

### NEW PROGRAM PROPOSAL FORM

Name of Institution: Lander University

Name of Program (include degree designation and all concentrations, options, or tracks):  
Master of Science in Management (M.S.M.)

Program Designation:

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

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

- Yes  
 No

Proposed Date of Implementation: Fall 2019

CIP Code: 520201

Delivery Site(s): Lander University Main Campus (Site Code: 50401)

Delivery Mode:

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

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

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

- |                                 |                |
|---------------------------------|----------------|
| 1. Graduate Programs Committee: | April 4, 2018  |
| 2. Curriculum Committee:        | April 7, 2018  |
| 3. Faculty Senate:              | April 10, 2018 |
| 4. President:                   | June 19, 2018  |
| 5. Board of Trustees:           | June 19, 2018  |

## **Background Information**

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

### **Nature and Purpose of the Program**

The College of Business is proposing to offer a fully online, 30-credit Master of Science in Management (M.S.M.) program, focusing on Quality Management, starting in Fall 2019. Students may complete the program in 12 months.

With a blend of theory and practice, the M.S.M. will allow graduates of bachelor's programs in business and working professionals in small and large businesses to learn a unique set of advanced managerial skills applicable to a variety of organizations, including manufacturing, technology, service, and not-for-profit organizations. Lander University is surrounded by a constellation of high-quality manufacturing businesses, including Capsugel (now a Lonza company), Eaton Corporation, Fujifilm Manufacturing, Colgate-Palmolive, Park Seed Company, SPF North America, and United Technologies Corporation. The M.S.M. specializes in relevant skills for several functions and units of an organization, such as human resources, manufacturing operations, purchasing, and supply chain management.

### **Centrality to Lander University Mission**

The mission statement of Lander University is to "provide high-demand and market-driven programs" (<http://www.lander.edu/about/vision-mission-strategic-plan>). The M.S.M. program will meet this goal within our region and provide a program that is market driven, valuable, and affordable. The implementation of an online M.S.M. program, accredited by the Association to Advance Collegiate Schools of Business International (AACSB), will have an impact on our seven-county region and eventually an impact on the state of South Carolina and beyond.

### **Target Audience**

The skills learned in the M.S.M. (outlined in the section on Employment Opportunities) can be very valuable for graduates who are interested in landing their first job in a management role. Students who enroll in a Masters in Management program tend to join the program directly following the completion of their undergraduate program. About half of the students enrolled in the College of Business at Lander University are Management/Marketing majors, many of whom will be interested in this program. Additionally, working professionals can benefit from the skills learned in the M.S.M. program.

## **Assessment of Need**

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

### **Regional Demand for the Program**

Demand exists for a graduate degree in business from Lander University. A survey was sent to alumni of the College of Business (COB) (153 respondents), HR professionals in the state of South Carolina (34 respondents), and undergraduate business students at Lander (42 respondents).

- 67% of COB alumni indicated a potential interest in a graduate degree in business from Lander University (31% likely, 36% maybe).
- 82% of HR professionals indicated a potential interest in a graduate degree in business from Lander University (35% likely, 47% maybe).

- The vast majority of current undergraduate business students at Lander indicated an interest in a graduate degree in business from Lander (69% likely, 29% maybe).

Several employers in the region and members of the College of Business Advisory Board indicate a shortage of talent in a variety of industries in the region and a need for a Master's degree in business from Lander University.

Comments received include the following:

- "We see a wonderful opportunity to partner with Lander University for continuous education and development of our middle management workforce in the area. Typical advanced degrees are somewhat limited for our people in the area. Both the M.B.A. and M.S.M. are very much relevant to the work we do. The coursework that you are proposing for both the M.B.A. and M.S.M. seem to align with the baseline needs of our target audience." (Lonza representative)
- "I think that this would be a huge benefit not only for students immediately transitioning from an undergraduate program but also for non-traditional students that are currently working in the area and want to pursue a master's degree. We are seeing a lot of our employees that are having to pursue graduate degrees either online or with significant travel to Clemson or USC." (Eaton representative)
- "This would help to expand our access to qualified candidates in these areas." (GLEAMNS Human Resource Commission, Inc., representative)

The majority of comments from local business executives indicated a preference for an M.S.M. over the M.B.A. One of the executives indicated that the M.S.M. focused on Quality Management would be more cross-functional than the typical M.B.A. One of the Advisory Board members has earned both the M.B.A. and M.S.M. and values the M.S.M. over the M.B.A. Among the comments we received are the following:

- "Option B [M.S.M.] sounds more relevant to what manufacturers would need. Option A [M.B.A.] sounds great from a personal development standpoint, but doesn't seem to address the 'people' side of management which is the most important, and overlooked, portion of managing a business." (Cardinal Health representative)
- "Option B [M.S.M.] would be beneficial. M.S.M. with courses such as management information systems, leadership, process management, human resource management, big data management, supply chain and logistics, quality management and six sigma, innovation, and business strategy." (Burton Center representative)
- "Some of the information in the M.S.M. program is usually learned once an employee gets on the job. They are all important factors in our business and it would be very beneficial for a new employee coming in to be able to hit the ground running with some of this knowledge under their belt instead of learning it as they go. Would make the transition into the workforce go quicker. Also, I think understanding of these topics gives a potential employee the ability to see the bigger picture instead of just focusing on their area of expertise." (Red Seal Measurement representative)
- "I believe the type of Master's degree that would be most beneficial would be the M.S.M. While both types of degrees have value, the M.S.M. seems more directed at execution and performance as opposed to accounting and analysis." (Greenwood Fabricating & Plating representative)

National Trends for Specialized Master's Degrees in Business

Specialized Masters programs in business generally are less expensive and shorter in duration than the typical M.B.A. An article in *The Economist*, "Masters in Management: On the Rise" (May 23, 2017)

indicates the enrollment in the Masters in Management programs is increasing in Europe, but business schools in the U.S. are also beginning to offer specialized programs. Prestigious business schools now offering a Masters in Management include the University of Virginia, Hult International Business School, the University of Notre Dame, Wake Forest University, Babson College, and the University of Florida. A number of prominent business schools in U.S. universities, such as the University of Iowa, Cornell University, University of North Carolina, Northwestern University, University of Wisconsin, Wake Forest University, Virginia Tech, Washington University at St. Louis, Washington State University, and Pennsylvania State University, are either closing or redesigning their M.B.A. programs to adjust to these trends.

The Graduate Management Admissions Council (GMAC) collects data on graduate business programs and reports a downward trend in enrollment in M.B.A. programs worldwide (Graduate Management Admissions Council Application Trends Survey Report 2017). Demand for the Masters in Management programs shows an upward trend worldwide since 2015, compared to other specialized Masters programs (Accounting, Finance, and Data Analytics) which show a downward trend since 2015. The report indicates, that among the participants in the survey, 50 business schools worldwide offer a Masters in Management program, compared to 573 M.B.A. programs worldwide. There are 28 Masters in Management programs in the United States, 19 in Europe, 2 in Canada, and 1 in the Middle East/Africa region.

**Transfer and Articulation**

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

Not Applicable

**Employment Opportunities**

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Quality Managers, Quality Assurance Team Leader, Quality Engineer, Quality Control Specialist	175 job postings for Quality Managers in Greenwood area, March 29, 2018 <sup>1</sup>	Job openings requiring Masters degrees that were advertised online in South Carolina in January 2018 alone list 10 openings in Management	50,665 national job postings for Quality Managers with a Masters degree preferred on website <a href="http://www.indeed.com">www.indeed.com</a> , accessed August 8, 2018. 6,531 job postings are specifically for manufacturing.	Quality managers are similar to industrial engineers in their job to reduce costs and maintain quality. Employment of industrial engineers is projected to grow 10 percent from	Expected number of jobs estimated from ZipRecruiter.com; Job openings requiring a Master’s degree estimated from SC Works Online Services. National data from <a href="http://www.indeed.com">www.indeed.com</a> and Bureau of Labor Statistics.

<sup>1</sup> <https://www.ziprecruiter.com/>

		Occupations area. <sup>2</sup>		2016 to 2026, faster than the average for all occupations. <sup>3</sup>	
Managers in Manufacturing	The labor market projections for the Upper Savannah region indicates 157 annual job openings in manufacturing occupations. <sup>4</sup>	The long-term industry projections in South Carolina for 2014-2024 indicate a 4.5% growth in the labor market for management of companies and enterprises. The Greenville, Midlands, and Upstate areas are projected to have the highest estimated employment in these occupations. <sup>5</sup>	5,712 job postings on <a href="http://www.indeed.com">www.indeed.com</a> for manufacturing managers with Masters degree preferred, accessed August 8, 2018.	Employment of industrial production managers is projected to show little or no change from 2016 to 2026. Most of these managers are employed in various manufacturing industries, which may see a decrease in overall employment due to increased productivity. <sup>6</sup>	SC Works Online Services

### Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

<sup>2</sup> <https://jobs.scworks.org/vosnet/analyzer/results.aspx?session=jobedutop>

<sup>3</sup> <https://www.bls.gov/ooh/architecture-and-engineering/industrial-engineers.htm#tab-6>

Occupational Title	SOC Code	Employment, 2016	Projected Employment, 2026	Change, 2016-26	
				Percent	Numeric
Industrial engineers	17-2112	257,900	283,000	10	25,100

<sup>4</sup> <https://jobs.scworks.org/vosnet/analyzer/results.aspx?session=indproj>

<sup>5</sup> <https://jobs.scworks.org/vosnet/analyzer/results.aspx?session=indpro>

<sup>6</sup> <https://www.bls.gov/ooh/management/industrial-production-managers.htm#tab-6>

### Recent Growth of Regional Manufacturing Sector

With the location of Lander University among a number of large manufacturing corporations, 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 capital investments in new or existing companies in the upstate region in 2017, with 53 of these companies in the manufacturing sector.<sup>7</sup> 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 Master's Degree in Business

On a national level, according to 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. The master's degree with highest demand was a Master's in Business, with 45% of respondents indicated such.<sup>8</sup> According to the M.B.A. Career Services & Employer Alliance's *Spring 2016 Recruiting Trends Survey* 51% of respondents saw an increase in on-campus recruiting for graduates of specialized master's programs in business.<sup>9</sup>

### Skills – What the Program Prepares Students to do

The Quality Management focus of the proposed M.S.M. will be applicable to many types of organizations and businesses. Graduates of the program would be skilled in the application of quantitative models for solving managerial problems and in interpreting the results. They will be able to apply scientific method in business situations. Students will understand how to use Business Intelligence (BI) techniques to gain insights into emerging social media technologies and big data. They will be able to apply the major human resource management functions of selection and placement, compensation and benefits, training and development, employee and labor relations, health, safety, and security, and strategic management practices. Students will be able to present data that supports organizational decision-making processes and to create data driven models such as regression and decision trees to make decisions. Methods, tools and modeling techniques used in support of supply chain decision making will prepare the student for advanced problem solving within the realm of supply chain management. Students will complete a Six Sigma project as part of the course requirement. Students will recognize business processes and assess their information-related needs. They will learn how to develop organizational agility through innovations in quality management processes.

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

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

<sup>9</sup> <http://www.naceweb.org/job-market/trends-and-predictions/report-on-campus-recruiting-job-postings-for-mba-students/>

Local Employment Opportunities -- Sample advertisement

Eaton's Electrical Division is seeking a Quality Manager for its Greenwood, SC facility. Position Overview: The primary function of the Quality Manager is to lead the execution and deployment of the Eaton Quality Management Systems (EQMS) to meet customer requirements. Manages and improves the overall plant quality systems and performance utilizing key performance measures, EQMS elements and Eaton Lean Six Sigma (ELSS) Tools.

Basic Qualifications: • Bachelors degree from an accredited institution • Minimum 3 years of experience in a manufacturing environment • Minimum 2 years of experience in a quality role • Minimum 1 year of experience managing people • Must be legally authorized to work in the United States without company sponsorship now or in the future

Preferred Qualifications • **Masters degree preferred** • Engineering or technical degree • Certified internal ISO and CCTI auditor • Engineered To Order product experience • Six Sigma Black Belt or Green Belt • Multi-tiered organization • Lean manufacturing • Electrical industry

Local Enrollment Projections

One local company has committed to enroll 10 employees in a graduate program in business at Lander University. At least two other companies are looking for graduates of Masters programs in business for their graduate leadership programs. Representatives of these companies have visited the Lander campus to encourage undergraduate students to work as interns in their companies and begin the path towards the company leadership training.

### Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2019-20	15	15	15
2020-21	18	18	18
2021-22	24	24	24
2022-23	30	30	30
2023-24	36	36	36

Explain how the enrollment projections were calculated.

These estimates are based on interest expressed by survey respondents and local businesses with eligible employees. If 10% of Lander alumni, HR professionals, and current College of Business students enroll in the program and if 10 employees from a local company enroll the first year, the program would have approximately 15 students in the first cohort. The working professionals are likely to enroll part-time and the undergraduate students matriculating immediately following graduation are expected to enroll full-time. It is expected that the program will grow after the first year.

With the 8-week course schedule and two 8-week sessions each fall and each spring, a full-time student is expected to enroll in 12 credit hours per semester (6 hours in each of the 8-week sessions). Full-time students can enroll in 6 credit hours in the summer. Part-time students are expected to enroll in 6 credit hours per semester (3 hours in each of the 8-week sessions). Part-time students also can enroll in 6 credit hours in the summer because courses are not scheduled in overlapping time frames.

Assuming that 15 students would enroll in 2019-20 and that approximately one-third of the students would enroll full-time and two-thirds would enroll part-time and, 5 full-time students x 12 credit hours and 10 part-time students x 6 credit hours yields a total of 120 credit hours each fall and spring semester. All 15 students would enroll in 6 credits during the summer term, yielding 90 credit hours.

Excluded from these estimates is the Foundations course (BA 600), offered to students without undergraduate business degrees. This course would be offered in the summer prior to students beginning the fall semester. The number of students who would need that course is unknown.

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

Yes

No

Students are admitted to the program in one of two ways. Those who do not have a business undergraduate degree would also have to complete BA 600 Business Fundamentals prior to taking the required M.S.M. coursework.

- Option 1: Students take the Graduate Management Admissions Test (GMAT). Students with an undergraduate business degree must have a total of 950 points based on the following formula:

Undergraduate GPA \* 200 + GMAT score. For example, a 3.5 undergraduate GPA and a 450 GMAT score would have a total score of  $(3.5 * 200 = 700) + 450 = 1150$ .

Option 2: Provisional admission does not require the GMAT but requires an undergraduate GPA of 3.2 from an accredited business school and a 3.2 GPA on the first 9 credit hours of required M.S.M. coursework. A minimum of 9 credit hours (excluding prerequisites) must be completed within the first two semesters. Students are admitted upon completion of these requirements.

## Curriculum

### New Courses

List and provide course descriptions for new courses.

Course Name	Description
BA 600 Business Fundamentals (required for non-business undergraduates)	This course offers the rationale for applying specific models to managerial problems, assists students in the application of such models, and guides students in the interpretation of results. The course includes basic quantitative techniques used in managerial decision-making. This course is required for non-business undergraduates. (3 semester hours)
BA 605 Business Research Methods	This course emphasizes research methodology, including the meaning of research, its sequential development, and the types and steps of the scientific method as applied to business. Practical and academic applications are explored. (3 semester hours)
MGMT 615 Management Information Systems	This course integrates many business foundations within the concept of information systems and illustrates how these systems support the overall objectives of a firm. Students will learn how to use Business Intelligence (BI) techniques to gain insights into emerging social media technologies and deal with "Big Data." Students will be exposed to managerial, strategic, and technical issues associated with developing and deploying Business Intelligence Solutions. (3 semester hours)
MGMT 625 Leadership and Management	This course emphasizes key behavioral topics necessary to manage oneself and others in organizations. Specifically, the topics covered include individual attributes (personality, perception, motivation, relationship building), group processes (norms, roles, and team basics), leadership views, and organizational culture and change. An understanding of the relationship between each of these areas and organizational outcomes is enhanced through lecture, cases, and interactive exercises. (3 semester hours)
MGMT 635 Business Process Management	This course emphasizes concepts and techniques related to the design, planning, control, and improvement of manufacturing and service operations. The course begins with a holistic view of operations, with emphasis on the coordination of product development, process management, and supply chain management. As the course progresses, the student will investigate various aspects of each of these three tiers of operations in detail. The course will cover topics in the areas of process analysis, materials management, production scheduling, quality improvement, and product design. (3 semester hours)

<p>MGMT 645 Human Resource Environment</p>	<p>This course presents an overview and application of the major human resource management functions: selection and placement; compensation and benefits; training and development; employee and labor relations; health, safety, and security; and strategic management practices. Legal, motivational, international, and human resource information system issues are included. (3 semester hours)</p>
<p>MGMT 655 Analytics and Big Data Management</p>	<p>This course explores the role of data in driving decisions made by managers across and within functional boundaries. Specifically, students learn to understand, visualize, and present data that supports organizational decision-making processes. They also learn how to create data-driven models, such as regression and decision trees, to make decisions to address critical challenges faced by organizations and society. This course features hands-on exercises with appropriate software. (3 semester hours)</p>
<p>MGMT 665 Supply Chain and Logistics</p>	<p>This course presents the strategic framework, issues, and methods for integrating supply and demand management within and across companies. An overview for the strategic role that supply management has in effective supply, demand, and value chain operations will be explored. Methods, tools, and modeling techniques used in support of supply chain decision making will prepare the student for advanced problem solving within the realm of supply chain management. (3 semester hours)</p>
<p>MGMT 675 Quality Management Design and Six Sigma</p>	<p>The course requirements include those of a standard Six Sigma Black Belt program. Students will complete a Six Sigma project. Topics covered in the course include: history of quality management, problem-solving techniques, voice of the customer, statistical techniques, and project management. (3 semester hours)</p>
<p>MGMT 685 Innovation and Quality Management</p>	<p>Issues and various approaches involved in defining, developing or acquiring, and deploying management systems are studied within both strategic and support roles. Students will examine how innovative technologies can be used as an enabler for business process improvement and service, how to recognize business processes and assess their information-related needs, and how to develop organizational agility through business process innovations enabled by quality management processes. (3 semester hours)</p>
<p>MGMT 695 Strategy Formulation and Implementation</p>	<p>This course is a graduate program capstone course examining concepts and methods that integrate functional areas of business. The perspective is that of general management charged with directing the total enterprise. Interactions among the environment, organization, strategy, policies and the implementation of plans are explored. Special emphasis is given to globalization of business and ethical perspectives. (3 semester hours)</p>

Total Credit Hours Required: 33

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>	
First Session:		First Session:		First Session:	
BA 605 Business Research Methods	3	MGMT 645 Human Resource Environment	3	MGMT 685 Innovation and Quality Management	3
MGMT 615 Management Information Systems	3	MGMT 655 Analytics and Big Data Management	3		
Second Session:		Second Session:		Second Session:	
MGMT 625 Leadership and Management	3	MGMT 665 Supply Chain and Logistics	3	MGMT 695 Strategy Formulation and Implementation	3
MGMT 635 Business Process Management	3	MGMT 675 Quality Management Design and Six Sigma	3	BA 600 Business Fundamentals	3
Total Semester Hours	12	Total Semester Hours	12	Total Semester Hours	9
<b>Year 2+</b>					
The program is designed so that students can complete it in 12 months. To that end, the course rotation above will repeat in years subsequent to the first.					

**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.

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
M.S. in Organizational Management	36	Charleston Southern University	Online. 7-week courses. 3 similar courses (9/36 credit hours)	Not accredited by AACSB (IACBE accreditation). 36 hours
M.S. in Supply Chain Management	36	Charleston Southern University	Online. 7-week courses. 2 similar courses (6/36 credit hours)	Not accredited by AACSB (IACBE accreditation). 36 hours
M.S. in Project Management	36	Charleston Southern University	Online. 7-week courses. 1 similar course (3/36 credit hours)	Not accredited by AACSB (IACBE accreditation). 36 hours
M.S. in Management	30	Clemson University	AACSB-accredited, similar completion time. 30 credit hours.4 similar courses (12/30 credit hours).	Classroom delivery only. Less focus on quality management.
M.S. in Management and Leadership	33	Southern Wesleyan University	Online. Approximately 3 similar courses (9/33 credit hours) 7-week courses.	Not accredited by AACSB (candidate for ACBSP). Faith-based institution. 33 hours. 22 months to complete. Concentrations in Healthcare Administration, Human Resources, Management, Project and Quality Management
M.B.A.	42	The Citadel	AACSB-accredited, online, both FT and PT students. 3 similar courses (9/42 hours)	42 hours. 24-36 months to complete. General M.B.A. and concentration in Project Management.
A.M.B.A. and P.M.B.A.	41	U.S.C. - Columbia	AACSB-accredited. Similar completion time. 4 similar courses.	41 hours. FT students. Concentrations in Finance, Global Supply Chain, Strategic Management

**Faculty**

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Professor Full-time	MGMT 635 Business Process Management (3 hours) Fall 2019 – 2 <sup>nd</sup> term  MGMT 685 Innovation and Quality Management (3 hours) Summer 2020—1st term	D.B.A., Quantitative Analysis (Management and Economics minor), Louisiana Tech University	Scholarly Academic status per AACSB faculty qualifications standards. Currently serves as Program Co-Chair in the College of Business. Extensive experience teaching courses in Management and Quantitative Analysis.
Associate Professor Full-time	BA 600 Business Fundamentals (3 hours) Summer 2019—2 <sup>nd</sup> term  MGMT 675 Quality Management Design and Six Sigma (3 hours) Spring 2020—2 <sup>nd</sup> term  MGMT 695 Strategy Formulation and Implementation (3 hours) Summer 2020—2 <sup>nd</sup> term	Ph.D., Hospitality and Tourism Management, Virginia Tech University	Scholarly Academic status per AACSB faculty qualifications standards. Has taught Business Strategy, Entrepreneurship & Innovation, International Business, Introduction to Business, Management of Organizational Behavior, Operations Management, Principles of Management.
Assistant Professor #1 Full-time	MGMT 615 Management Information Systems (3 hours) Fall 2019—1 <sup>st</sup> term  MGMT 655 Analytics and Big Data Management (3 hours) Spring 2020—1st term	Ph.D., Industrial Engineering, University of Louisville. Graduate courses taken include Operations Research, Applied Systems Analysis, Material Flow Systems, Statistical Data Analysis, Advanced Manufacturing Methods, Production Planning and Control.	Scholarly Academic status per AACSB faculty qualifications standards.
Assistant Professor #2	MGMT 625 Leadership and	Ph.D., Business Administration,	Scholarly Academic status per AACSB faculty qualifications standards.

Full-time	Management (3 hours) Fall 2019—2 <sup>nd</sup> term  MGMT 645 Human Resource Environment (3 hours) Spring 2020—1st term	Southern Illinois University	
Assistant Professor #3 (New) Full-time	BA 605 Business Research Methods (3 hours) Fall 2019—1 <sup>st</sup> term  MGMT 665 Supply Chain and Logistics (3 hours) Spring 2020—2 <sup>nd</sup> term	Ph.D. or D.B.A in Management or Business Administration	

Total FTE needed to support the proposed program:

Faculty: 1.375

Staff: 0.05

Administration: .10

**Faculty, Staff, and Administrative Personnel**

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

To support the M.S.M. program, four Management faculty members in the COB hold doctorate degrees and are qualified to teach graduate courses. If each course is offered once per year as described above (assuming a 24-credit hour teaching load for the academic year), one new full-time faculty member in the Management discipline would be needed. The new faculty member would teach two graduate courses (6 credit hours) and six undergraduate courses (18 credit hours).

**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 College of Business M.S.M. 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.

### **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.

Faculty members who teach in the program will serve as advisors to the students.

### **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 online; therefore no additional physical facilities are required.

### **Equipment**

Identify new instructional equipment needed for the proposed program.

No new instructional equipment is needed for this program.

### **Impact on Existing Programs**

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

Yes

No

Financial Support

Sources of Financing for the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total								
Tuition Funding <sup>10</sup>	\$162,360	\$162,360	\$200,736	\$200,736	\$262,728	\$262,728	\$324,720	\$324,720	\$386,712	\$386,712	\$1,337,256	\$1,337,256
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
<b>Total</b>	\$162,360	\$162,360	\$200,736	\$200,736	\$262,728	\$262,728	\$324,720	\$324,720	\$386,712	\$386,712	\$1,337,256	\$1,337,256

  

Estimated Costs Associated with Implementing the Program by Academic Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total								
Program Administration <sup>11</sup> and Faculty and Staff Salaries <sup>12</sup>	\$141,609	\$186,216	\$141,609	\$186,216	\$141,609	\$186,216	\$141,609	\$186,216	\$141,609	\$186,216	\$708,047	\$931,081
Facilities <sup>13</sup> , Equipment, Supplies <sup>14</sup> , and Materials	\$55,815	\$55,815	\$49,563	\$49,563	\$49,563	\$49,563	\$49,563	\$49,563	\$49,563	\$49,563	\$254,068	\$254,068
Library Resources												
Other (AACSB Accreditation <sup>15</sup> and	\$1,080	\$4,502	\$1,080	\$4,502	\$1,080	\$4,502	\$1,080	\$4,502	\$1,080	\$4,502	\$5,400	\$22,508

<sup>10</sup> Estimated using one-third of headcount as full-time students x 12 semester hours x \$492 per semester hour and two-thirds of headcount as part-time students in fall and spring and headcount students 6 semester hours x \$492 per semester hour in summer.

<sup>11</sup> Estimated at one-sixth of the compensation for administrative support services (classified and dean) for the B.S., Business Administration with concentrations in 1) Accounting, 2) Financial Services, 3) Health Care Management, 4) Management/Marketing, 5) Minors and Health Care Management Certificate, 6) M.S.M.

<sup>12</sup> Includes all faculty in the Faculty table on page 13-14.

<sup>13</sup> Estimated at 35% of Faculty and Staff Salaries.

<sup>14</sup> Discount School Supplies, \$2,092, in the first year.

<sup>15</sup> Estimated at one-fifth of AACSB Accreditation.

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<i>Annual Fees, and Travel Expenses)</i>												
<b>Total</b>	\$198,505	\$246,533	\$192,253	\$240,281	\$192,253	\$240,281	\$192,253	\$240,281	\$192,253	\$240,281	\$967,515	\$1,207,657
<b>Net Total</b> (Sources of Financing Minus Estimated Costs)	(\$36,145)	(\$84,173)	\$8,483	(\$39,545)	\$70,475	\$22,447	\$132,467	\$84,439	\$194,459	\$146,431	\$369,741	\$129,599

**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 salary noted in the Financial Support table is required to hire one new faculty member in the first year only. If the enrollment exceeds 35, additional faculty members will likely be needed.

A base salary of \$94,000 is estimated for the new faculty member. It is a typical salary for Assistant Professors in Management in small business schools, although it falls at the 40th percentile and thus is lower than average. The total salary estimate of \$141,609 includes compensation for teaching summer courses.

Estimates of tuition revenue are based on in-state graduate tuition rates for fall, spring, and summer terms (\$492 per credit hour), one-third full-time students and two-thirds part-time students, and the projected enrollment for each year, displayed in the section on Description of the Program.

**Evaluation and Assessment**

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
An understanding of the systems concepts in relation to an organization as a whole.	Students analyze the organization as a whole and describe and explain the systems concept.	All student learning outcomes will be assessed through a quality management case that is required in the capstone course.
Basic knowledge of the quality tools required to manage the quality of an organization.	Students apply quality tools to solve a specific quality problem.	
An understanding of strategic quality management.	Students analyze an organization on strategic quality management as it pertains to long-term success of the organization.	
Leadership skills, such as problem solving, innovative thinking, and personal leadership.	Students utilize innovative thinking and problem solving to analyze an organization.	

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 M.S.M. program. The student learning outcomes will be assessed annually at the appropriate points in the curriculum at which students should have met each learning goal. Assessment methods will include using rubrics as a direct measures of student learning on program-level case studies and projects and indirect measures of student learning through student, alumni, and employer surveys.

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

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

#### Employment

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

### **Accreditation and Licensure/Certification**

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

Yes

No

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 2019 when the M.S.M. program 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 program lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

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

Not Applicable

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

Not Applicable

Yes

No