

U.S. Degree Feasibility Study for
the Ecuadorean Graduate Management
Program

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January 27, 1986

REI No. ROD/LAC-85-002

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Executive Summary

This study examines the requirements for the awarding of a U.S. Degree to graduates of the Ecuadorean Graduate Management Program. It also evaluates the advantages and disadvantages of such a policy. The requirements of Florida International University provide the bases for this study and those requirements are essentially the same as policies at other leading U.S. universities.

The FIU policies which apply to the awarding of a degree are mandated by the university's internal standards, AACSB accreditation standards and the University's desire for a consistent degree image. Five initial areas are affected:

- Admissions, Student Status and Graduation requirements
- Curriculum
- Faculty Status
- Minimum Faculty Requirements
- Coordination and Administrative Support at FIU

The Ecuadorean Graduate Management Program's standards in all five of these areas would have to be identical to FIU requirements. These would include use of the standard FIU curriculum, identical admission standards, and similar administrative procedures.

The advantages of offering a U.S. Degree in Ecuador would include use of a proven curriculum, academic standards

and academic policies. All these would reduce start up time and costs. There would also be a clear recourse for assistance to the degree granting institution in the United States. The U.S. degree would also convey image and prestige to the new institution which would enhance student recruitment, placement, and institutional credibility.

However, the granting of a U.S. degree also carries with it a series of disadvantages which far outweigh the advantages. First, the curriculum could not be adequately adapted to meet Ecuadorean needs in such areas as finance. Admissions policies, particularly for standardized testing, are inappropriate for the Ecuadorean environment. Furthermore, FIU tuition requirements would impose \$6000 of additional fees on each student. The U.S. degree would create an excessive dependency on an American university and hinder the development of a truly Ecuadorean institution, and might also be in open violation of Ecuadorean law. For these reasons this study concludes that the granting of a U.S. degree is not in the best interests of the Ecuadorean Graduate Management Program.

INTRODUCTION

The purpose of this study is to present the basis for the awarding of a U.S. degree to graduates of the Ecuadorean Graduate Management Program and evaluate the advantages and disadvantages of such a policy. This possibility was not envisioned in the feasibility study conducted in 1982, nor was it included as one of the feasibility studies required by the REI issued for the design phase of the project. However, strong interest in such a possibility was raised by the Fundacion Privada Ecuatoriana in its discussions with U.S. A.I.D. and representatives of the consortium. Due to that interest the consortium agreed to study the possibility of granting a degree from one of the consortium institutions to graduates of the Ecuadorian Graduate Management Program. Of the three universities in the consortium only Florida International University is not legally constrained from awarding its degree to students who have not fulfilled a residency requirement, i.e. completed a minimum number of courses in the degree program on the campus of the degree granting institution.

As a follow-up supplement to the expression of interest FIU indicated "there is no inherent institutional, legal, or policy barrier which, in principle, would prevent FIU awarding its degree to students completing the Ecuador

program." The statement also continued, "Naturally, however, the granting of such a degree would require that the Ecuador program in terms of curriculum, student admissions policy, course requirements, and the like substantively correspond to FIU requirements for its own on-campus degree... Thus, our response at this stage, is that yes, it is possible for FIU to award its degree to graduates of the Ecuador program, subject to necessary appropriate arrangements and program designs."

In that context, this document defines "the necessary appropriate arrangements and program designs" required to grant an FIU degree. As such the purpose is to provide a clearer picture of exactly what, from the perspective of FIU, is necessary in this regard.

As indicated below the general requirement is that curriculum, admission policy, course design, and operating procedures correspond to those currently practiced on the FIU campus. This is based on the firm belief that an FIU degree is an FIU degree and must represent exactly the same thing, regardless of where it may be awarded. Thus, all attributes must be identical, substantively, to FIU internal requirements, state imposed requirements, and the standards applied by the AACSB accrediting bodies.

In interpreting this document three points must be considered. First, this document represents a reasonable

statement, based on presently available information, of what the College of Business will need to make it possible to offer a FIU degree in Ecuador. A specific set of arrangements, curriculum, course requirements, institutional procedures, and the like have not yet been designed, nor are all of the constraints impinging on program design in Ecuador certain at the time. While the substance of this document will certainly apply, in the future there may be the need for adjustment of details as the situation becomes more concrete.

Second, it is the judgement of the consortium that the principles presented in the FIU statement would, almost without variation, be substantively the same as those requested by any other reputable U.S. university asked and able to do the same thing. Although some variation on specific points may be possible, two factors suggest that this FIU statement is more or less equivalent to anything likely to be forthcoming from any other U.S. university. First, MBA degrees are quite homogeneous between Universities. Most curriculums are the same, especially for the "Core" courses. Second, AACSB accrediting standards and requirements are the same for all universities. Thus, the same admissions curriculum, and faculty qualification standards exist for everyone. Further, accreditation bodies apply the same standards to all aspects of a school's degree offerings, regardless of the country where the degree may be

earned. Thus, since all accredited schools operate under the same constraints, little variation is possible.

The general principle is that "A FIU degree is a FIU degree". Thus, the Ecuador program must be substantively identical in all respects to the program given by FIU in Miami. In essence, Ecuadorean students would be treated, in all respects, as international students applying to the FIU program, with the only real difference being that the courses are given in Guayaquil and, perhaps, offered in Spanish.

Third, the decision to award a U.S. degree would, in many respects, be the one single most important decision in shaping the overall character and nature of the program. Virtually all issues of curriculum design, student admission criteria, academic policies, and course content would be determined and shaped by this decision. For this reason it is important to identify the advantages and disadvantages inherent in this alternative. For ease of presentation the requirements which must be met for granting an FIU degree to the Ecuadorean Graduate Management Program and the advantages and disadvantages of such a policy are presented in the following subsections of this report:

- I. Admissions, Student Status, and Graduation
- II. Curriculum
- III. Faculty Status and Academic Operating
Procedures

- IV. Minimum Faculty Requirements
- V. Coordination and Administrative Support at
FIU
- VI. Advantages of a U.S. Degree
- VII. Disadvantages of a U.S. Degree
- VIII. Conclusions

I. Admissions, Student Status, and Graduation Requirements

Admissions requirements must correspond in all respects to those in force at the FIU Miami Campus. In operational terms this means that applicants for the Guayaquil program must, in effect, apply for admission to the U.S. based program and be accepted thereunder by the admissions office in Miami. Thus, all admissions procedures normally applied to foreign students seeking to enroll in the FIU MBA in Miami must be met. To be eligible for admission the applicant must:

1. Satisfactorily meet the general University requirements for admission to graduate programs.
2. Hold a Bachelor's degree from a regionally accredited college or university.
3. Show high promise of success in graduate studies as determined by the faculty. Admission to all College of Business graduate programs will be based upon a combination of the Graduate Management Admission Test (GMAT) and the upper-division Grade Point Average. Specifically it is expected that at least 90 percent of students admitted will have an admission score of 1000 or greater, calculated by summing the upper-division grade point average (converted to a 4.0 scale) multiplied by 200 and the GMAT test score.

4. Obtain a minimum score of 500 on the TOEFL, or an equivalent score on a comparable examination.
5. Be in good standing with previous colleges or universities attended.

The specific steps required of applicants are:

1. Submit a Graduate Application for Admission, to the Admissions Office in Miami.
2. Have a copy of the official transcripts of all previously earned college or university credits sent from the applicant's former institution(s) to the Admissions Office. Copies submitted directly by applicants are not accepted for application purposes.
3. Submit scores on the Graduate Management Admissions Test (GMAT), administered nationally by the Educational Testing Service (Box 966, Princeton, New Jersey 08540).

Only fully admitted graduate students are permitted to enroll in 6000 level graduate business courses.

Prerequisites may be satisfied by taking undergraduate equivalent coursework.

Furthermore, the academic progress standards at FIU must apply to students in the Ecuador program also. These

specific standards are:

WARNING: A student whose cumulative GPA falls below 3.0 will be placed on WARNING, indicating academic difficulty.

PROBATION: A student on WARNING whose cumulative GPA falls below 3.0 will be placed on PROBATION, indicating serious academic difficulty. The College of Business may appropriately communicate to the student on PROBATION conditions which must be met in order to continue enrollment.

DISMISSAL: A student on PROBATION whose cumulative and semester GPA's fall below 3.0 will be automatically dismissed from his program and the University. No graduate student will be dismissed if his GPA remains above the graduation requirement of 3.0 and prior to attempting a minimum of 12 hours of coursework as a graduate student. The dismissal from the University is for a minimum of one year. After one year, the student may apply for readmission or register as a non-degree seeking student. There are no exceptions to the one year waiting period.

Each student who plans to graduate is required to submit to the Office of Registration and Records an Application for Graduation form. This form must be submitted before the end of the third week of classes of the academic semester in which graduation is expected. A student turning in the Application for Graduation after the deadline will graduate the following semester. There is no charge for applying for graduation. The application for Graduation must be signed by the academic advisor prior to being submitted to the Registration and Records Office. There are no requirements for residency on campus in Miami.

II. Curriculum

The FIU Curriculum for the MBA degree must be followed. No modifications are possible. Courses that are custom designed for Ecuador would first require approval as new courses within the general FIU MBA curriculum.

In common with almost all accredited U.S. MBA programs the FIU courses leading to the MBA degree are designed to provide a breadth of experience in the tools and concepts of business administration. The total MBA program is fixed at 42 semester hours of MBA courses. There are 11 courses that constitute the "core" program, and these are fixed or standardized for all students. These courses are:

ECP 6705 - Macroeconomic Forecasting for Management (3 credits)

MAN 6830 - Organization Information Systems (3 credits)

MAN 6721 - Managerial Decision-Making (3 credits)

FIN 6428 - Financial Management (3 credits)

MAR 6718 - Marketing Management (3 credits)

MAN 6205 - Organizational Behavior (3 credits)

MAN 6207 - Organizational and Management Theory (3 credits)

ACG 6308 - Accounting for Decision-Making (3 credits)

MAN 6501 - Operations Management (3 credits)

GEB 6405 - Business and the Legal Environment (3 credits)

MAN 6726 - Policy Analysis (3 credits)

The remaining 3 courses (9 credits) required to complete the degree can be taken as electives. One elective must be taken from the international business area (i.e. MAN 6713, MAR 6246, MAN 6608, FIN 6636 or ACG 6255). Others may be selected, with approval of advisor, from any of the 6000 level offerings in Business Administration.

Several other requirements are also worthy of note. First, students whose background in accounting, statistics, or economics is evaluated to be inadequate will be required to complete:

ACG 6005 (Financial Accounting Analysis), QMB 6603 (Quantitative Methods in Management), and/or ECP 6704 (Managerial Economics) as prerequisites to the program.

Further, prior to enrollment in QMB 6603 or MAN 6830 each student must demonstrate computer programming proficiency. This requirement may be completed in any of the following ways:

- Successful completion of a computer programming course at the undergraduate level.

- Successful completion of COP 2172, Basic Programming for Business.

- Self-study or work experience. An examination is offered on a regular basis for students selecting this alternative.

Second, in some limited circumstances students may be eligible for testing, or placement out of all of the normally required courses. To do so the student must normally have previously completed at least three or four courses in that functional area at the upper division level with above satisfactory grades. This enables the student to select an elective course. The electives may be taken from any of the 6000 level offering in Business Administration.

Appendix I provides the standard catalog descriptions of these courses for additional information.

III. Faculty Status and Academic Operating procedures

The Guayaquil program will need to adhere to a number of FIU policies regarding faculty and academic procedures to insure equivalency of the Ecuador degree. The requirements are:

1. The faculty teaching in Guayaquil will have to have FIU faculty status. This presents no problem for faculty currently employed by FIU. For non-FIU faculty, adjunct or visiting status will need to be arranged. The general FIU expectation for faculty qualifications - a terminal degree in hand in an appropriate subject area - will also apply.

2. Students would be admitted as regular FIU students.

3. Formal FIU approvals will be needed for admissions and graduation.

4. The standard FIU grading scale must be used. This scale is:

A	.....	4.0
A-	.....	3.67
B+	.....	3.33
B	.....	3.0
B-	.....	2.67
C+	.....	2.33
C	.....	2.0
C-	.....	1.67
D+	.....	1.33
D	.....	1.0

D-	.....	.67
F	.....	0.00

5. The semester system and the FIU academic calendar must be followed. FIU contact hour requirements must be met. In the typical semester this implies approximately 30 class sessions of 1 hour 15 minutes each, usually meeting 2 times per week, or the equivalent for classes meeting one or three times per week.

6. Textbooks and course syllabi now used by FIU will be required for each course.

7. Guayaquil students will be required to pay to FIU the normal fees charged to out of state or foreign students.

These fees include:

- A one time nonrefundable application fee of US \$15.
 - Credit hour fees. The current fee for non-Florida residents is US \$135.63 per credit hour (\$406.89 per course).
- There may also be other charges, unique to the Guayaquil program, to be determined before an agreement is finalized.

These fees are established by the Board of Regents, as approved by the State Legislature, and are subject to change without notice. State policy requires that these fees be charged for all programs in which FIU academic credit is given. Normal collection policies will apply, i.e.

- charges are payable in U.S. currency
- if fees are not paid by the stipulated date before the beginning of each semester, all course registrations will be cancelled.

Assuming that each student completes 15 courses, this represents a cost payable to FIU of US \$6,103.35 per graduate.

8. Teaching and administration costing policy is to be determined before officializing the FIU degree with the approval of the FIU Dean of the College of Business Administration.

9. The time horizon for offering the FIU degree is five years (or the length of the United States AID support contract) whichever is shorter. No commitment beyond that is intended or expected a priori. After that period a decision on the continuing process should be made. In other words, the arrangement for offering the FIU degree is a temporary one, intended only as part of the program start-up process.

IV. Minimum Facility Requirements for Academic Support

In addition to the facilities outlined in previous documents, the nature of the FIU academic program requires that the following facilities should be available at Guayaquil:

1. Library

Holdings roughly equivalent to these at INCAE or the relevant Core Collection of the Baker Library. An estimated budget premium of US \$100,000 for books and \$30,000 for periodicals is also required, above the levels described elsewhere in this document.

2. Computers

Computer facilities equivalent to those described in the site selection section of this report must be in place before institution begins.

V. Coordination and Administrative Support at FIU

The administrative and logistical support required to offer an FIU degree abroad exceeds the level contemplated in the initial expression of interest. Specifically academic advising, administration and evaluation of applications, supervision of faculty, and curriculum details all require significant amounts of time and personnel.

To channel the academic and administration communications between Guayaquil and FIU, the following personnel should be budgeted in the project and based in Miami.

Academic Advisor	Half time
Administrative Coordinator	Half time
Secretary	Half time

Also, provisions are to be made for travel of FIU College of Business Administration representatives and advisors. We estimate 10 trips per year. This is critical to generate support across the campus (and satisfy FIU administrative concerns) and also maintain the standards and image of an FIU program.

The task description also requested information on a number of specific points. For ease of presentation that information is presented here.

1. The Guayaquil program could not enforce more stringent academic performance requirements than those officially stated in the standard FIU policies for academic

progress, dismissal, etc. Of course, the specific performance standards for earning grades in each course is at the discretion of the individual professor.

2. No formal organization approvals are required beyond the registration of a specific contract/memorandum of understanding with the University. Two months would be adequate time to finalize the arrangements.

3. Since only the negotiated memorandum of understanding will constitute the arrangements, a draft of that is the only document required to initiate the process.

4. No FIU opposition is likely, assuming that all of the above conditions are adhered to. Thus, no position paper outlining a strategy for overcoming likely opposition is necessary.

VI. Advantages of Awarding a U.S. Degree

The most significant advantage of awarding a U.S. degree in Ecuador is that an established, proven, workable program is obtained through the relationship with the U.S. university granting the degree. Since the Ecuador program would be equivalent to that of the U.S. university, the established U.S. based curriculum, course outlines, grading scale, academic standards, and academic policies would apply. Previous program experience in the U.S. would have insured that these policies are valid, reasonable, and consistent, at least in that environment. This "proven" program should reduce start-up time, costs, and mistakes when applied in Ecuador.

A second significant advantage is the image, status, and prestige which a U.S. degree in business carries in Ecuador. As documented in the prefeasibility study, a U.S. degree is the standard against which business schools are measured in Ecuador. U.S. business schools are well respected and holders of their degrees command a premium in the marketplace. Moreover, holders of a U.S. degree would share in this favorable image. This would assist in establishing credibility for that institution and its programs, attracting students, recruiting faculty, and placing graduates in attractive career positions.

From the viewpoint of the newly created Ecuadorean institution, having one U.S. university award its degree in Ecuador would offer a clearer recourse for assistance. The U.S. institution would be intimately involved and committed to the Ecuadorean program since, literally, its name is on the product. This could increase the commitment of the U.S. institution and provide a clear, focused avenue for Ecuadorean requests for assistance.

Finally, the U.S. degree would offer some advantages for Ecuadorean graduates, aside from its status. Since the degree awarded in Ecuador would be a U.S. degree it would meet AACSB accrediting standards. This would facilitate student transfers to U.S. based programs, acceptance into Ph.D programs, or qualifications for U.S.-based professional certificates, such as the CPA , CDP, etc. This would be especially attractive to students seeking geographic mobility, careers with multinationals, or doctoral studies.

VII. Disadvantages of Awarding a U.S. Degree

As is true in any situation there are also a number of costs, or disadvantages, that are involved in offering a U.S. degree in the Ecuador situation. The most significant disadvantage is perhaps, the long term effects on the development of the Ecuadorean institution. Although offering a U.S. degree may speed up and enhance the initial development of an independent institution, over time this relationship may retard long run development in at least three areas.

First, given the previously described constraints inherent in offering a U.S. degree, reliance will be overly heavy on the U.S. institution in the early stages, with little opportunity for local involvement. The requirement to offer a "duplicate" of the U.S. curriculum could stifle incentive and latitude to develop unique, localized courses suited to the Ecuadorean environment. The tight U.S. based curriculum provides little opportunity for courses uniquely suited to such Ecuadorean issues as exporting, agribusiness, and public management, for example. Consequently local impact and preparation of graduates for some of the realities of the local environment will be minimized in early years. The reduced opportunity to develop localized courses will also impact on the cost-effectiveness of executive development programs. Logically the unique localized courses

described above could also, with only reasonable modification, be offered as seminars or advanced management programs. Without the possibility of easily including such local topics in the MBA curriculum the opportunity for economies of scale and sharing of material development costs between programs is lost. This will, in turn, place a higher financial cost on developing seminars and the like. Second, offering the U.S. degree may confuse the image of the local institution. Establishing an individual, distinct, local image for the program is imperative for attracting local support. The U.S. degree could detract from this effort by not identifying the program as a local effort. Further, financial support would be more easily attracted for a purely local effort, clearly identified as an Ecuadorean responsibility.

Third, initially offering a U.S. degree implies possible problems in managing the transition to an Ecuadorean degree and program at the end of the start-up period. As described earlier, offering the U.S. degree is intended as a short-run measure to facilitate the development period. Eventually the U.S. degree will cease to be offered and replaced by a local degree. This transition could prove problematic, as it may be perceived as representing a substantial change, not necessarily positive, in program characteristics and quality. This may influence adversely student recruiting and

placement. Finally, offering a U.S. degree has the potential of exacerbating potential opposition from local universities. The possible impact and strength of local opposition has been analyzed in the prefeasibility study and also in the Ecuadorean Institutions section of the design study. As these analyses indicate, the "image" and profile of the project as an educational institution must be carefully managed to minimize reactions. Offering a U.S. degree appears to be an open violation of the Ley de Universidades y Escuelas Politecnicas de 14 de Mayo de 1982, and a possible open affront to local university sensitivities. Thus, this particular format may be most likely to incite opposition from local universities.

The strength and effectiveness of this opposition is difficult to gauge. Nonetheless, as a minimum it has the potential to consume time, energy, money, and scarce management attention during the critical start-up period.

Another problem area relates to the curriculum inflexibility inherent in offering a U.S. degree. Within the U.S. MBA programs have been criticized as too structured, with little opportunity for student specialization. This would be perhaps even more acute when U.S. MBA is offered in Ecuador. First, some U.S. courses and syllabi may not be at all appropriate to Ecuador. Required courses in computer

programming, U.S. business law, and multivariate statistics may not be the best use of an Ecuadorean student's time.

Requirements for the use of U.S. texts and teaching materials, especially in finance and marketing, may not apply to the local situation. This could result in inapplicable training, lowered student interest, and graduates ill-suited to the marketplace.

The standardized U.S. curriculum would also impinge on the program in other ways. Opportunity for specialized courses and electives (in such critical areas as public management, agribusiness, and exporting) would be limited by the strict core and prerequisite requirements, at least without extending program duration. Further, the procedures for introducing new courses are cumbersome, making localization difficult. Finally, a U.S. oriented curriculum would minimize possible spin-offs to other Ecuadorean institutions of courses, materials, and seminars.

Another significant disadvantage relates to admissions policy. AACSB accreditation considerations imply that if a U.S. degree is offered the Ecuadorean students must meet the same admissions requirements as foreign students applying for U.S. programs. In practice this requires satisfactory scores on the TOEFL and GMAT exams. This may have the effect of significantly reducing the applicant pool. The TOEFL requirement seems irrelevant for the purposes of the Ecuador

project. Also, Ecuadoreans may be handicapped in GMAT performance due to little local familiarity with such tests. The difficulties of testing well in a second language under time and pressure conditions will also reduce performance on these admission criteria. The result could well be an unduely restrictive admissions policy which would call into question the programs ability to reach viable enrollment levels. Further, little local input into admissions decisions is possible and procedures for students seem awkward.

A final set of disadvantages relates to costs. Offering a U.S. degree requires that the U.S. institution receive tuition also. In the FIU case this would result in an additional cost of about U.S. \$6,000 per student, based on the completion of a typical program. This is a significant incremental cost, in all likelihood with no recovery for the Ecuador program, that has not been budgeted.

Indirect costs would also result. The U.S. curriculum may require two years to complete, thereby increasing scholarship and opportunity costs for students. A reduced student pool would also imply greater unit costs and higher student charges to reach break even. The social costs of higher foreign expenditures for U.S. tuition, increased geographical mobility for students and a restricted student body pool would also serve, in a macro sense, to reduce the benefit-cost attractiveness of the project.

VIII. Conclusions

It is the opinion of the consortium that a U.S. degree should not be offered in Ecuador. Moreover, it is strongly believed that to do so would seriously weaken the long run viability of the project. In reaching this conclusion it is admitted that the advantages of offering a U.S. degree in Ecuador are real, especially in terms of attracting students, establishing credibility, and simplifying start-up decisions. However, it is believed that the costs and disadvantages more than outweigh these benefits.

Two points are relevant in examining the advantages of offering a U.S. degree in Ecuador. First, most of the benefits from a U.S. degree will also result, to a large extent, from the presently contemplated consortium arrangement. The presence of the U.S. consortium will also serve to provide benefits of credibility, focused assistance, and advice in implementation of a known, workable program. Thus, offering a U.S. degree is not an either-or proposition for obtaining the advantages associated with that alternative. Many of the same advantages, to only a slightly lesser degree, will also result under the arrangements proposed. It is unlikely that the additional benefits of offering a U.S. degree will offset the disadvantages of so doing.

Second, the benefits of the U.S. degree are inherently short run and temporary. Its usefulness is solely to facilitate the start-up period. After that program credibility, attractiveness, and quality will be determined by what the program is and the results it produces, not the source of the degree. As indicated below, the disadvantages inherent in offering a U.S. degree seem to outweigh the temporary advantages.

The overriding disadvantage of offering the U.S. degree is that it retards development of a localized program, uniquely responsive to the Ecuador environment. Although there is much that is valuable for Ecuador in a U.S. MBA, there is also content that is not relevant and important areas that are uncovered. The inflexibility of U.S. based procedures and curriculum would make adjustment difficult. Yet, when the U.S. degree is no longer offered, the Ecuadorean program must stand alone. Ironically, as indicated in the previous analysis, the very act of offering a U.S. degree will make it more difficult to obtain later the local image and support necessary. In short, academic quality can, in many respects, actually be improved if the constraints of a standard U.S. curriculum are removed.

A second serious disadvantage is the severely reduced student body pool resulting from the application of U.S. MBA admissions policy. English requirements will eliminate many

otherwise satisfactory candidates. Moreover, the Ecuador program consequently will compete directly and exclusively for these students who also have the option of studying abroad. The resulting smaller applicant pool will increase unit costs and call into question the existence of a sufficiently large target market for the program.

Finally high costs for U.S. tuition, cumbersome administrative procedures, and possible local university opposition are factors which could be reduced by not offering a U.S. degree.

These factors, taken together, lead to the conclusion that offering a U.S. degree is not in the long term best interests of the Guayaquil project.

APPENDIX I

Course Descriptions: FIU MBA

A. Background Courses

ACG 6005 - Financial Accounting Analysis (3 credits).

Introduction to the theory and practice of determining income and financial position. (No credit will be given to students who have had undergraduate or graduate equivalents).

QMB 6603 - Quantitative Methods in Management (3 credits). Introduction to basic quantitative tools for the analysis of problems arising in the management of organizations and the application of these tools to real-life problems. Prerequisite: College Algebra and computer proficiency.

ECP 6704 - Managerial Economics (3 credits).

Basic microeconomic concepts as they apply to decision making within the organization; supply and demand; market structure and market behavior in specific industries; basic aggregate economic models and forecasting.

B. Required Courses

ECP 6705 - Macroeconomics Forecasting for Management (3 credits). Business macroeconomic concepts as they apply to decision making within the firm. Traditional models of income determination and forecasting analysis. Prerequisite: ECP 6704.

MAN 6830 - Organization Information Systems (3 credits). Introduction to information systems and their role in organizations from a user's viewpoint. Survey and application of the basic concepts necessary for understanding information systems. Study of the main activities in the development cycle used to acquire information systems capability. Prerequisite: Computer Proficiency.

MAN 6721 - Managerial Decision-Making (3 credits). This course will investigate and analyze the decision-making problems that managers face in business, volunteer organizations, government, and the public sector. Emphasis will be placed on providing a variety of decision-making experiences for the student. Prerequisite: QMB 6603, or equivalent.

FIN 6428 - Financial Management (3 credits).

In-depth examination of asset, liability and capital structure management, with emphasis on

capital budgeting techniques; risk evaluation; working capital management; and methods of short term, intermediate, and long term financing.

Prerequisite: ACG 6005, or equivalent.

MAR 6716 - Marketing Management (3 credits).

A study of analysis and application of theory and problem-solving in marketing management. Emphasis will be on the role of marketing in the organization; planning the marketing effort; management of the marketing organization; control of marketing operations; and evaluation of the marketing contribution.

MAN 6205 - Organizational Behavior (3 credits).

Individual, interpersonal, and small group behavior in complex organizations. Focus on behavior, its causes, and management interventions to improve organizational effectiveness. Research methods to study organizational behavior.

MAN 6207 - Organizational and Management Theory (3 credits).

Analysis and design of the structure and process of complex organizations. Effects of task uncertainty, growth, power, goals, and information technology on organization structure and control.

ACG 6308 - Accounting for Decision Making (3 credits).

The uses and limitations of accounting data as sources of information for managerial decisions.

Prerequisite: ACG 6005.

MAN 6501 - Operations Management (3 credits).

This course covers the analysis, design, and operations of organizational systems. The systems approach is used to provide a framework or general model of analysis, to which specific concepts, quantitative techniques, and tools can be related. The material presented has application to any organization of people and machines, including hospitals, governmental agencies, service organizations, and industrial concerns.

Prerequisite: MAN 6721, or equivalent.

GEB 6405 - Business and the Legal Environment (3 credits).

A study of the economic and legal environments of organizations with attention to their ethical, political and social contexts.

MAN 6726 - Policy Analysis (3 credits).

The use of cases, guest lectures, and gaming to integrate the analysis and measurement tools, the

functional areas, and public policy issues. The objective is to develop skill in broad areas of rational decision-making in an administrative context of uncertainty. Should be taken in the last semester of master's program.