One-Year MBA Program in Strategic Innovation

Objective

University of Rhode Island’s (URI) College of Business (CBA) launched a new curriculum and delivery method of business content in its one-year MBA program to achieve the following institutional and instructional goals.

First, the CBA seeks to support URI’s Strategic 2010-2015 Academic Plan by delivering a program that enhances URI’s reputation for delivering high quality academic programs. Our program emphasizes the development of student critical thinking capabilities to solve real world problems.

Second, our program will prepare students for a rapidly changing business environment. To foster the development of student critical thinking capabilities, we have designed a cross-discipline curriculum that breaks down the functional barriers of business education (e.g., Accounting, Finance, Management, Marketing, and Supply Chain Management). We seek to educate and train students to solve business problems from an integrated, total systems perspective.

Third, our program emphasizes student critical thinking in the context of strategic innovation. We utilize a continuous improvement methodology to frame the curriculum of our program. This continuous improvement methodology teaches students to define the problems, identify affected stakeholders, measure data from current and proposed processes or practices, analyze those data to isolate sources of the problem, improve or innovate the processes or practices, and establish feedback loops to control the improved or innovated processes or practices.

Fourth, our program’s focus on innovation and collaborative cultures of improvement will prepare our students for the knowledge-based and sustainable global economy of the 21st Century. We infuse the value of sustainability across our integrated curriculum so that students have sustainable thinking introduced, reinforced, and expanded throughout their educational experiences.

Fifth, the design and focus of our program will attract applicants with science, technology, engineering, and mathematics background. Our curriculum emphasizes evidence-based decision making through the collection of data and more rigorous statistical analyses than our previous MBA curriculum. The CBA has a track record of attracting students with these backgrounds (e.g., Blue MBA, Raytheon, Pfizer, Branschweig University), and we expect that trend to increase with our focus on strategic innovation and culture of improvement. We believe our program will also attract students with creative backgrounds, as the program combines innovation with practical applications and experiences.
Finally, we will relocate our MBA to the heart of Providence, Rhode Island. We will reconnect with the business community in Providence through promoting academic and business collaborations. We will invite Rhode Island businesses into the classroom to facilitate learning and also to host student project groups and internships for experiential (performance) learning opportunities. In short, we envision our MBA program as being a business incubator for innovative ideas that the State of Rhode Island needs as it recovers from the 2008 recession.

Case For Change

U.S. Department of Labor and esteemed educational economists (e.g., Anthony P. Carnevale from Georgetown University) estimate that the global, knowledge-based economy of the 21st Century will require increasingly educated and skilled personnel; employers hold different expectations for recently hired MBA graduates. National surveys (e.g., GMAT, SHRM) suggest that employers expect graduates to possess highly refined critical thinking and analytical skills. More importantly, employers expect these recent graduates to know how to apply their educational and practical experiences to deliver value to the business.

Employers increasingly rely on cutting edge innovation technologies and continuous improvement methodologies, such as Six Sigma, to maintain competitive advantages.

For these reasons, the URI’s CBA offers a one-year MBA program that delivers expansive learning and practical experience for students to realize the core competencies that business of today require.
**MBA Program Philosophy**

URI’s CBA one-year MBA program offers a unique approach with an integrative philosophy that treats strategic innovation acquisition, experiential (performance) learning, and professional development, as three interconnected educational outcomes joined to advance student learning, productivity, and performance. As an institution, URI’s CBA aims to educate the next generation of leaders to be vanguards of change by equipping them with analytical and innovative skills, accompanied by a steadfast, professional confidence, and the ability to immediately contribute to an organization’s mission.

The CBA strives to impart highly educated and skilled individuals who possess such attributes as:

- Creative and innovative thinking
- Critical and analytical thinking
- Leadership and change management
- Interpersonal communications skills
- Problem solving and teambuilding
- Sustainability and social responsibility

Strategic Innovation is the creation of growth strategies, new product categories, services efficiencies or business models that change the market direction and generates significant new value for consumers, customers and the business. At the College of Business, fusing strategy with critical thinking, creative exploration and business model generation presents opportunity for both our business partners and community.

We teach a creative, yet disciplined framework for managing strategic innovation that enables multi-disciplinary student teams to learn the strategic approach to innovation through exploration and discovery to implementation and achievement of business impact.
**Principle 1:** Strategic Innovation is the keystone to a thriving economy.

**A Business Process-Designed Focus**

URI's CBA one-year MBA program offers a unique educational approach through the introduction of business process-focused courses, which emphasizes strategic innovation, evidence-based decision making, and continuous improvement. While other academic institutions continue to focus their curriculum on more traditional business courses such as marketing and accounting, URI's CBA delivers core functional knowledge areas such as marketing and accounting as cross-disciplined integrative components of the business process courses, such as, for example, Customer Requirements Definition and Business Measurement and Metrics.

This new curriculum supports the same process-driven philosophy that most businesses employ in practice when analyzing the marketplace, developing competitive products and services, and delivering value to customers. Today, businesses seek to promote socially responsible, sustainable practices and a diverse workforce to achieve excellence in the global market. Our program holistically delivers on these business requirements and is purposely designed to promote sustainable competitive advantages and long-term survival for both our students and the companies who hire them.

*See Appendix A - Business Process Courses.*

*See Appendix B - Course List and Course Descriptions.*

**B Differentiating Program Elements**

1 **Distinguished Faculty**

We offer students the join a collaborative learning environment consisting of a distinguished cohort of 7 faculty and 2 career-facilitating administrators. Members of this faculty are recognized as international scholars of knowledge in business; faculty who have 25+ years experience in global business, and with senior leadership experience with fortune 500 companies; faculty who are award winning knowledge makers in all industry sectors including private, public, government and academia; Deans who are change leaders, exhibiting early adoption of the next generation MBA program; additionally, career development and planning administrators with over 30 combined years of experience.

*See Appendix C - Faculty List.*
2 Team-Teaching Methods

We plan to collaborate with Rhode Island business leaders in many different capacities: to invite businesses into the classroom as guest speakers, to facilitate learning and also to host student project groups and internships for experiential learning opportunities.

3 Leadership Student Roles

We offer students a chance to take responsibility of business problems as change leaders. With our Point of Vantage (POV) performance projects students will have a broad range of leadership opportunities inside and outside the classroom, such as faculty-student collaborations, client-student collaborations, intellectual debates, live business cases, project-based learning, global immersion projects, and client internships.

4 Innovation Projects

We offer students the chance to learn a body of knowledge, quality process techniques, and capstone project-based client opportunities to create business process innovations, product innovations, or technical innovations in a competitive environment: students will learn in an environment that emphasize critical thinking and strategic innovation, a skill set and way of thinking that is built, refined, reiterated and mastered through continuous improvement.

5 Live Case Analysis

We offer students a chance to learn about the past, present and future business strategies of a Fortune 500 company, and the chance to immerse in complex problem solving projects. As student acquire new knowledge in the classroom, they will critically evaluate the Fortune 500 Company’s change management processes during a defined period of time where the company transformed itself. (e.g., Hasbro 1995-2005; CVS 2000-2010, etc.). With these projects students engage in the analytical process, where their direct interactions between students and the business leaders who made decisions during the identified timeframes crystalize student critical thinking capabilities and also become the foundation for developing creative solutions to real business problems.

6 Quality Process Immersion

We offer students a chance to learn both in theory and in practice a continuous improvement methodology (e.g., Six Sigma) adopted in business today. Students learn the importance of quality decision-making and measurement practices and will apply the quality methodology when working on the POV performance projects offered in the MBA program.
Collaborative Learning Interactions

We offer students the chance to work as a dedicated group of 25, banding together to learn and solve complex problems for local business. Smaller student teams of five will work in unity on different client projects offered. All teams learn in a business incubator and creative environment equipped with innovative facilitating technology and joined by faculty and business leader intensive collaborations to perform experimentation and problem analysis.

Diverse Interpersonal Communications

We offer a variety of persuasive writing and presentation assignments for students to perfect their interpersonal communications skills. Students will sharpen their writing competencies, presentation and persuasion abilities, and negotiation skills through the processes-driven curriculum that offers practical experiential (performance) learning opportunities; students will have direct interactions with different business leaders and venture capitalist.

Immersive Course Schedule

We offer students an immersive course schedule that offers a unique approach to learning: sequentially delivering business process courses one class at a time during the fall and spring semesters. Students will master business knowledge areas and business processes in planned out sequential steps. The sequentially delivered courses consist of “learning modules”, which consist interdisciplinary topic areas. That is, faculty will deliver module content from multiple perspectives so that students will understand how business functional areas fit together in support of each other in a culture of continuous improvement. In the spring, students will have the choice to take one of two capstone projects offered, each worth 6 credits. Each 5-member student team will be expected to independently drive a business idea from its conception through implementation, which encompasses delivery of a cutting edge business or product innovation client project.

An internationally recognized continuous improvement methodology (Six Sigma’s DMAIC / DMADV) guides the curriculum and the capstone projects to define, measure, analyze, improve, design, control and verify the different project phases in collaboration with a business partner. In addition, students will take three innovation-focused courses concurrently with the capstone projects. These courses will deliver knowledge and skills needed to drive the process and delivery the capstone projects.

This schedule is unlike any other MBA program, unique in it’s inception. URI’s CBA MBA has designed a 12-month academic course schedule, which allows students to focus on mastering knowledge and skills through refinement, reiteration and continuous improvement, giving students a chance to reach proficiency through an iterative learning process.
See Appendix D – Course Schedule.

D  Business Incubator and Facilitating Technologies

We provide students with a cutting edge, collaborative learning environment that encompasses high-technology classrooms equipped with smart boards, audio visual presentation technology, flat screen television monitors and wireless internet, and a creative and entrepreneurial workspace for student teams to develop with innovative facilitating technologies; a business incubator laboratory that promotes creative thinking, learning, productivity and performance.

The business incubator provides space for five collaborative teamwork environments, and each collaborative space includes workstations, facilitating innovative technologies, and high definition wide screen monitor. Each dedicated team environment is designed for productivity and flexibility, including adaptive features such as movable walls, LAN intranet connectivity and wireless technology. The business incubator features an executive conference area, an administrative space, and a comfortable lounge and kitchenette area. This space reinforces the collaborative learning culture that our program seeks to deliver through our curriculum.

Students will enhance their critical thinking and problem solving skills. Students will enhance their understanding of value creation, project management, continuous improvement, and innovation management in the classroom; they will also learn how to use these skills and the facilitating technologies in the innovation laboratory where they will solve actual business problems.

See Appendix E – Business Incubator.

See Appendix F – Long-Term Business College Floor Layout.

Principle 2: Performance-Based Experience is paramount to achieving results.

We will train students in how to apply knowledge in an experiential environment. We offer experiential (performance) learning opportunities that progress student knowledge to a practical level.

Our POINT OF VANTAGE (POV) performance projects connect students and performance with strategic innovation initiatives.
POV projects cultivate critical and analytical thinking and promote creative and innovative solutions. All POV projects provide experiential learning opportunities, and all students will participate in POV projects. We present, as the foundation of our POV projects, *diversity, integrity, honesty, openness* as its cornerstones; therefore, we ask all students to embrace our principles.

**Vantage Awareness**
Each of us possesses strengths and weaknesses, and experiences and perspectives that are different with all of us. This shall be the foundation for critical thinking and problem solving.

**Vantage Scene**
Diverse perspectives are present in all projects, and that each perspective shall to be synthesized and carefully understood.

**Vantage Blind Spot**
Limitations exist; therefore absence of openness shall inhibit the creativity to think of innovative solutions to complex problems.

POV performance projects offer students diverse hands-on experience throughout the academic year. Each POV project offers different client focused opportunities for students to collaborate with clients. The culminated of these opportunities will provide in-depth educational and practical experience with:

- Customer management and value creation
- Critical analysis and problem solving
- Innovative product and services development
- Measurement and continuous improvement
- Project management and client delivery

Below are the different POV performance project opportunities and the semesters they are offered.

**A Fall Semester**

As part of the fall semester curriculum, students are required to participate in the POV projects stated below. The L-CASE project is a chance for student teams to analyze a company’s business strategy for a well-defined period of time. The project is required as deliverables within the required courses offered in the fall.

*Live Case Immersion Learning (L-CASE)*

Student teams will work along side professionals from a Fortune 500 company throughout the fall semester. Clients open their diverse workforce, development workspace, and product & service portfolios to student teams. Students, at times, co-locate to work hands-on with these clients. The past, present and future of this company is studied as a “live case” that is common within all fall courses.

**B Spring Semester**
Students will choose a POV capstone project that best suits their career track. Students will select one of the following two POV projects. In addition, students will take four supporting courses, delivered serially to each other, but in parallel with these capstone projects, which are designed to teach the knowledge and skills needed to successfully deliver the capstone POV projects.

**Business Innovation Six Sigma Project (I-SIG)**

This project is a 14-week capstone project, where student teams analyze a business practice or process and deliver an improved practice or process developed through the Six Sigma methodology to the client.

**Product Innovation Lifecycle Project (I-CYCLE)**

This project is a 14-week capstone project where student teams are expected to think creatively, conceptualize a new product, build a prototype, and to take this idea through the product development process. Student teams develop a product innovation to later present to a venture capitalist group for evaluation.

### Summer Semester

Students have the option to select from many different and diverse learning opportunities during the summer months. Students will have the opportunity to participate in a global business project, to select an independent internship, a directed study, or elective courses if so desired.

**Global Immersion Learning Projects (G-LOBE)**

Students have the opportunity to travel to 4 different international academic locations to immerse themselves into the business, culture and language over an 8 weeks period during the summer months. This is a global learning program that embraces intensive academic studies as well as experiential learning.

**Internships**

Students can pursue internship opportunities (local, national or international) during the summer months [May-July]. The University of Rhode Island’s College of Business’s career services department actively seeks placement opportunities for our students.

**Directed Study**

Students can pursue a directed study projects in collaboration with a faculty member or business partner. The MBA faculty cohort team actively seeks collaborations with students.
Electives

Students have the choice of substituting electives to replace an internship, if they so desire to pursue additional specialize education.

We offer students significant exposure to different business professionals; additionally we offer the chance for students to work directly with these business leaders; to present their ideas to be evaluated by the top business leaders; and to present their ideas to be evaluated by different venture capitalist.

Principle 3: Professional Development is a companion in the global economy.

Lastly, our MBA program focuses on the professional development of our students as an integral component of their educational experiences. Students will pursue career planning with as much intensity as the knowledge acquisition and experiential learning components of the program. Students will take a career-planning course in the spring semester, which challenges students to look at their skills, experiences and aspirations. Students will meet with a career counselor who will coach them through the self-assessment and self-analysis phases of career planning. Students will explore different industries through site visits and networking with businesses and participating in social gatherings. Together with their career counselor and the faculty, students will devise development plan that layout their career roadmap. As with our MBA program, we promote a holistic philosophy, which includes career planning that incorporates the following career development lifecycle:

Assessing Self: Inventory skills and experiences
Exploring Options: See a counselor, seek a mentor, and network
Developing Skills: Make plan and make connections, and get experience
Marketing Self: Develop resume, get references, polish portfolio
Performing: Pursue internships, interview readiness, and shadow

Preparation is essential for the student to hit the ground running with both educational and practical experience; preparedness to enter the workforce is paramount to the student’s success once he/she graduates. The goal of this focus is to better prepare students for the world of work, with the skills stated below:

- Building strong technical, business, interpersonal skills
- Connecting career development and workforce development
- Fitting educational and practical experience with market needs
- Building social hardiness – diversity and self-reliance
- Encouraging life-long learning and flexible career planning
- Moving from the individualism to collectivism context
- Integrating total life experiences and different career roles
- Increasing self-awareness and professional preparedness
- Offering network opportunities in the heart of Providence, RI

We offer our students career development and planning throughout the 12-month academic year as an integrated and equal element of student learning and client delivery. We guarantee students the chance to interact with business leaders throughout the academic year and the chance to work with different client project to participate in solving complex business problems. Presenting our students an experiential education and career development that offers our students placement opportunities once they graduation.

Conclusion

URI’s CBA one-year MBA program operationalizes URI’s Strategic 2010-2015 Academic Plan, and in doing so, we have reinvented they way business education is delivered. URI will offer a holistic educational experience that other universities will envy. Our program will attract employers and be seen as a program that will help the State of Rhode Island move forward in the knowledge-based economy of the 21st Century.

Like the constantly innovating business marketplace, URI’s CBA seeks to continuously improve its offerings to educate students to meet the demands of this changing economic landscape.

Upon completion of our one-year MBA program, students will learn the foundational knowledge of how organizations work, also acquire and refine the critical thinking and analytic skills that employers increasingly demand in this knowledge-based economy. Coupled with these skills, our graduates will acquire hands-on experience with innovation-facilitating technologies applied to real life client projects.

Our MBA program offers an integrative philosophy that joins knowledge acquisition, experiential learning and career development as its three center stones. A program that aims to propel student education by creating a learning environment that elevates student knowledge, skills and productivity. We act in tangent with the business community to invest in the future by offering a progressive educational experience for the next generation and placing as primacy,
our students. Our MBA program is designed for the progressive learner who is interested in rapid advancement in the business world and whose desire is to join the next generation of business leaders at the top.

URI's CBA is a center of excellence for the knowledge-based economy in the State of Rhode Island, in New England and beyond.
Appendix A
Business Process Course Diagram

Cross-Functional, Integrated & Experiential Education

Fall Semester

Business Foundations (Part 1, Part 2)
MBA 517
MBA 518

Spring Semester

MBA 525
Track One - Business Innovation Capstone Project

MBA 524
Innovation Process & Performance

MBA 527
Contracts & Intellectual Property

MBA 528
Innovation Enterprises & IT

MBA 529
Career Planning

MBA 526
Track Two - Product Innovation Capstone Project

Summer Semester

MBA 593
MBA 594
Independent Internship, Global Leadership Experience, or Electives
## Appendix B
### Course List

### Fall Semester

<table>
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<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Weeks</th>
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<tbody>
<tr>
<td>MBA 517</td>
<td>Business Foundations - Part 1</td>
<td>8</td>
<td>Wks 1-4</td>
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<tr>
<td>MBA 518</td>
<td>Business Foundations - Part 2</td>
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<tr>
<td>MBA 519</td>
<td>Customer and Project Analysis</td>
<td>2</td>
<td>Wks 5-6</td>
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<tr>
<td>MBA 520</td>
<td>Objectives and Metrics</td>
<td>2</td>
<td>Wks 7-8</td>
</tr>
<tr>
<td>MBA 521</td>
<td>Situation Analysis &amp; Solution Develop.</td>
<td>2</td>
<td>Wks 9-10</td>
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<tr>
<td>MBA 522</td>
<td>Business Improvement &amp; Sustainability</td>
<td>2</td>
<td>Wks 11-12</td>
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<tr>
<td>MBA 523</td>
<td>Risk Assessment, Change &amp; Control</td>
<td>2</td>
<td>Wks 13-14</td>
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<tr>
<td>MBA 516</td>
<td>Writing, Speaking &amp; Presenting</td>
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### Spring Semester

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<tr>
<td>MBA 524</td>
<td>Innovation Process &amp; Performance</td>
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<td>T1 Process Innovation Project</td>
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<td>T2 Product Innovation Project</td>
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<td>MBA 527</td>
<td>Contracts &amp; Intellectual Property</td>
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<td>Wks 9-11</td>
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<tr>
<td>MBA 528</td>
<td>Innovation Enterprises &amp; IT</td>
<td>4</td>
<td>Wks 2-7</td>
</tr>
<tr>
<td>MBA 529</td>
<td>Career Planning</td>
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<td>Wks 1-16</td>
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### Summer Semester

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<tr>
<td>MBA 593</td>
<td>Independent Internship, Global Leadership Experience, or Electives</td>
<td>9</td>
<td>10 Weeks</td>
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Course Short Descriptions

MBA 516: Professional Writing, Speaking and Presenting, 1 credit
Development of professional writing, speaking and presenting skills.

MBA 517: Business Foundations 1, 4 credits
Provide an in-depth understanding of the fundamentals of statistics, management, accounting and finance needed to define, measure, analyze, improve and control organizational strategic decisions and challenges.

MBA 518: Business Foundations 2, 4 credits
Provide an in-depth understanding of the fundamentals of marketing, supply chain management, economics and information technology needed to define, measure, analyze, improve and control organizational strategic decisions and challenges.

MBA 519: Customer and Project Analysis, 2 credits
Identifying problems in organizations using continuous improvement, including defining case for change, stakeholders affected, scope of the problem, schedule for addressing problem, and outcomes associated with solutions.

MBA 520: Objectives and Metrics, 2 credits
Knowledge of business metrics, including identify current key metrics, validate metrics, identify sources of data, and determine how data is used in decision making processes. Emphasis on finance and accounting.

MBA 521: Situation Analysis and Solution Development, 2 credits
Analyzing the current business environment to determine current resources available, possible causes of failure, and obstacles of success for proposed solutions.

MBA 522: Business Process Improvement and Sustainability, 2 credits
Identify possible improvements in business and corporate social responsibility. Course topics include continuous improvement, product and process innovation, improvement assessment, business responsibility and sustainability.

MBA 523: Risk Assessment, Change and Control, 2 credits
Determine how to control risk, cost, quality, and change: define how progress and success will be tracked; and identify mechanisms to ensure change is implemented and sustained.

MBA 524: Innovation, Process and Performance, 4 credits
Integration of four disciplines: business, technology, organization and customers. Offers a perspective on delivering unique value with an emphasis on quality, efficiency, productivity and performance.

MBA 525: Business Innovation Project (option 1), 6 credits
Project based learning on how business processes are analyzed, studied and improved upon. Utilizes continuous improvement methodology to deliver business innovation.

**MBA 526: Product Innovation Project (option 2), 6 credits**
Project based learning to develop business ideas, market strategy, quality control, and life cycle of product and service development. Utilizing creative design processes to deliver product innovation.

**MBA 527: Protection Contracts and Intellectual Property, 2 credits**
Business protection contracts and the laws that govern intellectual property, patents, copyrights, trademarks, trade secrets and talented people.

**MBA 528: Innovation Enterprises and Information Technology, 4 credits**
Examining knowledge acquisition leading to innovation and competitive advantage. Management of the acquisition, processing, storage, and dissemination of vocal, pictorial, textual, and numerical information.

**MBA 529: Career Planning, 1 credit**
Implement career planning by researching career options, setting individual goals, preparing cover letters and resumes, and practicing for interviews.
Course Long Descriptions

MBA516: Professional Writing, Speaking and Presenting
This course reviews procedures, guidelines, and techniques needed for professional communication, essential to improve the skill sets necessary for a successful career. Topics include effective business writing, speaking, and presentation skills.

MBA 517: Business Foundations 1, 4 credits
This is Part 1 of a 2-part intense 8-credit course that is designed to cover as much content as the first several weeks of each introductory-level M.B.A. business course, but from a cross-functional perspective. Thus, redundant content is eliminated, and greater depth and integration will be achieved. Knowledge will be delivered via multiple methods, including textbook readings, problem sets, case analyses, business-press articles, and managerial partnerships.

MBA 518: Business Foundations 2, 4 credits
This is Part 2 of a 2-part intense 8-credit course that is designed to cover as much content as the first several weeks of each introductory-level M.B.A. business course, but from a cross-functional perspective. Thus, redundant content is eliminated, and greater depth and integration will be achieved. Knowledge will be delivered via multiple methods, including textbook readings, problem sets, case analyses, business-press articles, and managerial partnerships.

MBA 519: Customer and Project Analysis, 2 credits
This course explains how to identify problems in organizations using a continuous improvement methodology, which includes defining a case for change, stakeholders affected, the scope of the problem, a schedule for addressing the problem, and deliverables associated with solving the problem. Topics include international aspects of consumer behavior, sales revenue and inventory, customer relationship management, and strategic management.

MBA 520: Objectives and Metrics, 2 credits
This course develops students’ knowledge of business metrics, including identifying current key metrics, validating metrics, identifying sources of data, and determining how data are used in decision making processes. The course involves a heavy emphasis on managerial accounting, finance, and decision making methods in marketing.

MBA 521: Situation Analysis and Solution Development, 2 credits
Analyzing the current business environment to determine current resources available for proposed solutions, possible causes of failure for proposed solutions, and obstacles of success for proposed solutions.

MBA 522: Business Process Improvement and Sustainability, 2 credits
This course will help you to identify possible improvements in business and corporate social responsibility. Course topics include continuous improvement, product and process innovation, improvement assessment, and business responsibility and sustainability.
MBA 523: Risk Assessment, Change and Control, 2 credits
Determining how to control risk, cost, quality, and change; defining how progress and success will be tracked; and identifying mechanisms to ensure change is implemented and sustained. Content modules include marketing ethics and assessment, financial derivatives and risk assessment, cost behavior, corporate social responsibility, and demand management and order fulfillment.

MBA 524: Innovation, Process and Performance, 4 credits
Successful businesses are experts in delivering unique value and market solutions with an emphasis on quality, efficiency, productivity and performance. The new-age leader is a person skilled in leadership and innovation. This course will bring together the importance of four independent disciplines: business, technology, organization and customers. It is the interception (interdependence) of the four disciplines that drives the study of innovation. Innovation can be inventing something new, or simply finding new or better ways to deliver existing products or services. Innovation comes in many forms [with people, products, processes, techniques, tools, methods, etc.] as long as it yields intellectual property, efficiency, productivity and result.

MBA 525: Business Innovation Project (option 1), 6 credits
In order to survive in the global economy, companies must continue to innovate to survive the continuously changing environments. Global economies, diverse workforce, advancing technologies are all challenges and opportunities for business. This course teaches how business processes are analyzed, studied, and improve upon by using such processes as Six Sigma, in order to stay competitive and sustainable.

MBA 526: Product Innovation Project (option 2), 6 credits
All business and organizations, whether for profit or not for profit, either sell or deliver products or services. Quality processes and techniques to develop such products and services are essential in the delivery of them. This course teaches about the business planning, the development life cycle, and the sustaining phases of product and service development.

MBA 527: Protection Contracts and Intellectual Property, 2 credits
All businesses must legally protect their assets, whether the assets are intellectual property, trade secrets or talented people. This course teaches about the business protection necessary from an asset perspective, as well as an assured position. It also covers the laws that govern intellectual property, patents, copyrights, trademarks, and trade secrets.

MBA 528: Innovation Enterprises and Information Technology, 4 credits
Information Technology has become an essential component of the business strategy in the modern day organization. In order for businesses to be competitive and sustainable, and to foster innovation, it is important that businesses have a global network that can manage the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information that is relevant to the business. More importantly - how to translate data and information into knowledge and learning for the organization that will lead to competitive advantages.
MBA 529: Career Planning, 1 credit
This course will guide you through your career planning by researching career options, setting individual goals, preparing cover letters and resumes, and practicing for interviews.

MBA 593/594: Internship in Business, or Electives or Directed Study, 9 credits total
Appendix C
Faculty and Administrators

College of Business Deans

Dean Mark Higgins
Associate Dean Deborah Rosen
Associate Dean Shaw Chen
Assistant Dean Peg Boyd

Ph.D. Professors

Mrs. Ann-Marie Sacco, Accounting
Dr. Yuwen Chen, Supply Chain Management
Dr. Peter DeDalt, Finance
Dr. Hillary Leonard, Marketing
Dr. Anthony Wheeler, Entrepreneurial Management

Clinical Professors

Mr. Bjorn Carlsson, Capstone Process Innovation
Ms. Diane St. Laurent, Capstone Product Innovation

Adjunct Professors

Mrs. Susan Riley, IP/Contracts
E. Jeffrey Hutchinson, Technology Innovation

Career Administrators

Mrs. Lisa Lancellotta, MBA Coordinator
Mrs. Kathleen Jackson, Career Planning Adviser
Mr. Lynne Finnegan, Internship Program
# Appendix D
## Course Schedule

**THE UNIVERSITY OF RHODE ISLAND**

**MASTER OF BUSINESS ADMINISTRATION**

### Fall Semester

<table>
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<th>Mon-Fri</th>
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<td>2:00p</td>
<td>MBA 523</td>
</tr>
<tr>
<td>3:00p</td>
<td>MBA 523</td>
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</table>

- **Course Schedule**
  - MBA 516: Fall Semester
  - MBA 529: Spring Semester
  - Every Second Friday 9:00a-11:00a

### Business Foundations Part 1 - MBA 517

- Week 0: Orientation
- Week 1-4: Business Foundations Part 1 - MBA 517

### Business Foundations Part 2 - MBA 518

- Week 5-8: Business Foundations Part 2 - MBA 518

### Customer and Project Analysis

- Week 9-10: MBA 521

### Objective and Metrics

- Week 11: MBA 520

### Situation Analysis & Solution Development

- Week 12: MBA 520

### Business Improvement and Sustainability

- Week 13: MBA 521

### Risk Assessment Change and Control

- Week 14: MBA 521

### Spring Semester

<table>
<thead>
<tr>
<th>Mon-Wed</th>
<th>Review</th>
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<tbody>
<tr>
<td>9:00a-12:00p</td>
<td>MBA 527</td>
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<tr>
<td>10:00a-1:00p</td>
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<tr>
<td>9:00a-12:00p</td>
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</tr>
<tr>
<td>Thursday</td>
<td>MBA 525 - Process Innovation or S16 Product Innovation - Capstone Project</td>
</tr>
<tr>
<td>1:00p-4:00p</td>
<td>MBA 525 - Track 1 Process Innovation Capstone Project</td>
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- **Weeks 2-4:** MBA 527
- **Weeks 5-6:** MBA 527
- **Weeks 7-8:** MBA 527
- **Weeks 9-11:** MBA 527
- **Weeks 12-16:** MBA 527

### Innovation Enterprise & IT

- Week 9: MBA 527

### Innovation Process and Performance

- Week 10: MBA 527

### Spring Break

- Week 11: Spring Break

### Team Project Review

- Weeks 12-16: Team Project Review
Appendix E
Short-Term Business Incubator

University of Rhode Island’s Business School
Business Incubator

Specifications:
Floor Space = 2400 Sq.Ft
Security - Passcode/Card Entry
Indirect Lighting - Creative Environment
Network/Electrical Connection Throughout

- Movable Whiteboard Walls
- Billboard
- Recessed White Screen
- Glass Walls

- A/V Closet
- Student Lockers
- Work Station & Monitor, Storage
- Table and Chairs
- Water, Microwave, Coffee, Refrigerator
- Copier, Printer, Shelves & Cabinet
- Conference Table
- Lounge Furniture
Appendix F
Long-Term Business College Floor Layout

University of Rhode Island's Business School
Providence, Rhode Island

Specifications:
- Floor Space = 16,000 Sq.Ft.
- Security - Passcode/Card Entry
- Indirect Lighting - Creative Environment
- Network/Electrical Connection Throughout
- Smart Classrooms
  - Movable Whiteboard Walls
  - Student Billboards
  - Recessed White Screen
  - Glass Walls

Legend:
- A/V Closet
- Student Lockers
- Work Station & Monitor, Storage
- Table and Chairs
- Water, Microwave, Coffee, Refrigerator
- Copier, Printer, Shelves & Mailboxes
- Conference Table
- Lounge Furniture
- Wide Screen HDTV

Drawing Not to Scale