

Institutional Approvals and Dates of Approval

DMSB, EIMBA Faculty Executive Committee: May 21, 2015

Dean, Moore School of Business:

Chonnam University: August 18, 2015

National Taiwan Normal University: October 1, 2015

ESAN: October 1, 2015

USC Provost Office:

Chonnam University: August 27, 2015

National Taiwan Normal University: October 2, 2015

ESAN: October 2, 2015

USC Board of Trustees: Chonnam University: October 16, 2015

National Taiwan Normal University: October 16, 2015

ESAN: October 16, 2015

Background Information

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

Background. The EIMBA program is designed for executives, in non-US locations, who are interested in pursuing a master's degree. The basic structure of the program is that students are local, i.e. recruited in the partner context. All students matriculating into the program must meet and adhere to USC policies and procedures, including admissions standards, progression requirements, degree requirements, etc. However, program management (e.g. marketing, student recruiting) and student services (e.g. advising, placement) are primarily the responsibility of the partner institution. The Moore School provides instructional course content delivered face-to-face and largely at the partner institution setting. Faculty travel to the partner locations for course instruction, with the exception of two or three courses (depending on partner arrangements) where the students travel to the USC campus.

Modification. The proposed program modification does not alter the EIMBA curriculum. Rather, it is an extension of an existing approved program to three sites different from a location already authorized.

Purpose and Assessment. Our first EIMBA program with TEC Monterrey-Guadalajara, launched in 2004, has been exceptionally successful across a range of considerations. First, the program has been academically successful in that our learning assessments, and student career progression, indicate that there is substantial value added to participants of the program. Second, over the past 12 years, the program has been economically viable, confirming the partnership model as an effective design. Third, there have been considerable benefits to Moore School, as well as USC and South Carolina, as a direct result of the partnership. Numerous faculty have engaged in collaborative research as a result of relationships developed while teaching at TEC. Over time the partnership has been broadened whereby TEC now provides in-country immersion language programs for Moore School International MBA students. Further, we signed an undergraduate study abroad exchange relationship with TEC, available for all USC students. And there are a number of additional programmatic initiatives currently being explored (e.g. College of Engineering). Fourth, it is important to note that the relationship between South Carolina and Mexico educational institutions is critical in supporting mutual understanding, and managerial capital, across our markets; in 2014 Mexico was South

Carolina's 4th largest trading partner (\$2.1 billion). The Moore School now has an alumni base in Mexico of over 200 executives that are in senior positions in both local and US multinational corporation subsidiaries, as well as managers of thriving family-owned business. This network facilitates a substantial number of corporate internships each year for Moore School graduate students. Thus, the proposed modification is designed to extend our partnership base in a similar fashion, in additional locations that are central to the internationalization priorities of Moore School, USC, and the state.

List the objectives of the modified program. (1500 characters)

The EIMBA academic objectives are consistent with the Moore School Professional MBA (PMBA) program, and remain invariant across the four locations. The learning objectives are to enhance the students':

- Communication skills
- Ethics and business decision making skills
- Functional/domain expertise
- Integrative problem solving skills
- Collaborative and influence skills
- Analytical decision-making skills
- Global business competencies

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The new EIMBA partners and partner locations, as a result of this program modification, offer important educational and economic opportunities for USC and South Carolina. With the implementation of the US-Korean Free Trade Agreement, South Carolina's total exports to Korea now exceed \$500 million and we import over \$400 million in goods. In 2012 there were more than 3,940 Korean and Korean Americans living in SC and almost 200 Korean students studying at SC institutions. Korea has the third largest number of international students studying abroad.

South Carolina and Taiwan have been sister states since 1981. In 2013, South Carolina Senate voted for a resolution supporting the US free trade agreement with Taiwan, which is now South Carolina's 6th largest export market with over \$200 million in goods. Taiwanese foreign direct investment was responsible for over 7% of SC's private industry employment in 2011. Taiwan has the 6th largest student population studying abroad. The Mandarin Training Center at NTNU is recognized as one of the world's premier language centers. The Center is a partner for language training for DMSB International MBA students in the Chinese track. And Moore School international business undergraduate students participate in a language immersion program at the Center as well (or at Beijing Language and Culture University).

Peru is one of the 11 countries participating in the Trans-Pacific Agreement with the US; South Carolina has exports exceeding \$180 million in goods to Peru. ESAN is the leading business school in Peru and this past summer ESAN and DMSB collaborated in the development of a

graduate course for MBA students. The course addressed comparative economic development strategies and was comprised of students from both institutions. The content focus was the South Carolina and Peruvian agribusiness industry clusters, with students conducting industry fieldwork in each location.

The details noted above convey how the locations and partners represented in this program modification have high potential to enhance USC and the internationalization of our educational opportunities for students. The locations and partners have high potential in further developing country-specific expertise of our faculty as well as facilitating cross-cultural research collaborations among faculty. Increased awareness of USC is also important to attracting additional international students, a stated objective of Global Carolina. In summary, our experience indicates that developing stronger ties and understanding between students, as well as managers, across locations has great benefit for USC as well as the state of South Carolina.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
No Similar Programs Exist			

Description of the Program

Projected New Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-16	30	12	30	12	30	12
2016-17	80	24	80	12	80	12
2017-18	80	24	80	12	80	12
2018-19	90	24	90	12	90	12
2019-20	90	24	90	12	90	12

Note: While there is variation across tracks, students will generally take 12 hours in the fall, spring, and summer semesters in year one and 12 hours in the fall of year two.

Curriculum

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

Degree Requirements (48 Hours)

Nine Core Courses (27 Hours)

- DMSB 712 - Quantitative Methods in Business
- ECON 720 - Managerial Economics
- DMSB 715 - Global Finance
- MBAD 702 - Strategic Management
- MGMT 770 - Competing through People
- DMSB 718 - Global Supply Chain and Operations Management.
- DMSB 716 - Global Marketing Management
- DMSB 725 - Global Business Issues
- DMSB 714 - Managing the Multinational Enterprise

Three Core Specialization Courses (9 Hours)

At least one of the following:

- DMSB 710 - Financial Accounting in the Global Environment
- DMSB 717 - Management Accounting in the Global Environment

At least one of the following:

- MKTG 708 - Customer Relationship Management and Data Mining
- MGSC 777 - Advance Quantitative Methods in Business
- MGSC 891 - Data Resource Management
- MKTG 717 - Marketing Spreadsheet Modeling
- BADM 790 - Special Topics in Business

Elective Courses (12 Hours)

Electives are chosen from the list of elective offerings approved by the Darla Moore School of Business.

Curriculum Changes

Note: Complete this table only if there are changes to the curriculum.

Courses Eliminated from Program	Courses Added to Program

Faculty

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

The program will require an additional 50% of one administrative staff personnel. In addition, there will be a faculty member designed as Faculty Director, and they will receive a faculty administrative supplement (\$15,000) for serving in this role. Instructional costs are paid on an overload basis and funding for this expense, along with travel and room/board, are provided by the partner institution.

Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)
No new resources are required.

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$150,000
Faculty and Staff Salaries	\$175,000	\$517,500	\$517,500	\$517,500	\$517,500	\$2,245,000
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials	\$9,000	\$24,000	\$24,000	\$27,000	\$27,000	\$111,000
Library Resources						
Other* (transportation)	\$30,000	\$90,000	\$90,000	\$90,000	\$90,000	\$390,000
Total	\$244,000	\$661,500	\$661,500	\$664,500	\$664,500	\$2,896,000
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$292,000	\$598,750	\$642,000	\$817,000	\$817,000	\$3,166,750
Program-instruction fees	\$160,000	\$480,000	\$480,000	\$480,000	\$480,000	\$2,080,000
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other* (transportation)	\$30,000	\$90,000	\$90,000	\$90,000	\$90,000	\$390,000
Total	\$482,000	\$1,168,750	\$1,212,000	\$1,387,000	\$1,387,000	\$5,636,750
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$238,000	\$507,250	\$550,500	\$722,500	\$722,500	\$2,740,750

*Provide an explanation for these costs and sources of financing in the budget justification.

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

The "other" category of costs and financing are "pass through" expenditures for faculty travel, hotel and per diem that are paid by the partner institution to USC and, in turn, to faculty teaching in the program.

Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

Will the proposed modification affect or result in program-specific accreditation?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed modification affect or lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Teacher or School Professional Preparation Programs

Is the proposed modified program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.