

**New Program Proposal
 Master of Science in Management
 Lander University**

Executive Summary

Lander University requests approval to offer the program leading to the Master of Science in Management to be implemented in Fall 2019. The proposed program is to be offered through online delivery. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	7/25/18	Not Applicable
ACAP Consideration	9/27/18	<p>Lander University representatives introduced the proposed Master of Science degree in Management (MSM), citing the growing demand for completers from specialized master’s degree programs, to address skills needed in advanced management. The representative cited that South Carolina has many large manufacturing and healthcare organizations that could benefit from an advanced management degree that focus on quality control. Additionally, alumni survey responses and feedback from industry leaders indicate a strong interest in the Management program.</p> <p>CHE staff inquired about the structure of the online program in serving the local area and local industry support. The Lander representative stated the online modality of the program will benefit working professionals in the local area, and regional employers on the College of Business Advisory Board indicated a shortage of available talent and a need for graduate-level business program completers from Lander.</p> <p>In response to an inquiry about the integration of soft skills built into the program and stackable credentialing, the Lander representative responded affirmatively about skills development and that stackable certificates were in discussion already.</p> <p>After remaining discussion, ACAP voted to recommend approval of the program proposal. Staff transmitted remaining questions for additional clarity.</p>
Comments and suggestions from CHE staff sent to the institution	10/1/18	Staff requested the proposal be revised to include responses given at the meeting, including the advantages of a MSM over a MBA; local businesses’ involvement in this program; the advantages of online delivery; the need for this program in the region and the state; projected local employment; and the most recent productivity of the similar undergraduate program.
Revised Program Proposal Received	10/8/18	The revised proposal satisfactorily addressed the request for revisions.

Recommendation

The staff recommends the Committee on Academic Affairs and Licensing approve the program leading to Master of Science in Management to be implemented in Fall 2019.

Lander University Student and Program Data

Graduate In-/Out-of-State Enrollment, Fall 2017	56 (91.80%) / 5 (8.20%)
Number of Approved Programs in 10 Yrs. (FY 2007- 2017)	9
Number of Terminated Programs in 10 Yrs. (FY 2007- 2017)	7

Industry related Occupational Wages and Projections in South Carolina, 2014 – 2024*

Occupational Field¹	2016 Median Income²	2014 Estimated Employment³	2024 Projected Employment	Total 2014-2024 Employment Change	2014-2024 Annual Avg. Percent Change	Total Percent Change
Business and Financial Operations	\$54,750	86,283	98,373	12,090	1.32%	14.01%

¹ “Occupational Field” represents the closest related occupation category that includes the occupations aligned with the program proposal.

² SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Wage Rates for Multiple Occupations in South Carolina in 2014-2024 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

³ SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2014-2024 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

* Data downloaded October 8, 2018

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
*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):

Dr. Barbara Wheeling
Dean, College of Business
864.388.8232
bwheeling@lander.edu

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.

The M.S.M. is a degree program specialized in the management area. The typical Master's in Business Administration (M.B.A.) offers courses in several areas of business subjects, including accounting, finance, economics, management, marketing, and information systems. The M.S.M. provides more depth of knowledge and skills in management than an M.B.A. degree, which provides a broad range of courses but less depth. Graduates of the Lander University M.S.M. program would have a solid foundation in all aspects of Quality Management. The curriculum is designed to prepare students with graduate-level skills in process management, supply chain management, quality policy, quality planning, quality control, and quality improvement. The M.S.M. is a unique degree that can satisfy the needs of regional manufacturing firms and other organizations for quality control and quality assurance. A specialized program in management would be able to focus on quality management more so than an M.B.A. program.

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 Master's 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.

The online delivery provides an opportunity for graduate students who are employed and wish to remain employed to complete a Master's degree. They can access the course materials during off hours instead of trying to attend a class during the day. The online delivery can also provide the program to

students who live too far away to drive to campus. In reaching a wider audience, the program is more likely to maintain enrollment at sustainable levels. Furthermore, 60% of Lander College of Business alumni and 52% of current College of Business students surveyed indicated a preference for online over hybrid or classroom delivery.

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. When conducting market research for this type of program, the College of Business consulted with the College of Business Advisory Board who are members of local businesses and nonprofit organizations. At a meeting of the Board, members endorsed the offering of a Master's program in business at Lander. They also perceived the benefits of the M.S.M. due to its emphasis on Quality Management for local businesses and other entities, such as the health care organizations. 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)

Members of the Greenwood Chamber of Commerce representing industries in manufacturing, healthcare services, utilities, financial services, construction, human resource management, distribution, and marketing services were consulted via email regarding the value of a Master's degree in business from Lander and the value of the M.S.M. 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 Master’s in Business Administration (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 ¹	Job openings requiring Masters degrees that were advertised online in South Carolina in January 2018 alone list 10 openings in Management Occupations area. ²	50,665 national job postings for Quality Managers with a Masters degree preferred on website www.indeed.com , 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 2016 to 2026, faster than the average for all occupations. ³	Expected number of jobs estimated from ZipRecruiter.com; Job openings requiring a Master's degree estimated from SC Works Online Services. National data from www.indeed.com and Bureau of Labor Statistics.
Managers in Manufacturing	The labor market projections for the Upper Savannah region indicates 157 annual job openings in manufacturing occupations. ⁴	The long-term industry projections in South Carolina for 2014-2024 indicate a 4.5% growth in the labor market for	5,712 job postings on www.indeed.com 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	SC Works Online Services

¹ <https://www.ziprecruiter.com/>

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

³ <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

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

	<p>management of companies and enterprises. The Greenville, Midlands, and Upstate areas are projected to have the highest estimated employment in these occupations.⁵</p>		<p>employed in various manufacturing industries, which may see a decrease in overall employment due to increased productivity.⁶</p>
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Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

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.⁷ With the continued economic health of this sector of the state’s economy, the demand for well-trained quality managers should continue to be strong.

National Demand for Master’s Degree 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. The master’s degree with highest demand was a Master’s in Business, with 45% of respondents indicated such.⁸ 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.⁹

Skills – What the Program Prepares Students to do

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

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

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

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

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

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.

Local Employment Opportunities

As the table under Employment Opportunities indicates, a variety of positions advertised in the region require quality management or quality control experience and training. Positions advertised include Quality Managers, Quality Assurance Team Leader, Quality Engineer, and Quality Control Specialist. The following advertisements are examples of the types of positions for which the M.S.M. would prepare graduates.

Quality Manager

MRINetwork Columbia, SC 29201 USA

POSITION PURPOSE:

Develop, implement, and sustain total quality management systems and procedures for the site to assure the delivery of products and services that will satisfy our customers' requirements. Lead process improvement programs at the site that will make the site the supplier of choice.

PRINCIPLE & ACCOUNTABILITY'S:

1. Influence quality and productivity improvements through involvement in the development of new and improved procedures, process innovations and changes in culture.
2. Provide direction and coordination for all quality activities and for other related functions that have effect on product or service quality.
3. Continuously planning for future quality department operations and procedural improvements.
4. Develop appropriate methods and equipment for use in the quality operations. This includes the development of quality systems for new products and processes as well as continuous improvement in existing products and processes.
5. Provide statistical consulting and analysis services to all parts of the site, as well as Sales and Product Management.
6. Direct the efforts to monitor and improve product and process efficiency by providing an independent audit function.
7. Assure consistency of purchased raw materials by vendor certification, establishment or effective acceptance criteria and product monitoring.
8. Responsible for serving as liaison between the site and its customers for management review of product performance, long term planning and problem resolution. Serves as location agent to resolve customer problems with product. Evaluate and disposition returned product.
9. Manage departmental budgets.

10. Develop quality systems for new product offerings.
11. Leadership role in ISO9000 certification, which includes leading the quality council that promotes this effort.
12. Knowledge of computer software and applications including, but not limited to, Microsoft Word, Excel, email and software for statistical analysis.
13. Liaison with corporate Research and Development activities for new product introductions, modification of existing products and customer complaints.
14. Work safely and maintain a safe work environment.
15. Perform all other duties assigned.

REQUIRED KNOWLEDGE AND TRAINING:

Bachelor Degree minimum, **prefer Masters**, and minimum of five years of quality supervisory experience. Excellent verbal and written communication skills required for interface with external and internal customers. Proven ability to manage multiple projects. Strong organizational skills required. Proven ability to provide leadership for direction of the total quality efforts at the site. Black Belt – Six Sigma experience desired. Proven track record of positive results as measured by quality KPI's. Excellent working knowledge of ISO and lean practices.

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 (EMQS) 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.

Students currently enrolled in the Management/Marketing (MGMT/MKT) emphasis in the Lander Bachelor of Science in Business Administration (B.S.B.A.) program are likely candidates for the M.S.M. program. However, all graduates of the B.S.B.A. would be potential candidates for the program. The number of graduates with the Management/Marketing emphasis and the total for the B.S.B.A. for the past five years is listed in the table below. If 10% of the Management/Marketing majors are interested in a graduate degree, potentially 4-5 students would initially enroll in the M.S.M. program. It is anticipated that graduates of the other emphasis areas (Accounting, Financial Services, and Health Care Management) would also enroll. Enrollment in the B.S.B.A. and Management/Marketing emphasis has been increasing since 2015-16.

Year	MGMT/MKT	TOTAL COLLEGE OF BUSINESS GRADUATES (B.S.B.A.)
2013-14	40	115
2014-15	40	104
2015-16	38	98
2016-17	40	103
2017-18	47	125

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)
MGMT 645 Human Resource Environment	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)
MGMT 655 Analytics and Big Data Management	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)
MGMT 665 Supply Chain and Logistics	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)
MGMT 675 Quality Management Design and Six Sigma	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)
MGMT 685 Innovation and Quality Management	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)
MGMT 695 Strategy Formulation and Implementation	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)

Total Credit Hours Required: 33

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
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
Year 2+					
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.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
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 nd 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 nd term MGMT 675 Quality Management Design and Six Sigma (3 hours) Spring 2020—2 nd term MGMT 695 Strategy Formulation and Implementation (3 hours) Summer 2020—2 nd 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 st 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 nd 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 st term MGMT 665 Supply Chain and Logistics (3 hours) Spring 2020—2 nd 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 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total								
Tuition Funding ¹⁰	\$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												
Total	\$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 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total								
Program Administration ¹¹ and Faculty and Staff Salaries ¹²	\$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 ¹³ , Equipment, Supplies ¹⁴ , 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 ¹⁵ 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

¹⁰ 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.

¹¹ 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.

¹² Includes all faculty in the Faculty table on page 13-14.

¹³ Estimated at 35% of Faculty and Staff Salaries.

¹⁴ Discount School Supplies, \$2,092, in the first year.

¹⁵ Estimated at one-fifth of AACSB Accreditation.

CAAL
 10/25/2018
 Agenda Item 4f
 Annual Fees, and
 Travel Expenses)

Total	\$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
Net Total (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

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
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