

UNIVERSITY OF SOUTH CAROLINA

University Response to SACSCOC Question for
Substantive Change Prospectus
PMBA Off-Campus Instructional Sites

- Approval for Off-Campus Sites at which 50% or more of PMBA Program is Available

Program Title: Professional Master of Business Administration

Contact: Donald Miles, Director of Institutional Effectiveness and Accreditation
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SACSCOC Prospectus Review Letter



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

May 2, 2018

Mr. Donald Miles
Director of Institutional
Effectiveness and Accreditation
University of South Carolina - Columbia
1710 College Street
Columbia, SC 29208

Dear Mr. Miles:

Thank you for the letter and prospectus of December 18, 2017, notifying SACSCOC of your intention to offer 50% or more of the credits for the Professional Master of Business Administration (PMBA) degree program at three off-campus instructional sites, effective July 1, 2018. The addresses of the sites are:

Moore School of Business Greenville Classroom
201 Riverplace, Suite 300
Greenville, SC 29601

Moore School of Business Charleston Classroom
151 Market Street
Charleston, SC 29401

BB&T Center
200 South College Street, Suite 110
Charlotte, NC 28202

The University of South Carolina Columbia (USC-Columbia) Darla Moore School of Business (DMSC) has offered part-time coursework to working professionals at these locations for number of years. The PMBA is offered in the blended learning format utilizing regional classrooms, on-demand course capture in real time and delay, and day-long immersions on the Columbia Campus. The approval of these sites to offer 50% or more of the credits for a degree program facilitates the University's "relevance, reach, and impact on the people of the state" by enabling employed professionals who don't live or work near Columbia to engage in quality, flexible education in furthering their careers and personal development. In turn, these graduates enhance the social and economic environment in the state and region.

The PMBA is a 48 credit hour program with nine core courses in financial and managerial accounting, financial policies, marketing, economics, operations management, leadership and organizational behavior, quantitative methods, and strategic management. In the selection of the seven electives, students can choose a specialization in five areas. The curriculum also provides options to take study abroad, experiential, or project-based learning or immersive courses on weekends in Columbia. The target audience for the program is working professionals with seven years of professional experience. As noted above, the program is offered using a hybrid format. Anticipated new enrollment per year at the Greenville site is 25 students, at Charleston, 25 students, and at Charlotte, 55 students.



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The program does not incorporate any differences between locations in admission, curriculum, or graduation requirements. No special arrangements are in place for grading, transcripts, or transfer policies. In regards to assessment, the DMSB has an established assessment process in which the Assessment Director coordinates with program administrators and course instructors to identify assessment measures and collect student outputs. Student learning outcomes for the program were provided. The evaluation of student work uses the same learning outcomes as for the same courses offered by the DMSB. Administrative supervision is provided by the Faculty Director of the PMBA program and the PMBA Managing Director. Each site also has a Site Coordinator, who manages all student concerns and assists with any technical issues. The PMBA program also has a Career Coach who is solely dedicated to support for the PMBA students.

Appendix 2 in the prospectus apparently provides a DMSB faculty roster of all faculty members teaching in the DMSB, with degrees listed, institution of degree, field of teaching specialization, courses taught in 2015-2016, and so. In many cases, the faculty qualifications can't be determined and in some cases the faculty member on the list does not appear to be qualified to teach in the PMBA program. **Please provide an updated SACSCOC faculty roster form indicating the courses assigned to be taught in the upcoming two semesters and the qualifications of those faculty members assigned to teach them.**

Library and learning resources appear to be adequate for the program. Standard library resources include adequate library staff, print and electronic materials, computer equipment, instructional services, and library consortia agreements. A significant listing of discipline-specific print journals, digital journals, and business databases was provided.

Student support services also appear to be adequate. All students in the PMBA program are provided a number of services for orientation, admission, and academic advisement. In addition, the program has two Student Service Managers who work with students at each location. These managers assist in developing a degree plan, submitting evaluation of transfer credit, and selecting one of the five areas of specialization in the program. As noted above, the PMBA program also provides a Career Coach who can assist with resume development, interviewing skills, job search planning and research, networking techniques, and lifelong career planning. In addition, the students have access to the Office of Career Management at the DMSB.

Physical resources and financial support also appear to be adequate for each of the sites. The Greenville site has two classrooms, an office, and a reception area. Video conferencing equipment is available in each of the classrooms. Each classroom contains a Polycom video conference codec, Crestron processor, Eagle Eye camera, ceiling microphones, and two large monitors, one to view content and the other to view people. The facilities at the Charleston site are the same as the Greenville site. The Charlotte site contains more square feet of space which includes three classrooms, a small kitchen, conference room, and office space. The video conferencing equipment is the same as at the other two sites. Budget projections for each site in FY 2018-2019, indicate that revenues are expected to exceed expenditures.



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Evaluation and assessment for the programs at the sites follow the established institutional effectiveness process at the University. As noted above, the DMSB assessment process, in which the Assessment Director coordinates evaluation with program administrators and faculty members, is used to assign assessment measures and evaluate data. The PMBA has the same student learning outcomes, regardless of location. Because the instructors of courses at the sites are located at the USC-Columbia Campus, the collection of student work is the same as for all other programs and courses offered by the Moore School. Instructor evaluations are completed online via Class Climate, the University's online course evaluation system.

We defer action concerning the three off-campus instructional sites noted above pending review of the above requested information.

Enclosed is an invoice for \$500 to help defray the cost of reviewing the prospectus.

Sincerely,

A handwritten signature in black ink that reads "Kevin W. Sightler".

Kevin W. Sightler, Ph.D.
Director of Substantive Change

KWS/LCS:efk

Enclosure

cc: Dr. Harris Pastides, President
Dr. Linda Thomas-Glover

University Response

SACSCOC Request for Additional Information: Please provide an updated SACSCOC faculty roster form indicating the courses assigned to be taught in the upcoming two semesters and the qualifications of those faculty members assigned to teach them. ([SACSCOC Prospectus Review Letter May 2, 2018](#))

UNIVERSITY RESPONSE

The University's original prospectus submission included the rosters for Fall 2015 and Spring 2016. In response to SACSCOC's question, the University is providing a copy of the faculty roster for upcoming two semesters; [Summer 2018](#) and [Fall 2018](#). In addition to the Faculty Roster, the University has provided copies of transcripts for all faculty. In compliance with [University Policy ACAF 1.20](#), for each faculty member that does not meet the minimum requirements outlined in [ACAF 1.20, Section I.C.](#), the alternative credential form or graduate coursework forms are provided as documentation of compliance and justification for qualifications for faculty assigned as instructor of record for a course.

[Summer 2018 Faculty Roster](#)

[Fall 2018 Faculty Roster](#)

Summer 2018 Faculty Roster

Summer 2018

Course	Primary Instructor	Highest Degree Earned	Additional Documentation (ACAF 1.20)
ACCT 729 <i>Managerial Accounting</i>	Lipe, Robert C.	PhD, University of Chicago (Business)	Graduate Coursework Form
ACCT 743 <i>Acct for Management Ctrl</i>	Magrogan, William	MBA, Stanford University	Alternative Credentials Form
BADM 790 <i>Special Topics in Business</i>	Zankman, Daniel A.	MBA, Boston University	Alternative Credentials Form
ECON 720 <i>Managerial Economics</i>	Coffey, Bentley	PhD, Duke University (Economics)	
ECON 760 <i>Int'l Trade, Theory and Policy</i>	Hauk, William R.	PhD, Stanford University (Business Administration)	Graduate Coursework Form
FINA 756 <i>Financial Statement Analysis</i>	Austin, James M.	BA, University of South Carolina (Accounting & Finance)	Alternative Credentials Form
IBUS 700 <i>Survey of Intl Business</i>	Ostergaard, Sarah	JD, University of Virginia	Alternative Credentials Form
IBUS 717 <i>Managing Cross-border Teams</i>	Ravlin, Elizabeth C.	PhD, Carnegie Mellon University (Industrial Administration - Organizational Psychology & Theory)	Graduate Coursework Form
IBUS 719 <i>Social Networks</i>	Yenkey, Chris	PhD, Cornell University (Sociology)	Graduate Coursework Form
MGMT 777 <i>Innov & New Venture Analysis</i>	Stevenson, Joel C.	BS, Georgia Institute of Technology (Industrial Management)	Alternative Credentials Form
MGMT 780 <i>Entrepreneurial Finance</i>	Iarossi, Juliana	DBA, Georgia State University	Graduate Coursework Form
MGSC 796 <i>Information Systems</i>	Fiedler, Kirk D.	PhD, University of Pittsburg (Business Administration)	Graduate Coursework Form
MGSC 872 <i>Project Management</i>	Fry, Timothy D.	PhD, The University of Georgia (Business Administration)	Alternative Credentials Form
MKTG 701 <i>Marketing Management</i>	Carter, Kealy B.	PhD, University of South Carolina (Business Administration)	Graduate Coursework Form
MKTG 712 <i>Topics - Mktg Thght & Practice</i>	Jarakiraman, Ramkumar	PhD, University of Southern California (Business Administration)	Graduate Coursework Form
MKTG 712 <i>Topics - Mktg Thght & Practice</i>	Quackenbos, Douglas	MIBS, University of South Carolina (International Business)	Alternative Credentials Form

Fall 2018 Faculty Roster

Fall 2018

Course	Primary Instructor	Highest Degree Earned	Additional Documentation (ACAF 1.20)
ACCT 728 <i>Financial Accounting</i>	Lipe, Robert C.	PhD, University of Chicago (Business)	Graduate Coursework Form
ACCT 741 <i>Special Topics in Accounting</i>	Magrogan, William	MBA, Stanford University	Alternative Credentials Form
ACCT 743 <i>Specials Topics in Accounting</i>	Magrogan, William	MBA, Stanford University	Alternative Credentials Form
ECON 589 <i>Topics in Economics</i>	Woodward, Douglas	PhD, University of Texas at Austin (Economics)	
FINA 761 <i>Advanced Financial Management</i>	Powers, Eric A.	PhD, Massachusetts Institute of Technology (Management)	Graduate Coursework Form
FINA 773 <i>Project Finance</i>	Sheppard, James R.	MBA, University of Chapel Hill	Alternative Credentials Form
IBUS 701 <i>Intl Financial Management</i>	Kwok, Chuck	PhD, University of Texas at Austin (Marketing)	Graduate Coursework Form
IBUS 703 <i>International Management</i>	Kostova, Tatiana D.	PhD, University of Minnesota (Business Administration)	Graduate Coursework Form
IBUS 708 <i>Intl Business Legl Environment</i>	Ostergaard, Sarah	JD, University of Virginia	Alternative Credentials Form
IBUS 735 <i>Intl Mergers & Acquisitions</i>	Saleeby, Elia J.	MBA, University of South Carolina	Alternative Credentials Form
MBAD 702 <i>Strategic Management</i>	Turner, Scott F.	PhD, UNC Chapel Hill (Business Administration)	
MGMT 732 <i>Learning with Leaders</i>	Wright, Patrick M.	PhD, Michigan State University (Organizational Behavior)	Graduate Coursework Form
MGMT 733 <i>Technology and Innovation Mgmt</i>	Cardinal, Laura B.	PhD, University of Texas at Austin (Management)	
MGMT 770 <i>Competing Through People</i>	Korsgaard, Mary A.	PhD, New York University (Psychology/Industrial Organization)	Graduate Coursework Form
MGMT 770 <i>Competing Through People</i>	Ravlin, Elizabeth C.	PhD, Carnegie Mellon University (Industrial Administration - Organizational Psychology & Theory)	Graduate Coursework Form
MGMT 770 <i>Competing Through People</i>	Thatcher, Sherry M.	PhD, University of Pennsylvania (Management)	

Course	Primary Instructor	Highest Degree Earned	Additional Documentation (ACAF 1.20)
MGMT 778 <i>Small Business Management</i>	Sekley, Kenneth S.	MBA, Harvard University	Alternative Credentials Form
MGMT 780 <i>Entrepreneurial Finance</i>	Iarossi, Juliana	DBA, Georgia State University	Graduate Coursework Form
MGMT 801 <i>HR and the Global Firm</i>	Dalzell, Julian C.	MS, Texas A&M University (Edu Human Resource Dev)	Alternative Credentials Form
MGSC 711 <i>Quant Methods in Business</i>	Whitcomb, Kathleen M.	PhD, University of Minnesota (Business Administration)	Graduate Coursework Form
MGSC 777 <i>Adv Quant Methods in Business</i>	Mumbower, Stacey M.	PhD, Georgia Institute of Technology (Civil Engineering)	Graduate Coursework Form
MGSC 790 <i>Data Resource Management</i>	Mumbower, Stacey M.	PhD, Georgia Institute of Technology (Civil Engineering)	Graduate Coursework Form
MGSC 791 <i>Operations Management</i>	Queenan, Carolyn C.	PhD, Georgia Institute of Technology (Management)	Graduate Coursework Form
MGSC 872 <i>Project Management</i>	Fry, Timothy D.	PhD, The University of Georgia (Business Administration)	Alternative Credentials Form
MKTG 707 <i>Product and Branding Policies</i>	Kindley, James T.	MBA, Harvard University	Alternative Credentials Form
MKTG 712 <i>Topics - Mktg Thght & Practice</i>	Quackenbos, Douglas	MIBS, University of South Carolina (International Business)	Alternative Credentials Form

Appendix

ACAF Policy 1.20

NUMBER: ACAF 1.20
SECTION: Academic Affairs
SUBJECT: Credential Verification for Instructors of Record
DATE: May 11, 2015
REVISED: September 2, 2016
Policy for: Columbia and Regional Campuses
Procedure for: Columbia and Regional Campuses
Authorized by: Executive Vice President for Academic Affairs and Provost
Issued by: Office of the Provost

I. Policy

The University of South Carolina is committed to recruiting, retaining, and promoting an outstanding faculty who demonstrate excellence in teaching, research, service, and outreach.

To ensure compliance with accreditation requirements regarding teaching faculty, the teaching credentials of all instructors of record must be systematically reviewed by the hiring authority at the time of hire and must meet all credential requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Additionally, credentials must be reviewed when an instructor of record is assigned to a course he or she has not previously taught.

The credentials of all instructors of record must be verified in accordance with this policy and its accompanying procedures.

A. Definitions

1. Campus Chief Academic Officer

The term "campus chief academic officer" is used throughout this policy and defined for each campus as follows:

- a. For the Columbia campus, the campus chief academic officer is the executive vice president for academic affairs and provost.
- b. For the Palmetto College (regional) campuses, the campus chief academic officer is the chancellor.

2. Instructor of Record

The term “instructor of record” is used throughout this policy and, as defined in ACAF 1.19 Instructor of Record, refers to the individual designated by the academic unit as responsible for the course, including developing its content, assignments, and grades. The instructor of record is the primary instructor on the class section record, identified as either “assigned instructor” or “instructor.”

This policy applies to all faculty and other academic personnel involved in instruction as defined by University Policy ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions. This also includes university staff assigned as instructors of record either as dual employment or as part of their staff appointment, and academic affiliates appointed in accordance with University Policy UNIV 2.50 Affiliate Appointments.

Additionally, this policy applies to academic administrators with academic appointments as defined by University Policy ACAF 1.01 Recruitment and Appointment of Academic Administrators. Examples of related positions include the provost, vice provosts, academic deans and associate deans, academic department chairs and academic program directors.

All instructors of record regardless of rank or type must meet the appropriate standards for credentials.

3. Course Department

The term “course department” is used throughout this policy to refer to the college, school, department, or program responsible for the oversight of a course and for the assignment of the instructor of record for the course. The “course department” is the college, school, department, or program in which a course originates.

4. Official Transcript

The term “official transcript” is used throughout this policy to refer to a transcript that is printed on the institution’s official letterhead or transcript stationary, and includes the name, official seal, and watermark or other identifier of the issuing institution; includes the signature of the appropriate authorizing agent (usually the Registrar) and date of issue; and, lists the type of degree, area of concentration, and date the degree was conferred (if the degree has been awarded).

Electronic transcripts are acceptable as long as these are received from the university granting the degree, or through a third party that is authorized to broker such transactions and that takes the responsibility for verifying the identities of both the issuing institution and the receiving institution.

B. Policy Oversight

On each campus, the chief academic officer is responsible for ensuring that each course department verifies the academic credentials of all instructors of record. The course department is responsible for documenting the credentials of the instructor of record, and keeping the documentation on file.

C. Credential Verification

1. Criteria for Credential Verification

Credential review on all campuses must be in accordance with the Southern Association of Colleges and Schools Commission on Colleges' Comprehensive Standard 3.7.1 of *The Principles of Accreditation*.

The criteria specify that when determining acceptable qualifications of its faculty, an institution should give primary consideration to the highest earned degree in the discipline. The minimum requirements for instructors of record are:

- a. Faculty teaching courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline)
- b. Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline
- c. Graduate teaching assistants: To be eligible to teach undergraduate courses, each graduate teaching assistant must provide an official transcript showing that a master's degree in the teaching discipline has been conferred. Otherwise, graduate teaching assistants must meet all of the following qualifications before they are eligible to teach: 1) 18 or more graduate semester hours in the teaching discipline as evidenced by coursework on a transcript, 2) direct supervision by a faculty member who is qualified to teach in the discipline, 3) regular in-service training, which may be in the form of a course taken simultaneously or prior to teaching, and 4) planned and periodic evaluations by a faculty member in the discipline.

2. Alternative Credentialing

When the credentials of the instructor of record do not meet the minimum requirements as outlined above, but the prospective instructor possesses outstanding professional experience or demonstrated contributions to the teaching discipline, the individual may be alternatively credentialed.

In cases of alternative credentialing, the course department must explain and provide documentation of the instructor's alternate qualification(s) to teach a course or courses. These may include, but are not limited to, work or research experience,

professional licensure or certification, non-credit professional development courses, or other specialized training. Sufficient objective documentation to support outstanding experience and demonstrated contributions is required to warrant consideration and must be kept up to date and maintained by the course department as long as the individual is in an active teaching role within the department.

3. Required Review at Time of Hire or Appointment

Verification of required credentials as described in section I.C.1. must occur at time of hire for all new instructors of record. In the case of academic affiliates, credentials must be reviewed at the time of appointment.

4. Required Review for New Class Assignment

Verification of required credentials as described in section I.C.1. must occur when an established instructor of record is assigned to teach a class not previously taught by the individual. This includes classes both within and outside the instructor's normal teaching discipline.

5. Per-Course Review Requirement

Credential verification for eligibility to teach a course must be considered on a per-course basis regardless of the instructor's full- or part-time standing. It is possible that the highest earned degree in a discipline may be sufficient to credential an instructor for the majority of his or her classes, while alternative credentialing may be necessary for a particular class taught outside the degree discipline.

6. Joint Appointment Status

If an individual will be serving as the instructor of record for more than one academic unit or campus, his or her eligibility and credentialing should be reviewed and processed by course for each academic unit or campus as if the instructor were not working for the University in any other capacity.

7. ROTC Instructors

ROTC instructors are provided to the university through the military. The university provides them with courtesy appointments and credentials their instruction provided they have a master's degree or higher, have completed appropriate military programs, or have accumulated substantial and relevant experience. As with other instructors of record, credentials for ROTC instructors must be submitted upon appointment.

8. Credential Documents

Each instructor of record must have an official transcript and curriculum vitae on file with the course department(s) for which he or she is teaching. Instructors of record who are alternatively credentialed and, therefore, do not have a transcript on file, still must submit a curriculum vitae along with their other supporting materials. Credential documentation for each instructor of record must be maintained by the course department for as long as the individual is in an active teaching role. In the case of an instructor of record teaching a course outside his or her home department, the secondary course department does not need to keep an official transcript and curriculum vitae on file if it has ensured these documents are on file with the instructor's home department and can be easily accessed, if needed.

- a. Official Transcripts: An individual's credentials should include an official transcript showing the highest degree conferred in the teaching discipline, or the highest degree conferred with 18+ graduate hours in the teaching discipline. Undergraduate and other graduate transcripts are not required unless they are being used for alternative credentialing.

Official transcripts must be sent from the issuing institution directly to the instructor's department chair, college or school dean, program director, or other appointed individual within the department, college, school, or program. Electronic transcripts, as outlined in section I.A.4., may be sent from a third party authorized to broker such transactions. A transcript sent directly to an instructor from an issuing institution is acceptable if the transcript is delivered to the instructor's department, college, school, or program in an envelope addressed and sealed by the issuing institution. The department, college, school, or program must keep a record of the receipt of the transcript in the instructor's file to show that the transcript was received directly from the issuing institution, delivered by the instructor in an envelope addressed and sealed by the issuing institution, or through an authorized third party. If an official transcript is obtained prior to a degree being awarded, a second official transcript must be requested and submitted after the degree is conferred.

Graduate teaching assistants who do not hold a master's degree in the teaching discipline, and who are currently enrolled at the University of South Carolina, may submit an unofficial transcript (i.e., advising transcript) showing the completion of 18+ hours in the teaching discipline. If a teaching assistant graduates and is re-hired as an instructor, an official University of South Carolina transcript showing the conferred degree must be requested.

- b. Curriculum Vitae: A curriculum vitae must be on file in the course department, or readily available online, for each instructor of record. This requirement includes graduate teaching assistants, professional staff who teach credit-bearing courses, adjuncts, and individuals not employed by the University of South Carolina but who are listed as instructors of record.

Each course department is responsible for ensuring curricula vitae are periodically updated.

- c. Alternative Credentialing Documents: When the assignment of an instructor of record is justified by means other than those outlined in I.C.1., supporting documentation is needed to explain the instructor's qualifications to teach the course. Documentation should be periodically reviewed and kept up to date for as long as the instructor is teaching the course for which he or she is being alternatively credentialed.
- d. Foreign Credentials: Non-U.S. academic credentials must be evaluated for equivalency to U.S. accredited coursework by a University-approved foreign credential evaluator, and the evaluation submitted with the instructor's transcript or proof of degree. The transcript and other applicable academic records should be accompanied by a notarized translation, if not in English.

II. Procedures

A. Responsibility for Implementation

1. On the Columbia campus, the Provost delegates responsibility for implementation of this policy, including credential verification, to the Columbia campus college and school deans. In cases where a course is offered by a department outside the purview of the college and school deans, responsibility for implementation and credential verification is delegated to the Senior Administrator of the department offering the course.
2. On the Palmetto College campuses, the chancellor delegates responsibility for implementation of this policy, including credential verification, to the campus deans.

B. Verifying Credentials of Instructors of Record

Each person responsible for implementing this policy, as defined in section II.A., should establish his or her own procedures for verifying credentials of instructors of record within his or her college, school, department, or program. Credentials should be verified upon hire for new instructors of record, and before new courses are assigned to continuing instructors of record. Credential documentation must be maintained by course departments as long as the individual is in an active teaching role within the department.

C. Documenting Alternate Credentials, Related Coursework, and Graduate Teaching Assistant Qualifications

When documenting an instructor of record's alternate teaching credentials, 18+ hours in the teaching discipline (for instructors of record without a degree in the teaching

discipline), or qualifications to teach as a graduate teaching assistant, the course department must explain and provide documentation showing the instructor's credentials. Course departments should use the Alternate Credentials, Graduate Coursework, and Graduate Teaching Assistant forms available on the Office of Institutional Research, Assessment and Analytics' (OIRAA) [Faculty Credentials for SACSCOC](#) website.

D. Submitting Faculty Credential Documentation for the SACSCOC Faculty Roster

SACSCOC requires each of its accredited institutions to report the qualifications of its teaching faculty using the SACSCOC Faculty Roster form. The Faculty Roster includes the names of all instructors of record during a given semester or semesters, a list of courses they are teaching, and their qualifications for teaching those courses.

Each person responsible for implementing this policy, as defined in section II.A., must ensure that proper credential documentation for each instructor of record is submitted to the office responsible for creating the SACSCOC Faculty Roster for his or her campus.

1. On the Columbia campus, credential documentation (i.e., official transcripts, and documentation forms and supporting materials, if applicable) should be submitted to the Human Resources representative within the instructor's home college or school. Credential documentation for an instructor of record teaching a course outside the purview of his or her home college or school, or for an instructor of record teaching a course administratively housed outside a college or school (e.g., University 101), should be submitted to the Human Resources representative within the college, school, or program offering the course. The Human Resources representative will then forward the documentation to the Office of Institutional Research, Assessment and Analytics (OIRAA). All credential documents relevant to courses being taught should be on file in the course department and with OIRAA by the midpoint of term or part of term. Refer to the [Faculty Credentials for SACSCOC](#) page on the OIRAA website for more information, and to access the forms that must be used when documenting alternate credentials, 18+ hours of coursework in the teaching discipline (for instructors of record without a degree in the teaching discipline), and graduate teaching assistant qualifications.
2. On the Palmetto College campuses, credential documentation (i.e., official transcripts, and documentation forms and supporting materials, if applicable) should be submitted to the campus Dean's office. The Dean's office will forward the documentation to the Office of Institutional Research, Assessment and Analytics (OIRAA) on the Columbia campus. All credential documents relevant to courses being taught should be on file in the course department and with OIRAA by the midpoint of term or part of term. Refer to the [Faculty Credentials for SACSCOC](#) page on the OIRAA website for more information, and to access the forms that must be used when documenting alternate credentials, 18+ hours of coursework in the teaching discipline (for instructors of record without a degree in the teaching discipline), and graduate teaching assistant qualifications.

III. Related Policies

Southern Association of Colleges and Schools, *Principles of Accreditation*, Comprehensive Standard 3.7.1.

University Policy ACAF 1.00 Recruitment and Appointment of Tenured, Tenure-Track and Non-Tenure-Track Faculty

University Policy ACAF 1.01 Recruitment and Appointment of Academic Administrators

University Policy ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions

University Policy ACAF 1.16 Non-Tenure Track Faculty

University Policy ACAF 1.19 Instructor of Record

University Policy ACAF 4.00 Graduate Assistantships

University Policy UNIV 2.50 Affiliate Appointments

IV. Resources

[Faculty Credentials for SACSCOC](#)

V. Reasons for Revision

The policy was updated to clarify definitions of terms; requirements regarding curricula vitae and non-U.S. credentials; procedures for documenting alternate credentials, related coursework, and graduate teaching assistant qualifications; and, procedures for submitting credential documentation for the SACSCOC Faculty Roster. Additionally, new references to related policies were added, the list of campuses to which this policy applies were updated, and changes were made to reflect the renaming of the Office of Institutional Research, Assessment and Analytics (OIRAA).

Faculty Alternative Credential Forms



Instructor of Record Qualifications
Alternate Credentials

Instructor of Record's name Jim Austin

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when an instructor of record is being credentialed based on qualifications other than academic degree in the teaching discipline, graduate coursework, or status as a graduate teaching assistant. Credentials will most likely include work experience, research, certification, or licenses related to course subject matter, but may also include other experiences that make the instructor uniquely qualified to teach the course(s) listed below.

Please list the course(s) for which alternate credentials are being submitted, and describe the credentials that qualify the instructor to teach the course(s). The justification statement should be thorough and written so that readers outside of the teaching discipline can understand the instructor's qualifications. When possible, please describe the learning outcomes of the course(s) and how those outcomes relate to the instructor's qualifications. *Documentation supporting stated credentials must be submitted with this form.*

Course Dept(s)/Number(s)	Course Title(s)
Finance/FINA 756	Financial Statement Analysis
Justification Statement	
<p>Jim Austin has been a CPA for over 37 years. As a part of his certificate, he is required to obtain 40 hours of continuing education each year, which he has met. He has five years of experience with KPMG. Jim's last job in the financial service industry was as CFO for Southern First Bank. This is a bank that he helped organized and grew to over \$850 million and was the CFO for 11 years. During this time, he was responsible for the following areas: accounting, investing, interest sensitivity, human resources, IT, compliance, and loan and deposit operations. After five years of working with KPMG, in which he was responsible for the audit and preparation of financial statements, during the next 27 years, Jim had the primary responsibility for preparing all the financial statements for the various companies, in which I was employed. During approximately 20 years of the 27 years, the companies he worked with were required to file all public financial statements with the Securities and Exchange Commission. All of their financial reporting requirements were met.</p> <p>The learning outcomes for FINA 756 relates to the instructor's qualifications as this course focuses on the analysis of financial statements for profitability, cash flow and risk assessment and for firm and segment valuation. Financial concepts such as Time Value of Money, Present Value, Future Value, Annuity Calculations, Amortizations, Bond Valuations, Stock Valuations, Weighted Average Cost of Capital Calculations are presented in this course.</p>	

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

Jim Austin

JUN 15 2018

Signature of College or School Dean/Representative

Date



Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name Kealy Carter

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when the instructor of record for an undergraduate course holds a graduate degree outside the teaching discipline, but has completed at least 18 hours of relevant graduate coursework.


Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

Marketing; MKTG 701 Marketing Management
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Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
DMSB 716	Global Marketing Management	3
MKTG 705	Quantitative Methods in Business	3
MKTG 707	Product and Branding Policies	3
MKTG 712	Topics in Marketing Thought and Practice	3
MKTG 850	Research Methods and Philosophies in Marketing	3
MKTG 851	Concepts and Theories in Consumer Research	3
MKTG 852	Current Topics in Consumer Research	3
MKTG 858	Seminar in Marketing Strategy I	3

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.


Signature of College or School Dean/Representative

JUN 19 2018
Date



Instructor of Record Qualifications
Alternate Credentials

Instructor of Record's name Julian Dalzell

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when an instructor of record is being credentialed based on qualifications other than academic degree in the teaching discipline, graduate coursework, or status as a graduate teaching assistant. Credentials will most likely include work experience, research, certification, or licenses related to course subject matter, but may also include other experiences that make the instructor uniquely qualified to teach the course(s) listed below.

Please list the course(s) for which alternate credentials are being submitted, and describe the credentials that qualify the instructor to teach the course(s). The justification statement should be thorough and written so that readers outside of the teaching discipline can understand the instructor's qualifications. When possible, please describe the learning outcomes of the course(s) and how those outcomes relate to the instructor's qualifications. *Documentation supporting stated credentials must be submitted with this form.*

Course Dept(s)/Number(s)	Course Title(s)
International Business/MGMT 801	Human Resources and the Global Firm
Justification Statement	
<p>Julian Dalzell has spent a total of 43 years working for Shell in 3 continents and 5 countries. Of that time, more than 35 were full time Human Resources roles. In addition to specialist roles in Compensation, Labor Relations and Career Development, he has held senior general management positions based in the US, United Kingdom, Malaysia and Singapore. Julian has held two Regional Roles running HR for North America (2006 to 2010) and Asia-Pacific-Middle East (2003-2004). In addition, to two holding two global HR Management roles as VPHR Shell Trading (2000-2003) and Supply and Distribution (2005). Julian has taken: Career Development in Human Resources Development (EHRD 613), Training Task Analysis (EHRD 622), Training and Development in Human Resources Development (EHRD 372), Program Development in Adult Education (EHRD 642), Organizational Development and Performance in Human Resources Development (EHRD 625), and Change Theory (EHRD 624) at TAMU University.</p> <p>The learning outcomes for MGMT 801 correlate to the instructor's qualifications student's must be able to describe some of the complexities and nuances of managing Human Resources across national borders, manage the material differences between domestic and international HR, incorporate the impact of culture on the design and delivery of HR processes, comprehend how multinational companies manage their workforce internationally, and deal with the barriers and enablers of Global HR strategies.</p>	

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

Julian Dalzell

JUN 15 2018

Signature of College or School Dean/Representative

Date



Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name Kirk Fiedler

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when the instructor of record for an undergraduate course holds a graduate degree outside the teaching discipline, but has completed at least 18 hours of relevant graduate coursework.

Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

Management Science; MGSC 796 Information Systems

Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
BA ACC 311	Management Control Systems	3
BA MIS 312	Foundations of Information Systems Research	3
H&SS 702	Behavioral Decision Making	3
BA MIS 311	Current Issues in IS Research	3
BA MIS 314	Systems Change and Organization Development	3
BA MIS 399	Readings in Management Information Systems	3

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

JUN 19 2018

Signature of College or School Dean/Representative

Date



Instructor of Record Qualifications
Alternate Credentials

Instructor of Record's name Timothy Fry

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when an instructor of record is being credentialed based on qualifications other than academic degree in the teaching discipline, graduate coursework, or status as a graduate teaching assistant. Credentials will most likely include work experience, research, certification, or licenses related to course subject matter, but may also include other experiences that make the instructor uniquely qualified to teach the course(s) listed below.

Please list the course(s) for which alternate credentials are being submitted, and describe the credentials that qualify the instructor to teach the course(s). The justification statement should be thorough and written so that readers outside of the teaching discipline can understand the instructor's qualifications. When possible, please describe the learning outcomes of the course(s) and how those outcomes relate to the instructor's qualifications. *Documentation supporting stated credentials must be submitted with this form.*

Course Dept(s)/Number(s)	Course Title(s)
MGSC 872	Project Management

Justification Statement

During the time Dr. Fry completed his Ph.D. Project Management had yet to develop into the discipline that it is today, so he was not able to take many specific courses in the topic area. However, in addition to taking MS 805 and MAN 820, which involved basic and advanced project management topics during his Ph.D. coursework, Dr. Fry has also consulted with several companies on the project management processes, for example; Macron Tools, SRS at the Savannah River Project, and Macke Truck. He has personally managed over 20 Acquisition and Development projects with a total expenditure exceeding over 20 million dollars. He owned and was President of Metz Construction during which time many grading, utilities, and infrastructure projects in and around Columbia were completed. His responsibilities included the scheduling and budgeting aspects of these projects as well as monitoring of progress.

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

JUN 19 2018

Signature of College or School Dean/Representative

Date



Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name William Hauk

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when the instructor of record for an undergraduate course holds a graduate degree outside the teaching discipline, but has completed at least 18 hours of relevant graduate coursework.

Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

International Business; IBUS 701 International Financial Management; ECON 760 International Trade, Theory and Policy
--

Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
Business 600E	Fundamentals of Microeconomic Analysis	3
Business 601E	Microeconomic Analysis	3
MGTECON 602	Info, Contracts, and Orgs	3
POLECON 686	Political Macroeconomics	3
PoliSci 243C	Theory of International Political Economy	3
Dissertation	The Pollical Economy... Includes a section on International Trade	

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

James

JUN 19 2018

Signature of College or School Dean/Representative

Date



Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name Juliana Iarossi

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when the instructor of record for an undergraduate course holds a graduate degree outside the teaching discipline, but has completed at least 18 hours of relevant graduate coursework.

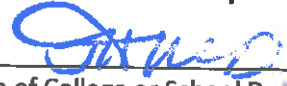
Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

Management; MGMT 780/FINA 780 Entrepreneurial Finance and the Economics of Emerging Ventures

Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
EDB 9060	Global Economic Systems & Issues	3
EDB 9040	Emerging Markets Global Models	3
EDB 9030	Theory and Practice of Collective Action	3
FINA 5311	Business Financial Management	3
FINA 5324	Finance Theory	3
FINA 5322	Advance Finance Problems	3

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.


Signature of College or School Dean/Representative

JUN 15 2018
Date



Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name Ramkumar Janakiraman

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when the instructor of record for an undergraduate course holds a graduate degree outside the teaching discipline, but has completed at least 18 hours of relevant graduate coursework.

Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

Marketing Analytics

Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
GSBA 603	Empirical Research Methods I	3.0
GSBA 604	Empirical Research Methods II	3.0
MKT 612A	Behavioral Sciences Seminar	3.0
IOM 531	Web-Based Computing	3.0
COMM 556	Advanced Communication Research IV	4.0
GSBA 605	Empirical Research Methods III	3.0
MKT 613B	Quantitative Models Seminar	3.0
MKT 614	Advanced Research Methods in Marketing	3.0
ECON 511	Econometric Methods	4.0
ECON 613	Economic and Financial Time Series I	4.0

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

Signature of College or School Dean/Representative

6-21-2018

Date



Instructor of Record Qualifications
Alternate Credentials

Instructor of Record's name James Kindley

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when an instructor of record is being credentialed based on qualifications other than academic degree in the teaching discipline, graduate coursework, or status as a graduate teaching assistant. Credentials will most likely include work experience, research, certification, or licenses related to course subject matter, but may also include other experiences that make the instructor uniquely qualified to teach the course(s) listed below.

Please list the course(s) for which alternate credentials are being submitted, and describe the credentials that qualify the instructor to teach the course(s). The justification statement should be thorough and written so that readers outside of the teaching discipline can understand the instructor's qualifications. When possible, please describe the learning outcomes of the course(s) and how those outcomes relate to the instructor's qualifications. *Documentation supporting stated credentials must be submitted with this form.*

Course Dept(s)/Number(s)	Course Title(s)
MKTG 707	Product and Branding Policies

Justification Statement

Mr. Kindley has helped develop and market numerous successful consumer products for companies such as Rubbermaid, Bissell, Williamson-Dickie, American Pottery, and Base4. He has been a founder or co-founder of three consumer products firms. He is presently assisting several companies with their new product development and marketing efforts as a consultant. He holds over fifteen patents related to the above.

Mr. Kindley served on the board of Williamson-Dickie Manufacturing Company from 2000 to 2017 when it was sold to VF Corporation. He currently is an advisor to several small, early-stage enterprises. He has taught a variety of marketing courses since 1996 at SMU, College of Charleston, University of Missouri, and University of South Carolina, and has received 8 teaching awards.

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

JUN 19 2018

Signature of College or School Dean/Representative

Date



Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name Mary Audrey Korsgaard

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when the instructor of record for an undergraduate course holds a graduate degree outside the teaching discipline, but has completed at least 18 hours of relevant graduate coursework.

Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

Management; MGMT 770 Competing Through People

Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
G89 2241	Work Attititudes	3
G89 2242	Personal Selection and Evaluation	3
G89 2298	Management Identification and Development	3
G89 2216	Theories of Social Psychology	3
G89 2256	Psychology of Group Behavior	3
G89 2291	Foundations of Social Cognition	3

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are **complete and accurate.**

Mary Korsgaard

JUN 19 2018

Signature of College or School Dean/Representative

Date



Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name Tatiana Kostova

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when the instructor of record for an undergraduate course holds a graduate degree outside the teaching discipline, but has completed at least 18 hours of relevant graduate coursework.

Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

International Business; IBUS 703 International Management

Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
MGMT 8101	Strategic Management	3
MGMT 8301	Organizational Behavior	3
MGMT 8302	Organization Theory	3
MGMT 8201	Foundations of Business, Government and Society	3
SOC 8215	Social Psychology	3
PSY 5705	Work Motivation	3

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

Signature of College or School Dean/Representative

JUN 15 2018

Date



Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name Chuck Kwok

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when the instructor of record for an undergraduate course holds a graduate degree outside the teaching discipline, but has completed at least 18 hours of relevant graduate coursework.

Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

International Business; IBUS 701 International Financial Management

Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
BA 385T	Capital Management	3
ECO 397	Foreign Investments and Multinationals	3
FIN S397	Investment Theory and Management –Quantitative	3
FIN 394	Quantitative Corporate Finance	3
IB 395	Macro-Environ-International Business	3
IB 395	Multinational Business Finance	3

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

James

JUN 15 2018

Signature of College or School Dean/Representative

Date



Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name Robert Lipe

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when the instructor of record for an undergraduate course holds a graduate degree outside the teaching discipline, but has completed at least 18 hours of relevant graduate coursework.

Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

Accounting; ACCT 728 Financial Accounting; ACCT 729 Managerial Accounting

Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
GSBC 315	Accounting for Managerial Decision Making	3
GSBC 419	Economic Analysis of Accounting	3
GSBC 430	Financial Statement Analysis	3
GSBC 611	Seminar in Accounting Theory	3
GSBC 333	Corporate Finance	3
GSBC 301	Applied Micro Analysis-1	3
GSBC 302	Applied Micro Analysis-2	3

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.



Signature of College or School Dean/Representative

JUN 19 2018

Date



Instructor of Record Qualifications
Alternate Credentials

Instructor of Record's name William Magrogen

College/School submitting documentation Darla Moore School of Business

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Course Dept(s)/Number(s)	Course Title(s)
Accounting/ACCT 743;ACCT 741	Accounting for Managerial Control; Managing Risk in Multi-Nationals
Justification Statement	
<p>Bill Magrogen consulted to aerospace and government executives on international program investment decisions for major hardware and software systems for 20 years. He has been teaching management accounting knowledge, skills and abilities in professional MBA programs since 1992 - at USC since 2012. Using risk-based simulations, his value-creating approaches optimized system cost-for-performance risks and enabled long-term sustainability. His career experience involved risk assessment relevant to value-creation and competitive practices, fact-based risk predictions and controls to assure future system performance, creating risk management models that support loss minimization, applying risk management to outsourcing decisions, decision support frameworks enabling liquidity, solvency, and sustainability, facilitating discussions with F-500 executive teams in facing business risk, dialogue with F-500 executives re specific business risk remediation's. The learning outcomes of the instructor's courses are related to assessing the theory of constraints (TOC) and the impacts on strategic cost management, applying control systems most appropriate for a given situation in a given entity, diagnosing pay-for-performance incentives and compensation systems, developing decision support frameworks re liquidity, solvency, and sustainability, facilitating discussions with executive teams in facing business risk, and applying information-centric business risk assessments and predictions.</p>	

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

Signature of College or School Dean/Representative

JUN 15 2018

Date



Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name Stacey Mumbower

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when the instructor of record for an undergraduate course holds a graduate degree outside the teaching discipline, but has completed at least 18 hours of relevant graduate coursework.

Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

Management Science; MGSC 790 Data Resource Management; MGSC 777; Advanced Business Analytics

Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
ISYE 6739	Statistical Methods	3
ISYE 6414	Regression Analysis	3
CEE 6622	Travel Demand Analysis	3
ISYE 7401	Adv. Statistical Modeling	3
ISYE 6413	Design and Analysis - Experiments	3
ISYE 7406	Data Mining and Stat Learn	3

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

JUN 19 2018

Signature of College or School Dean/Representative _____

Date _____



Instructor of Record Qualifications
Alternate Credentials

Instructor of Record's name Sarah Ostergaard

College/School submitting documentation Darla Moore School of Business

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Course Dept(s)/Number(s)	Course Title(s)
International Business/IBUS 700	Survey of International Business

Justification Statement

Sarah H. Ostergaard earned a J.D. focused on international business law from the University of Virginia and a B.A. with Distinction in Economics and Hispanic Studies from Connecticut College. She worked for Pricewaterhouse Coopers, LLC, in Transfer Pricing Economics, where she conducted functional analyses of corporate operations, performed economic comparisons, and drafted compliance memoranda justifying arms' length pricing. She practiced law in the International Trade division for the Washington, D.C. office of Baker & McKenzie, where she advised clients regarding export controls and economic sanctions, including compliance with the U.N. Oil for Food programme. Sarah has taught Legal Research and Writing at the law schools of Boston University and George Mason University, and published a paper about the WTO and its treatment of international taxation in the Notre Dame Journal of Legislation. Sarah is also the Chair of the Irmo High School Education Foundation, an independent 501(c)(3) nonprofit that supports academics at Irmo High School in Columbia, South Carolina.

The learning outcomes relates to the instructor's qualifications of understanding the global dimensions of business ad the effects of globalization on the MNC.

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.


Signature of College or School Dean/Representative

JUN 19 2018
Date



Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name Eric Powers

College/School submitting documentation Darla Moore School of Business

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Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

Finance; FINA 761 Advanced Financial Management

Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
15.416	Intro to Financial Economics	3
14.440	Advanced Financial Economics I	3
14.441	Advanced Financial Economics II	3
HAA-4860	Continuous Time Finance	3
14.382	Econometrics I	3
14.383	Econometrics	3

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

Signature of College or School Dean/Representative

JUN 19 2018

Date



Instructor of Record Qualifications
Alternate Credentials

Instructor of Record's name Douglas Quackenbos

College/School submitting documentation Darla Moore School of Business

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Course Dept(s)/Number(s)	Course Title(s)
Marketing/MKTG 712	Sales: Process, People, and Performance

Justification Statement

During a twenty-seven year professional career (twelve abroad), Doug Quackenbos worked in a variety of marketing (product and channel), sales and business development roles of increasing complexity and responsibility in industry-leading, industrial and commercial business-to-business firms, including Sonoco, Hilti, StanleyBlack&Decker, Newell Rubbermaid and JPW Industries (formerly Walter Meier (Manufacturing) Inc.) Specific career highlights include: responsibility for the launch of the DeWalt brand of power tools throughout Latin America and Italy; while at Hilti, participating in the development and implementation of a Bain & Co.- led strategic plan focusing on "Customers, Competencies and Concentration" and being chosen as strategic member of the Hilti group's European-wide Marketing training program; developing and implementing a multi-country, brand and SKU harmonization program for Newell Rubbermaid's home-decor division; and while at Walter Meier (Manufacturing) Inc./ JPW Industries restructuring and rebuilding the North American sales organization, and developing and leading an international expansion initiative, which ultimately led to the publication of a 2013 IMD case study in which he is the protagonist. Doug is a 1992 graduate of the University of South Carolina, MIBS program (International MBA) and a graduate of Stetson University.

Learning outcomes related to Doug's qualification includes an understanding of the theoretical and historical foundations that underlie the sales function, including the interface with marketing and the operations planning process, becoming familiar with current digital tools: CRM, Content Marketing, Mktg. & Sales automation and Data Analytics; as well as their impact on the

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

JUN 15 2018

Signature of College or School Dean/Representative

Date



Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name Carolyn Queenan

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when the instructor of record for an undergraduate course holds a graduate degree outside the teaching discipline, but has completed at least 18 hours of relevant graduate coursework.

Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

Management Science; MGSC 791 Operations Management

Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
ISYE 6411	Statistics	3
ISYE 6661	Optimization	3
ISYE 6761	Stochastic Processes	3
MGT 7350	Operations Strategy	3
MGT 7351	Operations Strategy II	3
MGT 6362	Supply Chain Modeling and Revenue Mgt	3

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.



Signature of College or School Dean/Representative

JUN 19 2018

Date



Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name Elizabeth C. Ravlin

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when the instructor of record for an undergraduate course holds a graduate degree outside the teaching discipline, but has completed at least 18 hours of relevant graduate coursework.

Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

Organizational Behavior; Management; Teams; Leadership

Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
45-898	Group Structure and Process	2.0(6)
47-901	Advanced Organizational Analysis	4.0(12)
85-841	Advanced Seminar in Social Psychology	3.0(9)
47-903	Advanced Seminar in Organizations	4.0(12)
45-892	Leadership and Motivation	2.0(6)
85-875	Advanced Seminar in Social Cognition	3.0(9)
47-908	Research Methods in Behavioral Science	4.0(12)
45-899	Organizational Design	2.0(6)

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

Elizabeth C. Ravlin

JUN 15 2018

Signature of College or School Dean/Representative

Date



Instructor of Record Qualifications
Alternate Credentials

Instructor of Record's name John Saleeby

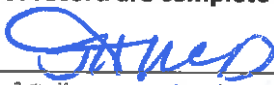
College/School submitting documentation Darla Moore School of Business

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Course Dept(s)/Number(s)	Course Title(s)
International Business/IBUS 735	International Mergers and Acquisitions
Justification Statement	
<p>John is employed by ABB Inc. as Vice President of Corporate Business Development for North America. ABB is a global, publicly traded leader in power and automation industries. In this role, he supports ABB's growth in the region through both organic and inorganic avenues, including Mergers & Acquisitions. His 13 years of experience in this role are preceded by nearly two decades of market strategy and business development experience at division and business unit levels. Additionally, he has been involved in various roles in a wide range of M&A transactions, including privately owned and publicly traded companies, both as a foreign company acquirer of businesses in North America and as an acquirer of businesses with global footprints. He has managed all phases of projects, from investment concept and thesis, to identification, approach, valuation, diligence, contracts, closing and integration planning activities. These factors correlate to the learning outcomes for IBUS 735 which includes applying common M&A processes and managing all phases of a typical internal and domestic acquisition, driving company focus on critical success factors, and proposing, screen and develop rationale and expectations for pre-transaction acquisitions.</p>	

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.


Signature of College or School Dean/Representative

JUN 15 2018
Date



Instructor of Record Qualifications
Alternate Credentials

Instructor of Record's name Ken Sekley

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when an instructor of record is being credentialed based on qualifications other than academic degree in the teaching discipline, graduate coursework, or status as a graduate teaching assistant. Credentials will most likely include work experience, research, certification, or licenses related to course subject matter, but may also include other experiences that make the instructor uniquely qualified to teach the course(s) listed below.

Please list the course(s) for which alternate credentials are being submitted, and describe the credentials that qualify the instructor to teach the course(s). The justification statement should be thorough and written so that readers outside of the teaching discipline can understand the instructor's qualifications. When possible, please describe the learning outcomes of the course(s) and how those outcomes relate to the instructor's qualifications. *Documentation supporting stated credentials must be submitted with this form.*

Course Dept(s)/Number(s)	Course Title(s)
Management/MGMT 778	Small Business Management

Justification Statement

Ken Sekley has over 35+ years in the field of business, which includes in senior management roles, in organizations which range from small entrepreneurial start-ups to Fortune 500 companies. For the past 10-years Ken has been a CEO at two mid-size businesses in the building materials industry. One of these businesses was a founder owned and operated company that Ken helped to transition to a 100% employee-owned ESOP. Currently he is president and CEO of Southland Log Homes, a portfolio company of a private investment firm, where he has exposure to automated design and manufacturing, online marketing and direct to consumer sales. In addition to finance, IT, and HR internal functions of the company. With "real-time" experience, Ken is highly capable of conveying general management challenges of starting up and managing a small business in today's market environment.

Additionally, Ken sits on the Board of Directors of TiO Home, a start-up home automation company, therefore, his current job functions and on-going activities are directly relevant to the experience and knowledge for teaching MGMT 778. These factors relate to the learning outcomes for MGMT 778, which includes developing a business model, industry and market analysis, organizational structure and business forms, sales and marketing, finance, operations, the business plan, and the growth and development of a small business.

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

JUN 15 2018

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Instructor of Record Qualifications
Alternate Credentials

Instructor of Record's name James Sheppard

College/School submitting documentation Darla Moore School of Business

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Course Dept(s)/Number(s)	Course Title(s)
Finance/FINA 773	Project Finance

Justification Statement

James Sheppard is an attorney and former investment banker who was previously co-head of the Global Project Finance Group at Bank of America. His experience includes structuring project finance loans and bonds, as well as managing the syndication of project finance bank loans. As a consultant, he has worked extensively with development agencies, including the World Bank, the United Nations, the African Development Bank, and the Millennium Challenge Corporation, and he continues to work as a financial advisor to private sector clients. Currently, he is corporate counsel for a solar energy development firm headquartered in Raleigh, NC. He is also a consultant to the World Bank, writing an extensive paper to advise development country government officials regarding the proper use of government guarantees for infrastructure projects. Finally, he is arranging financing for a firm headquartered in Lexington, SC for a series of projects to remediate coal ash produced by coal-fired electric power plants.

The learning outcomes related to the instructor's qualifications include, the analyzing of business opportunities for their potential to be structured as a project financing, analyzing the risks entailed by various forms of project and project financial structures, model a project financing, assess alternative project financing strategies, and understanding how transactions are priced and be able to price a transaction (within the classroom constraint of assumed market conditions).

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

JUN 15 2018

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Instructor of Record Qualifications
Alternate Credentials

Instructor of Record's name Joel Stevenson
 College/School submitting documentation Darla Moore School of Business

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Course Dept(s)/Number(s)	Course Title(s)
Management/MGMT 777	Innovation/Entrepreneurship Specialization
Justification Statement	
<p>Over the past 30-years, Joel Stevenson started, grew and sold four companies during his business career, two to private investors, one to the public and one to a Fortune 500 company. He was president of two of his companies, and vice president of two, additionally, he started the incubator, founded here at the University of South Carolina. According to the Department of Commerce it became the largest incubator in the State of SC, the model for the state. With a strong background in innovation and entrepreneurship, Joel's past business ventures is directly relevant for teaching MGMT 777.</p> <p>The learning outcomes related to the instructor's qualifications is to present entrepreneurship in both theoretical and practical terms. In the belief that "there is nothing more practical than a good theory," an examination of entrepreneurship focusing on how opportunities are discovered, the conditions of markets and industries that must be weighed in choosing to enter them, and the resources needed by the entrepreneur to establish a new venture and build it into a successful enterprise. Students will need to use knowledge and techniques learned in other courses, much as a startup entrepreneur must know something about almost everything involved in his business.</p>	

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

JUN 15 2018

Signature of College or School Dean/Representative

Date



Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name Kathleen Whitcomb

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when the instructor of record for an undergraduate course holds a graduate degree outside the teaching discipline, but has completed at least 18 hours of relevant graduate coursework.

Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

Management Science; MGSC 711 Quantitative Methods

Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
STAT 5121	Statistical Theory I	3
STAT 5122	Statistical Theory II	3
STAT 5271	Bayesian Decision Making	3
DSCI 8530	Regression Analysis	3
DSCI 8550	Applied Simulation Methods	3
DSCI 8025E	Decision Science Information Systems	3

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

JUN 15 2018

Signature of College or School Dean/Representative

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Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name Patrick Wright

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when the instructor of record for an undergraduate course holds a graduate degree outside the teaching discipline, but has completed at least 18 hours of relevant graduate coursework.


Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

Management; MGMT 732 Learning with Leaders; MGMT 726 Business Strategy and HR

Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
PSY 815	Advanced Industrial Psychology	3
MGT 907	Seminar in Organizational Behavior	3
LIR 825	Employee Compensation and Incentives	3
LIR 826	Organizational Development	3
MGT 833	Decision Making Models	3
MGT 908	Seminar in Organization Theory	3
MTA 805	Modern Theories of Strategy	3
FIN 889	Financial Decision Making	3
ECO 803	Managerial Economics	3
MGT 807	Administrative Policy	3

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.



Signature of College or School Dean/Representative

JUN 19 2018

Date



Instructor of Record Qualifications
Graduate Coursework

Instructor of Record's name Chris Yenkey

College/School submitting documentation Darla Moore School of Business

In accordance with the policies and procedures set forth in ACAF 1.20, this form should be used when the instructor of record for an undergraduate course holds a graduate degree outside the teaching discipline, but has completed at least 18 hours of relevant graduate coursework.

Teaching discipline(s) in which the instructor is qualified to teach, based on courses listed in the table below:

International Business; IBUS 719 Social Networks and Global Leadership

Please list specific graduate coursework that qualifies the instructor to teach courses in the discipline(s) listed above. *Please attach transcript(s) showing completed courses and hours earned.*

Course Dept/Number	Course Title	Credit Hrs
SOC 555	Inst Network and Economy	3
SOC 646	Economic Sociology	3
SOC 501	Basic Problems in Sociology I	3
SOC 518	Social Inequality	3
SOC 506	Research Method II	3
SOC 502	Basic Problems in Sociology II	3

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

JUN 15 2018

Signature of College or School Dean/Representative

Date



Instructor of Record Qualifications
Alternate Credentials

Instructor of Record's name Daniel Zankman

College/School submitting documentation Darla Moore School of Business

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Course Dept(s)/Number(s)	Course Title(s)
Management/BADM 790	Strategic Dealmaking
Justification Statement	
<p>Daniel Zankman, is the Vice President, of Global Client Pursuits, DXC.technology, a \$20B corporation formerly known as Hewlett Packard Enterprise. He is taken six specific (18-credits) MBA courses that has prepared him to be effective in teaching in the area of teaching strategic dealmaking. These courses include: GSM OB714 HUM BEHAV ORG, GSM OB846S TECH & ORG CHNG, GSM MK723 MARKETING MGMT, MG833 COMPETITOR ANALYSIS, GSM MG852 STRT NEW VENTURES, GSM MK859 INDUSTRIAL MARKET STRATEGY</p> <p>The learning outcomes as they relate to the instructor's qualifications place emphasizes on existing background and awareness of the problems and opportunities involved in managing large business growth opportunities and expanding market share. Analytical tools, live role playing opportunities and case discussion of strategic dealmaking issues will be major component and as a result, students will be able to: identify, share, and understand the strategies and actions which lead to substantive business growth, explore the underlying psychological constructs of the deal, while analyzing the client, the competitors and the company in which student's work. Additionally, develop students' capabilities in areas deemed critical to their future success as managers and leaders. General Managers, salespeople and entrepreneurs will gain insight into how a business grows and prospers as a result of dealmaking and client centricity.</p>	

I attest that, to the best of my knowledge, the information and documentation being submitted for this instructor of record are complete and accurate.

Daniel Zankman

JUN 15 2018

Signature of College or School Dean/Representative

Date