

# Summary of Graduate Curriculum Changes

Ouachita Baptist University  
October 11, 2022

The faculty **approved** these curriculum changes at a faculty meeting on October 11, 2022.

[Applied Behavior Analysis](#) | [Business Administration](#) | [Exercise Science](#) | [Nutrition and Dietetics](#)

The **short form** notation indicates informational level curriculum revisions submitted on the Curriculum and Academic Standards Committee's short form, which addresses course title changes, course time offering changes, and non-substantive changes to course content and/or descriptions. These short form revisions will NOT be brought to the faculty for discussion or a vote, unless questions are raised before the faculty meeting.

## Applied Behavior Analysis

Applied Behavior Analysis	
<b>ABA M.A.</b>	<ol style="list-style-type: none"><li>1. Convert the current Graduate Certificate in ABA into a Master of Arts (M.A.) in ABA program and have 2 masters degrees in ABA<ol style="list-style-type: none"><li>a. M.S. in ABA (our <i>"flagship"</i> program; recently approved for the 2023 academic year)<ol style="list-style-type: none"><li>i. comprehensive 36-credit degree program, ABA Intensive required</li><li>ii. includes <i>and requires</i> supervised experiential learning in the form of fieldwork courses and supervised fieldwork experience provided by Ouachita faculty and Ouachita clinical partners</li><li>iii. requires students to choose and complete either a Thesis or a Capstone project</li><li>iv. provides students the opportunity to complete all of their fieldwork hours while in the program, and be eligible to sit for the BCBA® credentialing exam soon after degree conferral</li></ol></li><li>b. M.A. in ABA (our <i>"ABA beyond autism and intellectual disabilities"</i> program)<ol style="list-style-type: none"><li>i. 36-credit degree program, ABA intensive required</li><li>ii. Didactic courses identical to M.S. in ABA courses, except for 1 course (Subspecialties of ABA)</li><li>iii. Includes supervised experiential learning as required by ABAI for accreditation purposes BUT NO FIELDWORK courses, no supervised fieldwork experience, and no requirement to complete hours while in the program</li><li>iv. Students in this program will be responsible for accruing their fieldwork hours on their own time, at their own pace, independent of Ouachita</li><li>v. Ideal for students who do not want to work exclusively with the AU/IDD population, and schoolteachers, school psychologists, school-based behavior interventionists, or individuals working in non-ABA settings who want to become BCBAs and use ABA in their existing current or area of interest</li></ol></li></ol></li></ol>

- vi. Ideal for students who do not want to work and/or accrue hours while in school

M.S. in ABA				
Year 1			Year 2	
Fall I & II (Aug-Dec)	Spring I & II (Jan-May)	Summer (June-July)	Fall I & II (Aug-Dec)	Spring I & II (Jan-May)
Concepts & Principles of ABA (3) <b>ABA 6XX3</b>	Behavioral Assessment (3) <b>ABA 6XX3</b>	*Ethical & Professional Issues in ABA (3) <b>ABA 6XX3</b>	Behavior-Change Procedures II (3) <b>ABA 6XX3</b>	Special Topics in ABA (2) <b>ABA 6XX2</b>
Research Methods in ABA (3) <b>ABA 6XX3</b>	Behavior-Change Procedures I (3) <b>ABA 6XX3</b>	Supervision, Training, & Performance Management (3) <b>ABA 6XX3</b>	Experimental Analysis of Behavior (3) <b>ABA 6XX3</b>	Advanced Concepts & Principles of ABA (3) <b>ABA 6XX3</b>
Concentrated Supervised Fieldwork I (1) <b>ABA 6XX1</b>	Concentrated Supervised Fieldwork II (1) <b>ABA 6XX1</b>	Concentrated Supervised Fieldwork III (1) <b>ABA 6XX1</b>	ABA Thesis / capstone I (2) <b>ABA 6XX2</b>	ABA Thesis / Capstone II (2) <b>ABA 6XX2</b>
<b>7 credits total</b>	<b>7 credits total</b>	<b>7 credits total</b>	<b>8 credits total</b>	<b>7 credits total</b>

M.A. in ABA				
Year 1			Year 2	
Fall I & II (Aug-Dec)	Spring I & II (Jan-May)	Summer (June-July)	Fall I & II (Aug-Dec)	Spring I & II (Jan-May)
Concepts & Principles of ABA (3) <b>ABA 6XX3</b>	Behavioral Assessment (3) <b>ABA 6XX3</b>	*Ethical & Professional Issues in ABA (3) <b>ABA 6XX3</b>	Behavior-Change Procedures II (3) <b>ABA 6XX3</b>	Subspecialties of ABA (4) <b>ABA 6XX2</b>
Research Methods in ABA (3) <b>ABA 6XX3</b>	Behavior-Change Procedures I (3) <b>ABA 6XX3</b>	Supervision, Training, & Performance Management (3) <b>ABA 6XX3</b>	Experimental Analysis of Behavior (3) <b>ABA 6XX3</b>	Advanced Concepts & Principles of ABA (3) <b>ABA 6XX3</b>
Applied Experience in ABA I (1) <b>ABA 6XX1</b>	Applied Experience in ABA II (1) <b>ABA 6XX1</b>	Applied Experience in ABA III (1) <b>ABA 6XX1</b>	Applied Research Project I (1) <b>ABA 6XX1</b>	Applied Research Project II (1) <b>ABA 6XX1</b>
<b>7 credits total</b>	<b>7 credits total</b>	<b>7 credits total</b>	<b>7 credits total</b>	<b>8 credits total</b>

## Exercise Science

<b>Updated Admissions Requirements</b>	<p><b>PROPOSED CHANGE</b></p> <p>We have updated/edited the program admissions requirement.</p> <p><b>RATIONALE</b></p> <p>Admissions requirements needed to be updated for clarity and specificity.</p> <p><b>CATALOG ENTRY</b></p> <p>Admissions Requirements for the MS in Exercise Science:</p> <ol style="list-style-type: none"><li>1. Undergraduate grade point average of 2.75 or higher;</li><li>2. 4-hours of Anatomy &amp; Physiology (grade of C or higher);</li><li>3. College math (grade of C or higher); recommended</li><li>4. 3-hours of nutrition or sports nutrition (grade of C or higher) recommended;</li><li>5. 9 or more hours in Kinesiology undergraduate coursework recommended (Biomechanics, Exercise Physiology, Exercise Testing, Special Populations, Strength and Conditioning, Structural Basis of Human Movement, Sports Nutrition, or statistics)</li></ol> <p>*Incoming students who have not completed their prerequisites may be considered for provisional admittance. In this case, the student will be permitted to enroll in a limited number of program hours while they simultaneously complete the remaining prerequisites.</p>
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## Nutrition and Dietetics

**Combining the Dietetic Internship and the Master of Nutrition into one program.**

### **PROPOSED CHANGE**

The Department of Nutrition and Dietetics currently has two graduate level programs: The Master of Science in Nutrition (MS) and the Dietetic Internship (DI). The proposed change is to combine the two programs into one program called the MS/DI.

### **RATIONALE**

Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a master's degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN). In addition, CDR requires that individuals complete coursework and supervised practice in program(s) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

The supervised practice mentioned above and 18 hours of graduate coursework are provided in the Dietetic Internship (DI). The DI was granted candidacy by ACEND in 2020 with full accreditation to occur in 2023. ACEND has already approved the DI to add the master's degree as a program completion requirement. Once students complete the DI, they will then take an additional 6 courses (3 hours each and fully online) to complete the MS.

There would be no change in the current curriculum for the DI or MS in nutrition. Once the students complete the DI, they would just seamlessly begin the MS required courses.

The MS/DI will be a 15-month program starting in August yearly with completion in December of the following year.

### **CATALOG ENTRY**

#### **Academic Plan of Study**

##### Fall semester

DIET 5003 Advanced Community Nutrition – 3 credit hours

DIET 6013 Nutrition and Dietetics Research – 3 credit hours

DIET 6023 Supervised Practice I – 3 credit hours

##### Spring semester

DIET 5043 Nutrition Counseling – 3 credit hours

DIET 6033 Advanced Administrative Dietetics – 3 credit hours

DIET 6053 Supervised Practice II – 3 credit hours

##### Summer term

DIET 6083 Diabetes, Obesity and Weight Management – 3 credit hours

DIET 6093 Trends in Nutrition – 3 credit hours  
DIET 6113 Nutrition and Dietetics Applied Statistics – 3 credit hours  
Fall semester  
DIET 6063 Sports Nutrition – 3 credit hours  
DIET 6073 Pediatric Nutrition – 3 credit hours  
DIET 6103 Eating Disorders – 3 credit hours

### Course Descriptions

#### **5003. Advanced Community Nutrition.**

Provides an understanding of the methods, strategies, and evaluation of nutrition and diet counseling with consideration of learning styles. Integration of scientific principles of nutrition and food science into the use of foods and nutrients in disease prevention and treatment in accordance with competencies for the entry-level dietitian. **Fall Term 2.**

#### **5043 Nutrition Counseling.**

Theoretical and applied issues in nutrition counseling. Students will learn the theories of behavior change and how to apply these to nutrition issues. **Spring Term 2.**

#### **6013. Nutrition and Dietetics Research.**

Research in nutrition and dietetics to reflect content, application to practice, and study parameters and design. Students will read current research, write critiques, and make presentations for discussion. **Fall Term 1.**

#### **6023. Supervised Practice I.**

The first semester of supervised learning experience in clinical, community and administrative dietetics designed to meet specific objectives and achieve identified clinical, community and administrative nutrition competencies. Experiences scheduled in a variety of health care settings. **Fall.**

#### **6033. Advanced Administrative Dietetics.**

Equips students with leadership and management skills needed to establish and maintain effective food and nutrition programs. **Spring Term 1.**

#### **6053. Supervised Practice II.**

The second semester of supervised learning experience in clinical, community and administrative dietetics designed to meet specific objectives and achieve identified clinical, community and administrative nutrition competencies. Experiences scheduled in a variety of health care settings. **Spring.**

#### **6063. Sports Nutrition.**

Exercise physiology and nutrient requirements in sports and exercise: macronutrient, micronutrient and fluid needs of athletes engaged in specific sports, pre/post exercise meals, gender specific requirements, role of ergogenic aids, eating disorders, and role of exercise in weight management and chronic disease. **Fall Term 1.**

#### **6073. Pediatric Nutrition.**

Effects of nutritional factors on development from prenatal growth to adolescence. This course examines the physiologic, biochemical, and nutritional aspects of disease processes relevant to infants and children up to 18 years of age. Medical nutrition therapy for a variety of medical conditions found in this population will be discussed including inborn errors of metabolism, food hypersensitivity, obesity, and diseases of the major organ systems. **Fall Term 1.**

#### **6083. Diabetes, Obesity and Weight Management.**

Prevalence of overweight/obesity in different socio-economic and populations groups, global perspectives, and epidemiology. In-depth study of diabetes, including prevalence, classification, risk factors, pathophysiology, therapy, management, and prevention. **Summer Term.**

**6093. Trends in Nutrition.**

Exploration of current topics in nutritional science, food science and public health nutrition. Examines emerging issues in nutrition.

**Summer Term.**

**6103. Eating Disorders.**

Eating behaviors vary widely across individuals, but only the extremes of these behaviors are considered pathological. This course provides an opportunity for students to attain a theoretical overview of eating and weight-related disorders, including anorexia nervosa, binge eating disorder, bulimia nervosa, obesity, and dieting. The course will discuss theories and current literature on the causes, diagnosis, symptoms, and treatment of eating and weight-related disorders. **Fall Term 2.**

**6113. Nutrition and Dietetics Applied Statistics.**

The overall goal of this course is to teach students how to take raw behavioral science data, explore it, and present the results in a useful way. Students will receive a broad introduction to some of the fundamental tools and concepts of statistics for representing, visualizing, modeling, and interpreting data. **Summer Term.**

# Graduate Curriculum Change Proposal – Long Form

## Ouachita Baptist University

<b>Date Submitted</b>	September 26, 2023		
<b>Program</b>	Master of Business Administration		
<b>Department</b>	Business Administration		
<b>School</b>	Hickingbotham School of Business		
<b>Academic Year Change Goes into Effect</b>	2023-24		
<b>Confirm (X) approval of this proposal.</b>	<input checked="" type="checkbox"/>	<b>Program Director</b>	<input checked="" type="checkbox"/>
		<b>Department Chair</b>	<input checked="" type="checkbox"/>
			<input checked="" type="checkbox"/>
		<b>School Dean</b>	

**Indicate (X) the type of change(s) being proposed.**

<input checked="" type="checkbox"/>	Add degree/program*		Delete degree/program		Modify degree/program requirements**
	Add certificate		Delete certificate		Modify certificate requirements
	Add course(s)**		Delete course(s)**		Modify course requirements or content
	Add emphasis**		Delete emphasis**		Modify emphasis requirements**

*\* For new degrees or programs, please include the completed GPS Application for Consideration and Proposal Form (excluding the budget worksheet) at the end of this document.*

*\*\* These changes also require the submission of an updated Degree Summary Sheet for the degree. Please contact the Academic Affairs office to get a revised sheet that reflects your proposed changes.*

**State proposed change(s).**

*(For new degrees or programs, you may refer to attached GPS Application for Consideration and Proposal Form.)*

**State rationale of proposed change(s).**

*(For new degrees or programs, you may refer to attached GPS Application for Consideration and Proposal Form.)*

**Indicate how proposed change(s) should appear in graduate catalog.**

*(For new degrees or programs, you may refer to attached GPS Application for Consideration and Proposal Form.)*

**Indicate (X) and briefly explain implications of proposed change(s).**

*(For new degrees or programs, you may refer to attached GPS Application for Consideration and Proposal Form.)*

<input type="checkbox"/>	Accreditation Needs	<input type="checkbox"/>	Related Course Offerings
<input type="checkbox"/>	Enrollment Growth	<input type="checkbox"/>	Other
<input type="checkbox"/>	Equipment or Technology Needs	<input type="checkbox"/>	None
<input type="checkbox"/>	Faculty Expertise Needed	<input type="checkbox"/>	See attached GPS documentation
<input type="checkbox"/>	Library Adjustments/Upgrades		

Explain:

**Indicate (X) expenditures required to implement proposed change(s).**

*(For new degrees or programs, you may refer to attached GPS Application for Consideration and Proposal Form.)*

<input type="checkbox"/>	None	<input type="checkbox"/>	Lab space needed
<input type="checkbox"/>	Adjunct needed	<input type="checkbox"/>	Library resources needed



	Department resources and/or equipment needed		Overload for some or all current faculty
	Facility space needed		See attached GPS documentation.
<b>Indicate (X) financial resources available to support proposed change(s).</b>			
	Restricted department or school funds	X	Other: HSB Endowment
	Dependent upon university general budget		
<b>Indicate (X) library and learning resources currently available to support proposed change(s).</b> <i>(For new degrees or programs, you may refer to attached GPS Application for Consideration and Proposal Form.)</i>			
	Adequate library book collection		Does not apply
	Adequate journal and database subscriptions		See attached GPS documentation.
	Adequate media resources		
<b>Indicate (X) and briefly explain method(s) of evaluating effectiveness of proposed change(s).</b> <i>(For new degrees or programs, please attach full assessment plan.)</i>			
Quantitative Assessment		Qualitative Assessment	
	Exit Exams		Advisory Board Recommendations
	Pass Rates		Outside Reviews
	Test Scores		Surveys
	Other		Other
Explain:			
<b>Indicate (X) graduate learning goals applicable to proposed change(s). Appropriate assessment measures must be developed for all goals/learning outcomes indicated below.</b>			
X	Demonstrate graduate-level mastery of the knowledge and skills central to scholarly inquiry and professional practice within a field of study.		

<b>X</b>	Develop a reasoned approach to the role of faith in scholarly and professional pursuits and responsibly relate Christian perspectives to disciplinary practice.
<b>X</b>	Interpret and apply ethical insights and decision-making in the context of one's intended profession.
<b>X</b>	Communicate a personal vision of vocation, including how one can contribute meaningfully to one's profession and broader community.
<b>Confirm (X) program assessment planning for existing programs.</b>	
	The program's assessment plan is current and on file.
<b>Graduate Council Recommendation</b>	
	Approved
	Clarification and/or Revision Needed
<b>Comments</b>	

## APPLICATION FOR CONSIDERATION: GRADUATE AND PROFESSIONAL STUDIES PROGRAMS

The Application for Consideration serves as the first step of the proposal process for new Graduate and Professional Studies programs. The application will be evaluated by the Graduate and Professional Studies Subcommittee and the Planning Committee. Evaluation of Applications for Consideration will result in one of four possible ratings:

4. Approved for next phase of research and planning;
3. Program has potential, but more information or clarification is needed before determination is made;
2. Program has potential, but should be delayed due to weaker potential or lower priority;
1. Program is not feasible for Ouachita in the foreseeable future.

The Application for Consideration must receive an “Approved” rating in order to move on to the Graduate and Professional Studies Proposal phase.

Please submit the Application for Consideration to Monica Hardin at [hardinm@obu.edu](mailto:hardinm@obu.edu). All submitted applications will be forwarded to the appropriate dean and/or department chair.

## Section 1

- a. **Contact name:** Bryan McKinney
- b. **Contact email:** [mckinneyb@obu.edu](mailto:mckinneyb@obu.edu)
- c. **Name of Program:** Master of Business Administration
- d. **School and Academic Department:** Hickingbotham School of Business, Business Administration
- e. **Program Home:** Current Department
- f. **Program Type:** Masters
- g. **Credit Hours:** 30
- h. **Time to finish:** 12 months (fall, spring, summer)
- i. **Delivery Format:** Online

Orientation weekend on campus; all coursework online

- j. **Discipline-specific accreditation required?**

## Section 2

- a. **Program Description:**

A thirty-hour, general MBA rooted in Christian principles and taught by a combination of Hickingbotham School of Business faculty, academic experts from other institutions, and highly successful practitioners.

10/3/2022

If implemented, this will be the only private MBA program in the state that is accredited by the Association to Advance Collegiate Schools of Business (AACSB), and one of very few faith-based AACSB

accredited MBAs in the region. Chris Brune, Marshall Horton, and Bryan McKinney have developed the idea and the expectation is that Program Director responsibilities will belong to Business Administration Department Chair Marshall Horton, who has extensive previous experience teaching in an MBA program.

**b. Program Curriculum Outline:**

Because the MBA is a relatively common graduate degree, essential courses have been identified along with courses that reflect a study from our consultants (further explained in next section) and strengths of the Hickingbotham School of Business. This has been discussed with Department Chairs and will be further discussed by HSB faculty starting in August. Below is an initial draft of course topics.

Analytics

Entrepreneurship

Faith & Business

Global

Financial Markets and Valuation

Leadership

Managerial Accounting

Managerial Economics

Marketing

Strategic Management

**c. Faculty credentialing requirements:**

Faculty composition represents a unique strength of the program. Three populations of instructors will be represented. Three or four current HSB faculty members will teach one course each as an overload; three or four faculty members from other institutions will teach one course each as adjuncts; and three or four industry practitioners will teach one course each as adjuncts.

We believe this faculty alignment is both a strength and a necessity. In addition to HLC credentialing requirements, the HSB is also required to meet program-specific standards as defined by AACSB. These additional requirements include heightened expectations for terminally degreed faculty who are actively publishing research in reputable journals. This adherence to AACSB standards has been a primary reason for the delay in the launch of any graduate programs from the HSB.

The HSB employed two consultants, Dr. Jerry Trapnell and Dr. Randy Boxx, in the summer of 2021 to help consider the possibility of adding new programs. Drs. Trapnell and Boxx spent several days on campus engaging with business school faculty as well as other internal and

external stakeholders. The consultants have experience and observations reflecting more than 80 years of combined experience as faculty members and deans of business schools and over 50

years of experience in a wide range of activities related to AACSB International accreditation, including serving as peer review team chairs and members, accreditation committee chairs and members, and serving as key officers on the AACSB Board of Directors for many years. Since 2012, they have consulted with 110 business schools worldwide assisting them with AACSB accreditation, strategic planning, and other related areas.

Our consultants believed the market was strong for an MBA, but also cautioned that Ouachita would need to hire a minimum of 4 full time PhD qualified faculty members (in the disciplines of marketing, finance, accounting, and management) if it was to offer an MBA taught exclusively by HSB faculty members. The cost of such a move would be prohibitive and it is highly unlikely that the HSB would have four successful faculty searches for these positions.

Following the consultants' time on campus, the HSB continued to explore creative pathways through which it might develop and implement an MBA. The concept articulated in this document is the result of many months of conversation with faculty and students, as well as external stakeholders. We have shared the vision for this MBA with our consultants and they believe the idea is unique and would survive AACSB scrutiny.

As mentioned above, three populations of instructors will be represented in the MBA program. Below are a few comments on each of the three types of instructors we anticipate hiring for this program.

First, we will rely on some of our best HSB professors to teach a third of these MBA courses. Each of these professors will possess a terminal degree, they will be active scholars in their fields, and they will have significant industry experience. Some of our current faculty meet the standards AACSB requires for graduate level instruction, while others do not. This would serve as both a reward for our top performing professors as well as a challenge for those who may not yet meet AACSB standards.

Second, we will rely on highly qualified adjunct professors from other institutions who hold a terminal degree, are active scholars in their fields, and have significant industry experience. Rather than hiring a full-time marketing professor, for example, we will find a marketing professor from a reputable university who is drawn to serve as an adjunct in this program for two reasons: we will pay a premium per course (supplemented from the HSB endowment); and we will give Christian faculty members from secular universities the opportunity to integrate their personal faith into their course instruction. We have talked to nearly a dozen such professors and business school administrators to measure interest and feasibility in making these hires. Based on these conversations, we are very confident we can find the number of qualified adjunct faculty members to make this work. We envision hiring this subset of professors from schools like Ole Miss and SMU and Vanderbilt, and we envision that these professors have already developed and are currently teaching the courses in their own reputable MBA programs that they will teach for Ouachita.

The third subset of adjunct professors will be highly successful Practitioners who will bring a unique day-to-day real-world perspective into this MBA. These will be highly successful business men and women who hold a master's degree and an appreciation for Ouachita and Christian higher education. They will satisfy all other Ouachita requirements for adjunct instructors.

We believe that the balance of terminally degreed full-time and adjunct faculty along with the practitioners who can be alternatively qualified through our tested experience process allows for a creative approach to staffing this program in our context. Further, the blend of instructors will be beneficial to students, who will gain exposure to some of our best HSB faculty, distinguished experts from other schools, and highly successful businesspeople – and all in one program.

**d. What is the anticipated enrollment in the program (i.e. market) and what is the rationale for sustainability?**

Sustainability is another key strength of the program. Further details may be found in the Market Check document, but the April 11, 2022 Arkansas Business Higher Education Edition evidences a strong market for MBA students. In the 2021-22 academic year, 1,224 students were enrolled in MBA programs in Arkansas. When surrounding states are included, the number increases dramatically. There are over 13,000 students enrolled in AACSB accredited MBA programs in surrounding states. We estimate needing 10 of those per year to break even.

Two other factors should also be considered here. First, an MBA is a popular degree for students with both business and non-business undergraduate degrees. This helps explain the large pool of prospective students. Second, because we will not be hiring additional full-time faculty, and because the program can be completed in just over one year, the financial risk is relatively low.

The structure of the program will allow us to terminate it quickly if it becomes clear that the program is not performing at the desired level.

We anticipate an initial cohort size of 15-20. The loyalty of Ouachita graduates alone, when combined with the popularity of the degree and unique program features, should carry enrollment numbers for the foreseeable future. We do expect to place a cap on enrollment at 20 the first year to maintain program integrity. The use of external adjuncts and experts requires that we manage numbers carefully in the first year. After that, we can analyze results and develop a plan for further growth.

In recent years, the Hickingbotham School of Business has graduated approximately 60 students per year. A 20-student MBA cohort would represent 3.3% of the HSB's last ten years of grads. Alternatively, if you consider the full campus population (assume 300 graduates per year), the program would need 0.007% of the 10-year Ouachita alumni base – and that assumes zero non-Ouachita alumni.

**e. How does the program fit Ouachita's mission?**



This is the final key strength. Coursework will cover traditional content included in a standard MBA program. Students will be encouraged to pursue ongoing intellectual growth both during and after the completion of the degree. However, the program will also purposefully incorporate a Christian perspective that reflects a love of God and a love of learning. This both aligns with our mission and creates a distinction for the degree. In doing so, the program will provide an opportunity for students to gain greater competence in serving their employers, employees, customers, and communities. This is the essence of lives of meaningful work.

**f. How is Ouachita uniquely qualified to offer this program?**

Relative to other MBA programs, the two primary distinctives are 1) the Christian focus; and 2) the blended faculty. While there are other faith-based institutions that incorporate a Christian worldview into an MBA program, there aren't many. We are not aware of any other programs that employ the resident/expert/practitioner faculty approach.

**g. Identify Potential Employers of Program Graduates:**

Most any employer - major corporations, entrepreneurs, non-profits, etc. Please see the Market Check document for additional information.

**h. How have you engaged with faculty-staff colleagues and/or supervisors about this proposal?**

For several years as Ouachita has placed additional focus on the addition of graduate programs, we have had ongoing conversations about the possibility of adding a graduate program in business. As we have discussed different possibilities, we determined to wait to launch a graduate program until we could satisfy 4 requirements. We wanted the program to be 1) faculty embraced; 2) revenue generating; 3) student benefitting; and, 4) AACSB approved. We believe this model checks all four boxes. Broad support exists for the idea, but we still need to have additional conversations regarding program details before completing the full proposal.

We have also spoken with several external professors about the idea, and they expressed interest in serving as an adjunct within the MBA. Of particular interest to them was the opportunity to integrate faith into their instruction, as these professors are believers who currently serve in secular universities.

Finally, we have engaged AACSB consultants on the idea, and they affirm the approach.

### Section 3

**Projected Program Needs:** Please check and explain all that apply.

Program accreditation

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*Explain:* Please see Section 1.c. above. Any MBA offered by the HSB must abide by AACSB requirements. However, the contemplated program would enhance the HSB's

standing with AACSB by virtue of the strength of the adjunct professors we intend to hire. Prior to launching a master's program, the HSB would file a "Substantive Change" document with AACSB since a master's program involves a change in mission focus for the HSB. Per AACSB standards, once the program is implemented, it will be considered to be AACSB accredited, but it will be subject to Peer Review at the next Continuous Improvement Review which is currently scheduled for 2026-27.

- New full-time faculty

*Explain:* Brief explanation.

- Adjunct faculty

*Explain:* 6-8 adjunct faculty; HSB will supplement adjunct pay from its endowment.

- Overload for current faculty

*Explain:* 3-4 courses; HSB will supplement adjunct pay from its endowment.

- Facility space

*Explain:* Brief explanation.

- Library resources

*Explain:* Brief explanation.

- Equipment and technology

*Explain:* Brief explanation

- Administrative staff

*Explain:* Release time for Program Directors may be necessary and will be evaluated as the process moves forward. At this time no additional administrative staffing is anticipated.

- Consultant

*Explain:* Brief explanation

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Other

*Explain:* Brief explanation

### Preliminary Budget:

Please provide a preliminary estimated budget that outlines annual operating expenses. Indicate number of new full-time faculty needed, along with number of adjuncts.

Number of Full-Time Faculty (list at a standard \$50,000 per faculty member)	\$0 (none)
Number of Courses to be taught by Adjuncts (calculate by multiplying number of credit hours by \$933.33)	\$27,999.99 (known costs for adjuncts which will be covered by the HSB endowment. Any necessary additional stipends will also be supplemented from the HSB endowment.)
New Facility Costs	\$0
Accreditation Costs	\$7850 HLC Accreditation
<b>Total</b>	<b>\$35,849.99</b>

### Additional Information:

Through the generosity of the Hickingbotham School of Business donors, funds already exist to provide for the one-time start-up expenses as well as expenses for the first program year – after which the program becomes self-sustaining. From the university perspective, the Ouachita MBA represents an opportunity to add a program in a sizable market, at low cost and minimal financial risk. If unsuccessful, the program can be unwound quickly and without terminating any personnel.

Timing is what makes this the ideal time for the HSB to launch this program. Due to travel restrictions inflicted by the COVID-19 pandemic, HSB students were unable to participate in the HSB's unique Four-Year-Experience travel program for two years. Thus, a significant endowment surplus exists. In a recent conversation between the HSB's dean and the HSB's primary benefactor, the dean mentioned this surplus. The benefactor commented, "You know, those resources aren't a savings account. They were given to be invested." This comment has guided the HSB's thinking regarding the online MBA.

The HSB is currently blessed to have the resources on hand to invest in an MBA that could significantly benefit the HSB, the university, and prospective students.

## MARKET CHECK PROCESS: GRADUATE AND PROFESSIONAL STUDIES

*As part of the Application for Consideration, the GPS Office assists in conducting a market check process for each program. This step is intended to clarify the demand for the program and aid in determining if the program has a clear likelihood of being financially sustainable.*

*Who are the students?*

Multiple populations of potential students may be served by an MBA program. It is not uncommon for businesses to require a master's degree in order for an employee to be promoted to a certain level of management. Additionally, because so many people entering the workforce already have a bachelor's degree, an MBA has become a differentiator for those looking for an added advantage. As a result, young business graduates who desire to get ahead may elect to pursue an MBA immediately after graduation. Seasoned employees who are looking to be promoted may do the same. Those who are making a career change mid-life may also see value in an advanced business degree. MBAs are also popular graduate degrees for non-business undergraduates such as engineers and computer programmers. In short, the potential pool of students is very deep.

However, the initial target audience of the Ouachita MBA will be much more narrowly focused. We expect our first wave of interest to come from Ouachita alumni who have graduated within the past ten years. Anecdotally, we have been asked by students in the past about Ouachita offering an MBA. We are confident that we will have the required number of students to cover our break-even costs in the first year. After that, we'll look to expand our reach based on further analysis of demand and capacity.

*Who are the potential employers?*

The range of potential employers is also significant. As stated above, many large and mid-size businesses expect and/or require a masters degree for advancement. Entrepreneurs or employees of small businesses can similarly benefit from the broad business foundation provided through an MBA program. The knowledge base is relevant across industries and sectors of the economy. It is useful to leaders of non-profits such as hospitals and charitable organizations. Some missionaries who explore business ventures as a gateway into a closed countries will even pursue

an MBA. It is truly one of the most adaptable graduate degrees because of the potential widespread application and relevance to multiple business functions within an organization.

*What do you already know about demand? Please provide evidence of demand.*

Last year, the School of Business hired two experienced consultants to help us evaluate potential opportunities for graduate programs. Other than anecdotal evidence, much of our understanding about market demand comes from their report. For example, the consultants collected enrollment numbers for MBA programs from comparable AACSB-accredited schools in Arkansas during the five years ending 2021.

STATE	2016-17	2017-18	2018-19	2019-20	2020-21	AVERAGE
Ouachita	0	0	0	0	0	0
ATU	0	46	49	32	82	42
HSU	39	71	56	61	53	56
SAU	73	90	104	95	146	102
UALR	174	240	166	132	112	165
UCA	97	45	134	141	151	114
<b>TOTALS</b>	<b>383</b>	<b>492</b>	<b>509</b>	<b>461</b>	<b>544</b>	<b>478</b>

*Source: AACSB DataDirect*

The annual average of 478 suggest ample demand within the state. However, it's important to note that the consultant's report excluded John Brown University and Harding University, which are not AACSB-accredited, as well as the University of Arkansas. Based on the 2022 Higher Education edition of *Arkansas Business*, adding these three schools resulted in a total MBA enrollment of 1224 students for the current year. Also noteworthy is Arkansas Tech, which had 0 students enrolled in 2016-2017, and then 46 students in 2017-2018.

STATE	2016-17	2017-18	2018-19	2019-20	2020-21	AVERAGE
Arkansas	383	492	509	461	544	478
Louisiana	963	822	736	1,082	1,317	984
Mississippi	489	474	540	420	702	525
Missouri	2,345	2,250	2,230	2,315	2,514	2,331
Oklahoma	660	689	621	611	636	643
Tennessee	824	868	756	855	913	843
Texas	7,120	7,372	7,534	6,955	8,645	7,525
<b>TOTALS</b>	<b>12,829</b>	<b>12,922</b>	<b>12,926</b>	<b>12,699</b>	<b>15,271</b>	<b>13,329</b>

*Source: AACSB DataDirect*



The consultants also reported enrollment numbers for programs at AACSB-accredited institutions in surrounding states. Once again Harding, JBU, and Arkansas are excluded, as are

programs in other states that are not AACSB-accredited. But bottom line, given that average annual enrollment numbers within the state and surrounding region, we are confident that there will be adequate demand to make the program sustainable.

*How many students can reasonably be expected to enroll in this program on an annual basis?*

We are considering an **initial cohort of 15-20**. Based on the recent enrollments described above, our expectation is that we will have more applicants than available seats for the foreseeable future.

## Graduate and Professional Studies Proposal Template

This portion of the proposal process should be completed in consultation with the Office of Graduate and Professional Studies. Please contact Monica Hardin ([hardinm@obu.edu](mailto:hardinm@obu.edu)) for assistance as you begin this process. Upon completing the Proposal Template, please save as NameofProgram.GPS.Proposal (e.g. DieteticsInternship.GPS.Proposal)

### Section 1: General Information

- a. **Name of Program:** Ouachita MBA
- b. **Applicable School and Academic Department:** Hickingbotham School of Business; Department of Business Administration
- c. **Contact Name:** Bryan McKinney
- d. **Contact Email:** [mckinneyb@obu.edu](mailto:mckinneyb@obu.edu)
- e. **Non-HLC Accreditation Required?**

*If yes, name and requirements. Include cost and timeline for approval.*

The Hickingbotham School of Business is accredited by AACSB. When an AACSB-accredited program launches a program at a new degree level (as is contemplated here) the school must file a “Substantive Change” document with AACSB. This document is minimal in comparison to Ouachita’s requirements for launching a new graduate program. Essentially we will submit a document that: 1) briefly describes the substantive change and assessing the continuing commitment of the institution to the business program affected by the change, and 2) describes how the change is expected to impact the school’s alignment with AACSB standards, including impact on mission, participants, and/or quality of educational outcomes. Per AACSB standards, once the program is implemented, it will be considered to be AACSB accredited, but it will be subject to more scrutiny at the next Continuous Improvement Review which will take place in 2026-27.

There are no additional costs for this process.

- f. **Delivery Format:**  
Online  
**If other, please explain:**  
Click or tap here to enter text.
- g. **Will a consultant be needed?**

Jerry Trapnell and Randy Boxx were hired to evaluate the business school’s educational offerings in the summer of 2021. They recommended that we ramp up offerings in

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Business Analytics prior to launching a graduate program, but they did also believe there was a significant market for the launching of graduate programs through the business school. The business school is ramping up the Analytics offerings in 2022-23 with the

hiring of Andy Almand, and we are preparing for our next step with the launch of this MBA.

## Section 2: Program-Specific Questions

**Identify the basic characteristics of the proposed program as indicated below:**

- a. The full name of the proposed program and the specific degree (if applicable) or the instructional level (if not a degree program).**

This will be the Ouachita MBA, which is a Masters of Business Administration.

Assuming this program is successful, it will be a relatively simple transition to add emphasis areas to the MBA in finance or entrepreneurship or health care management or marketing, etc. But as it is currently envisioned, this is an MBA with no emphasis.

- b. Total credit hours (indicate whether full semester or abbreviated courses) for completion of the program.**

The MBA will be a 30 hour program. We envision students taking two online courses per 8 week term throughout the year for full time enrollment, but part time will be an option as well.

- c. Normal or typical length of time for students to complete the program.**

The goal is one year. But some students may elect to take only one course per 8 week term and finish the program in 2 years.

- d. Proposed initial date for implementation of the program.**

If we can gain all the approvals in time, we hope to launch in fall of 2023. But we could also launch in fall of 2024 if the timeline is too aggressive.

- e. Primary target audience for the program (e.g. full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group). Please note if there is likely to be a substantial interest among alumni.**

We believe we will have significant demand for this program, first from Ouachita alumni, and then from other young adults looking to advance their careers within the context of a faith-based MBA program. The demand has never been the issue – the delay in the launch of the MBA has been the anticipated cost of the program. We presumed we needed to hire multiple new faculty members in order to launch an MBA. But, regarding demand, we have consistently heard from both current and former students of their desire that we should launch an MBA. Since word of this has begun leaking to current students, I've had multiple current students ask me about the program and when it will be launched. Each one has said he/she would consider enrolling.

While it is encouraging to hear such strong interest from current students, the target market will be graduates with a few years of work experience. While we will welcome HSB graduates into the program, we believe our program will best serve those students who do not have an undergraduate business degree, yet who need further business education to advance in their careers. We anticipate focusing our marketing and advertising efforts to this group of potential students.

### Section 3: Institutional Planning

- a. What are the physical facilities, locations, and/or equipment needed to support the program? Indicate the impact that this will have on existing physical resources including classroom capacity/usage. Clarify any new or unique needs.**

Because this is an online MBA, the program should have very minimal facility/equipment needs. We do anticipate bringing the cohort to campus at the beginning of the program so that they can connect with one another and meet some of their professors. We might utilize some common space such as the Walker Conference Center, but most of those sessions would take place in Young Auditorium and would not conflict with other university needs.

- b. Please complete the Appendix A: Program Comparison Chart. Include at least five other institutional competitors.**

This will be the only AACSB-accredited MBA in the state of Arkansas offered by a private university, and it will be one of just a handful of faith based AACSB-accredited MBA programs in the region. Tuition will be comparable to the programs offered by JBU and Harding, who are comparable faith based schools yet they lack the AACSB accreditation. We also believe the blend of faculty (1/3 OBU profs; 1/3 practitioner; 1/3 external professor perspectives) will be a meaningful distinction of the program.

- c. Provide projected enrollment in this program for the first three years. Include a brief justification for your estimate.**

We have budgeted for an enrollment of 15 in year one; 17 in year two; and 20 in year three. However, we believe our enrollment estimates are exceedingly low based upon market interest in the degree and program. We anticipate that not all applicants will be admitted. We may admit more students, knowing some will not persist, but we believe an ideal enrollment in year one is 20 students. That is a number we can manage without hiring additional faculty (beyond the adjuncts needed for course coverage). The program is scalable, but in order for it to scale, we will need to invest more resources into the faculty. To maintain the blend of the faculty which will be necessary to maintain AACSB accreditation, we will need roughly 1/3 of these courses taught by in-house HSB faculty. As the number of graduate students grows in comparison to our undergraduate student

population, we will need to have a higher percentage of in-house faculty teaching these graduate courses.

- d. Identify Potential Employers. Please provide a list of potential employers for graduates of this program and document their support of the program (e.g. employer surveys, letters of support, summaries of conversations, endorsement from professional organizations.)**

The MBA is among the most versatile degrees offered throughout higher education. MBA graduates are sought after across all business, government, and not-for-profit sectors. Truly all businesses within the state and region would be potential employers for graduates of this program. The Hickingbotham School of Business Executive Advisory Board has advocated for this program for years. They have endorsed this quite adamantly and have assured us that these students will find employment opportunities. Letters from potential employers will be provided shortly.

#### Section 4: Curriculum and Instructional Design

- a. Please list all courses that comprise the program and identify if the program will include any new courses. Include course descriptions and number of credit hours each. Per HLC requirements, at least 50% of courses in a graduate degree must be designed for graduate work rather than undergraduate courses credited toward a graduate degree.**

MGMT 5001. Entrepreneurship/Intrapreneurship Practicum. This course is intended to provide assessment and student feedback during the year-long MBA experience. A running evaluation of students' experiences with integrating various disciplines with management is a main focus of the course. Students will enroll in this course three times during the program, for a total of three hours. **Fall (first session), Spring (first session), Summer.**

ECON 5013. Economic Tools for Managerial Decisions. Provides tools of economic analysis for managers, including marginal analysis, market structure analysis, Game Theory, regression analysis, and time series analysis. Alternative theory and practice of pricing is considered, including transfer pricing and two-part tariffs. A brief policy introduction to macroeconomics is also included with special reference to managers. **Fall (first session).**

MGMT 5013. Leadership, Faith, and Business. This course focuses on the development of a student's leadership capacity in all parts of life, with particular emphasis placed on the integration of faith and business. Students will hear from multiple professionals who are leading organizations with purpose. Students will have the opportunity to take personal assessments that enhance self-awareness of personal strengths, needs, and stress behaviors. **Fall (first session).**

ACCT 5013. Managing with Accounting Information. Examines the usefulness of accounting information for decision making in a business setting. Topics include interpretation of financial



statements, accounting methods, ratio analysis, cost analysis, and budgeting. An introduction to the principles of accounting is also included. **Fall (second session).**

MGMT 5023. Telling Your Story: Digital Marketing and Personal Selling. Your personal brand as well your company's brand are catalysts for trust, growth and success. How one cultivates a company's brand in the marketplace or a personal brand within the office needs to be thoughtfully and carefully executed to connect with an audience to build authenticity, loyalty and trust. This course will examine key brand archetypes and help you define your brand so you can build a distinctive reputation and valuable relationships in a company or community. **Fall (Session 2).**

MGMT 5033. Management and the Law. Addresses the legal environment in which business must operate. Contemporary business law concepts and cases are considered, including modern statutory and regulatory law and recent court decisions involving topics such as contracts, employment law, sales, and intellectual property. Emphasis is placed on how managers may deploy preventative law measures to navigate a complicated legal landscape. **Spring (first session).**

MGMT 5043. Managing Data. Uses descriptive, predictive, and prescriptive statistics - along with data visualization - to further enhance a manager's ability to make decisions informed by both financial and non-financial data. Special emphasis will be placed on interpreting statistical analyses to reach the best conclusions and/or decisions. An overview of statistical methods is also included.

Spring (first session).

FINN 5063. Financial Analysis and Valuation. Explores key financial decisions for a firm and provides techniques for managers to use in their analysis of optimal solutions. Specific topics include financial statement analysis, cash flow analysis, valuation, capital budgeting, and capital structure. An overview of financial markets is also included. **Prerequisite:** ECON 5013, ACCT 5013. **Spring (second session).**

MGMT 5053. Global Management. This course enables students to develop a deeper understanding of how and why management practices and processes can differ around the world, while enhancing the development of the skills necessary to function successfully in this international business environment. **Spring (second session).**

MGMT 5063. Strategic Management. Considers how firms build and sustain competitive positions and achieve long-term profitability, without abandoning mission. This course develops an integrated view of business that encompasses functional areas such as operations, marketing, accounting, and finance. **Summer.**

Each of the above courses will be required for the degree, and each course (with the exception of the one-hour practicum) will be a three-hour course that is taught in an online format and at the graduate level only.

- b. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, internships, practicums, clinical hours, and any other requirements)?**

Students will complete the 10 courses listed above. There are no required internships, but a program-long practicum is required wherein students will earn 3 hours credit.

- c. How many courses will need to be developed to be delivered online, if any?**

The entire program will be offered online. Thus, all ten courses will be developed and delivered in an online format.

## Section 5: Institutional Staffing, Faculty, and Student Support

- a. What are the recommended program admissions requirements?**

### MBA

#### Admissions Requirements for the Ouachita MBA:

1. Meet general university graduate admissions requirements
2. Two letters of recommendation addressing a candidate's professional and academic potential
3. Submission of GMAT or GRE scores is recommended but not required
4. Successful completion of Math 1003 – College Algebra or a higher level math course
5. A minimum GPA of 3.000 on a 4.000 scale\*

\*Conditional admission is considered for applicants who meet all other admissions requirements and have a GPA below 3.000, but not lower than 2.500.

- b. How many and what types of faculty and/or staff (full time or part time) will be required to offer the program? Why is the number of full or part time faculty and/or staff sufficient to support the program? How many, if any, new faculty and/or staff will be hired for the program? Does this include overload for existing faculty? Use Appendix B: Faculty Load Questionnaire to help estimate faculty needs.**

One of the unique aspects of this particular proposal is that no new faculty lines will be required initially. If the program grows, then ultimately more faculty will need to be deployed to

maintain the program. This 10-course MBA will be taught roughly in thirds: 1/3 by current HSB faculty members as an overload; 1/3 by leading business professionals who have an MBA and wish to engage with Ouachita as adjunct instructors in the MBA program; and 1/3 by content experts with PhDs employed by other universities who are already teaching similar courses for their own university's MBA programs. We will need to hire 10 people to teach 10 courses per

year. Ideally, these people will engage with this MBA and desire to come back year after year so that the program enjoys continuity. Tom Calhoon, for example, has been a tremendously effective adjunct instructor in the HSB's undergraduate program for over a decade. He teaches one course per semester for us, but his presence feels much more like a full time faculty member. The expectation is that we will find adjunct instructors who will meaningfully engage in this graduate program the way Tom Calhoon has engaged in the undergraduate program.

We believe this third/third/third approach will enable us to launch the program with relatively low costs, but it will also benefit students enrolled in the program, as they will hear from: 1) some of the best professors within the Hickingbotham School of Business; 2) industry experts with tremendous experience and business acumen; and, 3) professors at other (often R1) universities who will bring content expertise as well as diversity of perspective into the program.

Ultimately, if the program grows as expected, we will need to hire faculty members in a full-time capacity to accommodate the growth. For example, if our cohort becomes too large to offer just one section of each of the 10 courses, we do not have sufficient faculty numbers within the HSB to multiply these sections. And, to maintain AACSB accreditation, we will need to continue having full-time HSB professors comprising roughly a third of the faculty teaching in this program. But, even if the program draws many students, we do not anticipate the need to hire multiple full-time faculty members because we anticipate retaining the third/third/third model.

We believe this model gives students unique perspectives while also minimizing program costs.

**c. Provide a draft program mission statement that aligns with the university mission. Explain specifically how the program supports Ouachita's mission.**

The mission of the MBA will be the same as the mission of the Hickingbotham School of Business, which currently states: "We are a faith-focused learning community that prepares students for lives of meaningful work through excellence in teaching, scholarship, and purposeful student engagement with professors and professionals."

We believe this mission statement serves the Hickingbotham School of Business well as an undergraduate only program (currently) and it has inspired the creation of this proposed MBA. We believe this single mission will serve us well as we expand into graduate programs.

This proposed MBA aligns seamlessly with the university's mission statement as it will prepare individuals for ongoing intellectual growth, lives of meaningful work, and reasoned engagement with the world.

**d. How is Ouachita uniquely qualified to offer this program? Consider what existing strengths, distinctives, relationships, etc. give us a competitive advantage over other schools that might have a similar program.**

Ouachita is the only private AACSB accredited business school in the state of Arkansas. Ouachita is fortunate to have a business school with an endowment sufficient to underwrite the

initial costs of this program so that there is minimal financial risk to the university. The Executive Advisory Board is also a unique strength that will provide a competitive advantage. Members of that Advisory Board have advocated for this program for years. They will do everything within their ability to promote and financially support this endeavor. And finally, Ouachita has invested in the faculty of the Hickingbotham School of Business. They are quite capable and uniquely qualified to lift this program off the ground.

## Section 6: Evaluation

### **a. Articulate program-level outcomes.**

We desire to prepare individuals for ongoing intellectual growth, lives of meaningful work, and reasoned engagement with the world through this MBA program. In so doing, we anticipate this program serving as a mechanism whereby students may experience professional advancement in their careers and enhanced personal engagement within their communities.

We also desire to create a program that provides financial benefit to the professors teaching in the program, to Ouachita, and to the Hickingbotham School of Business.

Finally, we desire to create a program that enhances the reputation of Ouachita and the Hickingbotham School of Business within the state and region.

### **b. Describe the process for monitoring, evaluating, and improving the overall effectiveness and quality of the program, including persistence and completion in the new program.**

An ongoing program evaluation plan will be written, reviewed annually, updated as needed with changes documented.

### **c. Articulate student learning outcomes.**

At the conclusion of this program, students should be able to:

1. master the standard functions of business
2. interpret data for use in strategic planning and organizational decisions
3. identify and solve problems related to business ideas, challenges, and opportunities
4. appraise ways in which the Christian faith can be integrated into business principals and lives of meaningful work

- 
5. demonstrate effective leadership skills in business contexts.

**d. Describe the process for assessing student learning outcomes and improving student learning.**

Consistent with other HSB Assurance of Learning measures, Student Learning Outcome data will be collected, collated, analyzed and used to improve the program curriculum annually.

The assurance of learning process for the MBA program in the Hickingbotham School of Business (HSB) focuses on five learning goals, which will be measured in the following ways.

1. Master the standard functions of business
  - a. An HSB-developed assessment examination will be used to evaluate the first learning goal. This measurement will take place in the final course of the MBA program – MGMT 5063. Strategic Management.
2. Interpret data for use in strategic planning and organizational decisions
  - a. Course imbedded measures deployed in the MGMT 5043. Managing Data course will measure learning goal #2.
3. Identify and solve problems related to business ideas, challenges, and opportunities
  - a. Course imbedded measures deployed in multiple courses will measure learning goal #3.
4. Appraise ways in which the Christian faith can be integrated into business principles and lives of meaningful work
  - a. Course imbedded measures deployed in the MGMT 5013. Leadership, Faith, and Business course will measure learning goal #4
5. Demonstrate effective leadership skills in business contexts
  - a. Indirect measures of assessment via student surveys and the Birkman Assessment will be provided in the MGMT 5013. Leadership, Faith, and Business course to measure learning goal #5.

Appendix A: Program Comparison Chart (attached here)

Please complete this independently.

Appendix B: Faculty Load Questionnaire (separate file)

Please complete this in conjunction with the appropriate dean/department chair.

Appendix C: Budget Worksheet (separate file)

Please complete this in conjunction with the Graduate and Professional Studies Office.

10/3/2022



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**Appendix D: Library Endorsement Form (separate file)**

Please complete this in conjunction with appropriate library staff.

**Appendix E: Letters of Support**

Please include three external letters of support from potential employers of graduates of the program.

Additional Appendices:

Additional items may be included at the discretion of the program proposer, as applicable.

## APPENDIX A: PROGRAM COMPARISON CHART

<b>Institution Name</b>	<b>Time to Completion</b>	<b>Credit Hours</b>	<b>Cost</b>	<b>Delivery Mode</b>	<b>Unique Program Characteristics</b>
Ouachita Baptist University	12 months	30 hours	\$629 per hour	Online	Distinctly Christian; third/third/third faculty blend
University of Arkansas	22 months	51 hours	\$670 per hour in state/\$1697 per hour out of state	Hybrid	Flagship school; Walton name
UCA	12-24 months	30 hours	\$279 per hour in state/\$558 per hour out of state	Online	Low cost; Central Arkansas location
John Brown University	12-24 months	36-45 hours	\$600 per hour	Hybrid	Longevity; NWArk connections
Harding	18-24 months	30 hours	\$662 per hour	Online	Few Church of Christ MBA programs nationally
Henderson State University	15-18 months	33 hours	\$350 per hour	Online	Bootcamp for students who do not have an undergraduate business degree

## APPENDIX B. FACULTY LOAD QUESTIONNAIRE

Please complete the following questionnaire in its entirety in conjunction with your dean and/or department chair. Please note that a new program should not be built entirely on overloads for existing faculty members.

1. How many graduate credit hours of classroom or online instruction must be offered each year in order for students to finish the program in the projected time frame? Graduate load credit should be calculated at the rate of 1.33 load hour credits per 1 hour.

Credit hours to be offered.	Fall/Spring Semesters	Winter/May Terms	Summer Term	Total
Year 1	34.58		5.32	39.9*
Year 2				
Year 3				
Year 4				

\*We anticipate a one-hour Practicum on Entrepreneurship/Intrapreneurship that would essentially span these semesters. Students would enroll in this Practicum in the first term of the fall and spring semesters, as well as in the summer.

2. Please provide a complete course sequence for the proposed program, including any information available on possible instructors. Specify if the possible instructor is a current faculty member, a proposed new full time faculty member, or if it will be covered by an adjunct instructor.

Course Name	Course Schedule	Possible Instructor
Practicum on Entrepreneurship/Intrapreneurship	Program Long	Marshall Horton (Current Faculty Member)
Leadership, Faith, and Business	Fall Session 1	Bryan McKinney (Current Faculty Member)
Economic Tools for Managerial Decisions	Fall Session 1	Marshall Horton (Current Faculty Member)
Telling Your Story (Digital Marketing, Personal Selling)	Fall Session 2	Mitch Bettis (Adjunct Professional)
Managerial Accounting	Fall Session 2	Tracy Manly (Adjunct Professor)
Law and Society	Spring Session 1	Dan Herrington (Adjunct Professional)

Data Analytics	Spring Session 1	Andy Almand (Current Faculty Member)
Global Business	Spring Session 2	Adjunct Professor
Financial Markets and Valuation	Spring Session 2	Chris Brune (Current Faculty Member)
Strategic Management	Summer	Gene Whisenhunt (Adjunct Professional)

- For any current faculty listed in Number 2, please detail how this would affect their current undergraduate load and what needs this would create for covering that load. Also include a proposed coverage plan for that load deficit.

We have spoken with these current faculty members and each have agreed to teach these graduate courses as on overload so that there would be no disruption or negative impact to their undergraduate instructional responsibilities. There would also be no immediate need to hire additional faculty members to cover any reduction in load at the undergraduate level. Presuming the MBA enrollment grows, we will eventually need to hire people to cover some of the additional courses that would need to be taught. But the professors currently onboard could handle this program with 15-20 students enrolled.

- Detail any anticipated release time needed for program-level administrative oversight.

None is anticipated. Rather than release time, we anticipate paying stipends from the HSB endowment to any who must exert additional energy to provide oversight to this program.

- Detail any expected administrative staff needs separate from any release time listed in Number

We anticipate paying Marshall Horton a stipend for his duties as MBA Program Director out of HSB endowment funds. We also anticipate re-directing some of his advising responsibilities to partially compensate for these additional responsibilities. Susan Derby, who currently provides advising and degree planning help to the school of business on an hourly basis, might increase her hours to provide support as well. She, too, is currently funded by the HSB endowment so any additional costs will not be borne by the university.

- School-specific information: Please provide additional information that is specific to current faculty loads in your school (e.g. current faculty already operate at an average of 8 hours of overload per year, school has a long-term adjunct who covers a certain amount of load, etc.)

The HSB has worked hard to minimize the separate number of preps each faculty member has per academic year. This has been done to allow greater time for research. Thus, adding an additional course on top of a

faculty member's existing load will be more manageable if the faculty member isn't already teaching four separate courses each semester.

## APPENDIX D: ESTIMATED BUDGET

## Proposed Budget

Please complete the information highlighted in yellow.

Name of Proposed Program

Ouachita MBA

ASSUMPTIONS	Number of credit hours	30
	Tuition inflation rate	2%
	Expenses inflation rate	2%

Price per credit hour \$ 629

	Year 1	Year 2	Year 3
Number of Students	15	17	20
Residential (Y/N)	N	N	N
Number of FT Faculty	0	0	0
Average Faculty Salary	\$ -	\$ -	\$ -
Administrative Staff	\$ -	\$ -	\$ -
Adjunct Rate/Hours-Grad	1000 30	30	30
Adjunct Rate/Hours - Undergrad	750 0	0	0

ANNUAL BUDGET	Year 1	Year 2	Year 3
Tuition Revenue	\$ 282,902	\$ 327,034	\$ 384,746
Room & Board Revenue	\$ -	\$ -	\$ -
Gross Revenue	\$ 282,902	\$ 327,034	\$ 384,746
Salaries	\$ -	\$ -	\$ -
Benefits	\$ -	\$ -	\$ -
Adjuncts	\$ 30,000	\$ 30,600	\$ 31,212
Marketing	\$ 10,000	\$ 10,200	\$ 10,404
Other Program Expenses*	\$ 15,000	\$ 17,340	\$ 20,400
Recurring Accreditation Expenses			
Total Budgeted Expenses	\$ 55,000	\$ 58,140	\$ 62,016
Net Revenue Before Indirect Costs	\$ 227,902	\$ 268,894	\$ 322,730
Indirect Costs - University**	172.58 \$ 77,661	\$ 88,016	\$ 103,348
Indirect Costs - GPS**	143.03 \$ 63,273	\$ 73,976	\$ 87,030
Net Revenue After Indirect Costs	\$ 162,629	\$ 194,919	\$ 235,700

STARTUP COSTS	
Marketing Expenses	
Consultant Fees	
Initial Accreditation Fees (Discipline-specific)	
New Library Acquisitions	
Faculty Salary/Benefits (18 months pre-program launch)	
Facility Renovation (office space, furniture, computer)	
Initial Accreditation Fees (HLC)	\$ 7,830
Program Course Design	\$ 8,000
Total Required Startup Costs	\$ 15,850

\*This is based on other program expenses for existing departments. This includes expenses such as supplies, copies, postage, telephone, dues, subscriptions, and travel.

\*\* This is an allocation per credit hour of expenditures for academic support and institutional support expenditures from the fiscal year 2022 audited financial statements.

\*\*\* This is an allocation per credit hour of expenditures for graduate and professional studies administration from the fiscal year 2022.

## Appendix D: Graduate and Professional Studies Program Proposal Form

### Library Endorsement

Program Name:

Master of Business Administration (MBA)

What types of library resources will the proposed program need?

Digital

Briefly describe the library's current holdings/access in this field and assess the extent to which of these current resources will serve the new program. For assistance with this process, please contact the professional librarian assigned to your discipline.

#### Databases

The library's databases support the basic information needs of the program:

- EbscoHost > Academic Search Premier, Business Source Premier, Regional Business News
- JSTOR Archival Journals > Arts & Sciences Collections I - XV
- ProQuest > ProQuest Central; ABI/Inform Collection; Accounting, Tax & Banking Collection; Business Market Research Collection

#### Journals

The library provides current access to journals that support essential research needs of the program. Examples include:

- *Academy of Management Journal*
- *Accounting Review*
- *American Economic Journal: Macroeconomics*
- *American Economic Journal: Microeconomics*
- *American Economic Review*
- *Business Ethics Quarterly*
- *Journal of Accountancy*
- *Journal of Business Ethics*
- *Journal of Economic Literature*
- *Journal of Economic Perspectives*
- *Journal of Finance, Accounting, and Management*



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- *Journal of Marketing Research*
  - *Marketing Letters*

List specific resources not currently available that will be needed for the program (e.g. databases, primary source collections, etc.). Place each one in the category that best describes the need.

*Minimum additional resources needed for program approval.*

None anticipated at this time

*Additional holdings needed to maximize the program's effectiveness.*

None anticipated at this time

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TO BE COMPLETED BY LIBRARY PERSONNEL:

Estimate cost of new materials for the program based on information above (not including annual regular cost increases):

Not Applicable

*I have reviewed the information above regarding library resource needs and have provided the most current information available on costs for securing these resources.*



Margaret Reed  
Riley-Hickingbotham Library Reviewer

Appendix E: Letters of Support



**HICKINGBOTHAM**  
I N V E S T M E N T S

September 27, 2022

Dr. Bryan McKinney  
Arkadelphia, AR 71998  
[mckinneyb@OBU.edu](mailto:mckinneyb@OBU.edu)

Dr. McKinney,

I wanted to let you know how excited I am about the possibility of a Masters of Business Administration (MBA) program in the Hicklingbotham School of Business (HSB) at Ouachita. It has been my long-term belief that there are Ouachita students who desire an MBA but are forced to go elsewhere to obtain their graduate degree. I also think there are many in the business community that did not attend Ouachita that would take advantage of the opportunity to get an MBA from the HSB. The opportunity to get a quality degree based on Ouachita's Christian foundation would be highly desired in the business community.

Our organization has long sought after the quality students that graduate from the HSB at Ouachita. We would certainly desire to hire students that obtain their MBA from Ouachita as well. In addition, should you move forward with the MBA program, we are considering paying the tuition for any of our employees that seek this degree from Ouachita.

Thanks for your leadership as you continue to seek ways to provide the quality leaders we need in the business community.

Sincerely,

Frank D. Hickingbotham

/mj

Frank D. Hickingbotham  
Chairman

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Phone 501-223-1200 Fax 501-223-1004