

WASHBURN UNIVERSITY DUAL DEGREE PROGRAM
School of Law (J.D.) & School of Business (M.B.A.)

Recognizing that legal and business studies complement each other and that real-world problems often require solutions from both legal and business perspectives, Washburn University has developed a dual degree program to encourage students to obtain J.D. and M.B.A. degrees during their course of study at Washburn.

On its own, the J.D. program at the Washburn University School of Law requires 90 credit hours; the M.B.A. program at the Washburn University School of Business requires 30 credit hours of upper-level courses.¹ Thus, pursued separately, the two degrees would require 120 credit hours. Under the dual degree program, certain courses are accepted for credit by both schools: six credit hours of business-related law school courses may count toward the M.B.A., and six credit hours of business school courses may count toward the J.D. Students can therefore obtain both degrees with a total of 108 credit hours.

Law school courses that transfer to the business school are those that are business-related (as determined by the business school); business school courses that transfer to the law school are core courses in which the student earns at least a “B.” (Grades will not transfer between schools; for the transferee school, the courses will be treated as credit/no-credit.) No credits for business school courses will transfer to the law school until the student has obtained 12 credits of upper-level MBA (950 series) business school courses.

Students may choose to begin either their legal studies or their business studies first. Whenever they start the law school program, students must take the full first-year curriculum, all of which consists of required courses, without interruption. Students will not be permitted to take business school courses during the first year of law school. After completing the first year of the law school curriculum, if students simultaneously take courses in both programs, the total number of credits enrolled in at one time must stay within the parameters required by the American Bar Association’s standards governing accredited law schools. Students are also required to participate in the various orientation and assessment activities of both programs.

Students must separately apply to and be accepted by both schools. Students will indicate to each school, at the time of application, that they are applying to the dual degree program. Students will pay tuition for law school courses at the normal rate for that school and will pay tuition for business school courses at the normal rate for that school.

¹ The M.B.A. program also requires up to 30 credit hours of foundation-level courses. This requirement is met either through the completion of undergraduate courses or by taking 920 level courses offered by the School of Business.

MBA Curriculum Revision Summary

This proposal results from a review of the MBA Program and curriculum, which was undertaken by the MBA Committee due to relevant directives from the AACSB notification letter of May 16, 2006. The revisions were made after consultation with WU MBA Program stakeholders (members of the local business community, MBA Alumni, current MBA students, and graduate faculty) and research of current high-quality MBA programs. The existing MBA Program, as specified in the 2006-07 University catalog, remains the same except for the following revisions.

A revised vision statement and its associated student learning outcomes:

“Washburn MBA graduates will be able to identify, gather, and analyze relevant information, in order to make effective decisions and improve organizational processes.”

A student who has completed the MBA Program will be able to:

- construct and explain effective business strategy to stakeholders, which include employees, customers, suppliers, financial markets, investors, etc.,
- demonstrate effective business communication and presentation skills, both orally and in written correspondence,
- demonstrate an understanding of the components of a good IT/IS system and how to use the system for effective management,
- perform analysis and interpretation of accounting statements for effective decision-making,
- demonstrate knowledge of financial analysis, modeling and forecasting,
- model other business processes and decisions such as production, supply chain, etc.,
- demonstrate an understanding of modern human resource management – an understanding of what different age cohorts (e.g., Gen-Xers and Gen-Yers) find fulfilling, and how these groups work effectively with more mature workers,
- demonstrate proficiency in identifying marketing issues for a variety of firms and utilize current marketing literature and thought in creating theoretically and practically sound business solutions
- identify if an organization is "ethical" and how an employee charts a smart course of action when he or she suspects unethical behavior

The MBA Core Courses and Elective Courses were revised as follows:

- A suggested sequence for core courses was added,
- BU 951 Legal and Ethical Issues was removed as a required course,
- EC 952 Managerial Economics was added to the core. This is a renumbering of the former elective EC972 Managerial Economics,
- BU952 Human Resources was renumbered to the elective BU972 Human Resources,
- BU958 Managerial Skills and Professional Experiences was created and added to the core,
- The elective BU982 Environmental Law & Policy will be removed from the list of MBA elective courses.

Student orientation and closure experiences have been added.

The final revision is to use student portfolios as an assessment of learning methodology for the MBA Program and as a requirement for the MBA degree.

These modifications are presented in detail and justified in the attached report. Available upon request, there is a packet of data and information to support these modifications

MBA Curriculum Revision Proposal

Introduction

The MBA Committee has concluded that the WU MBA Program needs revision. These finding results from a review of the MBA Program and curriculum, which was undertaken by the committee due to relevant directives from the AACSB notification letter of May 16, 2006 stated below.

- Initiate a review of the MBA curriculum and develop and implement assessment processes of its undergraduate and graduate (MBA) programs (Assurance of Learning Standards 15-18).
- Review the MBA curriculum (Standard 15: Management of Curricula and Standard 18: Master's Level General Management Learning Goals).

The review of the program and curriculum included consultation with WU MBA Program stakeholders (members of the local business community, MBA Alumni, current MBA students, and graduate faculty) and research of current high-quality MBA programs. Following are the results of this process.

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Vision Statement for the Revised WU MBA Program

Washburn MBA graduates will be able to identify, gather, and analyze relevant information in order to make effective decisions and improve organizational processes.

This vision implies a set of student learning outcomes. These are specified below along with a course or set of courses whose objectives directly address the student learning outcome.

A student who has completed the MBA Program will be able to:

- construct and explain effective business strategy to stakeholders, which include employees, customers, suppliers, financial markets, investors, etc., (BU959)
- demonstrate effective business communication and presentation skills, both orally and in written correspondence, (All Courses)
- demonstrate an understanding of the components of a good IT/IS system and how to use the system for effective management, (BU956)
- perform analysis and interpretation of accounting statements for effective decision-making, (AC954)
- demonstrate knowledge of financial analysis, modeling and forecasting, (BU955)
- model other business processes and decisions such as production, supply chain, etc., (BU953)
- demonstrate an understanding of modern human resource management – an understanding of what different age cohorts (e.g., Gen-Xers and Gen-Yers) find fulfilling, and how these groups work effectively with more mature workers, (BU958)
- demonstrate proficiency in identifying marketing issues for a variety of firms and utilize current marketing literature and thought in creating theoretically and practically sound business solutions (BU957)
- identify if an organization is "ethical" and how an employee charts a smart course of action when he or she suspects unethical behavior (BU958, et. al.)

This vision statement is consistent with the MBA Program Mission Statement.

“To provide management education of recognized high quality through an evening MBA program for current and future business professionals in the area. Our goal is to assure that our students have the knowledge and skills to enable them to succeed in general management and leadership roles and to contribute to the success of their organizations and of their local and regional economies.”

In addition, the competencies supporting the vision statement are consistent with those suggested by AACSB for MBA programs. These are summarized below.

AACSB MBA Competencies and Courses Addressing Them - 2006

1. Realize ethical and legal responsibilities in organizations and society. (BU958 and others)
2. Knowledge of financial theories, analysis, reporting, and markets. (BU955)
3. Creation of value through the integrated production and distribution of goods, services, and information.(BU953)
4. Understand group and individual dynamics in organizations. (BU958)
5. Statistical data analysis and management science as they support decision-making processes throughout an organization. (EC 952)
6. Information technologies as they influence the structure and processes of organizations and economies, and as they influence the roles and techniques of management. (BU956)
7. Domestic and global economic environments of organizations (EC 952)
8. Other management-specific knowledge and abilities as identified by the school. (See previous section)

Learning at the master's level is developed in a more integrative, interdisciplinary manner than undergraduate education.

The capacities developed through the knowledge and skills of a general master's level program are the following:

- Capacity to lead in organizational situations.
- Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.
- Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.

Structure of the Revised WU MBA Program

The MBA Program has been revised in the following way: the inclusion of a MBA Program Orientation Experience, the modification of the MBA Core Courses list, and the inclusion of a MBA Program Closure Experience. Each is presented below.

MBA Program Orientation Experience

Before the start of the fall semester, all students admitted for the previous spring, summer and current fall semesters are required to attend the MBA Program Orientation. The purpose of this orientation is to set the expectations of students and faculty regarding the student's MBA experience. This is accomplished through the presentation of the MBA Vision Statement and set of exercises designed to promote interaction among students and faculty. In addition, the students are encouraged to form a cohort group through participation in WMBAA, the Washburn MBA Student Association.

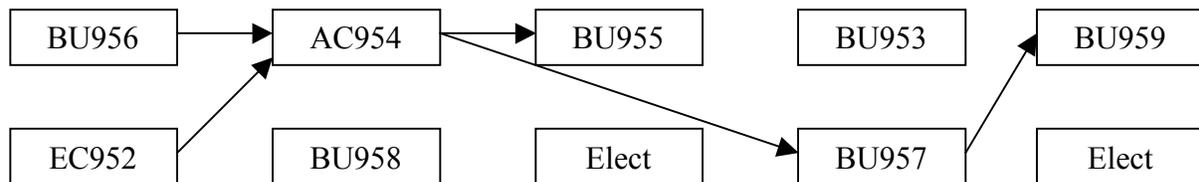
Finally, the orientation session provides an opportunity to explain the use of an academic portfolio to assess student performance and how their portfolio will be used as part of their closure experience. These student academic portfolios are to be used to assess the MBA Program. The initial contribution to the student's academic portfolio is assigned at this time. This initial contribution is an attempt by the student to write out her or his expectations of the MBA Program. As part of the closure experience, presented below, the student will be required to assess the extent to which the MBA Program met his or her expectations. This will provide useful information about the MBA Program.

MBA Core Courses

The competencies suggested by the MBA Vision statement are satisfied by the MBA Core Courses. The following diagram provides an overview of the MBA Core Courses and the ideal sequence for a student to take courses. However, given the schedule and time constraints on the students we admit to our program, this is a suggested sequence rather than required. Though this sequence is proposed primarily to familiarize students with the material they need to perform more effectively in subsequent courses, it is also suggested in order to build student cohorts, which strengthen student learning, team working skills, and camaraderie.

Suggested Course Sequence

This is a suggested course sequence and is not mandatory.



Core Courses

EC952² Managerial Economics - Management problems from an economic point of view. The content focuses on the applications of economic theory to day-to-day managerial decision making.

BU953 Product Systems - Management of integrated production and marketing systems.

AC954 Management Accounting Analysis – In depth study of the uses of management accounting tools and their impact on the contemporary business organization. Emphasis is on case studies and research

BU955 Financial Strategies - Analytical skills in corporate financial management are developed. Topics include security valuation, capital budgeting, capital structure, options, dividends, mergers, and financial ratio analysis.

BU956 Computer-based Information Systems - Computer-based systems for supporting management decisions

BU957 Strategic Marketing Management – This presents an analytical approach to the marketing function of the firm. Development of competitive marketing strategy in a dynamic environment

BU 958³ Managerial Skills and Professional Experiences will be composed of two components. The first, Manager Skills, students will acquire a set of skills to manage the group and individual dynamics in organizations. The second, Professional Experiences will consist of local and regional CEOs, CIOs, CFOs, and middle managers presenting seminars addressing managerial issues they encounter in their professional lives. The emphasis of these seminars will be the legal and ethical responsibilities of organizations.

² This is the former EC972 Managerial Economics course renumber to indicate it is now a required core course.

³ This is a new course approved by the MBA Curriculum Committee. Its syllabus is included in the appendix to this document.

BU959 Strategic Analysis - Study of approaches for defining, analyzing, and resolving complex strategic problems facing the profit and not-for-profit organization.

MBA Electives

BU972⁴ Human Resources - The roles of top management and line managers in shaping organizational success

BU974 International Business - The study of international business and the multinational corporation. The environment of international business is analyzed, including political and economic factors. Financial, marketing, and human resource management in the international context is addressed.

BU979 Investments - Introduction to the theory of investment and portfolio evaluation. Topics include: Bonds, Preferred Stock, Common Stock, Puts, Calls and Mutual Funds.

BU996 Research Project - Individual study of selected problems in the field of business or economics as conducted through extensive reading and research. Approval of the project proposal must be obtained before enrolling in the course. Approved project proposals are to be filed with the Director of Graduate Programs.

AC997 Research Project - Individual study of selected problems in the field of accounting or tax as conducted through extensive reading and research. Approval of the project proposal must be obtained before enrolling in the course. Approved project proposals are to be filed with the Director of Graduate programs.

BU998 Special Topics in Business - Special topics announced in advance.

AC999 Special Topics in Accounting or Tax - Special topics announced in advance.

⁴ This is the former BU 952 Human resources course renumber to indicate that it is now an elective course.

MBA Program Closure Experience

The closure experience will provide the student an opportunity to synthesize the academic information that has been contributed to their academic portfolio. The closure experience will take the form of both written and oral presentations requiring the student utilize the contents of their portfolios. The writing component of the closure experience will be a reflective essay based on the contents of the portfolio. The purpose of this essay is described in the next section of this document. Suggested scenarios for oral presentation include a mock job interview, formal presentations to graduate faculty, etc. Whatever the scenario given to the student they will have to rely on the contents of their portfolio in order to complete the experience.

Assessment Methodology for the Revised WU MBA Program

The assessment of learning methodology for the MBA Program will utilize student portfolios.

The closure experience will allow an opportunity for the faculty to assess the degree to which each student has achieved the competencies suggested by the MBA Vision Statement. The students' performance on the closure experience will allow the faculty to acquire information that can be used to improve the quality of the courses making up the students' curriculum of study.

The students' portfolio, which is based on their initial contribution at the MBA Orientation, will allow them to assess the degree to which the MBA Program met their expectations when the first entered the program. This will also provide the faculty with information that may be used to improve the program.

The portfolios will be used to determine if individual course goals and objectives are being met as well as program goals. For each course the student is required to submit a representative sample (cases, papers, exams, assignments) of their work that demonstrates they have met the goals and objectives of that course.

Portfolio Contents

A student's portfolio will contain at least one sample of work selected by the course instructor for each core course. The student is free to select up to two additional samples of his or her work from core and elective courses. These samples should not be rewritten or revised beyond the version that was graded by the professor. For assessment purposes, these portfolio contributions will be used to document the extent to which the MBA Program competencies are being met by the core (and possibly some elective) courses.

For every contribution required by the instructor, that instructor will provide an evaluation rubric that will map the course objectives to the required contribution. For example, if an instructor gives a comprehensive final exam, the questions that address particular course objectives will be matched to those objectives.

The instructor will also provide an evaluation of each student's required contribution for the course. The evaluation may be the instructor's original grades and comments on the contribution. Alternatively, the instructor may simply specify how well the student's performance achieved the course objective. This specification will take the form of "exceeded the objective", "achieved the objective" or "failed the objective" for each element of the contribution that illustrates a course objective.

Reflective Essay:

In a maximum of five pages, double-spaced, the student will describe how the portfolio's contents demonstrate the student's success in achieving the vision of the MBA program. The student may write about how each contribution meets one or more of the "Competencies for the MBA Program" implied by the vision statement. Alternatively the student might write how they

meet the AACSB MBA Competencies. There is no specific approach or format for the Reflective Essay. However, it will be read as one of the student's most mature and developed statements of their education. An additional purpose of the reflective essay is for the student to recognize that their work fits into a coherent whole and that core courses and electives are not simply a random selection but do have an overall purpose. Also the student will evaluate how well their expectations, as specified in their initial contribution to their portfolio, were met.

The reflective essay will be completed during finals week of the student's graduation semester.

Portfolio Evaluation

Each student's portfolio will be evaluated by the MBA Portfolio Committee, which will be composed of three members of the MBA faculty. The contents (reflective essay & contributions) will each be evaluated as: Unacceptable, Acceptable, or Outstanding. The contributions will be evaluated as a whole and the reflective essay will be evaluated on the basis of how well it succeeds in achieving its purpose. In order to receive the MBA degree a student's portfolio must be evaluated as at least "Acceptable" by the MBA Portfolio Committee. These portfolio evaluations will be completed during finals weeks of the student's graduation semester. After all graduating student portfolios have been evaluated the MBA Portfolio Committee will report to the MBA faculty the degree to which the graduating class achieved the MBA Program goals. This report will guide the MBA Committee in its efforts to improve the quality of the MBA program.

Portfolio Logistics

The details of the logistics of maintaining student portfolios are undecided at this time; however, as much of the process as possible will be implemented electronically.

Summary of and Rationale for Program Revisions

The first revisions are the addition of a mandatory orientation, a closure experience, and a suggested core course sequence. The purpose of these is to establish the feeling of a cohort going through this experience together. There are benefits associated with a cohort based program (see PPT of 12-5-2004). The graduate faculty also discussed the suggested core course sequence and agreed that it was ideal (although it will not be mandatory in cases of courses without other MBA course prerequisites).

The next revision is the requirement of Managerial Economics as a core course. The purpose of this revision is to add more quantitative rigor and problem-solving skills to the MBA experience in order to reinforce decision making (see PPT of 12-5-2004, slide 19, Corporate Perspective). All of our stakeholders have expressed the importance of these skills. The 2004-2005 exit survey shows that problem solving is one of the most important skills students use in their jobs, yet the graduates have indicated that our program had only moderately increased their skill in this area. Representatives from the business community on the MBA Advisory Council stressed that quantitative and problem solving skills were "givens" for good manager (see transcript from 11-11-2005 and 3-31-2006 meetings). Graduate faculty members agree that these skills are "absolutely must haves" for our graduates (see graduate faculty meeting outcomes, "Business Knowledge").

The addition of Managerial Economics into core required the revision of the removal of the course BU951 Legal and Ethical Issues from the curriculum. While preparing the SER for AACSB accreditation it became apparent the majority of the issues discussed in BU951 are addressed in the other courses currently in the core. The following is adapted from the SER report.

"Ethical issues are addressed in several core classes. BU927 (Marketing Concepts) covers ethical issues by discussing the primary criticisms leveled at the marketing function by

consumers, consumer advocates, and government agencies. Students are also introduced to varying perspectives on what constitutes socially responsible marketing and are asked to explore their own belief systems in this regard. AC954 (Management Accounting Analysis) covers ethical issues by discussing ethics guidelines for management accountants issued by the Institute of Management Accountants. These issues are also discussed with respect to preparation of financial statements, performance measurement, and rewards for superior performance. BU955 (Financial Strategies) covers ethical issues in its presentation of agency theory, which includes discussion of how firms monitor their agents to ensure they behave properly. BU956 (Computer-based Information Systems) covers ethical issues as part of discussions of computer security, privacy, and acceptable use policies. BU957 (Strategic Marketing Management) covers ethical issues in most of the weekly case studies. These cases involve such topics as international relations and promotional policies. BU959 (Strategic Analysis) covers ethical issues with a case study and case debate designed to help students identify and be sensitive to ethical issues.

Legal issues are also covered in several core courses. BU927 (Marketing Concepts) covers political, legal, and regulatory issues by discussing specific laws, government agencies, and pressure groups that influence and limit marketing organizations and initiatives. Social issues are covered by discussing how societal values and norms significantly affect consumer preferences for products and the acceptance or rejection of marketing messages. Environmental issues are covered by discussing the natural resources that are needed as inputs for marketers, and trends that increased environmental concerns in the United States. AC954 (Management Accounting Analysis) covers legal and regulatory issues by discussing the implications of the Sarbanes-Oxley legislation, and by presenting cases that involve non-profit and governmental organizations. Management accounting issues that have behavioral implications within organizations such as setting budgetary goals and management incentive compensation are also discussed. BU957 (Strategic Marketing Management) covers legal issues to the extent that they impact the pricing, promotional, product, and distribution strategies of several small and large firms presented in weekly case studies. BU959 (Strategic Analysis) covers legal and regulatory issues in the context of case studies and debates.”

Another revision was moving BU952 (now BU 972) Human Resources to the elective category and designing a new core BU958 Managerial Skills and Professional Experiences. The purpose of this course is to provide the MBA students with firsthand experiences in the “soft skills” side of management. Our Advisory Council agrees with the findings of researchers at AACSB and reports in the *Wall Street Journal* that attributes such as interpersonal communications, teamwork, and leadership abilities are in high demand (see PPT of 12-5-2004, slide 19, Corporate Perspective, WSJ article 9-13-03, and transcripts of Advisory Council meetings). These skills are what set great managers apart from good ones.

The value of this change is that it not only provides necessary managerial skills and professional experiences in BU 958, but it now creates an elective (BU 972) in a specialty area and that elective can be offered on regular basis. At this point in the MBA program it is in need of established electives.

The final revision is the use of student portfolios as the methodology to assess the MBA Program with respect to outcomes of learning. We also expect these portfolios will be useful to students in marketing themselves to potential employers.

In addition to these direct program revisions there are three additional auxiliary program changes that will be used to assess and develop the MBA Program. These three changes provide a mechanism for the feedback from our stakeholders.

The first is the establishment of a MBA Advisory Council composed of members from the area business community. This council will provide input from the business community to the MBA Committee regarding the effectiveness and utility of the MBA Program in providing graduates who will enhance their businesses.

The second change is the establishment of the SOBU Graduate Faculty entity that will meet periodically to review the MBA Program and provide direction to the MBA Committee.

And finally is the establishment of the MBA student organization, WMBAA (Washburn MBA Association). This organization will provide student input to the MBA Committee regarding the effectiveness and utility of the MBA Program. In time, WMBAA will also connect with MBA alumni for enhanced networking and continuous input for the MBA Program.

These revisions are based on the results of consulting with the stakeholders in the WU MBA Program, investigation of other MBA programs, discussions with other MBA programs developers, and researching the expectations of the stakeholders in the business community regarding the MBA degree.