

From: [Schlueter, Jennifer](#)
To: [Speer, Shari](#); [Toft, Jill A.](#)
Subject: FW: MBA revision: request
Date: Monday, November 26, 2018 3:20:40 PM
Attachments: [FTMBA Redesign Proposal 11-26-18.pdf](#)
[image001.png](#)
[image002.png](#)

Can we try to add this to the docket tomorrow? js

From: "Zinn, Walter" <zinn.13@osu.edu>
Date: Monday, November 26, 2018 at 12:03 PM
To: "Schlueter, Jennifer" <schlueter.10@osu.edu>
Cc: "Smith, Randy" <smith.70@osu.edu>, "Makhija, Anil" <makhija.1@osu.edu>, "Toft, Jill A." <toft.20@osu.edu>, "Speer, Shari" <speer.21@osu.edu>, "Reed, Katie" <reed.901@osu.edu>, "Bailey, Roger A." <bailey.1117@osu.edu>, "Croxton, Keely" <croxton.4@osu.edu>, "Wellman, Jay W." <wellman.67@osu.edu>
Subject: RE: MBA revision: request

Dear Jen:

Thank you again for reviewing our proposal to redesign the FTMBA program. A revised proposal addressing the committee's concern below is attached. To prepare the revision, we worked with Jack Miner in the Registrar's Office, and with Vicki Miller and Amy Wheeler, both in the Student Aid Office. We are grateful for their collaboration and expert input.

The revision adds Item 8 to the Table of Contents first explaining the change and then appending concurrence emails from the Registrar and Student Aid Offices. Thank you again. Best Regards,

Walter



Walter Zinn

Professor of Logistics
Associate Dean for Graduate Students and Programs
Co-Editor-in-Chief – *Journal of Business Logistics*
Fisher College of Business
The Ohio State University
200 Fisher Hall | 2100 Neil Ave. Columbus, OH 43210
614-292-0797

From: Schlueter, Jennifer <[schlueter.10@osu.edu](#)>
Sent: Tuesday, November 13, 2018 3:27 PM
To: Zinn, Walter <[zinn.13@osu.edu](#)>
Cc: Toft, Jill A. <[toft.20@osu.edu](#)>; Speer, Shari <[speer.21@osu.edu](#)>; Smith, Randy <[smith.70@osu.edu](#)>; Reed, Katie <[reed.901@osu.edu](#)>; Makhija, Anil <[makhija.1@osu.edu](#)>; Bailey, Roger A. <[bailey.1117@osu.edu](#)>; Croxton, Keely <[croxton.4@osu.edu](#)>; Wellman, Jay W.

<wellman.67@osu.edu>

Subject: Re: MBA revision: request

Dear Walter:

The combined GS/CAA curriculum subcommittee reviewed this proposal at our meeting today. It's in very good shape. We have just one question that we need to see addressed in a revision and then I can move this forward to the Graduate Council.

We note the revised curriculum includes courses in 4.5 week and 9 week structures. Because these fall outside the standard lengths of term set by the university, they will present issues regarding student financial aid and loans. Moreover, according to the Registrar, courses must follow the university-established semester model, and can only be independently flex scheduled if the program gets approval from CAA every semester such courses are offered.

There may be a way to make this 4.5 week and 9 week course structure workable. Please consult with Student Financial Aid and the University Registrar to verify that this is so, and include this verification in the revised proposal.

Let me know if you have any questions, and all the best,
Jen

Jennifer Schlueter, PhD

Associate Professor and Lab Series Producer: Department of Theatre [res](#)

Project Director: Social Change, Community Engagement, and Creative Practices Discovery Theme

Faculty Fellow for Curriculum: Graduate School

1103 Drake Performance and Event Center

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From: "Zinn, Walter" <zinn.13@osu.edu>

Date: Monday, November 12, 2018 at 3:18 PM

To: "Schlueter, Jennifer" <schlueter.10@osu.edu>

Cc: "Toft, Jill A." <toft.20@osu.edu>, "Speer, Shari" <speer.21@osu.edu>, "Smith, Randy"

<smith.70@osu.edu>, "Reed, Katie" <reed.901@osu.edu>, "Makhija, Anil"

<makhija.1@osu.edu>, "Bailey, Roger A." <bailey.1117@osu.edu>, "Croxton, Keely"

<croxton.4@osu.edu>, "Wellman, Jay W." <wellman.67@osu.edu>

Subject: RE: MBA revision: request

Dear Jen:

In accordance to your message below, Fisher's FTMBA Redesign proposal to the GS/CAA curriculum subcommittee is attached. Our sincere apologies for misreading of the 50% rule. Thank you for agreeing to review the proposal. If you have any questions or concerns, please let

me know (cell# 614/260-1550).

With Best Regards,

Walter



Walter Zinn

Professor of Logistics

Associate Dean for Graduate Students and Programs

Co-Editor-in-Chief – *Journal of Business Logistics*

Fisher College of Business

The Ohio State University

200 Fisher Hall | 2100 Neil Ave. Columbus, OH 43210

614-292-0797

From: Schlueter, Jennifer

Sent: Tuesday, November 6, 2018 4:54 PM

To: Zinn, Walter <zinn.13@osu.edu>

Cc: Toft, Jill A. <toft.20@osu.edu>; Speer, Shari <speer.21@osu.edu>; Smith, Randy <smith.70@osu.edu>; Reed, Katie <reed.901@osu.edu>

Subject: MBA revision: request

Importance: High

Dear Professor Zinn:

The GS/CAA curriculum subcommittee, which I chair as Faculty Fellow, stands ready to review your unit's proposal for revisions to the full time MBA. I understand that it was your unit's hope for this proposal to move directly to CAA because it represents a less than 50% change to your curriculum. Unfortunately, that measurement only refers to whether or not a proposed revision must move "downtown" to the Department of Higher Education for statewide review. A curricular change of the order your College is proposing still needs to move through OSU's internal curricular review process: GS/CAA curriculum subcommittee, then Graduate Council, then CAA.

Before this review process can commence, I must ask for a complete proposal. The pieces that have been forwarded to us by Randy Smith—I'm attaching those—are most of the way there, so this shouldn't be too onerous. But because I know time is of the essence here, rather than have the subcommittee review these materials as they stand and bump them back to you for fleshing out, I'm requesting that your college create a complete proposal package now. It should be a single document and include:

1. Cover letters from the unit and its dean verifying that these changes have been approved at the department and college level.
2. A narrative rationale for the program change. Most of this material is in the powerpoint attached. Please transform this into narrative text.
3. A side-by-side comparison of the current curriculum and the revised curriculum. This currently

exists in the two pdfs attached. However:

- a. Please be sure all course numbers included in these charts are listed with the precise prefixes and numbers as used by the Registrar's Office
https://registrar.osu.edu/transfer_credit/depts.asp#P
4. Syllabi for all new courses OR courses that will be changing in delivery format or credit hour (if any). [These can be "short form" syllabi that include only course title, number, credits, prerequisites, a course description, course objectives, and a content topic list.]
5. Advising sheets for student use tracking their progress through the program.
6. An assessment plan for all program objectives. (If program objectives have not changed with this curricular revision, simply include your current assessment plan.)
7. Concurrences from any impacted programs outside of your college (if any).

The GS/CAA curriculum subcommittee meets on Tuesday November 13 at 10 AM. If your college can have this revision to us by close of business on Monday November 12, we can include it on that agenda. If it is positively reviewed by the subcommittee, I'll move it immediately forward to the Graduate Council, which meets on November 29 at 12 PM. If it is approved there with no revisions needed, I'll move it immediately forward to CAA for their review and approval. Ideally, this process can be concluded by early December.

Please let me know if you have any questions. I've cc'd in Associate Dean Shari Speer and Jill Toft, her assistant, here, as well as Randy Smith and Katie Reed, his assistant, so all are aware of what's unfolding.

All my best,

Jen

Jennifer Schlueter, PhD

Associate Professor and Lab Series Producer: Department of Theatre

Project Director: Social Change, Community Engagement, and Creative Practices Discovery Theme

Faculty Fellow for Curriculum: Graduate School

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Proposal for a Redesign of the Full-Time MBA Program

Contents:

1. Cover letter from the Dean Anil Makhija and Associate Dean Walter Zinn, verifying the program changes have been approved by the college faculty
2. A narrative rationale for the program change
3. A side-by-side comparison of the current curriculum and revised curriculum
4. Short-form syllabi for all new courses
5. Advising sheets for the new program
6. An assessment plan for all program objectives
7. Concurrences from any impacted programs
8. E-mails verifying that our course schedule does not create any issues pertaining to registration or financial aid

1. Letter from the Dean and Associate Dean for Graduate Programs

Prof. Jennifer Schlueter
Chair, GS/CAA Curriculum Subcommittee
Graduate School
1103 Drake Performance and Event Center
1849 Cannon Drive
Columbus, OH 43210-1234

November 8, 2018

Subject: Request for GS/CAA Approval of Redesigned Full-Time MBA Program at Fisher College of Business

Dear Prof. Schlueter,

Prof. Walter Zinn, Associate Dean for Graduate Students and Programs, and I as Dean at the Fisher College of Business request your approval of our proposal for a revised Full-Time MBA program (FTMBA). The FTMBA is a college-wide program, and we describe here the revision and approval process. The proposal was recently approved by the eligible voting faculty (as per the college Pattern of Administration): Quorum was met, 75 faculty voted (a 71% participation rate, while the minimum required is 50%). There were 59 votes in favor of the redesign proposal, and 16 votes against it.

FTMBA Redesign Committee

Motivated by a highly competitive market and that our FTMBA program had not been comprehensively reviewed or revised for many years, the dean assembled a FTMBA Redesign Committee with wide membership from the five academic departments and multiple affected administrative units across the college in Spring 2017:

Name	Department/Admin. Unit	Title
Chandrasekaran, Aravind	Management Sciences	Associate Professor
Croxtion, Keely	Marketing & Logistics	Associate Professor
Deyoung, Barbara	Office of the Dean	Executive Director
Dial, James	Management & Human Resources	Clinical Professor
Gomez-Bellenge, Francisco	Office of the Dean	Associate to the Dean
Judge, Timothy A	Management & Human Resources	Professor
Landekhovskaya, Maria	Management & Human Resources	Senior Lecturer
Makhija, Mona	Management & Human Resources	Professor
Mathews-Mead, Jamie	Office of Career Management	Director
Mercer, Jennifer	Graduate Programs Office	Associate Director
Reczek, Rebecca W	Marketing & Logistics	Professor
Roulstone, Darren	Accounting & MIS	Professor
Schaffner, John J	Management & Human Resources	Senior Lecturer
Ward, Peter	Management Sciences	Professor
Weisbach, Amy	Fisher Shared Service Center	Manager, Data Anal. & Rankings
Wellman, Jay W	Finance	Clinical Associate Professor

An Evidence-Based Approach

The FTMBA Redesign Committee met regularly, including through the summer. To understand the voices of the program's constituents, they collected substantial data:

Effort:	Led by:
Benchmarking Peer & Aspirant Programs	Task force members
Alumni Interviews	External firm
Recruiter Interviews	External firm
Current Student Focus Groups	External firm
Student Exit Interviews	Faculty & staff
Recruiter Survey	External firm
Recruiter Focus Groups	Faculty & staff
Faculty Focus Groups	Faculty & staff
"Executives-in-Residence" Focus Groups	Faculty & staff
Staff Focus Groups	Faculty & staff
Industry Leaders Interviews	Faculty & staff

The main message received from the data collection was that our MBA coursework and the "technical" preparation of students was already on target. The core and elective courses themselves are valued. However, the program could be significantly improved on the delivery of co-curricular components aimed at enriching the student experience in the MBA program. The FTMBA Redesign Committee took that advice seriously and revised the program accordingly. Thus, the changes did not focus on core and elective coursework. Instead, they focused on co-curricular components, infusing immersive and impactful experiential learning, coaching and customization for a personalized program, and a more integrated approach.

Developing the Proposal

All data collected was mounted on an internal website and shared throughout the college. The FTMBA Redesign Committee itself formed several subcommittees, and then reconvened as a whole. Once the FT MABA Redesign Committee had developed a draft proposal, it was presented to the following:

- (1) Individually to each chair of all five academic departments
- (2) Separately to each of the faculty of all five academic departments
- (3) To the full college, staff and faculty, in two separate Town Hall meetings.

Following each of these presentations, the proposal was updated based on the feedback received.

Finally, the proposal for the redesign of the FTMBA at Fisher was then put to the faculty vote and approved.

Thanks for considering this proposal.

Yours sincerely,



Walter Zinn
Associate Dean,
Graduate Students and Programs



Anil K. Makhija

Anil K. Makhija
Dean

cc: Prof. W. Randy Smith, Vice Provost for Academic Programs

2. A narrative rationale for the program change

This narrative of the rationale for the proposed changes describes the marketable skills our graduates should have and then proceeds to describe each of the proposed changes.

Rationale for the Proposed Changes

Except for a revision of the Full-Time MBA (FTMBA) undertaken during the university's switch from quarters to semesters, our program has not gone through a major redesign in several decades. It was deemed important to reexamine what we were doing, especially in light of an increasingly competitive national MBA market where most schools were experiencing declines in enrollment (see Appendix A). Thus the main objectives of the redesign were to improve the value of the MBA experience for our students and to be responsive to the needs of other stakeholders, including industry, our alumni and the community at large. Two other factors are worth mentioning. First, the FTMBA is a reputation driver for Fisher. Second, the lessons learned with the redesign will potentially spillover to other programs and benefit non-FTMBA students as well.

Marketable Skills

Graduates of a top MBA program should possess skills that make them more marketable upon graduation and improve the likelihood that they will have successful careers. Based on the feedback the redesign committee received from alumni, recruiters and executives, these skills were grouped into three broad categories: ability to define and solve problems, ability to work with others by having good interpersonal and leadership skills, and being accountable and ethical with their actions. These skills and their measurement are described in greater detail in the Assurance of Learning section of this proposal.

Proposed Changes

Recall that the changes proposed to the FTMBA focus on co-curricular components designed to enhance the student experience in three areas: experiential, personalized and integrated. Each is described below.

Experiential

Learning by doing is a cornerstone of the FTMBA redesign. The redesigned program offers students opportunities to apply insights learned in the classroom to on-site, hands-on projects with top organizations located in Columbus and with our partners around the world.

While the main objective of experiential learning is the benefit to the student, both corporations and the community at large will also benefit from the projects that students work on. These projects will enhance the relationship between Fisher, industry and community.

There are three main opportunities for experiential learning in the redesign. Two of them, Business Lab Project and Social Impact Challenge are required. The third, Global Applied Projects, is elective and part of our existing program. Each is designed for a special purpose, which are briefly described below and offered in more detail in the course descriptions attached to this proposal.

The purpose of the Business Lab Project is to offer students an off-campus immersion experience where they learn to define and scope problems prior to working on the solution. This is in contrast to typical classroom work where a problem is handed to students who then concentrate on the solution only.

The purpose of the Global Applied Project is to give students an opportunity to work on projects outside the US and, most importantly, grow as individuals as they work with people in different cultures.

The Social Impact Challenge is required in the final year of the program. Students, by now experienced in project work, will themselves procure a project (with college guidance) to help a non-profit organization. Through this process, they will become aware of the importance of social problems to communities and gain confidence that they have the skills to be a positive force to help solve them.

Personalized

The personalization of the FT MBA program consists of two main elements: assessment & coaching, and customization. Incoming students undergo a required assessment of their strengths and weaknesses. They are further assessed three times during the program. Parallel to the assessments, a voluntary coaching program is available. Each student is assigned a trained professional development coach with whom they meet regularly for feedback and guidance. The assessment and coaching program benefits from the expertise of Fisher's Leadership Initiative. In addition to the professional development coach, students will work with an academic advisor from our Graduate Programs Office, a career consultant from our professional staff in the Office of Career Management, and a mentor who will be a successful alumni or friend of the college. Together this team of coaches will provide personalized advice and guidance to our students throughout the program.

Another key feature of the redesign is customization. By choosing pathways and elective courses, students are able to select coursework to match their individual interests. Pathways are a replacement to majors. A pathway is similar to a major in the sense that it is a sequence of courses leading to a specialization. Typical majors in business include, but are not limited to finance, marketing, operations, and human resource management. Many of the pathways to be offered in the redesign match typical majors that we currently have. These should be retained because they are popular choices among students and recruiters.

However, to keep the FT MBA updated and in synchrony with market trends and the changing interests of students, additional pathways will be offered. The concept is to allow faculty, upon approval by Fisher's MBA Policy Committee, to create new and interesting pathways. These can be between 2 and 6 courses. When selecting one or more pathways, students personalize their program. Sample pathways could include Sustainability, Managing Non-Profits or Health Care Management.

An important point about pathways is that courses do not have to be limited to business courses. Faculty proposing pathways may include courses from other units at Ohio State. For

example, a pathway on Consumer Behavior could include courses in Psychology, or a pathway on Financial Markets could include courses in Economics. We want to give our students the opportunity to take advantage of strengths available the University. A final important point about pathways is that if they fail to generate sufficient student interest, they will be phased out.

Integrated

As mentioned earlier, the research driving the redesign showed clearly that the students and other stakeholders value the content of our core and elective courses as currently offered. In other words, our current FT MBA program provides students with a strong foundation of functional expertise. However, the research also revealed the importance of being able to think cross-functionally and that students would therefore benefit from stronger integration of the core coursework. This would enhance a student's ability to solve problems spanning multiple functions in organizations.

Accordingly, core faculty will work together to offer 2-hour weekly integration sessions for core courses offered in the Fall. The format of these sessions are to be agreed upon by the core faculty and could include discussion panels, integrated cases analyses or specially designed cross-functional exercises. To facilitate these integrated sessions, the first semester coursework has been broken into 3 "blocks" so that all core functional courses (Accounting, Economics, Finance, Marketing, Operations, and Leadership) overlap for several weeks.

Another significant opportunity to integrate the curriculum is through the Max Problem Solving course to be offered in the second year of the program. The course is described in the syllabi section of this proposal. To summarize, the goal of the course is to examine significant social problems to understand them, propose solutions and, if they are unlikely to be solved in the short run, examine how a business should manage through it while it is being solved. Sample problems to be incorporated into the course could include the opioid crisis, trade wars or the digitalization of society.

3. A side-by-side comparison of the current curriculum and revised curriculum

We first provide a table showing the division of credit hours between required and elective coursework. We then provide a side-by-side of all required coursework for both the current program and the revised program. Then we show full curriculum maps for each program.

Current Program	Revised Program
<ul style="list-style-type: none"> • 27 hours of required coursework • 30 hours of elective coursework • Total: minimum of 57 credit hours 	<ul style="list-style-type: none"> • 33 hours of required coursework • 27 hours of elective coursework • Total: minimum of 60 credit hours

Required Coursework	
Current Program	Revised Program
MBA 6243 – Economics (3) (officially called Organizations, Markets & Mgmt)	MBA 6243 - Economics (3)
MBA 6211 - Accounting for Decision Making (3)	MBA 6211 - Accounting for Decision Making (3)
MBA 6223 – Finance (3)	MBA 6223 - Finance (3)
MBA 6231 – Operations Management I (1.5)	MBA 6233 - *Operations Management (3)
MBA 6232 – Operations Management II (1.5)	
MBA 6251 – Marketing Management I (1.5)	MBA 6253 - *Marketing Management (3)
MBA 6252 – Marketing Management II (1.5)	
MBA 6273 – Data Analysis (3)	MBA 6273 - Data Analysis (3)
MBA 6293 – Strategy (3)	MBA 6293 - Strategy (3)
MBA 6261 – International Business (1.5) (officially called Global Environment of Business)	MBA 6261 - International Business (1.5)
MBA 6202 – Leadership (1.5)	MBA XXXX - *Leadership & Org. Behavior (3.0)
MBA 6201 – Organizational Behavior (1.5)	
MBA 6281 – Professional Development (1.5)	+ Business Lab Project (3)
	+ Social Impact Challenge (3)
	+ Max Problem Solving (1.5)

* Indicates courses that will combine two courses previously split into two 1.5 credit hour courses, but with the same content.

+ Indicates completely new courses.

Current Program

Degree Requirement Overview

11 Core Courses
27 Credit Hours

Electives
0 Credit Hours
*al: Specialize by using
ur elective credit hours*

57 Total Credit Hours

MBA Program Course Sequence

Pre-Term	Academic Preparation & Fundamentals	Ethics, Leadership & Professional Development	Career Management Introduction
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Autumn Semester		Spring Semester		May	Summer
Session 1 (7 weeks)	Session 2 (7 weeks)	Session 1 (7 weeks)	Session 2 (7 weeks)	3 weeks	
Economics MBA 6243 3 Credits	Operations I MBA 6231 1.5 Credits		Strategy MBA 6293 3 Credits	Optional*: GAP Immersion	Internship
Marketing I MBA 6251 1.5 Credits	Leadership MBA 6202 1.5 Credits		Operations II MBA 6232 1.5 Credits		
Accounting MBA 6211 3 Credits		Marketing II MBA 6252 1.5 Credits	Organizational Behavior MBA 6201 1.5 Credits		
Data Analysis MBA 6273 3 Credits		Professional Development MBA 6281 1.5 Credits			
Finance MBA 6223 3 Credits		Optional*: International Business MBA 6261- 1.5 Credits	Elective Coursework Up to 9 Credits for Semester		

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Year Two	Autumn Semester		Spring Semester	
	Session 1 (7 weeks)	Session 2 (7 weeks)	Session 1 (7 weeks)	Session 2 (7 weeks)
	Elective Coursework Up to 8 Credit Hours			

Revised Program

Degree Requirement Overview

Core Courses + **Electives**
25.5 Credit Hours *27 Credit Hours*

$$+ \text{ Experiential Courses } 7.5 \text{ Credit Hours} = \text{ 60 Total Credit Hours}$$

**60 Total
Credit Hours**

MBA Program Course Sequence

Take-off <small>(3 weeks)</small>	Critical Thinking Workshop	Data Analysis Workshop	Coaching Assessment, Feedback & Development Plans, Business Communication, Career Conference, Business Lab Challenge, Columbus Experience, Summit Vision
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Optional pathways (examples):

- Data Analytics
 - Finance
 - Financial Accounting
 - International Business
 - Leadership & Organizational Behavior
 - Marketing
 - Operations & Logistics
 - Sports Management
 - Strategy
 - **Or Make Your Own!**

Autumn Semester			Spring Semester		May	Summer
Year One	Block A (4.5 weeks)	Block B (4.5 weeks)	Block C (4.5 weeks)	Session 1 (7 weeks)	Session 2 (7 weeks)	3 weeks
	Economics 3 Credits			Business Lab Project 1.5 Credits	Business Lab Project 1.5 Credits	
	Accounting 3 Credits			Strategy 3 Credits		
		Finance 3 Credits		Data Analysis 3 Credits		
		Operations 3 Credits		International Business 1.5 Credits	Optional GAP Course*	
	Marketing		Marketing 3 Credits (continued from Block A)	Elective Coursework	Elective Coursework	
	Leadership & Organizational Behavior		Leadership & Org. Behavior 3 Credits (continued from Block A)			Optional*: GAP Immersion Internship
	Core Integration Sessions			Assessments & Personalized Coaching / Development Workshops		

1

Year Two	Autumn Semester		Spring Semester	
	Session 1 (7 weeks)	Session 2 (7 weeks)	Session 1 (7 weeks)	Session 2 (7 weeks)
	Elective Coursework	Elective Coursework	Elective Coursework	Elective Coursework
	Social Impact Challenge 3 Credits			Max Problem Solving 1.5 Credits
	Assessments & Personalized Coaching / Development Workshops			

4. Syllabi for all new courses

As you see in the side-by-side comparison of the required coursework, there are three courses that are currently taught in two 1.5 credit hour classes that will now be combined into a 3-credit hour course (Operations Management, Marketing Management, and Leadership & Organizational Behavior). The first two courses are currently taught in a 3-credit hour format in other graduate programs, so these aren't really new courses. The Leadership and Organizational Behavior course will technically be a new course, although it is just combining the content of two previous courses. Short-form syllabi for all three are included below.

As mentioned earlier, the first semester core coursework is being broken into 3 "blocks." This block structure is setup to facilitate the integrated Friday sessions discussed in Section 2 above, so that all core foundational courses overlap at some point in the semester (Accounting, Economics, Finance, Marketing, Operations, and Leadership). We should point out that the course content for these core classes remains the same and that the integrated sessions were discussed and unanimously approved by the core faculty.

We also are adding 3 new required courses, and you will find short-form syllabi for these courses below as well:

- Business Lab Project
- Social Impact Challenge
- Max Problem Solving

Finally, we would like to highlight that there will be two workshops added to the pre-term, a critical thinking workshop and a data-analytics workshop. These workshops are not for credit; they are designed to facilitate a uniform working knowledge of basic critical thinking and data analysis across every cohort of incoming FTMBA students.

Short-Form Syllabus

MBA 6233 - Operations Management (3 credits)

Course Change: This course combines the content of MBA 6231 (1.5) and MBA 6232 (1.5) into a single 3-credit course. There is no substantive change in the content, and this course already exists.

Course Description: How the operations function contributes to ensuring effective and efficient flow of materials and information within and outside the organization.

Prereqs: Enrollment in MBA or permission of instructor.

Course Objectives: Students will learn the following in the course

- Basic operations management terms and concepts
- Link between operations and other functional areas
- Approaches to understand, design and improve processes
- The synergies between principles of quality management and innovation and how they complement each other
- Approaches to operations planning and control systems
- Operations management tools and practice
- The dynamics of a supply chain and the impact of supply chain decisions on organizational performance.
- Integration with other Core coursework

Course Topics: Strategy and Process Analysis, Lean Management, Quality Management, Service Design, Supply Chain Management, Global Operations, Project Management and End of Life Design

Short-Form Syllabus

MBA 6253 - Marketing Management (3 credits)

Course Change: This course combines the content of MBA 6251 (1.5) and MBA 6252 (1.5) into a single 3-credit course. There is no substantive change in the content, and this course already exists.

Course Description: Focuses on the interrelated elements of the marketing mix, its relationship with the other functional areas of management, and marketing responses to the external environment.

Prereqs: Enrollment in MBA or permission of instructor.

Course Objectives: Students will learn to do the following in this course

- Develop a structured approach to analyzing marketing problems
- Sharpening decision-making skills
- Learn to design a marketing strategy
- Understand the implementation of a marketing strategy
- Learn to design a comprehensive marketing plan with an appreciation of how different elements of the marketing mix fit together
- Apply your learning to formulate a marketing plan
- Be able to integrate marketing concepts and strategy into cross-functional business management

Course Topics: Introduction to Marketing, Basics of Marketing Strategy, Competing in Existing and New Markets, Growth Strategies, Consumer Behavior and Attitudes, Basics of Marketing Research, Design and Application of Marketing Research, Segmentation, Applying Positioning Products and Services, Marketing Plans, New Product Development, Product Management & The Product Life Cycle, Service Marketing and Management, Basics of Pricing, Integrated Marketing Communication, Channels of Distribution, Branding, Loyalty, Customer Retention, Customer Lifetime Value, Global Marketing

Short-Form Syllabus

MBA XXXX – Leadership & Organizational Behavior (3 credits)

Course Change: This course combines the content of MBA 6201 (1.5) and MBA 6202 (1.5) into a single 3-credit course. There is no change in the content.

Course Description: This class is about building the critical managerial skills you need to excel in your career.

Prereqs: Enrollment in MBA or permission of instructor.

Course Objectives: Students will learn the following in the course

- The ability to diagnose the distribution of power in organizations, and tap organizational relationships through your position.
- The ability to overcome judgmental bias/error
- How to exercise moral judgment
- To design influential messages that are likely to be accepted and implemented at work, and that will motivate others
- How to work through difficult interpersonal impasses
- The ability to build teams that exceed the sum of their parts
- Recognize and diagnosis situations in which leadership interventions are warranted
- Identify the key behaviors that leadership interventions must target in order to achieve long-term results
- Leverage multiple sources of influence to lead change in work organizations.

Course Topics: Models of Social Relationships, Decision-making, Conflict Management, Team Design, Leadership and Leadership Outcomes, a Leadership Model, Persuasion, Motivation

Short-Form Syllabus

MBA ##### - Business Lab Challenge (3 credits)

Course Change: This will be a new course focused on project management through experiential learning. This course does not yet have a number.

Course Description: This course provides the foundations of project management. Students work in teams to apply these concepts via the execution and presentation of a business project for a local firm.

Prereqs: Completion of the MBA core or permission of instructor.

Course Objectives: Students will learn to lead a project, whether from within an organization, or as an external consultant by:

- Structuring a problem
- Establishing a project plan
- Collecting data and group problem solving
- Working with one's team and internal/external stakeholders
- Creating presentations to convey findings
- Presenting results
- Practice these learnings with a real project with a local firm

Course Topics: Defining the Problem, Understanding the Client, Team Learning, Hypothesis and Issue Trees, Context Setting, Work Planning and Gantt Charts, Team Structure and responsibility assignment matrices, Analysis, Problem Solving with Stakeholders, Dealing with Clients and Client Interviews, Change Management, Presentations, Story-lining, Solving Team Issues.

Short-Form Syllabus

MBA ##### - Social Impact Challenge (3 credits)

Course Change: This will be a new course focused advanced project management through experiential learning. This course does not yet have a number.

Course Description: Students will learn about the unique challenges and business environment facing non-profit organizations through the design, execution, and presentation of a socially-impactful consulting project with/for a local non-profit organization.

Prereqs: Completion of the MBA core or permission of instructor.

Course Objectives: Students teams will:

- Work with a local non-profit organization to identify problems and opportunities for improvement
- Assess potential courses of action with special attention to the unique position and constraints faced by the organization
- Develop a strategy to address the problem
- Design an implementation plan
- Present a comprehensive solution to the non-profit organization

Course Topics: Ethics and Social Impact, Non-profit Organizations, Problem Identification and Definition, Problem Analysis, Strategy Development, Implementation Planning

Short-Form Syllabus

MBA ##### - Max Problem Solving (1.5 credits)

Course Change: This will be a new course focused on application of business knowledge to solve the society's toughest problems. This course does not yet have a number.

Course Description: Students work to apply the skills learned in their MBA program to identify solutions to the most difficult problems faced by society.

Prereqs: Completion of the MBA core or permission of instructor.

Course Objectives: Students teams will:

- Work with academics, non-profit organizations, and community leaders to identify and understand the most complex problems faced by society
- Apply cross-functional business knowledge to identify potential solutions
- Evaluate ways that businesses affected by these problems can mitigate these effects
- Determine ways that businesses can positively impact these problems and work toward a solution
- Assess potential courses of action by firms and society at large to address these problems

Course Topics: Ethics and Social Impact, Corporate Social Responsibility, Problem Identification and Definition, Problem Analysis, Solving Multifaceted and Complex Problems, Working with Community Stakeholders, Strategy Development, Implementation Planning

5. Advising sheets for the new program

Our students work closely with the FTMBA Academic Advisor to plan their coursework. The required courses are pretty “lock-step” so nearly all students are taking those courses in the semesters indicated. Electives are offered and free-choices for the students. We will define pathways that will provide recommendations on clusters of classes that will fit well into professional areas, e.g. Finance, Supply Chain, Data Analytics, Sustainability, Consulting, but these are optional, and students will in fact choose their electives as they wish. The form below will allow students to track their progress through the program, particularly for the required courses.

Advising Worksheet – FT MBA

Core Coursework		
Course	Credits	Grade
MBA ##### – Leadership and Organizational Behavior	3	
MBA 6211 - Accounting for Decision Making	3	
MBA 6223 - Finance	3	
MBA 6233 - Operations Management	3	
MBA 6243 - Economics	3	
MBA 6253 - Marketing Management	3	
MBA 6261 - Global Business	1.5	
MBA 6273 - Data Analysis	3	
MBA 6293 - Strategy	3	
MBA ##### - Business Lab Challenge	3	
MBA ##### - Social Impact Challenge	3	
MBA ##### - Max Problem Solving	1.5	
	33	

6. An assessment plan for all program objectives

Below you will find the draft of our Assurance of Learning document for the revised program.

Assurance of Learning Plan for the Redesigned Full-Time MBA Program

2018-2024

I. Learning Goals

The learning goals of the Full-Time MBA program are as follows. They are the same as for the Working Professionals MBA and Executive MBA programs. Although the goals are the same, the deliveries of the programs and the assessments sometimes differ substantially.

1. Graduates are able to apply their knowledge and skills to identify and solve business problems
2. Graduates have a global perspective and an awareness of how cultural differences impact business
3. Graduates are able to work and lead effectively in a team-based environment
4. Graduates demonstrate
 - a. professional deportment, self-awareness,
 - b. leadership, polish and
 - c. effective communication skills
5. Graduates demonstrate an appreciation for and understanding of the importance of ethics and values as they pertain to decision making in business.

II. Curriculum Redesign

A. Data Collection

In early spring 2017, the college decided to undergo a major redesign of the full-time MBA curriculum. We collected data from a number of sources (see table below and Appendix G). These data sources as well as data collected in the normal course of instruction or of AOL data gathering are discussed in this report to assess current student performance and in terms of this curriculum re-design.

Figure 1-Indirect Data Sources from Curriculum Redesign Research

Type of Data	Source
Benchmarking Peer & Aspirant programs	AACSB, Internal research
Alumni Interviews	Outside consultant
Recruiter Interviews	Outside consultant
Current Student Focus Group	Outside consultant
Student Exit Interviews	Internal Faculty/Staff
Recruiter Survey	Outside consultant
Recruiter Focus Group	Focus group sessions and data analysis conducted by college faculty and staff
Faculty Focus Group	Focus group sessions and data analysis conducted by college faculty and staff
Staff Focus Group	Focus group sessions and data analysis conducted by college faculty and staff
Executive in Residence Focus Group	Focus group sessions and data analysis conducted by college faculty and staff
Industry Leaders Interviews	Internal Faculty/Staff

B. Results of Redesign Research

Next, we summarized the skills important to external and internal stakeholders and compared them to our current learning goals, as follows:

Figure 2-Key skills identified by stakeholders & related learning goals

Stakeholder Takeaway	Related Learning Goal	Assessed Where Now	Comments
Communication-2 way	4.c effective communication skills	1 st year Case Competition	-We don't assess listening skills
Communication-Written	4.c effective communication skills	Varies	- Assess in 1 st & 2 nd years; provide coaching feedback
Communication-Listening	4.c effective communication skills	Not assessed	-We don't assess listening skills
Communication-Presentation Skills	4.c effective communication skills	1 st year Case Competition	- Assess in 1 st & 2 nd years; provide coaching feedback
Interpersonal Effectiveness	4.b Leadership	MBA 62?? Leadership & Org. Behavior	-Need to decide how this will be done, where & how to incorporate into new program components
Interpersonal Effectiveness	3. Teams	MBA 62?? Leadership & Org. Behavior	-Need to decide how this will be done, where & how to incorporate into new program components
Internship readiness	1, 3, 4,	Was in Professional Development Course	Deciding whether to put in Business Lab
Problem-Solving	1. Apply Knowledge & Skills	Case Competition	- Assess in 1 st & 2 nd years; provide coaching feedback
Critical Thinking	1. Apply Knowledge & Skills	Strategy Course	- Assess in 1 st & 2 nd years; provide coaching feedback
Ability to work cross-functionally	3. Teams	MBA 62?? Leadership & Org. Behavior	-Need to decide how this will be done, where & how to incorporate into new program components
Ability to work globally	3. Teams	MBA 62?? Leadership & Org. Behavior	-Where/how should we assess?
Ability to work globally	2. Global Awareness	Global Awareness Survey	Continue to use GAS-provide feedback to students & faculty to inform curriculum

We currently assess a number of the skills that will be key to the curriculum redesign. How these are assessed and more importantly, how the data are used, will need to be determined as part of the redesign.

C. Framework of Redesigned Program

The program will have three pillars; Interpersonal Effectiveness & Leadership; Problem Definition & Solving; and Accountability & Purpose; as follows:

Figure 3-Three Pillars of redesigned FTMBA

Interpersonal Effectiveness & Leadership	Problem Definition & Solving	Accountability & Purpose
Persuasion & Influence	Functional Expertise	Personal Responsibility
Communication (written, two way, listening)	Critical Thinking	Team Accountability
Emotional Intelligence & Empathy	Decision Making	Team Learning
Presentation Skills	Dealing with Ambiguity	Ethics
Professional Etiquette	Analytical Skills	Social Impact
Delegation	Global Mindset	Being a part of something larger than one self
Cultural Awareness		

We are planning to integrate these three pillars into the curriculum as follows:

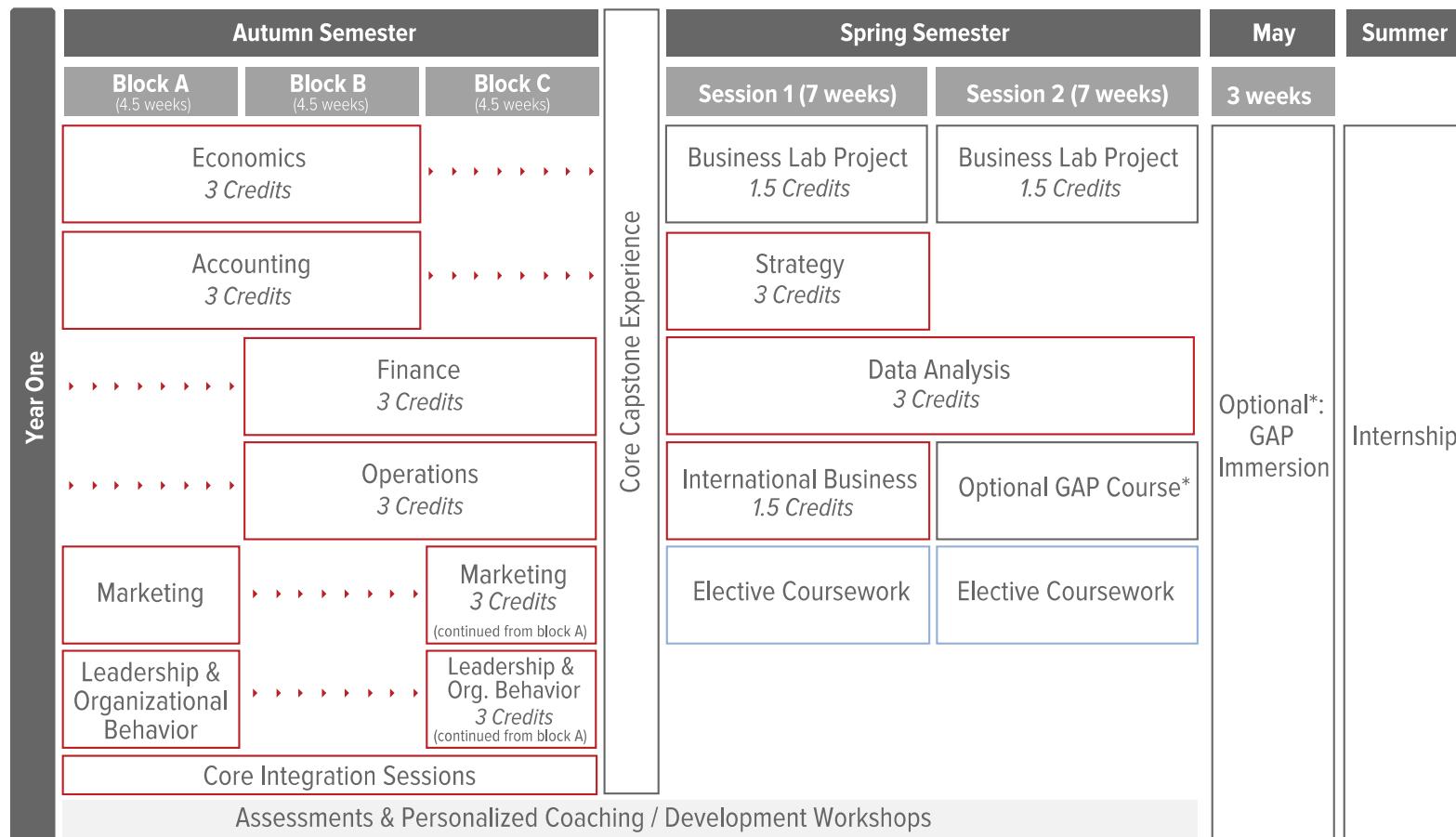
- Interpersonal Effectiveness & Leadership: Coaching & mentoring, workshops, experiential learning portfolio, personalization and assessments & feedback
- Problem Definition & Solving: Experiential learning portfolio, critical thinking core course, Max Problem Solving, integrated curriculum, pathways and workshops
- Accountability & Purpose: Social Impact Challenge, core courses, core teams, experiential learning portfolio, 2nd year cohesion and workshops

By way of comparison, the following pages list the current and proposed program structures. The new structure will afford students more opportunities to learn, practice and internalize the competencies addressed by the three pillars.

D. Proposed Program Structure

Year 1: Take-off and build a foundation

Figure 4-Proposed Program Structure-Year 1



Year 2: Build Expertise

Note that in the redesigned program, there are required courses in both fall and spring. Both are experiential learning opportunities, occasions for the cohort to share a common experience, further hone their soft skills and chances to conduct end-of program Assurance of Learning and other assessments, something that was impossible under the current structure.

Figure 5-Proposed Program Structure-Year 2

Year Two	Autumn Semester		Spring Semester	
	Session 1 (7 weeks)	Session 2 (7 weeks)	Session 1 (7 weeks)	Session 2 (7 weeks)
	Elective Coursework	Elective Coursework	Elective Coursework	Elective Coursework
	Social Impact Challenge <i>3 Credits</i>			Max Problem Solving <i>1.5 Credits</i>
	Assessments & Personalized Coaching / Development Workshops			

III. Curriculum Map

The curriculum map reflects the re-designed curriculum. Students will apply learning from the core courses in a business context in the Year 1 spring Business Lab provides the opportunity to and in year 2, the social impact challenge and Max Problem Solving courses offer additional opportunities to apply knowledge and skills through experiential learning. A range of assessments will take place in the pre-term, Assessment & Coaching, Business Lab and the Year 2 Max Problem Solving course. This structure will allow robust pre-post assessments for the first time.

Figure 6-Curriculum Map

Required/Core Courses	Goal 1 Apply Knowledge	Goal 2 Global Perspective	Goal 3 Teams	Goal 4 Leadership & Communication	Goal 5 Ethics
Year 1					
Fisher Take-off pre-term (New)	Beginning	Beginning	Beginning	Beginning	Beginning
Managerial Economics MBA 6243	Beginning	Beginning			Beginning
Accounting MBA 6211	Intermediate				
Finance MBA 6233		Intermediate			
Organizational Behavior MBA 62???			Beginning	Beginning	Beginning
Operations Management MBA 6233	Intermediate		Intermediate	Intermediate	
Marketing Management MBA 6253	Intermediate		Beginning		Beginning
Leadership MBA 62???			Advanced	Advanced	Intermediate
Business Lab (New)	Intermediate		Intermediate	Intermediate	Intermediate
Strategy MBA 6293	Intermediate				
Data Analysis MBA 6273	Intermediate				
International Business MBA 6261		Advanced			
Assessment & Personalized coaching			Intermediate	Intermediate	Intermediate
Development Workshops					
Year 2					
Social Impact Challenge	Advanced	Advanced	Advanced	Advanced	Advanced
Max Problem Solving	Advanced		Advanced	Advanced	

IV. Data Collection Plan

A. Framework

Figure 7-Data Collection Plan

Goals & Objectives-What assessed	Where Assessed	How Assessed
1-Apply Knowledge	Fisher Take-off Pre-Term	Pre-Term assessments, Fisher Business Challenge rubric
	MBA 6293 Strategy	Exam Item Analysis
	Business Lab Project	Faculty Rubric and Client Rubric/Questionnaire
	Social Impact Challenge	Faculty Rubric
	Max Problem Solving	TBD
2-Global Perspective	Fisher Take-off Pre-Term	Global Awareness Survey
	International Business MBA 6261	Exam Item Analysis
	Social Impact Challenge	TBD
	Max Problem Solving	Global Awareness Survey
3-Teams	Business Lab Project	Faculty Rubric and Client Rubric/Questionnaire
	Social Impact Challenge	Peer Assessment & Client Rubric/Questionnaire
4a-Professional Department 4b-Leadership 4c-Communication (Written, Presentation & Listening)	Fisher Take-off Pre-Term	Pre-Term assessments
	Assessment & Personalized coaching	Pre-Term assessments
	Business Lab Project	Client Rubric/Questionnaire
	Social Impact Challenge	Faculty rubric
5-Ethics	Social Impact Challenge	TBD

B. Assessment Methodology

Under the old program structure, we faced significant constraints in assessing the program. As there were no required courses in the second year and no capstone course or activity, most of the assessment had to occur during the first year, before students had benefited from their internship experience and the second-year electives. The new program structure solve this problem.

First, the Fisher Take-Off pre-term will involve substantial pre-assessment activities for all five learning goals. Core courses will allow us to assess students at an Intermediate level of learning. The Year 1 Business Lab Project provides an excellent opportunity to assess what students learned in the core in an applied setting. The Year 2 Social Impact Challenge and Max Problem Solving courses are optimal venues to conduct post-assessments in the application of knowledge and in the soft skills.

We are structuring the personalized assessment and coaching opportunities primarily to provide personal growth and feedback. Once we finalize their assessments, we will determine which data might be used in anonymized form for program assessment and which data will be used only for personal use.

V. Closing the Loop

A. Continuous Improvement

We will conduct a high-level review of data collected on an annual basis to identify opportunities for continuous program improvement. We will use the worksheet below to summarize our findings and our action steps (figure 8).

Figure 8- Closing the Loop Planning Worksheet

Learning Goal	Assessment Outcomes	Closing Loop-Next Steps

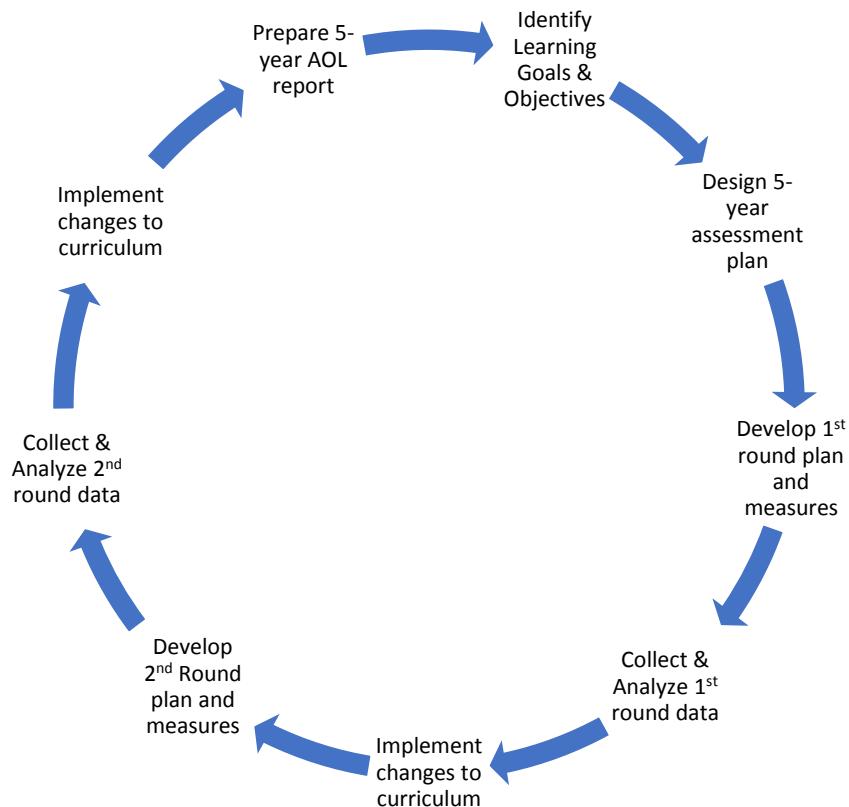
B. Documentation for accreditation

Once we have graduated the first cohort under the new design in spring of 2021, we will conduct a more formal mid-cycle review of the program. We will formalize changes to the program and to the assessment methodology. See figure 9 for time frame.

Figure 9-Assurance of Learning Time Frame

2018-2019	Recruit 1st cohort	Finalize assessment plan & instruments
2019-2020	Year 1 of cohort 1	1 st year & pre-assessments
2020-2021	Year 2 of cohort 1	2 nd year & post-assessments
	Year 1 of cohort 2	1 st year & pre-assessments
Summer of 2021	Closing the Loop-Changes to program and assessments	
2021-2022	Year 2 of cohort 2	Revised 1 st year assessments
	Year 1 of cohort 3	Revised 2 nd year assessments
2022-2023	Ongoing assessment	
2022-2023	Summative assessment, Closing the Loop & preparation of Assurance of Learning Report	
Spring 2023	Peer Review Team visit	

Figure 10- Closing the Loop Process



7. Concurrences from any impacted programs

The only units outside of Fisher that we believe could be affected by this redesign, are those with which we offer a dual-degree, for example, Public Health, Law and Medicine. We have evaluated each of our five dual-degree programs to assure that these changes did not affect the ability for the students to complete the dual-degree program in a timely manner. We reached out to the Dean/Directors of each of these programs to make sure they were aware of the changes and concurred that there would be no negative impact on their students or units. We received the following e-mails in response.

● Bisesi, Michael

RE: Dual Degree - MHA/MBA

To: Walter Zinn, Cc: Drolesch, Kynthia, Robbins, Julie

11:02 AM

Details

MB

Walter,

Thank you sharing the revised curriculum for the full-time MBA degree program delivered by the College of Business. We understand the rationale for the change and will continue to partner with your College to deliver the dual MHA/MBA degree program.

Mike



Michael S. Bisesi, PhD, REHS, CIH
Senior Associate Dean and Director Academic Affairs
Professor & Chair (Interim), Environmental Health Sciences
College of Public Health
Fellow AIHA
Phone: (614) 247-8290 Email: bisesi.12@osu.edu
(Executive Administrative Assistant Mindy Freed (614) 292-4475 freed.28@osu.edu)
(EHS Division Coordinator Christy Mcleod 614-688-4388 mcleod.53@osu.edu)

From: Zinn, Walter
Sent: Friday, November 09, 2018 9:38 AM
To: Bisesi, Michael
Subject: Dual Degree - MHA/MBA

Professor Michael Bisesi, Ph.D.
Sr. Associate Dean of Academic Affairs and Professor; Interim Chair
Administration
College of Public Health

Dear Michael:

We are currently seeking approval from the Council of Academic Affairs for a redesign of our Full-Time MBA program. This redesign in no way affects the dual degree program (MHA/MBA) that we have with your college, nor does it affect any of your students in it. Copies of the current and proposed programs are attached for your perusal.

Would you consider replying to this email with your concurrence to the redesign? We intend to append the reply to our proposal for the CAA. If you have any questions or concerns, please call or write at your convenience. Thanks in advance. Take care.

Walter



Walter Zinn
Professor of Logistics
Associate Dean for Graduate Students and Programs
Co-Editor-in-Chief – *Journal of Business Logistics*
Fisher College of Business
The Ohio State University
200 Fisher Hall | 2100 Neil Ave. Columbus, OH 43210
614-292-0797

iTunes

● Rose, Paul ☺
Re: Dual Degree - JD/MBA
To: Walter Zinn

9:44 AM

PR

Dear Walter,

We concur. Best of luck with the approval process.

Paul

Paul Rose
Associate Dean for Academic Affairs
Moritz College of Law - Ohio State University

On Nov 9, 2018, at 9:25 AM, Zinn, Walter <zinn.13@osu.edu> wrote:

Professor Paul Rose
Associate Dean for Academic Affairs
Moritz College of Law

Dear Paul:

We are currently seeking approval from the Council of Academic Affairs for a redesign of our Full-Time MBA program. This redesign in no way affects the dual degree program (JD/MBA) that we have with your college, nor does it affect any of your students in it. Copies of the current and proposed programs are attached for your perusal.

Would you consider replying to this email with your concurrence to the redesign? We intend to append the reply to our proposal for the CAA. If you have any questions or concerns, please call or write at your convenience. Thanks in advance. Take care.

Walter

<image001.png>
Walter Zinn
Professor of Logistics
Associate Dean for Graduate Students and Programs
Co-Editor-in-Chief – *Journal of Business Logistics*
Fisher College of Business
The Ohio State University
200 Fisher Hall | 2100 Neil Ave. Columbus, OH 43210
614-292-0797

<[Full-Time MBA Curriculum 2018.pdf](#)>
<[Full-Time MBA Curriculum 2019.pdf](#)>



From: Clinchot, Dan <Dan.Clinchot@osumc.edu>
Sent: Friday, November 9, 2018 4:37 PM
To: Zinn, Walter <zinn.13@osu.edu>
Subject: Re: Dual Degree - MD/MBA

Professor Zinn, your e-mail was forwarded to me by Dr. Parvin. Thank you for attaching the proposed revisions which I have reviewed.

The College of Medicine concurs with the redesign.

Best, Dan



Daniel M. Clinchot, MD
Vice Dean for Education
Associate Vice President for Health Sciences Education
Chair, Department of Biomedical Education & Anatomy
Harry C. and Mary Elizabeth Powelson Professor of Medicine
Professor, Physical Medicine & Rehabilitation
[College of Medicine](#)
260 Meiling Hall
370 W 9th Avenue
Columbus OH 43210
Office: 614.688.3104
Fax: 614.292.4499
Direct Line: 614.688.4209
Pager: 614.770.8235
Cell: 740.602.3247

"Driving breakthrough healthcare solutions to improve people's lives"

From: Greenbaum, Robert
Sent: Saturday, November 10, 2018 10:55 AM
To: Zinn, Walter <zinn.13@osu.edu>
Cc: Hallihan, Kathleen <hallihan.3@osu.edu>; Landsbergen, David <landsbergen.1@osu.edu>
Subject: RE: Dual Degree - MPA/MBA

Dear Walter,

The John Glenn College of Public Affairs is pleased to provide concurrence for the proposed redesign of Fisher's Full-Time MBA program. We look forward to continue to offer the dual MPA/MBA under this redesigned curriculum.

Sincerely,

Rob Greenbaum



Robert T. Greenbaum
Professor, Associate Dean for Curriculum
John Glenn College of Public Affairs
350E Page Hall, 1810 College Road, Columbus, OH 43210
614-292-9578
greenbaum.3@osu.edu glenn.osu.edu/faculty/glennc-faculty/greenbaum/

8. E-mails verifying that our course schedule does not create any issues pertaining to registration or financial aid

Upon first reviewing our proposal, the GS/CAA curriculum subcommittee was concerned that our block schedule of teaching in the first semester of the program could create some issues concerning registration or financial aid. We subsequently met with Jack Miner, the University Registrar, and Vicki Miller and Amy Wheeler from the Student Financial Aid Office, and figured out how we could make the plan work. The following e-mails from Vicki Miller and Jack Miner detail the process that will meet the needs from both a registration and financial aid perspective.

As suggested by Jack and Vicki, we will structure these courses to be full-semester courses, all part of Autumn registration with single grades assigned for each at the end of the semester. The Friday sessions, which will happen throughout the semester, will be cross-disciplinary so that the material in each course is taught throughout the 14-week semester, and in this sense, each class starts and ends with the university's semester. We are simply staggering the meeting times throughout the semester to allow as much opportunity for courses to overlap and facilitate integrated learning.

One change that we made to facilitate this is to combine the Leadership and Organizational Behavior courses into one 3-credit hour course, rather than separate 1.5 hour courses. These two courses are offered from the same department, and will be co-taught by two faculty members with a single grade assigned at the end of the semester.

We hope that with these changes, and with concurrence from the registrar's office and student aid, that we have addressed the initial concerns of the GS/CAA curriculum subcommittee.

From: Miller, Vicki L.
Sent: Monday, November 19, 2018 5:48 PM
To: Croxton, Keely <croxton.4@osu.edu>; Zinn, Walter <zinn.13@osu.edu>
Cc: Miner, Jack <miner.10@osu.edu>; Makhija, Anil <makhija.1@osu.edu>; Deyoung, Barbara <deyoung.5@osu.edu>; Wheeler, Amy <wheeler.698@osu.edu>; Weimer, Justin <weimer.58@osu.edu>; Bailey, Roger A. <bailey.1117@osu.edu>; Wellman, Jay W. <wellman.67@osu.edu>; North, Paul A. <north.143@osu.edu>; Mercer, Jennifer <mercier.100@osu.edu>; Turk, MaryLynn <turk.272@osu.edu>
Subject: RE: MBA revision: request

Hi All –

Thanks for sharing the information related to the Fisher FTMBA and the opportunity to discuss further on the conference call. After a review of the program in relation to the federal guidelines for aid eligibility, this program can be considered aid eligible based on the following discussion points:

- The courses dates for all courses will span the entire term and reflect standard term registration in SIS.
- Academic activity will take place for each course every week during the term through a combination of the coursework and integration activities.
- Course grades for all courses will not be fully earned and assigned until the end of the term.
- Participation in each course will need to be confirmed at the start of the semester in accordance with the participation roster reporting requirements established by OUR.
- Course charges and applicable refund policies apply beginning day 1 of the term for all courses.

Please let us know if further clarification is needed or there are any questions or concerns. If there are changes to the above information as you continue to develop the program, we may need to re-evaluate for aid eligibility.

Thanks again and let us know if we can assist further. Vicki



Vicki Miller
Associate Director of Compliance and Athletic Aid
Office of Enrollment Services Student Financial Aid
460 Student Academic Services Building, 281 West Lane Avenue, Columbus, OH 43210
614-688-8228 Office / 614-688-3888 Fax
Miller.6050@osu.edu

Jack Miner 

Today at 11:16 AM

To: Vicki Miller, Keely Croxton, Walter Zinn

Cc: Anil Makhija, Barbara Deyoung, Wheeler, Amy, Justin Weimer, Roger Bailey,

[hide](#)

Jay Wellman, Paul North, Jennifer Mercer, MaryLynn Turk

RE: MBA revision: request

JM

I also wanted to confirm that this would be workable on the academic/registration side as well.

The courses would be considered “flexibly scheduled” coursework so would require review and approval each time. However, that is a fairly routine process that the college does for other courses so shouldn’t be seen as a concern. That creates an acknowledgement for any accreditation body (Higher Learning Commission or discipline specific accreditation) that teaching the courses in a condensed format has gone through the institutional approval process (beyond normal approval for the course).

The courses should still follow the approved university calendar including observation of term start and end dates, holidays, breaks, and reading days. Based on our conversations, I think you have already planned for that as well.

If you have other questions, don’t hesitate to ask.

Thanks,

Jack



THE OHIO STATE UNIVERSITY

Jack Miner

University Registrar & Executive Director of Enrollment Services

540 Student Academic Services Building | 281 West Lane Avenue Columbus, OH 43210

614-292-5777 Office | 614-946-0106 Mobile

miner.10@osu.edu

Appendix A

<https://www.wsj.com/articles/m-b-a-applications-decline-for-third-year-in-a-row-1505727000>

BUSINESS EDUCATION

M.B.A. Applications Decline for Third Year in a Row

Business schools across the U.S. are struggling to lure young professionals out of a strengthening job market



Top schools like Harvard and Wharton are a small portion of U.S. schools with M.B.A. programs, but they continue to receive more than half of all applications. Above, the Baker Library at the Harvard Business School. PHOTO: CHARLES KRUPA/ASSOCIATED PRESS

By Kelsey Gee

Sept. 18, 2017 5:30 a.m. ET

Applications to full-time M.B.A. programs in the U.S. fell for a third straight year, the latest signal that business schools are struggling to entice young professionals out of a strengthening job market.

Students saddled with heftier college debt have become more reluctant to leave their jobs for two years to pursue one of the nation's most expensive degrees, school administrators say. That has spurred schools to offer a flurry of specialized master's programs that take less time to complete or offer greater flexibility for working professionals.

"Ten years ago the M.B.A. was the only option you had, but the market has shifted, and business schools, like any company, have to shift with it to meet the demand of our customers," said J.P. Matychak, an associate dean at Boston University's Questrom School of Business.

American business schools in the U.S. received 3.2% fewer applications in this year's academic cycle compared with 2016, according to a survey of 407 programs by the Graduate Management Admission Council (GMAC), which administers a common admissions test. Applications from international students—for years a bright spot for specialized master's and M.B.A. programs—fell 5.8% compared with 2016.

University of Iowa's Tippie College of Business announced last month, for instance, said it would abandon its full-time M.B.A. program to focus on degrees like its part-time master's in business analytics. Enrollment in Tippie's two-year M.B.A. fell from 140 students in 2010 to fewer than 100 this year, according to a spokesman.

11/12/2018

M.B.A. Applications Decline for Third Year in a Row - WSJ

schools received more applications to full-time M.B.A. programs in 2017 than in 2016, while 64% reported a drop from the prior year.

For the 2017 application cycle, 965 graduate management programs across the globe—ranging from the traditional two-year M.B.A. to master's in finance and accounting—received around 500,000 applications. While that is up from 872 programs that received 440,000 applications last year, the addition of new programs have also scattered applicants across a wider array of schools.

Especially vulnerable to the drop in demand were small programs that enroll 50 or fewer students, which make up the vast majority of all business degrees, but received just 11% of all applications.

The waning status of American business schools could be attributed to programs overseas becoming more competitive, and to concerns among foreign students about the fate of U.S. work-visa policies, which the Trump administration has said it would amend, said Sangeet Chowflia, GMAC's chief executive.

This year's application data suggests students around the world were more interested in studying closer to home, Mr. Chowflia added.

Each of these factors, he said, contributed to an uptick in international applications to schools in Canada and Europe, such as INSEAD in France and the Rotman School of Management in Toronto, which both had an uptick in applications from international students.

"The availability of jobs for international students and uncertainty surrounding changes to the H1B visa process are a concern for all of higher education," said Mr. Matychak, of Boston University's Questrom School of Business, which received 1,100 applications for its full-time M.B.A. this year, similar to 2016's application volume. At Questrom, international students make up around a third of the two-year M.B.A. class of 164, but around 95% of the school's specialized master's programs.

Top programs with large M.B.A. classes like University of Pennsylvania's Wharton School and Harvard Business School make up just 6% of the industry, but receive 55% of all applications, according to the GMAC data. Those schools were far more likely to report growth in application volumes.

Write to Kelsey Gee at kelsey.gee@wsj.com

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