

ACAP
10/17/2013
Agenda Item 8g

NEW PROGRAM PROPOSAL

PROPOSING INSTITUTION:

The University of South Carolina Aiken

PROGRAM TITLE:

Master of Business Administration for STEM and Liberal Arts

DATE OF SUBMISSION:

February 26, 2013

SIGNATURE OF CHIEF EXECUTIVE OFFICER:

Dr. Harris Pastides, President
University of South Carolina System

Dr. Sandra J. Jordan, Chancellor
University of South Carolina Aiken

PROGRAM CONTACT NAME AND INFORMATION:

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2. CLASSIFICATION

- a. *Program title:* Master of Business Administration for STEM and Liberal Arts (MBA-STEM/LA)
- b. *Concentrations, options and tracks:* There will be an option designed for STEM (Science, Technology, Engineering, and Math) majors which will build on their relatively stronger quantitative backgrounds and focus on business theories and practices that are more relevant for technical organizations.
- c. *Academic unit in which the program resides:* The program will reside within the School of Business Administration (SOBA) at the University of South Carolina Aiken (USCA).
- d. *Designation, type, and level of degree:* The MBA-STEM/LA is a master's level, graduate business degree specifically designed for those students who did not earn an undergraduate business degree, i.e., an MBA for liberal arts or any other non-business students, such as STEM (science, technology, engineering, mathematics) majors. Students with an undergraduate business degree will not be admitted into the program. All of the coursework will be in business.
- e. *Proposed date of implementation:* Fall 2014.
- f. *CIP code:* 52.0201.
- g. *Site:* USCA campus.
- h. *Whether the program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship awards:* As a post-baccalaureate degree, this program does not qualify for supplemental Palmetto Fellows or LIFE Scholarship awards.
- i. *Delivery mode:* Traditional face-to-face instruction during the evening.
- j. *Area of certification:* Not applicable.

3. INSTITUTIONAL APPROVAL

USCA SOBA Faculty: approved on **January 22, 2013**
USCA Monday Group: approved on **January 28, 2013**
USCA Academic Council: approved on **February 5, 2013**
USCA University Planning Committee: approved on **February 8, 2013**
USCA Graduate Advisory Council: approved on **February 13, 2013**
USCA Faculty Assembly: approved on **February 26, 2013**
USCA Chancellor: approved on **February 27, 2013**
USC System Provost: approved on **May 2, 2013**
USC System President: approved on **May 17, 2013**
USC System Academic Affairs and Faculty Liaison Committee: approved on **June 17, 2013**
USC System Board of Trustees: approved on **June 17, 2013**

4. PURPOSE

The purpose of the MBA-STEM/LA is to provide an AACSB-accredited MBA program for non-business majors on a part-time basis in the evening via face-to-face instruction. There will be an optional path within the MBA-STEM/LA designed to be more helpful for non-business students with a STEM background. The STEM option will provide additional instruction in business topics applicable to technical organizations, such as supply chain management and project management. All of the coursework will be in business, and will be designed to be accessible to students without any previous formal business education. Unlike traditional MBA programs, which admit both business and non-business degree graduates, there will be no need for separate "foundation" or "leveling" coursework for non-business graduates prior to starting the

program, since all students will be non-business graduates. Foundational instruction will be directly incorporated into the MBA-STEM/LA program curriculum.

The program objectives for the MBA-STEM/LA are expressed in terms of the knowledge and skills that graduates from the MBA-STEM/LA program can attain:

1. An understanding of modern business theories and practices.
2. Enhanced written and oral business communication skills.
3. Critical and analytical skills helpful in solving business problems.
4. An appreciation of diversity in the workplace.
5. An understanding of the global aspect of the business environment.
6. An understanding of the principles of ethical leadership.
7. An understanding of the role of information technology in business.

For the STEM option, there is an additional program objective:

8. An understanding of other business theories and practices relevant to a technical organization.

5. JUSTIFICATION

a. Need for the program and how graduates will contribute to the economic development of the state:

Traditional MBA programs are widely available across South Carolina, the United States, and the world in face-to-face, online and hybrid delivery formats, and are typically designed to be completed in one to two years. A traditional MBA program targets both those students with undergraduate business degrees as well as those with non-business undergraduate degrees. However, before starting a traditional MBA program, non-business degree graduates are required to take certain “leveling” or “foundation” business courses to bring them up to the same knowledge level as their classmates who hold undergraduate business degrees.

Lately there has been an increase in the number of non-traditional MBA programs designed specifically for students without an undergraduate business degree. For example, Georgia College and State University (GCSU) recently developed a 15-month, full-time Liberal Arts MBA program for non-business majors. This nomenclature for their MBA program for non-business majors (“Liberal Arts MBA”) has been approved by AACSB. However, GCSU has recently chosen to re-title their Liberal Arts MBA program as the “Full-Time MBA” to further distinguish it from the other MBA programs they offer. In addition, there are also a number of accelerated, full-time 12-month MBA programs for non-business majors, such as the Albers Bridge MBA at Seattle University and the One Year MBA offered by the University of Central Florida. Alternatively, some universities have begun offering five-year dual degree programs for non-business majors which allow their students to complete a non-business undergraduate degree and an MBA at the same time. Seton Hall has such a program, designed for any non-business

undergraduate major, while the University of Alabama now offers a concurrent STEM path to the MBA for its engineering undergraduates and Lamar University in Texas also has a five-year combined BS in engineering/MBA program. In each case these MBA programs offer exclusively business coursework in a curriculum designed to be directly accessible to non-business students. These types of innovative new programs demonstrate the increased demand for graduate education in business for non-business graduates.

Recent discussions with local citizens, including non-business graduates of USCA, and local companies such as Savannah River Nuclear Solutions, Savannah River Remediation, URS, and Bridgestone have identified the need for a similar innovative MBA program in the greater Aiken area. To help meet this need, USCA is proposing a non-traditional MBA program designed exclusively for non-business graduates, i.e., MBA for STEM and Liberal Arts, to meet the specific needs of South Carolina citizens in USCA's service region. Local businesses helped USCA to shape the content of the proposed MBA-STEM/LA, and have expressed considerable excitement about the creation of this degree as an attractive alternative to the existing MBA programs that are available to Aiken residents.

Engineers, technology specialists, and scientific researchers could follow the STEM option within the MBA-STEM/LA to obtain the business and leadership skills they will need to assume managerial positions in their organizations when existing managers retire. In addition, a recent study published by *US News and World Report* (<http://www.usnews.com/news/blogs/stem-education/2012/02/15/more-engineers-starting-businesses>) found that engineers were just as likely as MBA's to start a new small business. This suggests that a number of the local STEM professionals who complete the MBA-STEM/LA may also use their new business skills to become entrepreneurs. It is widely known that two out of three new jobs created in this country come from small businesses, rather than large employers. Therefore, the ability for STEM professionals in the greater Aiken area to obtain an MBA-STEM/LA could play an important role in the continued economic development of the region.

This MBA-STEM/LA program would not only meet the needs of STEM professionals employed in the region, but would also meet the needs of many USCA non-business graduates who want to obtain a graduate business degree without leaving the Aiken area. Many USCA liberal arts majors find employment in local businesses, and may wish to gain an understanding of business practices along with valuable skills in leadership, executive communications, human resources, and business ethics. In addition, **there may be many non-business majors** who live in the Aiken area and wish to become entrepreneurs and start their own small businesses, but would like to increase their chances for success by acquiring modern business skills. Again, having access to a part-time, evening MBA program designed for non-business majors could assist with economic development in the Aiken area. The Aiken office of the Small Business Development Center has provided us with a letter of support on this point.

A recent market survey of the potential interest in the MBA-STEM/LA in the regional target market for USCA was conducted by Carnegie Communications. This survey revealed that there was greater interest in a part-time, evening MBA designed for non-business majors than for any other proposed new USCA graduate degree program included in the survey. Potential graduate students residing in Georgia, South Carolina or North Carolina were surveyed, defined as those holding bachelor's degrees or currently pursuing bachelor's degrees who expressed an interest in attending graduate school in the next three years. Most of the survey respondents had no prior affiliation with USCA as a current student or alumnus. Most worked full-time, and were willing to travel less than an hour from work or home to earn a graduate degree. Out of the total

number of respondents who indicated an interest in a graduate degree, 100% expressed an interest in a master's degree, and 37.6% of those expressed an interest in the proposed for Liberal Arts and Sciences from USCA.

In addition, Carnegie Communications conducted an environmental scan and trend analysis which identified the future employment prospects for MBA's nationally, as well as in South Carolina and the Richmond-Burke Workforce Investment Area (WIA) in neighboring Georgia, based on the most recent employment projections from the U.S. Bureau of Labor Statistics (BLS) (copy attached). This study identified 34 different occupational "crosswalks" which corresponded most closely to the MBA-STEM/LA, and then focused on the number of projected job openings for those business management related occupations in the relevant area. Over the next 10 years, the number of annual job openings for the identified business management related occupations is projected to be 335,000 nationally, with 3,964 of those openings occurring in South Carolina and the Richmond-Burke WIA. Of the 15 different prospective new degree programs evaluated by Carnegie Communications for USCA, the demand for business managers was higher than that projected for any other sector, including health care. Furthermore, the BLS employment projections do not include the potential demand for MBA's from new entrepreneurs who may decide to start their own small business in the area.

The Graduate Management Admission Council (GMAC) collects data on the characteristics of GMAT test takers which also sheds some light on the potential demand for a non-traditional MBA designed for non-business majors. During 2010-11, 54.1% of GMAT test takers in the United States held undergraduate business degrees. Of the remaining 45.9% without undergraduate business degrees, roughly half held STEM-related degrees. These numbers indicate the potential size of the market for the MBA-STEM/LA and for the STEM option.

b. Centrality of the program to the mission of the institution:

As a regional, comprehensive senior university, part of the mission of USCA is to provide a quality undergraduate education as well as an array of graduate programs that meet the specific needs of citizens in its region. The MBA-STEM/LA would play a key role in advancing the mission of USCA as outlined in its revised strategic plan which resulted from Chancellor Jordan's visioning process in the Fall semester of 2012. Among other worthy goals, "USCA - Forward Together" envisions a new emphasis on degree programs which serve the needs of industries in our market region. This visioning process revealed that there is considerable interest in the region for programs which enhance leadership skills, and the MBA-STEM/LA would certainly help in that respect. At the same time, the process has also revealed a great interest in STEM-related educational opportunities, and the STEM option within the MBA-STEM/LA represents a portion of USCA's response to this voiced need.

c. Relationship of the program to other related programs within the institution:

There are no other graduate programs offered by USCA that are related to this proposed program. SOBA faculty will teach in both its undergraduate business program and the MBA-STEM/LA program, and the SOBA Dean's Office will administer the program.

d. Comprehensive list of similar programs in South Carolina:

There are numerous traditional MBA programs offered by public, private and for-profit institutions in South Carolina and delivered in a variety of formats, including face-to-face, online and hybrid. However, there are no non-traditional MBA programs currently offered in South Carolina which are specifically designed for non-business majors only. There is also no face-to-face MBA program available in the Aiken area.

ACAP
10/17/2013
Agenda Item 8g

Public institutions offering a traditional MBA (all are AACSB accredited):

Clemson University
Coastal Carolina University
College of Charleston
Francis Marion University
South Carolina State University
The Citadel
USC Columbia
Winthrop University

Private & for-profit institutions offering a traditional MBA (none are AACSB accredited **are ACBSP accredited*):

Anderson University*
Bob Jones University
Charleston Southern University
Claflin University*
Gardner-Webb University*
Limestone College
North Greenville University
South University*
Southern Wesleyan University
Strayer University*
Strayer University*
Troy University*
University of Phoenix*
Webster University*

e. Similarities and differences between the program and others with similar objectives in the state, region and nation:

The only MBA programs currently available to South Carolina citizens in the Aiken area are traditional MBA programs which are delivered via distance education. These MBA programs are typically 100% online and are offered by institutions that are not accredited by AACSB, e.g., University of Phoenix, Strayer University, or Southern Wesleyan University. The only MBA program that is not 100% online and readily available in the Aiken area is the Professional MBA (PMBA) offered by USC Columbia, which is an AACSB-accredited institution. The PMBA is delivered in Aiken using Cisco/Polycom telepresencing equipment for interactive video instruction in a viewing site on the USCA campus. This part-time, evening MBA program is a traditional program, admitting both business and non-business majors, and some Aiken residents choose this approach to earn an MBA. At current SC resident tuition rates of \$643 per hour, the PMBA requires 48 semester hours for a total cost of \$30,864.

The MBA-STEM/LA would be the first MBA program of any kind to be offered in the Aiken area in a face-to-face format. Classes would be taught in the evenings on a part-time basis, with a course rotation schedule that would allow students to complete the program in two years by taking two courses per semester (fall, spring, and summer). The MBA-STEM/LA would also be very affordable, requiring 36 hours at \$513 per hour (SC resident graduate tuition plus required fees) for a total cost of \$18,468.

In numerous conversations with prospective MBA students and their employers in the Aiken area, we have learned that there are many people who would prefer a traditional, face-to-face delivery option for earning an MBA. For those who wish to pursue an MBA on a part-time, evening basis in a traditional face-to-face format, there is no option available to them in the Aiken area (other than commuting to a nearby comprehensive institution in Georgia). The benefits of the PMBA offered by USC Columbia via interactive video instruction are many, but we feel that Aiken MBA students without an undergraduate business degree would like to have the ability to choose to take their MBA classes in person.

Comment [RE1]: Need to get past the 'feel' to data support.

Those Aiken area students who prefer to earn their MBA in a face-to-face format could also do so more economically by choosing the MBA-STEM/LA at USC Aiken, rather than by commuting to USC Columbia to earn an Accelerated MBA (AMBA). The AMBA is a full-time, daytime MBA offered on the Columbia campus on an accelerated basis over a 12-month period. Apart from the travel expenses of commuting, the tuition cost of the MBA-STEM/LA would be less than half of the AMBA tuition cost of \$40,000. Thus, the MBA-STEM/LA would be significantly more accessible to Aiken residents, both geographically and financially.

There are no non-traditional MBA programs designed exclusively for non-business majors currently available anywhere in South Carolina. However, a comprehensive institution located on the state line in Georgia is currently planning to offer a new MBA targeted at STEM students. Such a program could potentially pull students and members of the business community from South Carolina to the state of Georgia to earn this degree.

Apart from MBA programs, there are a number of Master of Engineering Management (MEM) programs in North America that seek to provide engineering professionals with some business knowledge. These MEM programs provide graduate-level instruction in both engineering and management, rather than just management, and are therefore only found at universities which also have graduate programs in engineering. The nearest face-to-face MEM programs are at Duke University in North Carolina, Mercer University in Georgia, and The University of Florida. There are also several online MEM programs available, including those of Duke and UNC Charlotte, and USC Columbia has recently announced plans to offer an online MEM in partnership with Academic Partnerships. Because these MEM programs include significant coursework in engineering in their curricula, they are focused exclusively on engineering professionals to the exclusion of other non-business degree majors.

6. ADMISSION CRITERIA

Admission criteria for the MBA-STEM/LA would be as follows:

- a. Successful completion of a four-year bachelor's degree in a non-business discipline.
- b. A minimum score of 475 on the GMAT. In addition, the student must satisfy one of the two following minimum admission index values:

Index 1: (Undergraduate GPA X 200) + GMAT score \geq 1000

or

Index 2: (Upper level GPA X 200) + GMAT score \geq 1050

where "upper level GPA" refers to the student's GPA earned on all upper level courses, i.e., all junior and senior level courses.

Comment [RE2]: From a regionally-accredited institution?

7. ENROLLMENT

Table A - Projected Total Enrollment

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2014-15		6		6		6
2015-16	25	6	25	6	25	6
2016-17	30	6	30	6	30	6
2017-18	35	6	35	6	35	6
2018-19	40	6	40	6	40	6

Comment [RE3]: These are total credit hours based on the projected FTE. If you expect each FTE student to enroll in 6 credit hours in the term, multiply 6 x the FTE headcount. That is for each number in all three credit hour columns

All MBA-STEM/LA students will be new graduate students for USCA. Therefore, there will be no impacts on other graduate degree programs at the institution.

The above estimates were made based on indications of student interest from the market survey conducted by the Carnegie Group, as discussed in section 5 above. These estimates also took into consideration the total number of potential students in the target market for the program (the five-county region surrounding Aiken and the Savannah River Site). It is estimated that half of the students will take 6 hours per semester, one-quarter will take 9 hours, and the final quarter will take 3 hours. It is expected that about half of the MBA-STEM/LA students will hold non-business undergraduate degrees from USCA, with the remainder coming from other undergraduate institutions, since USCA does not offer an undergraduate engineering degree and most of the local employees in STEM-related occupations come to the Aiken area from other parts of the country.

8. CURRICULUM

The MBA-STEM/LA curriculum consists of 12 required business courses of 3 credit hours each, for a total of 36 credit hours. All are new courses.

Course	Title	MBA-STEM/LA	MBA-STEM/LA-STEM Option
ECO 601	Economics for Decision Making	3	3
ACC 602	Financial Accounting	3	3
MKT 603	Marketing Management	3	3
MGT 604	Leadership and Team Development	3	3
BUS 605	Quantitative Tools for Business Analysis	3	0
BUS 615	Executive Communication, Negotiation and Conflict Management	3	3
FIN 616	Financial Analysis for Decision Making	3	3
MGT 618	Human Resources Management	3	3
MGT 620	Legal and Ethical Environment of Business	3	3
BUS 621	Globalization and Business	3	3
MGT 629	Information Systems Strategy	3	0
BUS 660	Business Planning and Strategy (capstone)	3	0
MGT 617	Supply Chain Management	0	3
BUS 649	Program and Project Management I	0	3
BUS 650	Program and Project Management II (capstone)	0	3
	Total Credit Hours	36	36

ECO 601. Economics for Decision Making

The application of microeconomic and macroeconomic concepts and marginal analysis to the process of optimal decision making. To help students better prepare for leadership positions in business, the course will cover relevant theoretical and applied economic concepts.

ACC 602. Financial Accounting

Survey course of relevant contemporary topics in financial accounting and reporting.

MKT 603. Marketing Management

An introduction to marketing in a customer-driven firm, focusing on essential marketing skills needed by successful managers in all business functions. The course also studies how firms must coordinate these different elements of the marketing mix to ensure that all marketing activities collectively forge a coherent strategy. Prerequisite/co-requisite: ECO 601

MGT 604. Leadership and Team Development

A study of the principles relating to leadership and team development. This course can develop students' understanding of contemporary leadership theories and their application to effective management of employees in the organization.

ACAP
10/17/2013
Agenda Item 8g

BUS 605. Quantitative Tools for Business Analysis

Introduction to quantitative tools commonly used for the analysis of business problems, including statistical analysis. *Not required for the STEM option.*

BUS 615. Executive Communication, Negotiation and Conflict Management

A study of the role and techniques of effective communication in the organization, with an emphasis on the use of effective communication techniques for conflict resolution and successful negotiations.

FIN 616. Financial Analysis for Decision Making

The analysis of the firm's operating, investing and financing activities and how changes in these activities affect firm value. Financial analysis techniques and applications, along with other relevant information, are used to make real economic based decisions. Case studies illustrate concepts. Prerequisites: ACC 602, BUS 605

MGT 618. Human Resources Management

Focuses on the systematic and effective management of an organization's human resources – acquiring, maintaining and motivating its employees – in a manner that is consistent with its overall strategy and applicable employment laws.

MGT 620. Legal and Ethical Environment of Business

An analysis of legal and ethical issues as they relate to the business environment. By examining the application of law and ethics to a variety of business and corporate governance issues, this course offers students an understanding of how businesses can comply with the law and use an ethical culture as a positive strategy for making successful business decisions.

BUS 621. Globalization and Business

Survey of the economic, political, cultural, and legal environment in our global economy, emphasizing how successful companies operate in diverse foreign environments, engage in specialized transactions, and adapt market, financial, and managerial strategies for optimal global operations.

MGT 629. Information Systems Strategy

Examination of the critical role of information systems in contemporary business organizations; the use, development, and planning of information systems. *Not open to students following the STEM option.*

BUS 660. Business Planning and Strategy (capstone)

The application of strategic management techniques in an interdisciplinary approach to simulated business problems. *Not open to students following the STEM option.* Pre-requisites: FIN 616, MKT 603

MGT 617. Supply Chain Management (in lieu of BUS 605 for STEM option)

Supply chain management activities including production planning, inventory management and logistics. Decision and analysis tools used for decisions in the areas of modeling, technology adoption, vertical integration, and production planning/materials control will be examined. *Only open to students following the STEM option.*

BUS 649. Program and Project Management I (in lieu of MGT 629 for STEM option)

Program management activities in the areas of strategy management, project management,

process management, and risk management will be discussed. Project management competency models and value assessment methods used by project management office to create linkage between strategy and projects will be analyzed and conversed. *Only open to students following the STEM option.* Prerequisite: MGT 617.

BUS 650. Program and Project Management II (*capstone in lieu of BUS 660 for STEM option*)

Advanced study of program management activities in the areas of strategy management, project management, process management, and risk management. A continuation of the study begun in BUS 649. *Only open to students following the STEM option.* Prerequisite: BUS 649.

9. ASSESSMENT

a. *Assessment of student learning outcomes:* Student learning outcomes will be assessed in a manner that is consistent with SACS and AACSB accreditation standards. The SOBA has in place a well-established assessment process for student learning outcomes of its undergraduate business program which has been evaluated and approved by both SACS and AACSB. This process will be extended to include the MBA-STEM/LA program. The student learning outcomes for the MBA-STEM/LA (listed above in section 4) will be assessed each semester (fall, spring, summer) by the SOBA Assessment Committee. Assessment methods will include both direct and indirect measures, such as in-class assessment instruments –e.g., course-embedded approaches, rubrics of communication and other social skills, and project assignments – as well as surveys of graduating students, alumni and employers, and the ETS Major Field Test for the MBA.

b. *Plan for programmatic assessment:* Programmatic assessment will also use both direct measures – such as employment data for graduates of the program – and indirect measures, including feedback from MBA-STEM/LA alumni and employers of MBA-STEM/LA graduates, to determine how well the MBA-STEM/LA program is meeting the needs of the local community and beyond. This process will be facilitated by the creation of the SOBA Graduate Advisory Council, composed of local economic development officials, key business leaders in local STEM-related industries, and alumni of the MBA-STEM/LA program, including both entrepreneurs who started their own businesses and those who are employed in a larger organization.

c. *How program evaluation and student performance assessment data will be used to initiate changes to the program, if needed:* Assessment results will be transmitted annually to the SOBA Curriculum Committee for discussion and review. Any curriculum changes or pedagogical adjustments that are found to be necessary as a result of the assessment findings will be proposed by the SOBA Curriculum Committee to the SOBA faculty for approval. Future assessment data will then be reviewed to determine the effectiveness of any such changes in improving student learning or programmatic success.

10. FACULTY

Table B - Faculty List

Current Faculty by Rank	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor # 1	Ph.D.	Management - Strategy, HR	Yes
Professor # 2	Ph.D.	Management - Operations/Proj. Mgmt.	Yes
Professor # 3	Ph.D.	Accounting/Int'l Business	Yes
Professor # 4	Ph.D.	Finance	Yes
Professor # 5	Ph.D.	Economics/Int'l Business	Yes
Professor # 6	Ph.D.	Marketing	Yes
Asst. Professor # 1	Ph.D.	Management - MIS, Project Mgmt.	Yes
Asst. Professor # 2	Ph.D.	Management/Int'l Business	Yes
Asst. Professor # 3	Ph.D.	Marketing	Yes
Asst. Professor # 4	Ph.D.	Finance	Yes
Asst. Professor # 5	Ph.D.	Accounting	Yes
vacant tenure-track (search underway)	Ph.D.	Management	Yes

There is also a full-time instructor position in accounting which will be converted to a tenure-track position requiring a doctorate for the first year of the MBA-STEM/LA program (2014-15).

Comment [RE4]: What requires a doctorate in the first year?

b. To provide the MBA-STEM/LA program, USCA will need to add two full-time, tenure-track business faculty members, one in economics and one in marketing (specializing in logistics and supply chain management). As mentioned above, it will also be necessary to convert an existing full-time instructor position in accounting to a tenure-track position. All of the above new graduate business faculty must hold a doctorate in their field of study and be considered academically qualified (AQ) by AACSB standards, meaning they must be active scholars who regularly publish original research that has been reviewed by their peers.

c. Transition to a business program with both graduate and undergraduate degrees will necessitate higher research expectations and correspondingly higher levels of research and professional development support. SOBA faculty teaching graduate courses will also receive one course release during each fall or spring semester in which they are teaching a graduate course. The two additional faculty positions identified above will allow the SOBA to cover the new graduate sections that must be offered each semester, as well as to cover the undergraduate sections affected by the release time requirement for graduate faculty.

ACAP
10/17/2013
Agenda Item 8g

d. Currently, all SOBA faculty are expected to remain current in their disciplines as active scholars, with greater research expectations for those who hold terminal degrees and tenured or tenure-track positions. These research expectations are in line with AACSB standards for an undergraduate business program. All full-time SOBA faculty are allotted a certain amount of faculty development funds from the SOBA each year to support their research and travel to conferences; this amount is augmented each year for those who successfully publish one or more articles in peer-reviewed journals in the previous year. These internal SOBA funds are supplemented by institutional funds for faculty travel expenses which are dispersed by the USCA Partnership Fund.

e. The definition of a full-time equivalent (FTE) faculty member on a nine-month contract at USCA is teaching 12 undergraduate credit hours or 9 graduate hours per long semester. Any summer teaching assignments would be in addition to the above. The definition of a full-time equivalent administrator or staff on a 12-month contract is working 37.5 hours per week.

f. Table C - Unit Administration, Faculty & Staff Support

UNIT ADMINISTRATION, FACULTY, AND STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2014-15	0	0	1	0.25	1	0.25
2015-16	0	0	1	0.25	1	0.25
2016-17	0	0	1	0.25	1	0.25
2017-18	0	0	1	0.25	1	0.25
2018-19	0	0	1	0.25	1	0.25
Faculty (only including SOBA graduate faculty)						
2014-15	1	0.5	13	1.5	14	2.0
2015-16	1	0.5	14	2.0	15	2.5
2016-17	0	0	15	2.5	15	2.5
2017-18	0	0	15	2.5	15	2.5
2018-19	0	0	15	2.5	15	2.5
Staff						
2014-15	0	0	3	0.25	3	0.25
2015-16	0	0	3	0.25	3	0.25
2016-17	0	0	3	0.25	3	0.25
2017-18	0	0	3	0.25	3	0.25
2018-19	0	0	3	0.25	3	0.25

11. PHYSICAL PLANT

The current physical plant will provide adequate space for the MBA-STEM/LA for the first five years. No modifications to existing facilities are anticipated at this time.

12. EQUIPMENT

No purchases of major equipment items will be needed for the first five years of the MBA-STEM/LA program beyond normal acquisitions of commonly used items for instruction and

research.

13. LIBRARY RESOURCES

The Gregg-Graniteville Library occupies a recently renovated two-story 40,000 square foot building situated on the main university quadrangle. The collection contains over 222,439 volumes of books and print journals, over 79,433 pieces of microfilm and microfiche, and over 4167 volumes of media materials. The USCA library has access to 186 databases, including those through DISCUS and PASCAL, with E-journals totaling 28,582. USCA students have access to approximately 60,672 E-books. The Gregg-Graniteville Library is an official depository for Federal and South Carolina documents, with holdings of 58,569 print and digital titles. The library is open 78 hours per week with variations during exam periods, inter-sessions, summer terms, and holidays.

Current print monograph holdings in Business, subdivided by subject include:

- Economic Theory - 911 volumes,
- Economic History and Conditions - 1173 volumes,
- Industries, Land Use, Labor (including Management) - 2977 volumes,
- Transportation and Communications (including Telecommunications Industry) - 229 volumes,
- Commerce (including Markets and Accounting) - 1515 volumes,
- Finance (including Banking and Insurance) - 691 volumes, and
- Public Finance (including Taxation and Public Accounting) - 181 volumes

Our current print collection is strongest in Economics, Management, Marketing and Commerce. The Finance area is most in need of strengthening. A qualitative examination of the titles in the USCA collection was conducted comparing the last four years (2008-2011) of *Choice Review's Outstanding Academic Titles* with our holdings. *Choice: Current Reviews for Academic Libraries* is published by the Association of College and Research Libraries and is the premier source for reviews and recommendations of academic books, electronic media, and Internet resources of interest to those in higher education. The comparison found that we own or have access to 23% of the outstanding titles recommend by *Choice* in the Business area. Our current collection is adequate to meet the needs of the faculty and students at USCA; however, additional resources should be acquired for an MBA program. To add these additional outstanding monographic titles would require approximately \$2,500 annually; however this could be handled within the current library budget available.

Business-specific databases currently accessible by USCA School of Business students include: Business Source Premier (EBSCO), Gale Business Insights: Global, Thomasnet (Thomas Register Online), and CCH Accounting Research Manager. Other databases which include business-related materials are Lexis-Nexis Academic Universe and Academic Search Premier

ACAP
10/17/2013
Agenda Item 8g

(EBSCO). Our electronic databases are currently adequate for our undergraduate Business students, and would be adequate for the proposed MBA-STEM/LA if we are able to upgrade our current EBSCO databases to include Business Source Complete (\$7,730) and Academic Source Complete (\$8,972) for a total of \$16,702 in Year 1. The total cost for both upgraded databases is expected to increase by 5% annually. Less crucial, but also recommended, should funds allow, would be a subscription to the Mergent database (\$4,500), which provides extensive information on public and private companies as well as in-depth industry information and more.

The U.S. Government Documents Depository maintains a number of business related electronic databases and print resources published by agencies such as Congress, the Securities and Exchange Commission (EDGAR), the U.S. Commerce Department, the Small Business Administration, the Congressional Budget Office, the General Accounting Office, the Office of the President and numerous other governmental agencies. Both a full-time Documents Librarian and support staff are available to aid in research.

The library currently subscribes directly to ten business related journals including the following essential titles: *The Economist*, *Review of Economics & Statistics*, *Harvard Business Review*, *Journal of Finance*, *Journal of Consumer Research*, *Journal of the Academy of Marketing Science*, *Management Accounting Quarterly*, *Strategic Finance*, *Journal of Financial Education*, and The Wall Street Journal. In addition to these titles, USCA Business faculty and students have access to hundreds of other titles in all fields of Business through our full-text databases and consortial journal packages, including such titles as the *Journal of Financial Economics*, *the Journal of Marketing*, *the Strategic Management Journal*, *the Journal of Accountancy*, and The New York Times.

USCA maintains a formal written agreement with all universities and colleges in South Carolina, the Partnership Among South Carolina Academic Libraries (PASCAL <http://pascalsc.org/>), which supports both consortial purchasing of databases and statewide borrowing of materials. PASCAL Delivers provides for reciprocal library borrowing among private and public colleges/universities throughout the state. It is supported by a statewide courier service which makes book deliveries to campuses five days a week. USCA currently has access to the EBSCO databases Academic Search Premier and Business Source Premier through the S.C. State Library via DISCUS; however, our proposed upgrades to Academic Search Complete and Business Source Complete would be negotiated through PASCAL for special pricing. We currently receive a special consortial price for our subscription to Lexis Nexis via PASCAL.

Using ILLIAD, a web-based Interlibrary Loan system, librarians fill requests for articles or documents that are scanned and transmitted via Ariel software. USC Aiken belongs to the KUDZU Consortium of southeastern libraries, providing delivery of items not available within the state to faculty and students within a few days.

The library maintains an active program of research assistance and instruction. The library faculty support classroom instruction in the disciplines and offer both general and course-specific library instruction. Instruction sessions are tailored to the needs of the course and the specific requirements of individual faculty members with the stated purpose of enabling all

members of the college community to achieve information literacy in preparation for lifelong learning in a changing and global society.

The Gregg-Graniteville Library receives faculty input through the Faculty Assembly's Library Committee. This committee includes representatives from each college and school with the Director of the Library serving as an ex officio member. The committee serves as an advisory body to the Director of the Library on such topics as budget and collections. The Library Committee members often serve as departmental liaisons to the Library concerning orders, allocations, and related matters. The School of Business faculty review library holdings and participate in the decision making process of adding or deleting business-related library holdings.

14. ACCREDITATION, APPROVAL, LICENSURE OR CERTIFICATION

a. All business degree programs offered by USCA are accredited by AACSB, and are subject to review for maintenance of accreditation on a five-year cycle. The next maintenance review is scheduled for 2014-15. If the MBA-STEM/LA is approved and begins in the Fall of 2014, it will be covered under the existing AACSB accreditation and be reviewed as an addition to the institution's business degree offerings in the 2014-15 review.

b. Graduates of the MBA-STEM/LA are not subject to licensure or certification by any public or private agency.

c. Not applicable.

15. ARTICULATION

The unique nature of the MBA-STEM/LA, which is a graduate-level program that is not usually considered to be a terminal degree, makes any articulation agreements unnecessary. The unique nature of the MBA-STEM/LA as a non-traditional MBA program only available to non-business majors and delivered in a face-to-face format also makes it unfeasible to collaborate with other state institutions in providing the MBA-STEM/LA in the Aiken area.

16. ESTIMATED COSTS AND SOURCES OF FINANCING

a. Table D - Estimated Costs and Sources of Financing by Year

ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Faculty Salaries	\$148,000	\$273,720	\$277,820	\$281,990	\$286,220	\$1,267,750
Library Resources	\$16,702	\$17,537	\$18,414	\$19,335	\$20,301	\$92,289
Other Costs	\$7,500	\$7,500	\$7,500	\$7,500	\$7,500	\$37,500
TOTALS	\$172,202	\$298,757	\$303,734	\$308,825	\$314,021	\$1,397,539
SOURCES OF FINANCING BY YEAR						
Tuition Funding	\$172,800	\$222,480	\$274,985	\$330,441	\$388,976	\$1,389,682
Reallocation of Existing Funds		\$76,277	\$28,749			\$105,026
TOTALS	\$172,800	\$298,757	\$303,734	\$330,441	\$388,976	\$1,494,708
MARGIN	\$598	0	0	\$21,616	\$74,954	\$97,169

Faculty salaries are based on section 10 above, and library resources come from section 14. Other costs include marketing expenses, supplies, printing and software needs.

b. The estimated number of students comes from Table A in section 7 above. It is assumed that all of the students will pay in-state tuition rates, since any students from neighboring counties across the state line in Georgia would be eligible to pay in-state tuition.

c. No special state appropriations have been or will be requested for the MBA-STEM/LA program.

ACAP
10/17/2013
Agenda Item 8g

d. Estimated program costs will be financed by tuition funding and the temporary reallocation of existing funds for years 2 and 3. The tuition funding includes an assumption of a 10% tuition premium for the MBA-STEM/LA program which raises the E&G tuition cost per credit hour from \$427 to \$470, and assumes an annual growth rate of 3% from year 2 onward. The source of the reallocated funds will be institutional reserves. By year 4 of the program, annual tuition revenue will regularly exceed annual program expenses, providing a cumulative positive margin by year 5 that is more than sufficient to return the reallocated funds borrowed in years 2 and 3.