

NEW PROGRAM PROPOSAL FORM

Name of Institution: Lander University

Name of Program (include degree designation and all concentrations, options, or tracks):
Bachelor of Applied Science (B.A.S.) in Business Administration

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: Fall 2020

CIP Code: 520201

Delivery Site(s): University Center of Greenville and online

Delivery Mode:

- | | |
|--|---|
| <input type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education |
| | <input checked="" type="checkbox"/> 100% online |
| | <input checked="" type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

Program Contact Information (name, title, telephone number, and email address):

Dr. Michael Brizek
Interim Dean, College of Business
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mbrizek@lander.edu

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

- | | |
|--------------------------------------|--------------------|
| 1. Undergraduate Programs Committee: | September 11, 2019 |
| 2. Curriculum Committee: | September 13, 2019 |
| 3. Faculty Senate: | September 17, 2019 |
| 4. President: | September 20, 2019 |
| 5. Board of Trustees: | September 24, 2019 |

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

Nature and Purpose of the Program

The purpose of the Bachelor of Applied Science is to provide students who have completed an Associate of Applied Science or have accumulated undergraduate credits from an accredited institution a pathway for completion of the baccalaureate degree. The program is designed to aid students in completing a bachelor's degree and gaining essential advanced managerial and analytical skills needed in the workforce.

Program Objectives

Students who complete the B.A.S. in Business Administration degree will have a broad knowledge of management principles and skills and an in-depth understanding of business practices offered in this degree.

Goals and Objectives of the Degree

Students who complete this degree will have completed the Lander University general education requirements and demonstrated proficiency in its 6 areas: Humanities and Fine Arts; Behavioral and Social Perspectives; Science and Mathematical Reasoning; Core Writing Skills; State Founding Documents Requirement; Global Issues and Cultures.

In addition, students who complete this degree will demonstrate proficiency in the following areas due to their courses in the B.A.S. in Business Administration:

- a. Demonstrate knowledge and skills in financial methods
 - Identify, describe, and prepare each of the major financial statements
 - Prepare major managerial financial reports such as a Profit and Loss Statement and stock valuation methods
- b. Demonstrate knowledge and skills in strategic formulation and implementation
 - Integrate comprehensive knowledge and skills from all the business functional areas to solve or describe complex managerial problems.
 - Choose the appropriate strategies to differentiate an organization's offerings, position the offerings, and achieve a competitive advantage.
- c. Demonstrate analytical reasoning
 - Explain basic concepts of statistical inference.
 - Develop managerial testing strategies through hypothesis testing and regression analysis.
- d. Demonstrate knowledge and skills in management
 - Discuss management of organizations using the language of management through reading assignments and group activities.
 - Demonstrate leadership skills by developing and using a time management tools.
 - Discussion of environmental conditions and pressures facing today's managers and organizations through case study analysis.
 - Describe the importance of ethics, globalization and diversity in today's management.

- Demonstrate problem solving skills of management issues by developing a resolution to different business issues.
- e. Demonstrate knowledge and skills in marketing
- Assess market opportunities by analyzing customers, competitors, collaborators, context and the strengths and weaknesses of a company.
 - Describe how to find attractive marketing opportunities
 - Describe key market segmentation and targeting strategies.
 - Use data analytics to make informed strategic decisions and action plans.
 - Identify the nature of the digital marketplace and the variety of marketing strategies and channels that are commonly used in making decisions in the business landscape.
- f. Demonstrate knowledge and skills in information systems
- Describe how information systems are used in the strategic management of a business.
 - Describe the use of advanced application programs, especially databases, in the management of a business.

Centrality to Lander University Mission

The mission statement of Lander University is to “offer high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond” (<http://www.lander.edu/about/vision-mission-strategic-plan>). The B.A.S. program will meet this goal within our region and provide a program that is market driven, valuable, and affordable. The implementation of a hybrid-online B.A.S. program in Business Administration offered at the University Center of Greenville will have an impact on our seven-county region in the Upstate and eventually an impact on the state of South Carolina and beyond.

Target Audience

The clientele to be served are those holders of A.A.S. degrees who need a baccalaureate degree to advance in their careers. In addition, students with a technical / professional background may choose this degree as they can complete the first two years at a technical school / community college and other similar two- and four-year institutions and transfer into this degree completion program. While technical schools offer many fine terminal degrees, at times students holding such degrees later decide to earn a bachelor’s degree. When doing so, A. A. S. students often encounter difficulties transferring their credits toward a bachelor’s degree. The Bachelor of Applied Science degree offers these students an improved path toward a bachelor’s degree.

Assessment of Need

State / Regional Demand for the Program

Eighty percent of all Americans believe that the typical college education is not worth its cost.¹ According to a recent report by Deloitte (2018), this belief by Americans stems from the growing disconnect between the courses offered by higher education institutions and the skills needed by students in order to be successful in the labor market.² An article by Dr. Clayton Christensen, et. al. points to the immediate need of higher education institutions to strategize and focus in creating high-impact programs and curricula that meets the needs of the workforce in the 21st Century and develop

¹ Josh Sanburn, “Higher education poll,” *TIME*, October 18, 2012, <http://nation.time.com/2012/10/18/higher-education-poll/?pcd=teaser>.

² Reimagining higher education: A GovLab report, Deloitte University Press, 2014.

these niches rather than being all things to all people.³ This proposed B.A.S. in Business Administration degree program will address a major employment need in serving students that possess an A.A.S. degree and providing a pathway for a bachelor’s degree for career advancement. A Harvard Business Review study in 2016 showed that a recent business graduate that possess technical skills along with conceptual skills from a bachelor’s degree demonstrates a higher level of success and achievement in the workplace versus those who do not.⁴ The B.A.S. in Business Administration will address this need not only for the A.A.S. graduate, but other 2 and 4-year degree seeking students searching a degree completion program.

Transfer and Articulation

Lander University College of Business is currently developing relationships with Greenville Technical College and Piedmont Technical College to fully articulate their A.A.S. degree offerings to the proposed B.A.S. in Business Administration degree pending SC CHE and SACSCOC approvals. Future articulation agreements would also be created with other regional technical colleges and community colleges in the area, including Tri-County Technical College, York Technical College and Spartanburg Community College. According to SC CHE data, 6,429 A.A.S. students graduated from SC technical colleges in 2017-2018. Articulation agreements would be developed to serve this current population.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Management (All) ⁵⁶	89,190	+4.0%	7,616,650	+6.3%	Occupational Employment Statistics US Department of Labor BLS (2018-2019 /projected)
General and Operations Management	32,520	+1.7%	2,289,770	+3%	
Administration Services Management	3,470	+2.6%	283,570	+7%	
Production Management	3,000	+ 2.3%	181,310	+0.7%	
Purchasing Managers	730	+ 3.5%	69,490	+0.8%	

³ Clayton Christensen, Michael Horn, Louis Soares, and Louis Caldera, Disrupting college: How disruptive innovation can deliver quality and affordability to postsecondary education, Center for America Progress, February 8, 2011, <http://www.americanprogress.org/issues/labor/report/2011/02/08/9034/disrupting-college/>.

⁴ Jeffery J. Selingo, Two-Thirds of College Grads Struggle to Launch Their Careers, *Harvard Business Review*, May 31, 2016, <https://hbr.org/2016/05/two-thirds-of-college-grads-struggle-to-launch-their-careers>

⁵ U.S. Department of Labor Bureau of Labor Statistics, <https://www.bls.gov/oes/current/oes110000.htm>

⁶ U.S. Department of Labor Bureau of Labor Statistics, https://www.bls.gov/oes/current/oes_sc.htm#11-0000

Supporting Evidence of Anticipated Employment Opportunities

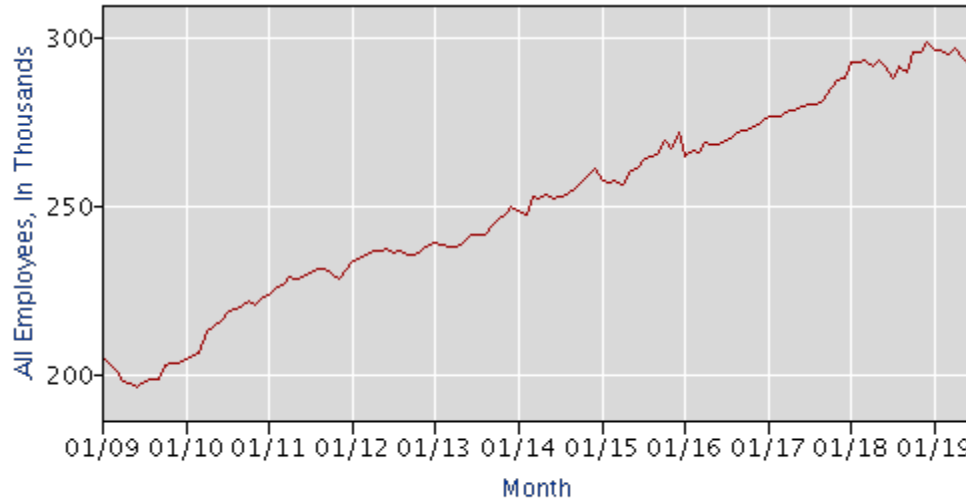
According to the United States Department of Labor Bureau of Labor Statistics for May of 2019, employment in all management-related occupations continues to exceed all other occupational categories within the State of South Carolina.

Occupation code	Occupation title	Level	Employment	Employment RSE	Employment per 1,000 jobs	Location quotient	Median hourly wage	Mean hourly wage	Annual mean wage	Mean wage RSE
00-0000	All Occupations	total	2,062,280	0.4%	1000.000	1.00	\$16.23	\$20.78	\$43,210	0.5%
11-0000	Management Occupations	major	89,190	1.1%	43.248	0.82	\$42.97	\$49.57	\$103,100	0.6%

Source: https://www.bls.gov/oes/current/oes_sc.htm#11-0000

Over a 10- year period, business and managerial employment has grown steadily with a net gain of over 86,000 new positions or 29.5% despite a challenging overall economy between 2010-2012. The overall labor force within the Spartanburg, SC metro region has increased by 18.75% over the recent 10-year period (BLS, 2019).

State: South Carolina
Area: Statewide
Supersector: Professional and Business Services
Industry: Professional and Business Services
Data Type: All Employees, In Thousands



Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2009	205.6	202.9	201.3	198.1	197.6	196.7	198.1	198.5	198.5	202.7	203.6	203.5
2010	204.7	206.2	206.8	213.3	214.4	216.2	218.4	219.5	220.4	221.9	220.8	223.1
2011	223.8	225.9	226.8	228.9	228.6	228.9	230.5	231.3	231.4	230.2	228.7	231.0
2012	233.7	234.2	235.8	237.0	236.6	237.7	236.2	236.8	235.6	235.4	236.8	238.6
2013	239.2	238.7	238.2	238.1	239.4	241.4	241.8	241.9	243.8	245.5	247.6	249.8
2014	248.7	247.8	252.9	252.6	253.3	252.6	253.0	253.6	255.3	256.9	259.4	261.0
2015	257.5	257.0	257.9	256.4	260.1	261.0	263.6	264.9	265.2	269.8	267.2	272.1
2016	264.9	266.3	266.0	268.7	268.1	268.3	269.6	270.7	272.5	272.3	273.5	275.2
2017	276.5	276.7	276.8	278.2	278.2	279.8	280.2	280.2	281.5	284.8	287.4	287.8
2018	292.7	292.6	293.3	291.3	293.3	291.8	288.1	291.7	289.9	295.5	295.9	299.0
2019	296.6	296.6	295.0	296.7	293.9	291.9	290.5(P)					

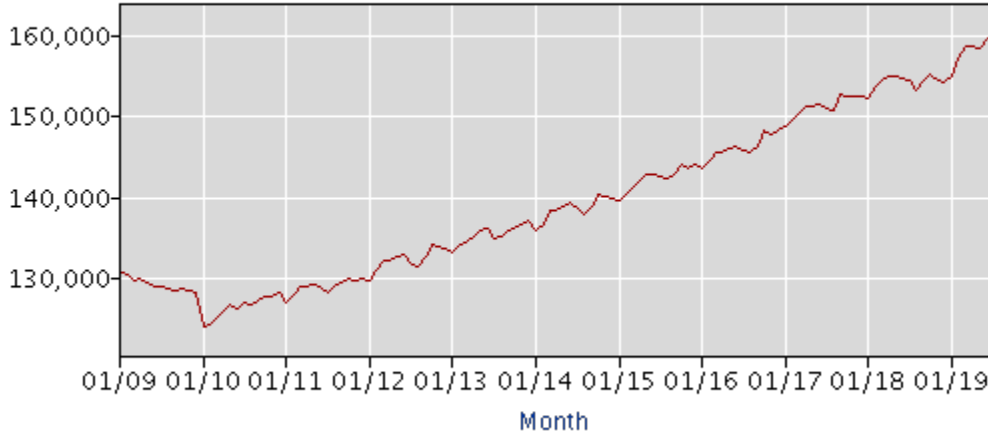
P : Preliminary (In thousands)

Source:

https://data.bls.gov/timeseries/SMS4500000600000001?amp%253bdata_tool=XGtable&output_view=data&include_graphs=true

Area: Spartanburg, SC Metropolitan Statistical Area
Area Type: Metropolitan areas
State/Region/Division: South Carolina

employment



Source:

https://data.bls.gov/timeseries/LAUMT454390000000005?amp%253bdata_tool=XGtable&output_view=data&include_graphs=true

Recent Growth of Regional Manufacturing Sector

With the location of Lander University among several large manufacturing corporations in the Upstate of South Carolina, the primary market for graduates of this program is likely to center on this sector of the South Carolina economy. The U. S. Bureau of Labor Statistics reports that employment in the manufacturing sector in South Carolina has steadily increased since 2010, reaching employment numbers equal to pre-recession levels (2007). The South Carolina Department of Commerce reports 19% growth in manufacturing employment in the state since 2011. Upstate Alliance reports that 74 companies invested \$1,989,589,800 in new or existing companies in the upstate region in 2017, with 53 of these companies in the manufacturing sector.⁷ With the continued economic health of this sector of the state's economy, the demand for well-trained quality managers should continue to be strong.

National Demand for Degrees in Business

On a national level, according the National Association of Colleges and Employers (NACE) *Job Outlook 2017 Spring Update*, graduates with business degrees are in high demand among survey respondents. 72% of the employers were planning to hire business graduates. Also, within the NACE survey, 82% of respondents were more likely to hire recipients of a bachelor's degree in business as compared to 13.4% of associate-degree recipients in business.⁸

Skills – What the Program Prepares Students to do

⁷ <http://www.upstatescalliance.com/Data-Resources/Information.aspx>

⁸ <http://www.nacweb.org/job-market/trends-and-predictions/job-outlook-the-degrees-and-majors-most-in-demand/>

Students that enroll in a Bachelor of Applied Science (B.A.S.) degree in Business Administration will acquire and develop additional conceptual and analytical knowledge and skills in business and marketing beyond their technical education and training. There are many fields in which a person can find employment after receiving a bachelor's degree in business. Some of the most common types of jobs found after obtaining a Bachelor of Applied Science degree are in various fields of entry-level management or supervisory positions. For example, many management and administrative positions require a baccalaureate degree. Employees who have earned a certificate or A.A.S. degree are often not able to apply for or be promoted to supervisory or entry-level management positions without a baccalaureate degree. Office management and human resources management positions may also be a good option for students earning a B.A.S degree. Other common positions are in health care, construction and network administration or management. Graduates may also be able to use the degree to find a job in manufacturing and sustainability. The degree can be especially helpful for individuals who have clinical or field knowledge backgrounds to properly functioning in their position, but lack leadership and business knowledge.

Local Employment Opportunities

Through our existing partnerships with local business organizations and continuing relationships with future industry partners, the B.A.S. in Business Administration degree would be ideal for individuals seeking to advance their careers in supervisory and managerial positions that require a minimum education requirement of a bachelor's degree in business. Local employers in the State of South Carolina with which the Lander University College of Business currently holds strong relationships includes:

- Capsugel / Lonza Company
- Carolina Health Centers, Inc.
- Colgate – Palmolive
- Eaton Corporation
- FUJIFILM Manufacturing U.S.A. Inc.
- Teijein
- United Technologies Corp.

Enrollment Projections

Enrollment for the B.A.S. in Business Administration will be offered within the University Center of Greenville through hybrid and online instruction by Lander University faculty. It is estimated that the majority of students that will be enrolling in the program will be matriculating with an A.A.S. degree from the regional tech schools and community colleges in the SC Upstate area, which would include Greenville Technical College and Piedmont Technical College. Students that have matriculated from other regionally accredited 2 and 4-year institutions may also apply and transfer credits into the B.A.S. program.

B.A.S. in Business Administration at University Center of Greenville

Projected Enrollment (total FTEs)			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2020-21	15	25	10
2021-22	40	65	20
2022-23	75	85	20
2023-24	90	100	25
2024-2025	110	120	30

Explain how the enrollment projections were calculated.

Projected enrollments were based on review of total A.A.S. student completions in SC Technical Colleges over a five-year period along with A.A.S. graduates at key-regional SC Technical Colleges in the Upstate of SC.

Summary of Associate Degree Completions at SC Technical Colleges by Fiscal Year					
	2013-14	2014-15	2015-16	2016-17	2017-18
Degree Type					
AA, Associate of Arts	1,507	1,453	1,526	1,707	1,663
AAS, Associate of Applied Science	6,643	6,668	6,703	6,492	6,429
AS, Associate of Science	1,208	1,296	1,388	1,247	1,330
Total	9,358	9,417	9,617	9,446	9,422

Source: South Carolina Commission on Higher Education, 2019.

Data from Greenville Technical College on its A.A.S. degree programs and students as well as career data in business / management careers in South Carolina were used to make the projections in the tables above. Lander is aware that students who have graduated from a technical college may be working professionals and therefore not pursuing a full load of courses. Thus, the enrollment projections in the table above reflect FTE students.

The estimates at University Center of Greenville assume that students spend 2 years as a cohort in the program, having already earned an associate’s degree in the various professional degree programs offered. These projected enrollment figures also take into consideration transfer students from other 2 and 4-year regionally accredited institutions seeking a degree completion program in business towards a bachelor’s degree. Increases in overall enrollment figures from year 2 (2021-22) to year 5 (2024-2025) are attributed to the increased presence of Lander University Faculty and a dedicated program coordinator which will be located within the University Center Greenville by year 2 of this proposal in order to assist in overall student program enrollment and promotion of the program itself in the regional areas of the South Carolina Upstate.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

Yes

No

Curriculum

Delivery of Proposed Curriculum

The proposed B.A.S. in Business program will be primarily offered to students at the University Center Greenville (UCG), via in class lectures, on-line, and hybrid (in-class lectures and online) delivery.

New Courses

List and provide course descriptions for new course

No new courses are required for this program

Total Credit Hours Required: 120

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1 (Example: A.A.S. in Management from Greenville Technical College)					
Fall		Spring		Summer	
CPT 170 Microcomputer Applications	3.0	ACC 101 Accounting Principles I	3.0		
ENG 101 English Composition I	3.0	ECO 210 Macroeconomics	3.0		
MAT 120 Probability and Statistics	3.0	ENG 105 Editing Academic Writing	1.0		
MKT 101 marketing	3.0	MGT 101 Principles of Management	3.0		
ELECTIVE	3.0	SPC 205 Public Speaking	3.0		
Total Semester Hours	15.0	Total Semester Hours	13.0	Total Semester Hours	
Year 2 Greenville Technical College					
Fall		Spring		Summer	
ACC 102 Accounting Principles II	3.0	BUS 105 Business Economic Applications	3.0	BUS 250 Introduction to International Business	3.0
BUS 121 Business Law	3.0	MGT 120 Small Business Management	3.0	Humanities Elective	3.0
LOG 215 Supply Chain Management	3.0	MGT 201 Human Resource Management	3.0	MGT 240 Management Decision Making	3.0
MGT 150 Fundamentals of Supervision	3.0	CPT 270 Advanced Microcomputer Applications	3.0	MGT 270 Managerial Communications	3.0
Total Semester Hours	12.0	Total Semester Hours	12.0	Total Semester Hours	12.0

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3 Lander University					
Fall		Spring		Summer	
BA 304 Management Information Systems	3.0	Science Gen. Ed.	3.0		
MGMT 301 Principles of Management	3.0	HIST 111 or POLS 101	3.0		
Humanities and Fine Arts Gen Ed.	3.0	BA 325 Advanced Analytical Methods	3.0		
Behavioral and Social Perspectives Gen. Ed.	3.0	FINA 301 Business Finance	3.0		
Global Issues and Cultures Gen Ed.	3.0	MKT 301 Principles of Marketing	3.0		
Total Semester Hours	15.0	Total Semester Hours	15.0	Total Semester Hours	
Year 4 Lander University					
Fall		Spring		Summer	
BA Elective	3.0	BA Elective	3.0		
MGMT 325 Entrepreneurship and Innovation	3.0	BA Elective	3.0		
MGMT 315 Human Resource Management	3.0	MGMT 330 Operations Management	3.0		
English Gen. Ed.	3.0	BA 414 Business Strategy	3.0		
		Elective	2.0		
Total Semester Hours	12.0	Total Semester Hours	14.0	Total Semester Hours	

2020-2021 PROGRAM REQUIREMENTS (PROPOSED)

DEGREE: BACHELOR OF APPLIED SCIENCE
MAJOR: BUSINESS ADMINISTRATION

Credit Hours

GENERAL EDUCATION REQUIREMENTS

(For approved courses see the [General Education section.](#))

- A. Humanities and Fine Arts**
 (6 hours selected from 2 different disciplines) 6
- B. Behavioral and Social Perspectives**
 (6 hours selected from 2 different disciplines)
 ECON 101 or ECON 201 or ECON 202 3
 Behavioral and Social Perspectives elective 3
- C. Scientific and Mathematical Reasoning**
 (6 hours selected from 2 different disciplines)
 MATH 211.Introduction to Statistical Methods I 3
 Science and Mathematical Reasoning elective 3
- D. Core Writing Skills**
 ENGL 101.Writing and Inquiry I 3
 ENGL 102.Writing and Inquiry II 3
- E. State Founding Documents Requirement** 3
 HIST 111.United States History to 1877 or
 POLS 101.American National Government
- F. A Global Issues and Cultures** 3

TOTAL GENERAL EDUCATION REQUIREMENTS 30

MAJOR PROGRAM CORE REQUIREMENTS

In order to enroll in the upper-level Business courses (300-level and above),
 Business majors must meet the following requirements:

- Courses counted toward degree must be taken for a letter grade;
- Students must have and maintain a Lander GPA of 2.50 or better; and

- BA 304.Management Information Systems 3
- BA 325.Advanced Analytical Methods 3
- BA 414.Business Strategy 3
- FINA 301.Business Finance 3
- MGMT 301.Principles of Management 3
- MGMT 315.Human Resource Management 3
- MGMT 325.Entrepreneurship and Innovation 3
- MGMT 330.Operations Management 3
- MKT 301.Principles of Marketing 3

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

Business Administration electives (Any 300- or 400-level Business courses from
 ACCT, BA, ECON, FINA, HCMT, MGMT, or MKT) 9

TOTAL MAJOR PROGRAM REQUIREMENTS 36

ADDITIONAL ELECTIVE REQUIREMENTS 54

(Up to 54 credit hours of courses transferred from a regionally accredited 2 or 4-
 year institution.

TOTAL FOR BAS DEGREE 120

All courses required for this degree program will be offered at University Center of
 Greenville and through online delivery.

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
B.A.S. In Advanced Manufacturing Technology	125	Greenville Technical College	B.A.S. completion degree program for A.A.S. degree students with a concentration(s) in Mechatronics, Machine Tool Technology, CNC Technology, Mechanical Engineering, Technology, Electronic Engineering Technology	Lander University's B.A.S. program will be offered in Business Administration, Greenville Technical College's B.A.S. program is centered strictly in the technology programs that they currently offer
B.A.S. in Advanced Manufacturing Management	121	University of South Carolina-Upstate	B.A.S. completion degree program offered as a blended educational delivery program offsite (UC-Greenville)	Lander University's B.A.S. program will be offered in Business Administration, USC Upstate's is centered in Manufacturing Management

Please note: The listed CIP code (52.0201) for this proposal is for business programs, however there are currently no business programs regarding the B.A.S. degree within the State of South Carolina.

Faculty

Rank and Full-or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Assistant Professor #1 Full-time	BA 304.Management Information Systems BA 325.Advanced Analytical Methods (6 hours) Fall 2020 MGMT 330.Operations Management (3 hours) Spring 2021	Ph.D., Industrial Engineering, University of Louisville. Graduate courses taken include Operations Research, Applied Systems Analysis.	Scholarly Academic status per AACSB faculty.
Assistant Professor #2 Full-time	MGMT 301.Principles of Management MGMT 315.Human Resource Management (6 hours) Fall 2020 MGMT 325.Entrepreneurship and Innovation BA 414.Business Strategy (6 hours) Spring 2021	Ph.D., Business Administration, Southern Illinois University	Scholarly Academic status per AACSB faculty qualifications standards.
Adjunct Lecturer (4 positions) part-time	FINA 301.Business Finance MKT 301.Principles of Marketing Business Administration electives (Any 300- or 400-level Business BA, ECON, FINA, HCMT, MGMT, or MKT)courses from ACCT (15 Hours) Fall 2020 Fall 2021	Graduate Degree (masters-level) with at least 18 hours in discipline or Ph.D. or D.B.A in Management or Business Administration	
Lecturer / Program Coordinator UGC Full-time	Business Administration electives (Any 300- or 400-level Business BA, ECON, FINA, HCMT, MGMT, or MKT)courses from ACCT (6 hours per semester) Fall 2021	Graduate Degree (masters-level) with at least 18 hours in discipline or Ph.D. or D.B.A in Management or Business Administration	
Adjunct Lecturer (4 positions) part-time	LU General Education Requirements (9 hours per semester)	Graduate Degree (masters-level) with at least 18 hours in discipline or doctoral degree in respected general education discipline	

Total FTE needed to support the proposed program:
 Faculty: 2.0 existing; 1.0 new
 Staff: .5 existing
 Administration: 1.0 new

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

To support the B.A.S. in Business Administration program, two Management faculty members in the College of Business hold doctorate degrees and are qualified to teach undergraduate courses. These two full-time faculty members are currently teaching at the main campus and would be available to instruct and offer curriculum support at the University Center of Greenville (UCG) for up to six undergraduate credit hours per semester. One new full-time lecturer / program coordinator in the Management discipline would be needed. The new faculty member would teach two undergraduate courses (6 credit hours per semester) and assist in administering the program at UGC. Lander University currently provides administrative staff at the UCG in order to assist new and continuing students with their degree planning and academics.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

No additional resources are needed to serve the University Center of Greenville site because students taking courses at UCG would have full access to the online and print collections of Lander's Jackson Library. Students at all University Center of Greenville Member Universities share access to a 7000 sq. ft. library with Dell mid-range computers, large seating areas, numerous private student/group study rooms, and no-cost printing services that are available to all students enrolled in member institution courses. Member institutions also participate in an interlibrary loan program, where any enrolled student has access to any resource at any institution's library. They may order items that are delivered to UCG or may go to the main campus library of any consortium member and use the resources there. University Center of Greenville is open Monday – Thursday 8:00 am to 9:00 pm, Friday – Saturday 8:00 am to 5:00 pm, and Sunday (Library only) 1:00 pm to 5:00 pm. UCG provides a Director of Library Services who holds a Master of Library and Information Science degree and Library and Operations Specialists to assist students, faculty, staff, and visitors.

Student Support Services

Lander University provides a comprehensive array of coordinated student programs and services designed to maximize student success and enhance students' educational and co-curricular experiences outside of the classroom. A supportive learning environment is provided through the collaboration of numerous departments within the divisions of Academic Affairs, Student Affairs, and Business and Administration. Lander University has approximately 3,000 students enrolled with approximately 50% of those students living off-campus and commuting to classes each day. In addition, some students are enrolled exclusively in online classes. Therefore, Lander already provides access to a variety of student support services through online mechanisms. For online students and commuting students, Student Affairs has a designated Off-Campus Student Services website (<http://www.lander.edu/Student-Affairs/off-campus-student-services/overview>) offering health, safety, and community resources and information. The site also provides students with a link to a printable Campus Map. Lander students at the University Center of Greenville will be welcome to use any of the student support services and facilities located on the main campus in Greenwood, SC (50 miles away). Initially, Lander's offices at University Center of Greenville will be staffed by a full-time Director of Strategic Enrollment Programs. Additional support staff from the Offices of Admissions, Financial Aid, Military and Veterans Services, as well as Advising representatives will schedule office hours onsite on an as needed basis, approximately

one day per week. Lander University will continuously monitor growth of the academic programs and will provide additional student support services as needed.

Physical Resources/Facilities

The program will be delivered at the University Center of Greenville, which is a fully-functional academic center with state-of-the-art instructional equipment and learning space. Additional courses will be offered on-line through the existing COB leaning platforms.

Equipment

No new instructional equipment is needed for this program.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes

No

Financial Support

Sources of Financing for the Program by Year

Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding ⁹	\$240,840	\$240,840	\$302,380	\$302,380	\$909,840	\$909,840	\$1,083,780	\$1,083,780	\$1,574,100	\$1,574,100	\$3,848,080	\$3,848,080
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	\$240,840	\$240,840	\$302,380	\$302,380	\$909,840	\$909,840	\$1,083,780	\$1,083,780	\$1,574,100	\$1,574,100	\$3,848,080	\$3,848,080

Estimated Costs Associated with Implementing the Program by Academic Year

Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration ¹⁰ and Faculty and Staff Salaries ¹¹	\$191,160	\$191,160	\$292,410	\$292,400	\$292,400	\$292,400	\$330,810	\$330,810	\$330,810	\$330,810	\$1,437,590	\$1,437,590
Facilities ¹² , Equipment, Supplies ¹³ , and Materials	\$26,670	\$28,670	\$30,810	\$30,810	\$32,950	\$32,950	\$34,234	\$34,234	\$40,090	\$40,090	\$166,754	\$166,754
Library Resources												
Other (<i>Travel Expenses LU-UCG</i>)	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$3,500	\$3,500	\$4,000	\$4,000	\$15,000	\$15,000
Total Cost	\$220,330	\$220,330	\$325,720	\$325,720	\$327,850	\$327,850	\$368,544	\$368,544	\$374,900	\$374,900	\$1,619,344	\$1,619,344
Net Total (Sources of Financing Minus Estimated Costs)	\$20,510	\$20,510	\$-23,340 ¹⁴	\$-23,340	\$581,990	\$581,990	\$715,236	\$715,236	\$936,340	\$936,340	\$2,228,736	\$2,228,736

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

⁹ Estimated using headcount as full-time students x 12 semester hours x \$446 per semester hour in fall and spring and headcount students x 6 semester hours x \$446 per semester hour in summer.

¹⁰ Estimated at one-sixth of the compensation for administrative support services (classified and dean)

¹¹ Includes all faculty in the Faculty table on page 13-14 which includes pro-rated FT and adjunct salaries. FT Lecturer/Coordinator added in year 2.

¹² Estimated at 35% of Faculty and Staff Salaries.

¹³ Fees per student taking courses through the University Center of Greenville

¹⁴ Deficit is projected and calculated in year 2 based on additional expenses accrued in the hiring of additional support faculty and staff to support the program.

Budget Justification

Estimates of tuition revenue are based on in-state graduate tuition rates for fall, spring, and summer terms (\$492 per credit hour), total tuition for each semester (fall/spring) based on total FTE enrollment headcount (12 credits or more) with summer headcounts based on enrollment of 6 credits between Summer I and Summer II sections. Total FTE headcounts displayed in the section on Description of the Program.

Faculty salaries and benefits are calculated at two Full-Time Tenure Track Assistant professors at half-time (6-credit hour each) to support the B.A.S. program.

Adjunct Salaries are calculated at the following scale:

Year 1 = 16 courses taught by part-time faculty

Year 2 = 16 courses taught by part-time faculty

Year 3 = 18 courses taught by part-time faculty

Year 4 = 18 courses taught by part-time faculty

Year 5 = 24 courses taught by part-time faculty

It is projected that a Full-Time / Non-Tenure Track Lecturer and Program Coordinator would be hired in Year 2.

Facilities, Equipment, Supplies, and Materials – Fees per student taking courses through the University Center of Greenville as well as this program's share of facilities rent by Lander University have been included in this category. Additional monies for office and equipment needs of teaching faculty and technology training for hybrid course delivery are also a part of this category.

Library Resources are \$0 because all expenses are included on the costs of the program tied to Lander's main campus. Students taking courses at the University Center of Greenville would have full access to all resources (print and online) of Lander's Jackson Library. Other Costs include expenses for per diem and travel to the University Center of Greenville by teaching faculty members or administrators based on Lander University's main campus in Greenwood.

It should be noted that general overhead costs (utilities, costs of general university operations) are not included as costs on the table above.

Evaluation and Assessment

Goal 1	Objective	Criteria/Competency/Traits	Where Introduced	Where Reinforced	Where Assessed	Assessment Method
1. Lander business graduates will be effective communicators in both oral and written communications	A. Students will be able to speak effectively	1. Students will be able to make oral presentations on a business topic in front of an audience	MKT 301	MKT 301 MGMT 330 BA 414	BA 414	Class Speech measured against rubric
		2. Students will be able to effectively communicate in one-on-one situations	MGMT 301	MGMT 301	BA 414	Assessed in the future with Mock Interviews
	B. Students will be able to write effectively	1. Students will use proper professional grammar and style	ENGL 101 ENGL 102	MGMT 301 MGMT 330 FINA 301	BA 414	Individual class case paper Rubric
		2. Students will be able to express their thoughts in a clear and concise manner.				

Goal 2	Objective	Criteria/Competency/Traits	Where Introduced	Where Reinforced	Where Assessed	Assessment Method
2. Lander business graduates will understand the fundamental concepts of teamwork and demonstrate the ability to work in teams.	A. Understand the fundamental concepts of teamwork	Students will be able to demonstrate knowledge of teamwork.	MGMT 301	BA 304 MGMT 301	MGMT 301	Tests
	B. Demonstrate the ability to work in teams.	Students will demonstrate the ability to work in teams to produce deliverables.	MGMT 301	BA 304 BA 325 MKT 301 MGMT 330		Measured against Rubric

Goal 3	Objective	Criteria/Competency/Traits	Where Introduced	Where Reinforced	Where Assessed	Assessment Method
Lander business graduates will have a clear perception of business ethics	A. Students will be able to identify and analyze ethical issues.	Students will be able to recognize forces that impact business ethics practices and to be cognizant of ethical dilemmas.	BA 304	MGMT 301 BA 325 FINA 301 MGMT 330 MKT 301 BA 414	BA 414 FINA 301	Case assessed against rubric **Used Multiple Choice Ethics Questions for 2 years and returned to case
		Students will be able to develop choices in ethical decision making in an organization				
	B. Students will be able to identify and analyze corporate social responsibility issues.	Students will be able to recognize significant social forces in the business environment.	BA 304	MKT 301 MGMT 301 FINA 301 BA 414	BA 414 FINA 301	Case assessed against rubric **Used Multiple Choice Ethics Questions for 2 years and returned to case
		Student will be able to develop corporate social responsibility strategies.				

Goal 4	Objective	Criteria/Competency/Traits	Where Introduced	Where Reinforced	Where Assessed	Assessment Method
Lander business possess basic business knowledge graduates will	A. Students will have basic accounting knowledge	Students will be able to identify fundamental accounting terms, concepts, financial statements, and financial ratios	FINC 301		FINC 301	Course-embedded standardized questions
	B. Students will have basic finance knowledge	Students will know and be able to apply concepts in financial analysis, capital budgeting, cost of capital, capital structure, dividend policy and working capital management.	FINA 301		FINA 301	Course-embedded standardized questions

	C. Students will have a fundamental understanding of management information systems	1. Describe and function with information systems that are used in the strategic management and operations of businesses 2. Demonstrate the use of tools and application programs in the management of a business and the methods to change and develop systems. 3. Understand the use and creation of business intelligence and knowledge through enabling technologies to make decisions at all levels of the organization in all functional areas.	BA 304		BA 304	Course-embedded standardized questions
	D. Students will have basic marketing knowledge	Students will be able to identify the marketing concept, the marketing mix and its elements, the marketing environment and the importance of the product life cycle.	MKT 301		MKT 301	Course-embedded standardized questions
	E. Students will understand the fundamentals of management	Students will demonstrate an understanding of the key management functions, teamwork, organizational structures, and the strategic planning process.	MGT 301		MGMT 301 MGMT 330 BA 414 BA 325	Course-embedded standardized questions
	F. Students will have basic economics knowledge	Students will be able to identify the fundamentals of a market economy, economic terms and measurement, the decision making processes of consumers and firms, and the role of government in the economy.	ECON 101 or ECON 201 or 202		ECON 101 or ECON 201 or ECON 202	Course-embedded standardized questions
	G. Students will have a basic understanding of the business legal environment	Students will have basic knowledge of the legal environment including constitutional and administrative law, business organization and forms, contracts, securities laws, employment relations, intellectual property rights, torts and liability, and the court system.	BA 304		BA 304	Course-embedded standardized questions
	H. Students will have skills needed to use word processing, spreadsheet, and presentation software.	Students will be able to effectively use Microsoft office products including, Word, Excel, and PowerPoint	FINC 301		FINC 301	Proficiency Test – no longer used or tests – was determined unnecessary duplication of work
	I. Students will have knowledge of quantitative methods for business decision-making	Students will be able to organize and present business data and interpret data to make informed decisions	BA 325 MGT 330		BA 325 MGT 330	Course-embedded standardized questions

Goal 5	Objective	Criteria/Competency/Traits	Where Introduced	Where Reinforced	Where Assessed	Assessment Method
Lander business graduates will be capable problem solvers	Students will be able to identify business problems, formulate alternatives, and select most appropriate solution	Students will demonstrate application of the decision-making process through completion of a comprehensive case analysis	BA 304	BA 304 BA 325 FINA 301 MGMT 301 MGMT 330 BA 414	MGMT 330	Case Analysis with Standard Rubric

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Assessment

Student learning outcomes will be assessed in accordance with the requirements of SACSCOC and AACSB. As an AACSB-accredited school, the College of Business has an established culture of assessment for the undergraduate program and maintains an annual assurance of learning (assessment) program. This process will be extended to the B.A.S. in Business Administration program (although this program is not seeking AACSB accreditation as an off-site program, the assessment standards will still be utilized). The student learning outcomes will be assessed annually at the appropriate points in the curriculum at which students should have met each learning goal. Assessment methods will include using rubrics as a direct measures of student learning on program-level case studies and projects and indirect measures of student learning through student, alumni, and employer surveys.

At the end of each academic year, the faculty share the results of assessment and identify ways to improve student performance of the learning outcomes, which could take the form of additional assignments, more emphasis on specific topics, or changes to feedback to students.

Periodically the faculty will review the learning outcomes for appropriateness of the outcomes for the program and the methods of assessment.

Employment

Exit surveys of the graduates will include employment and contact information. Alumni will be contacted every three years following graduation to assess the effectiveness of the program in preparing them for their careers. Employers will be surveyed periodically to assess the preparedness of graduates and the relevance of the content of the program for quality management positions. Focus groups of alumni and employers will also occur for more in-depth information. Through these processes, employment will be tracked.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

Explain how the program will prepare students for this licensure or certification.

Not Applicable

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Not Applicable

Yes

No



September 30, 2019

South Carolina Commission on Higher Education
Attention: Dr. John Lane, Director of Academic Affairs
1122 Lady Street, Suite #300
Columbia, SC
(803) 737-2260

Lander University Bachelor of Applied Science in Business Administration Degree

Dear Dr. Lane,

After reviewing the proposal to be submitted to the South Carolina Commission on Higher Education regarding the Lander University Bachelor of Applied Science in Business Administration degree to be offered in conjunction with the University Center of Greenville (UCG), please accept this letter as my enthusiastic endorsement this new degree proposal.

The purpose of the Bachelor of Applied Science in Business Administration is to provide students who have completed an Associate of Applied Science degree or have accumulated undergraduate credits from a regionally-accredited 2 or 4-year University/College a pathway to complete their Bachelor's Degree in Business. This purpose aligns perfectly with the mission of programs offered through UCG. UCG was designed to be a pathway for technical and community college students - along with continuing college students - to complete their degrees in the Upstate. The proposed degree program meets that need and demand and also provides an additional pathway for individuals to achieve additional credentials for career advancement in their fields; in addition, supports current and future State policy and legislative initiatives in order to improve overall workforce development and growth in the State of South Carolina.

The UCG Board of Trustees has adapted a Strategic Initiative to increase the number of Bachelor Completion Degrees in Business offered by UCG Member Universities/Colleges in service to the Citizens and Economic Community of Greater Greenville. The proposed Bachelor of Applied Science in Business Administration is a broadly applicable program that aligns strongly to this important UCG Board Strategic Initiative.

Sincerely,

A handwritten signature in green ink that reads "David A. Taylor".

David A. Taylor
CEO and President
University Center of Greenville
864-270-3264
DavidATaylor@greenville.org