

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):

Bachelor of Science in Business Administration, Major in Entrepreneurship and Innovation

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: 52.0701 (Entrepreneurship/Entrepreneurial Studies - A program that generally prepares individuals to perform development, marketing and management functions associated with owning and operating a business.)

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):

Dr. Mohamed Djerdjouri
Dean of the Johnson College of Business and Economics
864-503-5111, mdjerdjo@uscupstate.edu

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 Entrepreneurship and Innovation concentration to an Entrepreneurship and Innovation 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 or tracks within majors.
- 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 Entrepreneurship and Innovation. The Entrepreneurship and Innovation concentration is less than a year old. Currently, about 1.5 percent of Johnson College of Business and Economics students pursue a concentration in Entrepreneurship and Innovation. The Entrepreneurship and Innovation major will provide JCBE students with skills in three areas critical to the success of businesses, especially those in their initial stages: creating ideas for new products and for innovating existing practices and products, designing and implementing plans to successfully develop and realize those ideas, and having the financial management skills to guide and control the monetary health of the company.

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 concentration in Entrepreneurship and Innovation in the Bachelor of Science in Business Administration degree to a Bachelor of Science in Business Administration with a major Entrepreneurship and Innovation, better meets the needs of Entrepreneurship and Innovation students in the Johnson College of Business and Economics and their future employers.

Structuring Entrepreneurship and Innovation as its own major will better facilitate future improvements to the curriculum. JCBE can develop specializations that better meet the needs of the students, and the employers in the state, region and country. JCBE can also develop smaller changes to the Entrepreneurship and Innovation major's curriculum, improving its relevance and rigor to match students' career interests, such as offering new courses or requiring more specific prerequisite courses.

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	
Service Small Business			1,050,000	11% increase from 2016-2026	Federal Bureau of Labor Statistics
Construction Small Business			805,000	9% increase from 2016-2026	Federal Bureau of Labor Statistics
Business and Financial Operations Small Business			330,000	12% increase from 2016-2026	Federal Bureau of Labor Statistics

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Students who graduate with a Bachelor of Science in Business Administration in Entrepreneurship and Innovation will be able to recognize new business opportunities, will have the skills and knowledge necessary to create a business to pursue those opportunities, and the competency in small business growth needed to meet the needs of small business success. Small businesses employ approximately 50% of workers in the United States.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2019/2020	10	10	5
2020/2021	20	20	10
2021/2022	30	30	15
2022/2023	40	40	20
2023/2024	50	50	25

Explain how the enrollment projections were calculated.

The 2019/2020 enrollment numbers are actual enrollment numbers for Entrepreneurship and Innovation concentration students. For future years, to be conservative in this proposal, enrollment is projected to increase by only 10 students per year (five participating in summer classes), though demand is expected to be greater than that due to student demand for this major.

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 Entrepreneurship and Innovation 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 Entrepreneurship and Innovation 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	Entrepreneurship Elective from list below*	3		
Accounting U333 - Accounting for Decision-Making and Control	3	Entrepreneurship Elective from list below*	3		
Entrepreneurship U393 - Innovation, Creativity, and Change	3	Free Elective	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	0
Year 4					
Fall		Spring		Summer	
Finance U366 - Analysis of Financial Statements and Information	3	BADM U478 - Senior Seminar: Business Strategy	3		
Management U471 - New Business Enterprise	3	BADM U498 - Major Field Test in Business	1		
Economics U303 - Int'l Economics or Finance U461 - Int'l Finance	3	Entrepreneurship Elective from list below*	3		
Management U378 - Int'l Mgmt, or Marketing U452 Int'l Marketing	3	Free Elective	3		
Free Elective	3	Free Elective	3		
		Free Elective	1		
Total Semester Hours	15	Total Semester Hours	14	Total Semester Hours	0

* Entrepreneurship Electives: Entrepreneurship U455 - Topics in Entrepreneurship and Innovation, Entrepreneurship U492 - Business Plan Development, Accounting U335 - Individual Tax Planning, Logistics and Supply Chain Management U381 - Global Strategic Supply Chain Management, Management U475 - Advanced Operations Management, Marketing U351 - Consumer Behavior, Marketing U457 - Marketing Research, Marketing U459 - Personal Selling and Sales Management, Informatics U347 - Web page Construction, and Informatics U415 - E-Commerce and the Internet.

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 with a concentration in Entrepreneurship.	60+ within the area of study	College of Charleston	The College of Charleston has a BS in Business Administration with a concentration in Entrepreneurship. Their core business curriculum is the same as USC Upstate's business curriculum.	The College of Charleston has a BS in Business Administration with a concentration in Entrepreneurship. The JCBE major will have more of a focus on financial management of new and small ventures. The College of Charleston concentration has more of a focus on specific types of entrepreneurship such as social and ecology.
Bachelor of Science in Management with a concentration in Entrepreneurship	122-128	University of South Carolina Columbia	The core business curriculum is very similar for USC and USC Upstate.	The USC concentration is integrated into their Business Management major. The USC curriculum requires four entrepreneurship courses and courses from a second major. The USC Upstate curriculum requires seven courses within the Entrepreneurship and Innovation degree program.
Bachelor of Science in Management with a concentration in Entrepreneurship	120	Clemson University	The core business curriculum is very similar for Clemson and USC Upstate.	The Clemson Entrepreneurship concentration is integrated into their Business Management major. Clemson requires four entrepreneurship courses beyond those required for the management major. The USC Upstate curriculum requires seven courses within the Entrepreneurship and Innovation degree program.
Bachelor of Science in Business Administration with a Concentration in Entrepreneurship	120	Winthrop University	Winthrop's business core curriculum is similar to USC Upstate's.	The Winthrop Entrepreneurship concentration is integrated into their Business Administration major. Winthrop requires four entrepreneurship courses beyond those required for the Business Administration major, as well as two concentration elective courses. The USC Upstate curriculum requires seven courses within the Entrepreneurship and Innovation degree program.
Bachelor of Science in Management with a Concentration in Entrepreneurship	120	Coastal Carolina University	Coastal Carolina's business core curriculum and USC Upstate's core curriculum are similar.	The Coastal Carolina concentration is integrated into their business management major. The USC Upstate concentration has more of a focus on financial management of new and small ventures. The Coastal Carolina concentration has more of a focus on entrepreneurship management processes.

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.)
Dept. Chair, FT		M.I.S., Georgia College and State University, B.A., University of Georgia	
Senior Instructor, FT	Fall, Entrepreneurship U393 - Innovation, Creativity, and Change (3); Spring, Entrepreneurship U492 - Business Plan Development (3)	M.B.A., University of South Carolina B.S.B.A. (Accounting), University of South Carolina Upstate	CPA, Experienced entrepreneur and small business advisor.
Instructor, FT	Spring, FINA U366 Analysis of Financial Statements and Information (3)	M.B.A. (Finance), University of Georgia B.S. University of South Carolina	Registered Investment Adviser

Total FTE needed to support the proposed program:

Faculty: 1.00

Staff: 0.0

Administration: 0.10

Faculty, Staff, and Administrative Personnel

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

There are two faculty members for this program, both full-time, though neither teaches exclusively in the Entrepreneurship program. One faculty member teaches primarily in the Management program and the other teaches primarily in the Finance program. The Management instructor is expert in entrepreneurship. In year five, the faculty resource needs will increase to accommodate the increased enrollment. No staff are required. The administration position is the chair of the Management, Entrepreneurship, Marketing and Supply Chain Department.

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.edu, 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	\$118,020	\$118,020	\$236,040	\$354,060	\$354,060	\$708,120	\$472,080	\$1,180,200	\$590,100	\$1,770,300	\$1,770,300	\$1,770,300
Program-Specific Fees	\$2,925	\$2,925	\$5,850	\$8,775	\$8,775	\$17,550	\$11,700	\$29,250	\$14,625	\$43,875	\$43,875	\$43,875
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	\$120,945	\$120,945	\$241,890	\$362,835	\$362,835	\$725,670	\$483,780	\$1,209,450	\$604,725	\$1,814,175	\$1,814,175	\$1,814,175
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	\$70,704	\$70,704	\$70,704	\$141,408	\$75,704	\$217,112	\$75,704	\$292,816	\$75,704	\$368,520	\$368,520	\$368,520
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	\$70,704	\$70,704	\$70,704	\$141,408	\$75,704	\$217,112	\$75,704	\$292,816	\$75,704	\$368,520	\$368,520	\$368,520
Net Total (Sources of	\$50,241	\$50,241	\$171,186	\$221,427	\$287,131	\$508,558	\$408,076	\$916,634	\$529,021	\$1,445,655	\$1,445,655	\$1,445,655

Financing Minus Estimated Costs)												
-------------------------------------	--	--	--	--	--	--	--	--	--	--	--	--

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 \$70,704 - \$75,704 annually, which varies due to an additional summer class demand expected starting in the 2021/22 school year, is \$1,445,655 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.

	<p>3.3 Demonstrate the ability to assess, model, analyze and determine an optimal solution to business problems.</p>	<p>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.</p>
	<p>3.4 Demonstrate the ability to apply business decision-making methods.</p>	<p>Students are given a decision-making problem on an exam in which they have to define and conduct a formal decision-making method.</p>
<p>4. Students will recognize ethical aspects of business situations, and demonstrate an understanding of ethical business practices.</p>	<p>4.1 Students will identify ethical issues.</p>	<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.
	<p>4.2 Students will identify and describe the relevant stakeholders in an ethical issue.</p>	<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.
	<p>4.3 Students will identify potential solutions and the potential consequences of an ethical issue.</p>	<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

		<p>how well students answer the ethics-based questions.</p> <ul style="list-style-type: none"> • 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.
<p>Students will have a global perspective, demonstrating a knowledge and understanding of successful business operations in a global marketplace.</p>	<p>5.1 Demonstrate an understanding of the differences in global business environments (e.g.: economic, socio-cultural, political/legal, ethical, business practices).</p>	<p>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. Student learning is assessed with exam essay questions. 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.</p>
	<p>5.2 Explain the implications of issues and differences in global business environments to specific business scenarios.</p>	<p>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. Student learning is assessed with exam essay questions. 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.</p>
	<p>5.3 Develop appropriate responses to differences in the global business environment.</p>	<p>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. Student learning is assessed with exam essay questions. 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.</p>
<p>Students will possess a comprehensive foundation in the primary areas of entrepreneurship and innovation.</p>	<p>6.1 Demonstrate knowledge in innovation and managing change.</p>	<p>The assessment is made with final exam questions.</p>
	<p>6.2 Demonstrate knowledge in new business management.</p>	<p>The assessment is made with a business plan project.</p>

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,

A handwritten signature in cursive script that reads 'Claudia Ruffin'.

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
www.milliken.com

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

