

NEW PROGRAM PROPOSAL FORM

Name of Institution: Johnson College of Business and Economics, University of South Carolina Upstate

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

Bachelors of Science in Business Administration, Major in Accounting

Program Designation:

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

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

- Yes
 No

Proposed Date of Implementation: Fall 2020

CIP Code: 52.0301 (Accounting - A program that prepares individuals to practice the profession of accounting and to perform related business functions. Includes instruction in accounting principles and theory, financial accounting, managerial accounting, cost accounting, budget control, tax accounting, legal aspects of accounting, auditing, reporting procedures, statement analysis, planning and consulting, business information systems, accounting research methods, professional standards and ethics, etc.)

Delivery Site(s): Johnson College of Business and Economics, 160 East Saint John St., Spartanburg, SC

Delivery Mode:

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

- Johnson College of Business and Economics Faculty – 02/22/2019
- University of South Carolina Upstate Academic Affairs Committee – 01/07/2020
- University of South Carolina Upstate Faculty Senate – 01/24/2020
- University of South Carolina Upstate Provost – 01/29/2020

- President and Board of Trustees – 04/24/2020

Background Information

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

The Johnson College of Business and Economics at USC Upstate currently offers one degree, the Bachelor of Science in Business Administration, with concentrations in Accounting, Economics/Finance, Entrepreneurship and Innovation, Logistics and Supply Chain Management, Management, and Marketing. This proposal is one of six to change each of the six concentrations to a major. It is therefore not a new program but developing a new approach within an existing program. This change better reflects the program's design. As can be seen in the section "Similar Programs in South Carolina offered by Public and Independent Institutions," the similar programs in South Carolina designate JCBE's concentrations as majors or even degrees. No curricular requirements will change, and no changes in faculty or administration will be required and therefore no change in faculty or administration costs. This proposal focuses on changing the Accounting concentration to an Accounting major.

Benefits of this change include:

- Students will be better able to market themselves in specific career paths.
- Students' diplomas will show their major where currently their concentration is not shown.
- JCBE can develop specializations within majors such as within the Accounting major of a public accounting track and a managerial accounting track.
- This change will improve the recruitment of students focused on a specific career path.
- Students will be able to earn dual majors within the business college.
- Business students will be able to earn minors within the business college.
- JCBE can refine and improve the focus of each major's curriculum, improving its relevance and rigor to match students' career interests.

The University of South Carolina Upstate's Johnson College of Business and Economics (JCBE) attracts both traditional and non-traditional undergraduate students, primarily from the upstate of South Carolina, who are interested in pursuing a career in a business field. This proposed change is perfectly aligned with the university and college missions and strategic plans of "offering baccalaureate education to the citizens of the Upstate of South Carolina in professional fields of study required by the regional economy, including business" and "providing rigorous, career relevant education, and producing career-ready graduates." Students can better align their career interests by earning a degree in a business major specific to those career interests rather than the more general Bachelor of Science in Business Administration degree with no major specified. This change will facilitate future improvements within each major to refine the curriculum to better provide skills foundational to business success in focused business topics, better serving our students, the companies that employ them, and the Upstate region where most of those companies reside.

This proposal is for the Bachelor of Science in Business Administration, major in Accounting. Currently, 27% of Johnson College of Business and Economics students pursue a concentration in Accounting.

Assessment of Need

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

This change in the JCBE program, from a Bachelor of Science in Business Administration degree with a concentration in Accounting to a Bachelor of Science in Business Administration degree with a major in Accounting, better meets the needs of the approximately 215 accounting students in the Johnson College of Business and Economics and their future employers.

Structuring Accounting as its own major will better facilitate future improvements to the curriculum. JCBE can develop specializations such as offering a public accounting track, a managerial accounting track, or other tracks that better meet the needs of the students, and the employers in the state, region and country. By pursuing these tracks, our students can differentiate themselves better in the market place. JCBE can also develop smaller changes to the accounting major's curriculum, improving its relevance and rigor to match students' career interests, such as offering new courses or requiring more specific prerequisite courses.

JCBE Accounting graduates have for years been in demand to meet local and regional needs for accountants in public accounting firms, manufacturing companies, and many other businesses including the retail, hospitality, medical, non-profit, and governmental organizations. As shown in the Employment Opportunities table, the demand for accountants is expected to increase by about 6% in the next 10 years.

Transfer and Articulation

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

NA

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Accountants and Auditors	19,048	13% increase from 2016-2026			SC Works
Tax Preparers	1,460	15% increase from 2016-2026			SC Works
Staff Accountant, Auditor, Tax Accountant			325,920	6% increase from 2018-2028	Federal Bureau of Labor Statistics
Controller			97,500	6% increase from 2018-2028	Federal Bureau of Labor Statistics

Accounting Analyst			40,370	6% increase from 2018-2028	Federal Bureau of Labor Statistics
Government Accountant			87,690	4% increase from 2018-2028	Federal Bureau of Labor Statistics
Budget Analyst			56,900	4% increase from 2018-2028	Federal Bureau of Labor Statistics

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Students who have graduated from the Bachelor of Science in Business Administration with a concentration in Accounting have been successful in finding employment, and we expect graduates from a Bachelor of Science in Accounting to have the same or better success. Our graduates have received positions as staff accountant, associate accountant, tax associate, tax analyst, auditor, and accounting manager. Graduates accepted positions with the Big Four accounting firms Price Waterhouse Coopers, Ernst & Young, and KPMG. Graduates have also taken positions with regional accounting firms such as DHG, Cherry Bekaert, Grant Thornton and BGC, as well as numerous local accounting firms. Many graduates have also taken jobs with industrial firms such as BMW and Draxlmaier in roles such as controlling intern and operations manager.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2019/2020	225	200	65
2020/2021	225	200	65
2021/2022	225	200	65
2022/2023	225	200	65
2023/2024	225	200	65

Explain how the enrollment projections were calculated.

The enrollment numbers for 2019/2020 are actual enrollment numbers from the prior three semesters for Accounting concentration students. To be conservative in this proposal, enrollment is not projected to increase though it is expected to do so.

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

Yes

No

Students will be admitted to the Bachelors of Science in Business Administration, Major in Accounting with the general institutional admission requirements. Students must meet additional admission requirements to be permitted to take 300- and 400-level business courses. These additional

requirements will also be used to permit students to take 300- and 400-level accounting courses. Those requirements include completion of 54 credit hours, a GPA of at least 2.2, and completion with a C or better of ENGL U101, ENGL U102, SPCH U201, MATH U122, ACCT U225, and ECON U221 or U222.

Curriculum

New Courses

List and provide course descriptions for new courses.

No new courses are proposed.

Total Credit Hours Required: 120

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
English U101 - Composition I	3	English U102 - Composition II	3		
Math U122 - Calculus for Mgmt & Soc. Sci. or Math 141 - Calculus I	3	Natural Science with a Lab	4		
Computer Science U138 - Introduction to Computer Technology	3	History U101 or U102 - Intro. to World Hist. I or II	3		
Foreign Language Course	3	Fine Arts Course	3		
Free Elective (University U101 suggested)	3	Social/Behavioral Science Course	3		
Total Semester Hours	15	Total Semester Hours	16	Total Semester Hours	0
Year 2					
Fall		Spring		Summer	
Speech U201 and U201R - Public Speaking	3	Accounting U226 - Managerial Accounting	3		
Economics U291 - Probability and Statistics	3	Economics U292 - Statistical Inference	3		
Economics U221 - Principles of Macroeconomics	3	Economics U222 - Principles of Microeconomics	3		
Accounting U225 - Financial Accounting	3	Management U290 - Intro to Business Info Systems	3		
Math, Logic or Natural Science Course	3	Fine Arts, Humanities, or History Course	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	0

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
Accounting U347 - Legal Environment of Business	3	Management U372 - Operations Management	3		
Marketing U350 - Principles of Marketing	3	Finance U363 - Business Finance	3		
Management U371 - Principles of Organizational Mgmt.	3	Accounting U332 - Intermediate Accounting II	3		
Accounting U331 - Intermediate Accounting I	3	Accounting U333 - Accounting for Decision-Making and Control	3		
Free Elective	3	Free Elective	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	0
Year 4					
Fall		Spring		Summer	
Accounting U335 - Individual Tax Planning	3	BADM U478 - Senior Seminar: Business Strategy	3		
Accounting U433 - Accounting Information and Control Systems	3	BADM U498 - Major Field Test in Business	1		
Economics U303 - Int'l Economics or Finance U461 - Int'l Finance	3	Accounting U435 - Auditing	3		
Free Elective	3	Accounting Elective from the list below*	3		
Free Elective	3	Free Elective	3		
		Free Elective	1		
Total Semester Hours	15	Total Semester Hours	14	Total Semester Hours	0

*Accounting Electives: Accounting U336 - Governmental and Not-for-profit Accounting, Accounting U348 – Issues in Commercial Law, Accounting U432 - Advanced Federal Income Tax, Accounting U437 - Advanced Accounting, or Accounting U455 - Topics in Accounting

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
Bachelor of Science in Business Administration, major in Accounting	122	College of Charleston	The College of Charleston has a BS of Accounting. The core business curriculum is the same for both Charleston and USC Upstate.	The curriculum differs in that at the College of Charleston, one additional course is required focused in accounting. Upstate offers more accounting courses overall, including ACCT U336: Governmental & Not-for-profit Accounting.
Bachelor of Science in Business Administration with a major in Accounting	125	University of South Carolina Columbia	The University of South Carolina has a BS in Business Administration with a major in Accounting. The core business curriculum is very similar for USC and USC Upstate, as is the accounting curriculum.	USC requires one more accounting course versus USC Upstate.
Bachelor of Science in Accounting	122	Clemson University	Both Clemson's the business core curriculum and the BS in Accounting curriculum are similar to USC Upstate's.	Clemson requires one additional finance course. USC Upstate allows students to choose a seventh accounting course among a set of five accounting courses.
Bachelor of Science in Business Administration with a Concentration in Accounting	120	Winthrop University	Both Winthrop's the business core curriculum and the Accounting concentration curriculum requirements are similar to USC Upstate's.	While very similar, there is one course that differs between USC Upstate's required accounting courses (ACCT U433: Accounting Controls Systems) and Winthrop's (ACCT 521: Fraud and Forensics).
Bachelor of Science in Business Administration with a major in Accounting	120	Coastal Carolina University	Both Coastal Carolina's the business core curriculum and the BS in Accounting curriculum are similar to USC Upstate's.	Of the seven required accounting courses in each program, one differs. Coastal Carolina requires ACCT 332: Intermediate Accounting III. USC Upstate requires ACCT U433: Accounting Controls Systems. Coastal Carolina requires a course in commercial law.
Bachelor of Science in Business Administration with a major in Accounting	123	The Citadel	The Citadel's business core curriculum and USC Upstate's core curriculum are similar.	Of the seven required accounting courses in each program, one differs. The Citadel requires BADM

				402: Advanced Financial Accounting while Upstate provides a choice of one of five major elective courses.
Bachelor of Science in Business Administration with a major in Accounting	129	Francis Marion University	Francis Marion's business core curriculum and USC Upstate's core curriculum are similar, and core accounting course requirements are the same.	Francis Marion's accounting requirements include two accounting electives while Upstate's accounting requirements include one accounting elective.

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.)
Associate Professor, Chair, Accounting Dept., FT	Fall and Spring, ACCT U331 Intermediate Accounting I (3); Fall and Spring, ACCT U433 Accounting Control Systems (3)	MACCT, Virginia Tech, concentration Auditing. PhD in Business Administration Kent State University, Major Accounting, Minor Statistics	CPA. Experience in accounting and internal auditing. Significant and current academic research conducted in Accounting.
Assistant Professor, FT	Fall and Spring, ACCT U226 Managerial Accounting (3); Fall and Spring, ACCT U433 Accounting Control Systems (3)	PhD, University of Arizona, Management Information Systems; ABD for Ph.D., Information Systems; University of South Florida; MBA, Harvard; MS, Harvard, Information Science; BS, College of William and Mary, Mathematics/Computer Science	CISA
Senior Instructor, FT	Fall, ACCT U335 Individual Tax Planning (3); Spring, ACCT U347 Legal Environment of Business (3); Fall, U348 Issues in Commercial Law (3)	LL.M., Taxation, Georgetown University; J.D., Howard University; MBA, Clark Atlanta	Over 10 years of corporate experience as a chief of staff and senior financial analyst.
Senior Instructor, FT	Fall and Spring, ACCT U225 Financial Accounting (3); Fall and Spring, ACCT U435 Auditing (3)	M.Acc., Clemson University B.S. (Accounting), Clemson University	CPA, Chartered Global Management Accountant (CGMA)
Senior Instructor, FT	Fall and Spring, ACCT U226 Managerial Accounting (3); Fall and Spring, ACCT U333 Accounting for Decision-Making and Control (3)	M.Acc., Western Carolina; BS Accounting, Erskine College	
Senior Instructor, FT	Spring, ACCT U225 Financial Accounting (3)	M.B.A., University of South Carolina B.S.B.A. (Accounting), University of South Carolina Upstate	
Adjunct Professor, PT	Fall and Spring, ACCT U225 Financial Accounting (3); Spring ACCT U226	M.Acc. (Master of Accountancy), University of South Carolina; B.S.B.A.	CPA

	Managerial Accounting (3); Fall and Spring, ACCT U332 Intermediate Accounting II (3)	(Business Administration), University of South Carolina	
Adjunct Professor, PT	Fall and Spring, ACCT U347 Legal Environment of Business (3)	JD, University of Baltimore	

Total FTE needed to support the proposed program:

Faculty: 4.75

Staff: 0.0

Administration: 0.1

Faculty, Staff, and Administrative Personnel

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

There are eight faculty members for this program, six full-time and two part-time. Of the full-time faculty, four are accountants, one is an attorney with a tax background, and one is a management instructor with an accounting background. The two adjunct faculty are a CPA and an attorney who teaches business law. No staff are required. The administration position is the chair of the Accounting, Economics, and Finance Department. This faculty also provides the accounting and business law courses for the Business College.

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.

The USC Upstate Library provides excellent access to sufficient resources such as books, journals, electronic journals, databases (such as PAIS Index, ABI/INFORM, and JSTOR), and access to additional resources on the internet and through resource exchange programs with other libraries. The electronic resources are available via the computer lab in the library that houses 36 workstations, the computer lab in the business school building that houses 33 workstations, and via remote access. The University supports learning with the Blackboard system, and well as administrative systems such as My.SC, DegreeWorks, and Starfish. In the business school computer lab, there are two Bloomberg terminals, and installed software such as SAS, Minitab, and SAP. No additional library or learning resources are needed.

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.

Academic Support through the Student Success Office (SSO) offers free tutorial services, supplemental instruction, facilitation of study groups, one-on-one consultations with students and referrals to other USC Upstate services. SSO also offers various workshops and seminars for students to hone their skills in areas such as time management, study skills, note taking and reading strategies. There are no additional

costs to use these services. Academic advisement will be supported by the College of Business and Economics.

Physical Resources/Facilities

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

The College of Business building has nine classrooms, a computer lab, faculty offices, meeting rooms, and administration offices. The classrooms range in seating capacity from 28 to 72, with most supporting 45 students. The classrooms are equipped with white boards, a computer terminal, a laptop connection, and a projector. These facilities are adequate for this program.

Equipment

Identify new instructional equipment needed for the proposed program.

No new instructional equipment is needed for the 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	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$2,458,920	\$2,458,920	\$2,458,920	\$4,917,840	\$2,458,920	\$7,376,760	\$2,458,920	\$9,835,680	\$2,458,920	\$12,294,600	\$12,294,600	\$12,294,600
Program-Specific Fees	\$60,312	\$60,312	\$60,312	\$120,623	\$60,312	\$180,935	\$60,312	\$241,247	\$60,312	\$ee1,558	\$301,558	\$301,558
Special State Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal, Grant, or Other Funding	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$2,519,232	\$2,519,232	\$2,519,232	\$5,038,463	\$2,519,232	\$7,557,695	\$2,519,232	\$10,076,927	\$2,519,232	\$12,596,158	\$12,596,158	\$12,596,158
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$439,398	\$439,398	\$439,398	\$878,796	\$439,398	\$1,318,194	\$439,398	\$1,757,592	\$439,398	\$2,196,991	\$2,196,991	\$2,196,991
Facilities, Equipment, Supplies, and Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$439,398	\$439,398	\$439,398	\$878,796	\$439,398	\$1,318,194	\$439,398	\$1,757,592	\$439,398	\$2,196,991	\$2,196,991	\$2,196,991
Net Total (Sources of	\$2,079,734	\$2,079,734	\$2,079,734	\$4,159,468	\$2,079,734	\$6,239,202	\$2,079,734	\$8,318,936	\$2,079,734	\$10,398,671	\$10,398,671	\$10,398,671

Financing Minus Estimated Costs)												
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Note: Tuition funding is calculated by multiplying the fall and spring projected enrollment headcount by \$5,604, the full-time tuition price, plus the summer enrollment headcount by \$1,188, the per course price. Program-specific fees were calculated by multiplying the fall and spring projected enrollment headcount by 12 hours, the average full-time business hour load, and by \$15, the per hour program fee, plus the summer enrollment headcount by 3 hours, the typical summer business hour load, and by \$15, the per hour program fee.

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 revenue associated with this program is from tuition and course fees. Expenses are faculty and administration costs. The revenue net faculty and administration costs of \$439,398 annually is \$2,079,734, or \$10,398,671 over a five-year term.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
1. Students will demonstrate understanding and competence in essential business disciplines and concepts.	1.1 Demonstrate knowledge in accounting, economics, finance, law, management, marketing, information systems, quantitative analysis and international business.	The assessment is made using performance on the national Major Field Test in Business (MFTB) exam. The MFTB is an assessment taken by undergraduate business students nationally designed to measure their knowledge in nine fields of business study. The MFTB is designed and scored by Educational Testing Services. Students' scores are compared to all undergraduate business students taking the assessment, and reported as percentiles. The JCBE assessment goal is based on the percentile of the average of the scores our students. The MFTB is administered each fall, spring and summer, and aggregated for a score for the year.
2. Students will demonstrate a competency in speaking and writing to effectively communicate in a professional business environment.	2.1 Students will prepare and deliver a professional verbal presentation.	All students are required to make a verbal presentation to the class regarding research they conducted on a business of their choice. An assessor rates each student's presentation using a rating rubric in six categories (Introduction, Body, Conclusion, Delivery, Visual Aids, Overall).
	2.2 Students will prepare professional business documents.	Each student is asked to write a 3-4 page essay detailing how they developed their professional ethics and tying this to related course concepts. A sample of the essays is graded by professors in the English department. 1. Students must demonstrate a clear understanding of course concepts. 2. Students must demonstrate an ability to organize thoughts and communicate them effectively using written language.
3. Students will demonstrate the ability to use information systems and analytical tools to solve business problems and make business decisions.	3.1 Demonstrate the ability to use common information systems software (e.g., Access, Excel).	Students were assigned ten Access and Excel projects and ten Teach/Show/Try lessons. Each project was a unique assignment with an individual grading rubric.
	3.2 Demonstrate the ability to analyze data such as determining statistically significant relationships among variables.	One question on the final exam asked students to run a 2-sample test for variance, use the result and then run an appropriate 2-sample t-test for the means. Another question on the final examination asked students to complete and interpret an ANOVA table. The third question on the final exam asked students to run a simple regression, interpret the coefficient of determination, and interpret both the slope and y-intercept in the context of the problem.
	3.3 Demonstrate the ability to assess, model, analyze and determine an optimal solution to business problems.	Students are given a decision-making problem on an exam in which they have to define and program as for an Excel Solver optimization method.
	3.4 Demonstrate the ability to apply business decision-making methods.	Students are given a decision-making problem on an exam in which they have to define and conduct a formal decision-making method.

4. Students will recognize ethical aspects of business situations, and demonstrate an understanding of ethical business practices.	4.1 Students will identify ethical issues.	<p>This SLO is assessed in three different classes with three different methods:</p> <ul style="list-style-type: none"> • Student write a 3-4 page essay detailing how they developed their professional ethics and tying this to related course concepts. They identify key stakeholders involved when making ethical decisions and discuss their process by which they recognize ethical dilemmas. A sample of the essays is graded by professors in the English department. The "Quality of Thought" criteria in the rubric specifically measures how well students answer the ethics-based questions. • Students are assigned articles and other case study material from the Markkula Center for Applied Ethics that provides standards and principles on the foundations of ethics. Students complete a homework assignment that measured their understanding of ethics. • Assessment is questions on an exam.
	4.2 Students will identify and describe the relevant stakeholders in an ethical issue.	<p>This SLO is assessed in three different classes with three different methods:</p> <ul style="list-style-type: none"> • Student write a 3-4 page essay detailing how they developed their professional ethics and tying this to related course concepts. They identify key stakeholders involved when making ethical decisions and discuss their process by which they recognize ethical dilemmas. A sample of the essays is graded by professors in the English department. The "Quality of Thought" criteria in the rubric specifically measures how well students answer the ethics-based questions. • Students read two cases and were asked to identify what ethical dilemma was present and who was involved. • Assessment is questions on an exam.
	4.3 Students will identify potential solutions and the potential consequences of an ethical issue.	<p>This SLO is assessed in three different classes with three different methods:</p> <ul style="list-style-type: none"> • Student write a 3-4 page essay detailing how they developed their professional ethics and tying this to related course concepts. They identify key stakeholders involved when making ethical decisions and discuss their process by which they recognize ethical dilemmas. A sample of the essays is graded by professors in the English department. The "Quality of Thought" criteria in the rubric specifically measures how well students answer the ethics-based questions. • From the final exam case, students identified two alternatives the company could take and the consequences of each. Students then identified the most ethical option. • Assessment was two case study narratives and multiple-choice questions on an exam.
5. Students will have a global perspective, demonstrating a knowledge and understanding of successful business operations in a global marketplace.	5.1 Demonstrate an understanding of the differences in global business environments (e.g.: economic, socio-cultural, political/legal, ethical, business practices).	<ol style="list-style-type: none"> 1. All students are required to complete a course-embedded assignment where three separate essay questions assess each of the three SLOs. The instructor grades each essay question using an individual rubric. 2. Student learning is assessed with exam essay questions. 3. After reviewing written and video textbook and case study materials, students are assessed with a combination of assignment essay questions and exam multiple choice questions.
	5.2 Explain the implications of issues and differences in global business environments to specific business scenarios.	<ol style="list-style-type: none"> 1. All students are required to complete a course-embedded assignment where three separate essay questions assess each of the three SLOs. The instructor grades each essay question using an individual rubric. 2. Student learning is assessed with exam essay questions. 3. After reviewing written and video textbook and case study materials, students are assessed with a combination of

		assignment essay questions and exam multiple choice questions.
	5.3 Develop appropriate responses to differences in the global business environment.	<ol style="list-style-type: none"> 1. All students are required to complete a course-embedded assignment where three separate essay questions assess each of the three SLOs. The instructor grades each essay question using an individual rubric. 2. Student learning is assessed with exam essay questions. 3. After reviewing written and video textbook and case study materials, students are assessed with a combination of assignment essay questions and exam multiple choice questions.
6. Students will possess a comprehensive foundation in the primary areas of accounting.	6.1 Students will be able to apply generally accepted financial reporting principles in a broad range of business transactions.	Students will answer questions on the final exam.
	6.2 Our graduates will understand techniques used in determining costs, preparing budgets, and measuring the performance of a business unit.	Students will answer questions on the final exam.
	6.3 Our graduates will understand the regulatory framework that governs financial reporting and auditing in the United States.	Students will answer questions on the final exam.

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.

Student, alumni and employers' satisfaction surveys will be administered as follows:

	Criteria used for assessment	Measures used for evaluating criteria	Frequency of assessment
Curriculum Quality	1. Student satisfaction with instruction	1. Student Opinion Polls (SOPs)	1. Every semester
	2. Student satisfaction with rigor and quality of course content	2. Alumni survey	2. Periodic
	3. Student satisfaction with content		
Advising and Career Management	1. Student satisfaction with advising	1. Exit interview	1. At graduation
	2. Student satisfaction with career services and job placement	2. Alumni survey	2. Periodic
	3. Customer satisfaction with graduates	3. Employers/recruiters	3. Periodic

Job placement: A database will be developed and managed by the JCBE Student Success Center to track employment of our graduates. Exit interviews as well as alumni surveys will be used to collect and monitor employment data. We will analyze the data on the employment of graduates immediately after graduation and many years after graduation. We will gather information about the position title, rank, size of the organization, and primary responsibilities.

Accreditation and Licensure/Certification

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

Yes

No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

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

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

Yes

No

TheJohnsonGroup



March 3, 2020

South Carolina Commission on Higher Education
1122 Lady Street, #300
Columbia, South Carolina 29201

To whom it may concern:

As the University of South Carolina-Upstate seeks to strengthen the programs they offer at the Johnson College of Business and Economics, I write in support of their continued education and development of talented graduates in all business domains.

As a large employer in the real estate development, hospitality, and auto finance industries headquartered in Spartanburg, we are continuously working to recruit and retain interns and graduates with strong education in Accounting, Economics & Finance, Data Analysis, and Marketing. USC-Upstate has proven to be a wonderful partner, as our businesses have recruited countless interns and entry-level hires over the years who have contributed meaningfully to our companies' success.

Furthermore, the Upstate has a growing need for Logistics and Supply Chain Management expertise to support its burgeoning manufacturing and distribution economy.

We look forward to continuing our strong partnership with USC-Upstate and recruiting their talented students to professional roles within our companies.

Sincerely,

Claudia Ruffin
Executive Vice President, The Johnson Group



March 3, 2020

Dean Mohamed Djerdjouri
The George Dean Johnson, Jr.
College of Business & Economics
160 E St John Street
Spartanburg, SC 29306

Dean Djerdjouri:

I write today in support of the need to expand our majors within the College of Business & Economics. When reviewing the job creation through EMSI reporting for our area in these targeted business services, we saw a 20.8% growth in employment growth from 2012 to 2017. We are expecting an additional growth rate of 9.4% for 2017 to 2022. With growing demands comes the need to adapt how we build talent. The opportunity for graduates to enter our regional workforce has never been better and we want our companies to have confidence that we can produce to their level of needs. We all know your greatest talent tool is the development of your own, and this will allow us to better equip our students for the growing workforce.

Couple this with our community wide internship challenge, and we are building a future for our students and community, together.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Tidmore", written over a light blue circular stamp.

Jansen K. Tidmore
Executive Vice President
Economic Futures Group

Milliken
920 Milliken Road, M169
Spartanburg, SC 29303

864-503-1574
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March 3, 2020

Mohamed Djerdjouri, Ph.D.
Dean
George Dean Johnson, Jr. College of Business and Economics
160 E. St. John St.
Spartanburg, SC 29306

Dear Dean Djerdjouri:

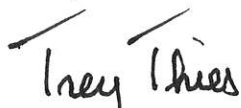
Milliken is excited about USC-Upstate/JCBE's recent program initiatives in logistics & supply chain and entrepreneurship, the new Business Analytics degree, and how the school has become such a great partner and source for employee recruiting. We have hired many Upstate/JCBE graduates, including a 2019 graduate for our international credit area.

Milliken and other leading companies in the Upstate have a continuing need to hire well-trained graduates with depth in business disciplines including, in addition to those mentioned above, accounting, marketing, economics, and finance.

Thank you for your ongoing efforts and success in making USC-Upstate/JCBE a vital contributor to the economic development of our region and state.

Best regards,

Trey Thies



Growth Strategist
Engineered Performance Products

