recruiters, alumni, and employers through formal (advisory boards, surveys) and informal processes.

Recruiting, Selection, and Retention

The traditional MBA program is designed for students who:

- have a demonstrated record of academic achievement in an accredited business or non-business undergraduate degree program.
- have the potential and motivation to successfully complete the program of study.
- want to complement their work experience with advanced academic studies in business administration.
- want to enhance their professional capability, credibility, and opportunities for advancement in business and non-business organizations.
- value the flexibility to align their academic preparation with career interests via the program's advanced application tracks.

Recruiting

As a practical matter, because most (approximately three-fourths) of students in the traditional MBA program are fully employed and attend classes on a part-time basis, primary recruitment efforts are directed to employers and employees in the Tampa Bay area (Hillsborough, Pinellas, Pasco, and Polk Counties). Promotional efforts include information sessions held on and off-campus, print advertising, attendance at graduate school fairs, employer-sponsored education days, and personal calls. To expand recruitment efforts, the college hired a manager of graduate recruitment whose focus is to enhance both the size and quality of the applicant pool.

Scholarships/Financial Aid

The university maintains a web-accessible matrix of scholarships, fellowships, and loans available to new and continuing graduate students. The matrix provides information about the type of scholarship/fellowship, forms required, deadlines, award criteria, and renewal criteria. The college has a few partial scholarships available to full-time master's level students with virtually none available for part-time students. However, many employers provide tuition reimbursement for graduate study.

Selection/Admission

Student selection/admission decisions are made within the university's criteria and constraints for admission to graduate study:

- Completion of a university graduate application.
- A bachelor's degree or the equivalent from a regionally accredited institution.
- Minimum "B" average (3.00/4.00) in upper level baccalaureate work (as recomputed by University Admissions).
- Minimum TOEFL (Test of English as a Foreign Language) of 550 on the written test or 213 on the computer-based test.
- Completion of a graduate admissions examination (GRE, GMAT) within the five years preceding the application for admission.

As part of the MBA program redesign, the college revised admission standards to reflect a portfolio approach under which decisions are based on a broader range of application materials with no stated minimums except TOEFL scores. The change was based on two key factors:

High-*achieving* students will often avoid schools with published mid-level GMAT requirements (e.g., 550) as not adequately selective, while students with slightly lower scores, but otherwise strong applications, are discouraged from applying. The same is true for published GPA minimums.

The portfolio approach allows high-*potential* students with older degrees or degrees in more difficult disciplines to demonstrate achievement and the ability to successfully complete graduate work in business via work/professional experience, personal statements, letters of recommendation, and other ancillary materials.

Retention

As with all College of Business programs, there are two equally important aspects to retention for the traditional MBA Program: 1) efforts to retain admitted students by providing advising, mentoring, and other academic support, and 2) policies to insure that students who cannot demonstrate acceptable academic performance are dismissed from the program.

Academic advising is provided by the MBA program director, the academic advisor for graduate programs, graduate assistant advisors, and program faculty. Advising/program planning is especially important because the program provides a wide choice of electives as well as a number of rules and constraints. The student advisors are particularly adept at helping students navigate

the rules and constraints, while program faculty play an important role in helping students choose electives.

Program policies to ensure that students whose academic performance is unacceptable are dismissed from the program reflect those of the university. University-wide academic standards require that graduate students maintain an overall minimum B average (3.0/4.0) in all course work. No grade below C (2.0/4.0) is accepted toward any graduate degree; however, all grades are used in computing the overall GPA.

Any student whose GPA falls below 3.0 is placed on academic probation. Students are notified, in writing, of their probationary status by the College of Business's Office of Graduate Studies. Students on probation have one semester to raise their overall GPA to 3.0. The director of MBA programs works closely with and monitors students' performance during the probationary semester to help them reestablish good academic standing.

At the end of the probationary semester, the program director and the director of graduate studies recommend one of three alternatives to the dean:

- removal from probation
- continued probation for one additional semester
- dismissal from the program and college

Students may also choose to withdraw from the program voluntarily.

A student who has been able to raise his/her GPA to 3.0 will be returned to good academic standing. If the student appears to making good progress toward reestablishing an acceptable GPA and has earned no additional grades below B, s/he may be allowed to continue in the program for one additional probationary semester. Students who are not able to make adequate progress toward establishing good academic standing are dismissed from the program.

Career Planning/Placement

Students enrolled in the MBA program have access to the resources of both the university's Career Center and the college's Office of Employer Relations. The Career Center's primary mission is to assist students as they make the transition from academic studies to professional life or transition from one career field to another. Specifically, the center's goals are to:

- help students plan, identify, refine and implement their career goals and job search campaign
- provide timely, current information on employment opportunities and labor market trends
- create venues that allow students to network and interview with hiring employers
- foster and maintain active partnerships with academic departments to ensure seamless referrals between the Career Center, the academic community and employers

The college's Office of Employer Relations works directly with COB graduate students and alumni and coordinates services and activities with the USF Career Center. The Office of Employer Relations provides a comprehensive array of hard copy and electronic resources and links to online tools that address almost every aspect of career planning and job search including self-assessment instruments,

résumé and job search letter tips, suggestions and guidance for networking, interviewing, job offer evaluation and salary negotiation, and global job search tips. The Office of Employer Relations also maintains a career events calendar and an undergraduate business career listserv that contains career-related information and postings for undergraduate students (notification of companies participating in on-campus interviewing, full-time and internship job postings, and company campus presentations.)

Each semester, the college hosts MBA Corporate Connections and networking receptions that are attended by employers interested in hiring USF MBA graduates. The Office of Employer Relations also conducts a number of career-specific workshops in a variety of areas ranging from resume writing to wine tasting and dressing for success, as well as periodic networking sessions with employers.

Executive MBA

The EMBA challenges high-achieving/high potential working professionals with a wide range of academic backgrounds and business and life experiences to excel in a rigorous, accelerated program. Because the EMBA is a cohort program that meets on alternate weekends, the college recruits from a broader geographic area than for its part-time MBA program, with primary efforts directed at employees and employers within 200 miles of Tampa. The program targets experienced mid-level managers, senior level managers at smaller/local firms, entrepreneurs, and professionals. Promotional efforts include print advertising, targeted mailings, public radio announcements, the program's website, company visits, and a series of information sessions. The Executive MBA program attracts highly motivated, capable individuals; as a result, retention is rarely an issue. If a student does find it necessary to leave the program prior to graduation, the cause is usually employment-related, most often resulting from relocation due to employer transfer or loss of job as a result of downsizing or merger. In such cases, the MBA office seeks to help the student transfer to another accredited program in his/her new location.

EMBA students complete 48 credit hours of prescribed coursework over two academic years. All students, regardless of background or experience, complete all courses. Each fall semester begins with a residency session structured to provide concentrated instruction as well as the opportunity for students and faculty to interact informally at meals and after class sessions. During the balance of the academic year, classes meet on alternating weekends, one Saturday and one Friday/Saturday each month.

Program Objectives/Learning Outcomes

Upon completion of the coursework for the EMBA, graduates should be able to:

1. Demonstrate both an understanding of the global economic, socio-cultural, political-legal, technological, and competitive environments in which business and non-business organizations seek competitive advantage and a global perspective/approach to a variety of business decisions.
2. Demonstrate the ability to critically analyze an organization from various stakeholder perspectives, effectively using financial, quantitative, and qualitative tools to identify

3. business problems and opportunities, assess performance, formulate appropriate and workable strategies and plans, and devise comprehensive evaluation measures.
4. Demonstrate the ability to develop strategic and operating plans under conditions of dynamic change and competitive uncertainty.
5. Demonstrate a mastery of as well as the ability to integrate and apply business concepts, tools, and techniques in a problem-solving environment, drawing on both program foundation knowledge coursework and business experience.
6. Understand and incorporate into their decision-making the social, ethical and legal responsibilities of organizations as they pursue economic goals and objectives.
7. Demonstrate effective leadership and collaboration skills both in classroom settings and in project/team environments.
8. Demonstrate oral and written communication competencies that support and enhance managerial effectiveness.

Curriculum

The curriculum for the Executive MBA program comprises three elements: foundation knowledge coursework; applications coursework (financial management applications, marketing/management applications); and integrative coursework (International Marketing, Business Problems Analysis, and either an applied research project or participation in the overseas program).

<u>Element</u>	<u>Credit Hours</u>
Foundation Knowledge/Tool Courses	22
Applications Courses	18
Integrative Courses	<u>8</u>
Total Credit Hours	48

Foundation Knowledge/Tool Courses

Foundation knowledge is provided via 22 credit hours of tool courses designed to provide an overview of the competitive environment of business as well as broad, common foundation of business knowledge, skills, and abilities and to prepare students for more advanced studies and integrative courses:

ACG 6025	Financial Accounting (2)*
ACG 6075	Managerial Accounting (2)*
ECO 6024	Global Economic Environment of Business (2)*
ECO 6114	Managerial Economics (2)*
FIN 6406	Financial Management (2)
ISM 6021	Management Information Systems (2)
MAN 6055	Human Behavior and Organization (2)
MAR 6815	Marketing Management (2)
QMB 6305	Managerial Decision Analysis (2)
QMB 6603	Operations Management and Quality Enhancement (2)
GEB 6445	Social, Ethical, Legal Systems (2)

*As a result of a recent change in the part-time MBA program curriculum, ACG 6025, ACG 6075, ECO 6114, and ECO 6204 will not be offered after the fall 2012 semester; rather, the

content of ACG 6025 and ACG 6075 will be covered in a three-credit-hour course, Accounting Concepts for Managers (ACG 6026), and the content of ECO 6114 and ECO 6204 will be covered in a three-credit-hour course, Introduction to Economic Concepts (ECO 6005). The college plans to review the EMBA curriculum during 2012-13 in light of changes to the Part-Time MBA.

Application Courses

The foundation knowledge/tool courses insure breadth; the application courses provide depth. EMBA students complete applications sequences in financial management and management/marketing.

Financial Management—The financial management sequence focuses on the global financial environment, the costs and constraints of alternative sources of funds, liability management, the effects of financial decisions on the market value of securities, portfolio construction, asset allocation, risk management and investment policy. These topics, considered especially relevant for senior managers with responsibility for financial decisions in a global context, are addressed in two advanced level courses:

FIN 6605	International Financial Management (3)
FIN 6816	Investments (3)

Management/Marketing—The management/marketing sequence addresses negotiation and conflict resolution, human resources management, supply chain management, and the executive leadership role. These topics, critical to effective management in all types of organizations, are addressed in four advanced level courses:

MAN 6297	Conflict Resolution (3)
MAN 6305	Human Resource Management (3)
GEB 6930	Lean Management and Six Sigma (3)
MAN 6930	Executive Leadership (3)

In addition to formal coursework, Leadership in Organizations, a distinguished speaker lecture series, spanning all four semesters of the program, provides additional insights and perspectives on managing in a globally competitive environment.

Integrative Courses

Integration is achieved via two formal courses, International Marketing and Business Problems Analysis, and the Overseas Program. The Overseas Program combines course work with an international trip; it creates additional opportunities to integrate coursework and experiential learning.

MAR 6158	International Marketing (3)
MAN 6930	Business Problems Analysis (3)
GEB 6930	Overseas Program (2)

International Marketing, taught at the end of the second semester of the first year, provides a vehicle for integrating the first year's course work and prepares students for the mandatory overseas program.

The Overseas Program combines extensive preparation via readings and seminars with an intensive in-country experience that includes meetings with public and private sector decision-makers, site visits, and lectures. At the conclusion of the program, students prepare and submit an analysis of the economic, cultural and business environment of the locations visited. Required elements include a discussion of the specific differences between the countries visited and the U.S. (e.g., differences in practices, beliefs, behavior, customs), especially as they affect business; an analysis of the infrastructure of the locations visited; a discussion of the relationship between the political/legal and business environment; a description of specific business practices which are unique and/or important; and an analysis of the opportunities for Americans to invest in and do business in the locations visited.

Business Problems Analysis is the capstone course for the EMBA. It is intended to integrate knowledge, theory, and experience from all elements of the EMBA curriculum in the context of strategic management/decision making. The course focuses on the role played by complexity in business environments and the types of situations in which decision-makers routinely fail. Student teams and individual students are challenged to provide insightful analyses characterized by precision of thought and crispness of argument that lead to actionable recommendations.

Assurance of Learning

Program objectives/learning outcomes are assessed in the capstone course, Business Problems Analysis, via cases, projects, discussion, and debates.

Curriculum Planning, Review, and Evaluation

The College of Business makes use of both formal and informal processes for planning, reviewing, and evaluating the EMBA program curriculum to insure continued relevance to graduate education for business and the constituencies the college serves. Curriculum planning, review, and evaluation of the EMBA are the responsibility of the program director and program faculty working with the Graduate Policy Committee.

Faculty

As noted in its charge, the GPC represents the faculty in matters related to graduate curriculum and programs. All academic aspects of the EMBA program including curriculum planning, review and evaluation as well as admissions and retention standards come under the purview of this committee.

The GPC reviews proposed departmental and administrative changes and either approves or disapproves the proposed change or recommends approval or disapproval to the college faculty. The GPC may, without a vote of the entire faculty, approve/disapprove such non-substantive changes as a

- change in the name of a course.
- change in prerequisites for a given course requested by a department when the change will not affect other departments.

- change in specific courses and required course sequence for a specialization or concentration.

The GPC must recommend approval/disapproval to the entire faculty when the proposed change is substantive and/or will impact more than one department.

The Graduate Policy Committee reviews assurance of learning measures for the EMBA program and may recommend curriculum changes based on those reviews. The GPC is also responsible for periodic review of the EMBA program to insure that it meets the needs of the constituencies served by the college.

In addition, each department/school engages in ongoing informal review and evaluation of learning objectives as well as specific course objectives and content based on current theory, practice, and emerging developments in the discipline. Faculty attendance at conferences and regional and national meetings, participation in professional organizations, and service on boards of business and community organizations provides valuable indirect information for program review and revision.

Students

Regular student evaluation of instruction is an important source of information for course/program review. In accord with university and college policy, each section of each course is evaluated each semester; evaluation summaries are provided to both individual instructors and chairs. The college also gathers in-depth student feedback from students in their final semester before graduation. Student responses help shape changes to individual courses as well as to programs.

Alumni

The EMBA program attempts to maintain life-long relationships with alumni. Alumni who live in the Tampa Bay area regularly attend EMBA luncheons, serve as speakers, and remain part of an informal advisory group. The program communicates with alumni outside the area via newsletters, surveys, and other instruments. This network of alumni provides an insightful sounding board for curricular changes.

Other Stakeholders

To help assure the continued relevance of graduate programs in a rapidly changing, globalizing business environment, the college seeks input on curriculum issues from advisory boards, recruiters, and employers through formal (advisory boards, surveys) and informal processes.

Recruiting, Selection, and Retention

The Executive MBA program is designed for experienced managers and professionals who:

- Have the potential and motivation to advance to senior management positions in global public and private sector organizations
- Seek advanced graduate study in business with an applied, policy-making orientation

- Want to enhance their professional capability, credibility, and opportunities for advancement in business and non-business organizations
- Value extensive faculty student/team interaction and a collaborative learning environment in which student professional expertise is integrated into the fabric of the curriculum

Recruiting

Because the Executive MBA program is a cohort program that meets on alternate weekends, the college recruits from a broader geographic area than for its traditionally scheduled MBA program, with primary efforts directed at employees and employers within 200 miles of Tampa. The program targets experienced mid-level managers, senior level managers at smaller/local firms, entrepreneurs, and professionals.

Promotional efforts include print advertising, targeted mailings, the program's website, company visits, and a series of information sessions. Interestingly, word-of-mouth recommendations from alumni and current program participants account for over half of total applicants each year.

Scholarships/Financial Aid

The program is fortunate to have received an initial \$150,000 scholarship endowment from Elizabeth Lindsay, a graduate of the EMBA program's charter class (1983). This endowment has grown to more \$200,000, and today provides approximately \$10,000 in scholarship support each year for one or more program participants.

The College of Business also sponsors a 50% scholarship each year for a manager in a not-for-profit charitable organization with a social welfare mission. Past recipients of this award have been employees of the United Way, Metropolitan Ministries, MacDonald Training Center, Tampa Crossroads, Florida Sheriffs Youth Ranches, and the Healthy Start Coalition. In addition, the university maintains a web-accessible matrix of scholarships, fellowships, and loans available to new and continuing graduate students. The matrix provides information about the type of scholarship/fellowship, forms required, deadlines, award criteria, and renewal criteria.

Selection/Admission

Student selection/admission decisions are made within the university's criteria and constraints for admission to graduate study:

- Completion of a university graduate application
- A bachelor's degree or the equivalent from a regionally accredited institution
- Minimum "B" average (3.00/4.00) in upper level baccalaureate work (as recomputed by University Admissions)
- Minimum TOEFL (Test of English as a Foreign Language) of 550 on the written test or 213 on the computer-based test
- Completion of a graduate admissions examination (GMAT, GRE) within the most recent five years.

The college may waive the GRE/GMAT based on a student's prior accomplishments. All applicants are required to have at least five years of management/professional experience and provide evidence of employer sponsorship. In most cases, a personal interview is required.

Retention

The Executive MBA program, by its nature, attracts highly motivated, capable individuals. As a result, retention is less of an issue in this program than in the full- or part-time program. When someone leaves the program prior to graduation, the cause is usually employment-related, most often resulting from geographic relocation due to employer transfer or loss of job as a result of RIF or merger. In such cases, the EMBA office seeks to help the student transfer to another accredited program in his/her new location.

Academic advising is provided by the EMBA program administrators; however, since the program is essentially lock-step with virtually no elective choices, the need for academic advising is minimal.

Program policies to ensure dismissal of those whose academic performance is unacceptable are the same as those of the university. University-wide academic standards require that graduate students maintain an overall minimum B average (3.0/4.0) in all course work. No grade below C (2.0/4.0) is accepted toward any graduate degree; however, all grades are used in computing the overall GPA.

Any student whose GPA falls below 3.0 is placed on academic probation. Students are notified, in writing, of their probationary status by the College of Business's Office of Graduate Studies. Students on probation have one semester to raise their overall GPA to 3.0. At the end of the probationary semester, the program director and the director of graduate studies recommend one of three alternatives to the dean:

- removal from probation.
- continued probation for one additional semester.
- dismissal from the program and college.

A student who has been able to raise his/her GPA to 3.0 will be returned to good academic standing. If the student appears to making good progress toward reestablishing an acceptable GPA and has earned no additional grades below B, the student may be allowed to continue in the program for one additional probationary semester. Students who are not able to make adequate progress toward establishing good academic standing are dismissed from the program.

Career Planning/Placement

For the most part, students in the Executive MBA program are sponsored by (and much of their tuition is paid by) their employers. As a result, career planning and placement services are little used by them. However, students enrolled in the EMBA program do have full access to the resources of both the university's Career Center and the college's Office of Employer Relations. The Office of Employer Relations in the College of Business facilitates career-related connections among (primarily) graduate students and employers.

MBA with a Concentration in Sport and Entertainment Management

The MBA with a Concentration in Sport and Entertainment Management is a new program; it is described in detail in Appendix 5, New Programs.