

An environment that provides support for inquiry, scholarship, research, and/or professional practice	Each course in the MBA program has a requirement for research, inquiry or professional practice. For example, the capstone course in the program requires students to incorporate their learning in the core discipline areas in a research paper. The field experience requirement for daytime MBA students incorporates real-world projects with corporate clients. For details on the research requirements for each course, reference the MBA Program Research Requirements document.
Expectation for student scholarship, evidence-based practice, and/or independent research, and engagement with faculty	Approximately 80% of the courses in the MBA curriculum require students to complete research-based projects. Additionally, students have the opportunity to work with the Fermanian Business and Economic Institute to complete research projects and corporate consulting. For details on the research requirements for each course, reference the MBA Program Research Requirements document.
Out of class learning from mentors, campus speakers, colloquia, practicum experience, conference participation, and the opportunity to share scholarship and/or professional practice.	MBA students explore professional practice in a variety of ways including the following. Guest speakers are regularly utilized in the MBA program. Each semester an Executive Development Event is hosted for students and alumni to hear from a leading business executive. Corporate visits are scheduled every other month for student to get a behind the scenes look at local and regional organizations. Following the tours, students have the opportunity to sit down in an intimate and informal setting to learn from the executives.
Exposure to the values, skills, attitudes and essential content knowledge of the discipline or profession	The core curriculum was intentionally selected to reflect the broad-based knowledge of business needed by an executive. This is evidenced in the program learning outcome #1: Demonstrate competency of the concepts, models and theories in the core business disciplines.
Collaboration between students and faculty and between students and professionals in the field	Students collaborate with faculty and other students to integrate knowledge across core business disciplines to identify key strategies and opportunities (PLO #2)
Opportunity for advancement in knowledge, professional skills and values	Students identify business issues and recommend solutions using analytical and critical thinking skills (PLO #3).
Fosters students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice	The core MBA courses require students to understand and reference the academic literature in the corresponding fields.
Builds a community of scholars searching for new knowledge and quest for higher learning	Students in the marketing research/data analytics BUS 625 course conduct primary research projects.
Expects candidates to explore diverse ideas and think critically about their own values and perspectives	Students analyze the legal, ethical and societal implications of executive-level decision making (PLO #5).
Champions infusion of diversity experiences, cross-	Students evaluate the impact of business decisions in a global context (PLO #4).

cultural elements, and diverse perspectives in the graduate curriculum	
Insists candidates take an active role in learning and assume a large share of the responsibility for their learning	Specialized orientation sessions are held to introduce graduate students to the expectations of faculty in the graduate MBA program. Students are treated as adults who are independently motivated to learn. The environment is distinctly different from the undergraduate environment. The orientation is an opportunity to prepare students for this change in environment and expectations. [MP1]
Other:	
A baccalaureate degree is required for admission to a graduate program	Yes.
Sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and mentoring of students	There is an MBA faculty committee that meets regularly during the academic year to review curriculum and policies. Due to our small class sizes, faculty forge close relationships with students.
Clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance and student learning outcomes	The MBA Program Learning Outcomes are significantly different from the undergraduate programs. Admissions requirements include completion of the Graduate Management Admission Test (GMAT). Students in the MBA program have higher academic standards including maintaining a minimum 3.0 GPA, [MP2] grades lower than a C are not passing, students may not earn more than two "C" grades throughout the program.