NEW PROGRAM PROPOSAL EXECUTIVE SUMMARY

Executive Doctorate of Business Administration [CIP Code: 52.0201]

College of Charleston [Site Code: 50204]

A. SUMMARY:

The College of Charleston (CofC) intends to enhance its graduate program offerings in Executive Business Administration by introducing an Executive Doctorate of Business Administration (EDBA) program, which will complement its existing Executive Master of Business Administration (EMBA) program. The program is specifically tailored for middle—to senior-level executives who aspire to advance in their careers by obtaining a terminal degree that provides an opportunity to teach in higher education and to secure an advanced credential to work as consultants in their current industry. Admission to the EDBA program requires candidates to submit a resume or CV that highlights a minimum of 10 years of relevant post-baccalaureate work experience and an earned Master's degree, preferably an MBA or comparable graduate degree. The EDBA program presents numerous distinguishing features, including competitively priced tuition, a prime location in Charleston, South Carolina, strong backing from prominent businesses in the region, enhanced accessibility facilitated by a mixed-format pedagogical approach, and intentionally structured interactions between cohorts. The proposed EDBA program will be the first of its kind in South Carolina. It is designed specifically for middle- to executive-level professionals for whom traditional doctorate programs are impractical. The EDBA trains graduates in practical knowledge, methodologies, and application, whereas the Ph.D. focuses more on theoretical advancements in the field of Business Administration. Currently, South Carolina has four Ph.D. programs in Business Administration, but no institution, public or private, offers presently a DBA or EDBA in the state of South Carolina.

The Executive Doctorate in Business Administration at CofC is a terminal degree program that requires a commitment of three to four years for completion. All students enrolled in the EDBA program are required to earn a total of 55 credit hours. Additionally, the successful defense of a dissertation is a major requirement for completing the degree program. The program will require two new full-time faculty members to be hired over three years. Prospective faculty must hold a Ph.D. in Business Administration or a DBA. The EDBA program intends to enroll 12 students in the Fall 2026 cohort, with instruction delivered through a blended/hybrid modality with 50% or more online. Implementation of the program is anticipated to begin in Fall 2025.

B. UNIVERSITY ENROLLMENT:

Graduate in-state: 880 (83%)	**Graduate out-of-state:** 168 (16%)

*Fall 2023 provisional enrollment data

C. ENROLLMENT PROJECTS:

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2026	12	12	12
2027	24	24	24
2028	36	36	36
2029	36	36	36
2030	36	36	36

The Executive Doctorate in Business Administration (EDBA) program forecasts an inaugural cohort of 12 students for the Fall, Spring, and Summer semesters of 2026. Future cohorts are expected to grow by an additional 12 students each academic year from 2026 to 2028. Enrollment is expected to maintain 36 students per academic year for subsequent years 2029 and 2030.

D. INDUSTRY-RELATED OCCUPATIONAL WAGES AND PROJECTIONS IN SOUTH CAROLINA

Occupation	State		National		Data Type and Source
	Expected Number of Jobs (2022)	Employment Projection (2032)	Expected Number of Jobs (2024)	Employment Projection (2032)	
Chief Executive Officer	908	1,841			Lightcast
General Operations Manager	7,112	30,158			Lightcast
Financial Management	4,572	4,707			Lightcast
Management Analysis	3,354	7,134			Lightcast
Total Number	15,946	43,840	1,370,000	6,700,000	Lightcast

Research on the demand for professionals with a Doctorate of Business Administration (DBA) has yielded information regarding the current market needs and EDBA program offerings. Only 34 U.S. Executive Doctorate of Business Administration (EDBA) programs are members of the Executive Doctorate of Business Administration Council (EDBAC), and none are in South Carolina.

In September 2023, a web analysis using SEMRush was conducted to understand the demand for these programs better. The analysis revealed approximately 7,800 searches per month for Doctorates of

Business Administration worldwide. Of these, about 1,600 searches occur within the U.S., with 30 searches from South Carolina, 90 from North Carolina, and 90 from Georgia. This indicates a clear demand for an Executive DBA program in the region; however, no institution in South Carolina currently offers such a program.

E. CHE STAFF STAGES OF CONSIDERATION

Considerations	Date	Comments
Program proposal received	9/30/2024	The original proposal was received via email and assigned to a lead reviewer and second reader.
Summary of staff comments, responses, and versions	10/02/2024	Revision request V1 included: • Included site code. • Specify the years of experience required as part of admission requirements. • Clarify teaching opportunities available to EDBA graduates. • Clarify distinctions between DBA and EDBA. What are the differences between an EDBA and a Ph.D.? • Is the program open to students outside of Business Administration? • Define: "White-Glove" features. • Provide letters from Charleston area businesses and regional businesses who have expressed interest in employees pursuing an EDBA. • Clarify minimum admissions requirements. Are applicants with a Master's degree outside of • Business Administration acceptable candidates for admission? • Will the CofC offer prerequisite courses for students lacking Business Administration coursework? • Provide statistical data to support the information presented regarding graduate employment numbers. • Is an EDBA academically equivalent to the Ed.D. and Ph.D.? • Is an MBA a terminal degree? • None of the faculty hold a DBA or Ph.D. in Business Administration. All faculty hold terminal degrees in business adjacent degrees. • What is the job title of support staff? Is the position full-time or part-time? • The estimated cost analysis does not align with the budget narrative. • Where are the salaries for the Operations Manager and support person (listed on page 18)?

		• Does the total represent the projected salaries for new faculty and administrative personnel for 2025 through 2028? • Add the financial information to the cost analysis. • Provide the positions' salary information in the budget narrative chart. • Add position salary information in the budget narrative chart. • The Cost on the chart seems very low; reassess the numbers. • Include fees for AACSB in the budget narrative. • The table listing current faculty members does not include a faculty member with a Ph.D. in Business Administration. Revision request V2 included: 10/30/2024: • Typo • Clarification requested regarding the type of admission offered. • Typo • Typo • Faculty from Case Western University to be added to the faculty chart. • Clarification regarding terminal degrees held by a faculty member included on the faculty chart. • Typo Revision request V3 included: 11/19/2024: • Will coursework primarily be conducted synchronously or asynchronously? • Course credit hours are missing. • Are there co or prerequisites for new courses? • Typo
ACAP Considerations	12/12/2024	• The College of Charleson has offered an MBA program since 2010 and an EMBA program since 2023. The EDBA program expands the college's graduate-level Business Administration degree program offerings. • No comments or considerations regarding the EDBA program at the College of Charleston.
CAAL Considerations		CAAL questions Responses Vote
CHE Considerations		CAAL questions Responses Vote
Submission to IT for addition to inventory		Date completed

F. STAFF, ACAP, CAAL, & CHE RECOMMENDATIONS

a. STAFF RECOMMENDED ACTION

Recommended

b. ACAP RECOMMENDATION

Approved

c. CAAL RECOMMENDATION

Choose an item.

d. CHE RECOMMENDATION

Choose an item.

Additional Comments:

- **NEW PROGRAM PROPOSAL FORM**

Name of Institution: College of Charleston

Name of Program (include degree designation and all concentrations, options, or tracks):
Executive Doctorate of Business Administration (EDBA)

Program Designation:

☐ Associate's Degree ☐Master's Degree

☐ Bachelor's Degree: 4 Year ☐ Specialist

☐ Bachelor's Degree: 5 Year ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☒ 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 2025

CIP Code: 52.0201

Delivery Site(s): 85500

Delivery Mode:

☐ Traditional/face-to-face ☐ Distance Education
*select if less than 25% online

☐ 100% online ☒ Blended/hybrid (50% or more online)

☐ Blended/hybrid (25-49% online) ☐ Other distance education (explain if selected)

Program Contact Information (name, title, telephone number, and email address):
Ron Magnuson, Executive Director of Graduate and Executive Programs
School of Business
College of Charleston
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843-953-1380

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

1. Executive Review (President, Provost & CFO), approved 8/19/2023
2. Faculty Committee for Graduate Programs, approved 10/10/2023
3. Dean, School of Business, approved on 10/29/2023
4. Dean, Graduate School, approved on 12/15/2023
5. Office for Institutional Effectiveness (OIE) Review, approved on 12/20/2023
6. Office of the Registrar, approved on 01/05/2024
7. Office of the Provost, approved on 01/07/2024
8. Faculty Budget Committee, approved on 2/14/2024
9. Graduate Education Committee, approved on 02/16/2024
10. Academic Planning Committee, approved on 02/26/2024
11. Graduate Council, approved on 02/26/2024
12. Faculty Senate, approved on 4/2/24

13. Board of Trustees, approved on 4/11/24

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 School of Business has offered an MBA program since 2010 and has a new (CHE approval letter dated August 22, 2023) Executive MBA (EMBA) program scheduled to launch in January 2025. The School would like to add to its Business Administration offerings an Executive Doctorate in Business Administration (EDBA) for reasons further outlined ahead. The target audience includes middle to senior-level executives with 10 years of experience looking to 1) enhance their careers in their current job and industry, 2) teach in higher education institutions in positions such as instructor, clinical professor, adjunct professor, or 3) earn credentials to become a consultant. It is important to note that the typical goal of these professionals is to gain specialized knowledge and tools to continue working in their companies and advance their career to higher positions. Some of these professionals may start academic activities, such as teaching, as a second job before fully transitioning to academia, while others may never transition to it, continuing their career paths in companies. Some of them may transition to full-time or part-time teaching positions, while others may start consulting at the same time they teach. Thus, graduates from this EDBA are expected to have a variety of professional opportunities, which differ from the typical doctoral student who, mostly, desires to join academic positions after graduating.

The EDBA will be the first doctoral-level program in the College of Charleston School of Business. Key features of the program include:

1. Format: classes will be taught in a hybrid format, with one residency weekend per term and the remainder taught online with a blend of synchronous and asynchronous components.

2. Curriculum: the curriculum comprises 55 credit hours, including in-depth classes in business topics and several research-focused credit hours.

3. Admissions: minimum 10 years of work experience and an earned master's degree (preferably MBA).

4. Length: 3 years or 9 academic terms, to complete.

5. Tuition: $85,500 total, or $9,500 per term.

6. Budget: scheduled to break even with 10 students.

An important clarification is that a DBA (doctorate of business administration) is the degree and EDBA is the program. Similarly, MBA is the degree and EMBA is a program. Executive programs are cohort-based, all-inclusive (e.g., books, parking, meals) and are priced by the program (not per credit or per term).The DBA program at the College of Charleston will include these features associated with executive program, thus is considered an EDBA program.

It is also important to note that there are no restrictions on a candidate's undergraduate and master's degree as long as the candidate meets the admission criteria of 10 years of work experience. Candidates with no background in business can apply, and admission will be evaluated case by case, focusing on the candidate's abilities and potential contribution to the course.

Founded in 1770, the College of Charleston is a public university grounded in the principles of the liberal arts and committed to developing ethically centered, intellectually versatile, and globally fluent citizens who create innovative solutions to social, economic, and environmental challenges[1].

[1] College of Charleston. Mission statement. Retrieved from Mission, Vision, and Values - College of Charleston (cofc.edu)

The College of Charleston's Strategic Plan and mission explicitly refer to the goal of becoming a "national university," which, according to the Carnegie classification, is a "Doctoral University" that requires awarding at least 30 doctorate degrees yearly in at least two programs. "The College of Charleston will be a transformative national university redefining liberal arts education through innovation." The tentative goal is to achieve "national university" status within 2-3 years and after our new doctorate programs have achieved target enrollment.

On December 1, 2022, the S.C. Commission on Higher Education approved the College of Charleston's application for Professional Doctoral University (PDU) status, which allows a state institution to establish up to 5 doctoral programs. On this same date, the College of Charleston's Mathematics with Computation PhD proposal was also approved and was launched in the fall of 2023.

In spring 2023, the College of Charleston's Faculty Senate and the College of Charleston's Board of Trustees approved a new Ed.D. program, which was subsequently approved by CHE and is now pending SACSCOC approval (expected mid-January 2025). The Ed.D. and would be the College's 2nd doctoral program and the subsequent step toward "national university" status. The EDBA would be the third doctorate supported by our CHE-approved PDU status and would be another critically important step toward our objective of the aforementioned "national university" status.

In February 2024, as part of its review policy, SACSCOC's Substantive Change Committee visited the College of Charleston to assess its current PhD program. This step followed the College of Charleston's recently granted SACSCOC Level V, which allows us to offer "three or fewer doctorates." However, "the institution may not initiate an additional program(s) at the newly approved level until after the SACSCOC Board of Trustees takes positive action on the institution's continued accreditation following review of the report of the substantive change committee visit authorized at the time of approval." That SACSCOC Board of Trustees approval was granted at the annual meeting of SACSCOC in early December 2024 and announced on Sunday, December 8, 2024 during the "SACSCOC Board Action Results Meeting": the College of Charleston now has continued accreditation at Level V to offer "three or fewer doctorates" as granted by SACSCOC.

Assessment of Need

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

The proposed EDBA will be the first such program in South Carolina. As MBA degrees become more common, an EDBA is an opportunity to further differentiate rising executives. In addition, the EDBA provides credentials to either teach in higher education or become a consultant. Because this program targets working professionals who will likely stay in their current positions or gradually transition to teaching positions, this program is a great opportunity to qualify the workforce in the state of South Carolina and the region. Thus, this EDBA program serves an audience that is not typically targeted by a traditional doctoral program. A traditional doctoral program targets almost exclusively students who want to join teaching and research positions in universities, which is not the case of EDBA graduates.

The hybrid format of the program and common resident & non-resident tuition rates will attract working professionals from outside the Charleston region. There are three main segments of need for professionals with an EDBA degree: (i) professionals seeking to teach in higher education and other settings, (ii) professionals seeking to advance their careers in their current companies, and (iii) professionals seeking to consult for companies. We provide more information about these segments in the following subsections.

Professionals seeking to teach in higher education and other settings

One target population is professionals seeking to teach in higher education and other settings, and who want the training, qualifications, and credentials to do so. It is common for Schools of Business to have instructors with varied backgrounds to enrich the student learning experience. Some of these instructors are working professionals and thereby possess a solid professional experience and applied background. This is one target population for the EDBA. To assess the job market for these potential EDBA students,

we conducted a search for jobs in the Chronicle of Higher Education database on November, 25th, 2024 using the filters “Faculty Positions” for “Business and Management”. This database serves a comprehensive sample of faculty positions in the United States because it is used by many universities to post their faculty positions. This search resulted in 2,684 jobs in the United States. The database provides useful information about the needs for higher education instructors.

We narrowed the search to some select states in the Southeast coast for a regional view of these needs. The table below shows the faculty positions by state using the Chronicle of Higher Education database.One of our goals is to provide high quality education to our EDBA students and help fill this gap in the American higher education.

Faculty Positions by State

State	Faculty Positions
Alabama	345
Florida	537
Georgia	682
Kentucky	196
North Carolina	587
South Carolina	215
Tennessee	450
Virginia	1,297
Total	4,309

Source: Chronicle of Higher Education in November, 25th, 2024.

Another market for qualified instructors is teaching positions outside of the university setting , such as those within consulting firms (e.g., Accenture), “corporate universities” (e.g. MacDonald’s Hamburger University, Disney University, Apple University), and organizations that manage credentials for specific industries (e.g., continuing education credits) .

Professionals in this category complement South Carolina’s Unified State Plan for Education and Workforce Development, 2024-2025, to achieve its goal for skilled workforce because professionals with a DBA can teach specialized management skills to students at all levels, and thereby increase the number of trained workers with advanced credentials.

Professionals seeking to advance their careers in their current companies

Another target population is professionals seeking to advance to higher positions within their fields . These professionals desire advanced knowledge in management and specialized tools, techniques, and methodologies to contribute to their companies’ growth and success. Many companies want professionals with a doctorate degree because such credentialed employees can improve company performance. Typically, professionals with a doctorate degree have training and knowledge that distinguish them from other professionals that do not have a terminal degree because an EDBA provides state-of-the-art theory and methodology, which is not available with other degree levels.

Thus, our proposed EDBA aligns with the needs specified in the South Carolina’s Unified State Plan for Education and Workforce Development, 2024-2025. Professionals with a DBA can bolster the top priority clusters of (i) Business Management and Administration, (ii) Finance, (iii) Marketing, and (iv) Transportation, Distribution, and Logistics, and fill the need for management leaders in these fields. As

mentioned previously, professionals with a doctorate degree are skilled to determine the best course of actions so companies can improve their overall performance. In this way, companies can make better decisions in designing policies to train and retain employees in all other clusters, which is another goal of the State's Plan. Therefore, the proposed EDBA program affords professionals the ability to multiply the effects of their training by improving working conditions in their companies, generating a ripple effect. Thus, the program will contribute to helping the State of South Carolina achieve goals related to development of a workforce with needed credentials to fill these roles

To provide more information about the potential need for these professionals seeking to advance their careers in their current companies, we conducted a search in the Lightcast database using the following parameters:

- Occupations: Chief Executives, General and Operations Managers, Management Analysts, and Financial Managers
- States: Florida, Georgia, Kentucky, North Carolina, South Carolina, Tennessee, and West Virginia

We chose these occupations and states because they represent the target occupations in the regions of the proposed program.
Results in the table below show the average number of jobs distributed by state in the target region in 2020.

Average number of jobs by state in 2020

State	Jobs
Florida	237,790
Georgia	131,764
North Carolina	100,162
Tennessee	77,058
South Carolina	53,677
Others	60,434
Total	660,885

The table below shows these jobs distributed by occupation.

Average monthly posting and hires between January, 2020 and November, 2024.

Occupation	Average monthly postings (Jan 2020 - Nov 2024)	Average monthly hires (Jan 2020 - Nov 2024)
Chief Executive	908	1,841
General and Operations Manager	7,112	30,158

Financial Managers	4,572	4,707
Management Analysts	3,354	7,134

The average salary for this sample is about $103,000, and there is an expected increase of 53.6% in the number of jobs in these states by 2034, resulting in 1,014,802 jobs at that time. For the population of active workers, more than 232,000 are 55 years or older and are expected to retire soon, creating a demand for workers to replace them.

This data provides some insights into the demand for skilled professionals in the region. The numbers in the tables above show that companies are looking for professionals to occupy top management positions, which shows the need for highly qualified professionals.

Current EDBA offerings and the gap in the market

To complement the assessment of needs for professionals with a doctorate of business administration, we explored the current market and demand for professionals with a doctorate degree, and we investigated the current EDBA program offerings. There are only 34 US EDBAs that are currently members of the Executive DBA Council (EDBAC), and none are in the state of South Carolina. To understand demand for these programs, a web analysis was conducted using SEMRush[2] (September 2023). The analysis found that there are about 7,800 searches per month for Doctoral of Business Administration worldwide. Among these, 1,600 occur within the U.S., with 30 searches in South Carolina, 90 in North Carolina, and 90 in Georgia. This indicates that there is indeed demand in this region for an Executive DBA program, yet there is no such program offered by any institution in South Carolina.

Of the top 10 doctoral conferring schools in regional business administration, none offer Edegrees. Of the Top 10 doctoral conferring schools in business administration nationally, only two offer a DBA (Temple University and Drexel University). Other programs are either online or require limited residence periods. As a comparison to a regional institution, Jacksonville University offers a DBA program designed for working professionals that must attend classes once a month and can attend classes online or in-person. This program does not require oral and written examinations but has a core coursework and doctoral proposal and presentation, like ours.

It is clear the contrast of three target population of professionals in need for a terminal degree like an EDBA and the scarce offers of this type of doctoral program. Thus, we can help fill this gap in the demand by offering a unique program in South Carolina. The College of Charleston EDBA program has multiple distinctive features that will make it attractive to potential students and their employers:

- Price
- Location (#1 destination)
- Hybrid format
- All inclusive, white-glove features, meaning all program arrangements and costs are included in the program's cost
- Intentional interactions between cohorts
- Interaction with Charleston business leaders (CEO Roundtable)

Because of the remote/online nature of the program, we will also attract students from outside the metropolitan Charleston area, particularly in regions with direct flights to Charleston. The attraction of Charleston as a destination, the competitive price, and limited on-campus requirements will enable us to attract students from other areas. Several leaders of organizations provided letters of support (included with this proposal) for this degree, including the South Carolina Council on Competitiveness, the Charleston Regional Development Alliance (CRDA), Lowcountry Local First, P3 and Thorne.

[2] SEMRush is a platform used for keyword research, competitive analysis, site audits, backlink tracking, and comprehensive online visibility insights.

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

N/A.

Supporting Evidence of Anticipated Employment Opportunities
Provide supporting evidence of anticipated employment opportunities for graduates.

The data above is from a 2024 query in Lightcast (formerly known as Burning Glass), an analytics software company that provides real-time data on job growth, skills in demand, and labor markets.

The Occupational Outlook Handbook of the Bureau of Labor Statistics[3] presents a detailed analysis of the job outlook for those working in business sectors, including but not limited to human resource specialists, labor relations specialists, management analysts, and project management specialists. The Bureau of Labor Statistics also includes detailed analysis of top executives[4]. Some useful insights to draw from the data:

- Individuals with a business degree (undergraduate) earn more money (median $69,000) than those without a business degree ($63,000).

- Overall employment of top executives is projected to grow 3% from 2022 to 2032, about as fast as the average of all occupations. It is expected that there will be 311,600 openings for top executives per year over the next 10 years. Top executives often have a graduate degree (Masters or higher). Median pay for top executives (2022) is $100,090.

Data from a Lightcast report indicates that there are 11,535 unique postings in South Carolina for business and business-related positions. Of those, 1,441 (12%) require a master's degree or higher. While these positions are often in the education sector (University of South Carolina; Medical University of South Carolina), they are also in other private sector organizations (Pricewaterhouse Coopers; Humana; Whole Foods; Boeing) and include many different occupations (e.g., program managers, general and operations managers, sales managers, management analysts).

Nationally, data from a Lightcast report indicates that there are 1.37 million unique postings for business and business-related positions. Of those, 186,661 (14%) require a master's degree or higher. While these positions are often in the education sector in the state of South Carolina, they are primarily in private sector positions when analyzed across the entire United States (Elevance Health, Deloitte, Amazon, Citigroup, Pricewaterhouse Coopers; Humana; Whole Foods, KPMG) and include many different occupations (e.g., program managers, general and operations managers, sales managers, management analysts).

Some of these companies are based in Charleston, while others are outside. We included companies from various locations because our target population of students also are from outside Charleston. It is important to highlight that this program is hybrid, which means a significant portion of the program will be online thereby allowing students from other locations to enroll. Thus, referring to companies outside of Charleston underlines the broader employment opportunities for students of the program.

Included are letters of support from a sample of Charleston companies and organizations, meaning that this proposed program would contribute to their future performance by having alumni working for them. Although our program seeks a regional and national reach, we targeted the support of local

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[3] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook at https://www.bls.gov/ooh/field-of-degree/business/business-field-of-degree.htm (visited January March 26, 2024).
[4] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook at https://www.bls.gov/ooh/management/top-executives.htm#tab-6 (visited January March 26, 2024).

companies and organizations because they have experience of working with College of Charleston students and alumni and receive the direct impact of our teaching through our students.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2026	12	12	12
2027	24	24	24
2028	36	36	36
2029	36	36	36
2030	36	36	36

Explain how the enrollment projections were calculated.

Based on reviewing enrollment levels at other similar programs[5], we expect to enroll at the desired level of 12 per cohort. This size will allow the program to be profitable while devoting personal attention to each student. Finally, we have kept the cost structure very low, which allows us to have a low break-even level of 10.

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

☒Yes

☐No

- Resume or CV denoting higher work experience (minimum 10 years of work experience; managerial experience preferred)
- Master's degree required (MBA preferred)
- Fall admission only

Additional clarifications re admission requirements:

1 - Prospective students are not required to have a minimum of credit hours in Business Administration. Their work experience will be a reference for their pragmatic ability to deal with business problems.
2 - The program will accept GMAT scores, but prospective students are NOT required to submit them.
3—A master's degree in an associated field of study is welcome because management and business administration are multi-functional areas that encompass all these other fields.
4 - The College of Charleston does not plan to offer prerequisite courses to students lacking graduate-level business administration coursework. However, and as the established program evolves, it may eventually be desirable to include courses if deemed beneficial to students success.
The EDBA will adopt the same admissions decisions used by the School of Business Graduate Programs.

1. Acceptance (Banner Code, CC)
   - Full Admission: Candidates who meet all the program's requirements and demonstrate strong qualifications may receive a full acceptance offer.
   - Conditional Admission: Some candidates may be accepted with conditions, such as completing specific coursework or submitting a graduate entrance exam score (GRE/GMAT/etc).
2. Rejection (Banner Code, RJ)

[5] Programs used in benchmarking include University of Tampa, Marshall University, Pepperdine University, and Rollins College. These programs were included in benchmark because they are universities with DBA degrees but without PhD programs, similar to the structure of the College of Charleston.

- Denial of Admission: Does not meet required qualifications or have been determined by the Admissions/Selection Committee unsatisfactory for enrollment.

3. Waitlist (Banner Code, WL)
   - Waitlisted Candidates: Some applicants may be placed on a waitlist, indicating that they are qualified but that the program has filled its available spots. Candidates on the waitlist may be offered admission if spots open up later in the admissions cycle. I do not expect this to be used for DBA candidates, but I wanted to include it.
4. Deferred Admission (Banner Code, DF/CC/CO)
   - Deferral Options: All admitted students have the option to defer their admission to a later term, up to a year. It is requested by applicants who may have personal circumstances that require a delay.
   - NOTE: The Banner Code associated with deferred candidates is adjusted based on their matriculation term.

Curriculum

New Courses
List and provide course descriptions for new courses. (public: to be posted per policy)

All courses will have a portion of asynchronous and synchronous to included class materials and coursework:

DBAD 901 General Research Design - 3 CR. This course aims to provide doctoral students with an introduction to the philosophy of science, emphasizing the theory development process, the hypothesis test process, the literature review, and a variety of research designs with their respective trade-offs. This course will also discuss important methodological concepts for a rigorous scientific study, such as construct and internal and external validity. The primary outcome of this class is a research proposal draft where students will exercise the development of a research problem and a research design to answer the problem. Prerequisites: none.

DBAD 902 Engaged Scholarship I - 1 CR. This course prepares students to engage in rigorous academic research that addresses real-world business problems. Students will be introduced to the concept of engaged scholarship and how to think about problems of practice in a scholarly way. They will explore research conducted across various business disciplines to situate their own interests within a field of study. Students will learn how to engage with academic literature, organize their reading, and write in a scholarly format. Prerequisites: none.

DBAD 904 Engaged Scholarship II - 1 CR. This course supports students in refining research ideas that serve as the foundation to their dissertations. Along with their scholarly interests, students will consider their career goals and formulate a personal roadmap to successful degree completion. Additionally, students will explore the ethical dimensions of conducting research in applied settings. Prerequisites: DBAD 901, DBAD 902.

DBAD 903 Managerial Statistics - 3 CR. The course will introduce statistical methods employed in the analysis of business and economic data. Course content may include, but is not limited to, data summarization, measures of central tendency, measures of dispersion, principles of probability, hypothesis testing, analysis of variance, model formulation, estimation of model parameters using simple and multiple regression techniques, among others. Statistical software will be employed to assist in analyzing the data for the course. The course presumes that students are familiar with algebra at the pre-calculus level. Prerequisites: The course presumes that students are familiar with algebra at the pre-calculus level.

DBAD 905 Qualitative Research Methods - 3 CR. Through in-depth analysis of seminal qualitative writings and immersion into one's own research project, this course explores the philosophical foundations and practical mechanics of common qualitative research approaches. Special attention will be devoted to crafting qualitative research questions, positioning theory in a qualitative research project, data collection and analysis procedures, evaluating qualitative research, and ethical considerations in conducting qualitative research. In doing so, we will seek to balance the discussion of broader principles

in qualitative research, such as generalizability, with the practical use of the tools and concepts. Prerequisites: DBAD 901.

DBAD 910 Foundations and Frontiers in Economics - 3 CR. This course provides the functional economic framework for analyzing strategic decision-making behavior across consumers and firms. Substantive topics may include, but are not limited to, consumer choice theory, game theory, behavioral economics, the theory of the firm, industrial organization and managerial economics. The course aims to introduce students to a mix of theories and economics research, thereby allowing students to draw inferences about and forecast decision-making processes. Prerequisites: none.

DBAD 912 Foundations & Frontiers in Marketing - 3 CR. This seminar will provide an introduction to a range of substantive topics in marketing, which may include marketing strategy, consumer behavior, integrated marketing communication, Macro marketing/marketing & society, market research, branding, sales, services/retailing, consumer culture theory, and digital/social media marketing. The seminar aims to provide students with a comprehensive understanding of the marketing discipline and to prepare them for conducting independent research. Prerequisites: none.

DBAD 914 Foundations & Frontiers in Organizational Behavior - 3 CR. Through in-depth analysis of seminal and contemporary readings in organizational behavior (OB) and organization theory (OT), we will examine organizations as constituted by individual action and external forces. Given the size of these two areas, this course is not exhaustive; rather, it will introduce you to key topics and examples of recent research. Special attention will be devoted to developing criteria to evaluate, critique, and synthesize existing research. In doing so, we will balance the discussion of broader theoretical principles with the practical use of literature by developing a research paper. Prerequisites: none.

DBAD 916 Foundations & Frontiers in Information Management - 3 CR. Effective information management enables organizations to leverage their data and information assets to make informed decisions, improve operational efficiency, enhance productivity, and gain a competitive advantage. It involves employing appropriate technologies, processes, and practices to ensure that information is accurate, accessible, and usable by the right people at the right time. The goal of this course is to develop a theoretical and methodological working knowledge of the challenges and benefits associated with the management of information as practiced by individuals, organizations, and communities. Prerequisites: none.

DBAD 918 Foundations & Frontiers in Finance - 3 CR. The objective of the course is to immerse students in finance literature related to corporate finance, asset pricing, behavioral finance, and other areas for which there are considerable academic interests. The course will explore the theories and frameworks driving financial decision making in organizations. Students will learn how advanced empirical tools and techniques are used to tackle some of the challenges in the global business environment. At the end of the course, students will be able to identify future research projects based on the latest literature stream. Prerequisites: DBAD 903, DBAD 923.

DBAD 923 Psychometric Research Methods - 3 CR. This course provides an introduction to the design, development, administration, and interpretation of quantitative tests and measures used to evaluate psychological constructs (e.g., motivation, job satisfaction, attitudes, beliefs, behavioral intentions) used in a business research context. Topics covered include measurement theories, test development, the construction and validation of scales, ensuring test reliability and validity, scaling techniques, and factor analysis. Emphasis will be on learning the logic and assumptions of various concepts and methods, along with providing the opportunity to apply them. Prerequisites: DBAD 901, DBAD 903.

DBAD 925 Econometric Research Methods - 3 CR. This course introduces students to core econometric techniques including, but not limited to, ordinary least squares estimation, maximum likelihood estimation, and time series analysis. The course also examines problems with statistical inference and solutions to overcome those issues. In addition to econometric techniques, the course will introduce students to statistical programming and data collection and manipulation. **Prerequisites:** DBAD 901, DBAD 903.

DBAD 961 Dissertation Proposal I - 1 CR. This course aims to provide doctoral students with a hands-on approach to the dissertation proposal. It is designed to provide a structure for the dissertation proposal. Students will be exposed to concepts and techniques to help them write the dissertation

proposal, such as structuring a problem/research question from real applications in companies, refining the research problem/question, using techniques to conduct the literature review, and proposing a framework and hypothesis. Students must make deliveries during the semester to build their proposals. The main outcome is a solid conceptual paper for further development. Prerequisites: DBAD 901, 902, 903, 904, and 905.

DBAD 962 Dissertation Proposal 2 - 1 CR. This course aims to provide doctoral students with a hands-on approach to the dissertation proposal. It is designed to provide a structure for the dissertation proposal. Students will be exposed to concepts and techniques to help them write the dissertation proposal, moving from the conceptual paper to the research design. Students must make deliveries during the semester to build their proposals. The main goal of this course is to write a research methods section that answers the research question developed in the conceptual paper. Prerequisites: DBAD 901, 902, 903, 904, 905, and 961.

DBAD 963 Dissertation Proposal 3 - 1 CR. This course aims to provide doctoral students with a hands-on approach to the dissertation proposal. It is designed to provide a structure for the dissertation proposal. Students will be exposed to concepts and techniques to help them write the dissertation proposal, continuing the ongoing work of courses DBAD 961 and DBAD 962. The main outcome of this course is a complete dissertation proposal for presentation to and approval by the dissertation committee. Prerequisites: DBAD 901, 902, 903, 904, 905, 961, and 962.

DBAD 932 Teaching & Consulting in Business Contexts - 3 CR. This seminar will explore the best practices in college teaching and business consulting. The seminar aims to provide a safe learning environment for the students to explore their teaching and consulting styles and develop related frameworks to support long-term career development. Prerequisites: none.

DBAD 999 Independent Research / Dissertation (5 sessions) - 3 CR each session. The EDBA dissertation is high-quality, original research that addresses a problem of practice relevant to business. The written dissertation document and oral defense demonstrate the candidate's mastery of discipline-specific theory and general research methods, while also offering a unique contribution to both theory and practice. Prerequisites: DBAD 901, 902, 903, 904, 905, 923, 925, 961, 962, and 963; Approval of dissertation proposal by committee.

NOTE: It is important to emphasize that EDBA students will be offered various opportunities to gain teaching experience during the course of their program. First, students will participate in leadership discussions in their EDBA classes, which will prepare them to lead a class for their colleagues. Second, students will have the opportunity to teach some undergraduate classes at the College of Charleston during the course of one semester, following the guidelines and mentorship of their committee chairs and/or other faculty members. That is, EDBA students can design, prepare, and teach a real class under the supervision and participation of their committee chairs or other professors. Finally, EDBA students will have opportunities to present their research and professional experience as guest speakers or invited lecturers in specific university events.

Total Credit Hours Required: 55 credit hours

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
DBAD 901 General Research Design	3	DBAD 903 Managerial Statistics	3	DBAD 910 Economics	3
DBAD 902 Engaged Scholarship 1	3	DBAD 904 Engaged Scholarship 2	1	DBAD 912 Marketing	3
		DBAD 905 Qualitative Methods	3		
Total Semester Hours	6	Total Semester Hours	7	Total Semester Hours	6
Year 2					
Fall		**Spring**		**Summer**	
DBAD 923 Psychometric Res Meth	3	DBAD 916 Info Management	3	DBAD 918 Finance	3
DBAD 914 Organizational Behavior	3	DBAD 925 Econometric Research	3	DBAD 963 Dissertation Proposal III	1
DBAD 961 Dissertation Proposal	1	DBAD 962 Dissertation Proposal II	1		
Total Semester Hours	7	Total Semester Hours	7	Total Semester Hours	4

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		**Spring**		**Summer**	
DBAD 999 Independent Research	3	DBAD 999 Independent Research	3	DBAD 999 Independent Research	3
DBAD 932 Teach & Consult in Bus Con	3	DBAD 999 Independent Research	3	DBAD 999 Independent Research	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6
Year 4					
Fall		**Spring**		**Summer**	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 5					
Fall		**Spring**		**Summer**	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

Similar Programs in South Carolina offered by Public and Independent Institutions
Identify similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
PhD in Business Administration	66.0	Clemson University	Terminal Degree in Business Administration.	The program is designed for students who desire to pursue careers in academic research institutions. Nearly all graduates are employed by Colleges and Universities. The face-to-face program typically takes 4-6 years to complete. See https://www.clemson.edu/business/departments/management/programs/phd/index.html
PhD in Business Administration – Executive Leadership	66.0	Clemson University	Terminal Degree in Business Administration. It also has an estimated three years to complete.	Graduates may pursue academic careers or remain in industry and utilize advanced research techniques to enhance their roles as executive leaders. The program includes nine residence periods per year and is focused on Executive Leadership.
PhD in Economics	60.0	USC	Terminal Degree in a business-related discipline.	Full-time program and requires residency on the Columbia campus. GRE required. Masters not required.
PhD in Business Administration	60.0	USC	Terminal Degree in Business Administration.	Full-time program and requires residency on the Columbia campus. GRE required. Masters not required.

There are four PhD programs in Business Administration (or a related field) in the state of South Carolina. However, the EDBA program we propose is distinct from these in a number of ways.

1) Target population: DBA targets professionals with significant work experience; this experience is not relevant for Ph.D. programs.
2) Outcome: The DBA outcome is graduates with knowledge and skills to solve applied problems in companies but with research abilities to help advance science by publishing in qualified journals and teaching in higher education institutions; the Ph.D. outcome is graduates with knowledge and skills to primarily advance science by publishing in the highest-ranked journals and teach in higher education institutions, in this case, application in companies' problems is secondary.
3) Training: DBA trains graduates in knowledge and method skills, focusing on application; Ph.D. trains graduates in knowledge and method skills, focusing on advanced science and theory.
4) Job placement: DBA graduates are expected to teach in higher education institutions and work for companies; Ph.D. graduates are expected to conduct research and teach in higher education institutions.
5) Length: DBA lasts between 3 and 4 years; Ph.D. programs lasts between 4 and 5 years.
6) Metrics: DBA graduates tend to be measured by projects they work and implement in companies and teaching evaluations; Ph.D. graduates tend to be measured by publications and teaching evaluations.
7) Job opportunities: DBA graduates are expected to work for companies and teach in higher education institutions; Ph.D. graduates are expected to join universities to teach and conduct research.
8) - Students in the EDBA are not required to select a concentration area or field of study because the EDBA is designed to provide a range of coursework exposing students to the major areas of business administration and management. The concentration area or field of study will be given in the dissertation process when students have to select a specialization and a advisor to work on their research.
9) - EDBA students are not required to complete written or oral comprehensive exams.

Because there are no Doctorate in Business Administration programs in the state of South Carolina, we benchmarked against other programs in the US and limited our benchmarking to part-time programs that had a minimum of 10 years of work experience. Some of the common characteristics among the programs we benchmarked:

- All but one are 3-year programs. One program differentiates itself by being 2.5 years.
- All have some residency requirements (in-person), and these are mostly in the first two years. They are hybrid with more time online and limited in-person sessions.
- All require a Master's with the MBA preferred.
- Most require 10 years of work experience, and many have a minimum management or senior management experience requirement.
- Some cohorts are less than 10 and some are more than 20, but the majority of cohorts range from 10-20
- 87% of the programs listed are less than 10 years old, indicating this is an area of current growth.
- There are a few outliers, but most program tuitions range from $90,000 to $120,000
- Credits offered are mostly in the 50-60 range
- Most programs cover books, databases, and parking. Some offer meals.
- The titles of students in the cohorts are mostly at the executive level (VP, Sr. VP, CEO…).

Many programs identify themselves as an Executive DBA or EDBA. There is not a clear definition, but what is clear is that they intend to recruit executives who either want to advance themselves within their industry, move to consulting, or teach in higher education. There is an Executive DBA Council, which the College of Charleston plans to join. The Council only accepts programs that:

- Are directed at fully employed experienced professionals with more than 10 years of meaningful post-baccalaureate work experience, and who already possess an MBA or equivalent graduate degree
- Develop scholarly practitioners by focusing on engaged scholarship/research into contemporary business and management problems
- Require successful defense of a dissertation
- Are taught by research-active faculty with doctoral degrees

- Are a minimum of three years in length
- Are residency based
- Have a major cohort-based component with a “white-glove”, meaning all program arrangements and cost are included in the program’s tuition.

Faculty*

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Associate Professor, Full-Time	DBAD 901, 961, 963	PhD in Management, Clemson University	Over ten academic publications in the past five years.
Adjunct Professor	DBAD 902, 904	PhD, Organizational Behavior, Case Western Reserve University	Published more than a dozen articles in peer-reviewed journals; serves as a reviewer for the Scientific Advisory Council, Harvard Institute of Coaching.
Associate Professor, Full-Time	DBAD 903, 918	PhD in Finance, University of Alabama	Nearly ten academic publications in the past five years; significant work leading students abroad to conduct microfinance projects.
Associate Professor, Full-Time	DBAD 905, 914	PhD in Organizational Behavior, University of Nebraska – Lincoln	Over five academic publications in the past five years
Associate Professor, Full-Time	DBAD 910, 925	PhD in Economics, Georgia State University.	Five academic publications in the past five years; over three years of experience in academic leadership roles.
Assistant Professor, Full-Time	DBAD 912, 932	PhD in Business Administration, Texas Tech University	Nearly ten academic publications in the past five years; significant prior experience in retail environments.
Full Professor, Full-Time	DBAD 916	PhD in Management Information Systems, University of Georgia	Over 20 academic publications in the past five years.
Associate Professor, Full-Time		PhD in Marketing, University of Strathclyde.	Over ten academic publications in the past five years.

Total full-time equivalent (FTE) needed to support the proposed program:
Faculty: 2 (two new lines funded by the program)
Staff: 0
Administration: 0
The EDBA program plans to hire two new faculty members over three years, one in one year and the other in the next.

The accrediting body for Business Administration does not require a Doctorate in Business Administration to teach in an EDBA program because faculty holding a Ph.D. or a DBA in the associated field of Business Administration are acceptable, and the standard in the Schools of Business.

*None of the faculty hold a DBA degree, only Ph.D. degrees. The standard for DBA is to have faculty with Ph.D. degrees because the Ph.D. degree is oriented to the advancement of science and theory. This helps faculty stay updated on the state-of-the-art in their field of study and, therefore, be more qualified to teach doctoral students.

A Ph.D. in supply chain operations, industrial organization, economics, etc., is desired to facilitate instruction in any business administration or management doctoral program. It gives students a complete view of the company (all functional areas) and not only a specific subfield, such as human resources. It is important to note that, for example, a Ph.D. in Supply Chain and Operations Management has its

theoretical foundations based on management and business administration, and it is a field of study within business administration. These specialized areas are not apart and unrelated to business administration; they are constituent parts that, together, provide the complete view of a company.

An MBA is NOT a terminal degree in business administration. The DBA and Ph. D. are the terminal degrees in this field.

Not all faculty members have an MBA; some have a M.S. degree in management-related fields.

The requisite credentials are a Ph.D. and being an active researcher, publishing in relevant academic journals.

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

Two new faculty lines will be hired to backfill the existing roster of faculty teaching in the EDBA program. These new hires will teach in the undergraduate program for the departments that supply the majority of the roster faculty teaching in the new EDBA program.

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 current quantitative count of the College of Charleston libraries; holdings in the subject areas associated with business administration are 30,087 print monographs, access to 65,554 eBooks, and access to 4,295 journals (relevant across business, management, finance, and economics disciplines), available in print or electronically through a number of databases that the College of Charleston Libraries subscribes to.

Core Books
Published in 2011 by the Association for College and Research Libraries (ACRL), the Standards for Libraries in Higher Education states that "Libraries are encouraged to use existing institutional peer groups, where available, for comparisons" (ACRL, 2018). However, it can be quite challenging to compare the collection of an entire subject area from one institution to another. Therefore, for this proposal's purposes, the College of Charleston Libraries holdings have been compared to a select list of recommended academic titles in the field and identified in the precious Business Administration program proposals. (University of Miami and Emory University). The select list of titles (61) was recommended by Choice magazine as Outstanding Academic Titles in the subject area of business, management, and labor and was published between 2015 and 2022. ACRL publishes choice and is a well-known quality resource for book selection in academic libraries.

Currently, the College of Charleston Libraries holds or has access to 93.4% of the titles (57), either in print or as an eBook, recommended by Choice in their Outstanding Academic Title series in business, management, and labor. Comparatively, the University of Miami holds 68.9% and Emory University holds 75.4% of the Outstanding Academic Titles in business, management, and labor identified.

Core Journals
Access to quality journal titles is essential to any academic research. The College of Charleston Libraries currently has access to 18 of 20 titles ranked by SCImago Journal and Country Rank (2022) as the top 20 journal titles in Business Management and Accounting. These are available through a mix of subscription and open-access databases on the library's website and, in some cases, in print.
The following is a sample of the SCImago top-ranked journals held by the College of Charleston and the coverage available across the subject areas of business, management, and accounting:

- Journal of Finance (Print: 1985-2007; Electronic: 1946-present)
- Review of Financial Studies (Electronic: 1988-present)
- Academy of Management Journal (Electronic: 1963-present)
- Journal of Marketing (Electronic: 1936-present)
- Academy of Management Review (Electronic: 1976-present)
- Journal of Financial Economics (Electronic: 1995-present)
- Strategic Management Journal (Electronic: 1980-present)
- Marketing Science (electronic: 1985-5 years ago)
- Journal of Marketing Research (Electronic: 1964-present)
- Journal of Management (Electronic: 1991-present)
- Manufacturing and Service Operations Management (Electronic 1999-5 years ago)
- Organization Science (Electronic: 1990-5 years ago)
- Journal of the Academy of Marketing Science (Electronic: 1973-present)
- Journal of Accounting and Economics (Electronic: 1995-present)
- Journal of Consumer Research (Electronic: 1974-present)
- Review of Finance (Electronic 2004-1 year ago)
- Review of Corporate Finance Studies (Electronic: 2012-present)
- Management Science. (Electronic: 1954-present)

A complete listing of journals is accessible at the College of Charleston Libraries in the field of Business and Economics (inclusive of commerce, finance, and management journals) and is available upon request.

Core Databases
The Library's A-Z Databases List does an excellent job of pointing users to the most commonly used sources in business administration. Those core resources include the following:

- Business abstracts with Full-Text (H.W. Wilson). A comprehensive database that contains full-text articles from key publications dating back to 1995 and provides access to product evaluations, interviews, biographical sketches, corporate profiles, and more.
- Academic Search Complete. Includes thousands of full-text journals and magazines, thousands of peer-reviewed journals, access to over 1,400 journals without an embargo, over 2,000 journals indexed in Web of Science and Scopus, and more.
- Academic OneFile. Comprehensive resource for serious academic research. Includes thousands of peer-reviewed and full-text journals on a wide variety of subjects.
- Wiley Online Library. Provides access to thousands of multidisciplinary e-journals and e-books.
- Policy Map. Leverage thousands of U.S. data indicators to perform demographic and socioeconomic analysis from a neighborhood census block to the national level.
- Business Insights: Essentials. Extensive reference content from Gale's core business collection: easy-to-use company fundamentals and investment research reports: industry rankings, profiles, market share data, company histories, and more.
- Business Source Complete. This includes access to over 1,500 full-text journals and magazines, over 900 full-text peer-reviewed journals, nearly 500 journals without embargo, over 700 journals indexed in Web of Science and Scopus, and more.
- Data Planet. A repository of standardized and structured statistical data, including 157 billion data points, 12.6 billion data sets, and over 500 source databases.
- GuideStar. Provides access to the most comprehensive, up-to-date, and accurate non-profit information.
- RMA e-Statement Studies. The only source of comparative industry benchmark data is the financial statements of RMA member institutions' small and medium-sized business clients.
- IBISWorld. Provide accurate and current business information by expert analysts who research economic, demographic, and government data. Includes reports on market conditions and forecasts, supply chains, and competitor activity.
- MarketLine. Leading provider of quality information on companies, industries, and countries. The comprehensive and unique information collection in various user-friendly formats, including interactive reports and databases.
- S & P Capital IQ Pro. Provides exclusive sector and quanta mental research, including real-time and aftermarket reports from more than 1,800 brokerage, independent, and market research providers, company projections, industry analysis, and opinions on macroeconomic trends and supply chains for global industries.
- Nexis Uni. Provides comprehensive access to newspapers, broadcast transcripts, wire services, blogs from around the globe, and extensive legal sources for federal and state cases and statutes and business information on over 80 million U.S. and international companies.
- PrivCo. Sources private company financial data for academic institutions, business schools, and corporate clients.
- Regional Business News. Full-text business publications, on a regional level, for the United States and Canada. Essential resources include newspapers, radio & TV news transcripts, trade publications, magazines, and newswires.
- Statistia. It includes 2.5 million multidisciplinary statistics, facts, and market data: 4,000 dossiers, more than 80,000 topics covering various markets and industries, 22,500 original sources of data, and more.
- Value Line. Searchable investment database, which includes stock and industry data.
- Wall Street Journal. Provides site-wide access to the Wall Street Journal. Enjoy articles, opinions, reviews, videos, and more.
- Import Genius. Import Genius is a platform that provides access to data on US import and export bills of lading.

- Financial Rimes. Provides site-wide access to the Financial Times. Unlimited access to articles, market data tools, newsletters, videos, and more.
- Scopus, an abstract and citation database of peer-reviewed literature, covers over 23,000 journals, book series, and conference proceedings dating back to 1970.
- Ad Age. Publishes the latest news, analysis, and data on marketing and media.

The College of Charleston Libraries' holding in the subject areas relating to business administration across monographs, databases, and journals are sufficient to begin to support this small, new executive doctorate of business administration program, with minimal suggestions from the School of Business faculty to add more access to full-text journal access to titles relevant to research methods in different areas of business (finance, economics, and management).

The print collection shows good circulation at 3 average checkouts per title. Many eBooks are available, especially compared to our print holdings in business, economic theory, and management, which is favorable for this program as it will primarily be delivered remotely. The most well-used print subclasses highlighted in this assessment include advertising (HF5801-HF6182; 6.52 average checkouts per title), industrial psychology (HF5548.7-HF5541.85; 4.51 average checkouts per title), and personnel management (HF5549-H5549.5; 3.88 average checkouts per title).

The majority of SCImago ranked journals identified in this assessment are provided for the campus community with current access. The College of Charleston does not subscribe to two journals: Academy of Management Annuals and Annual Review of Organizational Psychology and Organizational Behavior. Academy of Management Annuals would be an excellent complimentary journal to the Academy of Management Journal (to which the College already subscribes) should faculty from the School of Business be interested.

The School of Business faculty has also indicated the need for minimal additional library resources to support this new doctoral program. Full-text access to journals specializing in research methods in the various disciplines of business taught in the EDBA program has been requested, including those specific to management, economics, marketing, finance, and information management. The college has full-text access to Organizational Research Methods, Journal of Econometric Methods, Qualitative Research in Financial Markets, Review of Quantitative Finance and Accounting, and Journal of Financial and Quantitative Analysis. However, the addition of the Journal of Economic Methodology and current full-text access to Organization Science (mentioned previously) should be considered based on input from the School of Business faculty and research conducted for this assessment by the Collection Development Librarian.

There are no significant gaps in database access for Business Administration missing from the College of Charleston's current offerings, with subscriptions available for Business Source Complete, MarketLine, IBISWorld, Business Insights: Essential, Value Line, Statistia, Data Plant, Nexis Uni, and PrivCo. Significant eBook coverage is also available for business management, economics, finance, and accounting topics through our subscriptions, SpringerLink eBooks, and Wiley Online Library eBooks. This database access aligns with our identified peer institutions' resource availability. The College can consider subscribing to databases such as ABI to further enhance the amount of scholarly research resources available. Inform Collection or upgrading Business Source Complete to Business Source Ultimate based on faulty interest.

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.

One additional staff member ("Operations Manager") will be added to help support students in the EDBA program. This individual's job will include admissions but also include assisting students as they navigate the program, residence periods, and placement.

Physical Resources/Facilities
Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

None. The majority of the program is offered online (synchronous and asynchronous). The residence periods will occur at times when traditional sections are not in session, thus allowing the program to utilize classroom and event spaces.

Equipment
Identify new instructional equipment needed for the proposed program.

None necessary.

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 ($000's)												
	2024-2025		2025-2026		2026-2027		2027-2028		2028-2029		Grand Total	
Category	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**
Tuition Funding			$309.6	$309.6	$619.2	$619.2	$928.8	$928.8	$928.8	$928.8	$2,786.4	$2,786.4*
Discounts												
Total			$309.6	$309.6	$619.2	$619.2	$928.8	$928.8	$928.8	$928.8	$2,786.4	$2,786.4
Estimated Costs Associated with Implementing the Program by Year ($000's)**												
	2024-2025		2025-2026		2026-2027		2027-2028		2028-2029		Grand Total	
Category	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**
Salaries plus fringe	$68	$68	$317.1	$317.1	$514.7	$514.7	$637.1	$637.1	$637.1	$637.1	$2,174.1	$2,174.1***
Facilities, Equipment, Supplies	$0	$0	$36	$36	$48	$48	$48	$48	$48	$48	$180	$180
Marketing/advertising	$37.5	$37.5	$75	$75	$75	$75	$75	$75	$75	$75	$337.5	$337.5
Contractual Services	$20	$20	$40	$40	$40	$40	$40	$40	$40	$40	$180	$180
Travel	$0	$0	$4.5	$4.5	$9	$9	$9.8	$9.8	$9.8	$9.8	$33	$33
Total	$125.5	$125.5	$472.6	$472.6	$686.7	$686.7	$809.9	$809.9	$809.9	$809.9	$2904.6	$2904.6
Net Total (Sources of Financing Minus Estimated Costs)	-$125.5	-$125.5	-$163	-$163	-$67.5	-$67.5	$118.9	$118.9	$118.9	$118.9	$118.2	$118.2

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

*Represents funds generated from tuition from 2025-2028.
**The cost analysis is the 'net' revenue that the program can use to pay for expenses. The University deducts some fees to support the broader campus from the gross revenue. The narrative refers to the gross tuition that the student will pay and not the amount of revenue that the program will have to pay for expenses.
***This line includes the two new faculty positions (one in FY 25 and the other in FY26) plus the staff support position (Operations Manager)

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.

Like the existing MBA and new EMBA, the proposed EDBA program will be self-funding in that the expenses will be directly covered by the tuition. All anticipated expenses (faculty, staff, and student) have been included. In addition, extra costs associated with delivering an all-inclusive Executive DBA (databases, meals, textbooks, and parking) have also been included.

Tuition

We plan to charge a flat fee of $85,500 ($9,500 per term). Offering a relatively low price in comparison to the market will enable us to attract ample-sized cohorts. Below is a sample of program tuition costs at other DBA programs.

School	Tuition
DePaul	$129,000
Rollins	$112,112
Pittsburgh	$167,670
Baruch College	$125,000
Case Western	$158,340
Florida Tech	$54,096
Florida International	$67,500
Georgia State	$112,500
Jacksonville	94,500
Marshall	$56,100
Pepperdine	$111,780
Prairie View A&M	$90,000
Temple	$124,200
Florida	$108,157
Missouri- St. Louis	$96,000
North Alabama	$99,090
UNCC	$93,990
Rhode Island	$83,175
South Florida	$90,000

Program fee will include:

- Tuition
- Databases
- Books and class materials
- Parking
- Some Meals
- Graduation regalia

Expenses
Faculty compensation will be the largest expense in the program. During the fall and spring terms faculty will teach EDBA courses as part of their normal load. To compensate for this, the program will pay for two faculty lines ($130,000 plus fringe for each faculty line) (similar to the MBA arrangement). In addition, there will be summer add pay expenses and compensation for advising and serving on dissertation committees.

Most of the staff work will be done by existing MBA staff and the new executive recruiter (no salary included as this position is paid for by the Executive MBA program) added with the new EMBA program. **The EDBA program will require one additional staff position.** This would be an Operations Manager ($50,000 plus fringe) charged with all the operations involving multiple graduate programs including the administrative and event planning recruiting and onboarding a new EMBA cohort each year and eventually the new EDBA cohort.

While there will be some synergies with advertising the EMBA and EDBA programs, much of the advertising will be focused on corporations and cities that are one plane ride away from Charleston. Moreover, the EDBA is a distinct degree that requires specialized attention. Therefore, the EDBA program will need a separate advertising budget. Marketing/Advertising is only $37,500 in 2024-2025 since we did not expect the program to be approved until halfway through the fiscal year. In subsequent years the annualized marketing/advertising budget is $75,000.

All other expenses are student related and are directly included in the tuition costs. These include items like parking, meals, books and databases.

Program Net Income

- The breakeven enrollment is 10.
- The five-year template includes the year prior to the program beginning as there will be recruiting and program start-up expenses before the program begins. In addition, there will be a loss during the first two years of the program because the labor expenses are higher in the first two years compared to the final year of the program. In total there is expected to be a three-year start-up loss of $356,010.
- The program will be profitable once all three cohorts are enrolled with an estimated annual net income over $110,000.
- The net income is split using 25% profit sharing. The profit sharing for the College averages about $30k per year. In addition, the gross tuition is reduced by $900/term/student for the College fee that covers such fixed costs as the Capital Improvement Fund and Athletics. This totals about $100k per year and brings the total annual value to the College to about $130k annually once the program is at full capacity.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Gain research skills.	Students will learn how to review literature, design research studies, collect and analyze data, and interpret results. They will apply this knowledge to conduct original rigorous research to address practical business problems.	EDBA 901 (General Research Design) final exam. EDBA 923 (Psychometric Research Methods) final project. EDBA 999 (Dissertation) quality of document.
Develop content expertise.	Students will acquire broad knowledge in foundational disciplines of business administration. This breadth of knowledge allows students to examine business problems from multiple lenses. In addition, students will demonstrate deep knowledge (master) of the scholarly literature in their individual area of interest.	EDBA 961 (Dissertation Proposal I) quality of document. EDBA 999 (Dissertation) quality of document.
Demonstrate scholarly communication skills.	Students will communicate research results via writing and presentation in both scholarly and practical (business) settings.	EDBA 904 (Engaged Scholarship II) quality of oral and written dissertation prospectus. EDBA 961, 962, 963 (Dissertation Proposal I, II, & III) committee approval. EDBA 999 (Dissertation) quality of document and oral defense.

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.

These assessment methods are described in further detail below. The faculty committee for graduate education regularly meets to review assessment data. The assessment data for the EDBA program will be included in these regular meetings for discussion and continuous improvement.

Assessment Method and Performance Expected:

Outcome 1: Gain research skills. Students will learn how to review literature, design research studies, collect and analyze data, and interpret results. They will apply this knowledge to conduct original rigorous research to address practical business problems.

Measure 1.1 EDBA 901 (General Research Design). First year students will be assessed annually at the end of their first research methods course utilizing the final exam. 90% of students should pass the exam with an “average” score or better.

“Average” refers to the rubric included in the respective course syllabi. For example. Outcome 1: Gain research skills, Measure 1.1. EDBA 901 (General Research Design) states that “First year students will be assessed annually at the end of their first research methods course utilizing the final exam. 90% of students should pass the exam with an “average” score or better.” In this case, ‘average; refers to successfully completing 3 of the 4 elements of above

average achievement: Student (1) objectively answers (2) all questions, (3) cites the readings and materials discussed in the classroom, and (4) provides additional examples and concepts.

Measure 1.2 EDBA 923 (Pyshcometirc Research Methods). Second year students will be assessed annually at the end of their second statistics course utilizing the final project. 90% of students should receive a passing grade on their final project.

Measure 1.3 EDBA 999 (Dissertation). Third year students will be assessed annually on their written dissertation document 100% of students should receive 'pass with conditions' or higher on the method, data, and results sections of the evaluation rubric.

Outcome 2: Develop content expertise. Students will acquire broad knowledge in foundational disciplines of business administration. This breadth of knowledge allows students to examine business problems from multiple lenses. In addition, student will demonstrate deep knowledge (mastery) of the scholarly literature in their individual are of interest.

Measure 2.1 EDBA 961 (Dissertation Proposal I). Second year students will be assessed annually. 90% of students should receive an "average" score or above on their conceptual paper.

Measure 2.2 EDBA 999 (Dissertation). Third year students will be assessed annually on their written dissertation document. 100% of students should receive 'pass with conditions' or higher on the literature review/theoretical framework section of the evaluation rubric.

Outcome 3: Demonstrate scholarly communication skills. Students will communicate research results via writing and presentation in both scholarly and practice "business: settings.

Measure 3.1 EDBA 904 (Engaged Scholarship II). First year students will be assessed annually. 90% of students should pass the oral and written dissertation prospectus with an "average" score or better.

Measure 3.2. Dissertation Proposal – Oral Defense. Second year students will be assessed annually. 90% of students should receive committee approval for their proposed dissertation. Although the dissertation proposal sequence of courses (EDBA 961, 962, & 963) prepares students for the defense, assessment is based on committee approval, not course performance.

Measure 3.3 EDBA 999 (Dissertation). Third year students will be assessed annually on their written dissertation document and oral defense. 100% of students should receive 'pass with conditions; or higher on the writing style section of the dissertation evaluation rubric AND presentation style section of the oral defense evaluation rubric.

Other Program Level Assessment: Every 3 years the program will be evaluated to determine (1) if we are attracting, enrolling, and retaining qualified students, (2) if the program is financially viable/profitable, and (3) if faculty are adequately equipped to teach and serve on dissertation committees in the program.

Adequate advancement toward candidacy will be evaluated in two ways: (1) 2nd year students are expected to write and present a conceptual paper demonstrating that they have mastered the scholarly literature in their focus area, and (2) successful defense of the dissertation proposal will indicate they have acquired adequate research skills to conduct independent research.

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

Yes – the program will be included as part of the AACSB (The Association to Advance Collegiate Schools of Business) Accreditation of the School of Business. The fees for AACSB membership are paid across the School of Business and not by individual program. Once the program begins in Fall 2025, the program will be included in regular reporting that occurs via survey participation each spring and fall. In addition, the program will be included in our next year of record (AY 2028-2029) and program continuous improvement report and visit (Fall 2029).

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

Appendix A: Support Letters

Letter of Support Loose Template : Executive Doctorate in Business Administration (EDBA)

Dear Mr. Magnuson,

I would like to take this opportunity to voice our complete support for the creation of a new Executive Doctor of Business Administration (EDBA) graduate program at the College of Charleston School of Business. As a Managing Partner for P3 USA Inc, a global technology consulting company, I'm always looking for opportunities to recruit local talent for our office in Charleston, SC.

Furthermore, the addition of this program will help to attract talent to Charleston, as the city is currently transforming from a manufacturing location to a hub for new technologies & innovations. This transformation will also require a highly educated talent pool in the area.

A. Niedermeier

With kindest regards,
Andreas Niedermeier
Charleston – 01/10/2024

LOWCOUNTRY LOCAL FIRST

1859 SUMMERVILLE AVENUE, SUITE 800
CHARLESTON, SC 29405
(843) 801-3390
LOWCOUNTRYLOCALFIRST.ORG

February 29, 2024

Ron Magnuson
Director or MBA & Professional Programs, School of Business
College of Charleston
5 Liberty Street, Beatty Center 217
Charleston, SC 29401

Dear Mr. Magnuson,

I would like to take this opportunity to voice our complete support for the creation of a new Executive Doctorate of Business Administration (EDBA) graduate program at the College of Charleston School of Business. As the Director of Economic Development for Lowcountry Local First, I regularly support, advocate for, and interface with a diverse array of Lowcountry-headquartered businesses, and I'm confident that this program will help bolster and further refine the knowledge, proficiencies, and abilities of current and future regional business leaders.

Furthermore, the addition of this program will attract and retain experienced, highly-skilled executives and entrepreneurs, thereby catalyzing further growth of our local-independent business ecosystem and broader economy.

For these reasons, I strongly support the creation of a new Executive Doctorate of Business Administration (EDBA) graduate program at the College of Charleston School of Business.

With kindest regards,



Steve Fletcher
Director of Economic Development
Lowcountry Local First

SCAN TO GIVE ONLINE

THORNE
620 Omni Industrial Blvd
Summerville, SC 29486

PO Box 2980
Summerville, SC 29484

P: (800) 228-1966
info@thorne.com

THORNE.COM

LETTER OF SUPPORT FOR THE EXECUTIVE DOCTORATE IN BUSINESS ADMINISTRATION PROGRAM

DEAR MR. MAGNUSON,

I AM WRITING TO EXPRESS MY STRONG SUPPORT FOR THE COLLEGE OF CHARLESTON'S PROPOSED EXECUTIVE DOCTORATE IN BUSINESS ADMINISTRATION (EDBA) PROGRAM. AS A MEMBER OF THE LEADERSHIP TEAM AT THORNE AND THE VICE PRESIDENT OF SUPPLY, I AM ACUTELY AWARE OF THE GROWING NEED FOR BUSINESS LEADERS WITH ADVANCED ANALYTICAL SKILLS AND STRATEGIC VISION.

THE EDBA PROGRAM, WITH ITS FOCUS ON STRATEGIC PLANNING AND LONG-TERM GROWTH, ALIGNS PERFECTLY WITH THE DEMANDS OF TODAY'S DYNAMIC BUSINESS ENVIRONMENT. AT THORNE, OUR SUPPLY CHAIN FUNCTION IS CONSTANTLY SEEKING NEW WAYS TO OPTIMIZE OPERATIONS AND ENSURE SUSTAINABLE GROWTH. THE PROGRAM'S CURRICULUM, PARTICULARLY ITS EMPHASIS ON BUSINESS ANALYSIS AND STRATEGIC DECISION-MAKING, WOULD EQUIP GRADUATES WITH THE EXPERTISE TO NAVIGATE COMPLEX CHALLENGES AND LEAD HIGH-IMPACT INITIATIVES.

FURTHERMORE, THE EDBA PROGRAM'S FLEXIBLE FORMAT, DESIGNED FOR WORKING PROFESSIONALS, WOULD BE PARTICULARLY VALUABLE FOR EXPERIENCED EXECUTIVES. THE ABILITY TO PURSUE ADVANCED EDUCATION WHILE CONTINUING TO FULFILL PROFESSIONAL COMMITMENTS IS CRUCIAL FOR BUSY PROFESSIONALS SEEKING TO REMAIN AT THE FOREFRONT OF THEIR FIELDS.

THE INTRODUCTION OF AN EDBA PROGRAM AT THE COLLEGE OF CHARLESTON WOULD NOT ONLY BENEFIT INDIVIDUAL EXECUTIVES BUT ALSO CREATE SIGNIFICANT VALUE FOR THE CHARLESTON AREA

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AS A WHOLE. BY FOSTERING A POOL OF HIGHLY-SKILLED BUSINESS LEADERS, THE PROGRAM WOULD CONTRIBUTE TO THE REGION'S ECONOMIC GROWTH AND COMPETITIVENESS. BUSINESSES ACROSS VARIOUS SECTORS WOULD HAVE ACCESS TO A TALENTED WORKFORCE, EQUIPPED TO ADDRESS COMPLEX CHALLENGES AND DRIVE INNOVATION.

THEREFORE, I WHOLEHEARTEDLY ENDORSE THE COLLEGE OF CHARLESTON'S INITIATIVE TO LAUNCH THE EDBA PROGRAM. I AM CONFIDENT THAT THIS PROGRAM WILL OFFER EXCEPTIONAL VALUE TO BOTH INDIVIDUAL PARTICIPANTS AND THE CHARLESTON BUSINESS COMMUNITY AT LARGE.

SINCERELY,

KENZIE GOER

VICE PRESIDENT OF SUPPLY

COFC MBA – CLASS OF 2011

THORNE

THORNE

CHARLESTON REGIONAL DEVELOPMENT ALLIANCE
Berkeley, Charleston & Dorchester Counties

Charleston Inspired

March 5, 2024

Dear Mr. Magnuson:

On behalf of the Charleston Regional Development Alliance, our three-county region's lead economic development organization, I am writing to express our support for the creation of a new Executive Doctorate of Business Administration (EDBA) graduate program at the College of Charleston School of Business.

The Charleston region competes globally for the world's best companies, talent and entrepreneurs. Creating an EDBA graduate program at the College of Charleston will strengthen our ability to attract world-class businesses and talent by providing local access to a highly relevant advanced degree program. The College's new program will also expand the number of advanced degrees available to local working professionals, providing significant benefits to companies and residents who are already located here.

As a community, we signal important things about what we value when we commit to preparing the best and brightest to lead the future, right here in the Lowcountry.

Sincerely,

David T. Ginn

David T. Ginn
President and CEO
Charleston Regional Development Alliance

4401 Belle Oaks Drive, Suite 420 | North Charleston, SC 29405 | USA
843.767.9300 | charlestoneconomicdevelopment.com

SOUTH CAROLINA
COUNCIL ON
COMPETITIVENESS

March 5, 2024

College of Charleston School of Business
Executive Doctorate in Business Administration (EDBA)

To Whom It May Concern,

On behalf of South Carolina Council of Competitiveness, we are writing in support for the creation of a new Executive Doctorate of Business Administration (EDBA) graduate program at the College of Charleston School of Business. Our mission is to drive long-term economic future by providing actionable research, network growth, and resources that SC industry clusters need to thrive.

This program would further the availability of academic programs to grow leadership within a diversity of our sectors, including aerospace, logistics, and technology and serve as a catalyst for attracting skilled individuals to both Charleston and South Carolina. This is particularly timely as South Carolina amplifies its efforts to attract corporate headquarters, as well as enterprises in the life sciences and technology sectors. Such growth underscores the critical need for a knowledgeable and skilled workforce within the area.

Sincerely,



Susie Shannon
President & CEO
South Carolina Council on Competitiveness

1411 Gervais Street, Suite 450 Columbia, South Carolina 29201 Phone: 803.760.1400 Fax: 803.760.1401 www.sccompetes.org

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Phone +1 864 383 4683

contactICA@ingenics.com
www.ingenics.com

19 March 2024

Dear Mr. Magnuson,

I would like to take this opportunity to voice my enthusiastic support for the creation of a new Executive Doctorate of Business Administration (EDBA) graduate program at the College of Charleston School of Business.

I am a Partner at Ingenics Corp, a technical consulting firm specializing in helping manufacturing organizations achieve optimization through digitization, process engineering, and management practices. We have three offices in South Carolina – Greenville, Columbia, and Charleston – and so have a vested interest in local and strategic talent development.

Furthermore, I believe the addition of this program will serve to elevate the domestic talent pipeline and attract new potential candidates to the Charleston area.

Yours sincerely,

Robert Heusgen
General Manager

Appendix B: Out-Of-State Evaluation (Dr. Don Capener approved by CHE staff on 5/24/2024)

Report on Proposed Executive Doctoral Program in Business Administration

Don Capener PhD, Submitted September 21, 2024

I visited the College of Charleston campus from Thursday afternoon, September 19 through Saturday, September 21.

During my visit, I had one-on-one meetings with Dean Paul Schwager and Associate Dean Carrie Messal. I also met with Provost Suzanne Austin and Associate Provost Mark Del Mastro. I held meetings with Ron Magnuson, Executive Director of Graduate & Executive Programs, Rafael Teixeria, Director of the Executive Doctorate in Business Administration and Associate Professor, Supply Chain and Information Management, and Cathy Ficzner, Director of Operations, Graduate & Executive Programs. I also met with the leading faculty that are slated to teach in the EDBA program: Chris Mothorpe, Chair, Department of Economics, James Malm, Associate Professor, Department of Finance and Kelley Cours Anderson, Assistant Professor, Department of Management and Marketing. I also had an in-depth discussion with the Interim Graduate Dean Keonya Booker. Everyone I spoke to was enthusiastic about the proposed doctoral program. I have read and reviewed the written proposal for an Executive Doctoral Program Business Administration.

(1) Merits of the program

The College of Charleston provided me a well-written proposal that covered the most important considerations and risk factors and made a solid business case for starting the EDBA program in Fall 2025. Candidates will learn advanced techniques, research methods, and develop tools to grow and conduct business in an ethical manner. The EDBA as proposed by the College of Charleston is a value add for the State of South Carolina, the nation, and the world. In our society today, helping develop new job lanes, products, technologies, companies, and the leaders of tomorrow will be by products of the EDBA program as proposed. This new program offers a variety of technical tools and advanced knowledge to equip business leaders and future business educators develop their skills to make meaningful changes to their companies and organizations.

Below is a summary of my comments. The School of Business of the College of Charleston has proposed to begin an Executive Doctorate Business Administration (EDBA) Program.

The program will offer an executive doctoral degree in Business Administration to a group of highly experienced and talented professionals who are located or drawn to Charleston for various reasons. The program intends to have an annual cohort of 12-15 qualified executive candidates who will bring their experience and knowledge to various research and content-oriented courses. The candidates will be meeting person at least three times annually. In addition, candidates are expected to meet virtually to enrich their learning experiences and meet consistent coursework professional activity expectations. Research training and in-depth discussions of core management functions can enhance students' expertise, skills, and abilities. Student Learning Outcomes and Assessment methods for the program are well-designed. This plan is aligned with the standards in other AACSB accredited DBA or business doctoral programs.

The admission will be based on students' formal education and experience. Candidates for admission are expected to have a master's degree, preferably an MBA or a management-related field, and at least 10 years of work experience. The selection of these criteria seeks to ensure that students have experience with graduate-level work, professional maturity, and advanced management knowledge to enhance the quality of discussion and learning for all course students. These requirements align with other peer institutions' doctorate business administration program requirements.

The 55-hour program requirements include 37 hours of core coursework and 18 hours of doctoral dissertation research during the three years of the program.

The core sequence for EDBA students are in the following areas:

- Economics – supported by Professor Dr. Chris Mothorpe
- Finance – supported by Professor Dr. James Malm
- Information Systems – supported by Professor Dr. Iris Junglas
- Marketing – supported by professors Dr. Kelley Anderson and Dr. Jennifer Barhorst
- Management – supported by Professor Dr. Ivana Milosevic
- Operations and Supply Chain Management – supported by Professor Dr. Rafael Teixeira

Each College of Charleston faculty member has a formal education in the field of expertise and a solid background built over years of research and publications in high-quality academic journals. I interviewed these faculty and found they are well prepared to supervise research at the doctoral level.

(2) Potential effect on existing programs at the institution

The new Executive Doctorate Business Administration program should have a positive effect on existing programs at the College as follows.

The EDBA will strengthen the other graduate-level programs by allowing master-level students to engage in doctoral-level events such as dissertation proposals and defenses.

It offers opportunities for doctoral students to contribute to master-level and professional certification program students' learning experiences by directly exposing their research ideas and presenting advanced topics to these lower-level graduate students.

The EDBA also allows doctoral students to interact with undergraduate students by having them participate in specific lectures of their interest. Doctoral students can present applied topics related to their professional activities and demonstrate to undergraduate students how research and application can go together within companies.

The EDBA also has a spillover effect through its faculty members teaching Bachelor and Master programs. Faculty members regularly supervise EDBA students in their dissertations, which helps them be exposed to various new challenges and research ideas, broadening their repertoire of knowledge topics. These faculty members can pass the acquired knowledge to students at other graduate levels by discussing these topics in their lectures.

The EDBA helps the School of Business to enhance its presence and interaction with the business community by having an annual cohort of experienced professionals. The potential connections resulting from the regular interaction between faculty members and doctoral students can increase the relationship network of faculty members. It is expected that doctoral students share their experiences with other professionals in their network, increasing the potential network for faculty members.

Finally, the EDBA helps develop a research culture in the School of Business. Annual rounds of dissertation proposals and defenses are expected to call the attention of other faculty members who are not teaching in the EDBA program at the first moment but can eventually create new courses and actively participate in the program. Also, it is expected that students' dissertations become published papers in high-quality journals, which can incentivize other faculty members to join the EDBA program to supervise students and have their research interests moved forward with the help of students.

(3) Relationship to similar programs in the state, region, or nation

The proposed program does not conflict with other doctoral-level programs in South Carolina because this is the first EDBA in the state. No other university offers a similar program inside of SC. The other doctoral-level programs offered by Clemson University and the University of South Carolina (USC) are strongly oriented to research, demanding students to work full-time and preventing them from maintain their full-time employment or developing professional activities in their companies.

None of the top 10 doctoral conferring schools in regional business administration offer Executive DBA degrees. Of the Top 10 doctoral conferring schools in business administration nationally, only two offer a DBA (Temple University and Drexel University). Other programs are either online or require limited residence periods.

The College of Charleston EDBA program has multiple distinctive features that will make it attractive to potential students and their employers:

- Price
- Location (#1 destination)
- Hybrid format
- All inclusive, white-glove features
- Intentional interactions between cohorts
- Interaction with Charleston business leaders (CEO Roundtable)

Because of the remote/online nature of the program, the program will also attract students from outside the metropolitan Charleston area, particularly in regions with direct flights to Charleston. The attraction of Charleston as a destination, the competitive price, and the limited on-campus requirements will enable the program to attract students from other areas. Several leaders of organizations provided letters of support (included with this proposal) for this degree, including the South Carolina Council on Competitiveness, the Charleston Regional Development Alliance (CRDA), Lowcountry Local First, P3 and Thorne.

(4) Institution's readiness and ability to support the program

The College of Charleston has a structure and infrastructure to support this graduate program. The institution has a comprehensive library with access to various databases, academic resources, and books.

The institution has multiple student services to support students' learning, such as information technology support, a center for disability, and many other student-oriented services. Although the EDBA classes are mostly online, the College of Charleston has multiple facilities with physical resources to help provide their students with learning opportunities. The School of Business has classrooms to accommodate a variety of class sizes and formats.

Regarding financial support, the College of Charleston will invest, on average, about $100,000.00 per year during the first two years and about $20,000.00 in the third year to support the program. Most of this cost is related to faculty expenses. After three years, the program is expected to profit and add two new faculty lines, assuming an annual cohort of at least ten students. By adding two new faculty lines, the program will contribute to the School's growth on top of the graduate program. The program expects to admit twelve to fifteen students per year, with each student paying $9,500.00 per term, and, based on this financial data, in the fourth year, the program starts profiting.

The programs' budget expects to support many other administrative costs, such as marketing, advertising, and office supplies, and program-related costs, such as graduate assistants and databases.

The EDBA program faculty is composed of professors actively involved in teaching and research, having published regularly in high-quality journals. Here are some details about the faculty research groups and their role in the new program:

1. **Kelley C. Anderson** (Assistant Professor) holds a PhD in Business Administration from Texas Tech University. Her research focuses on technology and social media in marketing, with publications in the *Journal of Services Marketing*, *Journal of Macromarketing*, and *Journal of Consumer Behaviour*.
2. **Jennifer B. Barhorst** (Associate Professor) earned her PhD in Marketing from the University of Strathclyde. She serves on editorial boards for journals like the *Journal of Business Research* and *Psychology & Marketing*. Her publications focus on marketing and consumer behavior, with work appearing in *Tourism Management Perspectives* and the *Academy of Marketing Science*.
3. **Iris Junglas** (Professor) has a PhD in Management Information Systems from the University of Georgia. She is involved with several editorial boards, including *Management Information Systems Quarterly Executive*. Her experience includes chairing doctoral committees and publishing about digital transformation and information systems, featuring work in the *European Journal of Information Systems* and the *International Journal of Information Management*.
4. **James Malm** (Associate Professor) holds a PhD in Finance from the University of Alabama. His research focuses on finance and firm litigation, and he has published in journals such as the *Journal of Behavioral and Experimental Finance, Accounting and Management,* and *Managerial Finance*.
5. **Ivana Milosevic** (Associate Professor) earned her PhD in Management, specializing in Organizational Behavior, from the University of Nebraska. Her research on corporate social responsibility and organizational behavior has been published in the *Academy of Management Review*, the *Journal of Management,* and the *Journal of Organizational Behavior*.

6. **Chris A. Mothorpe** (Associate Professor) holds a PhD in Economics from Georgia State University. His research covers geography and property pricing, with publications in *The Appraisal Journal* and *Journal of Housing Research*.

7. **M. Angela Passarelli** (Associate Professor) has a PhD in Organizational Behavior from Case Western Reserve University. She has published extensively in peer-reviewed journals and serves as a reviewer for the Scientific Advisory Council at Harvard's Institute of Coaching.

8. **Rafael Teixeira** (Associate Professor) received his PhD in Management, specializing in Supply Chain & Operations Management from Clemson University. His research on supply chain management, service operations, and food security has been published in *Management Decision*, *International Journal of Retail and Distribution Management,* and *Operations Management Research*. He also has experience chairing graduate programs and serving as an external examiner for doctoral and master's defenses at various institutions.

The EDBA faculty group supports most business functional areas. Below is a list of content-related courses and the related instructors demonstrating the coverage of business functions:

- **DBAD 910 Foundations and Frontiers in Economics.** Taught by Dr. Chris Mothorpe, this course provides the functional economic framework for analyzing strategic decision-making behavior across consumers and firms. Substantive topics may include but are not limited to, consumer choice theory, game theory, behavioral economics, the theory of the firm, industrial organization, and managerial economics.
- **DBAD 912 Foundations & Frontiers in Marketing.** Taught by Dr. James Malm, this seminar will introduce a range of substantive marketing topics, including marketing strategy, consumer behavior, integrated marketing communication, macromarketing/marketing & society, market research, branding, sales, services/retailing, consumer culture theory, and digital/social media marketing.
- **DBAD 914 Foundations & Frontiers in Organizational Behavior.** Taught by Dr. Ivana Milosevic, this course navigates through an in-depth analysis of seminal and contemporary readings in organizational behavior (OB) and organization theory (OT), examining organizations as constituted by individual action and external forces.
- **DBAD 916 Foundations & Frontiers in Information Management.** Taught by Dr. Iris Junglas, this course discusses how effective information management enables organizations to leverage their data and information assets to make informed decisions, improve operational efficiency, enhance productivity, and gain a competitive advantage.
- **DBAD 918 Foundations & Frontiers in Finance.** The objective of the course is to immerse students in finance literature related to corporate finance, asset pricing, behavioral finance, and other areas for which there are considerable academic interests. The course will explore the theories and frameworks driving organizations' financial decision-making.

(5) Workforce and/or market demand in South Carolina

As mentioned above, in the section "(3) Relationship to similar programs in the state, region, or nation", this is the first EDBA program in the state, becoming an opportunity for professionals seeking development but want to remain active professionals in the job market. South Carolina, in general, and the Charleston area have grown significantly in the last decades. The Charleston area has many manufacturing companies, such as Boeing, Volvo, Bosch, Mercedes-Benz, and service companies, such as FedEx, the Port of Charleston, and software providers. Some of these professionals already have a master's degree, some of which are MBAs. A portion of this population may be willing to advance their knowledge and skills through the EDBA. In other parts of the state, international companies, such as BMW, demand products and services from suppliers. These companies need highly qualified professionals with tools, skills, and expertise to help them to constantly growth.

However, the supply of EDBAs is not significant. Only 34 U.S. Executive Doctor of Business Administration (DBA) programs are currently members of the Executive DBA Council (EDBAC), and none are in South Carolina. A web analysis was conducted using SEMRush (September 2023) to understand the demand for these programs. The analysis found about 7,800 searches per month for Doctoral of Business Administration worldwide. Among these, 1,600 occur within the U.S., with 30 searches in South Carolina, 90 in North Carolina, and 90 in Georgia. This indicates that there is demand in this region for an Executive DBA program, yet any institution in South Carolina offers no such program.

The proposed EDBA will be the first such program in South Carolina. As MBA degrees become more common, an EDBA is an opportunity to differentiate rising executives further. In addition, the EDBA provides credentials to either teach in higher education or become a consultant. The program's hybrid format and common resident and non-resident tuition rates will attract working professionals from outside the Charleston region.

Summary

In summary, this is an excellent proposal for a new EDBA program. The EDBA program is very well designed because it covers research tools as well as content topics that provide students with a mix of applied and research skills, as expected for this population. The School of Business has a highly qualified research faculty actively involved in teaching and research, constantly publishing in excellent journals. The College of Charleston has all the resources necessary to support teaching and research excellence. With a solid plan to recruit 12-15 candidates per year, the EDBA program is financially sustainable, allowing the School of Business and the College of Charleston to grow while maintaining the quality of education. Based on my thorough review, I am confident it will successfully attract and train high-quality students for various career paths and contribute to research and companies.