



# UNC CHARLOTTE

## Office of the Chancellor

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May 16, 2016

Dr. Junius Gonzales, Senior Vice President for Academic Affairs  
University of North Carolina  
Post Office Box 2688  
Chapel Hill, North Carolina 27515-2688

Dear Junius:

Enclosed is UNC Charlotte's Request to Plan an M.S. in Management. The proposed program will provide recent graduates of bachelor's programs in the sciences, engineering, humanities and social sciences with a set of basic business principles. It will be a full-time, one-year program designed to complement students' undergraduate degrees and to enable them enter the workforce quickly with knowledge of fundamental business skills.

Thank you for your consideration of this request. Provost Lorden or I would be pleased to respond to any questions that you may have.

Cordially,

Philip L. Dubois  
Chancellor

cc: Joan F. Lorden, Provost and Vice Chancellor for Academic Affairs  
Steve Ott, Dean, Belk College of Business  
Courtney Thornton, Associate Vice President for Research and Graduate  
Education  
Cody Thompson, Coordinator for Academic Planning





**Office of Academic Affairs**

9201 University City Blvd, Charlotte, NC 28223-0001  
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May 12, 2016

Junius Gonzales, Senior Vice President for Academic Affairs  
University of North Carolina  
Post Office Box 2688  
Chapel Hill, North Carolina 27515-2688

Dear Junius,

Enclosed is UNC Charlotte's Request for Authorization to Plan a M.S. in Management. The proposal provides a summary budget which includes enrollment increase funding. UNC Charlotte is committed to funding the expenses for the degree as described by reallocating funds, if needed.

Thank you for your consideration of this request.

Sincerely,

Joan F. Lorden  
Provost and Vice Chancellor for Academic Affairs

cc: Courtney Thornton, Associate Vice President for Research  
and Graduate Education  
Cody Thompson, Coordinator for Academic Planning



**UNIVERSITY OF NORTH CAROLINA**

**REQUEST TO PLAN**

**A NEW DEGREE PROGRAM – ANY DELIVERY METHOD**

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. The notification and planning activity described below do not guarantee that authorization to establish will be granted.

Date: April 15, 2016

Constituent Institution: University of North Carolina at Charlotte

Is the proposed program a joint degree program? Yes \_\_\_ No X

Joint Partner campus \_\_\_\_\_

Title of Authorized Program: Management Degree Abbreviation: M.S.

CIP Code (6-digit): 52.0201 Level: B \_\_\_ M X I \_\_\_ D \_\_\_

CIP Code Title: Business Administration and Management, General

Does the program require one or more UNC Teacher Licensure Specialty Area Code? Yes \_\_\_ No X  
If yes, list suggested UNC Specialty Area Code(s) here \_\_\_\_\_

If master's, is it a terminal master's (i.e. not solely awarded en route to Ph.D.)? Yes X No \_\_\_

Proposed term to enroll first students in degree program: Term Fall Year 2018

Provide a brief statement from the university SACSCOC liaison regarding whether the new program is or is not a substantive change.

As required by the Policy Statement on the Substantive Change for Accredited Institutions of the Commission on Colleges, the University of North Carolina at Charlotte (UNC Charlotte) is required to submit a letter of notification prior to implementation for new degree programs. Notification of this new degree program will be provided to SACS after approval by the University of North Carolina Board of Governors and prior to implementation.

Identify the objective of this request (select one or more of the following)

- Launch new program on campus
- Launch new program online; Maximum percent offered online \_\_\_\_\_
  - Program will be listed in UNC Online
  - One or more online courses in the program will be listed in UNC Online
- Launch new site-based program (list new sites below; add lines as needed)

- Instructor present (off-campus delivery)
- Instructor remote (site-based distance education)

Site #1: UNC Charlotte

320 E. 9<sup>th</sup> Street, Charlotte, NC 28202

100%

(address, city, county, state)

(max. percent offered at site)

Site #2

(address, city, county, state)

(max. percent offered at site)

Site #3

(address, city, county, state)

(max. percent offered at site)

Supply basic program information for UNC Academic Program Inventory (API) and UNC Online

Minimum credit hours required

\_\_\_30\_\_\_

Expected number of full-time terms to completion

\_\_\_2\_\_\_

1. Review Status.

- a. List the campus bodies that reviewed and commented on this request to Plan proposal before submission to UNC General Administration. What were their determinations? Include any votes, if applicable.

The *Request to Plan for a Master of Science in Management* degree has been reviewed by each of units listed below:

- Belk College MS in Management planning committee
- Belk College Dean's Office
- UNC Charlotte Graduate School Dean's Office
- Provost's Office

In each case the reviewing unit determined that the proposal should be approved.

- b. Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

There has been no opposition raised through the campus review process.

The Associate Provost and Dean of UNC Charlotte's Graduate School did raise three issues that we addressed in the proposal. First, he strongly suggested we reach out to UNC Chapel Hill to determine the status of their MS in Management program and whether the proposed UNC Charlotte program would be duplicative. In March 2016, we

consulted with UNC Chapel Hill and determined that their recently restored program solely serves as a mechanism for awarding a Master's degree to students who have done a substantial amount of doctoral coursework but who are not able to complete the doctoral degree. This is not the purpose of the proposed UNC Charlotte degree and the two programs will not be duplicative.

The Associate Provost and Dean very much liked the idea of offering the MS in Management program at the Center City Building and acknowledged that the uptown campus is great for working professionals, but voiced concern that getting students to the building might be a challenge and that these students may lose some of the amenities and support opportunities being away from main campus. The MS in Management planning committee has taken this into consideration throughout the planning phase, and notes that we are hoping to expose the graduate students to the business community, and as such, Center City is a great way to do so. Further, the planning committee notes that by the time the program begins operations in the fall semester of 2018, a light rail line will connect the main campus with the Center City Building. This will make it possible for students to live on the main campus and fully utilize campus facilities and services, while still attending classes in Center City.

The final comment from the Associate Provost and Dean of the Graduate School was a question as to whether the planning committee has thought about Early Entry or Accelerated Entry into the master's program as a way to recruit undergraduates into the MS in Management program. The planning committee notes that we are not planning for Early Entry or Accelerated Entry into this program as it will be a one-year cohort-based lock-step curriculum that runs from Fall through the first Summer session.

2. Description and Purpose

- a. Provide a 250-word or less description of the proposed program, including target audience, delivery method, hours required, program core and concentrations (if applicable), post-graduate outcomes for which graduates will be prepared, and other special features. For programs with an online component, describe whether the delivery is synchronous with an on-campus course, partially synchronous, asynchronous, or other.

The Master of Science (MS) in Management is designed to provide recent graduates of bachelors programs in the sciences, engineering, humanities, and social sciences with a set of basic business skills. The emphasis of the program is to develop in these students marketable business skills that complement their undergraduate degrees. Specifically students will be exposed to the major functional areas of business including accounting, finance, marketing, and management. They will study quantitative business analysis, talent management, information resources, and business operations. They will develop an understanding of individual and group dynamics that affect and shape organizations. Further, they will develop an understanding of the role and effect that management decisions have on employees, customers, investors, and the environment.

Students in the program will:

- Learn the fundamentals of business by gaining knowledge in all areas through a core business curriculum.
- Strengthen transferrable skills to allow for employment in business and management disciplines.
- Be prepared to solve business problems, evaluate and sell ideas, and lead teams across a wide variety of functions and industries.

The MS in Management will be a full-time, one-year, 30-credit hour program, delivered in-person. This program will be a cohort-based program with no electives or concentrations.

- b. How does the proposed program align with system, institutional and unit missions and strategic plans?

The proposed degree program aligns well with the UNC system's mission and strategic plan. In particular, it aligns well with the system's goals as outlined in the *UNC Compact with North Carolina* to provide educational programs that advance the state's economy, that develop students with the knowledge, skills, and integrity needed to become engaged citizens, and that improves graduate student education in high-growth specialties.

The MS in Management closely aligns with the mission and strategic plan of UNC Charlotte. As North Carolina's urban research university, the University's strategic plan states a goal "to educate a diverse student body through an integrated academic experience that positions graduates for personal success and civic responsibility in the global environment of the 21<sup>st</sup> century". Students in the MS in Management program will gain practical, universal business knowledge and skills, and graduates will be prepared achieve success in the workplace. Furthermore, the strategic plan states a goal "to expand the frontiers of knowledge and leverage discovery for the public benefit through innovative programs that span the disciplines of research, creative activities, and graduate education". The MS in Management program will expand the University's graduate education offerings, will bridge multiple disciplines, and will serve students from the sciences, engineering, humanities, and social sciences who are interested in gaining marketable business skills.

The mission statement for the Belk College is, in part, to "...educate our students to become leaders who are critical thinkers, ethically informed, and globally aware." The College also has a mission to provide educational programs that support the economic development of both the Charlotte region and North Carolina. The proposed MS in Management directly addresses these missions. As evidenced from the letters of support from businesses that are included in Appendix B, employers see value in hiring graduates of programs in the humanities, the sciences, the social sciences, and engineering. These graduates tend to be well-rounded and to bring a perspective to business that is useful. A challenge is that these students frequently lack an

understanding of the role and structure of businesses and this impedes their ability to quickly contribute to the organization. By providing a “fifth-year” degree option for students in the humanities, sciences, social sciences, and engineering, the MS in Management program will enhance these student’s employment prospects while also providing a better pool of talent for employers in the Charlotte region. This is directly aligned with the Belk College’s mission.

- c. What student-level educational objectives will be met by the proposed program?

The over-arching student-level objective for the program is to help the students develop basic business skills to complement the skills they learned in their undergraduate degree. These skills will make the students even more employable than they otherwise would have been.

The following specific student learning outcomes and effectiveness measures will be met by the MS in Management program:

1. Students will demonstrate knowledge of the fundamentals of business.
    - a. Students will demonstrate knowledge of the marketing process.
    - b. Students will demonstrate knowledge of the management of information resources.
    - c. Students will demonstrate knowledge of talent management in business.
    - d. Students will demonstrate knowledge of financial strategies in business.
    - e. Students will demonstrate knowledge of micro and macroeconomic concepts used in business.
  2. Students will demonstrate the ability to analyze business data and will make decisions based on the analysis.
    - a. Students will demonstrate the ability to analyze business situations, to identify challenges and opportunities, and to formulate appropriate strategies and tactics in response.
    - b. Students will demonstrate the ability to make informed and critical decisions required for the company’s future profitability.
    - c. Students will demonstrate the ability to interpret financial statements to evaluate the performance of a business.
    - d. Students will demonstrate the ability to make ethical decisions.
  3. Students will be prepared for employment in business and management disciplines.
    - a. Students will demonstrate the ability to solve business problems.
    - b. Students will demonstrate the ability to evaluate and sell ideas.
    - c. Students will demonstrate the ability to lead teams.
3. Student Demand. Provide documentation of student demand. Discuss the extent to which students will be drawn from a pool of students not previously served by the institution.

We secured the services of the Education Advisory Board (EAB) to conduct a market research study to help identify demand for a MS in Management program at UNC Charlotte (see Appendix A for the complete report). EAB found there is significant

student demand, as existing programs are planning to expand their programs. The study notes the University of Virginia received more than 350 applications for 110 spots in 2015-2016, George Mason increased their capacity by seven students a year after beginning their program in Fall 2014 and may continue to expand, and Boston University, who launched their program in Fall 2015 expected 30 students but enrolled 39 due to demand.<sup>1</sup>

In addition, we have obtained letters from Belk College Advisory Board members (see Appendix B) that indicate both the need for the skill building that is done in an MS in Management program and an interest in hiring future employees from this type of program.

There are no existing minors, concentrations, or certificate programs offered at UNC Charlotte similar to the MS in Management. The degree will complement the Belk College's existing MBA program. While the MBA program does frequently admit students that have non-business undergraduate degrees, that program is specifically designed for working professionals that have significant work experience. The typical Belk College MBA student attends part-time while continuing to work, has seven years work experience, is no longer in an "entry level" position, and usually has some managerial responsibility. Student work experience and knowledge obtained while on the job play an important role in shaping the curriculum delivered and the learning environment. In contrast, the MS in Management will be a full-time program designed for students with little to no work experience. It will provide students with a broad overview of different areas of business, equipping them with the knowledge and skills they need to immediately succeed in entry-level business and management job opportunities.

We do not expect the MS in Management to directly affect the growth of the MBA program. The two programs will have very different curricula, and they will likely be taught by different faculty members. The curriculum of the MS in Management program bridges students' undergraduate work with its application in a business context by providing fundamental business knowledge and skills, whereas the curriculum of the MBA program goes beyond teaching basic business concepts and instead offers depth, breadth, and focused concentration options. In fact, we anticipate that some graduates of the MS in Management program will, in five to ten years, elect to return for an MBA.

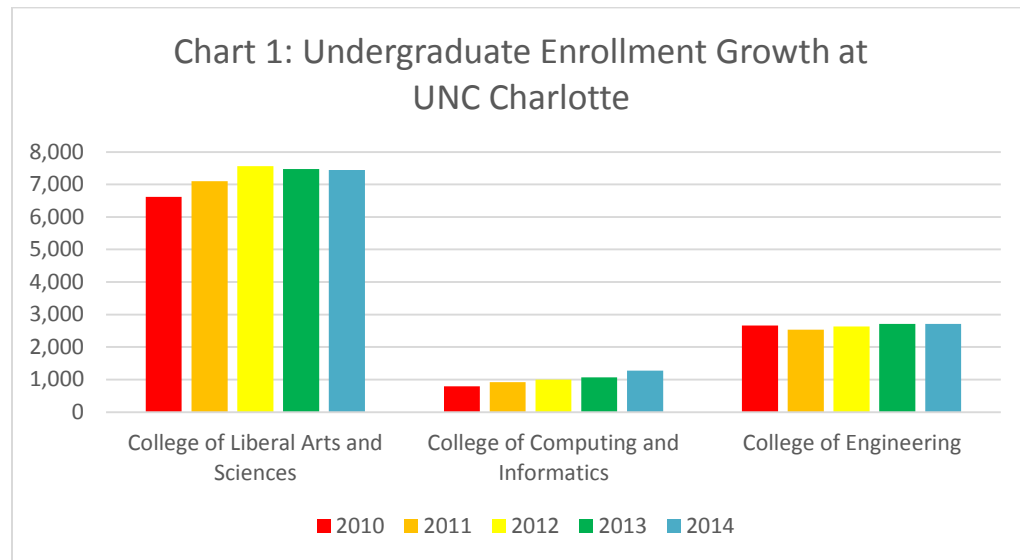
The Belk College plans to recruit undergraduate students from other UNC Charlotte Colleges, particularly from the College of Liberal Arts and Sciences, College of Computing and Informatics, and the Williams States Lee College of Engineering, who have recently earned bachelor's degrees in the sciences, engineering, humanities, and social sciences disciplines. Each of these Colleges has experienced growth in demand over the past five

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<sup>1</sup> Market Research Brief: Market Demand for Master of Science in Management Programs (March, 2016).  
Education Advisory Board.

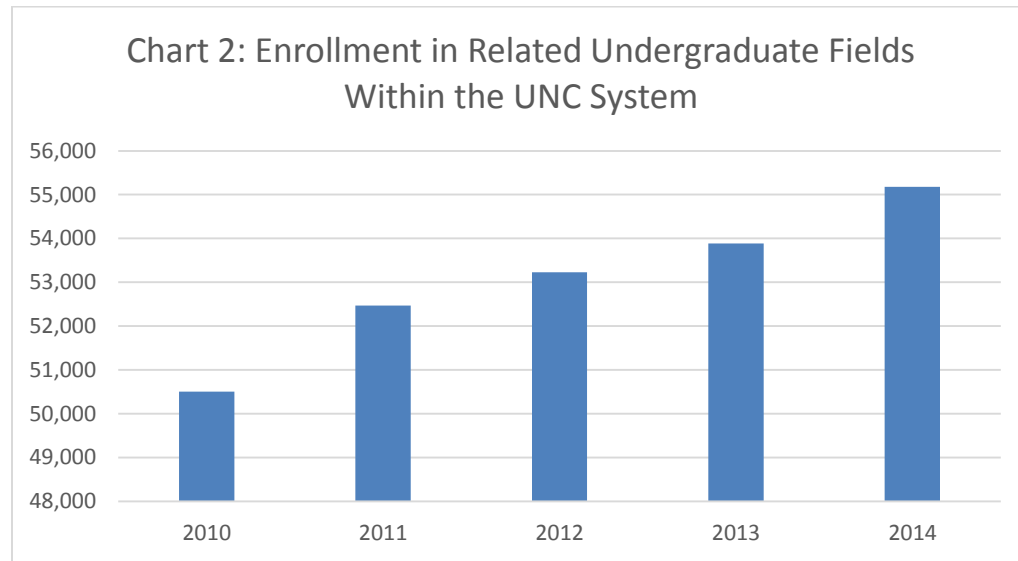


years, with total undergraduate enrollment growth among these Colleges growing by 13% in this time (see *Chart 1*). Businesses value the breadth of knowledge and communication skills provided by liberal arts education and the scientific training and technical writing skills provided by the sciences and engineering. However, the strongest candidates for entry-level positions in business and management also have a foundation in business principles.



We anticipate recruiting graduating students from other UNC campuses as well as from private liberal arts colleges such as Davidson College, Belmont Abbey College, Johnson C. Smith University, and Queens University. As is the case at UNC Charlotte, undergraduate growth in comparable areas has been strong across the state. Within the UNC System, undergraduate enrollment in the liberal arts, sciences, technologies, and humanities has increased by 8% over the last five years (see *Chart 2*).<sup>2</sup>

<sup>2</sup> Source: UNC Data Dashboard. This includes the following broad areas of major: agriculture, agriculture operations, and related sciences; area, ethnic, cultural, gender, and group studies; biological and biomedical sciences; communication, journalism, and related programs; computer and information sciences and support services; engineering; engineering technologies and engineering-related fields; English language and literature/letters; family and consumer sciences/human sciences; foreign languages, literatures, and linguistics; history; legal professions and studies; liberal arts and sciences, general studies, and humanities; library science; multi-interdisciplinary studies; natural resources and conservation; parks, recreation, leisure, and fitness studies; philosophy and religious studies; physical sciences; psychology; public administration and social service professions; science technologies/technicians; social sciences; transportation and materials moving; and visual and performing arts.



While many students studying in these disciplines are prepared to enter the workforce upon graduation, the MS in Management program will broaden their career prospects by equipping them with basic business skills.

In the University of North Carolina System, the only university that currently offers a MS in Management degree is the University of North Carolina Chapel Hill; however their recently restored program serves as a mechanism for awarding a Master's degree to students who have done a substantial amount of work in the College's PhD program but are not able to complete the doctoral program, which is fundamentally different than the MS in Management program UNC Charlotte would like to implement. Within the state of North Carolina, three similar degrees exist: a Master of Management Studies at Duke University, a Master of Science in Management at Elon University, and a Master of Arts in Management at Wake Forest University. Additionally, Appalachian State University offers a one-year MBA degree. That program, although aimed at recent graduates from all disciplines, including business, allows specialization through concentration areas, providing a different focus than the proposed MS in Management program where curriculum is designed solely for the needs of non-business majors.

According to Duke University's web site, the typical Master of Management Studies class enrollment is 110.<sup>3</sup> In its inaugural Fall 2015 class, Elon University enrolled 18 students in the MS in Management program.<sup>4</sup> According to Wake Forest University's web site, in Fall 2015, 159 students were enrolled in the MA in Management.<sup>5</sup> Historical data is not available from the respective university web sites.

<sup>3</sup> <http://www.fuqua.duke.edu/mms-foundations-of-business/>

<sup>4</sup> <http://www.elon.edu/e-net/Article/118327>

<sup>5</sup> <https://business.wfu.edu/ma-management/class-profile/>

Master of Management programs are becoming increasingly common. The Graduate Management Admission Council 2014 Application Trends Survey Report analyzed application data for more than 200 specialized business master’s (non-MBA) programs for the 2014-2015 academic year. Table 1 below shows the competitive nature of Master of Management programs, with 33 programs and a median number of applications of 275 per program.

Table 1: Application Summary Data for Specialized Business Master’s Programs, 2014<sup>6</sup>

	Master in Management	Master of Accounting	Master of Finance	Master in Marketing and Communications	Master in Information Technology	PhD/DBA
<b>Number of Programs</b>	33	65	51	21	12	20
<b>Median number of applications</b>	275	112	286	131	64	55
<b>2014-2015 estimated class size (median)</b>	60	55	60	60	35	8
<b>2013-2014 actual class size (median)</b>	58	38	55	41	17	8
<b>Median applications per seat</b>	4.3	2.7	5.1	3.2	1.9	8.2
<b>Median estimated acceptance rate</b>	40%	67%	35%	56%	68%	16%
<b>Median estimated enrollment rate</b>	59%	65%	49%	50%	50%	79%

Through a Fall 2015 analysis of similar programs, we found approximately 40 Management master’s programs across the country. Of these, 14 take more than one year to complete. Excluding the programs that take more than one year to complete, the remaining programs vary in location, focus, and size. Based on this analysis, we determined there are similar, one-year programs designed for recent, non-business graduates at the following institutions: Arizona State University, Duke University, Elon University, George Mason University, Merrimack College, Northwestern University, Stanford University, University of Florida, University of Michigan, University of Notre Dame, University of South Florida, University of Virginia, and Wake Forest University. Table 2 captures enrollment data for these comparable programs.

<sup>6</sup> Graduate Management Admission Council 2014 Application Trends Survey Report

Table 2: Enrollment at Comparable Programs

School	Program	Enrollment
Arizona State University	Master of Science in Management	43
Duke University (NC)	Master of Management Studies	110
Elon University (NC)	Master of Science in Management	18
George Mason University (VA)	Master of Science in Management	30
Merrimack College (MA)	Master of Science in Management	55
Northwestern University (IL)	Master of Science in Management Studies	
Stanford University (CA)	Master of Science in Management	90
University of Florida	Master of Science in Management	138
University of Michigan	Master of Management	
University of Notre Dame (IN)	Master of Science in Management	48
University of South Florida	Master of Science in Management	
University of Virginia	Master of Science in Commerce	110-120
Wake Forest University (NC)	Master of Arts in Management	159

4. Societal demand. Provide evidence of societal demand and employability of graduates from each of the following source types.
  - a. Labor market information (projections, job posting analyses, and wages)
    - i. specific to North Carolina (such as ncworks.gov, nctower.com, outside vendors such as Burning Glass)
    - ii. available from national occupational and industry projections (such as BLS).

Mecklenburg County and the Charlotte region continue to be areas with ample employment opportunities. According to research conducted in October 2015 via NCWorks Online<sup>7</sup>, Mecklenburg County had the most job openings of any county in the state of North Carolina. Among these job openings, the top ten necessary advertised job skills include customer service, problem solving, interpersonal skills, decision making, being a team player, customer service skills, time management, flexibility, mentoring, and risk management. Of these job openings from NCWorks, nearly half (47%) require a bachelor's or master's degree. However, the education level of available candidates does not match this profile. The minimum education level of available candidates holding a bachelor's degree or master's degree is only 31% in Mecklenburg County, representing a gap in qualified candidates. The MS in Management program can help close this gap.

UNC Charlotte's MS in Management program will teach fundamental business skills, preparing graduates to immediately enter the workforce. Within the MS in Management curriculum, students will learn how to use accounting and financial information to make decisions; the micro and macroeconomic concepts required to

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<https://www.ncworks.gov/vosnet/lmi/area/areasummary.aspx?enc=SgfiA5gOXyjI8J88h1RJLRe5LXK5Ded8KbIESz8f6xx46ZX4a4qh/IJIf6kRHdiYQCKxRZk22dU+PPVXENgY/NhMOpSoj3CdaMVqqgvgw0=>

understand the environment in which businesses operate; the impact of information systems on management decision-making activities; the psychology and sociology associated with consumer behaviors and how to make informed and critical decisions for profitability; how to understand the behavioral and administrative theories and concepts needed to succeed in contemporary organizations such as motivation, leadership, managing teams, and teamwork; the role of management in creating and sustaining competitive advantage as well as the role of management in leading, planning, and decision-making to facilitate ethical and sustainable organizations; how to manage the provision of goods and services both effectively and efficiently, and how to improve related processes; and how to analyze data and make decisions based on the analysis.

b. Projections from professional associations or industry reports

According to the U.S. Bureau of Labor Statistics, 20,063,000 people were employed in management, business, and financial occupations in January 2005 compared to 23,447,000 in January 2015<sup>8</sup>, a 14% growth in the past decade. Additionally, the U.S. Bureau of Labor Statistics reports that third month employment for the state of North Carolina in private, professional and business services rose 9.3% from 2012 to 2015 across establishments of all sizes. From the same 2012 to 2015 time period, total quarterly wages for private, professional and business services rose by 18.8%.<sup>9</sup> This is similar across the United States, where third month employment in private, professional and business services for all establishment sizes rose at a rate of 9.2% from 2012 to 2015 and total quarterly wages rose by 18.2%.<sup>10</sup> These data demonstrate a need for business service professionals.

Future demand and wages for business professionals in both North Carolina and across the nation is expected to be high. According to the U.S. Bureau of Labor Statistics, employment for management occupations is expected to grow 7.2% between 2012 and 2022; business and financial operations employment is expected to grow 12.5% during the same period. *Occupation Outlook Quarterly* highlighted careers with options in its Spring 2014 issue. The report notes median annual wages in May 2013 for many management occupations were three times higher than the median for all occupations, though these jobs typically require further education and work experience.<sup>11</sup>

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<sup>8</sup> [http://www.bls.gov/opub/ee/2015/cps/tablea19\\_201501.pdf](http://www.bls.gov/opub/ee/2015/cps/tablea19_201501.pdf);  
[http://www.bls.gov/news.release/archives/empsit\\_02032006.pdf](http://www.bls.gov/news.release/archives/empsit_02032006.pdf)

<sup>9</sup>

[http://www.bls.gov/cew/apps/table\\_maker/v4/table\\_maker.htm#type=19&from=2012&to=2015&qtr=1&hlind=1024&st=37&size=0&supp=1](http://www.bls.gov/cew/apps/table_maker/v4/table_maker.htm#type=19&from=2012&to=2015&qtr=1&hlind=1024&st=37&size=0&supp=1)

<sup>10</sup>

[http://www.bls.gov/cew/apps/table\\_maker/v4/table\\_maker.htm#type=20&from=2012&to=2015&qtr=1&ind=1024&size=0&supp=1](http://www.bls.gov/cew/apps/table_maker/v4/table_maker.htm#type=20&from=2012&to=2015&qtr=1&ind=1024&size=0&supp=1)

<sup>11</sup> <http://www.bls.gov/careeroutlook/2014/spring/art02.pdf>

Specialized master's programs are on the rise among business schools as more schools look to how they can best meet the need of both prospective students and the business community. The Belk College of Business is accredited by the Association to Advance College Schools of Business (AACSB) International. A 2013 study conducted using data from the annual Business School Questionnaire, a questionnaire that AACSB-accredited schools complete annually, found that from 2008-2009 to 2012-2013, within North America, MBA enrollment fell by 3% whereas Specialized Masters enrollment grew by 38%.<sup>12</sup>

Furthermore, according to the Graduate Management Admission Council 2014 Application Trends Survey Report, 58% of Master in Management programs report increased application volume compared with the previous year. In looking at the last five years, Master of Management programs have reported increased application volume each year. The 2014 Application Trends Survey Report also highlights that compared to MBA programs, more specialized business master's program candidates are reporting no work experience, as was the case for 59% of Master in Management applicants. Business schools across the nation are developing specialized masters programs designed to give those without work experience the skills they need to enter the workforce.

c. Other (alumni surveys, insights from existing programs, etc.)

The Educational Advisory Board (EAB) market research study (see Appendix A) highlights Charlotte as the top city in North and South Carolina for master's-level management professionals, based on employer data. Job postings indicate employers in Charlotte post the greatest number of job openings for management professionals and represent over 35% of all regional and local postings. The chart below highlights the master's-level management professional's job demand.<sup>13</sup>

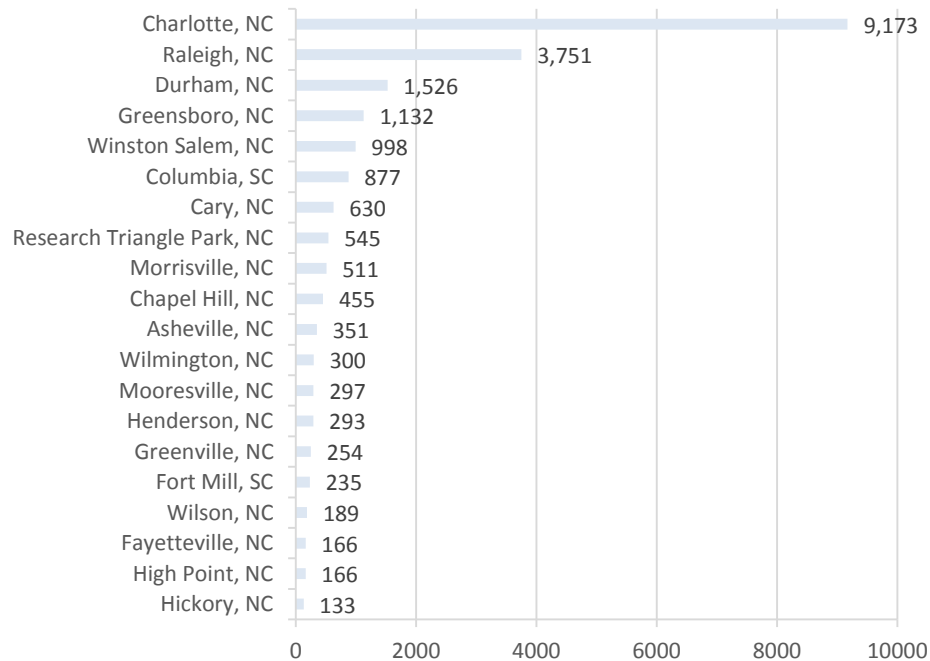
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<sup>12</sup> <http://aacsbblogs.typepad.com/dataandresearch/2013/12/significant-strides-in-specialized-masters-enrollment-.html>

<sup>13</sup> Market Research Brief: Market Demand for Master of Science in Management Programs (March, 2016).  
Education Advisory Board.

### Top Cities for Master's-Level Management Professionals Regional and Local Data, February 2015-January 2016

n=25,756 job postings, 1,075 unspecified



As part of their study, EAB observed that in the last two years, employers demonstrated rapid growth in demand for master's-level management professionals. The EAB market research study found regional job postings for master's-level management professionals increased by 66% between the first half of 2014 and the second half of 2015 and local job postings increased by over 100% during the same time period. According to the EAB study, Business Analyst, Marketing Manager, and Financial Analyst were the top three job titles for regional and master's-level management professionals.<sup>14</sup>

Additionally, the EAB market study found job postings data suggests master's-level management professionals could earn annual salaries ranging from \$58,380 to \$123,450. George Mason University reported graduates of their program earn an annual starting salary between \$46,000 and \$65,000 and the University of Virginia reported graduates earn annual salaries ranging from \$63,450 to \$87,417.<sup>15</sup> While data from

<sup>14</sup> Market Research Brief: Market Demand for Master of Science in Management Programs (March, 2016). Education Advisory Board.

<sup>15</sup> Market Research Brief: Market Demand for Master of Science in Management Programs (March, 2016). Education Advisory Board.

graduates of existing master of management programs is slightly lower than the job postings, the potential starting annual salaries for students with a master of management is very promising.

Data collected in the 2015 University of North Carolina Alumni Survey does not provide specific evidence concerning employment and wages for alumni of graduate management programs. However, the EAB market study found strong evidence that graduates of master of management programs have success in finding employment. The University of Virginia and Wake Forest University report that 95% and 91% of graduates, respectively, find employment within three months of graduation.<sup>16</sup>

5. Unnecessary duplication.

a. List all other public and private four-year institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery. Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); describe what was learned in consultation with each program regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

In the University of North Carolina system, only UNC Chapel Hill offers an MS in Management; that program, however, is not similar to the program proposed here. In March 2016, we consulted with UNC Chapel Hill and they noted that their MS in Management is used solely as a mechanism for awarding a Master's degree to students who have done a substantial amount of work in the College's PhD program but are not able to complete the doctoral program. Only one graduate student was enrolled in this program in Fall 2015.<sup>17</sup>

Appalachian State University offers an on-campus MBA program taught in a compressed time frame allowing students to complete the program in one year by going full time, year round and taking summer classes and/or internships. While the MBA program allows for specialization through concentration areas making it fundamentally different from the MS in Management degree, the Appalachian State University MBA program accepts students with undergraduate majors in any area without previous work experience and only 43% of students have full-time work experience.<sup>18</sup>

Within the state of North Carolina, three similar degrees exist: a Master of Management Studies at Duke University, a MS in Management at Elon University, and a MA in

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<sup>16</sup> Market Research Brief: Market Demand for Master of Science in Management Programs (March, 2016).  
Education Advisory Board.

<sup>17</sup> <http://oira.unc.edu/facts-and-figures/student-data/enrollment-and-student-characteristics/>

<sup>18</sup> <http://mba.appstate.edu/>



Management at Wake Forest University. Each of these programs are one-year, full-time programs, where the delivery mode is primarily face-to-face.

Institution: Appalachian State University

Program Title: Master of Business Administration

	2015	2014	2013	2012	2011
Enrollment	92	97	83	83	73
Degrees-awarded	n/a	63	48	53	64

We did not consult with Appalachian State University as the proposed MS in Management is fundamentally different from the MBA degree, particularly with respect to the depth of knowledge that concentration areas in the MBA provide. However, we included their enrollment and graduation data given that some of the same students interested in the ASU MBA program may also be interested in the proposed MS in Management program. Nonetheless, the Belk College plans to differentiate the MS in Management program, highlighting the differences in this program compared to a typical MBA program.

b. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

Given there are not any similar active programs within the UNC system, few opportunities for collaboration exists.

c. Present documentation that the establishment of this program would not create unnecessary program duplication. In cases where other UNC institutions provide similar online, site-based distance education, or off-campus programs, directly address how the proposed program meets unmet need.

Establishment of the MS in Management will not create unnecessary program duplication. As discussed above, this program is very different in nature from our existing MBA program and there are no other similar programs at UNC Charlotte. The MBA Program Director has expressed support for the proposed MS in Management program (see Appendix B).

The Williams States Lee College of Engineering at UNC Charlotte also offers a MS in Engineering Management (MSEM). The MSEM has a curriculum focused on systems management and analytics, and all courses are geared toward engineering students. MSEM students complete a concentration in energy systems, systems engineering, lean six sigma, or logistics and supply chains and have an option to complete a research-

based thesis. Engineering undergraduates interested in a curriculum with a broader management focus that provides exposure to a wide range of business issues are likely to be drawn to the proposed MS in Management degree.

6. Enrollment. Estimate the total number of students that would be enrolled in the program during the first year of operation and in each delivery mode (campus, online, site – add lines as needed):

*Delivery Mode* Campus *Full-Time* 50 *Part-Time* 0

Estimate the total number of students that would be enrolled in the program during the fourth year of operation and in each delivery mode (campus, online, site – add lines as needed):

*Delivery Mode* Campus *Full-Time* 150 *Part-Time* 0

7. Resources. Will any of the resources listed below be required to deliver this program? (If yes, please briefly explain in the space below each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and resources required.)

a. New Faculty: Yes X No \_\_\_\_

Through the budget process, we plan to request four new clinical faculty positions from Academic Affairs in various disciplines to support the MS in Management program. These faculty teach 8 course sections per year. When we reach 150 students, we will be offering 30 course sections per year. We anticipate requiring \$530,000 in salaries plus fringe benefits for these faculty, where the funds for the new faculty will partially come from the tuition increment and partially come from enrollment increase funds.

The College's current faculty unofficial demographics for Fall 2015 include:

- 70 tenure-track faculty and 23 non-tenure-track faculty
- 43 administrative support positions, including 9 graduate programs support staff
- 3,732 undergraduate students
- 587 graduate students

b. Faculty Program Coordination: Yes X No \_\_\_\_

The MS in Management program will require a program director. A Belk College faculty member will serve as the MS in Management Program Director, overseeing the program, and will receive a stipend for their work of \$12,500 per year. We anticipate the College's tuition increment will cover the MS in Management Program Director stipend.

c. Additional Library Resources: Yes \_\_\_\_\_ No X

d. Additional Facilities and Equipment: Yes X No \_\_\_\_\_

The MS in Management program will be taught during the day at the University's Center City Building in uptown Charlotte. There is ample daytime classroom space at the Center City Building. Moreover, faculty and staff will need additional office space at the Center City Building to house the dedicated MS in Management program staff. We anticipate that renovations to provide office space at the Center City Building will cost \$70,000 and will request the funds for these renovations from Academic Affairs.

e. Additional Other Program Support: Yes X No \_\_\_\_\_  
(for example, additional administrative staff, new Master's program graduate student assistantships, etc.)

In addition to a program director, the MS in Management program will require three administrative staff members and graduate scholarships. Three full-time administrative staff members will assist with program recruitment, day-to-day operations, and career development support for students. We will request the funds for these staff positions from Academic Affairs through the normal budgeting process, but we expect the funding for them to come from the tuition increment. Graduate scholarships will be awarded to recruit top prospective students. Those will be funded out of the tuition increment funds. In addition, approximately \$50,000 per year in funding will be needed to market the program to prospective students; that funding will come from the tuition increment funds.

8. Curriculum leverage. Will the proposed program require development of any new courses? If yes, briefly explain.

The MS in Management will require the development of ten new courses. The proposed course titles and brief descriptions are below:

*Quantitative Business Analysis*

This course will provide an introduction to the analytical foundations of business decision making. Students will learn to identify important issues to be considered when working with data to answer a question. They will also learn the basics of analyzing data and making decisions based on the analysis. Topics covered include basic statistics through regression analysis.

*Marketing from a Management Perspective*

Since all companies (i.e., both for-profit and non-profit), require some form of selling to be in business, it is incumbent upon managers to have an understanding of marketing processes. This course will educate future managers on the psychology and sociology associated with consumer behaviors. Upon completion students will have the skills

needed to make informed and critical decisions required for the company's future profitability.

*Managing your Organization's Operations*

The operations function is an integral part of every organization, and managers must be familiar with issues arising in this area. This course will educate future managers on understanding how to manage the provision of goods and services both effectively and efficiently, as well as understanding how to improve related processes.

*Information Systems Management*

Information Systems are an essential tool for conducting business and gaining a competitive edge in an increasingly global economy. This course will educate future managers on conceptual foundations underlying the management of information resources. Students will also be exposed to widely used business applications software.

*Management and Organizational Behavior*

This course will examine individual, group, and organizational issues that affect and shape organizations. Topics will include individual differences, motivation, communication, decision-making, leadership, power, organizational structure and design, and change.

*Managing Talent for Strategic Advantage*

Human resource management plays an important role in creating and sustaining competitive advantage. This course will focus on the manager's role in attracting, developing, and retaining talent in organizations. Contemporary issues such as globalization, outsourcing, workforce diversity, mergers and acquisitions, downsizing, and occupational health, safety, and security will be explored in terms of their strategic value.

*Managerial Ethics and Leadership*

This class will involve an examination of the role and impact of management decisions on employees, customers, investors, and the environment. This capstone course focuses on management and decision making to facilitate ethical and sustainable organizations.

*Analysis for Financial Management*

This course covers the theory and practice of financial management including financial instruments and markets, financial statement analysis, financial forecasting, cost of capital and capital budgeting, and evaluating investment opportunities. Students will learn the methods and techniques for assessing the financial health of a company, planning future financial performance, and creating value for shareholders.

*Principles of Financial and Managerial Accounting*

Accounting is the language of business. This course will teach students how to interpret financial statements to evaluate the performance and strength of a business. Student will also learn how organizations determines the cost of providing goods and services;

uses accounting data for budgeting and profit planning; and identifies strategies for improving the quality of goods and services for customers while increasing efficiency, profitability, and sustainability of the organization.

*Economics for Managers*

Economics for managers covers the micro and macroeconomic concepts required to understand the environment in which business firms operate. Topics covered include supply and demand, the behavior of firms and consumers, business cycles, exchange rates, and the effects of monetary and fiscal policies.

9. Funding Sources. Does the program require enrollment growth funding in order to be implemented and sustained? If so, can the campus implement and sustain the program should enrollment growth funding be unavailable? Letters of commitment should be provided.

The program will require enrollment growth funding to assist in the hiring of four Clinical faculty members by the third year of the program. The campus cannot implement and sustain the program should enrollment growth funding be unavailable.

- 9a. For graduate programs only:

Does the program require a tuition differential or program specific fee in order to be implemented and sustained?

Yes

- i. If yes, state the amount of tuition differential or fee being considered, and give a brief justification.

The tuition differential being considered is consistent with all other Belk College graduate programs: \$750 for students enrolling in up to two credit hours, \$1,500 for students enrolling in three to five credit hours, \$2,250 for students enrolling in six to eight credit hours, and \$3,000 for students enrolling in nine or more credit hours.

It is anticipated that that tuition for a full-time in-state student will cost \$17,540.25 to complete the MS in Management program. This cost is comparable to similar programs. The table below shows the tuition at comparable one-year graduate programs in management.

Table 3: Tuition at Comparable Programs

School	Program	Program Credits	Tuition Resident	Tuition Non-Resident
University of South Florida	MS in Management	30	\$14,020.20	\$27,392.40
University of Florida	MS in Management	32	\$16,983.00	\$40,174.00
UNC Charlotte	MS in Management	30	\$17,540.25	\$32,641.25
Arizona State University	MS in Management	36	\$24,600.00	\$40,800.00
Merrimack College	MS in Management	32	\$26,400.00	\$26,400.00
Elon University	MS in Management	33	\$28,116.00	\$28,116.00
George Mason University	MS in Management	36	\$32,976.00	\$59,877.00
University of Virginia	MS in Commerce	40	\$41,810.00	\$47,376.00
University of Michigan	Master of Management	30.75	\$44,510.00	\$49,510.00
Wake Forest University	MA in Management	5 modules	\$45,460.00	\$45,460.00
Northwestern University	MS in Management Studies	36	\$48,000.00	\$48,000.00
Duke University	Master of Management Studies	43	\$48,900.00	\$48,900.00
University of Notre Dame	MS in Management	38	\$74,485.00	\$74,485.00
Stanford University	MS in Management		\$121,040.00	\$121,040.00

New tuition dollars will be utilized to provide student services, strengthen student recruitment, enhance information technology, provide career and professional development support and resources, increase diversity, enhance faculty development, and supplement wages of faculty.

The MS in Management program is estimated to enroll 50 full-time students in the first year of the program. Through aggressive recruitment efforts, it is expected that the student base will increase by 50 students per year in years two and three, with an anticipated enrollment of 150 full-time students by year four.

#### Student Services

While all of the proposed tuition adjustment will be used to benefit student services, there are numerous activities that are not directly related to students. Necessary services may include, but not limited to:

### *Additional Support Staff*

A portion of the tuition adjustment may be used to fund staff support for the MS in Management program. This will enhance the ability of program to meet student needs.

### *Orientation Program*

Before the Belk College of Business received the tuition increment for the specialized master's level degree programs, student orientation for those programs was accomplished primarily on an informal basis. Since the tuition increment is now collected, students in all of the College's current master's level degree programs receive a formal orientation at which individuals are introduced to the program, the student services staff in Graduate Programs, and each other. We feel that formal orientation programs are critical to setting the tone and expectations for the programs and to creating esprit de corps among students in each of the programs.

### *Career Development Services*

A portion of the tuition increment funds will be used to support the professional and career development needs of the MS in Management students. The College will offer opportunities to develop professional and networking skills through Individual Consultation, Professional Development Seminars, and various programs like Personal Branding, Self-Assessment and 360 Feedback. We will also offer one-on-one career counseling opportunities for the career seeker to clarify his/her career direction and goals and provide many resources to enhance the job-search process.

### *Networking Events*

A majority of Belk College alumni from our graduate programs work within the greater Charlotte region. Hence, ample opportunities exist for networking between students and alumni. Thus, a portion of the proposed tuition adjustment may be used to sponsor networking events in uptown Charlotte. The format of these events and the time of day may vary as these events will be designed to give students an opportunity to meet and learn from successful alumni. These networking events also provide excellent opportunities for students to learn about job opportunities.

### Attract Top-Caliber Students and Promote Diversity

An important aspect of any successful academic program is the quality of its students. To continue to attract top students, in addition to having quality programs it is essential to inform prospective students about the programs' quality. A portion of the proposed tuition adjustment will be used to attract excellent students to the MS in Management program.

The ability to provide financial support in the form of graduate assistantships and scholarships is an essential factor in attracting the best available graduate students. Assistantships offer an invaluable learning opportunity for graduate assistants and enable faculty members to better leverage their teaching and research efforts. A portion of the tuition funds will be used to fund assistantships in the Belk College. In addition, some of the tuition adjustment funds may be used for other forms of financial aid such as scholarships to attract excellent prospective students.

The Belk College is committed to maintaining a diverse student population. By having a broad array of students from different socio-economic groups, countries, and ethnic backgrounds, the learning environment will undoubtedly be enriched. The proposed tuition adjustment will enable the College to expand its effort to support diversity in the MS in Management program.

#### Information Technology

Graduate students need a high level of technological interaction, and they expect faculty to use technology in the classroom. The Belk College has made every effort to retrofit classrooms with state-of-the-art technology and strives to bring all of the graduate classrooms up to the level of our peer institutions. A portion of the requested funds will be used to enhance our classroom technology and to expand the computer resources available to students. This will include, but is not limited to, expansion of our wireless environment, acquisition of state of the art presentation equipment, licensing of key financial and statistical databases, and improvements in online platforms and videoconference equipment.

#### Faculty Development and Supplement

##### *Faculty Development*

It is crucial that Belk College faculty maintain their knowledge base and skill set for the classroom, continue to conduct basic and applied research, and constantly revise and update their curricula. To assist the faculty in these endeavors, a portion of the tuition funds will be used to provide competitive faculty development grants for graduate faculty.

These grants will support faculty activities such as curriculum development, research projects relevant to the respective discipline, travel to attend conferences to maintain and enhance their specialty area expertise, travel to attend conferences to enhance pedagogical skill, and travel to appropriate AACSB conferences on accreditation and assessment. These faculty development activities will enhance faculty development and growth which will in turn enrich the graduate learning experience for students.



*Faculty Supplement*

In order to offer a sufficient number of courses, a portion of these funds may be used to pay overloads to current Belk College faculty or to hire additional adjunct faculty at reasonable rates consistent with their qualifications.

- ii. Can the campus implement and sustain the program if the tuition differential or program fee is not approved? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided.

The lack of a tuition differential would change the character of the program which is designed to provide significant career development services for students and to create opportunities for students to interact with business leaders.

10. For doctoral programs only:

- a. Describe the research and scholarly infrastructure in place (including faculty) to support the proposed program.
- b. Describe the method of financing the proposed new program (including extramural research funding and other sources) and indicate the extent to which additional state funding may be required.
- c. State the number, amount, and source of proposed graduate student stipends and related tuition benefits that will be required to initiate the program.

11. Contact. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

Dr. Jennifer Troyer, Associate Dean for Research and Graduate Programs  
Belk College of Business  
Email: [jtroyer@uncc.edu](mailto:jtroyer@uncc.edu)  
Phone: 704-687-7599

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: Phil J. Anderson Date: 5/17/16  
Chancellor (Joint Partner Campus): \_\_\_\_\_ Date: \_\_\_\_\_

Appendix A: EAB Market Demand for Master of Science in Management Programs



MARKET RESEARCH BRIEF

# Market Demand for Master of Science in Management Programs

Analysis of Market Demand for Fifth-Year Master of Science in Management Programs in North Carolina and South Carolina

# COE Forum

**Audrey Benton**  
*Market Research Associate*

**Laura Catalani**  
*Market Research Manager*

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# 1) Research Methodology

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**Project Challenge** Leadership at the University of North Carolina- Charlotte approached the Forum as they considered launching a new fifth-year master's. Through a combination of qualitative interviews with administrators of competitor programs and quantitative data analytics, the Forum sought to assess the market viability of Master of Science in Management program.

EAB's market research function provides insights which guide strategic programmatic decisions at member institutions. The Forum combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

EAB reports rely primarily on labor market data from the Burning Glass Labor/Insight™ tool (description below). Reports occasionally use data from the United States Census Bureau and United States Bureau of Labor Statistics data to explore occupation and job trends. Market research reports may also incorporate Integrated Postsecondary Education Data System (IPEDS) data to assess student enrollment, demographics, and completion rates across competitor programs.

## Methodology and Definitions

**Methodology:** Unless stated otherwise, this report includes data from online job postings from February 2015 to January 2016.

**Definitions:** "Local area" and "local data" will refer to the Charlotte-Gastonia-Rock Hill, North Carolina and Columbia, South Carolina Metropolitan Statistical Areas (MSAs). The "regional area" or "regional data" will refer to the state of North Carolina.

Annual growth in job postings is measured in the change between January 2011 and December 2015 by six-month halves (i.e., 2012 H2 is July 2012 to December 2012). 2012 H2-2013 H1 represents year one and 2013 H2-2014 H1 represents year two, which gives the most recent two complete years of data.

The forum employed the following filters to assess job postings data:

- Graduate or professional degree (specified)
- Skills conferred through a 'Business Administration and Management (general)' program of study
- Skills in the following topics:
  - 'Business'
  - 'Finance'
  - 'Marketing'

**EAB's Partner for Real-Time Labor Market Data**

This report includes data made available through EAB's partnership with Burning Glass Technologies, a Boston-based leader in human capital data analytics. Burning Glass Technologies specializes in the use of web spidering technology to mine more than 80 million online job postings and analyze real-time employer demand. Under this partnership, EAB may use Burning Glass's proprietary Labor/Insight™ tool to answer member questions about employer demand for educational requirements, job titles, and competencies over time, as well as by geography. The tool considers job postings "unspecified" for a skill, industry, employer, geography, certification, or educational requirement when the job posting did not advertise for one of these particular job characteristics. Unspecified postings represent null values and should be excluded from the total number (n value) of job postings analyzed in the query. A more complete description of the tool is available at <http://www.burning-glass.com/products/laborinsight-market-analysis/>.

For more information about the Labor/Insight™ tool, please contact Betsy Denious, Director of Business Development Learning & Policy at [bdenious@burning-glass.com](mailto:bdenious@burning-glass.com) or 301-525-6596.



## Project Sources

The Forum consulted the following sources for this report:

- EAB’s internal and online research libraries ([eab.com](http://eab.com))
- Bureau of Labor Statistics (<http://bls.gov>)
- National Center for Education Statistics (NCES) (<http://nces.ed.gov/>)
- Charlotte Chamber of Commerce (<http://charlottechamber.com/>)

## Profiled Institutions

The Forum interviewed program directors or profiled programs via secondary research at the following institutions:

### A Guide to Institutions Profiled in this Brief<sup>1</sup>

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
<b>Boston University</b>	North	18,000 / 32,000	Research Universities (very high research activity)
<b>Elon University</b>	South	5,500 / 6,500	Master’s Colleges and Universities (smaller programs)
<b>George Mason University</b>	South	22,500 / 34,000	Research Universities (high research activity)
<b>Rochester Institute of Technology</b>	North	13,500 / 16,500	Master’s Colleges and Universities (larger programs)
<b>University of Florida</b>	South	33,000 / 49,500	Research Universities (very high research activity)
<b>University of Notre Dame</b>	Midwest	8,500 / 12,000	Research Universities (very high research activity)
<b>University of Virginia</b>	South	16,500 / 24,000	Research Universities (very high research activity)
<b>Wake Forest University</b>	South	5,000 / 8,000	Research Universities (high research activity)

1) National Center for Education Statistics.

## 2) Executive Overview

---

### Key Observations

**Demand for master’s-level management professionals increased drastically between H1 2014 and H2 2015.** Job posting data indicates that the demand for master’s-level management professionals increased by 50 percent regionally, 70 percent locally between H2 2014 and H2 2015. The city of Charlotte, North Carolina, and the associated metropolitan statistical area contain employers with the highest demand for management professionals. Top employers include consulting firms Accenture and Deloitte, as well as software publisher, Oracle.

**Design a ten month program with international study requirements to differentiate from regional competitor programs.** The majority of profiled programs offer a full-time, ten month program schedule with summer start dates. Summer start dates give students a break from academics and the ability to recommence coursework on a schedule that mimics an undergraduate schedule. Regional competitor programs follow the ten month schedule but do not offer coursework in global commerce. To stand out from competitors, consider the inclusion of a global residency requirement to help students develop an international business perspective.

**Provide students with networking opportunities to assist in soft-skill development and professional connections for post-graduate employment.** Contacts note that networking opportunities allow students to develop soft-skills in interpersonal communication and professional etiquette. These networking opportunities enable students to build business contacts with potential employers and to enhance post-graduate employability. Consider the inclusion of coursework or workshops that invite regional employers to interact with management students to enhance their program experience.

**Program marketing materials should emphasize the benefits of the MS in Management for graduating seniors from undergraduate liberal arts programs without prior employment experience.** Profiled programs’ marketing materials include the word ‘pre-employment’ to signal that business students and MBA prospects need not apply. Contacts indicate that marketing outreach aims to communicate that the program will help students develop business skill-sets, make professional contacts, and increase employability. Recruitment efforts should target senior year students to encourage them to include the management program in their postgraduate planning.

# 3) Employer Demand Analysis

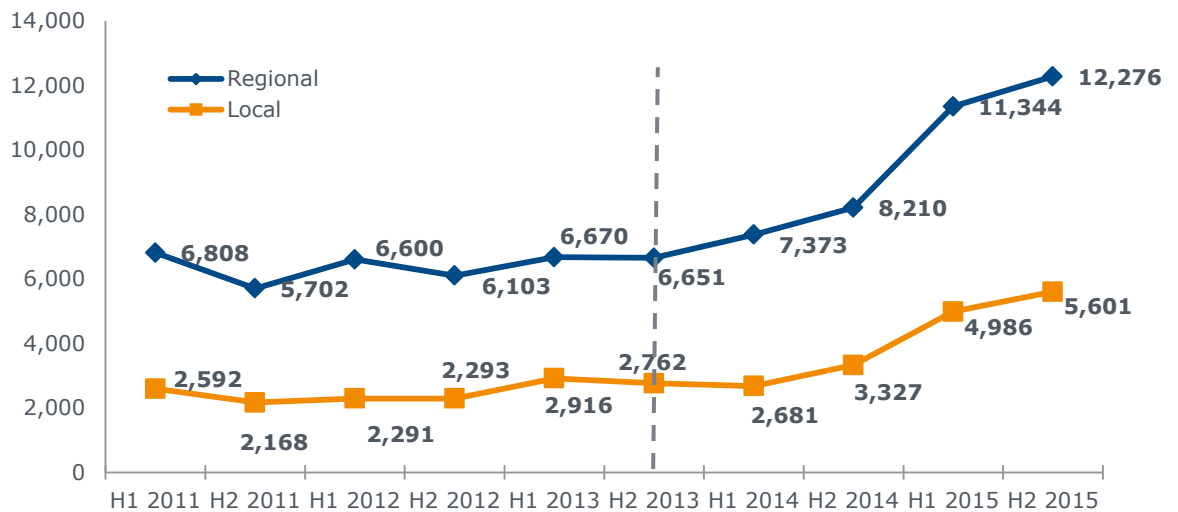
## Demand over Time

### Employers Demonstrated Rapid Growth in Demand for Master’s-Level Management Professionals across the Past Two Years

Regional job postings increased by 66 percent between H1 2014 and H2 2015 and local job postings increased by over 100 percent in the same timeframe. Job postings data demonstrates growth in employer demand for master’s-level management professionals regionally and locally with 12,276 job postings available regionally in H2 2015 and 5,601 job postings available locally. Local data also suggests that 44 percent of postings request professionals with three to five years of professional experience. A 2015 report by the Charlotte Chamber of Commerce indicates that 291 of the Fortune 500 firms operate offices in the Charlotte-Gastonia-Rock Hill MSA.<sup>2</sup> The presence of these companies may indicate that demand for management professionals will continue to grow.

### Number of Job Postings for Master’s-level Management Professionals<sup>3</sup>

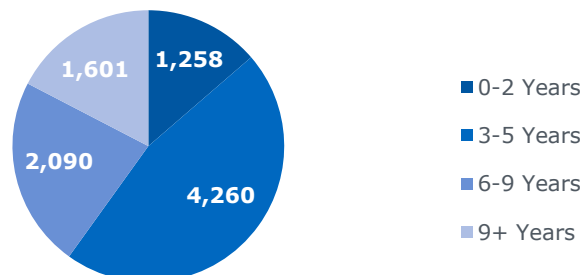
Regional and Local Data, January 2011-December 2015<sup>4</sup>



### Years of Experience Requested of Master’s-Level Management Professionals<sup>5</sup>

Local Data, February 2015-January 2016

n= 11,662 job postings, 1,859 unspecified



2) Charlotte Chamber of Commerce, [Charlotte in Detail](#)

3) Data collected for H2 2013 and after is not directly comparable to data collected before H2 2013 due to improvements in Burning Glass Labor/Insight’s web spidering technology.

4) Burning Glass Labor/InsightTM.

5) Burning Glass Labor/InsightTM.

## Top Employers and Industries

## Accenture, Deloitte, and Oracle Lead Local and Regional Employer Demand for Master's-Level Management Professionals

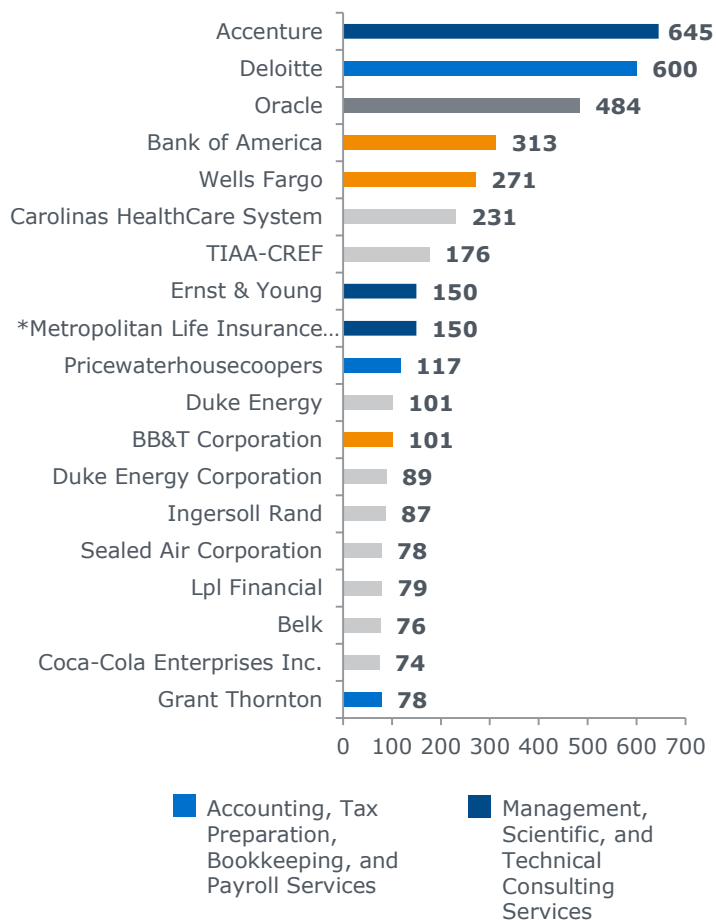
The Bureau of Labor Statistics (BLS) notes that the United States' reputation as an international financial center will likely contribute to employment growth in the financial industry.<sup>6</sup> Top industries in the local and regional area include 'Accounting, Tax Preparation, Bookkeeping, and Payroll Services,' 'Management, Scientific, and Technical Consulting Services,' 'Depository Credit Intermediation,' and 'Software Publishers.'<sup>7</sup>

Job postings data indicates that Accenture posts six percent of local job opportunities and three percent of regional opportunities. Deloitte posts five percent of local opportunities and just under three percent of regional job opportunities. Software publisher, Oracle, supplies four percent of both local and regional job postings for master's-level management professionals.

### Top Employers in Demand for Master's-Level Management Professionals<sup>8</sup>

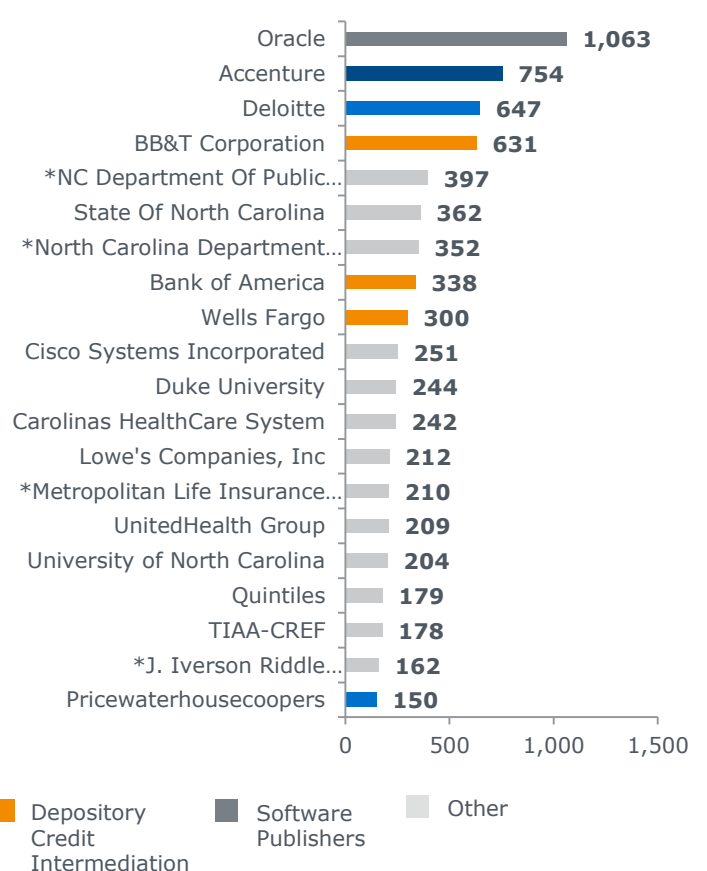
Local Data, February 2015-January 2016

n = 11,662 job postings, 2,518 unspecified postings



Regional Data, February 2015-January 2016

n = 24,361 job postings, 4,928 unspecified postings



6) Bureau of Labor Statistics, Occupational Handbook: Financial Managers

7) Burning Glass Labor/Insight Tool™

8) Burning Glass Labor/Insight Tool™

9) \*Metropolitan Life Insurance Company, NC Department of Public Safety, North Carolina Department of Justice, J. Iverson Riddle Development Center.

## Top Locations

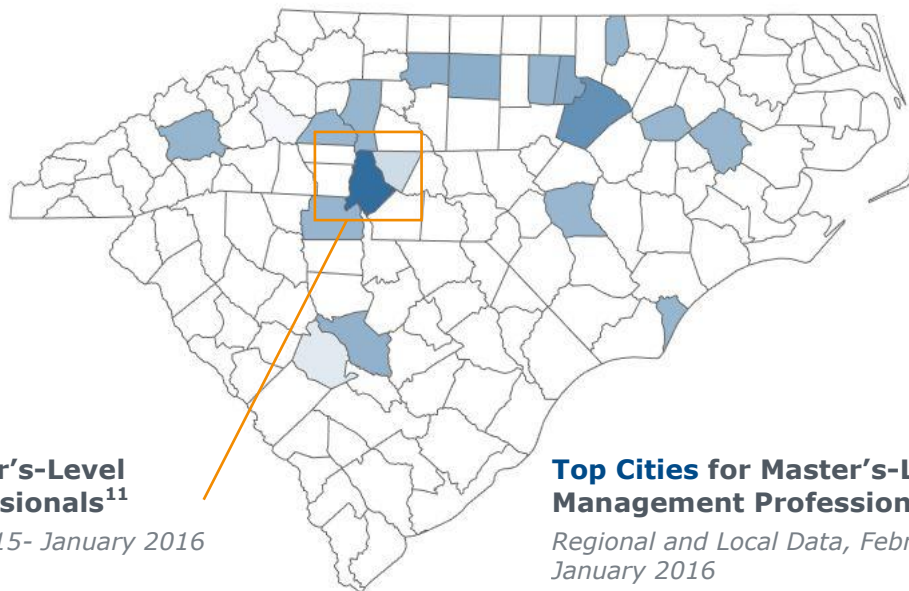
### Charlotte, North Carolina Employers Post the Highest Number of Job Opportunities for Master's-Level Management Professionals

Job postings data indicates that employers in the city and MSA of Charlotte, North Carolina post the greatest number of job openings for management professionals and represent over 35 percent of all regional and local postings. Employers in the Charlotte-Gastonia-Rock Hill MSA post almost 9,000 more jobs than employers in the Columbia, South Carolina MSA. This regional and local market demand indicates that the **University of North Carolina-Charlotte's** prospective management program would produce graduates with skills in demand in the region.

### Top Counties for Master's-Level Management Professionals<sup>10</sup>

*Regional and Local Data, February 2015- January 2016*

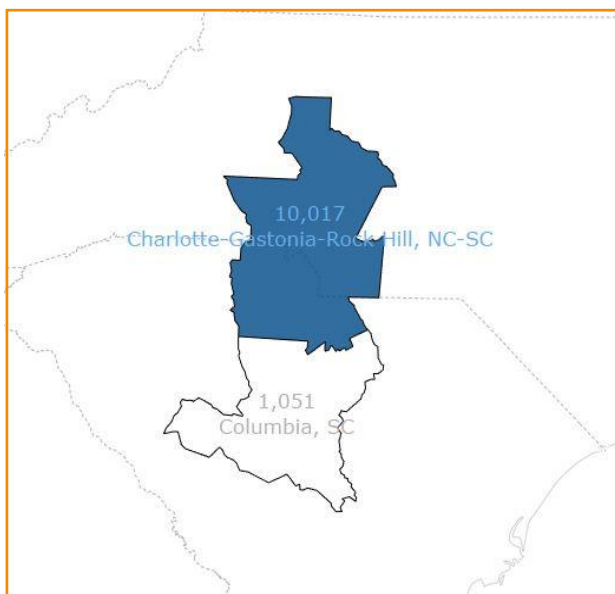
n= 25,756 job postings, 1,075 unspecified



### Top MSAs for Master's-Level Management Professionals<sup>11</sup>

*Local Data, February 2015- January 2016*

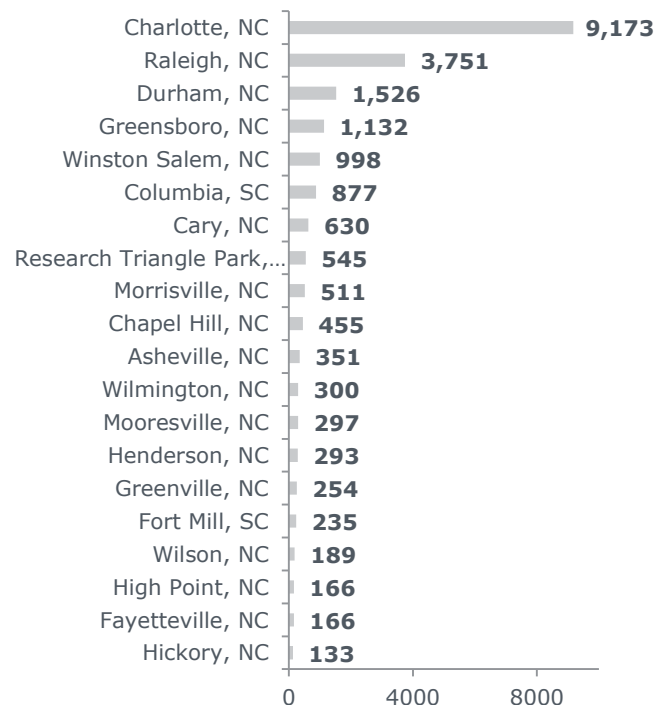
n= 11,068 job postings



### Top Cities for Master's-Level Management Professionals<sup>12</sup>

*Regional and Local Data, February 2015- January 2016*

n= 25,756 job postings, 1,075 unspecified



10) Burning Glass Labor/Insight Tool™  
 11) Burning Glass Labor/Insight Tool™  
 12) Burning Glass Labor/Insight Tool™

### 3) Program Characteristics and Development

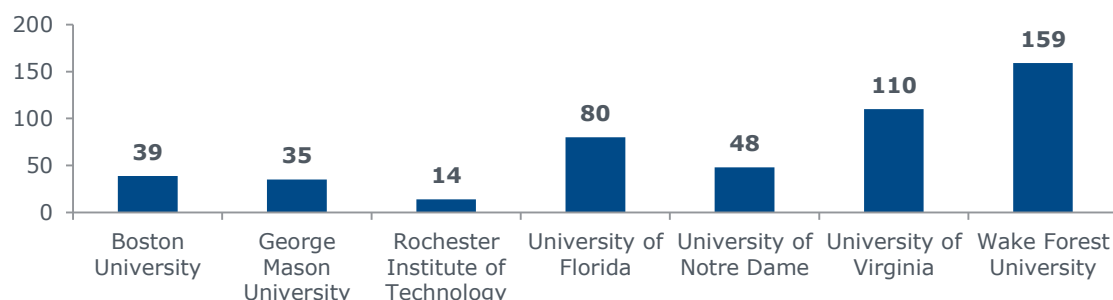
#### Trends in Enrollment

#### Current Programs Cite Plans to Expand Enrollment to Meet Growth in Student Demand

Enrollment data indicates that program class sizes vary between 35 and over 150 students in the current academic year. Administrators at the **University of Virginia** state that the program received over 350 applications for the 110 slots for the 2015-2016 program. Administrators at the University of Virginia add that the institution’s commitment to small class sizes and a team-based teaching approach renders it difficult to expand the program to meet an increase in student demand. Contacts at **George Mason University** report that the management program, which started in the fall of 2014, received enough student demand to increase the program’s capacity by seven students the following year and may continue expansion in years to come. **Boston University** administrators, whose program began in the fall of 2015, report that demand for the program exceeded original estimates; the program expected 30 students but enrolled 39.

#### Program Enrollments for Master’s-Level Programs in Management

*Enrollments reported through interviews and secondary research for the 2015-2016 program year.*



#### Master of Management Programs Enroll Students from Undergraduate Institutions across the Nation

Administrators note that most prospective students apply with a strong academic record from top research universities across the nation. The **University of Notre Dame** program description reports that students from 22 universities enrolled in the program for the 2015-2016 academic year. **Wake Forest University’s** online brochure reports that the class of 2016 contains students from 74 undergraduate institutions. Contacts at the **University of Virginia** report that an increase in program demand and interest allowed administrators to view applicants more selectively. Of the 110 students currently enrolled in the management program, only ten percent received an undergraduate degree from the University. Contacts at the **Rochester Institute of Technology** report that internal undergraduates makeup about ten percent of the master’s program.

Contacts at the **University of Florida** note that the current management program student body primarily contains internal undergraduates. However, administrators note that planned marketing strategies hope to increase program diversity and attract students from national and international undergraduate programs.

## Offer a Ten-Month Program with a Late Summer or Fall Start Date to Compete with Current Programs and Attract Recent Graduates

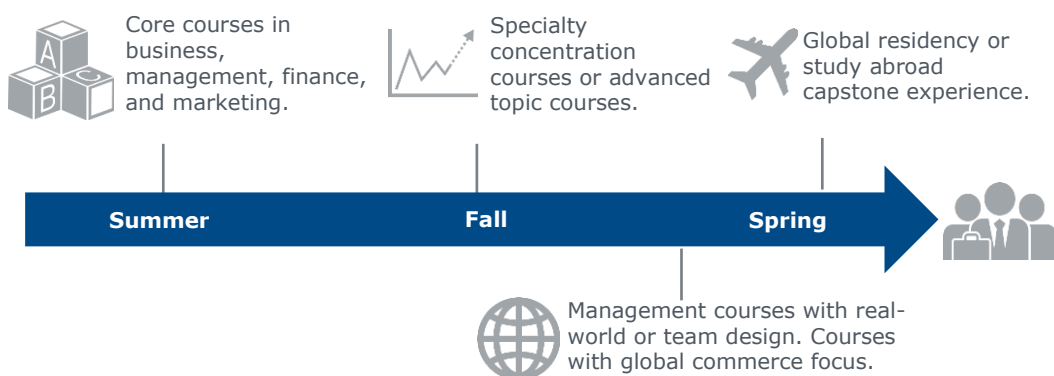
The majority of profiled programs offer a ten-month, full-time management program. **Wake Forest University**, the **University of Notre Dame**, and the **University of Virginia** offer program start dates between June and late August. Administrators at the University of Virginia indicate that a summer start date allows students to begin the program shortly after the completion of an undergraduate degree. The **University of North Carolina-Charlotte** may consider the development of a program with a late-summer start date to attract students who graduated earlier that spring or who seek a program that coincides with their previous academic schedule.

**Elon University**, **Rochester Institute of Technology**, the **Rochester Institute of Technology** and **George Mason University** design the management program with an early fall start date. Contacts at the **University of Florida** note that a fall start date may attract more international students than the summer. Administrators note that enrollment increased when a fall start date was offered because it aligns with the Chinese academic year and students were better able to complete their international studies before the start of the management program. Contacts at **Boston University** note indicate that a fall start date also results in cheaper tuition costs since students do not need to navigate specialized summer tuition rates.

## Consider International Study Requirements to Expose Students to Global Business and Offer an Experience Regional Competitors Lack

The management programs at **George Mason University** and the **University of Virginia** require students to complete a global residency experience before program completion. The University of Virginia provides intensive spring coursework to prepare students for the international experience. These courses include the study of economic and social influences on international business. The international program at George Mason University grants students meetings with business and government leaders and visits with local and multi-national businesses. The **University of Notre Dame** also offers a study abroad experience but does not require the course for graduation. The **University of North Carolina-Charlotte** may consider the development of an international experience to attract students with interest in international business careers and to offer a unique experience absent at regional institutions.

### Sample Program Design with Required International Experience<sup>13</sup>



<sup>13</sup>Sample program designed through secondary university programs as listed on institutional websites.

## Incorporate Networking Opportunities into Coursework to Assist Students in Post-Graduate Employment

The **University of Virginia** reports that 95 percent of program graduates secure employment within three months of graduation. Contacts indicate that in-class case studies expose students to real-world challenges and final projects often attract company executives curious about the solutions students propose. Administrators also note that company representatives present during introductory courses about topics in marketing, finance, and management. These in-class gatherings grant students the opportunity to network on a more personal level to company representatives and executives. **Wake Forest University** offers similar opportunities to meet with company representatives through "Action Learning Projects." These projects pair students with a business sponsor client throughout the spring semester and allow students to work closely with clients to develop professional skills.

Contacts at **George Mason University** note that program alumni often provide valuable information and networking opportunities for enrolled students. Administrators note that alumni regularly host and attend information sessions and provide students with personal connections to a variety of employers. The **University of Notre Dame** offers a "Career and Job Search Methods" course as part of the management program curriculum. This course equips students with career search, interview, and networking skills. Administrators at **Boston University** indicate that management students also gain access to the career services department of the business school to develop their resumes, interview skills, and job search techniques.

## Offer Core Courses in Business Administration and Additional Degree Tracks in Specialty Topics to Meet Employer Demand

Job postings data from the regional and local area indicate that employers seek master's-level management professionals with advanced business management skills. Employers most often seek professionals with 'business administration,' 'business process,' 'business development,' and 'business planning skills.' Additional specialized skills in top demand include 'accounting,' 'collaboration,' 'Oracle,' and 'economics.'<sup>14</sup>

In addition to core courses, contacts at the **Rochester Institute of Technology** offer specialties in "Product and Service Development," "Leadership," and Global Management and Supply Chain Management." In order to meet employer demand, the **University of North Carolina- Charlotte** may consider the development of courses that provide a broad overview of business topics alongside specialty courses in accounting, finance, economics, and sales.

**Boston University** administrators indicate that students only receive pass/fail grades to encourage them to learn from failures and to mimic workplace feedback.



## Proposed Program with Core Courses and Specialty Concentrations



### Core Business Courses

- Economic Policy and the Global Environment
- Principles of Finance
- Principles of Management
- Statistics in Business
- Accounting I
- Fundamentals of Behavior in Organizations
- Business Communications
- Financial Management
- Consulting to Management



### Corporate Finance

- Financial Reporting and Firm Analysis
- Principles of Financial Accounting
- Financial Management in a Global Environment
- Corporate Finance



### Business Analytics

- Process Analytics
- Quantitative Methods
- Spreadsheet Decision making
- Business Data Mining



### Marketing and Sales

- Marketing Management
- Marketing and Firm Performance
- Reputation Management
- Corporate Presentation and Writing

## Top Regional and Local Skills for Master's-Level Management Professionals<sup>14</sup>

*Regional and Local Data, February 2015- January 2016*

n= 25,756 job postings, 8 unspecified

- Business Administration (7,703 postings)
- Accounting (5,157)
- Business Process (4,968)
- Business Development (4,858)
- Collaboration (3,204)
- Oracle (2,837)
- Business Planning (2,783)
- Business Analysis (2,358)
- Business Management (2,118)
- Economics (2,073)
- Sales (1,996)

<sup>14</sup>Burning Glass Labor/Insight Tool™

### Ensure Marketing Materials Communicate that the Management Program Seeks Pre-Professional, Liberal Arts Students

**George Mason University** administrators note that program mailers often include an emphasis on a “fifth-year” schedule to communicate to students that the program serves as an extension of an undergraduate schedule. Administrators also indicate that program marketing focuses on the full-time, day-time format to attract pre-professional students instead of non-traditional students. Administrators at the **University of Florida** also highlight the program’s ability to diversify students’ skill sets, enhance career prospects, or assist with a career change. Contacts highlight the program’s group-project design to emphasize that the management program differs from traditional undergraduate coursework.

Contacts at the **University of Virginia** note that their marketing efforts position the program as a way to develop business skills outside of an MBA program. Administrators note that entrance into traditional MBA programs requires prerequisite business courses and employment experience. Marketing materials for the University of Virginia’s MS in Commerce program states that students do not need a business background, but can view the one-year program as a complimentary degree to an MBA program in the future.

### Conduct Outreach to Comparable Institutions Nationwide and Create Personalized Outreach for Internal Undergraduates

Contacts at the **University of Virginia** note that the program employs a “portfolio” approach for program marketing and utilize a variety of strategies to reach prospective students. Administrators utilize a targeted school approach and market the program to students at schools with comparable academic rigor through email marketing and administrator outreach. Administrators at the **University of Florida** and **George Mason University** target their current undergraduate study body through list-serve emails to liberal arts students and word-of-mouth referrals. Contacts at George Mason University also utilize parent relationships and send mailers to the homes of liberal arts students in hopes that parents will encourage their children to enroll. Contacts at the **Rochester Institute of Technology** note that current undergraduate students seek on-campus information sessions and opportunities to meet with program faculty members.

# Sample Marketing Strategy for Master of Science in Management Fifth-Year Programs<sup>15</sup>



## Fifth-Year Management Master's Degree

### Internal Outreach



Send personalized mailers to the homes of liberal arts students in an effort to inform parents about post-graduate educational opportunities that may increase employability.



Send emails and flyers to students currently on campus with information about the management program and application dates.



Include rhetoric in outreach that emphasizes the pre-employment requirement to attract students unsure of their career path. Encourage students to include the management program in their post-graduate plans.

### External Outreach



Identify universities with comparable academic rigor and send marketing materials to students in the liberal arts programs.

**http:**

Ensure program website contains useful and easy to find program information. Create online advertisements to reach students who also express interest in traditional MBA programs.



Utilize relationships with university administrators to reach potential applicants. Liberal art program faculty and career services professionals may provide more personalized program referrals.

<sup>15</sup>Marketing strategy influenced by administrator interviews.

## 5) Student Characteristics and Employment Outcomes

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### Student Characteristics

#### **The Majority of Students Enrolled at Profiled Programs Possess an Undergraduate Degree in Liberal Arts or Engineering**

Contacts at **George Mason University** note that liberal arts students who enroll in the program often use their increased knowledge of business strategies to improve employability. Administrators at the **University of Virginia** report that most students enter the program immediately upon undergraduate graduation and often possess a Grade Point Average above 3.5. Contacts at the **Rochester Institute of Technology** and **Boston University** note that many program students possess undergraduate degrees from the fields of science, engineering, technology, and mathematics. The program at the **University of Florida** allows students to take electives in any department. This flexible format grants student the ability to expand upon previous liberal arts studies and combine them with current business courses.

Most universities request that applicants earn an undergraduate GPA of 3.0 or above to be considered for program acceptance. The University of Florida reports an average GPA of 3.42 and the University of Virginia reports an average GPA between 3.1 and 3.8. However, the recent increase in demand at the University of Virginia enables administrators to become more selective.

#### **Nontraditional Students Who Completed an Accelerated Bachelor's Program also Seek One-Year Management Programs**

Contacts at the **University of Virginia** report an increase in applications from students who completed an undergraduate degree in less than four years. Administrators note that students who finish early often seek one-year management programs to create a four-year traditional university experience. Contacts at the **University of Florida** also reveal that the number of Chinese students interested in the management programs increased over the past few years. Administrators credit this increase in interested to the program's fall start date that aligns with the Chinese academic calendar. Targeted marketing to early graduates and international students may attract additional applications to the proposed program at the **University of North Carolina- Charlotte**.

### Encourage Internships and Networking Opportunities that can Directly Relate to Post-Graduate Employment

All contacts indicate that students may attend workshops or career centers to develop resumes, interview skills, and etiquette prior to the start of internships and job searches. Relationships built via internships and formal or informal networking opportunities allow students to build contacts with employers and company representatives who recruit program graduates. Contacts at the **University of Virginia** indicate the in-class presentations to corporate representatives regularly result in job interviews and offers. A capstone project required by the management program at the **Rochester Institute of Technology** allows students to create solutions for the business challenges of real-world clients. Contacts at the **University of Florida** state that students often find employment through contacts created at recruiter or alumni events on campus.

### Students Apply Liberal Arts and Business Skillsets to Careers in Marketing, Finance, and Consulting

Data reported from the management program at **Wake Forest University** indicates that 91 percent of graduates find employment within three months of graduation. The data also indicates that the class of 2015 accepted positions in marketing, general management, financial services, and consulting. Administrators at **George Mason University** note that many students mature and build confidence while enrolled in the program and easily find employment with internship providers. Contacts at the **University of Virginia** note in the [2015 Commerce Career Services Destinations Report](#) that marketing and management firms employ the highest number of program graduates.

Job postings data from the local and regional area mimic administrator observations. The top three titles for regional and local master's-level management professionals include 'business analyst,' 'marketing manager,' and 'financial analyst.' Employer demand for 'business analyst' professionals represent three percent of regional job postings and four percent of local postings. In the region and local area, 'business analyst' positions represent almost 300 more postings than the next leading title. Other top titles include management positions as 'account manager,' 'risk manager,' and 'sales manager.' Professionals may also seek consultant positions as a 'sales consultant' or 'business consultant.'

## Top Titles for Master's-Level Management Professionals<sup>16</sup>

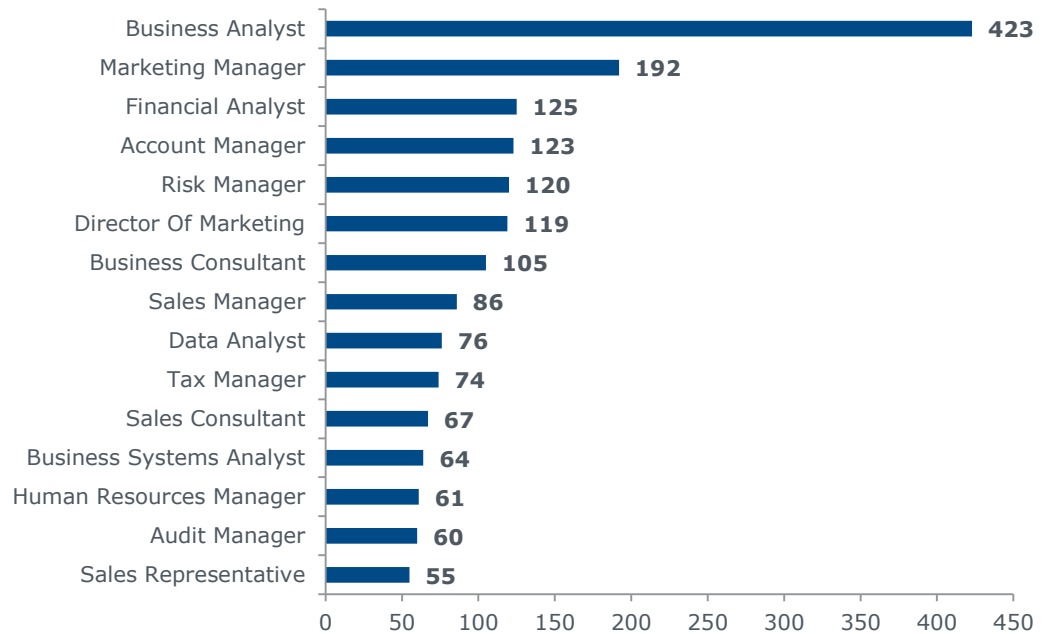
Regional Data, February 2015- January 2016

n= 24,361 specified postings, 0 unspecified



Local Data, February 2015- January 2016

n= 11,068 specified postings, 0 unspecified



## Top Occupations and Salaries

### Master's-Level Management Professionals May Seek Occupations with High Earning Potential

Job postings data suggests that a master's-level management professional may expect to earn an average salary of \$58,380 and \$123,450 per year. Local and regional employers most often seek 'marketing managers' which yields the highest average salary of all other reported occupations. Program information provided by **George Mason University** suggests that graduates of the management program may expect a starting salary between \$46,000 and \$65,000. Graduates of the **University of Virginia** program report starting salaries between \$63,450 and \$87,417.

#### Top Occupations and Salaries for Master's-Level Management Professionals<sup>17</sup>

Regional and Local Data, February 2015- January 2016

n= 25,756 specified postings, 902 unspecified

Occupation	Average Salary <sup>18</sup>	Number of Postings (Local/Regional)
Management Analyst	\$80,880	682 / 1,110
Software Developers, Applications	\$97,990	276 / 695
Computer Systems Analyst	\$82,710	503 / 898
Marketing Managers	\$123,450	760 / 1,583
Sales Managers	\$110,660	479 / 835
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	\$58,380	437 / 815
Managers, All Other	\$110,210	335 / 871
Business Intelligence Analyst	\$80,880	521 / 961
General and Operations Managers	\$117,200	350 / 694
Financial Analysts	\$78,620	218 / 561

The BLS projects these occupations to grow much faster than the national average between 2014 and 2024. Growth projections range from 14 to 21 percent.

17) Burning Glass Labor/Insight Tool™  
18) [Bureau of Labor Statistics](#)

# Appendix A: Institution Profiles

Institution	Course Design	Specialty Tracks	Cost, Start Date, Program Duration, International Experience
<p><b>Boston University</b> <i>Master of Science in Management Studies</i></p>	<p><b>Module I</b></p> <ul style="list-style-type: none"> <li>• Diagnosing Organizations</li> <li>• Customers and Markets</li> <li>• Financial Decision Making</li> <li>• Career: Strategy and Skills</li> <li>• Client Consulting Project</li> </ul> <p><b>Module II</b></p> <ul style="list-style-type: none"> <li>• Communicating in Teams</li> <li>• Leadership and Persuasion</li> <li>• Data Analysis and Business</li> <li>• Strategic Analysis</li> <li>• Data and Taking Action</li> <li>• Collaboration and Innovation Design</li> <li>• Client Consulting Project</li> </ul> <p><b>Module III</b></p> <ul style="list-style-type: none"> <li>• Implementing Organizational Change</li> <li>• Technology Strategy</li> <li>• Innovating the Customer Experience</li> <li>• Client Consulting Project</li> </ul>	<p>N/A</p>	<p><b>Cost:</b> \$48,182</p> <p><b>Start Date:</b> Fall</p> <p><b>Program Duration:</b> 10 months</p> <p><b>International Experience:</b> None</p>
<p><b>George Mason University</b> <i>Master of Science in Management</i></p>	<p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>• Financial Reporting and Firm Analysis</li> <li>• Statistical Analysis for Management</li> <li>• Fundamentals of Behavior in Organizations</li> </ul> <p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>• Economics of Successful Firm Management</li> <li>• Marketing and Firm Performance</li> <li>• Managing Business Operations in a Global Environment</li> </ul> <p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>• Performance Evaluation through Cost Management</li> <li>• Financial Management in a Global Environment</li> <li>• Management of IT</li> </ul> <p><b>Term 4</b></p> <ul style="list-style-type: none"> <li>• Business Strategy and Firm Leadership</li> <li>• Global Business Perspectives (Global Residency)</li> <li>• Professional Development Experience</li> </ul>	<p>N/A</p>	<p><b>Cost:</b> \$32,976 in-state \$59,877 out-of-state</p> <p><b>Start Date:</b> Fall</p> <p><b>Program Duration:</b> 10 months</p> <p><b>International Experience:</b> Required</p>



<p><b>Elon University</b> <i>Master of Science in Management</i></p>	<p><b>Foundation Courses</b></p> <ul style="list-style-type: none"> <li>• Principles of Finance</li> <li>• Principles of Financial Accounting</li> </ul> <p><b>Business Core Courses</b></p> <ul style="list-style-type: none"> <li>• Economic Policy and the Global Environment</li> <li>• Accounting for managerial Decisions</li> <li>• Marketing Management</li> <li>• Financial Management</li> <li>• Marketing Management</li> <li>• Management and Organizational Behavior</li> <li>• Advanced Operations and Supply Chain</li> <li>• Project Management</li> </ul>	<p><b>Organizational Analytics</b></p> <ul style="list-style-type: none"> <li>• Analytics I: Quantitative Methods</li> <li>• Analytics II: Spreadsheet Decision Making</li> <li>• Analytics III: Business Data Mining</li> <li>• Analytics IV: RA/SAS Programming</li> <li>• Topics in Applied Management: Analytics Practicum</li> </ul> <p><b>Corporate Communications</b></p> <ul style="list-style-type: none"> <li>• Organizational Communications</li> <li>• Reputation Management</li> <li>• Corporate Presentation and Writing</li> <li>• Global and Intercultural Communications</li> <li>• Corporate Communications Capstone</li> </ul>	<p><b>Cost:</b> \$28,000-\$33,000</p> <p><b>Start Date:</b> Fall</p> <p><b>Program Duration:</b> 10 months</p> <p><b>International Experience:</b> None</p>
<p><b>Rochester Institute of Technology</b> <i>Master of Science in Management</i></p>	<p><b>Core Courses</b></p> <ul style="list-style-type: none"> <li>• Management of Innovation in Products and Services</li> <li>• Organizations Behavior and Leadership</li> <li>• Negotiations</li> <li>• Corporate Social Responsibility and Business Ethics</li> </ul>	<p><b>Global Management and Supply Chain Management</b></p> <ul style="list-style-type: none"> <li>• Operations and Supply Chain Management</li> <li>• Global Business Opportunities and Threat</li> <li>• Global Issues and Strategies</li> <li>• Global Management</li> <li>• Supply Chain Management</li> </ul> <p><b>Product and Service Development</b></p> <ul style="list-style-type: none"> <li>• Entrepreneurship and New Venture Creation</li> <li>• Advanced Topics in Technology Management</li> <li>• Electives</li> </ul> <p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>• Managing Organizational Change</li> <li>• Behavioral Skills for Managers</li> <li>• Electives</li> </ul>	<p><b>Cost:</b> \$40,158</p> <p><b>Start Date:</b> Fall</p> <p><b>Program Duration:</b> 12 months</p> <p><b>International Experience:</b> N/A</p>

<p><b>University of Florida</b> <i>Master of Science in Management</i></p>	<p><b>Core Courses</b></p> <ul style="list-style-type: none"> <li>• Financial Accounting</li> <li>• Managerial Accounting</li> <li>• Managers and Legal Environment</li> <li>• Managerial Economics</li> <li>• Asset Value Risk Return</li> <li>• Professional Writing</li> <li>• Professional Communication</li> <li>• Organizational Behavior</li> <li>• Production and Ops Management</li> <li>• Global Strategic Management</li> <li>• Marketing Management</li> <li>• Managerial Statistics</li> </ul>	<p>N/A</p>	<p><b>Cost:</b> \$16,983 in-state \$40,174 out-of-state</p> <p><b>Start Date:</b> Spring, Summer, and Fall</p> <p><b>Program Duration:</b> 12 months</p> <p><b>International Experience:</b> Optional</p>
<p><b>University of Notre Dame</b> <i>Master of Science in Management</i></p>	<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>• Quantitative Business Analysis</li> <li>• Principles of Management</li> <li>• Statistics in Business</li> <li>• Accounting I</li> <li>• Career and Job Search Methods</li> </ul> <p><b>Fall</b></p> <ul style="list-style-type: none"> <li>• Accounting II</li> <li>• Finance Principles</li> <li>• Economic Analysis</li> <li>• Management Writing</li> <li>• Management Speaking</li> <li>• Your Background and Its Unique Value to Business</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>• Marketing Management</li> <li>• Strategic Decision Making</li> <li>• Process Analytics</li> <li>• Corporate Finance</li> <li>• Business Ethics Capstone</li> </ul>	<p>N/A</p>	<p><b>Cost:</b> \$74,485</p> <p><b>Start Date:</b> Summer</p> <p><b>Program Duration:</b> 10 months</p> <p><b>International Experience:</b> Optional</p>

<p><b>University of Virginia</b> <i>Master of Science in Commerce</i></p>	<p><b>Integrated Core Experience</b></p> <ul style="list-style-type: none"> <li>• Consulting to Management</li> <li>• Global Strategy and Systems</li> <li>• Financial Management</li> <li>• Strategic Cost Management</li> <li>• Financial Accounting</li> <li>• Marketing and Quantitative Analysis</li> <li>• Organizational Behavior</li> <li>• Business Communications</li> </ul> <p><b>Global Immersion Experience</b></p> <ul style="list-style-type: none"> <li>• Foundations in Global Commerce</li> </ul>	<p><b>Business Analytics</b></p> <ul style="list-style-type: none"> <li>• Introduction to Business Analytics</li> <li>• Customer Analytics</li> <li>• Web Analytics for E-Commerce</li> <li>• Advanced Quantitative Analysis</li> </ul> <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>• Financial Management</li> <li>• Corporate Valuation and Financing</li> <li>• Information Management for Financial Services</li> <li>• Investment Banking</li> <li>• Asset Management</li> </ul> <p><b>Marketing and Management</b></p> <ul style="list-style-type: none"> <li>• Brand Management and Integrated Marketing Communication Strategy</li> <li>• Project Management</li> <li>• Social Media Marketing Metrics and Strategy</li> <li>• Consumer Behavior Research and Pricing Strategy</li> <li>• Creating Value in B2B Markets</li> </ul>	<p><b>Cost:</b> \$41,810 in-state \$47,376 out-of-state</p> <p><b>Start Date:</b> Summer</p> <p><b>Program Duration:</b> 10 months</p> <p><b>International Experience:</b> Required</p>
<p><b>Wake Forest University</b> <i>Master of Arts in Management</i></p>	<ul style="list-style-type: none"> <li>• Introduction to Business</li> <li>• Personal Branding and Career Management</li> <li>• LEAD I</li> <li>• Business Analytics</li> <li>• Accounting</li> <li>• Managerial Economics</li> <li>• Marketing Management</li> <li>• Financial Management</li> <li>• Information Technology Management</li> <li>• LEAD II</li> <li>• Legal Environment of Business</li> <li>• Business Strategy and Planning</li> <li>• Macroeconomics</li> <li>• Operations Management</li> <li>• Electives</li> <li>• Business Simulation Capstone</li> </ul>	<p>N/A</p>	<p><b>Cost:</b> \$45,460</p> <p><b>Start Date:</b> Summer</p> <p><b>Program Duration:</b> 10 months</p> <p><b>International Experience:</b> None</p>

## Appendix B: Letters of Support



March 17, 2016

Dr. Steve Ott  
Dean, Belk College of Business  
UNC Charlotte  
9201 University City Boulevard  
Charlotte, NC 28223

Dear Dean Ott,

I strongly support the proposed new Master of Science in Management Program degree to be offered by the Belk College of Business. At PwC, we are interested in hiring talented undergraduates with strong critical thinking and communication skills. Often, these individuals have not pursued a business education. While they are strong candidates, they are lacking the basic business skills needed to thrive in a consulting setting. In order to gain these skills, the proposed MS in Management would be ideal.

I've had the pleasure of serving on the College's Advisory Board. In planning for this new graduate program, the College has been responsive to feedback from the Advisory Board concerning the need to provide undergraduate majors from other disciplines with a broad business education. Given its strong track record of offering high-quality graduate programs, I believe the Belk College is well positioned to offer the MS in Management program.

We look forward to working with the Belk College to expand the talent supply needed by PwC and the Charlotte business community.

Sincerely,

A handwritten signature in black ink that reads "T. Crawford Pounds".

T. Crawford Pounds  
Carolinas Market Managing Partner  
PwC, LLP



Ingersoll Rand Company  
Marcia J. Avadon, Ph.D.  
Senior Vice President  
Human Resources, Communications and  
Corporate Affairs  
800 E. Beatty Street  
Davidson, NC 28036  
Tel: (704) 555-5871  
marcia\_avadon@irco.com

March 18, 2016

Dr. Steve Ott  
Dean, Belk College of Business  
UNC Charlotte  
9201 University City Boulevard  
Charlotte, NC 28223

Dear Dean Ott,

I am pleased to provide my strong support of the proposed Master of Science in Management program to be offered by the Belk College of Business. This degree will provide quality non-business undergraduate students marketable skills in the functional areas of business. I believe the Belk College is well positioned to offer the MS in Management program, given its strong track record of offering high quality programs.

In proposing this new graduate program, the College is being responsive to feedback from the Belk College of Business Advisory Board regarding the need to provide a broad business education to students with undergraduate majors in other disciplines. As such, this program promises to be highly valued by local employers and potential students. We seek job applicants for entry-level positions who come from a variety of undergraduate majors. At Ingersoll Rand, many entry-level applicants have backgrounds in engineering. While they have tremendous technical skills, they lack knowledge of the fundamentals of business, which keeps them from moving swiftly into managerial roles. This program will prepare them for entry-level management positions at Ingersoll Rand.

We look forward to working with the Belk College and UNC Charlotte to expand the supply of talented employees for Ingersoll Rand and the Charlotte business community.

Sincerely,

A handwritten signature in black ink that reads 'Marcia Avadon'.

Marcia Avadon  
Senior Vice President, Human Resources and Communications and Corporate Affairs  
Ingersoll Rand

*Ingersoll Rand Family of Brands*





March 28, 2016

Dr. Steve Ott  
Dean, Belk College of Business  
UNC Charlotte  
9201 University City Boulevard  
Charlotte, NC 28223

Dear Dean Ott,

It is a pleasure to express my strong support for the Belk College's proposed Master of Science in Management program. The Belk College has a strong track record of offering high-quality educational programs, and I believe the College is well positioned to offer a successful MS in Management program that will serve the Charlotte Region and beyond.

As a member of the Belk College Advisory Board, I and other Board members have encouraged the Belk College to train smart, well-rounded non business students for careers in business. The MS in Management will provide these students with marketable skills in the functional areas of business. As such, I expect the MS in Management program will be highly valued by local employers, and I believe that this program will prepare them for entry-level positions in financial services and other industries.

Babson Capital Management LLC looks forward to enhancing our relationship with the Belk College of Business, and I look forward to the implementation of this program.

Sincerely,



Thomas M. Finke  
Chairman and CEO  
Babson Capital Management LLC



Master of Business Administration Program

9201 University City Blvd. Charlotte, NC 28223-6001  
t/ 704.687.2566 f/ 704.687.3829 www.mba.uncc.edu

March 17, 2016

Dr. Jennifer L. Troyer  
Associate Dean for Research and Graduate Programs, Professor Economics  
Adjunct Faculty Department of Public Health Sciences, Professor of Public Policy  
Belk College of Business

Dear Dr. Troyer:

It is my pleasure to write this letter of support for the proposed MS in Management program in the Belk College of Business. In reviewing your proposal from the perspective of being the MBA Program Director, it is clear that the proposed degree program is fundamentally different from the MBA program given that:

1. The proposed program is targeted towards students without a business background and with little or no work experience, rather than targeted towards working professionals with a business background as is the case of our MBA program.
2. The proposed program is designed to provide students with exposure to the fundamentals of business foundations, whereas the MBA program goes beyond teaching basic business concepts and instead offers depth, breadth, and focused concentration options.
3. The proposed program results in a one-year MS in Management degree while the MBA is a two-year MBA degree.

I fully support the proposal and wish you good luck in this effort. Please let me know if I can be of further assistance.

Sincerely,

Gary Kohut  
Professor of Management and Program Director, MBA Program