

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: Lander University

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.):

Lander University's College of Business proposes offering its entire Bachelor of Science of Business Administration program through blended/hybrid modalities at the University Center Greenville (UCG) and through 100% online instruction through the main campus. We have four existing emphases that we would like to include in this change.

Current Name of Program (include degree designation and all concentrations, options, and tracks):

Bachelors of Science (B.S.) in Business Administration offered on the main campus

- Emphasis in Management / Marketing
- Emphasis in Accounting
- Emphasis in Financial Services
- Emphasis in Healthcare Management

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

Bachelors of Science (B.S.) in Business Administration offered at the University Center of Greenville (UCG) and 100% online with emphases in:

- Management / Marketing
- Accounting
- Financial Services
- Healthcare Management

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.) | |

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: Fall 2020

CIP Code: 52.0201

Current delivery site(s) and modes:

Lander University Main Campus: Traditional/face-to-face

Proposed delivery site(s) and modes:

Main Campus: Traditional/face-to-face, 100% online

University Center Greenville (UCG): blended/hybrid

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

Dr. Michael Brizek

Interim Dean, College of Business

864.388.8232

mbrizek@lander.edu

Institutional Approvals and Dates of Approval:

College of Business:	October 17, 2019
Undergraduate Programs Committee:	October 23, 2019
Curriculum Committee:	October 31, 2019
Faculty Senate:	November 5, 2019
Provost:	October 23, 2019
President:	November 19, 2019
Board of Trustees:	December 17, 2019

Background Information

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

Lander University College of Business seeks to offer the existing Bachelor of Science (B.S.) in Business Administration at the University Center Greenville (UCG) through blended/hybrid instruction and through 100% online instruction. Lander College of Business believes that career success in these professional programs results from coursework in several key areas of core management and financial skills along with the technical skills and knowledge within each emphasis program. Courses in several disciplines and within these themes will prepare professionals for successful careers in business. A bachelor's degree in these fields would also prepare students for a myriad of options in graduate education that emphasize different aspects of professional 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.

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.S. program in Business Administration at UCG will meet this goal within our region and provide a program that is market driven, valuable, and affordable. Offering our existing B.S. programs in Business Administration at the University Center of Greenville and through instruction online will have an impact on our seven-county region in the Upstate and eventually an impact on the state of South Carolina and beyond.

Assessment of Need

State / Regional Demand for the Program

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 these niches rather than being all things to all people.¹ This proposed modification to offer all of Lander University's Business Administration undergraduate degree program emphasis at the University Center Greenville (UCG) and online will address a major employment need in serving students in providing advanced credentialing in the South Carolina Upstate Region 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.²

¹ 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/>.

² 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>

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Management (All) ³⁴	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%	

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%

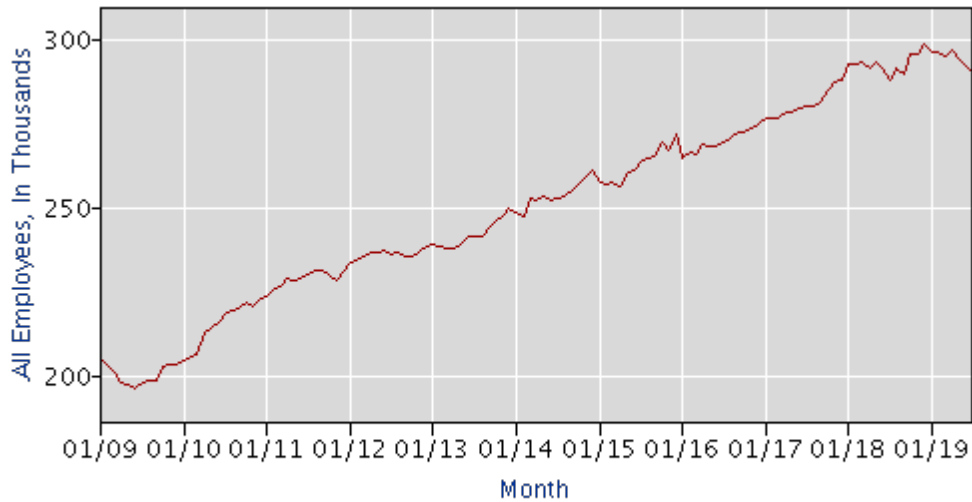
Source: https://www.bls.gov/oes/current/oes_sc.htm#11-0000

³ U.S. Department of Labor Bureau of Labor Statistics, <https://www.bls.gov/oes/current/oes110000.htm>

⁴ U.S. Department of Labor Bureau of Labor Statistics, 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)

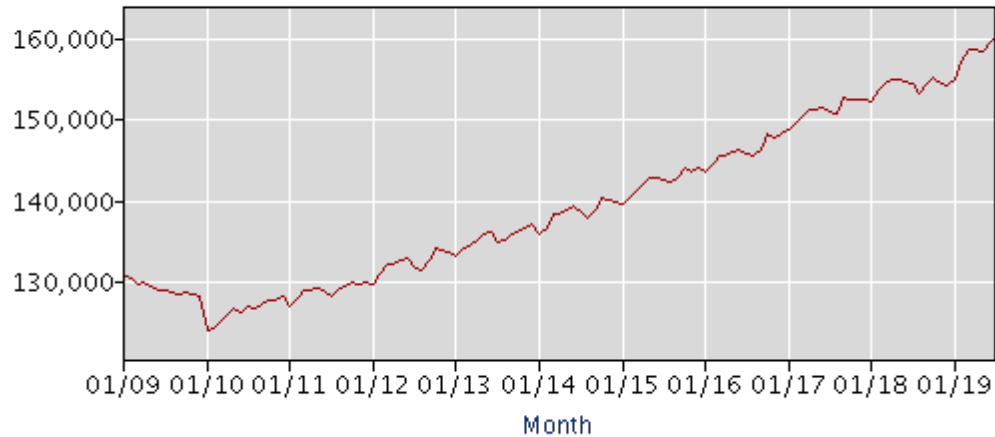
Source:

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/LAUMT45439000000005?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.⁵ 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.⁶

Local Employment Opportunities

Through our existing partnerships with local business organizations and continuing relationships with future industry partners, the B.S. in Business Administration degree would be ideal for individuals seeking to advance their careers

⁵ <http://www.upstatescalliance.com/Data-Resources/Information.aspx>

⁶ <http://www.naceweb.org/job-market/trends-and-predictions/job-outlook-the-degrees-and-majors-most-in-demand/>

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.

Transfer and Articulation

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

Lander University, College of Business is currently working on and developing several articulation agreements with Greenville Technical College and Piedmont Technical College for established 2-year programs to articulate in existing 4-year programs. Completion of articulation agreements and MOU’s with both institutions are targeted by the end of May 2020.

Enrollment Projections

Enrollment for the B.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.S. in Business Administration program. It is planned that all existing and new concentrations in the B.S. in Business Administration program will be offered 100% online and hybrid through UCG during the start of the Fall 2020 academic year.

Description of the Program
B.S. in Business Administration - Existing Concentration at UCG

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 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.

Enrollment estimates are based on the enrollments in the existing concentrations. The table demonstrates 15 students entering the program for the fall of 2020-2021 and 40 in the fall of 2021-2022. We anticipate additional students for each of the spring semesters. The first group of 25 students will graduate in the spring of 2022. The fall total headcount reflects the spring total headcount less graduating students plus new fall students. In each of fall 2022-2023 and fall 2023-2024, we anticipate new student enrollment increasing accordingly.

Description of the Program

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

2020-2021 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: BUSINESS ADMINISTRATION
EMPHASIS: ACCOUNTING

	Credit Hours
UNIVERSITY REQUIREMENT	
FALS	0
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education: www.lander.edu/gen-ed .)	
A. Core Skills	
ENGL 101: Writing and Inquiry I	3
ENGL 102: Writing and Inquiry II	3
MATH 121: Mathematics for Business, Life Science, and the Social Sciences	3
B. Humanities and Fine Arts	
(6 hours selected from 2 different disciplines)	6
C. Behavioral and Social Perspectives	
(6 hours selected from 2 different disciplines)	
ECON 101: Economics in Society	3
Behavioral and Social Perspectives elective	3
D. Scientific and Mathematical Reasoning	
(7 hours selected from 2 different disciplines, 1 lab science required)	
MATH 211: Introduction to Statistical Methods I	3
1 lab science	4
E. Founding Documents of the United States	3
HIST 111: United States History to 1877	
or	
POLS 101: American National Government	
F. World Cultures	3
G. LINK 101: Leadership, Involvement, Networking and Knowledge	1
TOTAL GENERAL EDUCATION REQUIREMENTS	35
MAJOR PROGRAM CORE REQUIREMENTS	
ACCT 201: Financial Accounting Principles	3
ACCT 202: Managerial Accounting Principles	3

BA 101: Introduction to Business	3
BA 226: Introduction to Analytical Methods	3
BA 250: Business Analysis Using Spreadsheets	3
BA 251: Legal Environment of Business	3
BA 299: Professional Development I	1

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

- Complete at least 45 credit hours of college credit (including transfer courses);
- Earn a grade of “C” or better in all prerequisite and co-requisite courses.

MGMT 301: Principles of Management	3
MKT 301: Principles of Marketing	3
FINA 301: Business Finance	3
BA 304: Management Information Systems	3
BA 325: Advanced Analytical Methods	3
MGMT 330: Operations Management	3
BA 399: Professional Development II	1
BA 414: Business Strategy	3
BA 499: Professional Development III	1

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

ENGL 275: Business Communications	3
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MAJOR PROGRAM EMPHASIS REQUIREMENTS

ACCT 301: Intermediate Accounting I	3
ACCT 302: Intermediate Accounting II	3
ACCT 321: Income Tax I	3
ACCT 331: Cost/Management Accounting I	3
ACCT 402: Auditing I	3
ACCT 403: Accounting Information Systems	3
Business elective 300-level or above (ACCT, BA, ECON, HCMT, MGMT, or MKT)	3
Select two courses from the following list:	6
ACCT 307: Governmental and Institutional Accounting	
ACCT 322: Income Tax II	
ACCT 332: Cost/Management Accounting II	
ACCT 352: Commercial Law	
ACCT 369: Special Topics in Accounting	

TOTAL MAJOR PROGRAM REQUIREMENTS	72
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ADDITIONAL ELECTIVES	13
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TOTAL FOR BS DEGREE	120
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Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses <https://www.lander.edu/academics/registrars-office/resources/major-guides>

2020-2021 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: BUSINESS ADMINISTRATION
EMPHASIS: FINANCIAL SERVICES

	Credit Hours
UNIVERSITY REQUIREMENT	
FALS	0
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education: www.lander.edu/gen-ed .)	
A. Core Skills	
ENGL 101: Writing and Inquiry I	3
ENGL 102: Writing and Inquiry II	3
MATH 121: Mathematics for Business, Life Science, and the Social Sciences	3
B. Humanities and Fine Arts	
(6 hours selected from 2 different disciplines)	6
C. Behavioral and Social Perspectives	
(6 hours selected from 2 different disciplines)	
ECON 101: Economics in Society	3
Behavioral and Social Perspectives elective	3
D. Scientific and Mathematical Reasoning	
(7 hours selected from 2 different disciplines, 1 lab science required)	
MATH 211: Introduction to Statistical Methods I	3
1 lab science	4
E. Founding Documents of the United States	3
HIST 111: United States History to 1877	
or	
POLS 101: American National Government	
F. World Cultures	3
G. LINK 101: Leadership, Involvement, Networking and Knowledge	1
TOTAL GENERAL EDUCATION REQUIREMENTS	35

MAJOR PROGRAM CORE REQUIREMENTS

ACCT 201: Financial Accounting Principles	3
ACCT 202: Managerial Accounting Principles	3
BA 101: Introduction to Business	3
BA 226: Introduction to Analytical Methods	3
BA 250: Business Analysis Using Spreadsheets	3
BA 251: Legal Environment of Business	3
BA 299: Professional Development I	1

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

- Complete at least 45 credit hours of college credit (including transfer courses);
- Earn a grade of “C” or better in all prerequisite and co-requisite courses.

MGMT 301: Principles of Management	3
MKT 301: Principles of Marketing	3
FINA 301: Business Finance	3
BA 304: Management Information Systems	3

BA 325: Advanced Analytical Methods	3
MGMT 330: Operations Management	3
BA 399: Professional Development II	1
BA 414: Business Strategy	3
BA 499: Professional Development III	1

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

ENGL 275: Business Communications	3
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MAJOR PROGRAM EMPHASIS REQUIREMENTS

BA 309: Financial Services	3
ACCT 369: Special Topics in Accounting	3
ECON 311: Money and Banking	3
FINA 310: Investments	3
FINA 352: Special Topics in Finance	3
Business elective – 300-level or above (ACCT, BA, ECON, HCMT, MGMT, or MKT)	3
Emphasis elective – select one course from the following:	3
ECON 352: Topics of Economics	
FINA 352: Special Topics in Finance (must be different topic than the required FINA 352)	
ACCT 301: Intermediate Accounting	
ACCT 321: Income Tax I	
ACCT 322: Income Tax II	
ACCT 352: Commercial Law	
FINA 490: Finance Internship	

TOTAL MAJOR PROGRAM REQUIREMENTS	66
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ADDITIONAL ELECTIVES	19
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TOTAL FOR BS DEGREE	120
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Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses <https://www.lander.edu/academics/registrar-office/resources/major-guides>

2020-2021 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: BUSINESS ADMINISTRATION
EMPHASIS: HEALTH CARE MANAGEMENT

	Credit Hours
UNIVERSITY REQUIREMENT	
FALS	0
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education: www.lander.edu/gen-ed .)	
A. Core Skills	
ENGL 101: Writing and Inquiry I	3
ENGL 102: Writing and Inquiry II	3
MATH 121: Mathematics for Business, Life Science, and the Social Sciences	3
B. Humanities and Fine Arts	
(6 hours selected from 2 different disciplines)	6
C. Behavioral and Social Perspectives	
(6 hours selected from 2 different disciplines)	
ECON 101: Economics in Society	3
Behavioral and Social Perspectives elective	3
D. Scientific and Mathematical Reasoning	
(7 hours selected from 2 different disciplines, 1 lab science required)	
MATH 211: Introduction to Statistical Methods I	3
1 lab science	4
E. Founding Documents of the United States	3
HIST 111: United States History to 1877	
or	
POLS 101: American National Government	
F. World Cultures	3
G. LINK 101: Leadership, Involvement, Networking and Knowledge	1
TOTAL GENERAL EDUCATION REQUIREMENTS	35

MAJOR PROGRAM CORE REQUIREMENTS

ACCT 201: Financial Accounting Principles	3
ACCT 202: Managerial Accounting Principles	3
BA 101: Introduction to Business	3
BA 226: Introduction to Analytical Methods	3
BA 250: Business Analysis Using Spreadsheets	3
BA 251: Legal Environment of Business	3
BA 299: Professional Development I	1

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

- Complete at least 45 credit hours of college credit (including transfer courses);
- Earn a grade of “C” or better in all prerequisite and co-requisite courses.

MGMT 301: Principles of Management	3
MKT 301: Principles of Marketing	3
FINA 301: Business Finance	3
BA 304: Management Information Systems	3

BA 325: Advanced Analytical Methods	3
MGMT 330: Operations Management	3
BA 399: Professional Development II	1
BA 414: Business Strategy	3
BA 499: Professional Development III	1

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

ENGL 275: Business Communications	3
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MAJOR PROGRAM EMPHASIS REQUIREMENTS

HCMT 201: Health Care in America	3
HCMT 311: Managed Care and Health Care Finance	3
HCMT 410: Health Care Systems	3
HCMT 490: Internship in Health Care Management	3
MGMT 315: Human Resource Management	3
Select 3 courses from the following list:	9
HCMT 315: Public Health Principles and Practices	
HCMT 369: Special Topics in Health Care Management	
HCMT 402: Long Term Care Management	
HCMT 411: Quality Improvement and Quantitative Technique	

TOTAL MAJOR PROGRAM REQUIREMENTS	69
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ADDITIONAL ELECTIVES	16
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TOTAL FOR BS DEGREE	120
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See 4-year major guides for recommended order in which to take courses <https://www.lander.edu/academics/registrar-office/resources/major-guides>

2020-2021 PROGRAM REQUIREMENTS

DEGREE: BACHELOR OF SCIENCE
MAJOR: BUSINESS ADMINISTRATION
EMPHASIS: MANAGEMENT/MARKETING

	Credit Hours
UNIVERSITY REQUIREMENT	
FALS	0
GENERAL EDUCATION REQUIREMENTS	
(For approved courses see the General Education: www.lander.edu/gen-ed .)	
A. Core Skills	
ENGL 101: Writing and Inquiry I	3
ENGL 102: Writing and Inquiry II	3
MATH 121: Mathematics for Business, Life Science, and the Social Sciences	3
B. Humanities and Fine Arts	
(6 hours selected from 2 different disciplines)	6
C. Behavioral and Social Perspectives	
(6 hours selected from 2 different disciplines)	
ECON 101: Economics in Society	3
Behavioral and Social Perspectives elective	3
D. Scientific and Mathematical Reasoning	
(7 hours selected from 2 different disciplines, 1 lab science required)	
MATH 211: Introduction to Statistical Methods I	3
1 lab science	4
E. Founding Documents of the United States	3
HIST 111: United States History to 1877	
or	
POLS 101: American National Government	
F. World Cultures	3
G. LINK 101: Leadership, Involvement, Networking and Knowledge	1
TOTAL GENERAL EDUCATION REQUIREMENTS	35

MAJOR PROGRAM CORE REQUIREMENTS

ACCT 201: Financial Accounting Principles	3
ACCT 202: Managerial Accounting Principles	3
BA 101: Introduction to Business	3
BA 226: Introduction to Analytical Methods	3
BA 250: Business Analysis Using Spreadsheets	3
BA 251: Legal Environment of Business	3
BA 299: Professional Development I	1

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BA 325: Advanced Analytical Methods	3
MGMT 330: Operations Management	3
BA 399: Professional Development II	1
BA 414: Business Strategy	3
BA 499: Professional Development III	1

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

ENGL 275: Business Communications	3
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MAJOR PROGRAM EMPHASIS REQUIREMENTS

MGMT 315: Human Resource Management	3
MGMT 325: Entrepreneurship and Innovation	3
MGMT 340: Management of Organizational Behavior	3
MKT 415: Marketing Research	3
MKT 420: Marketing Management	3
MKT 440: Digital Marketing	3
One business elective 300-level or above) (ACCT, BA, ECON, HCMT, MGMT, or MKT	3

TOTAL MAJOR PROGRAM REQUIREMENTS	66
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ADDITIONAL ELECTIVES	19
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TOTAL FOR BS DEGREE	120
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Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

See 4-year major guides for recommended order in which to take courses <https://www.lander.edu/academics/registrar-office/resources/major-guides>

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.

Bachelor Degree Programs offered in Business at UCG:

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Bachelor of Liberal Arts in Business Administration Bachelor of Liberal Arts in Accounting	125	Furman University	Undergraduate business program offered at UCG	Furman (independent) offers their business degree programs strictly as an evening liberal arts completion degree program. Lander is offering full B.S. degree offerings.
B.A. in Business Degree Completion Program	120	Converse College	Undergraduate business program offered at UCG	Converse (independent) offers their business degree programs strictly as a cohort completion degree program. Lander is offering full B.S. degree offerings.
B.B.A. in Management B.B.A. in Marketing B.B.A. in Accounting	120	Anderson University	Undergraduate business program offered at UCG	Anderson (independent) offers their B.B.A. program as a degree completion program. Lander is offering full B.S. degree offerings.
B.S. in Management	124	S.C. State University	Undergraduate business program offered at UCG	S.C. State's B.S. program is focused in Management. Lander is offering full B.S. degree emphasis offerings.
B.S. in Business Administration (general)	120	USC Upstate	Undergraduate business program offered at UCG	Lander is offering additional emphasis programs beyond USC Upstate's current offerings (Sports Management, Hospitality Management, IT Management)

NOTE: The programs listed above are specific for the University Center Greenville

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

No new faculty will be required within the first year of the implementation of each emphasis program. Existing faculty will be supporting the B.S.B.A. core courses for these programs at the UCG campus. In subsequent years, adjunct faculty will be hired to begin instructing in select new emphasis courses. As program enrollments grow, additional full-time faculty will be hired to support each new program instructional and developmental needs. These new hires are expected to be needed in years 2, 3, and 4 of the program.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

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 College of Business B.S.B.A. program. In addition to the full-text multidisciplinary database Academic Search Complete library database holdings include:

- *Gale Business Insights: Global* delivers comprehensive international business intelligence, compiled into a logical, useable context.
- *Business Source Complete* offers premium full-text content and peer-reviewed business journals.
- *Cabell's Directories* is a resource that specializes in connecting researchers, publishers, librarians, and academics to the journal titles they need.

Book and Film Collections: Our print book resources include 2,543 books dealing with Economics, 1,129 books on Management, 1,812 on General Business, and 1,202 on Finance. Library services subscribes to two major eBook databases, EBSCO eBook Collection and ProQuest Ebrary Collection.

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.

Equipment

No new instructional equipment is needed for this program. All instructional equipment is provided by the University Center Greenville through the terms of the institutional agreement.

Physical Resources/Facilities

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

The program will be delivered on the existing Lander University campus and the University Center Greenville (UCG) where Lander developed instructional space in 2019; therefore, no additional physical facilities are required.

Lander University is leasing space from the University Center of Greenville (UCG) and these costs (per student charge and percentage of rental fees attached to this program) are reflected in the Financial Support table. Lander would have two dedicated classrooms four offices, one office/workroom, one conference room, and one break room in its suite and the lease agreement includes access to all shared spaces such as 65 classrooms, including 5 computer classrooms. 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.

University Center of Greenville provides facility security through Greenville Technical College Safety Officer and Police and Greenville City Police. Administrative staff for the facility includes Operations Director, Director of Community Relations, and various support staff. UCG is conveniently located near a variety of restaurants, banks, and other businesses.

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 ⁷	\$240,840	\$240,840	\$302,380	\$543,220	\$909,840	\$1,453,060	\$1,083,780	\$2,536,840	\$1,574,100	\$4,110,940	\$4,110,940	\$4,110,940
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
Total	\$240,840	\$240,840	\$302,380	\$543,220	\$909,840	\$1,453,060	\$1,083,780	\$2,536,840	\$1,574,100	\$4,110,940	\$4,110,940	\$4,110,940
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 ⁸ and Faculty and Staff Salaries ⁹	\$191,160	\$191,160	\$292,410	\$483,570	\$292,400	\$775,970	\$330,810	\$1,106,780	\$330,810	\$1,437,590	\$1,437,590	\$1,437,590
Facilities ¹⁰ , Equipment, Supplies ¹¹ , and Materials	\$26,670	\$28,670	\$30,810	\$59,480	\$32,950	\$92,430	\$34,234	\$126,664	\$40,090	\$166,754	\$166,754	\$166,754
Library Resources	0	0	0	0	0	0	0	0	0	0	0	0
Other (<i>Travel Expenses LU-UCG</i>)	\$2,500	\$2,500	\$2,500	\$5,000	\$2,500	\$7,500	\$3,500	\$11,000	\$4,000	\$15,000	\$15,000	\$15,000
Total Cost	\$220,330	\$220,330	\$325,720	\$546,050	\$327,850	\$873,900	\$368,544	\$1,242,444	\$374,900	\$1,617,344	\$1,617,344	\$1,617,344
Net Total (Sources of Financing Minus Estimated Costs)	\$20,510	\$20,510	\$-23,340	\$-23,340	\$581,990	\$581,990	\$715,236	\$715,236	\$936,340	\$936,340	\$2,228,736	\$2,228,736

⁷ Estimated using headcount as full-time students

⁸ Estimated at one-sixth of the compensation for administrative support services (classified and dean)

⁹ 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.

¹⁰ Estimated at 35% of Faculty and Staff Salaries.

¹¹ Fees per student taking courses through the University Center of Greenville at 4% per FTE

Budget Justification

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

Tuition Funding: Estimated using headcount as full-time student x 12 semester hours x \$446 per semester hour in fall and spring headcount of students

Program Administration and Faculty and Staff Salaries: Administrative costs estimated at one-sixth of the compensation of college (staff and dean). Faculty is associated with any full-time faculty or staff member assumes 37% of the total cost is devoted to benefits and insurance with an additional FTE faculty line item added in year 2 to support the new programs.

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. Partial overhead on Lander University’s main campus in Greenwood is estimated based on facility use of implementation and instruction of new programs.

Library Resources: 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. Additional library expenses are tied to acquiring new licenses and materials related to new academic programs in the college.

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.

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	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.	ENGL 102			

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 Measured against Rubric
	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		

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	BA 250		BA 250	Student will become proficient and certified in MS Excel at the completion of the course
	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.S. in Business Administration program at UCG. 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.

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

Yes

No

New program emphasis courses will be mapped and assessed to current program learning outcomes for the B.S. in Business Administration program in order to measure overall assurance of learning for the B.S. in Business Administration program.

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

Yes

No

All academic programs in the College of Business fall under the accreditation by the Association to Advance the Collegiate Schools of Business International (AACSB). Beginning in Fall 2020 when the B.S. in Business Administration new emphasis programs commences, the qualifications of the faculty who teach in the program and the assessment of student learning outcomes will be reviewed annually. The next AACSB review will occur in academic year 2023-24.

Will the proposed modification affect or 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



May 26, 2020

South Carolina Commission on Higher Education
Attention: Dr. John Lane, Director of Academic Affairs
1122 Lady Street, Suite #300
Columbia, SC 29201-3245

Dear Dr. Lane:

For the June 9th ACAP meeting, Lander University submitted two related program modifications:

1. A modification to add emphases in Sports Management, Hospitality Management, and Information Technology (IT) Management to the existing Bachelor of Science in Business Administration (B.S. BA)
2. A modification to offer all B.S. BA program emphases as 100% online and through the University Center of Greenville (UCG);

The Lander University administration has examined this proposal considering the new social and economic conditions of COVID-19 and continue to believe this program proposal is fiscally viable and benefits the citizens of South Carolina.

These proposed program modifications are additional emphasis areas to complement four existing program emphases and the existing B.S. BA core. All three of the new program emphases were developed after consultation with local and regional stakeholders to support workforce development. These programs are needed as the state and nation rebuild the economy; recent follow-up with stakeholders affiliated with the University Center Greenville and its industry advisory board and the Greenwood Partnership Alliance, still demonstrated strong support for these proposals. Also, in light of current events, the full content for all of B.S. BA emphasis degree programs being offered 100% online and through UCG will be critical to support the educational and workforce development needs of the state as the economy recovers.

As stated in our submitted program modification proposals, no additional resources for hiring additional FTE faculty will be required or essential within the first year of the programs' existence. Our position on this has not changed. Existing college faculty will be able to support existing courses and develop and

deliver the requirements of the new emphases while enrollment grows to support them. In terms of offering all B.S. BA program emphases 100% online, the university and the college have already built a library of fully online business course shells that are currently instructed by residential faculty and can be taught by adjunct business faculty, as needed.

The Lander University College of Business believes that proposed programs will be a vital part of growing, vibrant Business College. We have received the internal and external support needed for such programs to thrive, and we have developed a sound strategy to place these proposed programs on the right path to meet the needs of South Carolina while stewarding fiscal responsibility as a state agency. We look forward to the continued review of these program proposals and are available for any further questions or comments regarding the proposals.

Thank you for your time and attention in this matter.

Respectfully,

A handwritten signature in cursive script, appearing to read "Michael Brizek".

Michael G. Brizek, Ph.D., PMP
Interim Dean, College of Business
Lander University

May 28, 2020

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 Science in Business Administration – New Concentration Areas

Dear Dr. Lane,

As a follow-up to my January 21, 2020 letter, please accept this additional letter of support for Lander University's Bachelor of Science in Business Administration degree with proposed new emphasis areas of Sports Management, Hospitality Management, and IT Management - to be offered in collaboration with the University Center of Greenville (UCG). I enthusiastically support Lander University's proposal for these programs which is summarized as follows:

"In reference to the three program modifications with emphasis additions in Sports Management, Hospitality Management, and Information Technology (IT) Management to the existing Bachelor of Science in Business Administration (B.S. BA) and the modifications to offer all B.S. BA program emphasis as 100% online and through the University Center of Greenville (UCG); Lander University leadership has (re)examined this proposal in light of the new social and economic conditions of COVID-19, and after this analysis believe this program proposal is fiscally viable and benefits the citizens of South Carolina."

The economic and workforce challenges resulting from COVID-19 mitigation actions further heighten the need for these programs and the flexible academic delivery options of online and hybrid delivery at the University Center of Greenville (UCG); in support of the Citizens and Economic Community of Greater Greenville. These proposed programs will also support the surrounding technical and community college degree programs in the Upstate of South Carolina by offering a bachelor degree concentrations to complement two-year degrees.

Lander University's strategy of career-focused degree programs aligns strongly to UCG's Strategic Initiatives which benefit citizens and commerce in the South Carolina.

Sincerely,



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



Partnership Alliance
GREENWOOD
SOUTH CAROLINA ◀ USA

P.O. Box 366
Greenwood, SC 29648
Voice 864.388.1250
Fax 864.388.1253

May 21, 2020

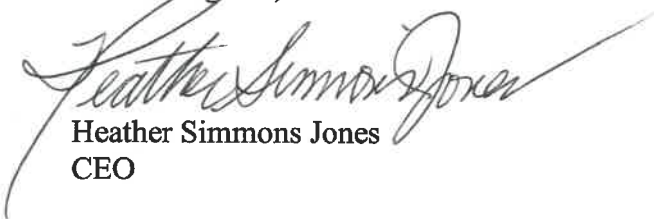
South Carolina Commission on Higher Education
Attention: Dr. John Lane, Director of Academic Affairs
1122 Lady Street, Suite #300
Columbia, SC 29201-3245

Dear Dr. Lane:

In reference to the Lander University proposal for three new programs with emphasis in Sports Management, Hospitality Management, and Information Technology (IT) Management to the existing Bachelor of Science in Business Administration (B.S. BA) and the opportunity to offer all B.S. BA program emphasis as 100% online and through the University Center of Greenville (UCG); we have (re)examined this proposals that Lander University has submitted to the SC Commission on Higher Education, and in light of the new social and economic conditions of COVID-19, we at the Greenwood Partnership Alliance still concur and support that these new program proposals would benefit the citizens and businesses in the Greater Greenwood Area and the South Carolina Upstate Regions.

Critical support for economic recovery will be essential in the State of South Carolina as the effects of COVID-19 continue to develop around the state. Part of this economic recovery will be reliant on educational programs that support workforce development and job growth. In our view, these existing programs being proposed by Lander will be able to assist in fulfilling some of the employment needs in key industries in the state for economic recovery over the next several years.

If you have any further questions or inquiries, please feel free to contact our offices at any time.
Kindest regards,



Heather Simmons Jones
CEO