

**New Program Proposal  
Bachelor of Art in International Studies  
Lander University**

**Summary**

Lander University requests approval to offer a program leading to the Bachelor of Art in International Studies, to be implemented in Fall 2020 through traditional and blended delivery. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	10/1/19	Not Applicable
Staff comments to the institution	10/29/19	Staff requested revisions to the proposal to address program questions: <ul style="list-style-type: none"> <li>▪ clarity on the delivery sites(s) and mode(s);</li> <li>▪ inclusion of student and employee support letters;</li> <li>▪ additional information of employment opportunities in various sectors;</li> <li>▪ curriculum table formatting and further demarcation of requirements for clarity;</li> <li>▪ the total number of FTE needed to support the program;</li> <li>▪ specific physical facilities needed to support the program to meet the requirements including for possible delivery modes and sites; and</li> <li>▪ the possible impact on existing faculty regarding of course loads, classroom scheduling, and advisement.</li> </ul>
Revised Program Proposal Received	11/5/19	The revised proposal satisfactorily addressed most of the requested revisions.
ACAP Consideration	11/21/19	In conjunction with the proposed BA in Humanities, Representatives from Lander University (LU) introduced the proposal, providing background regarding increasing student interest in international studies due to a desire to connect in a globalized world. Representatives cited no additional resources would be needed, and that mostly existing faculty would be used.  Members of the Advisory Committee on Academic Programs (ACAP) discussed the proposals, with the University of South Carolina Beaufort representative expressing support. The ACAP Chair inquired of the proposed number of credit hours. Lander representatives explained various opportunities and areas of specialization for students. The representative from Winthrop University inquired if the BA requires a minor or if there are truly forty-five hours of free electives. Lander representatives clarified that currently at Lander, a minor is not required as most students

		<p>elect to have a minor or pair with another major as the curriculum is designed to be built on the career direction chosen by the student.</p> <p>Further discussion included the Technical College System representative inquiring of accommodations for the working professional with delivery mode options. Lander representatives responded that current data does not justify providing a fully on-line platform; however, if the need arises delivery options can be adjusted. The Francis Marion University representative inquired if it was normal for a BA/BS at Lander to not have a minor. Lander officials responded that currently minors are not required at the University, however many liberal arts students find minors a helpful distinction.</p> <p>After remaining discussion, ACAP voted unanimously to recommend approval of the program proposal. Staff transmitted remaining questions for additional clarity.</p>
Staff comments to the institution	12/2/19	<p>Staff requested the proposal be revised to include:</p> <ul style="list-style-type: none"> <li>▪ clarity on delivery modes, especially for working professional's access; and</li> <li>▪ the number of elective credit hours and minor requirements.</li> </ul>
Revised Program Proposal Received	12/11/19	The revised proposal satisfactorily addressed the requests.

**Recommendation**

The staff recommends the Committee on Academic Affairs and Licensing favorably commend to the Commission the program leading to the Bachelor of Art in International Studies, to be implemented in Fall 2020.

**Lander University Student and Program Data**

<b>Undergraduate In-/Out-of-State Enrollment Fall 2018</b>	2,717 (91.48%)/253(8.52%)
<b>Number of Approved Programs in 10 Yrs. (FY 2009- 2018)</b>	9
<b>Number of Terminated Programs in 10 Yrs. (FY 2009- 2018)</b>	7

**Industry Related Occupational Wages and Projections in South Carolina, 2016 – 2026\***

<b>Occupational Field<sup>1</sup></b>	<b>2016 Median Income<sup>2</sup></b>	<b>2016 Estimated Employment<sup>3</sup></b>	<b>2026 Projected Employment</b>	<b>Total 2016-2026 Employment Change</b>	<b>2016-2026 Annual Avg. Percent Change</b>	<b>Total Percent Change</b>
Life, Physical, and Social Science	\$57,550	10,547	11,445	898	0.82%	8.51%

<sup>1</sup> "Occupational Field" represents the closest related occupation category that includes the occupations aligned with the program proposal.

<sup>2</sup> SC Department of Employment & Workforce (DEW), Labor Market Information. (2019). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

<sup>3</sup> SC Department of Employment & Workforce (DEW), Labor Market Information. (2019). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

\* Data downloaded September 16, 2019; Most recent data available.

### NEW PROGRAM PROPOSAL FORM

Name of Institution: Lander University

Name of Program (include degree designation and all concentrations, options, or tracks):  
B.A. in International Studies

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: August 2020

CIP Code: 30.2001 (International/Global Studies)

Delivery Site(s): Lander University's main campus

Delivery Mode:

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

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Dean, College of Behavioral & Social Sciences  
Lander University  
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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Department of Government, Criminology, & Sociology [home dept]	September 5, 2019
Department of History & Philosophy	September 4, 2019
Dean, College of Behavioral & Social Sciences	September 6, 2019
Undergraduate Programs Committee	September 11, 2019
Curriculum Committee	September 13, 2019
Faculty Senate	September 17, 2019
Provost & Vice President for Academic Affairs	September 18, 2019
President	September 18, 2019
Lander University 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.

Lander University seeks to offer a B.A. in International Studies at its main campus through traditional and hybrid environments. Lander believes that career success in International Studies results from a strong foundation in world history and political science with coursework in three areas: language, culture, and religion; policy and practice; and conflict and cooperation. Courses in several disciplines and within these themes will prepare professionals for successful careers in business, education, government (many areas such as the diplomatic corps, economic development, and military service), or in positions within community affairs. A bachelor's degree in this field would prepare graduates with critical thinking and application skills related to international studies that are needed for many career options, and the curriculum would also prepare students for a myriad of options in graduate education that emphasize different aspects of international studies. Thus, this program is part of Lander's vision for students to be prepared to continue their education or launch their career upon graduation.

The role of nation-states remains a subject of much analysis by scholars and some institutions' curricula focus on global affairs given the increasing influence of non-state or non-governmental actors. Lander's curriculum recognizes that these actors are increasingly important, but nation-states are historically relevant and continue to have preeminence in shaping identity of individuals and groups as well as structuring global commerce and finance; security and defense; and diplomacy. Thus, Lander believes that the more appropriate framework and name is International Studies given nation-states' roles in forming economic, social, political, and cultural systems.

The Lander curriculum centers around core courses in international studies, world history, and political science as students learn about globalization, culture, conflict, and cooperation. One upper-level core course examines political economy and the "policy and practice" category of courses exposes students to many applications within international studies, namely international business, the global environment, world health, bioethics, and policy courses about conflict and terrorism, foreign policy, and international law. These courses will further students' planning and analytical skills to be able to succeed in applying their knowledge, no matter their specific career interests. Not only does the curriculum allow students to choose among many upper-level program electives, it also provides breadth and depth by requiring students to pursue one of these paths: a semester studying abroad, an international studies internship, travel on a short-term study tour abroad with a Lander faculty member, or exhibiting 200-level proficiency in a foreign language.

Initial target audiences include (1) current Lander students pursuing the minor in International Studies, pursuing semester abroad opportunities, or who have coursework in disciplines that connect with this curriculum, and (2) persons in Upstate S.C. who are working with careers in international studies and wish to earn a bachelor's degree.

If Lander University sees interest in the program from a large number of students who are working in the field and 100% online courses are needed, they will be added to support the demand. At this time, we only plan to offer the program in traditional and blended formats.

Lander University's mission is to "offer high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond" and provide a "rich liberal arts environment" to produce marketable graduates. The curriculum that is outlined aims to provide a breadth of coverage

for students to ascertain many opportunities in the field of International Studies and gain knowledge and skills in key areas that would allow for continued learning in workplace settings or through graduate education to advance a career. Thus, this proposed program is part of Lander's Strategic Plan and mission and vision statements.

### **Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

Both within South Carolina and beyond it, employment options in International Studies grow due to the rising economic development across South Carolina, much of it driven by foreign investment and global trade as the state's business community continues to be internationalized since the 1970s. Globalization continues to affect more parts of citizens' lives, and South Carolina's population is growing and more diverse, illustrated in the percentage of foreign-born persons and those that speak a language other than English at home.<sup>1</sup>

Approximately 140,000 South Carolinians are employed by foreign investment, a growth of 21.3% since 2011. The largest number of jobs supported by the state's 712 global employers are from Germany, France, and Japan.<sup>2</sup> In global trade, South Carolina ranked 14th among states as an exporter of goods to the world, valued at over \$34 billion in 2008, an increase of 74% from its export level in 2008. Global trade supports approximately 157,000 jobs in South Carolina.<sup>3</sup> Within the Lakelands region, global employers include companies such as Fujifilm and Velux and will include Teijin, a Japanese company currently building its plant in Greenwood County. The state's global companies include BMW, Volvo, and Michelin as well as the many U.S. multinational corporations that call South Carolina home, such as Fluor and Sonoco. Employees with knowledge of others countries' culture, history, politics, and economic systems can be of benefit to these organizations. International business is also filled with issues of compliance and regulation because countries have different laws, policies, and standards in such areas of product distribution, safety, packaging, environmental protection, human resources, and human rights and social policy. This curriculum would provide the research and critical thinking skills that would allow graduates to be prepared for entry-level positions in regulatory compliance or to assist companies with logistical support, planning, or security. These are just some of the areas of management and communications where an International Studies degree would benefit companies in our state.

Within government agencies at the local, state, and national level, international studies is good preparation for a career because globalization influences law and law enforcement, tourism and economic development, as well as public health and environmental protection. This means that graduates with this academic preparation would serve many state and federal government agencies well. This is particularly true for such agencies as the S.C. Department of Commerce, S.C. State Ports Authority, and S.C. Department of Parks, Recreation, and Tourism, but is also the case with civilian jobs at military installations in South Carolina.

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<sup>1</sup> 4.9% of South Carolinians are foreign-born and 6.9% speak a language other than English at home. U.S. Census, "Quick Facts: South Carolina." <https://www.census.gov/quickfacts/SC> (Aug. 27, 2019)

<sup>2</sup> Organization for International Investment, "South Carolina." <http://ofii.org/state/south-carolina>. (Aug. 27, 2019).

<sup>3</sup> Office of the U.S. Trade Representative. "Countries & Regions: United States." <https://ustr.gov/countries-regions/united-states>. (Aug. 27, 2019.)

Lander University students are interested in international studies such that an existing Minor in International Studies has increased by 120% since fall 2014. Students are also spending semesters abroad at more diverse locations such as across Asia, Europe, and Latin America—not just in Spain and the United Kingdom as was true 15 years ago.<sup>4</sup> In October 2019, the Institute for International Education notified Lander that it had met the institution’s Generation Study Abroad commitment goal. Lander believes that this new major would serve our existing students well and attract new students to the University. Thus, within Lander’s local area, the Upstate, and across South Carolina, this degree program would benefit many within our population.

**Transfer and Articulation**

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

Persons who have earned an A.A. or A.S. from one of South Carolina’s technical or community colleges would be primed to transfer to Lander University and begin this degree program. CHE data show that 2,993 students completed an A.A. or A.S. degree in the Liberal Arts and Sciences in 2017. Lander is ready to build those partnerships with these technical college or community college partners. Lander University will undertake an audit of the relevant coursework at two-year institutions to articulate courses in such a way that they transfer to Lander and enable this to become a stackable degree beyond the Associate of Arts or Associate of Science degree.

**Employment Opportunities**

Occupation	State		National		Data Type and Source
	Expected Number of Jobs (2016)	Employment Projection (2026)	Expected Number of Jobs (2016)	Employment Projection (2026) and % increase (2016-26)	
Compliance or Regulatory Affairs Managers	4160	4500 8%	992100	1071700 8%	U.S. Department of Labor, Bureau of Labor Statistics, <i>Occupational Outlook Handbook</i>  and <a href="http://www.careeronestop.org">www.careeronestop.org</a> , sponsored by the U.S. Department of Labor
Intelligence Analysts	1,080	1,140 6%	110,900	115,900 5%	
Public Relations & Fundraising Managers	670	750 12%	73,500	81,100 10%	
Public Relations Specialists (particularly intl. and intercultural communication)	3,160	3,480 10%	259,000	282,600 9%	
Security Managers	4,160	4,500 8%	992,100	1,071,700 8%	
Transportation Managers	1180	1410 19%	115500	123300 7%	

<sup>4</sup> Lander’s study abroad program is affiliated with four “third party providers” of study abroad programs--Academic Studies Abroad, the University Studies Abroad Consortium, the Council on International Educational Exchange, and GlobalLinks Learning Abroad and has agreements with selected institutions in Chile, England, France, and Greece. See <https://www.lander.edu/academics/study-abroad> for more information.

Historians (master's degree req.)	20	30 8%	3,300	3,500 6%
Political Scientists (master's degree req.)	No data	No data	7,300	7,500 3%

### Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Graduates with degrees in disciplines within the humanities and social sciences are well positioned for career success. The American Academy of Arts & Sciences (AAAS) finds that workers with a bachelor's degree in these areas have median annual earnings of \$52,000 (humanities) and \$53,000 (social sciences). The AAAS report makes the point that gender plays a large part in this information since women continue to earn substantially less than their male counterparts and women are more likely to have degrees in these disciplinary areas when compared to a discipline such as engineering.

Humanities bachelor's degree holders are employed in many sectors of the economy, with one-third employed in office, sales, or service jobs and 14% were employment in management positions. Management/supervision and sales/purchasing/marketing/customer service were the two "principal activities" of persons who have a bachelor's degree in the humanities.<sup>5</sup>

Information below is classified into areas of the economy, followed by examples of job ads.

**Government jobs:** The Occupational Outlook Handbook (OOH) is the best source for data, but the OOH does not provide much quantitative data about the government jobs related to international studies such as the areas of homeland security, economic development, public health, and environmental protection. International studies does relate to the law, but these statistics are not included because a Juris Doctor (J.D.) degree must be earned to become an attorney. Globalization has made more parts of the government at all levels (local, state, and national) affected by international issues, thereby increasing the benefits of academic preparation in international studies. Within South Carolina, 16.2% of jobs are within the government and there is positive growth in the government sector.<sup>6</sup>

As noted above, the S.C. Department of Commerce is one possible source of employment, particularly its global business development team that helps to operate the state's overseas offices (currently housed in Germany, China, Japan, South Korea, and India) that promote exports and/or attract foreign investment to our state. There are many groups that work in tandem on goals related to international business. These include the Global Alliance for South Carolina as well as the South Carolina International Trade Coalition. Such groups include chambers of commerce, public-private partnerships, economic development organizations, and various S.C. departments and agencies as well as federal agencies such as U.S. Department of Commerce's Commercial Service and U.S. Small Business Administration. Notably, the U.S. government workforce is aging fast such that only 17% of federal government workers were under 35 years old according to the latest data

<sup>5</sup> American Academy of Arts & Sciences. *The State of the Humanities 2018: Workforce & Beyond*.

[https://www.humanitiesindicators.org/binaries/pdf/HI\\_Workforce-2018.pdf](https://www.humanitiesindicators.org/binaries/pdf/HI_Workforce-2018.pdf)

<sup>6</sup> S.C. Department of Commerce, "Research & Data," <https://www.sccommerce.com/research-data>.

S.C. Department of Employment and Workforce, "South Carolina's employment situation February 2019,"

<https://www.dew.sc.gov/news-details-page/2019/03/22/south-carolina's-employment-situation-february-2019>.

from September 2017.<sup>7</sup> This is compounded by retirements of baby boomers.

Lander is a military-friendly institution with an active U.S. Army ROTC program and curricula that benefit students in their pursuit of strategic studies or security studies. The proposed International Studies major would further that synergy. Students who pursue this major by itself or in tandem with another field of study would be better able to work in civilian roles for the U.S. military, intelligence agencies, or the executive departments of State, Defense, or Homeland Security. One sample of a job ad in this field follows below.

**International organizations, non-governmental organizations, and non-profits:** Graduates with an international studies degree would also be interested in careers with international organizations, non-governmental organizations (humanitarian or advocacy in nature), and in non-profit organizations according to the University of Tennessee's Center for Career Development.<sup>8</sup> Within South Carolina, some non-profit organizations focus upon international studies. One example is Upstate International, a 501(c)(3) non-profit that assists with the Upstate's World Affairs Council and provides programs for local residents to "engage in the increasingly global Upstate region" as well as support new citizens who are moving to South Carolina.<sup>9</sup>

**International business and tourism:** Many jobs in international business or sales do not require a bachelor's degree in business, accounting, or finance, but commonly discuss communication, analytical and critical thinking skills, and an understanding of regulatory issues. Some of the occupations named in the Employment Opportunities table showcase how compliance and regulatory matters are very important for companies in a global economy. Some of the jobs ads below also mention team-building skills as well as knowledge about logistics and rules of government at the national and international levels.

Tourism promotion is also important since tourism is South Carolina's biggest industry. Tourism had a \$22.6 billion impact in 2018 and has grown for the past six years.<sup>10</sup> The biggest markets for visitors to South Carolina come from Canada and Western Europe,<sup>11</sup> and over 231,000 international visitors traveled to South Carolina in 2018.<sup>12</sup> Thus, the sales and marketing economic sectors are highly internationalized because of tourism in South Carolina.

This combines with the aforementioned statistics about the number of South Carolinians employed by foreign investment or global trade in the Background Information section. As more companies appeal to consumers across the globe, persons with degrees in International Studies would be well-

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<sup>7</sup> Danny Vinik, "America's government is getting old." *Politico*. Sept. 27, 2017.

<https://www.politico.com/agenda/story/2017/09/27/aging-government-workforce-analysis-000525>. This article reports on the latest data from the Office of Personnel Management. See <https://www.opm.gov/policy-data-oversight/data-analysis-documentation/federal-employment-reports/reports-publications/full-time-permanent-age-distributions/>.

<sup>8</sup> See "What can I do with the Major?" website at <http://whatcanidowiththismajor.com/info.html>.

<sup>9</sup> See Upstate International, "Our Story" at <https://upstateinternational.org/our-story/>.

<sup>10</sup> Emily Williams, "Economic impact of tourism in SC grew again, reaching \$22.6 billion last year," *The Post and Courier*. Feb. 18, 2019. [https://www.postandcourier.com/business/economic-impact-of-tourism-in-sc-grew-again-reaching-billion/article\\_32269c48-2e31-11e9-816d-771fa7777b39.html](https://www.postandcourier.com/business/economic-impact-of-tourism-in-sc-grew-again-reaching-billion/article_32269c48-2e31-11e9-816d-771fa7777b39.html).

<sup>11</sup> S.C. Department of Parks, Recreation, and Tourism. "International Sales and Marketing." <https://www.scprt.com/tourism/international-sales-and-marketing>.

<sup>12</sup> U.S. Department of Commerce, International Trade Administration, National Travel and Tourism Office, "US States Visited 2018 – Survey of International Air Travelers."

[https://travel.trade.gov/outreachpages/download\\_data\\_table/US%20States%20Visited%202018.xlsx](https://travel.trade.gov/outreachpages/download_data_table/US%20States%20Visited%202018.xlsx).

prepared to serve in roles related to communications and management, particularly in such areas as regulatory compliance, not just sales.

**Sample job ads:**

**Sales Executive**

(from ziprecruiter.com)

Global Transportation Services Inc. – Charleston, SC

The International Sales Executive is an Outside Sales role and will be responsible for the development and signing of profitable new international business; specifically targeting international import, export, and Customs brokerage accounts. This position will be responsible for all aspects of the sales cycle including lead generation, prospecting and qualification, pricing, proposal preparation and presentation, implementation, and follow up. The International Sales Executive will be expected to plan, develop and execute tailored sales strategies, and stay informed regarding competitive services and pricing. The Sales Executive will also be expected to manage any and all accounts that they bring on board.

Essential Duties and Responsibilities of the International Sales Executive:

- Develop and implement strategic sales plans to accommodate corporate goals.
- Plan and conduct market research to identify opportunities.
- Successfully build relationships and influence key decision makers.
- Market and sell logistic services to a self-generated contact base: in person, by preparing letters, by e-mail, and by phone; prepare and conduct electronic sales presentations.
- Provide cross-selling services and coordination of services to customer (Jones Act services).
- Provide quotations/bids and follow up as appropriate for each contact.
- Create SOP's for each new customer; actively coordinate and support the on-boarding process between operations and the customer.
- Provide outstanding customer service to ensure all customer issues are effectively investigated and resolved.
- Document & report all contacts, quotations and follow-up interaction in the company prescribed format.
- Report to supervisor weekly and provide activity reports and updates.
- Work with appropriate departments to assure timely and accurate services and/or pricing is provided to the customer.
- Reflect the professional image of Odyssey Logistics in all company/client related interactions; all client contact/communications should be conducted in a professional manner.
- Develop a thorough understanding of the company's services and capabilities.

Qualifications:

*Education/Experience:* Bachelor's degree (BA) from a four-year college or university; and three to five years related outside sales experience, preferably in international logistics and transportation. Experience in the freight forwarding industry, including prospecting, cold calling, and providing freight alternatives.

*Language Ability:* Ability to manage customer relationships through creative problem solving. Ability to interpret customer needs into a service "value proposition" and develop appropriate associated quotations. Ability to coordinate and respond to conversations, written requests, and multi-sourced communications. Excellent written and oral communication skills.

*Math Ability:* Basic mathematical ability including multiple computations to arrive at pricing which meets percentage profit targets. Ability to compute cost/pricing factors based on customer product, mode of transport, fees, and handling.

*Computer Skills:* Basic computer skills in Word, Excel, Outlook, and PowerPoint. Polished electronic presentation skills.

Background Preferred

- Previous experience in freight forwarding/NVOCC/logistics
- Previous success with commission based incentive program
- International Sales experience (Ocean and Air, Import and Export)
- Outside Sales experience
- Operations experience in international transportation
- Completion of outside sales training courses

About Global Transportation Services, Inc.:

Global Transportation Services, Inc. is a one-stop shop freight forwarder and NVOCC and logistics provider: a fully integrated, asset-light based company delivering a complete set of services including import, export, air, ocean (FCL and LCL), domestic, and Customs brokerage. As leaders in the freight forwarding space, our expert team can streamline the shipment process and achieve measurable and continuous improvements. Global's customers are provided with shipment visibility and control throughout the shipping process, and their shipments are managed with full compliance with U.S. and foreign regulations. We drive our customers toward best practices in the international shipping process to create more efficient international supply chain operations. We have been serving customers across all markets for over 30 years and we are now in ten locations throughout the US with over 200 employees. We operate fully functional branch offices throughout the country, where we handle import, export, air, ocean, Customs brokerage, warehousing, and we have our own trucks for local delivery. We also offer an unparalleled Transload service to the upper Midwest for our international import (FCL and LCL) customers. We have a steady customer base with regular international transportation activity. And we are growing.

**Global Master Data Management Specialist**

(from indeed.com)

Sonoco – Hartsville, SC

You will like working for us as we have amazing people and a highly collaborative culture. Global success hasn't changed our tight-knit feel – we've simply grown into a larger, more diverse family. We have thousands of jobs around the globe and encourage all of our associates to chase their dreams without having to find them in another company – it truly is a special place.

Reporting to the Supervisor of Master Data Management, you will assist in developing procedures, guidelines, and governance processes in their area of MDM specialization. In addition, you will measure compliance, recommend corrective actions, and monitor resulting changes all while working on multi-national teams.

Your Key Responsibilities include:

- Act as the subject matter expert for data in their area of MDM specialization (items, customers, suppliers)
- Assist Oracle deployments in cleansing and de-duping data in their area of specialization
- Develop working relationships with multi-national teams across the globe
- Train users in practices and processes surrounding data maintenance and governance

- Work with plant, division, or central Data Management to initiate corrective actions when needed
- Develop measurements and monitor performance against data standards and policies
- Recommend and execute changes to data structures, lists of values, or workflows when needed

Preferred Qualifications:

- 4 year degree or equivalent work experience
- Proficiency in Office 365, especially Excel
- Excellent written and verbal communication skills
- Resilient and adaptable
- 2+ years of Oracle EBS experience

We care about the health and wellness of you and your family. That's why we offer a comprehensive benefits package that makes it easier to manage your health and provide financial security for you and your family. In addition, we offer competitive wages and retirement plans.

Apply today and help us grow stronger. For more information, visit [www.sonoco.com/careers](http://www.sonoco.com/careers) or follow us on social media @sonoco\_careers! We are an equal opportunity employer, and we strictly prohibit and do not tolerate discrimination against employees, applicants or any other covered persons because of race, color, religion, national origin or ancestry, sex, pregnancy, sexual orientation, marital status, gender identity or expression, age, disability, genetic information, veteran status, or any legally protected characteristic.

**Supply Chain Advisor**

StayWell Company, LLC – several locations in USA

(from indeed.com)

StayWell is one of the nation's largest providers of patient education, consumer health information, and population health management communications programs. Integrating print, interactive and mobile communications, StayWell is proud to offer solutions that touch millions of health care consumers every year. We leverage our extensive technology assets, advanced analytics, rich health content and robust, multi-channel deployment to help consumers make positive health decisions and help organizations improve employee health and wellness, increase productivity and decrease health care costs.

The primary role of the Supply Chain Advisor is to verify adequate flow of products to Company's end users. This role will require excellent program/project management, and the ability to communicate seamlessly with all levels of the organization. The Supply Chain Advisor will be adept at facilitating actions, resolving conflicts, managing relationships and influencing others to perform at the highest level. Responsible for developing policies, guidelines, monitoring compliance, and procedures to ensure regulatory compliance, quality and cost control. Conduct distribution and fulfillment studies, monitor inventory and analyze requirements in order to develop strategies that achieve desired delivery times and order fill rates. This position reports to the SVP, Operations and Technical Services.

Some of what you'll do:

Working directly with Company's external supply chain management services provider to ensure efficient transportation of device products from its origin to the destination including international/domestic transportation.

- Develop metrics to measure the team's progress and success at delivery of commitments.
- Drive pivotal metrics which include schedule, cost, quality, availability and order cycle time.

- Act as the Operations technical lead in communicating project readiness and identifying risks to senior management.
- Head up technical issue resolution related to manufacturing process control and capability.
- Develop robust closed loop processes for customer returns to synthesize Voice of Customer into both process changes and product development cycles.
- Partner with product, engineering, sourcing, materials, and sales/marketing teams on strategic supply chain and delivery management.
- Assist with monitoring inventory on hand and issuing replenishment purchase orders based on the established monthly production plan and forecasts.
- Responsible for ensuring international transactions adhere to the rules and regulations that govern importation of goods into the U.S. and exportation ex-U.S., including classification, tariffs, etc.
- Monitor State, Federal and International regulations relating to the transportation of hazardous materials, including packaging, labeling, lithium battery requirements, and work with Legal to operationalize regulatory updates.
- Maintain and review bills of lading/labeling and safety descriptions to ensure compliance to all State, Federal and International transportation regulations.

We hope you'll have:

Bachelor's degree (B. A./B.S.); and six (6) or more years related experience and/or training; or equivalent combination of education and experience.

**Senior Strategic Communications Planner** (from indeed.com)  
SOSi – Reston, VA

#### Company Overview

For 30 years, clients in the private and public sectors have relied upon SOS International LLC (SOSi) for critical operations in the world's most challenging environments. SOSi is privately held, was founded by its current ownership in 1989, maintains corporate headquarters in Reston, VA, and specializes in providing logistics, construction, training, intelligence, and information technology solutions to the defense, diplomatic, intelligence and law enforcement communities.

All interested individuals will receive consideration and will not be discriminated against on the basis of race, color, religion, sex, national origin, disability, age, sexual orientation, gender identity, genetic information, or protected veteran status. SOSi takes affirmative action in support of its policy to advance diversity and inclusion of individuals who are minorities, women, protected veterans, and individuals with disabilities.

1-190530-9027: Senior Strategic Communications Planner  
Location: Overseas - Afghanistan  
Open Date: 8/5/2019

#### JOB DESCRIPTION

SOSi is seeking a Senior Strategic Communications (SSC) Planner for a full-time position supporting our United States Government (USG) customer. The SSC Planner serves as a civilian counterpart to senior Military Information Support Operations (MISO) Officers, Information Officers (IO) and other senior military personnel to plan for, develop and execute information operations. This positions reports to the Operations Manager.

#### ESSENTIAL JOB DUTIES

- Acts as a planner and advisor to U.S. and Coalition MISO and IO Officers
- Assists in long term and short term planning of MISO and IO that support USG strategic objectives
- Provides research and insight to support target audience analysis and product development
- Incorporates assessments in MISO process
- Integrates pillars of IO within planning and execution
- Produces Operation Plans (OPLANs), Operation Orders (OPORDs), Fragmentation Orders (FRAGOs), white papers, and other military documents as required
- Prepares and presents briefs for senior USG and military officials. Work products must be of General Officer or Senior Executive level quality
- May be required to liaise with USCENTCOM, USSOCOM, USAFOR-A, RSMA and other relevant U.S. governmental agencies
- If serving as a liaison, must have the ability to synchronize and de-conflict between the client's organization and embedded organization while ensuring client focus is highest priority

**MINIMUM REQUIREMENTS**

- Active DOD TOP SECRET security clearance with SCI eligibility
- Bachelor's Degree and experience and familiarity with the Afghan and international media environment strongly preferred
- Possess minimum of 10 years of experience working in Strategic Communications, IO, or PSYOP with the U.S. military, and have held the rank/grade or equivalent of O-5/GS-14
- Understanding of the PSYOP/MISO process, Military Decision Making Process (MDMP), and Joint Operational Planning Process (JOPP)
- Must have a strong understanding of the culture, history, and geography of Afghanistan
- Must have working proficiency in Microsoft Office Power Point, Excel, and Word
- Organize and properly prioritize work assignments and function well in an environment that requires constant multi-tasking - and often long hours
- Excellent written, oral, briefing, interpersonal and technical skills

**DESIRED QUALIFICATIONS**

- Fluency in foreign language

**ADDITIONAL INFORMATION: WORK ENVIRONMENT**

- Willing to live and work in Afghanistan in shared living quarters and function effectively in a region designated as a hazardous duty area.
- Travel outside secure compounds independent of Coalition Forces, as required

**Description of the Program**

<b>Projected Enrollment</b>			
<b>Year</b>	<b>Fall Headcount</b>	<b>Spring Headcount</b>	<b>Summer Headcount</b>
2020-2021	10	10	
2021-2022	12	12	
2022-2023	14	14	
2023-2024	18	18	
2024-2025	20	20	

Explain how the enrollment projections were calculated.

Data from Greenville Technical College, Piedmont Technical College, and other technical colleges on their A.A. and A.S. students and graduates as well as career data informed the projections in the tables above. Lander is aware that students who have graduated from a technical college may be working professionals and not pursue a full load of courses. Thus, the enrollment projections in the table above reflect FTE students.

Although Lander expects summer courses to be offered and will respond to students' interest, the curriculum does not require summer coursework, so no summer enrollment estimates are provided.

The estimates above are conservative in order to protect institutional budgets, but showcase Lander's confidence that this new program would continue to grow, particularly given the current students interest in the existing minor in international studies as well as support for Lander's study abroad program.

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

Yes

No

## Curriculum

### New Courses

List and provide course descriptions for new courses.

#### **INTL 390.POLITICS OF GLOBALIZATION**

This course will examine the politics of globalization and the development and management of the contemporary global economy. It will present various perspectives of international political economy, look at the roles of the Bretton Woods institutions, and examine the politics of trade and investment. Other topics, such as foreign aid, poverty, and the globalization of the American South will be selected to analyze the interaction between international politics and international economics. Junior/Senior status recommended. Cross-listed with POLS 390. Prerequisite: "C" or better in POLS 103. *Three credit hours.*

#### **INTL 499.SENIOR SEMINAR**

As the capstone course in the International Studies program, this course enhances students' research and application skills to prepare them for successful careers in various workplace settings. It builds or reinforces knowledge, skills, and competencies in the realm of international studies. This course also includes assessment requirements for the University and the International Studies program. Prerequisite: "C" or better in INTL 390. *Three credit hours.*

Total Credit Hours Required: 120 hours

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
HIST 121	3	HIST 122	3		
Gen-Ed: Behavioral & Social Perspectives	3	POLS 103	3		
ENGL 101	3	ENGL 102	3		
Gen-Ed: Humanities & Fine Arts	3	Gen-Ed: Humanities & Fine Arts	3		
Gen-Ed: Elective	3	Gen-Ed: Foreign Language	3		
LINK 101	1				
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Gen-Ed: Behavioral & Social Perspectives	3	Gen-Ed: Laboratory Science	4		
<i>Language, Culture &amp; Religion</i> area req.	3	<i>Conflict and Cooperation</i> area req.	3		
Gen-Ed: Elective (possible further language)	3	Elective (possible further language)	3		
MATH 211	3	Elective	3		
Elective	3	Elective	3		
Total Semester Hours	15	Total Semester Hours	16	Total Semester Hours	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Gen-Ed: Scientific & Mathematical Reasoning	3	Elective	3		
INTL 390	3	Elective	3		
<i>Policy &amp; Practice</i> area req.	3	Elective	3		
Elective	3	Elective	3		
Elective	3	Elective	3		
Gen-Ed: Elective	1				
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Focus area in INTL curriculum	3	INTL 499	3		
Focus area in INTL curriculum	3	Focus area in INTL curriculum	3		
Gen-Ed: Elective (Gen-Ed global issues)	3	Elective (possible internship)	3		
Elective	3	Elective	3		
Elective	3	FALS 101	0		
Total Semester Hours	15	Total Semester Hours	12	Total Semester Hours	

**Notes:** There are 15 hours of core requirements: HIST 121, HIST 122, POLS 103, INTL 390, and INTL 499.

The other 15 hours come from distribution among the categories listed below and described in the Program Requirements page that follows. Students must take one course in each of category for a total of 9 hours, and three additional courses within one category that is a focus area for an additional 9 hours.

**International Studies Area Requirements:**

**Language, Culture, & Religion:** see courses listed below (3 hrs. min; 12 hrs. maximum)

**Policy & Practice:** see courses listed below (3 hrs. min; 12 hrs. maximum)

**Conflict & Cooperation:** see courses listed below (3 hrs. min; 12 hrs. maximum)

The 15 hours of electives in spring of Year 3 is meant to encourage student to spend a semester abroad.

**PROGRAM REQUIREMENTS – B.A. in INTERNATIONAL STUDIES**

	<b>Credit Hours</b>
<b>GENERAL EDUCATION REQUIREMENTS</b>	
<b>A. Humanities and Fine Arts</b> (6 hours selected from 2 different disciplines)	<b>6</b>
<b>B. Behavioral and Social Perspectives</b> (6 hours selected from 2 different disciplines)	
<b>C. Scientific and Mathematical Reasoning</b> (7 hours selected from different disciplines, 1 lab science required)	<b>7</b>
<b>D. Core Academic Skills</b>	<b>13</b>
ENGL 101: Writing and Inquiry I	3
* ENGL 102: Writing and Inquiry II	3
MATH 211: Probability and Statistics	3
Foreign Language	3
LINK 101 (Freshman Seminar)	1
FALS 101 (15 FALS-approved events)	0
<b>E. General Education Electives</b> A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)  <b>Δ Global Issues and Cultures:</b> Students are required to take at least one of these courses prior to graduation.	
<b>TOTAL GENERAL EDUCATION REQUIREMENTS</b>	<b>42</b>
<b>MAJOR PROGRAM CORE REQUIREMENTS</b>	<b>15</b>
* HIST 121: World Civilizations to 1600	3
* HIST 122: World Civilizations 1600-Present	3
* POLS 103: Introduction to World Politics	3
* INTL 390: The Politics of Globalization	3
INTL 499: Senior Seminar	3
<b>MAJOR PROGRAM AREA REQUIREMENTS</b>	<b>18</b>
<i>Students must take one course in each of the three categories for a total of 9 hours, and three additional courses within one category for an additional 9 hours.</i>	
<b>Language, Culture, &amp; Religion</b> [only one lower-level course can count within this category]	
ART 312: Islamic Art and Culture	
ART 314: Far Eastern Art History	
ART 317: Global Contemporary Art	
ENGL 214: World Literature and Experience	
ENGL 221: Survey of World Literature	
FR 203: French for Global Citizens III	
FR 301: French Conversation and Composition	
FR 330: Overseas Study	

FR 340: Overseas Study: Language  
FR 355: Overseas Study: Cultural Studies  
FR 360: Overseas Study: Literature  
HIST 101: Western Civilization before 1600  
HIST 102: Western Civilization from 1600 to 1918  
HIST 306: Latin America  
HIST 307: Vietnam: A Thousand Year Revolution  
HIST 322: African History and Culture  
HIST 343: Modern Britain  
HIST 370: Modern East Asia  
HIST 371: Topics in Global Issues and Cultures  
HIST 375: Modern China  
HIST 376: Modern Japan  
HIST 377: History of Korea  
MUSI 333: Music of the World  
PHIL 312: Asian Philosophy  
POLS 305: European Politics  
POLS 361: Topics in Global Issues and Cultures  
RELI 101: Sacred Texts and Ideas  
RELI 301: Religions of the World  
RELI 330: The Papacy  
RELI 371: Topics in Global Issues and Cultures  
SPAN 203: Spanish for Global Citizens III  
SPAN 305: Spanish Grammar and Composition  
SPAN 320: Hispanic Cinema  
SPAN 330: Overseas Study  
SPAN 340: Overseas Study: Language  
SPAN 350: Overseas Study: Cultural Studies  
SPAN 360: Overseas Study: Literature  
SOCI 301: Race and Ethnic Relations  
SOCI 302: Comparative Social Institutions  
SOCI 321: Medical Sociology  
SOCI 351: Sociology of Family  
SOCI 363: Environmental Sociology  
SOCI 389: Cultures of Violence  
SOCI 397: Sociology of Risk

**Policy & Practice**

BA 390: International Business  
CHEM 381: Technology, the Environment, and You  
EDUC 309: Global Issues in Education  
ES 390: Global Topics in Environmental Science  
NURS 310: Current Perspectives in World Health  
PHIL 325: Bioethics  
POLS 303: International Relations  
POLS 325: International Conflict and Terrorism  
POLS 361: Topics in Global Issues and Cultures  
POLS 366: International Law

POLS 391: Homeland Security  
POLS 445: American Foreign Policy

**Conflict & Cooperation**

HIST 307: Vietnam: A Thousand Year Revolution  
HIST 346: U.S. History 1920-1945: Prosperity, Depression, and War  
HIST 347: The United States and the Cold War, 1945-1991  
HIST 383: Warfare Through the Ages  
HIST 391: America as a Major World Power: U.S. Foreign Relations, 1912-Present  
HIST 392: Spies and Lies: The U.S. Espionage Establishment  
POLS 325: International Conflict and Terrorism  
POLS 366: International Law  
POLS 391: Homeland Security  
POLS 445: American Foreign Policy

**ADDITIONAL REQUIREMENTS**

All students must choose at least one of the following pathways as part of their program of study that require approval from the Department Chair or Program Coordinator:

- a semester studying abroad in a university-approved program
- a study tour abroad led by a Lander University faculty member
- an internship (*either HIST 490 or POLS 490*) focusing on international studies
- 200-level foreign language fluency

TOTAL MAJOR PROGRAM REQUIREMENTS	<b>33</b>
<b>ADDITIONAL ELECTIVES</b>	<b>45</b>
TOTAL FOR BA DEGREE	<b>120</b>

**NOTES**

\* Students must earn “C” or better.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

Recommended courses not listed above include ECON 101, GEOG 101, and POLS 101. Introductory courses are required to take upper-level courses in most disciplines, so students should check course pre-requisites before making choices in the Major Program Area Requirements.

With 45 hours of electives, students are expected to add a double major or minor to their program of study in order to help specialize their skillset within the realm of international studies. Adding a double major or minor is not required by the university, but will be highly encouraged by advisors within the College of Behavioral and Social Sciences.

**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. in International Studies	122 hrs.	College of Charleston (CofC)	Many elective course options at both institutions are similar—particularly in the disciplines of history, political science, religion, and Spanish. Both C of C and Lander have 33 hrs. of program requirements.	C of C’s program is more focused on languages and cultures (not history and politics) and requires a regional concentration (Africa, Asia, Europe, Latin America and the Caribbean) or in Intl. Comparative Literature. Three years of foreign language and a semester of study abroad are required. World history is not required by C of C.
B.A. in International Studies	120 hrs.	University of South Carolina (USC)	Both Lander and USC have many courses in international politics within the program—at the introductory and upper-level. Many upper-level courses in political science and in other related disciplines are similar. USC requires students to take 9 hrs. of upper-level courses outside of political science, whereas Lander encourages this by placing many other disciplines’ courses within the upper-level program electives.	USC requires two intro political science courses, one U.S. history and one non-U.S. history (as part of Gen-Ed), whereas Lander would require two world history courses. USC offers more courses in regions of the world, and requires an upper-level comparative politics course (Lander allows this as an option). Lander’s curriculum would more likely result in more non-political science classes when compared to USC. Lander’s program has more program requirements at 33 hrs. vs. USC’s program at 27 hrs.
B.A. in Global Studies	120 hrs.	University of South Carolina (USC)	Both Lander and USC’s programs include an intro course in international politics and both have a thematic area on security studies: USC’s Global Conflict & Security	USC does not place as much emphasis on world history as at Lander. USC’s program requires students to focus on a world region and to demonstrate proficiency in a

			Studies area and Lander’s Conflict & Cooperation area. Lander’s program is 33 hrs. whereas USC’s program is between 24-33 hrs.	foreign language whereas Lander incentivizes language but does not require it. Lander does not require regional specialization, but instead has 3 thematic areas, one of which (Conflict & Cooperation) is similar to USC’s themes. Lander requires students to take courses in Language, Culture, & Religion (similar to USC’s Cultural Studies) and Policy & Practice (similar to some of USC’s policy-oriented courses). USC has many more offerings in subjects such as Anthropology and Geography.
B.S. in Political Science, concentration in International Affairs	120 hrs.	Francis Marion University (FMU)	Both Lander and FMU require an intro course in international politics as well as offer a few similar upper-level courses such as courses on political economy, conflict and security, and foreign policy.	FMU’s concentration in Intl. Affairs more closely resembles Lander’s existing Minor in Intl. Studies, when compared to the holistic view that would be offered by this new program at Lander. FMU requires intro courses in Intl. Politics and American Politics and its upper-level courses are primarily courses in comparative and regional politics, not within thematic areas of Intl. Relations (e.g. conflict, foreign policy, or political economy), areas of diplomatic history, or courses within other disciplines such as religion and language.
B.A. in History, concentration in International Studies	120 hrs.	South Carolina State University (SC State)	Like Lander, SC State requires two introductory world history courses. SC State requires 27 hrs. of coursework within 4 focus areas, some of which are similar to Lander,	SC State’s concentration in Intl. Affairs more closely resembles Lander’s existing Minor in Intl. Studies, when compared to the holistic view that would be offered

			such as its Cultural Evolution & Development and International Relations, whereas it differs with its Regional focus area. Focus area 4 is unclear, but includes International Business, a course that is included in Lander's Policy & Practice category.	by this new program at Lander. SC State focuses much more of its coursework in history rather than political science or other disciplines that Lander would involve in its program.
B.A. in International Studies	128 hrs.	Bob Jones University	BJU's program is 36 hrs. and therefore similar in size to Lander's. BJU requires some similar courses such as some world history courses and some in political science, but there is wider breadth within Lander's core courses when compared to BJU's core courses. BJU's program objectives include evaluation of political and economic systems, perhaps similar to Lander's first objective.	Most of the full-time faculty members at BJU listed with this program are historians, none are political scientists. BJU has a specific religious framework that informs its courses as well as its program objective of applying a biblical worldview in cross-cultural settings. BJU's program requires American National Government and includes an Intro in World Cultures that is based upon anthropology and geography.
B.A. in International Studies & Commerce (Newberry's website says International Studies)	120 hrs.	Newberry College	Newberry requires students to either pursue an internship or study abroad, somewhat similar to the additional requirements from Lander. Newberry's curriculum includes courses on culture (many history courses), the social world (politics is here), and a capstone.	Newberry's program has 49 hrs. of requirements, plus a concentration for a total of 67 to 73 hrs. Thus, it is significantly larger than Lander's program. Beyond this, there are concentration in business, political science, or Spanish. Lander has many of these same classes, but Lander's curriculum is more flexible.
B.A. in International Affairs	120 hrs.	Wofford College	Neither Lander nor Wofford require competency in a foreign language or a semester of study abroad, but encourage and incentivize students to do both of these things. Lander's program is 33 hrs. whereas Wofford's program is 30 hrs.	Wofford's program is exclusively framed around political science coursework (Government at Wofford), whereas Lander's program integrates political science with other disciplines.

**Faculty**

<b>Rank and Full- or Part-time</b>	<b>Courses Taught for the Program</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)</b>
Professor of Political Science & Chair	INTL 390, 499; POLS 305	PhD in Political Science, University of North Carolina	U.S. Fulbright Scholar in Romania
Associate Professor of Political Science & Dean	INTL 390; POLS 366, 445	PhD in Political Science, University of South Carolina; MA in Intl. Relations, Univ. of Warwick (UK)	Publications in intl. relations; Rotary Scholar and graduate degree from the U.K.; has led student groups abroad
Assistant Professor of Political Science	POLS 325, 391	PhD in Public Policy and Administration, Auburn University	Experience working in state emergency management agency
Existing part-time faculty member	POLS 103, 303, 361	MA and ABD in Political Science (Intl. Relations), West Virginia Univ.	
Existing part-time faculty member	POLS 325, 391	M.A. in Management, Webster University; Certificate, U.S. Army War College	Retired U.S. Army Colonel; years in leadership roles with Defense Threat Reduction Agency, U.S. Department of Defense; overseas work experience
Professor of History and Chair	HIST 306, 307, 346, 347	PhD in History, Florida State Univ.	Publications on diplomatic history
Professor of History	HIST 101, 102; RELI 330, 371	PhD in History, Cornell University	Publications in religious history; Fulbright and other fellowships as well as graduate teaching in Germany
Professor of History	HIST 383	PhD in History, Tulane University	Publications on colonial and military history
Associate Professor of History	HIST 391, 392	PhD in History, University of Alabama	Publications on diplomatic history
Associate Professor of History	HIST 121, 122, 370, 371, 375, 376, 377; RELI 101, 301, 371	PhD in Asian Studies, University of British Columbia	Publications in Asian history and religion; Fulbright Scholar in South Korea
Professor of Philosophy	PHIL 312, 325	PhD in Philosophy, Emory University	Graduate study as DAAD Fellow in Germany; has led a student group abroad
Existing part-time faculty member in Religion	RELI 101	ThM (Master's in Theology), Dallas Theological Seminary; PhD in Higher Education Administration, University of South Carolina	
Professor of Sociology	SOCI 301, 363, 397	PhD in Sociology, Florida State University	Has led a student group abroad; part of grant on environmental sociology funded by National Oceanic & Atmospheric Admin. (NOAA)

Assistant Professor of Criminology & Sociology	SOCI 321, 351	Master of Social Work, University of Houston; ABD in Human Services, Walden University	Licensed Master of Social Work #4338, State of SC; experience working for state agencies and non-profit orgs.; has led a student group abroad
2.0 FTE in English (both Professors)	ENGL 214, 221	Both have PhDs in English Literature from Emory University	Both Professors have led student groups abroad
3.0 FTE faculty in Spanish (2 Professors, 1 Associate Professor)	SPAN 203, 305, 320, 330, 340, 350, 360	PhDs in Spanish from Cornell University, Texas Tech University, University of North Carolina	One of the Professors of Spanish is Lander's Director of Study Abroad, and two have led student groups abroad. All have publications on language and culture.
Existing part-time faculty member in French	FR 203, 301, 330, 340, 355, 360	B.A., Winthrop Univ.; 30 hrs. of graduate credit in French and Education from Clemson, USC, Lander, The Citadel; AP Certification, The College Board	
Associate Professor of Art History	ART 312, 314, 317	PhD in Art History, City University of New York	Has led student groups abroad.
Professor of Music	MUSI 333	PhD in Music Theory, Florida State University	
Associate Professor of Finance & Assistant Dean	BA 390	PhD in Leadership and Change, Antioch University; Graduate work in Bridge Program for Finance and Accounting, University of Florida	Years of experience in banking and finance, particularly in Asia; has taught undergraduate students in Asia; has led student groups abroad
Professor of Environmental Geology	ES 390	PhD in Hydrogeology, University of Arizona	
Assistant Professor of Environmental Chemistry	CHEM 381, ES 390	PhD in Environmental Toxicology, Clemson University	
Professor of Education and Chair	EDUC 309	PhD, Old Dominion University	Has led student groups abroad; NOTE: Lander's Dept. of Education has a partnership with the University of Winchester in the United Kingdom and has done both faculty exchanges as well as had students do practice teaching both in SC and the UK.
Lecturer in Nursing	NURS 310	MS in Nursing, Clemson University	

Total FTE needed to support the proposed program:

Faculty: 0.5 Existing faculty in the table above can support this program.

One new faculty member will be added in Year 3.  
The faculty devoted to this program is 0.5 FTE because faculty are serving other existing programs.

Staff: 0 Existing staff can assist new students.

Administration: 0 The existing Chair of the Department of Government, Criminology, and Sociology would serve as Program Coordinator.

### **Faculty, Staff, and Administrative Personnel**

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

Full-time faculty members at Lander University teach 24 credit hours. Part-time faculty members are limited to 9 credit hours per semester.

Lander University already operates healthy programs in both History and Political Science (120 majors, fall 2019) and many faculty in both disciplines contribute to the General Education curriculum, so an additional FTE faculty line in Political Science will be added in Year 3 as the program grows. The necessary academic degrees and credentials are explained below.

In Year 3: Assistant Professor of Political Science or Intl. Studies (rank, title depend on credentials)

*Academic degrees and credentials:* PhD in Political Science, Intl. Studies, or Intl. Relations (focus area in Comparative Politics with preference for specialization in Africa or Middle East)

*Courses taught:* INTL 390, 499; POLS 103, 303, 325, 361 and the creation of any new courses, such as Middle East Politics.

In Year 1 and beyond, Lander will seek to hire any needed part-time faculty members with these credentials:

*Academic degrees and credentials:* a master's degree in the relevant discipline and university-level teaching experience; candidates with experience studying, working, and/or traveling abroad are preferred

*Courses taught:* this will vary depending on student demand for courses within the major

### **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.

Lander University library services currently subscribes to a variety of online and print resources that support the Department of Government, Criminology, and Sociology and its proposed degree program: BA in International Studies.

In addition to the full-text multidisciplinary database **Academic Search Complete** library database holdings include:

**Political Science Complete:** provides nearly 700 full-text journals, over 300 full-text reference books and conference papers, and almost 48,000 full-text conference papers. This database provides extensive coverage of political topics with a worldwide focus, reflecting the globalization of

contemporary political discourse. Designed specifically for students, researchers and government institutions, it covers top-ranked scholarly journals, many of which are unique to this product. A search of this database using the keyword “international” retrieves nearly 350 thousand items.

**SocINDEX with Full Text:** offers the world’s most comprehensive coverage of sociology, encompassing all sub-disciplines and closely related areas of study through an online database of *900 full-text journals and magazines and more than 850 full-text books*. In addition to full-text journals, it contains informative abstracts for core coverage journals dating as far back as 1895. This highest quality database also provides data mined from priority coverage journals and selective coverage journals. Complete with extensive indexing for books, monographs, conference papers and other non-periodical content sources, this database also includes searchable cited references. Subject areas include law, criminology, criminal justice, ethnic and racial studies, social psychology, sociological theory, violence, substance abuse and other addictions.

**Social Sciences Full Text:** provides access to a wide assortment of the most important English-language social science journals. Social Sciences Full Text includes full text of articles from some 320 journals dating as far back as 1972 and indexing and abstracts of over 760 periodicals, more than 680 of which are peer reviewed. Subject coverage includes addiction studies, economics, ethics, family studies, gender studies, international relations, law, mass media, minority studies, political science, psychiatry, psychology, public welfare, urban studies, and much more.

**Global Issues in Context:** authoritative content is provided from over 800 geographically diverse newspapers, magazines, and journals, including 334 newspapers that are published in countries other than the United States. Offering a truly global view, users can find information on business and economics, conflict and diplomacy, society and culture, environment and climate change, and more. Users will find over 450 topic and issue pages and 250 country topic pages. Exclusive to Global Issues in Context, Global Issues Viewpoints contains more than 3,000 exclusive commentaries that provide background and guidance on significant topics. A search of this database using the keyword “international” retrieves over 3 million items.

**Military & Government Collection:** provides cover-to-cover full text, indexing and abstracts for more than 700 journals and periodicals. Designed to offer current news pertaining to all branches of the military and government, this database offers a thorough collection of periodicals, academic journals and other content pertinent to the increasing needs of those sites.

**Biography in Context:** Built on a foundation of more than 640,000 biographical entries, Biography in Context covers international figures from all time periods and areas of study. This resource provides over 4,800 portal pages on contemporary and historical figures merging authoritative reference content with periodicals and multimedia.

### **Newspaper Resources**

**Newspaper Source Plus** gives access to more than 1,200 full-text newspapers, news from 160 newswires, more than 83 million full-text articles, and nearly 2 million television and radio news transcripts. The library has also purchased campus-wide access to *The New York Times* as well as full-text digital collections of newspapers through *Newspapers.com: South Carolina Collection*. A search of this database using the keyword “international” retrieves over 3 million items.

**Opposing Viewpoints in Context:** with over 20,000 pro/con viewpoints, approximately 19,000 reference articles, interactive maps, infographics, and more, students will be able to study any side

of a chosen issue. A search of this database using the keyword “international” retrieves over 500 thousand items.

**Women's Studies International:** supports curriculum in the areas of sociology, history, political science and economy, public policy, international relations, arts, humanities, business and education. It provides indexing and abstracts for more than 630 essential sources including journals, newsletters, bulletins, books, book chapters, reports, theses, dissertations and grey literature. Coverage includes more than 980,000 records spanning from 1881 to the present.

**Points of View Reference Center:** nearly 1,900 essays on hundreds of topics from leading political magazines, radio and television news transcripts, primary source documents and more.

**U.S. History in Context:** contains millions of articles from periodicals and newspapers; hundreds of thousands of topic and event overviews; biographies; and multimedia, including images, videos, audio, and weblinks. Students have the ability to explore a wide variety of topics ranging from the arrival of the Vikings in North America to the first shots of the Civil War and on through to the civil rights movement, 9/11, and the War on Terror.

**World History in Context:** is a comprehensive collection of award-winning reference, full-text articles from leading scholarly publications, an array of primary sources, and images, maps and charts that provide expansive geographic and chronologic research materials for the study of world history. From ancient Europe to Latin America and from the Far East to the Renaissance, world history curricula is supported with nearly 2,000 primary sources and more than 100 journals. A search of this database using the keyword “international” retrieves over 1 million items.

### **Book and Film Collections**

Our print resources include nearly 5,000 books dealing with political science and its subfields. Library services subscribes to two major eBook databases, *EBSCO EBook Collection* and *ProQuest Ebrary Collection*. The *EBSCO EBook Collection* contains almost 24,000 books on political science and its subfields. The *ProQuest Ebrary Collection* contains more than 500 books on political science and its subfields. The library also subscribes to a database of documentary films called *Films on Demand*, which contains more than 3,000 films on all facets of political science. A search of these collections using the keyword “international” retrieves over 100 thousand items.

In addition to our onsite print collections, our membership in PASCAL provides rapid delivery of books from other member libraries across the state. This enhances our service capacity for Political Science students by many thousands of high quality titles.

### **Government Resources**

Library services at Lander University is a government documents depository. Our holdings contain publications of the United States Department of Justice and the underlying units. While many publications are now offered electronically the library still has a substantial paper documents collection.

**History Reference Center:** full text from nearly 2,000 reference books, encyclopedias and non-fiction books, cover to cover full text for more than 140 history periodicals, more than 59,600 historical documents, 81,000 biographies of historical figures, more than 118,000 full-text primary source documents, historical photos and maps, and more than 83 hours of historical video.

**International Security & Counter-Terrorism Reference Center (ISCTRC):** provides deep background from scholarly writings with expert commentary from a variety of organizations, agencies and publishers and timely reviews of recent developments across the international political, military, economic, social and technical spectrum. Content includes more than 2,500 full-text items from a variety of sources, including reports from Stratfor Analysis, Stratfor Forecasts, and Stratfor Geopolitical Diary.

- In addition to Lander's on-site print collections, the university's membership in PASCAL provides rapid delivery of books from other member libraries across the state. This enhances the service capacity by many thousands of high quality titles.

### **Student Support Services**

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Lander University's main campus has an Academic Success Center (ASC) that offers a Peer Tutoring Program free of charge to students. This service is linked to many courses within the existing programs, such as Political Science, and will be utilized with the new major in Paralegal Studies.

The ASC also provides academic advisement to first-year students. Full-time faculty serve as advisors for sophomore, junior, and senior students. These advising services are already covered as costs and the expectations for faculty to serve as advisers is already been established.

Lander also has a Wellness Center (disability services, counseling center, and health services) available to students as well as a Division of Student Affairs division (student activities, etc.) that are established and ready to serve students.

### **Physical Resources/Facilities**

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

Lander will utilize existing spaces on the university's main campus. Instruction would primarily occur within the Carnell Learning Center, Abney Cultural Center, and Jackson Library. Any online teaching would utilize in these existing spaces as well.

### **Equipment**

Identify new instructional equipment needed for the proposed program.

No equipment is needed, except for new office and computer equipment related to new teaching faculty members that is reflected in the budget.

### **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

Lander currently offers majors in fields connected to this curriculum such as History, Political Science, and Spanish that may be impacted by a B.A. in International Studies. Existing faculty expertise in these

disciplines offers students a broad preparation in International Studies in order to elevate preparedness for careers. In order to continue to provide high-quality instruction in existing programs as well as offer high-quality instruction in the International Studies program, we will need to hire an additional faculty member in Political Science in Year 3, as described in the Faculty Resources section.

Lander is confident that the majors in History and Political Science will remain healthy even as some existing students may choose to pursue the major in International Studies. Existing students may choose to major in International Studies as a primary major or as a double major. The enrollment estimates provided are for new students and are used to provide the revenue calculations in the Financial Support table that follows.

Existing faculty members already teach in all delivery modes, face-to-face, hybrid, and online. This means that there are more entry points in the introductory courses that are part of this new program. Yet, many of the courses in this program are also connected to Lander's General Education curriculum, so there is cross-fertilization in terms of the students that would be served by faculty members that are a part of the B.A. in International Studies. We are excited about being able to advise students about the choices they would have in curriculum, and we are confident that many students will chose to double major in International Studies and another existing discipline offered by Lander. Administrators will continue to monitor teaching loads and student demand to determine when further investment in this program may be required. As mentioned, the current plan is to add a full-time faculty member in Year 3, making use of existing full-time and part-time faculty in the years ahead.

**Financial Support**

<b>Sources of Financing for the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>								
Tuition Funding	\$107,000	\$107,000	\$128,400	\$128,400	\$149,800	\$149,800	\$192,600	\$192,600	\$214,000	\$214,000	\$791,800	\$791,800
Program-Specific Fees	0	0	0	0	0	0	0	0	0	0	0	0
Special State Appropriation	0	0	0	0	0	0	0	0	0	0	0	0
Reallocation of Existing Funds	0	0	0	0	0	0	0	0	0	0	0	0
Federal, Grant, or Other Funding	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	\$107,000	\$107,000	\$128,400	\$128,400	\$149,800	\$149,800	\$192,600	\$192,600	\$214,000	\$214,000	\$791,800	\$791,800
<b>Estimated Costs Associated with Implementing the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>								
Program Administration and Faculty/Staff Salaries	\$9,600	\$9,600	\$9,600	\$9,600	\$82,200	\$82,200	\$82,200	\$82,200	\$91,800	\$91,800	\$275,400	\$275,400
Facilities, Equipment, Supplies, and Materials	0	0	0	0	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$30,000	\$60,000
Library Resources	0	0	0	0	0	0	0	0	0	0	0	0
Other (specify)	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	\$9,600	\$9,600	\$9,600	\$9,600	\$92,200	\$92,200	\$92,200	\$92,200	\$101,800	\$101,800	\$305,400	\$305,400
<b>Net Total</b> (Sources of Financing Minus Estimated Costs)	\$97,400	\$97,400	\$118,800	\$118,800	\$57,600	\$57,600	\$100,400	\$100,400	\$112,200	\$112,200	\$486,400	\$486,400

**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.

**Budget Justification**

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

The **Sources of Financing** comes from tuition generated from the new students that would be part of this program. It is assumed that no current Lander students switch into this new degree program.

The **Estimated Costs** are explained below:

**Program Administration & Faculty/Staff Salaries**

- Year 1** = additional classes taught by part-time faculty
- Year 2** = additional classes taught by part-time faculty
- Year 3** = new faculty line in INTL (as described earlier in Faculty Resources section above)
- Year 4** = new faculty line in INTL + additional classes taught by part-time faculty
- Year 5** = new faculty line in INTL + additional classes taught by part-time faculty

The costs associated with the full-time faculty member assumes 37% of the total cost is devoted to benefits and insurance.

**Facilities, Equipment, Supplies, and Materials** –Existing campus facilities are used for the teaching needs of this program. New costs relate to the office and equipment needs of new full-time faculty and part-time faculty as well as increased needs on Lander’s Office of Information Technology Services to provide online teaching and Blackboard workshops for faculty members.

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**

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
Knowledgeable students who understand the forces and processes of globalization	Demonstrate knowledge and understanding	This will be measured in assignments, exams, and projects in the program’s core classes.
Students with research and critical thinking skills to succeed in a global workplace setting.	Demonstrate research skills and the ability to think critically	This will be measured in projects and assignments within INTL 499 as well as the ETS Proficiency Profile that measures critical thinking skills. Every three years INTL 499 will administer the National Survey of Student Engagement (NSSE) and use its score for students’ ability to “think critically and analytically” as well as its score for students’ ability in “acquiring job or work related knowledge and skills.”
Students with application skills to succeed in a global workplace setting.	Demonstrate application skills	Each of the upper-level courses in the Policy & Practice category will measure application skills through writing and/or presentation assignments.

		At least one course in this category is required. If an internship is chosen as one of the additional program requirements, its assessment (by faculty member and/or workplace supervisor) may substitute or provide an additional indicator for this objective.
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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.

The progress of program assessment will be multifaceted and designed to evaluate all aspects of the proposed program. Course assignments, exams, and projects across many courses as well as the ETS Proficiency Profile are the primary components of this comprehensive assessment plan. Data from these measures will be analyzed annually by the Department Chair to identify strengths and any areas that may need modification. Feedback from the summary data will be provided to teaching faculty to improve the goal of providing students with knowledge and enhancing critical thinking and communication skills.

Faculty members teaching core classes will supervise all measures of assessing knowledge and understanding and will design assignments based upon scaffolding so that as students move from introductory knowledge, to development of skills, to master of skills so that students' understanding as well as writing and research skills are enhanced over time. The scaffolding of the program's objective of knowledge and understanding about the forces and processes of globalization will be measured across the core courses, particularly through INTL 390, having built upon the introductory level courses of HIST 121, HIST 122, and POLS 103. The capstone seminar, INTL 499, can also assess knowledge and understanding.

The objective of enhanced research and critical thinking skills for success in a workplace setting will be measured through different assignments and projects within INTL 499. Lander administers the ETS Proficiency Profile every semester to students in all major capstone courses. One of the scores generated by this test is a critical thinking score that tests students' ability to "recognize assumptions, recognize the best hypothesis according to information presented, recognize flaws and inconsistencies in arguments, and draw valid conclusions from information presented." Thus, this ETS score will also measure critical thinking skills. In addition, Lander administers the National Survey of Student Engagement (NSSE) to seniors in capstone courses on a three year reporting cycle. One of the reports generated is perceived gains among students. This reflects the degree to which students rate their own proficiency, development, and growth in a given area due to their experiences through the curriculum at Lander. NSSE has a measure of students' ability to "think critically and analytically," so this measure every three years is another indicator of the critical thinking goal.

The objective of enhanced application skills will be measured in assignments, exams, and projects across courses within the Policy and Practice category. Students are required to take at least one course in this category, so faculty will work to ensure that students demonstrate the ability to apply knowledge into different career settings (public, private, or non-profit) or toward specific policy areas, such as international business, foreign policy, or environmental policy. Lander has long subscribed to programs that promote experiential learning, so assessment of an internship (through measures used by faculty members or workplace supervisors) may substitute for assessing this objective of enhancing

application skills. While an internship is not required for students majoring in International Studies, both Political Science and History have strong internship programs and placements for students across a variety of public, private, and non-profit environments within the local region, in other locations within South Carolina, and through Lander's participation in two different programs that allow students to spend a semester of study in Washington, D.C. Thus, Lander is confident that these opportunities would be developed for students in the International Studies program.

Instructors of INTL 499 will administer exit surveys that seek to measure students' thoughts about the curriculum and its delivery, but also give feedback about certain content and gain students' information about initial employment and long-term plans. These surveys will be anonymous, but instructors will separately gather personal contact details in order to administer surveys to alumni periodically in the future. A new software system recently obtained by The Lander Foundation (that operates the Office of University Advancement) will enable the Department Chair to readily keep up with alumni of this program and gain information to track employment data.

### **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.

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.

Yes

No