

CSU Channel Islands
Pilot Conversion Form
Program to be Converted:
Masters of Business Administration
September 23, 2010

CSU Degree Program Proposal Template

1. Program Type
(Please retain any from the list below that apply—then delete the others)

√ [Pilot Conversion](#)

2. CPEC COVER PAGE (required for graduate programs only)

The California Post-Secondary Education Commission now requires for each graduate program proposed, a table of contents cover page that lists the following review criteria and that identifies the page numbers on which those criteria are addressed in the proposal. The criteria include:

CRITERION	PAGE
<ul style="list-style-type: none"> • Student demand.....14 This can be demonstrated with surveys of student intention to enroll in the program. Include current and projected enrollments of related existing programs at the proposing campus or feeder institutions. • Societal Needs.....13 The proposal should establish that there will be sufficient employment opportunities for graduates of the proposed program. Workforce demand projections can be helpful in establishing the balance between graduates and employment opportunities. Letters from regional employers are helpful, as well. Workforce data are available at: http://www.calstate.edu/app/workforce_data.shtml • Appropriateness to Institutional and Segmental Mission.....4 Describe how the proposed degree program fits with the campus, school/college, and departmental missions. • Number of Existing and Proposed Programs in the Field.....13 Demonstrate how the proposed program differs from or is similar to existing programs in the state. • Total Costs for the Program.....16 Are there sufficient funds available to support the resources that are required in order to initiate and maintain the program, including: the number of new faculty required; equipment; library resources; and classroom, office, and laboratory facilities. Identify the source of the funds required to support the program, both initially and in the long run. • Maintenance and Improvement of Quality.....6,7 	

Submit formal assessment plans that address program goals and student learning outcomes. Goals should be measurable; plans should be manageable, and data should be meaningful. Goals should be related to institutional and program mission, and to the curriculum. See the CSU assessment site for further information:

<http://www.calstate.edu/acadaff/sloa/index.shtml>

- **Advancement of Knowledge.....14**
Describe how the program will contribute to the growth and development of intellectual and creative scholarship.

3. Program Identification

a. Campus: CSU Channel Islands

b. Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).

Master of Business Administration

c. **Total number of Units Required.** A justification is required later in the proposal for any proposed undergraduate program requiring more than 120 semester units, 180 quarter units.

33 to 49 semester units are required for the degree.

d. Date the Board of Trustees approved adding this program projection to the campus Academic Plan.

March 2004

e. Term and academic year of intended implementation (e.g. Fall 2007). Fall 2004

f. Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.

Academic Affairs/Extended University/Business and Economics

g. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

Ashish Vaidya, Professor of Economics (current Dean of Faculty)

William Cordeiro, Professor of Management (current Director, School of Business and Economics and the MBA Program)

h. Any other campus approval documents that may apply (e.g. curriculum committee approvals). The degree received approval from the Academic Senate on March 9, 2004, and from the president, Dr Richard Rush on March 12, 2004 (See Exhibit 6).

i. Please specify whether this proposed program is subject to WASC Substantive Change review.

The (MBA) is not subject to WASC Substantive Change review. CSU Channel Islands received its initial WASC accreditation in July 2007, subsequent to the implementation of the MBA and thereby approving this program and its other initial undergraduate and graduate degrees

j. **Optional: Proposed Classification of Instructional Programs (CIP Code) and CSU Degree Program Code**

Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the systemwide list at: http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls, you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.

Program Code: 05011 as assigned by the Chancellor's office October 21, 2006 (Exhibit 8)

4. Program Overview and Rationale

- a. Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. The rationale may explain the relationship among the program philosophy, design, target population, and any distinctive pedagogical methods. (**CPEC “Appropriateness to Institutional and Segmental Mission”**)

The Program offers an MBA degree to students with two years professional work experience. The Program is offered Monday-Thursdays @ 6-10 pm in 11 weeks special sessions on a year around basis through the CI Extended University (non-state supported instruction). The Program has three parts: 1) Foundations of Business – five courses (16 units) for students accepted into the Program with a non business bachelor degree; 2) seven Core Courses (24 units) that provide an integrated approach to graduate study of business and economics; 3) three Elective Courses (9 units) that provide students with an opportunity to study an area in depth.

Starting in 2004, the Program targeted working professionals in the Ventura County, South Santa Barbara County, and North Los Angeles County area. As the only four-year public university in Ventura County, CI developed educational programs that meet the needs of businesses and communities in the region. The need for an MBA Program sponsored by a regional comprehensive university in Ventura County was identified early in the process of planning for CSU Channel Islands. Specifically, a CPEC assessment of higher education needs in Ventura County listed the MBA as one of the primary needs. Additionally, formal and informal surveys conducted by the local military and government groups consistently point to the need for an MBA Program. The MBA Program was designed to serve the needs of working professionals in the region and to address the requirements of small, medium, and large companies in achieving their goals.

The success of the Program – starting with 9 students and now enrolling 50 students – validates the original approach and pedagogical design. The major strength of the MBA Program is its success in providing excellent educational opportunities at the graduate level to a previously under-served population.

- b. Proposed catalog description, including program description, degree requirements, and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).

The MBA Program is designed to develop business leaders capable of working in an increasingly multicultural and global environment. Key elements include:

- Learning Community/Cohort Experience
- Evening Classes
- Online Foundations of Business courses
- Focus on International Business and Entrepreneurial Innovation
- International Study Tour Option
- Real-World Orientation

The MBA Curriculum

The curriculum is comprised of three parts: Foundations of Business (0-16 semester units), Required Core (24 semester units), and Electives (9 semester units) for a total of 33-49 semester units.

Foundations of Business

The Foundations of Business courses provide the theoretical concepts and quantitative tools that form the basis for making business decisions. These courses are designed to provide students with a general understanding of accounting, economics, finance, ethics and law, statistics, management, and marketing. Some or all of these courses may be waived depending upon the applicant’s undergraduate degree and coursework. Students with a bachelor’s degree in business from CI or from other accredited institutions within the last 10 years will have met the Foundations of Business requirements. Individual business courses taken as an undergraduate student at CI or another institution may also meet specific Foundations requirements. Upon acceptance to the program, a student’s transcripts will be reviewed for completion of the necessary coursework for mastery of the Foundations of Business. A grade of “C” or better is required to meet the criteria.

Required Core

The core MBA courses are presented in a cross-functional, integrative manner that provides a comprehensive view of the structure of business operations. Students learn to analyze business from a variety of perspectives. The seven core courses provide the skills and competencies students will need to be effective business leaders in the 21st century. A distinguishing aspect of the MBA Program is its focus on entrepreneurship and global business awareness. The Capstone Course (BUS 570) provides students with the opportunity to integrate their knowledge through an International Business Simulation exercise.

Electives

With advisor approval, students will choose nine additional units of upper-division or graduate level courses.

Requirements for Master of Business

Administration - 33 - 49 units

Foundations of Business - 0 - 16 units

BUS	500	Economics for Managers	3
BUS	502	Quantitative Methods for	
.....		Decision-Making	3
BUS	504	Introduction to Accounting and Finance	4
BUS	506	Principles of Management and	
.....		Marketing	3
BUS	508	Business Ethics and Law	3

Required Core - 24 units

BUS	510	High Performance Management	3
BUS	520	Strategy and Leadership	3
BUS	530	Managing Business Operations	3
BUS	540	Financial Reporting and Analysis	3
BUS	550	The Contemporary Firm	3
BUS	560	The Entrepreneurial Manager	3
BUS	570	Competing in a Global Environment	6

Electives - 9 units

With advisor approval, nine units of upper-division or graduate-level courses.

Master of Business Administration Admission Requirements

To be considered for admission to CI MBA program, applicants must:

1. Have a baccalaureate degree from an accredited institution
2. Submit completed University and program applications, including two letters of recommendation
3. Have a grade point average (GPA) of at least 2.5 (4.0 = A) in their latest 60 semester units attempted and must be in good standing at the last college attended
4. Have a minimum of two years professional work experience (in any field)
5. Submit GMAT scores

5. Curriculum

- a. Goals for the (1) program and (2) [student learning outcomes](#). Program goals are very broad statements about what the program is intended to achieve, including what kinds of graduates will be produced. Student learning outcomes are more specific statements that are related to the program goals but that more narrowly identify what students will know and be able to do upon successful completion of the program.

Program Learning Outcomes for Business and Economics

- Prepare students for employment in a variety of public and private organizations.
- Prepare students for further study in graduate or professional schools.
- Demonstrate critical thinking skills by identifying, evaluating, synthesizing, and presenting issues related to accounting, economics, finance, information systems, management and marketing.
- Demonstrate communication skills by writing excellent reports and papers and making effective oral presentations in English.
- Demonstrate collaboration skills by working effectively with others in group settings - both inside and outside the classroom.

Student Learning Outcomes of the proposed degree major program.

Graduates of CSUCI's MBA will be able to:

- Demonstrate a high degree of proficiency in: oral and written communication skills, interpersonal, analytical, and integrative skills, and in the use of technology
- Demonstrate an awareness of the global environment in which business operates
- Demonstrate an understanding of international competitive forces through strategic formulation for domestic businesses
- Use basic business functions to make managerial decisions

- Analyze business issues using a cross-functional and integrative approach
 - Display a capacity to innovate and to create successful ventures through the preparation of a business plan
 - Demonstrate leadership skills in organizational situations
 - Apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines
 - Adapt and innovate to solve problems in an uncertain and unpredictable environment
- b. Plans for assessing program goals and student learning outcomes. Some planners find it helpful to develop matrices in which student learning outcomes and required courses are mapped, indicating where content related to the learning outcomes is introduced, reinforced, and practiced at an advanced level in required courses. (**CPEC “Maintenance and Improvement of Quality”**)

The MBA Program is implementing the following Assessment Plan.

1. Create Program Learning Outcomes (PLO)
2. Create individual courses with Student Learning Outcomes (SLO)
3. Map SLO to PLO
4. Create rubrics to assess SLO in every course
5. Distribute Rubrics and explain assessment process
6. Require each professor to employ an Assessment Rubric in each class
7. Require each professor to indicate selection of Rubric being employed
8. Require each professor to produce a “Closing the Loop” plan
9. Collect assessment data from each class, analyze progress and needs, produce summary reports
10. Conduct special projects based on results
11. Modify PLO and SLO as needed
12. Continue to implement above steps

The attached chart maps the SLO to the Core Courses

Map of Student Learning Outcomes to MBA Core Courses

Student Learning Outcome Courses

Core MBA

Demonstrate a high degree of proficiency in: oral and written communication skills, interpersonal, analytical, and integrate skills, and in the use of technology	All courses
Demonstrate an awareness of the global environment in which business operates	570
Demonstrate an understanding of international competitive forces through strategic formulation for domestic businesses	520; 570
Use basic business functions to make managerial decisions	510; 540

Analyze business issues using a cross-functional and integrative approach	530; 550
Display a capacity to innovate and to create successful ventures through the preparation of a business plan	560
Demonstrate leadership skills in organizational situations	520
Apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines	550
Adapt and innovate to solve problems in an uncertain and unpredictable environment	All courses

See Exhibit 5 for more information on Assessment Rubrics

- c. Total number of units required for the major; total number of units required to graduate.

33 to 49 semester units are required to complete the degree.
- d. Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. *Not Applicable.*
- e. If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program, if the option is approximately equivalent to a degree currently listed on the CSU application-booklet degree program table. If you do not find an appropriate CSU degree program code at: http://www.calstate.edu/app/documents/HEGIS-CIP2000_102406.xls , you can search CIP 2000 at <http://nces.ed.gov/pubs2002/cip2000/> to help identify the code that best matches the proposed curriculum.

Not Applicable.
- f. A list of all courses *required* for the major, specifying catalog number, *title*, units of credit, and prerequisites or co-requisites (thereby ensuring that there are no “hidden” prerequisites that would drive the total units required to graduate beyond the total reported in 4c above).

The MBA Curriculum

The curriculum is comprised of three parts: Foundations of Business (0-16 semester units), Required Core (24 semester units), and Electives (9 semester units) for a total of 33-49 semester units.

Required Core

The core MBA courses are presented in a cross-functional, integrative manner that provides a comprehensive view of the structure of business operations. Students learn to analyze business from a variety of perspectives. The seven core courses provide the skills and competencies students will need to be effective business leaders in the 21st century. A distinguishing aspect of the MBA Program is its focus on entrepreneurship and global business awareness. The Capstone Course (BUS 570) provides students with the opportunity to integrate their knowledge through an International Business Simulation exercise.

Requirements for Master of Business Administration - 33 - 49 units

Required Core - 24 units

BUS	510	High Performance Management	3
BUS	520	Strategy and Leadership	3
BUS	530	Managing Business Operations	3
BUS	540	Financial Reporting and Analysis	3
BUS	550	The Contemporary Firm	3
BUS	560	The Entrepreneurial Manager	3
BUS	570	Competing in a Global Environment	6

BUS 510 HIGH PERFORMANCE MANAGEMENT (3)

Three hours seminar per week

Co-requisite: BUS 520

Develops the managerial skills that affect individual and group performance in organizations. Topics include managerial communication, team-building, negotiation, conflict resolution, and intercultural management.

BUS 520 STRATEGY AND LEADERSHIP (3)

Three hours seminar per week

Co-requisite: BUS 510

An integrated overview of strategy, strategic planning and strategic management for business leaders. Through the use of complex business cases, the course analyzes the major elements of strategic management and the interactions among major participants. Special emphasis is given to the role of leadership in the strategic management process.

BUS 530 MANAGING BUSINESS OPERATIONS (3)

Three hours seminar per week

Prerequisite: BUS 520

Co-requisite: BUS 540

Building on previous business courses this courses develop skills required for managers to operate a business organization. Topics include change management, product design, process selection, quality management, supply chain design, strategy and control. Managing a firm's business operations involves the design, operation and improvement of systems that create and deliver an organization's product and services to customers.

BUS 540 FINANCIAL REPORTING AND ANALYSIS (3)

Three hours seminar per week

Prerequisite: BUS 520

Co-requisite: BUS 530

Provides an understanding of the use of financial information in managing an organization. The course focuses on analyzing and interpreting financial statements, applying analytical tools and techniques to financial statements in order to make sound investment and operating decisions, and applying standard corporate funding models in corporate financial management.

BUS 550 THE CONTEMPORARY FIRM (3)

Three hours seminar per week

Prerequisite: BUS 540

This course emphasizes the strategic and management issues associated with the effective use of information technology. Topics include information systems & control, databases and data mining, systems development, IT infrastructure and strategy.

BUS 560 THE ENTREPRENEURIAL MANAGER (3)

Three hours seminar per week

Prerequisite: BUS 540

A course that focuses on aspects of starting a new business, with an emphasis on recognizing and creating opportunities. Also develops the managerial skills and perspectives that contribute to innovative and entrepreneurial management in growing and established organizations. Topics include attributes of entrepreneurs and entrepreneurial careers, evaluating opportunities, writing business plans, consumer and market analysis, new product design and development, creativity, innovation, forecasting, resource requirements, financing, and managing new ventures.

BUS 570 COMPETING IN A GLOBAL ENVIRONMENT (6)

Three hours seminar and six hours activity per week

Prerequisite: Completion of all other MBA Core courses

Acknowledging the global environment in which business operates, this course addresses management concerns for maximum organizational effectiveness in international business. Topics include international market identification, trade practices and policy, legal issues in business, international currency markets, joint ventures, international business strategy, and global management. Intercultural management issues, negotiation, and cross-cultural differences will also be addressed.

- g. List of *elective* courses that can be used to satisfy requirements for the major, specifying catalog number, title, units of credit, and prerequisites or co-requisites. Include proposed catalog descriptions of all new courses. For graduate program proposals, identify whether each course is a graduate or undergraduate offering.

Electives - 9 units. Graduate level electives are listed below. All are existing courses.
With advisor approval, nine units of upper-division or graduate-level courses.

BUS 500 ECONOMICS FOR MANAGERS (3)

Three hours lecture per week

A course in economics for MBA students covering material from both microeconomics and macroeconomics. Topics include market structure, demand analysis, consumer behavior, nature of the firm, measuring economic activity, inflation, unemployment, money and banking, and the role of the government. May be offered with an extensive online component.

BUS 502 QUANTITATIVE METHODS FOR DECISION-MAKING (3)

Three hours lecture per week

Overview of core quantitative skills for effective managerial decision-making. Topics include statistical principles, regression analysis, forecasting, multi-attribute decision-making, benefit-cost analysis, and spreadsheet modeling of businesses cases. May be offered with an extensive online component.

BUS 504 INTRODUCTION TO ACCOUNTING AND FINANCE (4)

Four hours lecture per week

Presents an overview of the role of accounting and finance in business. The first part of the course focuses on accounting as the language of business. Topics include basic assumptions and principles of accounting, the content and purpose of financial statements, and uses and limitations of the financial statements. The second part of the course focuses on the role of finance in supporting the functional areas of a business. Topics include time value of money, risk, and capital structure. May be offered with an extensive online component.

BUS 506 PRINCIPLES OF MANAGEMENT AND MARKETING (3)

Three hours lecture per week

Presents an overview of the disciplines of management and marketing. Explains the basic elements of good management practices. Describes the key aspects of effective marketing. Combines management and marketing disciplines through cases, role-play simulations, and computer based simulations that are used to model managers' planning and decision-making processes. May be offered with an extensive online component.

BUS 508 BUSINESS ETHICS AND LAW (3)

Three hour seminar per week

An overview of the ethical environment for business operations, with a special emphasis on the legal environment. Explores decision-making frameworks for managers in addressing ethical and legal issues that confront modern business organizations. May be offered with an extensive online component.

BUS 521 SPECIAL TOPICS IN MANAGEMENT (3)

Three hours seminar per week

Prerequisite: Consent of Instructor

In-depth analysis of current topics in management. Topics vary each semester. Repeatable by topic.

BUS 531 SPECIAL TOPICS IN BUSINESS (3)

Three hours seminar per week

Prerequisite: Consent of Instructor

In-depth analysis of current topics in business. Topics vary each semester. Repeatable by topic.

BUS 541 SPECIAL TOPICS IN FINANCE (3)

Three hours lecture per week

Prerequisite: Consent of Instructor

In-depth analysis of current topics in finance. Topics vary each semester. Repeatable by topic.

BUS 572 GRADUATE INTERNATIONAL EXPERIENCE IN BUSINESS (3)

Three hours lecture per week

Analysis of international business environments, including site visits to appropriate locations. Repeatable up to 6 units.

BUS 610 CAPSTONE PROJECT FOR MS/MBA DUAL DEGREE (6)

Six hours seminar per week

Prerequisite: Biology or Business and Economics Program Approval

Culminating experience in the MS/MBA dual degree program. Students participate in lectures, discussions, case analysis and independent research. Includes a major project involving research, analysis, synthesis and presentation of a topic related to the global biotechnology industry.
Same as BIOL 610

Note: With regard to Sections 4f and 4g, a proposed program should take advantage of courses already offered in other departments when subject matter would have considerable overlapping content.

- h. List of any new courses that are: (1) needed to initiate the program and (2) needed during the first two years after implementation. Only include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each course is a graduate-level or undergraduate-level offering. *Not Applicable*.
- i. Attach a proposed course-offering plan for the first three years of program implementation, indicating, where possible, likely faculty teaching assignments. *Not Applicable*.
- j. For master's degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in [Section 40510](#) of [Title 5 of the California Code of Regulations](#).

The MBA utilizes the BUS 570 course to satisfy the culminating experience. This course provides students with the opportunity to integrate their knowledge through an International Business Simulation small exercise.

BUS 570 COMPETING IN A GLOBAL ENVIRONMENT (6)

Three hours seminar and six hours activity per week

Prerequisite: Completion of all other MBA Core courses

Acknowledging the global environment in which business operates, this course addresses management concerns for maximum organizational effectiveness in international business. Topics include international market identification, trade practices and policy, legal issues in business, international currency markets, joint ventures, international business strategy, and global management. Intercultural management issues, negotiation, and cross-cultural differences will also be addressed.

- k. Admission criteria, including prerequisite coursework.

Master of Business Administration Admission Requirements

To be considered for admission to CI MBA program, applicants must:

1. Have a baccalaureate degree from an accredited institution
 2. Submit completed University and program applications, including two letters of recommendation
 3. Have a grade point average (GPA) of at least 2.5 (4.0 = A) in their latest 60 semester units attempted and must be in good standing at the last college attended
 4. Have a minimum of two years professional work experience (in any field)
 5. Submit GMAT scores
- l. Criteria for student continuation in the program.

Classification Status

Conditionally Classified

To qualify for admission in conditionally classified graduate standing, a student must:

1. Hold an acceptable baccalaureate degree from an accredited institution.

2. Have attained a grade-point average (GPA) of at least 2.5 (4.0=A) in the last 60 semester units attempted
3. Have been in good standing at the last institution attended
4. Be accepted into a graduate degree curriculum on a conditional basis, subject to the requirement that any deficiencies must be remedied by additional preparation.
5. For students entering the Master of Arts in Education: Educational Leadership Program, if the student is missing one or more of the following requirements, CBEST, advanced technology or special education course.

Classified

A student who meets the minimum requirements for admission as a graduate student, as specified in the preceding paragraph, may be admitted as a fully classified graduate student pursuing an authorized degree curriculum if the appropriate program authorities determine the he or she satisfactorily meets the professional, personal, scholastic, or other standards for admission to the graduate degree curriculum, including qualifying examinations that the appropriate program authorities may prescribe. Only those applicants who show promise of success will be admitted to the graduate curricula, and only those who continue to demonstrate a satisfactory level of scholastic competence shall be eligible to proceed in such curricula.

Advancement to Candidacy

Advancement to candidacy recognizes that the student has demonstrated the ability to operate at and sustain a level of scholarly competence that is satisfactory for successful completion of the degree requirements. The student is then cleared for the final stages of the program, which, in addition to any remaining coursework, may include the thesis, project, or examination. The student may request advancement to candidacy only after a formal program of study (except a required final or 'capstone' course) has been submitted, the graduation writing requirement has been satisfied, and sufficient coursework has been completed to allow the program to make a judgment about the student's potential to complete the program.

- m. For undergraduate programs, planned provisions for articulation of the proposed major with community college programs. **Not Applicable.**
- n. If there is a [Lower-Division Transfer Pattern](#) (LDTP) for this major, indicate the relationship between the LDTP and the requirements presented in this proposal. Information on LDTP is available at: <http://www.calstate.edu/AcadAff/ldtp.shtml> **Not Applicable.**
- o. Advising "roadmaps" that have been developed for the major. **Not Applicable.**
- p. Provision for meeting accreditation requirements, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

Accreditation Note:

Master's degree program proposals

If subject to accreditation, establishment of a master's degree program should be preceded by national professional accreditation of the corresponding bachelor's degree major program.

(Accreditation note finished on next page.)

Fast-track proposals

Fast-track proposals cannot be subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors unless the proposed program is already offered as an authorized option or concentration that is accredited by an appropriate specialized accrediting agency.

The (MBA) is not subject to WASC Substantive Change review. CSU Channel Islands received its initial WASC accreditation in July 2007, subsequent to the implementation of the MBA and thereby approving this program and its other initial undergraduate and graduate degrees.

**6. Need for the Proposed Degree Major Program
(CPEC “Societal Need,” “Number of Existing Programs in the Field,” and “Advancement of the Field”)**

- a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.

California State University Northridge.....50 miles away
California State University, SLO.....95 miles away
California Lutheran University.....12 miles away

Offsite locations offering MBA Programs in the Camarillo/Thousand Oaks area
Pepperdine University
Azusa Pacific University
La Verne University
National University

- b. Differences between the proposed program and programs listed in Section 5a above.

Special format

The MBA program is offered using a cohort model. Students take classes during the evenings and/or weekends, in 12-week modules, not on a conventional academic calendar. This allows for year-round operation and enables the students to complete the program in a timely manner.

Special delivery

The MBA program is delivered as special sessions tailored to the targeted population. The program features business and industry leaders as special guest speakers and co-sponsors of elective courses. Students can participate in community-based service learning projects to assist small businesses. Through the extensive use of educational technology, the prerequisite courses are offered on-line.

- c. List of other curricula currently offered by the campus that are closely related to the proposed program.

None, aside from the BS in Business and BA in Economics degrees

- d. Community participation, if any, in the planning process. This may include prospective employers of graduates.

The need for an MBA Program sponsored by a regional comprehensive university in Ventura County was identified early in the process of planning for CSU Channel Islands. Specifically, a CPEC assessment of higher education needs in Ventura County listed the MBA as one of the primary needs. Additionally, formal and informal surveys conducted by the local military and government groups consistently point to the need for an MBA Program. The MBA Program was designed to serve the needs of working professionals in the region and to address the requirements of small, medium, and

large companies in achieving their goals.

- e. Applicable workforce demand projections and other relevant data.

CI commissioned a study (Eduventures, 2007) to analyze demand for educational programs in Ventura County and found demand for an MBA program with particular interest from healthcare and technology firms. Subsequently, CI commissioned an additional study (Eduventures, 2007) to better understand student preferences in regard to MBA programs and learned that part-time, face-to-face, accelerated programs were preferred. An assessment of need and the competitive landscape (Eduventures, 2008) found projected limited competition for a CI MBA in Santa Barbara and Ventura Counties.

- f. If the program was proposed to meet society’s need for the advancement of knowledge, please specify the need and explain how the program meets that need.

The CSUCI MBA is targeted to working professionals in the Ventura County, South Santa Barbara County, and North Los Angeles County area. As the only four-year public university in Ventura County, CSUCI is developing educational programs that meet the needs of businesses and communities in the region. The EDD estimates a 2.9% annual growth rate for management positions in Ventura County through 2016 (<http://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=manager&careerID=&menuChoice=occxplorer&geogArea=0604000111&soccode=119199&search=Explore+Occupation>)

Nationally, according to the Bureau of Labor Statistics, there was an estimated 29% growth in financial management and analysis occupations between 2000-2010 (<http://www.bls.gov/opub/ooq/2002/spring/art01.pdf>). Furthermore, according to a *Business Week* article starting salaries for graduates are high with one study reporting an average for MBA graduates at \$88,000 nationally.

7. Student Demand (CPEC “Student Demand”)

A. Compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.

Accepted EU Students Enrolled each Semester by Degree Program

	MBA
Fall 04	22
Spring 05	15
Summer 05	9
Fall 05	18
Spring 06	19
Summer 06	11
Fall 06	27
Spring 07	26
Summer 07	13

Fall 07	32
Spring 08	33
Summer 08	18
Fall 08	41
Spring 09	55
Summer 09	32
Fall 09	50
Spring 10	66

EU Students Completed by Semester by Degree Program

	MBA
Spring 06	9
Summer 06	
Fall 06	
Spring 07	14
Summer 07	
Fall 07	
Spring 08	17
Summer 08	
Fall 08	
Spring 09	27
Summer 09	
Fall 09	
Spring 10*	9

* in progress, degrees still posting

The local industry's needs for this program are strong and will be long lasting. In order to meet these needs, special sessions of the program will be offered on a regular basis, regardless of the financial environment of the State of California. The financial environment often will lead to readjustment of FTE targets for each of the CSU campuses. Currently, the FTE target is downwardly adjusted for most of the campuses or is to remain flat for the foreseeable future. Implementing this program through extended education will not draw on the campus FTE allocation, hence, it will not affect the overall budget allocation within CSUCI.

Summary

The MBA program at CSUCI is an integrative and innovative program designed for working professionals in Ventura County. The program is the result of benchmarking against the best business programs in the country and meets the new "assurances of learning standards" required for AACSB accreditation. The program features integrated modules that cross functional disciplines, a common cohort experience, and team teaching and learning. Consistent with the University's mission, there is an emphasis on graduating business leaders with a global and multicultural perspective. Our MBA is an example of our focus on making a difference not only in the lives and careers of our students, but also in the vitality of the Ventura County region.

B. Issues of access considered when planning this program.

C. For master’s degree proposals, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.

DESCRIPTION	FAL06	FAL07	FAL08	FAL09
Total Undergrad Program FTEs	469.2	501.4	272.2	256.4
Total FTEs of Majors in Program Courses			213.7	191.7
Number of Course Sections	57	65	67	61

D. Professional uses of the proposed degree program.

E. The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation, and three years and five years thereafter.

See above (g.) for historical figures. A growth rate of 10% per year is expected.

8. Existing Support Resources for the Proposed Degree Major Program (CPEC “Total Costs of the Program”)

Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

Extended University is mandated to operate self-supported programs maintained through student fees and other non-State funds. Per EO1000 and a formalized University MOU, Extended University fully reimburses the State for all expenses incurred in the operations of special session degree programs. As such, this program is estimated to have sufficient funds available through student fees to maintain and grow the program in the future (statement from Dean of Extended University attached. Exhibit 7).

- a. Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master’s degrees, include faculty publications or curriculum vitae.

Note: For all proposed graduate degree programs, a minimum of five full-time faculty members with the appropriate terminal degree should be on the program staff.
(Code Memo EP&R 85-20)

Extended University fully reimburses the State for faculty teaching in the special session degree program. Faculty members teach either through overload within the 125% parameters or receive course buy-out at a rate set by the V.P. of Finance and Administration. In addition to tenure track staff, the program is supported by part-time faculty hired on a course-by-course contractual basis. As the program grows, additional faculty resources will be funded by student fees.

The Martin V. Smith School of Business and Economics Full-Time Faculty

At the Martin V. Smith (MVS) School of Business and Economics we have assembled a team of outstanding faculty who have designed and deliver the business and economics. The faculty consists of outstanding practitioners who teach at CI on a part-time basis and a cadre of teacher-scholars who make up the CI full-time business and economics faculty. In conjunction with the preparation of some accreditation materials, the MVS School was asked to prepare short biographies of its full-time faculty. We thought that you might be interested in these short bios. Here they are.

Minder Chen is an Associate Professor of Management Information Science (MIS) in the MVS School of Business and Economics. He teaches MIS 300—the primary upper division information systems course in the Bachelor of Science in Business (BSB) degree program. Dr Chen monitors the curriculum development and relevance of MIS-related courses in the MVS School. Dr Chen is highly qualified to teach in the BSB Program with a PhD in MIS from the University of Arizona, an MBA from the Institute of Management Science at the National Chiao-Tung University in Taiwan, and a BS in Electrical Engineering. Dr Chen publishes his research on a regular basis (since 2005: 19 articles in peer-reviewed journals). Dr Chen's research interests include the following: Group Decision Support Systems and Virtual Teams, Technology Adoption and Diffusion, Web Services and Service-Oriented Architecture, Electronic Commerce, Business Process Reengineering and Change Management, Chinese Management Philosophies.

William P. Cordeiro is Director of the MVS School of Business and Economics and usually teaches each academic year in the BSB degree program: an Upper Division Inter-Disciplinary General Education (UDIGE) course, Business and the Performing Arts. He occasionally teaches the BSB Capstone course (BUS 499). Dr Cordeiro has several degrees qualifying him to teach in the MVS Smith School of Business and Economics: PhD in Executive Management and an MA in Management - both from the Peter F. Drucker Graduate School of Management at The Claremont Graduate School - and an MBA from the University of Southern California. He also has Bachelor of Science in Biology from University of San Francisco. Dr Cordeiro publishes regularly (since 2001: two book chapters and 19 articles in peer-reviewed journals) in the areas of Business School pedagogy, assessment of educational effectiveness, strategic planning and business ethics.

Rudolph I. Estrada is a full time Lecturer in the MVS School of Business and Economics, teaching courses related to business ethics and entrepreneurship. Professor Estrada is also Executive Director of the Small Business Institute (SBI) in the MVS School. The SBI guides teams of undergraduate students in the analysis and recommendation of solutions of business issues for local firms. Professor Estrada has taught in the CSU system for over 25 years. At the same time, he has a long career in banking and was a White House Commissioner on Small Business in 1994. He has a BS in Business Finance from CSU Los Angeles, an MS in Management from the University of Southern California and studied with Peter Drucker at the Claremont Graduate School.

Priscilla Liang is an Assistant Professor of Finance in the MVS School of Business and Economics and teaches several core and elective courses in Finance. Dr Liang has a PhD in Financial Economics from the Claremont Graduate University and has extensive international experience. Dr Liang was also a Finance Specialist in the US Army for 6 years. Dr Liang publishes extensively: since 2004, 8 articles in peer-reviewed journals and 7 contributions to encyclopedias or book chapters. Dr Liang is responsible for the Internships-for-Credit process in the MVS School and will be available for students at the SBCC location interested in Internship opportunities.

J. Andrew Morris is an Associate Professor of Management in the MVS School of Business and Economics and teaches several core and elective courses in the BSB degree program. Dr Morris teaches MGT 307 (Management of Organizations) each semester and each academic year usually teaches two UDIGE courses (BUS/ART 434: The Museum and BUS/SOC 336: Social Entrepreneurship). Dr Morris is qualified to teach these courses with a PhD in Organizational Behavior from the University of South Carolina. Dr Morris performs research and publishes results on a regular basis (since 2004: 10 articles in peer-reviewed journals or encyclopedias; and 7 presentations at academic conferences).

Dennis D. Muraoka is a Professor of Economics in the MVS School of Business and Economics. He also serves as Associate Provost for the University. Dr Muraoka regularly teaches undergraduate courses in economics and interdisciplinary topics, including BUS/ECON/EDUC 342 (The Zoo) and BUS/ECON/EDUC 347 (The University). Dr Muraoka has a PhD in Economics, an MA in Urban Economics and a BA in Mathematics and Economics—all from UC Santa Barbara. He publishes often: 6 articles in peer-reviewed journals since 2000, over 20 articles in other publications and 5 multimedia educational materials projects since 1992.

Claudio Paiva is an Associate Professor of Economics in the MVS School of Business and Economics and teaches a variety of core and elective courses in Economics. Dr Paiva is qualified to teach in the in the BSB degree program with a PhD and MA in Economics from the University of Illinois. Dr Paiva has extensive international experience having worked for the International Monetary Fund for 8 years. Dr Paiva is a recognized expert in the economies of Latin America and teaches the following courses: ECON 110 (Principles of Microeconomics), ECON 111 (Principles of Macroeconomics), (ECON 311 (Intermediate Macroeconomics), ECON 370 (World Economy). Dr Paiva is an active researcher, has published 6 articles since 2006 and made 3 conference presentations since 2008.

Paul Rivera is an Associate Professor of Economics in the MVS School of Business and Economics. Dr Rivera is the Academic Advisor for undergraduate programs in the MV School: BSB and BA in Economics. He has a PhD in Economics from the University of Southern California, MA in Economics (CSU Long Beach) and a BA in Economics (Texas A & M). He has fluent in several languages and publishes in the areas of Small Business Development, Migration and Immigration, Educational Administration and Banking. Since 2003, Dr Rivera has published 5 articles in peer-reviewed journals, 3 articles in other publications and made 6 presentations.

J. Goosby Smith is an Associate Professor of Management in the MVS School of Business and Economics and teaches several core and elective courses in the BSB degree program: Management and Organizations (MGT 307), Human Resources (MGT 421), Organizational Behavior (MGT/PSY 424), International Management (MGT 310) and Project Management (MGT 471). Dr Smith is qualified to teach these courses with a PhD in Organizational Behavior and an MBA from Case Western Reserve University and a BS in Computer Science from Spelman College. Dr Smith performs research and regularly publishes the results (since 2004: 10 articles in peer-reviewed journals). Also, Dr Smith performs diversity-related training assignments for a variety of organizations.

Sung Won Sohn is the MVS Endowed Professor of Economics in the MVS School of Business and Economics. Dr Sohn is also active in business as Vice Chairman of Forever 21 (a \$2 billion retail chain). He has a PhD in Economics (University of Pittsburg), an MA in Economics (Wayne State) and a BA in Economics (University of Florida). Dr Sohn is widely quoted on a daily basis in the local, national and international media on economic topics and forecasts. In 2006, the Wall Street Journal named him as the most accurate economist in the USA. Dr Sohn teaches an occasional undergraduate course and is available for consultation by the MVS faculty and students.

Ashish Vaidya is a Professor of Economics and Dean of the Faculty. Dr Vaidya periodically teaches economics courses in the BSB degree program. Dr Vaidya has a PhD and MA in Economics from the University of California, Davis and an MA and BS in Economics from universities in Mumbai, India. Dr Vaidya has an extensive research and publication record that contributes directly to his teaching: editor of a two-volume encyclopedia in 2006, 9 articles in peer-reviewed journals since 1994, 6 research monographs since 2005 and numerous presentations at academic conferences.

b. Space and facilities that would be used in support of the proposed program.

The MBA program offers its courses at an 8,419 square foot state-of-the-art facility in Thousand Oaks. The complex is comprised of six 25-40 person classrooms, a 60-person lecture room, a large conference room, student lounge, kitchen break room, and faculty workspace and administrative offices. Ample parking is provided free to students and bathrooms are located in an adjacent hallway. University personnel staff the facility during the daytime for student recruitment and advising and in

evening hours when classes are held. In addition to the courses, the program hosts special events, lectures, and social gatherings for the students at the facility.

- c. A report provided by the campus Library, detailing resources available to support the program (discussion of subject areas, volume counts, periodical holdings, etc. are appropriate).

Student fees provide sufficient resources through Extended University to reimburse the State for the use of required library resources. As the program grows, additional library resources will be funded by student fees. The library subscribes to the major databases, e-books collections, and online journals collections in the field, including, ABI, Business Source, Factiva, Mergent Online, Lexis/Nexis, Kluwer, Emerald, and Springer.

- d. Existing academic technology, equipment, and other specialized materials currently available.

The Thousand Oaks location where the courses are held supports high-speed wireless access and all of the classrooms include full audio visual equipment for faculty use. Student fees provide sufficient resources through Extended University to reimburse the State for any additional use of needed academic technologies.

9. Additional Support Resources Required (CPEC “Total Costs of the Program”)

Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.

No additional support resources are required for this program.

- a. Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.
- b. The amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.
- c. A report written in consultation with the campus librarian, indicating any additional library resources needed. Indicate the commitment of the campus either to purchase or borrow through interlibrary loan these additional resources.
- d. Additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.