



UNIVERSITY OF
SOUTH CAROLINA

Office of Institutional Research, Assessment & Analytics

December 16, 2024

Dr. Kevin Sightler, Director of Substantive Change
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Sightler:

The University of South Carolina Columbia is submitting the attached prospectus for approval of a new program at the current degree level that is a significant departure from current programs. The Graduate Certificate of Artificial Intelligence in Business will be offered in Fall 2025. The Artificial Intelligence in Business Certificate is a 12-semester credit hour program designed for working professionals and graduate students. The proposed program is to introduce graduate students to the fundamentals of AI applications, as well as the impact of AI on business functions, organizational structures, and strategies. The program will be ongoing and offered in a hybrid format that includes online and face-to-face coursework.

The University of South Carolina Columbia has prepared a prospectus to request approval to offer the Graduate Artificial Intelligence in Business Certificate. Should you have any questions or require further information, please do not hesitate to contact me.

Sincerely,

Douglas Miles

Donald Miles, Executive Director OIRAA
SACSCOC Accreditation Liaison

Enclosure

Degree Program requesting Substantive Change
Darla Moore School of Business
Graduate Certificate of Artificial Intelligence in Business Program

December 16, 2024

Douglas Miles

Donald Miles
Executive Director OIRAA
SACSCOC Liaison

Contact:

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COMMON CONTENT A – BACKGROUND AND CONTEXT

Abstract

The purpose of this prospectus is to acquire approval for a **graduate certificate, titled "Artificial Intelligence in Business,"** offered by the University of South Carolina (USC) Darla Moore School of Business (DMSB). The Artificial Intelligence in Business Certificate is a 12-semester credit hour program designed for working professionals and graduate students. The proposed program is to introduce graduate students to the fundamentals of AI applications, as well as the impact of AI on business functions, organizational structures, and strategies. The target start date is Fall 2025. The program will be ongoing and offered in a hybrid format that includes online and face-to-face coursework.

The target population for this certificate program includes working professionals in the Carolinas as well as master’s program students at the DMSB and other schools within USC. Students pursuing any graduate degree can add the 12-credit hour certificate to their program of study. The certificate will enhance the University’s relevance, reach, and impact on the state’s citizens by enhancing students' career opportunities and professional development. In addition, certificate holders will help businesses and other institutions implement AI applications in South Carolina and beyond. This should enhance their ability to affect the utilization of AI in business in our state and region. Additionally, it will help the DMSB fill a competitive gap in the curriculum and help advance its reputation as a leader in business education.

The broad range of students that a program of this kind could attract was considered in the enrollment projections below.

Projected Enrollment – Artificial Intelligence in Business Certificate PROGRAM									
Year	Fall Headcount			Spring Headcount			Summer Headcount		
	New	Total	Total Credit Hours	New	Total	Total Credit Hours	New	Total	Total Credit Hours
Year 1	40	40	240	0	40	120	0	40	120
Year 2	60	60	360	0	60	180	0	60	180
Year 3	60	60	360	0	60	180	0	60	180
Year 4	80	80	480	0	80	240	0	80	240
Year 5	80	80	480	0	80	240	0	80	240

DETERMINATION OF THE NEED FOR THE CHANGE/RELATIONSHIP TO MISSION/PLANNING AND APPROVALS FOR THE CHANGE

Assessment of Need

Artificial intelligence has rapidly been having an impact on business processes, operations, and structure in the last several years. The impact has been pronounced since the emergence of generative AI. AI is revolutionizing the business landscape in several impactful ways:

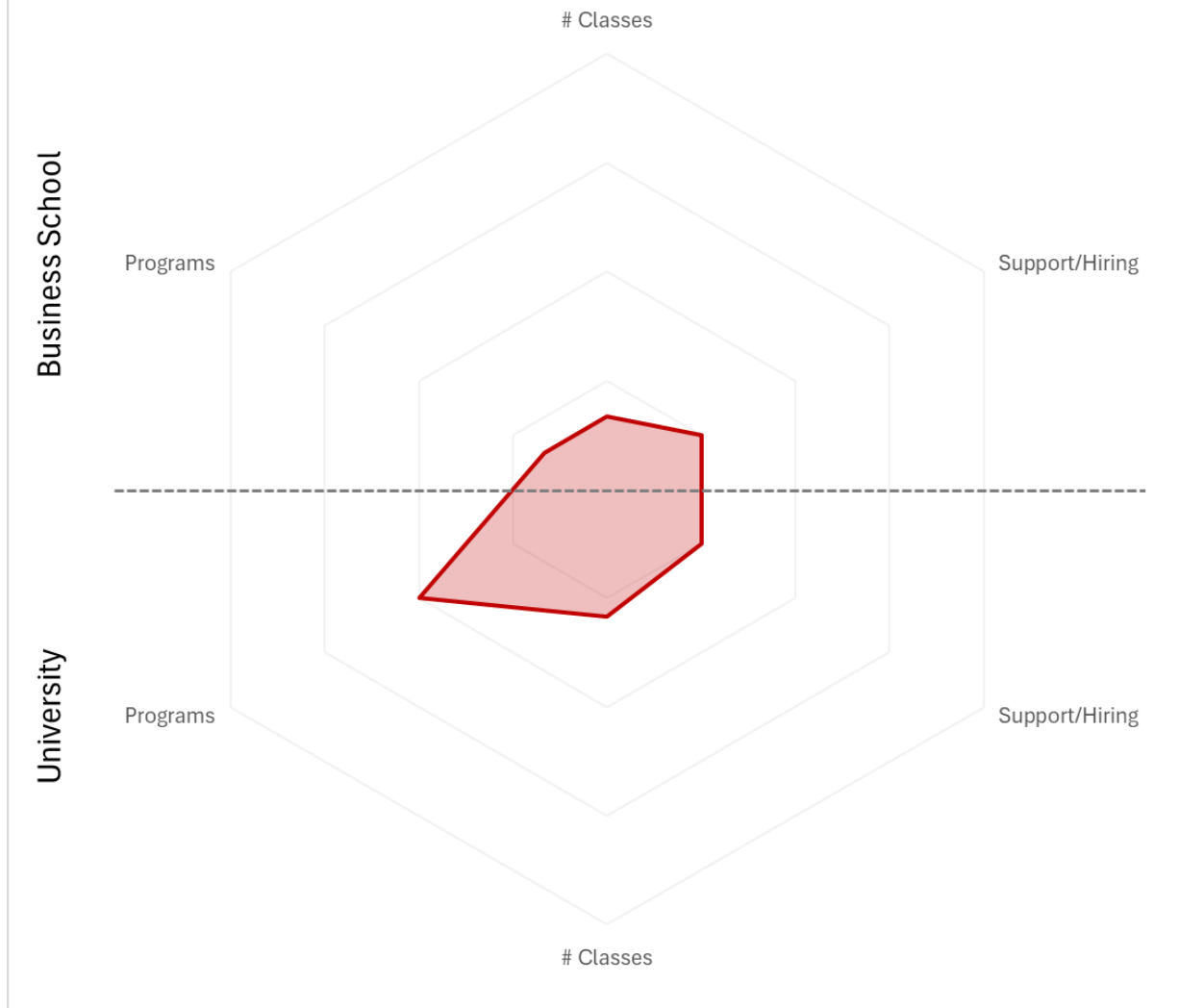
1. Automated Operations: AI helps automate repetitive tasks, increasing efficiency and reducing human error. This includes everything from data entry to complex processes like supply chain management. ([Appendix C](#))
2. Informed Decision Making: AI analyzes vast amounts of data to provide insights that aid in strategic decision-making. For example, predictive analytics can forecast market trends and customer behavior. ([Appendix C](#))
3. Enhanced Customer Experience: AI enables businesses to deliver personalized experiences by analyzing customer data, such as purchasing history and browsing behavior. This leads to more targeted marketing and improved customer satisfaction. ([Appendix D](#))
4. Recruitment and Talent Sourcing: AI streamlines the hiring process by screening resumes, scheduling interviews, and even conducting initial assessments. This helps companies find the right talent more efficiently. ([Appendix E](#))
5. Cybersecurity and Fraud Management: AI enhances security by detecting and responding to threats in real-time. It can identify unusual patterns that may indicate fraud or cyber-attacks, providing a proactive defense. ([Appendix F](#))
6. Productivity Boost: AI tools like digital personal assistants and automated workflows help employees focus on higher-value tasks, thereby boosting overall productivity. ([Appendix G](#))

Therefore, it is essential for graduate students at the DMSB to receive training in AI applications in business, as these skills will be crucial for their job prospects.

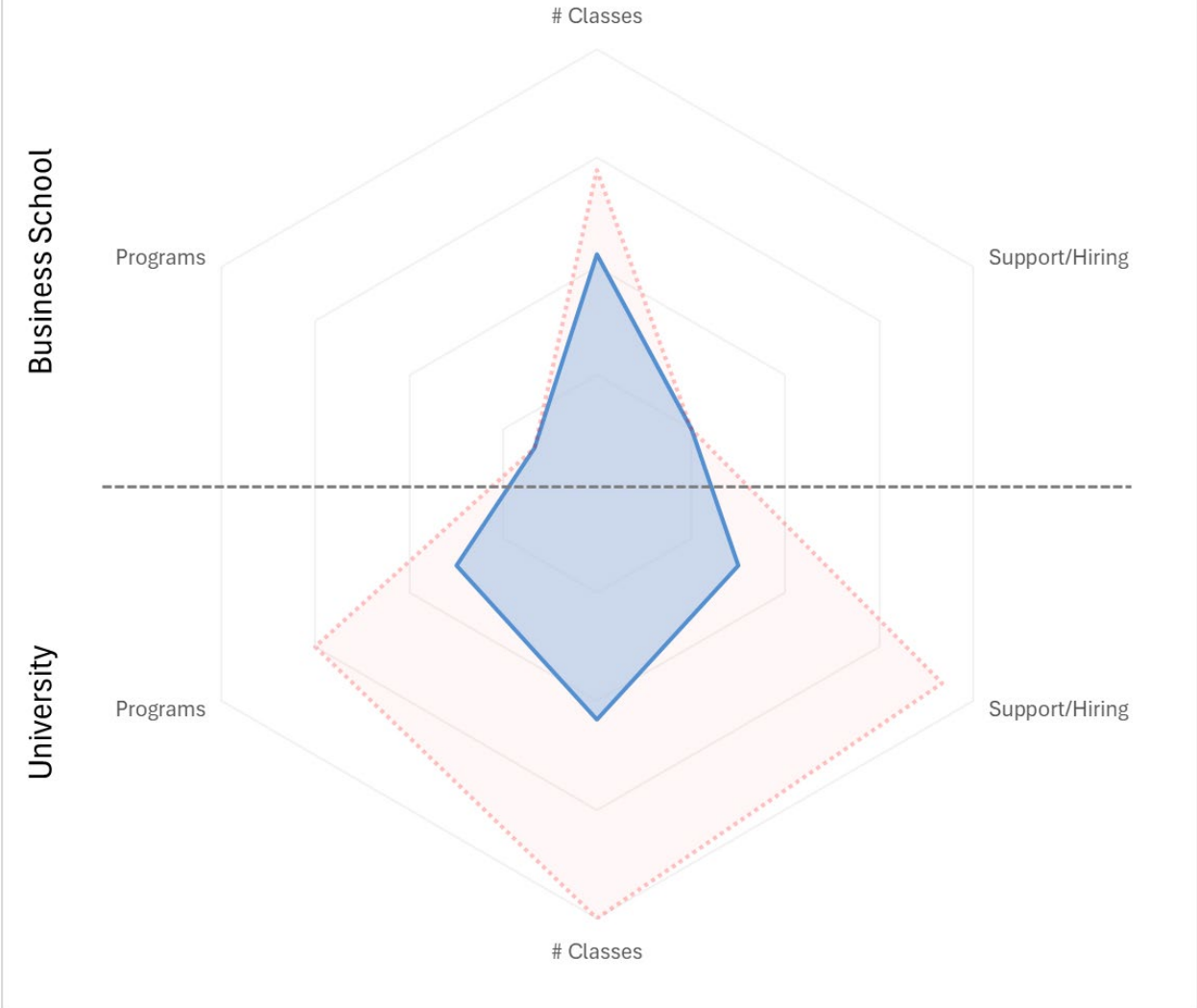
Benchmarking Analysis

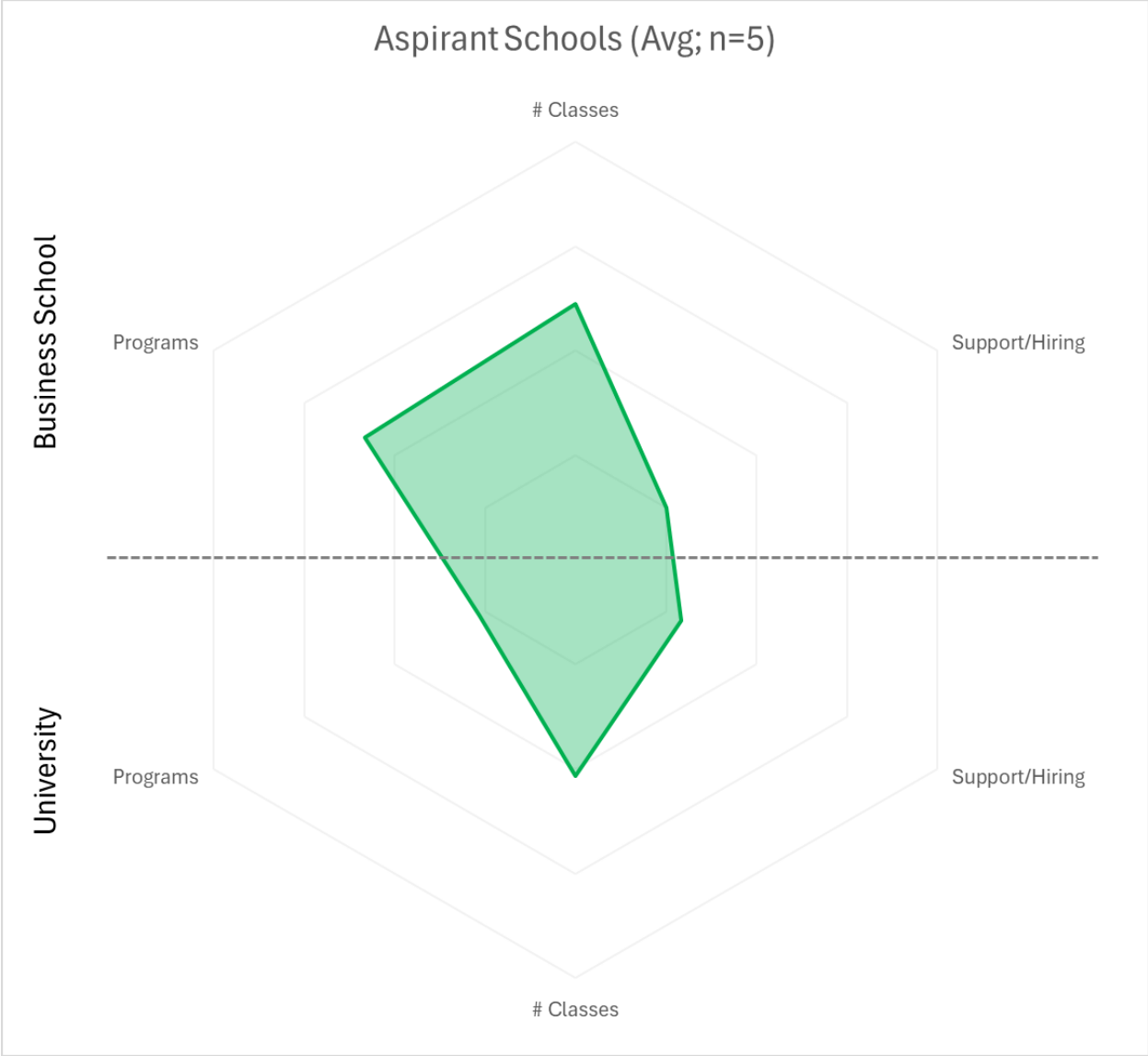
A benchmarking analysis of our peer (UGA, Kentucky, UMass-A, Missouri, Tennessee, and Clemson) and aspirant (UNC, Utah, UVA, Maryland, and Iowa) institutions was conducted by the DMSB AI in Business Task Force in December 2023, focusing on the number of AI classes offered, the number of AI programs (major, minor, certificate, concentration), and the extent of financial support and initiatives by the university. The graphics below demonstrate where we stand compared to our peer and aspirant schools, with business schools at the upper half and the entire university at the bottom half.

University of South Carolina



Peer Schools (Avg; n=6)





Notable finding from the benchmarking analysis regarding curriculum is that 60% of AI-related courses in business schools are offered at the graduate level, intended for students with more advanced technical skills, covering a wide range of AI topics (machine learning, deep learning, statistical inference, natural language processing, etc.).

Survey Analysis

The DMSB AI in Business Task Force conducted a faculty survey in November 2023. The faculty survey results indicate that faculty are interested in receiving training on generative AI. They recognize its potential positive role in student use but also express concerns about how students might misuse it. Additionally, faculty support the idea of providing generative AI training for students.

The DMSB AI in Business Task Force also conducted two student surveys: first in Spring 2024 (n=520) and second in Fall 2024 (n = 900). The results suggest the need for a forward-thinking approach that

promotes the responsible and ethical use of AI to enhance learning experiences and prepare students for a future where AI plays a critical role in business and society. This consensus highlights the importance of a proactive strategy for integrating AI into the curriculum, ensuring students gain proficiency in using AI tools while understanding their broader implications.

Industry Input Analysis

We gathered input from industry leaders by interviewing professionals from organizations such as Alpek, Capgemini, Carolinas Healthcare System, Deloitte, IBM, and UPS. Additionally, we attended prominent industry events, including the Gartner Data Analytics Conference and PYCON 2024. Insights from these engagements reveal that businesses are shifting from experimentation with AI tools including generative AI (GenAI), to implementing practical use cases. There is a growing emphasis on demonstrating the business value of AI applications, given the significant costs of implementation and maintenance. While GenAI is a popular topic among vendors, companies remain cautious about its actual value. As a result, businesses are seeking employees who can effectively leverage AI tools, including GenAI, to unlock their potential and deliver measurable value.

USC's Mission Alignment

The proposed certificate program fits with the University's mission to educate "the state's citizens through teaching, research, creative activity, and community engagement" and to lead "the way in providing all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world." This program was developed to help businesses and other institutions implement AI applications in South Carolina. This should enhance their ability to affect the utilization of AI in business in our state and region.

Institutional Approvals of Program Timeline

The change was approved/is being approved internally through the following list of approvals:

- Provost Pre-authorization: 9/12/2024
- Academic Unit, DMSB, Master's Program Faculty Committee: 10/11/2024
- Academic Unit, DMSB, Certificate Electives Approval Committee: 10/11/2024
- Graduate Council Humanities, Social Sciences, Education, and Related Professional Programs Committee: December 2024
- Graduate Council: December 2024

Additionally, a letter of support for the program from the dean of the Darla Moore School of Business to the University of South Carolina Provost can be found in [Appendix H](#).

Program Curriculum

The certificate program consists of 4 classes (12 credits total) including 2 core content courses, and two elective courses. The proposed timeline is one full academic year (fall, spring, summer) with admission entrance points in the fall.

Required Core Courses (6 credit hours):

- IBUS 741: From Algorithms to Strategies: Mastering Artificial Intelligence for Business*
- MGSC 896: Business Intelligence Systems with AI Applications*

Approved Elective Courses (6 credit hours):

- FINA 589: AI and Machine Learning in Finance*
- MKTG 722: Data Science for Business Decision-Making
- MKTG 725: AI in Marketing*
- MGSC 770: Predictive Analytics using No-Code AI*
- Further approved elective courses will be available**

*Course available in PMBA/evening format;

**Further approved elective courses will be determined before the beginning of each academic year by the Certificate Electives Approval Committee at the DMSB and the list of approved elective courses will be published on the program website.

Projected Schedule of Course Offerings

Semester	Credit	Course
Fall	6	IBUS 741 (3 credits) and MGSC 896 (3 credits)
Spring	3	One course (3 credits) from the list of approved elective courses
Summer	3	One course (3 credits) from the list of approved elective courses

Student Learning Outcomes

The purpose of the AI in Business certificate program is to introduce graduate students to the fundamentals of AI applications, as well as the impact of AI on business functions, organizational structures, and strategies. The program aims to equip professionals with the knowledge and skills to effectively integrate AI tools and technologies into business processes. The program focuses on fostering a deep understanding of AI applications, including generative AI, to enhance decision-making, improve operational efficiency, and drive innovation. Graduates will be prepared to responsibly and ethically leverage AI to create business value and adapt to the evolving demands of a technology-driven economy.

Program Learning Outcomes

Program Learning Outcomes	
Outcome 1	Understand AI tools and techniques for business applications
Outcome 2	Understand AI and machine learning methodologies
Outcome 3	Develop effective AI strategies for businesses
Outcome 4	Perform AI-based data analysis
Outcome 5	Build AI-based analytical decision-making skills
Outcome 6	Develop predictive models using AI tools
Outcome 7	Develop prescriptive models using AI tools
Outcome 8	Develop machine learning applications for businesses
Outcome 9	Recognize the lifecycle stages of data analytics and manage analytics projects
Outcome 10	Analyze AI's impact on business strategies and practices

Evaluation and Assessment

The chart below summarizes student learning outcomes, measures and criteria, methods of assessment and expectation of student performance.

Learning Outcomes	Curriculum	Measures and Criteria	Methods
Outcome 1	IBUS 741 MGSC 896 FINA 589 MKTG 722 MKTG 725 MGSC 770	Exam: IBUS 741 MGSC 896 FINA 589 MKTG 722 MKTG 725 MGSC 770 Outcomes Assessed: 80% of students earn a B or higher on the exam	Collection plan: IBUS 741, MGSC 896, FINA 589, MKTG 722, MKTG 725, and MGSC 770 faculty will report the grades as well as the number of students earning B or higher to the AI in Business Evaluation committee
Outcome 2	IBUS 741 MGSC 896 FINA 589 MKTG 722 MKTG 725 MGSC 770	Exam: IBUS 741 MGSC 896 FINA 589 MKTG 722 MKTG 725 MGSC 770 Outcomes Assessed: 80% of students earn a B or higher on the exam	Collection plan: IBUS 741, MGSC 896, FINA 589, MKTG 722, MKTG 725, and MGSC 770 faculty will report the grades as well as the number of students earning B or higher to the AI in Business Evaluation committee
Outcome 3	IBUS 741 MGSC 896 MKTG 725 MGSC 770	Assignment: MKTG 725, IBUS 741, and MGSC 896 – project; MGSC 770 – case study Outcomes Assessed: 90% of students in MKTG 725, IBUS 741, and MGSC 896 will successfully complete the project; 80% of students in MGSC 770 earn a B or higher on the case study	Collection plan: MKTG 725, IBUS 741, and MGSC 896 faculty will report the number of students complete the project to the AI in Business Evaluation committee; MGSC 770 faculty will report the grades as well as the number of students earning B or higher on the case study to the AI in Business Evaluation committee

Outcome 4	IBUS 741 MGSC 896 FINA 589 MKTG 722 MKTG 725 MGSC 770	<p>Assignment: MKTG 722, MKTG 725, IBUS 741, and MGSC 896 – project; FINA 589 and MGSC 770 – case study</p> <p>Outcomes</p> <p>Assessed: 90% of students in MKTG 722, MKTG 725, IBUS 741, and MGSC 896 will successfully complete the project; 80% of students in FINA 589 and MGSC 770 earn a B or higher on the case study</p>	<p>Collection plan: MKTG 722, MKTG 725, IBUS 741, and MGSC 896 faculty will report the number of students complete the project to the AI in Business Evaluation committee; FINA 589 and MGSC 770 faculty will report the grades as well as the number of students earning B or higher on the case study to the AI in Business Evaluation committee</p>
Outcome 5	IBUS 741 MGSC 896 MKTG 722 MKTG 725 MGSC 770	<p>Assignment: MKTG 722, MKTG 725, IBUS 741, and MGSC 896 – project; MGSC 770 – case study</p> <p>Outcomes</p> <p>Assessed: 90% of students in MKTG 722, MKTG 725, IBUS 741, and MGSC 896 will successfully complete the project; 80% of students in MGSC 770 earn a B or higher on the case study</p>	<p>Collection plan: MKTG 722, MKTG 725, IBUS 741, and MGSC 896 faculty will report the number of students complete the project to the AI in Business Evaluation committee; MGSC 770 faculty will report the grades as well as the number of students earning B or higher on the case study to the AI in Business Evaluation committee</p>
Outcome 6	IBUS 741 MGSC 896 FINA 589 MKTG 722 MKTG 725	<p>Assignment: MKTG 722, MKTG 725, IBUS 741, and MGSC 896 – project;</p>	<p>Collection plan: MKTG 722, MKTG 725, IBUS 741, and MGSC 896 faculty will report the number of students complete the project to the AI in Business Evaluation</p>

	MGSC 770	FINA 589 and MGSC 770 – case study Outcomes Assessed: 90% of students in MKTG 722, MKTG 725, IBUS 741, and MGSC 896 will successfully complete the project; 80% of students in FINA 589 and MGSC 770 earn a B or higher on the case study	committee; FINA 589 and MGSC 770 faculty will report the grades as well as the number of students earning B or higher on the case study to the AI in Business Evaluation committee
Outcome 7	MGSC 896 MKTG 725 MGSC 770	Assignment: MKTG 725 and MGSC 896 – project; MGSC 770 – case study Outcomes Assessed: 90% of students in MKTG 725 and MGSC 896 will successfully complete the project; 80% of students in MGSC 770 earn a B or higher on the case study	Collection plan: MKTG 725 and MGSC 896 faculty will report the number of students complete the project to the AI in Business Evaluation committee; MGSC 770 faculty will report the grades as well as the number of students earning B or higher on the case study to the AI in Business Evaluation committee
Outcome 8	IBUS 741MGSC 896 FINA 589 MKTG 722 MKTG 725 MGSC 770	Assignment: MKTG 722, MKTG 725, IBUS 741, and MGSC 896 – project; FINA 589 and MGSC 770 – case study Outcomes Assessed: 90% of students in MKTG 722, MKTG 725, IBUS 741, and MGSC	Collection plan: MKTG 722, MKTG 725, IBUS 741, and MGSC 896 faculty will report the number of students complete the project to the AI in Business Evaluation committee; FINA 589 and MGSC 770 faculty will report the grades as well as the number of students earning B or higher on the case study to the AI in Business Evaluation committee

		896 will successfully complete the project; 80% of students in FINA 589 and MGSC 770 earn a B or higher on the case study	
Outcome 9	IBUS 741 MGSC 896 MKTG 725	Exam: IBUS 741 MGSC 896 MKTG 725 Outcomes Assessed: 80% of students earn a B or higher on the exam	Collection plan: IBUS 741, MGSC 896, and MKTG 725, faculty will report the grades as well as the number of students earning B or higher to the AI in Business Evaluation committee
Outcome 10	IBUS 741 MGSC 896 MKTG 725	Exam: IBUS 741 MGSC 896 MKTG 725 Outcomes Assessed: 80% of students earn a B or higher on the exam	Collection plan: IBUS 741, MGSC 896, and MKTG 725, faculty will report the grades as well as the number of students earning B or higher to the AI in Business Evaluation committee

Course Descriptions

The program will include six (6) new courses covering the essential components of AI in Business certification standards. These six courses were developed and approved at the institutional level.

- **FINA 589: AI and Machine Learning in Finance (3)** - This course is designed for students interested in exploring the intersection of finance, machine learning, and artificial intelligence. Students will learn how to apply cutting-edge technologies to solve complex financial problems in investment, corporate finance, and banking. The course will cover theoretical foundations, practical applications, and hands-on projects to enhance understanding and skills in this rapidly evolving field. For example, we will apply the investment theories covered in FINA469/762 (Investment Analysis and Portfolio Management) to real-time financial data and derive optimal investment strategies using machine learning and artificial intelligence tools. Computer programming languages (Python and R) will be extensively used.
- **MKTG 722: Data Science for Business Decision-Making (3)** - This course covers the conceptual, applied, and managerial elements of advanced data science methods (machine learning) for business decision-making. The objectives are to help students: a) build a solid understanding of the statistical principles that underlie data science approaches; b) apply such approaches in business settings using Python; and c) think critically about the purpose, effectiveness, ethics, and byproducts of data science projects. This course is aimed at students considering positions as data scientists, data analysts, analytics translators, consultants, and alike.
- **MKTG725: AI in Marketing (3)** - AI will dramatically change marketing. This course outlines the different types of AI, clarifies how each type of AI creates value, works through how to deploy AI for various marketing functions – and more generally – how to create an AI-powered marketing strategy, and provides initial experience in use of generative AI. The curriculum will explore how predictive AI will change marketing, how generative AI will change marketing, and how to use generative AI in marketing applications.
- **IBUS 741: From Algorithms to Strategies: Mastering Artificial Intelligence for Business (3)** - Advances in machine learning and artificial intelligence (including gen AI) will likely be key to defending, extending, and upending an organization's business model. Understand these new capabilities and learn how to deploy them effectively to set up an organization for success. The course objectives are to 1) delineate various artificial intelligence and machine learning methodologies; understand their algorithmic foundations, 2) prepare and prioritize AI use cases for businesses to craft a compelling AI strategy, and 3) competently discuss AI-related topics both with business managers as well as with application software vendors
- **MGSC 770: Predictive Analytics using No-Code AI (3)** - The graduate-level course on Predictive Analytics using No-Code AI is designed to equip students with the necessary skills to apply advanced predictive analytics without the need for traditional programming. This course focuses on leveraging no-code platforms that enable users to create, test, and deploy predictive models through graphical user interfaces and pre-built modules. Students will learn to work with various data types and sources, understand data cleaning and preprocessing techniques, and explore different predictive modeling techniques such as regression analysis, decision trees, and neural

networks. The curriculum includes practical applications in industries like marketing, finance, healthcare, and more, providing a comprehensive understanding of how predictive analytics can be implemented in real-world scenarios.

- **MGSC 896: Business Intelligence Systems with AI Applications (3)** - The intersection of business analytics and AI is attracting widespread attention in today's business world. While traditional analytics tools like Excel, R, VBA, SQL, SAS, and SPSS remain prevalent, the learning landscape evolves rapidly with the advent of AI. In this course, you'll explore AI tools to build seven machine learning applications tailored for business analytics. This course offers hands-on experience, allowing you to apply AI tools and analytics techniques to real-world scenarios. Given the pervasive influence of AI across various sectors including Banking and Finance, Healthcare, Marketing, and OM-SCM, this course serves as a practicum for students to comprehend the transformative impact of AI-driven disruptions in modern industries, thereby fostering strategic thinking in business practices and operations.

Admission Requirements

The Artificial Intelligence in Business Certificate will be open to all graduate students at USC (primarily graduate students in the Darla Moore School of Business). Candidates who possess the following credentials may consider themselves competitive for admission to the Graduate Artificial Intelligence in Business Certificate.

- A bachelor's degree from an accredited college or university with a GPA of at least 3.0 on a 4.0 scale for all coursework completed beyond high school.
- A basic understanding of business concepts.
- A professional background in business, engineering, analytics, law, public health, or data science is beneficial but not required.
- For international applicants, a TOEFL score of 95 or higher, or an IELTS score of 7.0 or higher.

Each application is evaluated by the admissions committee, which makes an official recommendation to the Graduate School. The Graduate School makes the final decision and notifies the applicant of the decision.

Completion Requirements

All candidates pursuing this certificate are required to complete four courses (12 credit hours) beyond the typical core coursework. To earn a Certificate of AI in Business, all students must:

- Complete with a passing grade ("C" or better) all required courses.
- Have a cumulative 3.0 GPA or better across the four courses.

Delivery Method of Program

The AI in Business certificate program will be delivered via Distance (100% online) learning. Most courses in the certificate program are PMBA courses. All PMBA courses are offered at the DMSB in Columbia and are broadcast in real-time to regional classrooms through two-way video conferencing.

The Learning Management System (Blackboard) allows USC faculty to create a secure course website for class communications, posting assignments, posting readings, linking to complementary websites, administering exams, and much more. In courses that use Blackboard, the course syllabus will provide basic information about accessing Blackboard.

Program Locations - University of South Carolina Columbia

- 100% Online / Columbia Delivery

Students enrolled in the certificate program can choose from a combination of PMBA, MSBA, and MBA courses. Most courses are delivered on-campus, held at the Darla Moore School of Business (DMSB) in Columbia, and are broadcast in real-time to regional classrooms through two-way video conferencing.

The four regional classroom locations are:

- Charleston: 4130 Faber Place Dr., Charleston, SC
- Charlotte: 200 S. College St., Charlotte, NC
- Greenville: 301 N Main St., Greenville, SC, and
- Parris Island: 355 Chosin Reservoir Dr., Parris Island, SC (Military Personnel Only)

Policies for Awarding Credit (Compliance with Standard 10.7 of the Principles of Accreditation)

The University adheres to the IPEDS [Integrated Postsecondary Education Data System] definition of a credit hour as 'a unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term.' Therefore, each single course credit requires a minimum of 700 minutes of continuous and ongoing instructional time. A minimum of one calendar week of instruction with a cumulative total of at least 700 minutes is required for each credit offered. This time excludes breaks and final exams." All courses offered at the University of South Carolina Columbia are recorded in terms of semester hours.

Administrative Oversight

Oversight of the program proposed would be provided at various levels through the program, college, and Graduate School. At the program level, the program coordinator will oversee all administrative aspects of the program including recruitment, enrollment, and academic advising. Other administrative resources are listed as follows:

- AI in Business Task Force: Ensuring that faculty and students have access to necessary tools and resources, that our curriculum and pedagogy are updated to prepare students for a more AI-integrated future, that students use generative AI ethically without jeopardizing academic integrity, and that the organizational structure is in place to respond effectively to new opportunities and challenges as AI technologies rapidly evolve.
- AI in Business Evaluation committee: Providing formative assessment and evaluation for AI related courses
- PMBA Program Director(s): William R. Hauk, Jr., Ph.D. - Academic Director; Jennifer Ninh - Senior Director, Enrollment Management and External Relations, providing student advising and curriculum development
- MSBA Program Directors(s): Dr. Joel Wooten - Academic Director; Ross Bagley - Managing Director, providing student advising and curriculum development
- MBA Program Director(s): John Jones - Senior Director; Quinn Jacob - Associate Director, providing student advising and curriculum development
- Office of Career Management: The Office of Career Management (OCM) is to connect employers to students to help organizations keep their talent pipelines full. For students, OCM provides career counseling and career guidance.
- DMSB Data Lab: The DMSB Data Lab is a vital resource to support data-driven student projects for about 1,500 students each year who are required to complete projects using data analytics tools to analyze real-world business data. The Data Lab staff will function as mentors in the Data Lab assisting these 1,500 students with their data projects and promoting data literacy and providing basic training on the use of data analytics tools to analyze data.
- Assessment Director: Jason Beever is working directly with Mark Ferguson, the Associate Dean for Strategic Planning and Accreditation, on all matters related to assessment and accreditation.

COMMON CONTENT B – FACULTY QUALIFICATIONS (RELATIVE TO PROPOSED CHANGE)

Faculty Qualifications

The University of South Carolina Faculty Manual outlines the minimum qualifications required of teaching faculty by rank. For tenured/tenure/track appointments (e.g., Professor, Associate Professor, Assistant Professor) faculty are required to hold a terminal degree in the teaching, or in a closely related, discipline in addition to a potential, for untenured faculty, or an established scholarly presence within a disciplinary area of expertise. For Instructors, a faculty member is expected to possess a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline.

ACAF 1.20: Credentials Verification for Instructors of Record (Appendix I) requires that the credentials of all instructors of record are in compliance with accreditation requirements. For instructors of record at the graduate level, faculty must have earned a doctoral/terminal degree in the teaching discipline or related discipline. When the credentials of an instructor of record does not meet these requirements but demonstrates outstanding professional experience or contributions to the teaching discipline, the individual may be alternatively credentialed. To teach a course at the graduate level this requires that the course department explain and provide documentation of the instructor's alternative qualifications to teach a specific course, which may include research, professional licensure or qualification, professional development, or other specialized training. In addition, for graduate courses, the instructor must have, at a minimum, 18 hours of relevant graduate coursework in addition to alternative credentials. Any exceptions require approval from the Office of the Provost. A faculty roster for the program can be found in [Appendix J](#).

COMMON CONTENT C – RESOURCE – LIBRARY AND LEARNING

Student Learning Resources

The Thomas Cooper Library collection of current journals, e-journals and textbooks related to the AI field is quite comprehensive. The library offers resources in terms of databases, journal search, and online access to streaming video and audio. These may be helpful search tools when completing evidence-based assignments. In addition, the use of interlibrary loan and online resources will be helpful in this distance program. Key journals for the AI in Business Certificate include:

- Artificial intelligence.
- Artificial intelligence review
- Applied artificial intelligence
- Engineering applications of artificial intelligence
- International journal of interactive multimedia and artificial intelligence
- Conference on Artificial Intelligence Applications
- IEEE International Workshop on Tools for Artificial Intelligence: [proceedings]
- Industrial artificial intelligence
- Computers and education. Artificial intelligence

- Journal of artificial intelligence research
- Transforming Business and Society (AITB), Artificial Intelligence for
- Decision Sciences
- Management Science
- Decision support systems

Student Access to Learning Resources and Materials

Students also have access to library collections, databases, and resources provided by the Partnership Among South Carolina Academic Libraries (PASCAL). In addition to shared licensing of electronic resources, PASCAL Delivers enables students, faculty, and staff to request and receive print books from participating academic libraries in South Carolina. Students are made aware of library and learning information resources available to them during orientation sessions, course syllabi, and individual course orientation.

Advising students pursuing the AI in Business Certificate will follow a high-quality model deployed across the DMSB. Academic and career advising will be provided through Academic Advisors and Faculty Advising Fellows. Academic Advisors are full-time staff who help students select classes, connect to university resources, and gain basic knowledge of career and professional development. Students are required to meet with their assigned advisor at least once each semester. Faculty Advising Fellows are faculty in each program who help students on demand with career information that goes beyond the expertise of an Academic Advisor.

USC Columbia is committed to providing reasonable accommodations for students with disabilities. Students with disabilities must contact the Student Disability Resource Center prior to beginning or early in their academic program to determine if they are eligible for reasonable accommodations. The Office of Student Affairs and Academic Support provides students with a variety of programs and resources in the areas of academic success, career preparation, involvement and leadership, and wellbeing.

USC Columbia has a writing center to help students at any stage of the writing process. USC Columbia also has a Student Success Center that facilitates student learning and degree completion by providing a comprehensive array of programs, resources and services that advance academic goal setting, skill development, personal transition to and within the university setting and effective decision making. The Student Success Center's services include study and writing support, financial consultations, population specific support, academic engagement resources, and various workshops in the areas of support provided.

In addition, the USC Columbia Career Center is dedicated to supporting students' needs at all stages of the process, by providing students with several resources including career exploration, resume and cover letter consultations, assistance with job search strategies, career coaching appointments, professional headshots, and professional clothing. From the basics of exploring major and career options and writing a resume, to connecting with employers for internships and interviews, USC students have access to career coaches and a premiere collection of online tools.

Student Health Services provides students with a variety of resources to support their mental and emotional health and well-being in a variety of areas including COVID-19, emotional wellness, environmental wellness, financial wellness, intellectual wellness, occupational wellness, physical wellness, social wellness, and spiritual wellness. USC also provides many mental health resources including assistance with mental health emergencies and after-hour counseling and psychiatry, information for the 24-hour National Suicide Prevention Hotline, the Crisis Text Line, the Trevor Lifeline, and online mental health services.

The Division of Information Technology provides students with assistance in a variety of resources and platforms such as Blackboard, Carolina Tech Zone, Password Help, Self-Service Portal, and the Service Desk.

COMMON CONTENT C – RESOURCE – STUDENT SUPPORT SERVICES

Student Support Services

- **Graduate Student Resource Hub:** The primary mission of the Graduate Student Resource Hub is to provide a more integrated graduate student experience that holistically encompasses academic training and professional development for students at USC.
- **Graduate Student Association Awards:** The Graduate Student Association Awards honors and recognizes the contributions of the graduate and professional students to the University of South Carolina and Carolina Community.
- **Ombuds:** The Graduate School Ombuds serves as a confidential, neutral, informal and independent resource for graduate students' concerns and conflicts.
- **On-Campus Help & Activities:** Provides opportunities for students to get involved and have resources available to them across campus.
- **Opportunities Bulletin Board:** This is a place for events, fellowship, job postings, announcements and learning opportunities for graduate students.
- **Professional Development:** Landing a professional position is critical following the completion of graduate degrees/certificates. This resource provides a list of tools, resources, and professional development programs to help students discover and develop their career potential. Resources include but not limited to: career guidelines, teaching training, publishing, individual development plans, grant and proposal writing, communication and negotiation, etc.).
- **Scholarly Initiatives:** A resource to enhance your in-classroom experience through professional development, pedagogical training and exposure to non-academic settings (i.e., Grace Jordan McFadden Professors Program, Presidential Fellowship, Rising Star Fellowship).
- **Travel Grants:** Travel grants are available for graduate students.
- **International Student Services:** provides support, advising and programming for international students who currently study at USC. Phone: 803-777-7461; Email: iss@sc.edu
- **Veterans Services:** can help ensure that students, faculty and staff who have served in the military receive the VA benefits to which you are entitled and provide you with ongoing support throughout your college experience.
Phone: 803-777-5156 Email: veterans@sc.edu

- **Student Disabilities Services:** The Office of Student Disability Services empowers students to manage challenges and limitations imposed by disabilities. Our professionally trained staff provides students with exceptional services as they transition to college or continue their studies at the University. The office serves students with learning, physical, health, or psychiatric disabilities in managing the varying demands of the University experience. In addition to serving students, the staff assists the University community in making programs, services, and activities accessible for everyone. Phone: 803-777-6142.

COMMON CONTENT C – RESOURCE – PHYSICAL RESOURCES

Physical Resources

The Darla Moore School of Business is located on the University of South Carolina’s main Columbia campus with classes at the Moore School being held in 36 classrooms across 10,682 sq. ft. of collaborative learning space. Notable features include a 500-seat lecture and performance hall, a 250-seat lecture hall, and additional classroom spaces of varying sizes. There are eight different classroom configurations which allow for flexibility to meet a variety of teaching needs. Additionally, students can take advantage of a café, computer lab, graduate lounge, the Dr. Olin S. Pugh Trading Room, study commons, multiple public and private collaborate learning spaces, and a rooftop pavilion which was designed to enhance the buildings sustainability and provides additional spaces for meetings.

Financial Resources

In the financial support table below, the tuition funding represents enrollment projections which were calculated with an estimated 40 students in the first year, 60 in the second year, and 60 in the third year. Credit hours are calculated as 6 in fall and 3 in spring and in summer. rate is calculated at an average of \$800 per credit hour assuming that the students will be a mix of MSBA (\$1100 per credit hour), PMBA (\$810 per credit hour) and MBA (\$625 per credit hour).

The reallocation of existing funds in the table reflects the budget allocated to the new program by the unit. Program administration/faculty/staff salaries reflects the potential cost of having a temporary faculty member teaching 7 courses in an academic year, as well as \$7,500 (\$2,500 25 per term - summer/spring/fall) for an administrative supplement for the program's director. The College would cover the cost of the program director's administrative supplement. There are no other costs associated with implementing this program. A program fee of \$750 per student has been included to cover the cost of software, an accompanist for one week during the summer, and the costs of the LOD center USA for the certificate that students would earn for finishing foundations 1 and 2 as well as using prepared teaching resources.

Sources of financing for the program by year and estimated costs associated with implementing the program by year are provided in the table below.

Graduate Certificate of Artificial Intelligence in Business Projected Budget

Sources of Financing by Year				
Category	Year 1	Year 2	Year 3	Total
Tuition Funding	\$384,000	\$576,000	\$576,000	\$1,536,000
Other Funding				
Total Revenue	\$384,000	\$576,000	\$576,000	\$1,536,000
Estimated Costs Associated with Implementing the Program by Year				
Category	Year 1	Year 2	Year 3	Total
Program Administration and Faculty and Staff Salaries	\$70,000	\$70,000	\$70,000	\$210,000
Facilities, Equipment, Supplies, and Materials				
Library Resources				
UofSC Participation Tax (17% of tuition revenue)	\$62,280	\$97,920	\$97,920	\$261,120
Other (<i>allocated support costs</i>)				
Total Expenses	\$135,280	\$167,920	\$167,920	\$471,120
Net Total (<i>Sources of Financing Minus Estimated Costs</i>)	\$248,720	\$408,080	\$408,080	\$1,064,880

COMMON CONTENT D – INSTITUTIONAL EVALUATION AND ASSESSMENT PROCESSES

Assessment Processes

The University of South Carolina, Columbia has an assessment protocol in place for all programs within academic units. The program assessment process occurs on a 2-year schedule in which programs report their assessment data as means to analyze student performance, evaluate program efficiency, and utilize results to influence program and/or assessment revisions. The program will be assessed through the standard University of South Carolina assessment software system, Assessment Plan Composer, which is used to report results on all program goals and objectives and within, or outside of, specific course assessment will occur. Assessment data will be reviewed each year by the program director, program faculty, and department chair to determine if changes need to be made to individual courses and/or the program.

Appendix A

University of South Carolina -Columbia
Programs with CIP Codes

College	Degree	CIP Code	Program Description	Major
Arts and Sciences	BA	50201	AS African-American Studies	African American Studies
Arts and Sciences	BA	450201	AS Anthropology	Anthropology
Arts and Sciences	MA	450201	AS Anthropology	Anthropology
Arts and Sciences	PhD	450201	AS Anthropology	Anthropology
Arts and Sciences	BS	260101	AS Biological Sciences	Biological Sciences
Arts and Sciences	MS	260101	AS Biological Sciences	Biological Sciences
Arts and Sciences	PhD	260101	AS Biological Sciences	Biological Sciences
Arts and Sciences	BS	260210	AS Biochem and Molecular Biol	Biochemistry and Molecular Biology
Arts and Sciences	BS	400501	AS Chemistry	Chemistry
Arts and Sciences	BSC	400501	AS Chemistry	Chemistry
Arts and Sciences	MS	400501	AS Chemistry	Chemistry
Arts and Sciences	PhD	400501	AS Chemistry	Chemistry
Arts and Sciences	BA	430103	AS Criminology and Crim Just	Criminology and Criminal Justice
Arts and Sciences	MA	430103	AS Criminology and Crim Just	Criminology and Criminal Justice
Arts and Sciences	PhD	450401	AS Criminology and Crim Just	Criminology and Criminal Justice
Arts and Sciences	BS	4601	AS Geological Sciences	Geological Sciences
Arts and Sciences	MS	4601	AS Geological Sciences	Geological Sciences
Arts and Sciences	PhD	4601	AS Geological Sciences	Geological Sciences
Arts and Sciences	BS	261302	AS Marine Science	Marine Science
Arts and Sciences	MS	261302	AS Marine Science	Marine Science
Arts and Sciences	PhD	261302	AS Marine Science	Marine Science
Arts and Sciences	BA	450601	AS Economics	Economics
Arts and Sciences	BS	450601	AS Economics	Economics
Arts and Sciences	BA	230101	AS English	English
Arts and Sciences	MA	230101	AS English	English
Arts and Sciences	MFA	231302	AS Creative Writing	Creative Writing
Arts and Sciences	PhD	230101	AS English	English
Arts and Sciences	BS	30104	AS Environmental Science	Environmental Science
Arts and Sciences	BA	30103	AS Environmental Studies	Environmental Studies
Arts and Sciences	MEERM	4601	AS Earth and Envr Res Mgmt	Earth and Environmental Resources Management
Arts and Sciences	BA	5601	AS Film and Media Studies	Film and Media Studies
Arts and Sciences	BA	450701	AS Geography	Geography
Arts and Sciences	BS	450701	AS Geography	Geography
Arts and Sciences	MA	450701	AS Geography	Geography
Arts and Sciences	MS	450701	AS Geography	Geography

**University of South Carolina -Columbia
Programs with CIP Codes**

Arts and Sciences	PhD	450701	AS Geography	Geography
Arts and Sciences	BA	50199	AS Global Studies	Global Studies
Arts and Sciences	BA	540101	AS History	History
Arts and Sciences	MA	540101	AS History	History
Arts and Sciences	MA	540105	AS History	Public History
Arts and Sciences	PhD	540101	AS History	History
Arts and Sciences	BS	430404	AS Cyber Intelligence	Cyber Intelligence
Arts and Sciences	BAIS (A&S)	240101	AS Interdisciplinary Studies	Interdisciplinary Studies
Arts and Sciences	BSIS (A&S)	240101	AS Interdisciplinary Studies	Interdisciplinary Studies
Arts and Sciences	BS	510901	AS Cardiovascular Technology	Cardiovascular Technology
Arts and Sciences	MAT	409999	ID Sciences	Sciences, Teacher Education
Arts and Sciences	MAT	459999	ID Social Studies	Social Studies, Teacher Education
Arts and Sciences	MAT	230101	ID English	English, Teacher Education
Arts and Sciences	MAT	270101	ID Mathematics	Mathematics, Teacher Education
Arts and Sciences	MAT	500501	ID Theatre	Theatre, Teacher Education
Arts and Sciences	MAT	160101	ID Foreign Languages	Foreign Languages, Teacher Education
Arts and Sciences	PhD	160104	AS Comparative Literature	Comparative Literature
Arts and Sciences	PhD	160905	AS Spanish	Spanish
Arts and Sciences	MA	160101	AS Languages, Literatures and Cultures	Langagues, Literatures and Cultures
Arts and Sciences	BA	160101	AS Languages, Literatures and Cultures	Langagues, Literatures and Cultures
Arts and Sciences	MA	160102	AS Linguistics	Linguistics
Arts and Sciences	PhD	160102	AS Linguistics	Linguistics
Arts and Sciences	BS	270101	AS Mathematics	Mathematics
Arts and Sciences	MA	270101	AS Mathematics	Mathematics
Arts and Sciences	MMath	270101	AS Mathematics	Mathematics
Arts and Sciences	MS	270101	AS Mathematics	Mathematics
Arts and Sciences	PhD	270101	AS Mathematics	Mathematics
Arts and Sciences	BS	261501	AS Neuroscience	Neuroscience
Arts and Sciences	BA	380101	AS Philosophy	Philosophy
Arts and Sciences	MA	380101	AS Philosophy	Philosophy
Arts and Sciences	PhD	380101	AS Philosophy	Philosophy
Arts and Sciences	BS	400801	AS Physics	Physics
Arts and Sciences	MS	400801	AS Physics	Physics
Arts and Sciences	PhD	400801	AS Physics	Physics
Arts and Sciences	BA	450901	AS International Studies	International Studies
Arts and Sciences	BA	451001	AS Political Science	Political Science
Arts and Sciences	MA	450901	AS International Studies	International Studies

**University of South Carolina -Columbia
Programs with CIP Codes**

Arts and Sciences	MA	451001	AS Political Science	Political Science
Arts and Sciences	MPA	440401	AS Public Administration	Public Administration
Arts and Sciences	PhD	451001	AS Political Science	Political Science
Arts and Sciences	BA	422704	AS Expermntl Psychology	Psychology
Arts and Sciences	BS	422704	AS Expermntl Psychology	Psychology
Arts and Sciences	MA	422704	AS Expermntl Psychology	Experimental Psychology
Arts and Sciences	MA	422801	AS Psychology	Psychology
Arts and Sciences	MA	422805	AS School Psychology	School Psychology
Arts and Sciences	PhD	420101	AS Psychology	Psychology
Arts and Sciences	BA	380201	AS Religious Studies	Religious Studies
Arts and Sciences	BA	500703	AS Art History	Art History
Arts and Sciences	BA	500702	AS Art Studio	Art Studio
Arts and Sciences	BA	500699	AS Media Arts	Media Arts
Arts and Sciences	BFA	131302	AS Art Education	Art Education
Arts and Sciences	BFA	500702	AS Art Studio	Art Studio
Arts and Sciences	MA	500703	AS Art History	Art History
Arts and Sciences	MA	131302	AS Art	Art Education
Arts and Sciences	MA	500702	AS Art Studio	Art Studio
Arts and Sciences	MA	500699	AS Media Arts	Media Arts
Arts and Sciences	MFA	500702	AS Art Studio	Art Studio
Arts and Sciences	BA	451101	AS Sociology	Sociology
Arts and Sciences	BS	451101	AS Sociology	Sociology
Arts and Sciences	MA	451101	AS Sociology	Sociology
Arts and Sciences	PhD	451101	AS Sociology	Sociology
Arts and Sciences	BS	270501	AS Statistics	Statistics
Arts and Sciences	MAS	270601	AS Applied Statistics	Applied Statistics
Arts and Sciences	MS	270501	AS Statistics	Statistics
Arts and Sciences	PhD	270501	AS Statistics	Statistics
Arts and Sciences	BA	500301	AS Dance	Dance
Arts and Sciences	BA	500501	AS Theatre	Theatre
Arts and Sciences	MA	500501	AS Theatre	Theatre
Arts and Sciences	MFA	500501	AS Theatre	Theatre
Arts and Sciences	BA	50207	AS Women's and Gender Studies	Women's and Gender Studies
Business	BSBA	520301	BA Accounting	Accounting
Business	BSBA	520601	BA Business Economics	Business Economics
Business	BSBA	520801	BA Finance	Finance
Business	BSBA	521701	BA Risk Mgmt and Insurance	Risk Management and Insurance

**University of South Carolina -Columbia
Programs with CIP Codes**

Business	BSBA	521101	BA International Business	International Business
Business	BSBA	520201	BA Management	Management
Business	BSBA	521301	BA Operations and Supply Chain	Operations Supply Chain
Business	BSBA	521401	BA Marketing	Marketing
Business	BSBA	521501	BA Real Estate	Real Estate
Business	EIMBA	521101	BA Intenational Business	Executive International Master of Business Administration
Business	IMBA	521101	BA International Business	International Business
Business	PMBA	521101	BA Business Administration	Professional Master of Business Administration
Business	OMBA	520101	BA Business Administration	One-Year Master of Business Administration
Business	MA	450601	BA Economics	Economics
Business	MACC	520301	BA Accounting	Accountancy
Business	MHR	521001	BA Human Resources	Human Resources
Business	MIB	521101	BA International Business	International Business
Business	MS	520201	BA Business Administration	Business Administration
Business	PhD	520201	BA Business Admin	Business Administration
Business	MS	521302	BA Business Analytics	Business Analytics
Business	PhD	450601	BA Economics	Economics
Education	EdS	130401	ED Educal Admin	Education Administration
Education	MEd	130401	ED Educal Admin	Education Administration
Education	MEd	131102	ED Higher Ed and Studnt Affrs	Higher Education and Student Affairs
Education	PhD	130401	ED Educal Admin	Education Administration
Education	EdS	131101	ED Counselor Educ	Counselor Education
Education	PhD	131101	ED Counselor Educ	Counselor Education
Education	MEd	130601	ED Educal Psych and Res	Educational Psychology and Research
Education	MEd	422814	ED Applied Behavior Analysis	Applied Behavior Analysis
Education	PhD	130601	ED Educal Psych and Res	Educational Psychology and Research
Education	PhD	130901	ED Foundations of Educ	Foundations of Education
Education	MAT	131001	ID Special Education	Special Education
Education	MAT	131312	ID Music Educ	Music Education
Education	MEd	131001	ED Special Educ	Special Education
Education	PhD	131001	ED Special Educ	Special Education
Education	BA	131210	ED Early Childhood Educ	Early Childhood Education
Education	MEd	131210	ED Early Childhood Educ	Early Childhood Education
Education	BA	131202	ED Elementary Education	Elementary Education
Education	MAT	131202	ID Elementary Educ	Elementary Education
Education	BA	131203	ED Middle Level Educ	Middle Level Education
Education	BS	131203	ED Middle Level Educ	Middle Level Education

**University of South Carolina -Columbia
Programs with CIP Codes**

Education	MT	131205	ED Secondary Educ	Secondary Teacher Education
Education	MAT	131302	ID Art Education	Art Education (P-12 Certification)
Education	EdD	139999	ED Educational Practice and Innovation	Educational Practice and Innovation
Education	PhD	131315	ED Language and Literacy	Language and Literacy
Education	MEd	131315	ED Language and Literacy	Language and Literacy
Education	MEd	130101	ED Teaching	Teaching
Education	PhD	130101	ED Teaching and Learning	Teaching and Learning
Education	BSPE	131314	ED Physical Educ	Physical Education
Education	MAT	131314	ID Physical Educ	Physical Education, Teacher Education
Education	PhD	131314	ED Physical Educ	Physical Education
Education	MS	131314	ED Adapted Physical Education	Adapted Physical Education
Education	MEd	130501	ED Learning Design and Technologies	Learning Design and Technologies
Engineering	BS	140501	EN Biomedical Engineering	Biomedical Engineering
Engineering	ME	140501	EN Biomedical Engineering	Biomedical Engineering
Engineering	MS	140501	EN Biomedical Engineering	Biomedical Engineering
Engineering	PhD	140501	EN Biomedical Engineering	Biomedical Engineering
Engineering	BSE	140701	EN Chemical Engineering	Chemical Engineering
Engineering	ME	140701	EN Chemical Engineering	Chemical Engineering
Engineering	MS	140701	EN Chemical Engineering	Chemical Engineering
Engineering	PhD	140701	EN Chemical Engineering	Chemical Engineering
Engineering	BSE	140801	EN Civil Engineering	Civil Engineering
Engineering	ME	140801	EN Civil Engineering	Civil Engineering
Engineering	MS	140801	EN Civil Engineering	Civil Engineering
Engineering	PhD	140801	EN Civil Engineering	Civil Engineering
Engineering	BS	110103	EN Integrated Info Technology	Integrated Information Technology
Engineering	MHIT	512706	EN Health Info Technology	Health Information Technology
Engineering	BS	110101	EN Computer Info Systms	Computer Information Systems
Engineering	BSCS	110101	EN Computer Science	Computer Science
Engineering	BSE	140901	EN Computer Engineering	Computer Engineering
Engineering	MS	110701	EN Computer Science	Computer Science
Engineering	MS	140901	EN Computer Engineering	Computer Engineering
Engineering	MS	151501	EN Engineering Mangement	Engineering Management
Engineering	MS	520701	EN Tech Innv Entrepreneurial	Technology Innovation and Entrepreneurial Engineering
Engineering	PhD	110701	EN Computer Science	Computer Science
Engineering	PhD	140901	EN Computer Engineering	Computer Engineering
Engineering	BSE	141001	EN Electrical Engineering	Electrical Engineering
Engineering	ME	141001	EN Electrical Engineering	Electrical Engineering

**University of South Carolina -Columbia
Programs with CIP Codes**

Engineering	MS	141001	EN Electrical Engineering	Electrical Engineering
Engineering	PhD	141001	EN Electrical Engineering	Electrical Engineering
Engineering	BSE	140201	EN Aerospace Engineering	Aerospace Engineering
Engineering	ME	140201	EN Aerospace Engineering	Aerospace Engineering
Engineering	MS	140201	EN Aerospace Engineering	Aerospace Engineering
Engineering	BSE	141901	EN Mechanical Engineering	Mechanical Engineering
Engineering	ME	141901	EN Mechanical Engineering	Mechanical Engineering
Engineering	MS	141901	EN Mechanical Engineering	Mechanical Engineering
Engineering	PhD	141901	EN Mechanical Engineering	Mechanical Engineering
Engineering	ME	142301	EN Nuclear Engineering	Nuclear Engineering
Engineering	MS	142301	EN Nuclear Engineering	Nuclear Engineering
Engineering	PhD	142301	EN Nuclear Engineering	Nuclear Engineering
Engineering	PhD	110104	EN Informatics	Informatics
SC Honors College	BarSc	240199	HC Interdisciplinary Studies	Interdisciplinary Studies
HRSM	BS	520901	HM Hospitality Mgmt	Hospitality Management
HRSM	BS	520903	HM Tourism Management	Tourism Management
HRSM	MIHTM	520901	HM Intl Hospitly & Toursm Mgmt	International Hospitality and Tourism Management
HRSM	PhD	520901	HM Hospitallty Management	Hospitality Management
HRSM	BAIS (HRSM)	240101	BA Interdisciplinary Studies	Interdisciplinary Studies
HRSM	BS	521803	HM Retailing	Retailing
HRSM	MR	521803	HM Retailing	Retailing
HRSM	BS	310504	HM Sport and Entrtnmnt Mgmt	Sport and Entertainment Management
HRSM	MSEM	310504	HM Sport and Entrtnmnt Mgmt	Sport and Entertainment Management
HRSM	PhD	310504	HM Sport and Entrtnmnt Mgmt	Sport and Entertainment Management
Information and Communications	BAJMC	90903	IC Advertising	Advertising
Information and Communications	BAJMC	90402	IC Broadcast Journalism	Broadcast Journalism
Information and Communications	BAJMC	90401	IC Journalism	Journalism
Information and Communications	BAJMC	90102	IC Mass Communications	Mass Communications
Information and Communications	BAJMC	90902	IC Public Relations	Public Relations
Information and Communications	BAJMC	90702	IC Visual Communications	Visual Communications
Information and Communications	MA	90401	IC Journalism	Journalism
Information and Communications	MMC	90401	IC Journalism	(Journalism and) Mass Communications
Information and Communications	PhD	90102	IC Mass Communications	(Journalism and) Mass Communications
Information and Communications	BS	110401	IC Information Science	Information Science
Information and Communications	SLIS	250101	IC Libr and Info Science	Library and Information Science (Teacher Ed)
Information and Communications	SLIS	250101	IC Libr and Info Science	Library and Information Science
Information and Communications	MLIS	250101	IC Libr and Info Science	Library and Information Science

**University of South Carolina -Columbia
Programs with CIP Codes**

Information and Communications	PhD	250101	IC Libr and Info Science	Library and Information Science
Information and Communications	MS	307199	IC Data and Communication	Data and Communication
Law School	MSL	510717	LW Law	Health Systems Law
Law School	JD	220101	LW Law	Law
Medicine	MS	260102	MD Biomedical Science	Biomedical Sciences
Medicine	PhD	260102	MD Biomedical Science	Biomedical Sciences
Medicine	MRC	512399	MD Counseling and Rehanbilitation	Counseling and Rehabilitation
Medicine	MNA	513804	MD Nurse Anesthesia	Nurse Anesthesia
Medicine	MS	260806	MD Genetic Counseling	Genetic Counseling
Medicine	MS	510912	MD Physician Assistant Studies	Physician Assistant Studies
Medicine	MD	511201	MD Medicine	Medicine
Medicine	DNAP	513804	MD Nurse Anesthesia	Nurse Anesthesia
Music	BA	500901	MU Music	Music
Music	BM	500901	MU Music	Music
Music	DMA	500906	MU Conducting	Conducting
Music	DMA	500904	MU Music Composition	Music Composition
Music	DMA	500903	MU Music Performance	Music Performance
Music	DMA	500999	MU Piano Pedagogy	Piano Pedagogy
Music	MM	500901	MU Music	Music
Music	MM	500903	MU Music Performance	Music
Music	MMEd	131312	MU Music Education	Music Education
Music	PhD	131312	MU Music Education	Music Education
Music	BS	501003	MU Music Industry Studies	Music Industry Studies
Nursing	BSN	513801	NR Nursing	Nursing-Generic
Nursing	BSN	513801	NR Nursing - R.N.	Nursing - BSN Completion (RN to BSN)
Nursing	DNP	513818	NR Nursing Practice	Nursing Practice
Nursing	MSN	513801	NR - Entry to Practice Nursing	Entry to Practice of Nursing (MEPN)
Nursing	MSN	513805	NR Family Nurse Practitioner	Family Nurse Practitioner
Nursing	MSN	513810	NR Psych/Mntl Hlth Nrse Pract	Psychiatric/Mental Health Nurse Practitioner
Nursing	MSN	513814	NR Adlt Ger Acte Care Nrs Prac	Adult Gerontology Acute Care Nurse Practitioner
Nursing	MSN	513802	NR Nursing Adminisration	Nursing Administration
Nursing	MSN	513899	NR - Nursing Informatics	Nursing Informatics
Nursing	PhD	513808	NR Nursing Science	Nursing Science
Public Health	BA	512299	PH Public Health	Public Health
Public Health	BS	512299	PH Public Health	Public Health
Public Health	MS	510203	PH Speech Pathology	Speech-Language Patholgoy
Public Health	PhD	510204	PH Comm Sci & Disorders	Communication Sciences and Disorders

**University of South Carolina -Columbia
Programs with CIP Codes**

Public Health	MPH	512202	PH Environmental Hlth Sciences	Environmental Health Sciences
Public Health	MS	512202	PH Environmental Hlth Sciences	Environmental Health Sciences
Public Health	PhD	512202	PH Environmental Hlth Sciences	Environmental Health Sciences
Public Health	MPH	261102	PH Biostatistics	Biostatistics
Public Health	MPH	261309	PH Epidemiology	Epidemiology
Public Health	MS	261102	PH Biostatistics	Biostatistics
Public Health	MS	261309	PH Epidemiology	Epidemiology
Public Health	PhD	261102	PH Biostatistics	Biostatistics
Public Health	PhD	261309	PH Epidemiology	Epidemiology
Public Health	BS	260908	PH Exercise Science	Exercise Science
Public Health	MS	510913	PH Athletic Training	Athletic Training
Public Health	MS	510913	PH Adv Athletic Training	Advanced Athletic Training
Public Health	MS	260908	PH Exercise Science	Exercise Science
Public Health	PhD	260908	PH Exercise Science	Exercise Science
Public Health	MPH	512201	PH Exercise Science	Physical Activity and Public Health
Public Health	DPT	512308	PH Physical Therapy	Physical Therapy
Public Health	MPH	512207	PH Hlth Promo, Educ and Beh	Health Promotion, Education, and Behavior
Public Health	PhD	512207	PH Public Health Educ & Promotion	Health Promotion, Education, and Behavior
Public Health	MHA	510702	PH Hlth Svcs Policy and Mgmt	Health Services Policy and Management
Public Health	MPH	512201	PH Hlth Svcs Policy and Mgmt	Health Services Policy and Management
Public Health	PhD	512201	PH Hlth Svcs Policy and Mgmt	Health Services Policy and Management
Palmetto Programs	AA	240101	Ft. Jackson Military-General	Liberal Arts and Sciences
Palmetto Programs	AS	240101	Ft. Jackson Military-General	Liberal Arts and Sciences
Palmetto Programs	BA	520206	PP Organizational Leadership	Organizational Leadership (Regional Campuses)
Palmetto Programs	BA	240101	PP Liberal Studies	Liberal Studies (Regional Campuses)
Pharmacy	BS	512099	PR Pharmaceutical Sciences	Pharmaceutical Sciences
Pharmacy	MS	512003	PR Pharmaceutical Sciences	Pharmaceutical Sciences
Pharmacy	PhD	512003	PR Pharmaceutical Sciences	Pharmaceutical Sciences
Pharmacy	PharmD	512001	PR Pharmacy - PharmD	Pharmacy
Social Work	BSW	440701	SW Social Work	Social Work
Social Work	MSW	440701	SW Social Work	Social Work
Social Work	PhD	440701	SW Social Work	Social Work
USC Lancaster	AA	240101	AA Associate in Arts	Associate in Arts
USC Lancaster	AS	240101	AS Associate in Science	Associate in Science
USC Lancaster	ASCCJ	430103	ASCJ Associate in Science Criminal Justice	Criminal Justice
USC Salkehatchie	AA	240101	AA Associate in Arts	Associate in Arts
USC Salkehatchie	AS	240101	AS Associate in Science	Associate in Science

University of South Carolina -Columbia
Programs with CIP Codes

USC Sumter	AA	240101	AA Associate in Arts	Associate in Arts
USC Sumter	AS	240101	AS Associate in Science	Associate in Science
USC Union	AA	240101	AA Associate in Arts	Associate in Arts
USC Union	AS	240101	AS Associate in Science	Associate in Science

Appendix B

List of Existing Approved Off-Campus Sites and Addresses

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Lancaster	476 Hubbard Drive, Lancaster. SC 29720	March 15, 2012		AA, AS	Yes
Beaufort	801 Carteret Street, Beaufort SC 29720	March 15, 2012		Master of Arts in Teaching in Elementary Education	Yes
Aiken	Savannah River Site, Building 703 41 A, Aiken, SC 29808	March 15, 2012		Master of Environmental & Earth Resource Management	Yes
Greenville- University Center	225 S. Pleasantburg Drive, Greenville, SC 29607	March 15, 2012		Master of Social Work	Yes
Charleston- Lowcountry Graduate Center	5300 International Boulevard, #100, N. Charleston, SC 29418	March 15, 2012		Master of Public Administration	Yes
Charlotte	200 South College Street, Suite 110, Charlotte, NC 28202	March 15, 2012		PMBA	Yes
Greenville	Greenville Hospital System, 701 Grove Road, Greenville, SC 29605	March 15, 2012		MD	Yes
USC Laurens Site	507 North Harper Street, Suite L, Laurens, SC 29360	June, 25, 2015		AA, AS	Yes

McLeod Regional Medical Center (Clinical Site)	555 East Cheves Street, Florence, SC 29506	July 7, 2015		MD	Yes
Carolinas Hospital System (Clinical Site)	805 Pamplico Highway, Florence, SC 29596	July 7, 2015		MD	Yes
Instituto Tecnologic y de Estudios Superiores de Monterrey	Campus Guadalajara Colonia Nuevo Mexico Guadalajara 45140	2006	01/02/2007	M.B.A., EIMBA (DMSB)	Yes
Kangnam University	104 Galwon Dong Young San Gu Seoul Korea	1992	07/24/2000	M.S.W (SOWK)	Yes
Medical Dental Education Institute	1318-8 SEO-CHO GU Montessori Building 3F Seoul South Korea	2006	01/02/2007	DrPh Health Services (ASPH), PB Cert Drug and Addiction (SOWK)	ASPH terminated DrPH Health Services Spring 2018; Yes, Social Work is active
Salkehatchie	P.O. Box 617 Allendale SC 29810	1965	12/03/1991	AA, AS	Yes
Sumter	200 Miller Road Sumter SC 29150-2498	1973	12/03/1991	AA, AS	Yes
Union	309 East Academy Street Union, SC 29379	1965	12/05/1991	AA, AS	Yes
Moore School of Business Greenville Classroom	201 Riverplace, Suite 300 Greenville, SC 29601	11/08/2018	11/08/2018	PMBA	Yes
Moore School of Business Charleston Classroom	151 Market Street Charleston, SC 29401	11/08/2018	11/08/2018	PMBA	Yes
BB&T Center	200 South College Street, Suite 110 Charleston, NC 28202	11/08/2018	11/08/2018	PMBA	Yes
Indian Land Site	8063 River Road Fort Mill, SC 29707	04/26/2019	04/26/2019	AA, AS, ASN	Yes

Marine Corps Air Station (MCAS)	Building 596 Geiger Boulevard MCAS Beaufort, SC 29904	04/12/2019	04/12/2019	PMBA	Yes
Marine Corps Recruit Depot Parris Island	Building 923 355 Chosin Reservoir Road MCRD Parris Island, SC 29905	04/12/2019	04/12/2019	PMBA	Yes
Ridgeview High School	4801 Hard Scrabble Road, Columbia, SC 20229	12/06/2019	01/06/2020	AA, AS	Yes
Fort Jackson Education Services Center	4600 Strom Thurmond Boulevard, Fort Jackson, SC 29207	12/2/2019	8/3/2020	AA, AS	Yes
Hamad Bin Khalifa University	P.O. Box 34110, Education City, Doha, Qatar	12/17/2019	8/3/2020	Joint Academic Award with Non-SACSCOC Accredited Institution: M.S. in Exercise Science	Yes
Hamad Bin Khalifa University	P.O. Box 34110, Education City, Doha, Qatar	2/5/2021	1/1/2021	Joint Academic Award with Non-SACSCOC Accredited Institution: M.S. in Sport and Entertainment Management	Yes
River Bluff High School	320 Corley Mill Road, Lexington, SC 29072	3/31/23	8/1/2022	AA, AS	Yes
Nation Ford High School	1400 AO Jones Boulevard, Fort Mill, SC 29715	5/12/2023		AA, AS	Yes
White Knoll High School	5643 Platt Springs Road, Lexington, SC 29073	5/12/2023		AA, AS	Yes
Catawba Ridge High School	1180 Fort Mill Pkwy, Fort Mill, SC 29715	5/12/2023		AA, AS	Yes
Lexington High School	2463 August Highway, Lexington, SC 29072	5/12/2023		AA, AS	Yes

Fort Mill High School	215 N. Hwy 21 Bypass, Fort Mill, SC 29715	5/12/2023		AA, AS	Yes
Grey Collegiate Academy	3833 Leaphart Road, Columbia, SC 29169	8/18/2023	1/1/24	AA, AS	Yes
Clover High School	1625 State Highway 55 East, Clover, SC 29710	4/5/2024	8/1/24	AA, AS	Yes

Appendix C

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ADVISOR BUSINESS

How Businesses Are Using Artificial Intelligence In 2024

Updated: Apr 24, 2023, 7:54am

Written By [Katherine Haan](#)

Contributor

[& 1 other](#) 

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resource for companies across industries. To better understand how businesses use [AI tools](#), Forbes Advisor surveyed 600 business owners using or planning to incorporate AI in business. The results revealed AI's impact on areas such as cybersecurity, fraud management, content production and customer support, including the use of [top chatbots](#).

Key Takeaways

Over half of business owners use artificial intelligence for cybersecurity and fraud management.

One in four business owners are concerned about AI affecting website traffic.

Almost all (97%) business owners believe ChatGPT will help their business.

One in three businesses plan to use ChatGPT to write website content, while 44% plan to use ChatGPT to write content in other languages.

Nearly half (46%) of business owners use AI to craft internal communications.

Over 40% are concerned about an over-dependence on technology due to AI use.

Nearly two-thirds(64%) of business owners believe AI will improve customer relationships.

How Businesses Are Using Artificial Intelligence

Businesses are turning to AI to a greater degree to improve and perfect their operations. According to the Forbes Advisor survey, businesses are using AI across a wide range of areas. The most popular applications include customer service, with 56% of respondents using AI for this purpose, and cybersecurity and fraud management, adopted by 51% of businesses.

Other notable uses of AI are customer relationship management (46%), digital personal assistants (47%), inventory management (40%) and content production (35%). Businesses also leverage AI for product recommendations (33%), accounting (30%), supply chain operations (30%), recruitment and talent sourcing (26%) and audience segmentation (24%).

Businesses Are Using AI To Improve the Customer Experience

AI is playing a significant role in enhancing customer experiences across touchpoints. According to the Forbes Advisor survey, 73% of businesses use or plan to use [AI-powered chatbots](#) for instant messaging. Moreover, 61% of companies use AI to optimize emails, while 55% deploy AI for personalized services, such as product recommendations.

Businesses also leverage AI for long-form written content, such as website copy (42%) and personalized advertising (46%). AI has made inroads into phone-call handling, as 36% of respondents use or plan to use AI in this domain, and 49% utilize AI for text message optimization.

Business Processes Artificial Intelligence Is Improving

AI is allowing companies to become more nimble and productive. According to the Forbes Advisor survey, AI is used or planned for use in various aspects of business management. A significant number of businesses (53%) apply AI to improve production processes, while 51% adopt AI for process automation and 52% utilize it for search engine optimization tasks such as keyword research.

Companies are also leveraging AI for data aggregation (40%), idea generation (38%) and minimizing safety risks (38%). In addition, AI is being used to streamline internal communications, plans, presentations and reports (46%). Businesses employ AI for writing code (31%) and website copy (29%) as well.

The Majority of Business Owners Expect AI Will Have a Positive Impact on Their Business

Most business owners think artificial intelligence will benefit their businesses. A substantial number of respondents (64%) anticipate AI will improve customer relationships and increase productivity, while 60% expect AI to drive sales growth.

AI is perceived as an asset for improving decision-making (44%), decreasing response times (53%) and avoiding mistakes (48%). Businesses also expect AI to help them save costs (59%) and streamline job processes (42%).

Concerns Business Owners Have Using Artificial Intelligence

While business owners see benefits in using AI, they also share some concerns. One such concern is the potential impact of AI on website traffic from search engines. According to the survey, 24% of respondents worry AI might affect their business's visibility on search engines.

However, 64% do not have this concern and 12% remain unsure. This concern might be driven in part by the increasing adoption of tools like [AI-driven ChatGPT](#), with 65% of consumers saying they plan to use ChatGPT instead of search engines. Balancing the advantages of AI with potential drawbacks will be crucial for businesses as they continue to navigate the evolving digital landscape.

Over 40% of Business Owners Are Concerned About Technology Dependence

Business owners expressed concern over technology dependence, with 43% of respondents worrying about becoming too reliant on AI. On top of that, 35% of entrepreneurs are anxious about

One-Third of Businesses Are Concerned AI Will Cause Workforce Reduction

A significant concern among businesses when it comes to AI integration is the potential impact on the workforce. The data indicates that 33% of survey participants are apprehensive that AI implementation could lead to a reduction in the human workforce. This concern is mirrored by the wider public, with 77% of [consumers also expressing apprehension](#) about human job loss due to AI advancements.

One-Third of Businesses Are Concerned About Misinformation From AI

A notable concern for businesses surrounding AI integration is the potential for providing misinformation to either the business or its customers. The data reveals that 30% of respondents are concerned about AI-generated misinformation, while 24% worry that it may negatively impact customer relationships. Additionally, privacy concerns are prevalent, with 31% of businesses expressing apprehensions about data security and privacy in the age of AI.

Almost All Business Owners Think ChatGPT Will Help Their Business

The majority of business owners believe that ChatGPT will have a positive impact on their operations, with a staggering 97% identifying at least one aspect that will help their business. Among the potential benefits, 74% of respondents anticipate ChatGPT assisting in generating responses to customers through chatbots.

Additionally, businesses foresee AI streamlining communication with colleagues via email (46%), generating website copy (30%), fixing coding errors (41%), translating information (47%) and summarizing information (53%). Half of respondents believe ChatGPT will contribute to improved decision-making (50%) and enable the creation of content in different languages (44%).

Potential Positive Impacts ChatGPT Will Have on Businesses

Business owners are optimistic about how ChatGPT will improve their operations. A resounding 90% of respondents believe that ChatGPT will positively impact their businesses within the next 12 months. They attribute this positive outlook to several factors. Fifty-eight percent believe ChatGPT will create a personalized customer experience, while 70% believe that ChatGPT will help generate content quickly.

Business owners also anticipate improved decision-making (48%), enhanced credibility (47%), increased web traffic (57%) and streamlined job processes (53%).

Conclusion

service, customer relationship management (CRM) and cybersecurity. They are also focusing on improving customer experience through personalized services, instant messaging and tailored advertising. Additionally, AI is enhancing internal business processes such as data aggregation, process automation and SEO tasks.

While concerns exist, such as technology dependence and potential workforce reduction, most business owners foresee a positive impact from AI implementation. The anticipated benefits of ChatGPT, such as generating content quickly, personalizing customer experiences and streamlining job processes, demonstrate the transformative potential of AI in various aspects of business.

Methodology

This online survey of 600 American business owners who currently use artificial intelligence (AI) or plan to incorporate AI in the next six months was commissioned by Forbes Advisor and conducted by market research company OnePoll, in accordance with the Market Research Society's code of conduct. Data was collected from March 20 to April 5, 2023. The margin of error is +/- 4.0 points with 95% confidence. This survey was overseen by the OnePoll research team, which is a member of the MRS and has corporate membership with the American Association for Public Opinion Research (AAPOR).

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Appendix D

Five Ways AI Can Transform How Businesses Interact With Consumers

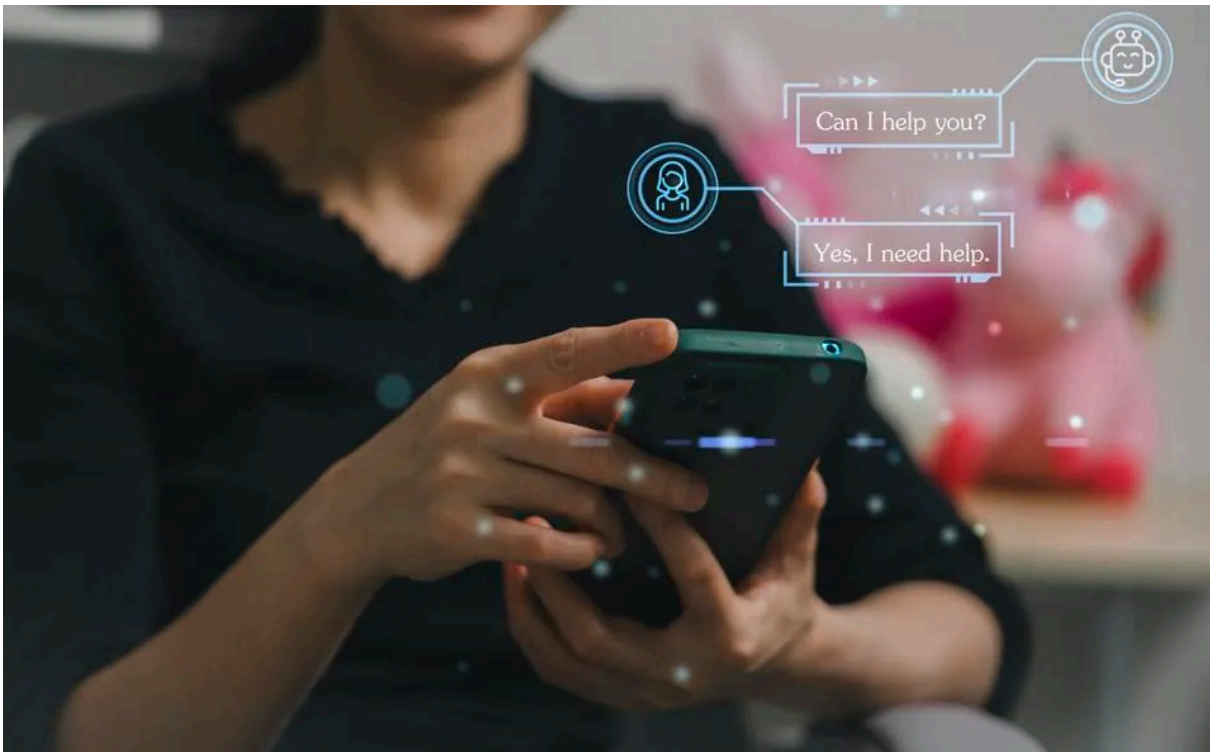


Przemek Szleter Forbes Councils Member
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Aug 9, 2024, 07:45am EDT

Przemek Szleter is the founder and CEO of [DAC.digital](#), with over 16 years of professional experience as a business & IT executive.



GETTY

Artificial intelligence (AI) for customer service has been booming recently. Experts expect the conversational AI market share to reach **\$34.7 billion by 2030**. This is in no small part thanks to customer service chatbots that can aid consumers day and night without taking breaks. But artificial customer

assistants are only the beginning. Let's discuss how AI could change how businesses interact with customers.

1. Personalized customer experience can cater to specific needs and cravings.

AI allows businesses to deliver highly personalized experiences by analyzing vast customer data, including purchasing history, browsing behavior and social media interactions. Here are three key ways AI is transforming customized customer experiences:

- **Recommended Purchases:** AI-enhanced systems can suggest product recommendations based on individual preferences and past behaviors. For example, video streaming services suggest what to watch next based on the user's viewing history. This principle can also be applied to any product based on purchase history. For example, the algorithm might suggest purchasing a case if a user buys a phone.
- **Personalized Marketing:** With AI algorithms, marketing departments can create targeted campaigns that resonate with a specific part of their audience. AI can find patterns and define preferences, allowing marketers to build personalized emails, advertisements and social media posts. As a result, engagement rates are likely to rise and marketing strategies become more effective.
- **Dynamic Pricing:** AI algorithms working in real time can swiftly adjust prices based on demand, customer behavior and competitor pricing. This strategy can help maximize profits while offering competitive prices to customers. Airlines, ride-sharing services and e-commerce platforms often use dynamic pricing models to respond to market conditions and consumer demand.

2. Automated customer support can provide immediate around-the-clock help for most

common queries.

Chatbots and virtual assistants are [changing the customer support landscape \(paywall\)](#) by handling various inquiries without human intervention. With proper training, AI can provide quality service for multiple inquiries. Here are other ways in which it can improve the customer experience:

- **Constant Support:** Unlike human workers, who can only work for a limited time, AI chatbots can provide around-the-clock assistance, ensuring customers receive support at any time of the day. This can benefit global companies serving customers across different time zones.
- **Immediate Responses:** When trained in various scenarios and on many queries, AI assistants can offer quick answers, reducing wait times. For example, they can be ideal for handling inquiries about order status, product details and basic troubleshooting, allowing customer agents to focus on more complex problems.
- **Multilingual Assistance:** AI-powered systems can provide support in multiple languages, catering to a global audience and breaking down language barriers that might otherwise hinder effective communication.

3. Enhanced data analysis and insights can guide businesses in the right direction with evolving consumer needs.

AI can be an excellent tool for efficiently analyzing large volumes of customer data, offering a deeper understanding of behavior and needs. Here's how:

- **Predicting Future Needs:** By analyzing historical data, AI algorithms can predict the evolution of customer needs. It enables proactive reaction to changing demands, increasing overall experience satisfaction.

- **Sentiment Analysis:** AI can provide valuable insights into customer sentiment from reviews, social media and feedback. It helps businesses understand customers' feelings toward products and services, ultimately allowing them to improve accordingly.
- **Product And Service Improvements:** Insights gained from analyzing customer reviews and feedback help refine products and services, ensuring they meet expectations and result in higher satisfaction.

4. AI analysis and support enables proactive customer engagement.

AI can enable new ways for [businesses to engage with customers](#), making them feel valued and remembered. There are several aspects in which AI can help with that:

- **Predictive Maintenance:** In industries such as automotive or electronics, AI can pinpoint issues before they appear, ensuring prompt reaction to a problem and thus allowing it to be fixed with minor inconvenience to the user.
- **Personalized Follow-Ups:** AI algorithms can analyze consumer behavior and send customized follow-ups based on their preferences, making them feel remembered and cared for.
- **Engagement Triggers:** Based on specific customer actions or inactions, such as abandoned carts, virtual assistants can start a conversation to address potential doubts and concerns.

5. Streamlined operations allow for human contact when it's necessary.

AI helps [optimize some of the operational aspects](#) of customer service, allowing support agents to attend to more complex customer issues. Tasks AI can help with include:

- **Automated Workflows:** AI can automate repetitive tasks, such as data entry, appointment scheduling and order processing.
- **Resource Allocation:** This involves optimizing staff schedules and resources based on predicted demand, helping ensure the efficient handling of customer inquiries and reducing wait times.
- **Fraud Detection:** AI algorithms are an excellent tool to enhance security by identifying and preventing fraudulent activities, thereby boosting customer trust and security.

Using AI To Support—Not Replace—Humans

AI has a huge potential to make customer service more efficient, aiding with the most common issues and easing the workforce of repetitive and tedious tasks. However, it will only partially replace humans in this field, as human contact with more complex problems and inquiries will always be necessary. However, AI can provide valuable assistance in most routine contexts.

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Przemek Szleter

Przemek Szleter is the founder and CEO of [DAC.digital](#), with over 16 years of professional experience as a business & IT executive. Read Przemek Szleter's full executive profile [here](#).

Appendix E

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AI is transforming how companies hire. Here's why skills are becoming more important than degrees.

Sponsored by Indeed Aug 16, 2024, 4:41 PM EDT



Indeed

- **Shifting to a skills-first hiring approach diversifies talent pools and improves job matching, helping find the best candidates for the job**
- **This method emphasizes a job seeker's skills rather than just their degrees or previous job titles.**
- **AI tools like Indeed Smart Sourcing can help put the focus on candidates' skills to streamline sourcing and reduce hiring time.**

Amid rapid technological advancement across industries, employers' hiring needs are changing, requiring them to bring the right talent on board quickly.

Yet many employers are stuck in the old ways of hiring, leaning on degrees and years of industry experience as the main indicators of quality. These outdated metrics don't align with modern hiring practices, and as a result, talented individuals who don't fit the "traditional" mold may slip between the cracks. This can lead to missing out on qualified candidates and even inadvertently biased hiring decisions.

Finding the right candidate is based on many complex factors, but a person's ability to do the job should come first and foremost. Luckily, Indeed data indicates a shift towards skills-first hiring, with fewer job postings on their site explicitly listing a college degree as a requirement.

By evaluating job seekers based on skills, employers can tap into a wider talent pool, ensuring a better match for their needs and increasing retention. The skills-first hiring approach can also ultimately help employers reduce both the time and costs associated with hiring, especially when supported by AI.

Source candidates more effectively and efficiently

While acknowledging some industries require formal education and certifications, "skills-first" hiring focuses on identifying and hiring for the skills required for the job. This includes technical abilities like programming and data analytics, as well as durable skills such as adaptability and effective communication.

Adopting a skills-first hiring model helps companies tap into talent often overlooked, including the 70+ million US workers who gained their skills through alternative routes, known as "STARS" (2). This would encompass skills learned from military service, community college, or

other work experience. Beyond that, employees hired based on skills tend to stay in the job longer. [A Harvard study](#) found that when companies dropped degree requirements and hired STARS, those employees stayed in their roles 20% longer than their college-educated counterparts.

Skills-based hiring also opens up new ways to use technology for more effective candidate sourcing. According to the study, 74% of hiring managers prefer to match with qualified talent based on skills and relevant experiences, and AI makes that process possible.

Indeed [Smart Sourcing](#) facilitates instant skills-based matching, surfacing a list of candidates matched to their job criteria based on information collected from the jobseeker and AI-generated summaries that highlight skill overlaps.

"When Indeed matches candidates to jobs, it can improve its understanding of the job seeker and employer to create better job matches more quickly than ever," [said](#) Donal McMahon, VP of engineering and data science at Indeed.

Speed up applications from quality candidates

To get employers' opportunities in front of quality candidates, Indeed's [AI Job Description Generator](#) can help write tailored, comprehensive job listings more quickly. The tool uses OpenAI and Indeed's unique data on hiring signals to deliver a job description within seconds.

Once employers hone their job descriptions and review their instant Smart Sourcing matches, they can invite candidates to apply with a single click. Indeed research found that employers who invited matched

candidates to apply to their sponsored job were twice as likely to make a hire (3).

After candidates accept those invitations and apply, Indeed's AI continues to help employers move them through every step of the hiring process. Indeed Smart Sourcing's generative AI capabilities deliver candidate highlights for all matched job candidates — which include analyses and summaries of those candidates' resumes — and equip employers with tools to quickly connect with candidates through AI-generated, personalized outreach.

The combination of expedited job posts, broadened candidate pools, and quick application invites can help employers fill positions faster and more easily.

As hiring needs continue to evolve, making the hiring process easier with AI helps companies better plan and staff for the future.

"We are combining the power of AI with the incredible power of human judgment," said Chris Hyams, Indeed CEO. "The power of you. It's smart, it's fast, and it's incredibly effective."

Learn how Indeed is making hiring simpler, faster, and more human.

This post was created by Insider Studios with Indeed.

(1) Indeed Data, 2024

Appendix F



WEALTH MANAGEMENT

ARTICLE

In the evolving landscape of artificial intelligence (AI), both cybersecurity teams and hackers are using AI to their advantage.

|

Key Takeaways

- Cybercriminals are using AI to carry out a variety of sophisticated attacks, from data poisoning to deepfakes.
- Cybersecurity organizations also increasingly rely on AI to help flag suspicious data and detect or thwart attacks.
- To help keep your data safe, review your current cybersecurity protection and make sure it follows best practices.

If you recently used your car's GPS system, relied on auto-correct when writing an email or conducted an online search, chances are you've experienced artificial intelligence (AI).

So, let's discuss the basics of AI, how cybersecurity teams and hackers are using AI, and how you can help

keep yourself safe.

What Is AI?

AI is a broad term that refers to the science of simulating human intelligence in machines with the goal of enabling them to think like us and mimic our actions. This would allow AI machines to perform tasks that previously only human beings could handle. For some tasks, AI may even surpass human beings.

Many AI machines attempt to determine the best way to achieve an outcome or solve a problem. They typically do this by analyzing enormous amounts of training data and then finding patterns in the data to replicate in their own decision-making.

While AI may seem futuristic, the concept behind it is believed to have begun in 1950, when British mathematician and logician Alan Turing speculated about “thinking machines” that could reason similarly to humans.¹ The term “artificial intelligence” was born a few years later.²

How AI Benefits Cybersecurity

Artificial intelligence (AI) is [reshaping nearly every industry](#) – and cybersecurity is no exception. A recent research report estimated the global market for AI-based cybersecurity products was about \$15 billion in 2021 and will surge to roughly \$135 billion by 2030.³

Cybersecurity organizations increasingly rely on AI in conjunction with more traditional tools such as antivirus protection, data-loss prevention, fraud detection, identity and access management, intrusion detection, risk management and other core security areas. Because of the nature of AI, which can analyze enormous sets of data and find patterns, AI is uniquely suited to tasks such as:

- Detecting actual attacks more accurately than humans, creating fewer false-positive results, and prioritizing responses based on their real-world risks;
- Identifying and flagging the type of suspicious emails and messages often employed in phishing campaigns;
- Simulating social engineering attacks, which help security teams spot potential vulnerabilities before

cybercriminals exploit them; and

- Analyzing huge amounts of incident-related data rapidly, so that security teams can swiftly take action to contain the threat.

Additionally, AI has the potential to be a game-changing tool in penetration testing—intentionally probing the defenses of software and networks to identify weaknesses. By developing AI tools to target their own technology, organizations will be better able to identify their weaknesses before hackers can maliciously exploit them.

Having this intelligence would provide cybersecurity organizations with a significant edge in preventing future attacks. Stopping breaches before they occur would not only help protect the data of individuals and companies, but also lower IT costs for businesses.

How Hackers Abuse AI

Unfortunately, cybercriminals are relentless and resourceful. Let's look at several ways they're using AI for their own benefit:

1

Social engineering schemes:

These [schemes](#) rely on psychological manipulation to trick individuals into revealing sensitive information or making other security mistakes. They include a broad range of fraudulent activity categories, including phishing, vishing and business email compromise scams.

AI allows cybercriminals to automate many of the processes used in social-engineering attacks, as well as create more personalized, sophisticated and effective messaging to fool unsuspecting victims. This means cybercriminals can generate a greater volume of attacks in less time—and experience a higher success rate.

2

Password hacking:

Cybercriminals exploit AI to improve the algorithms they use for deciphering [passwords](#). The enhanced algorithms provide quicker and more accurate password guessing, which allows hackers to become more efficient and profitable. This may lead to an even greater emphasis on password hacking by cybercriminals.

3

Deepfakes:

This type of deception leverages AI's ability to easily manipulate visual or audio content and make it seem legitimate. This includes using phony audio and video to impersonate another individual. The doctored content can then be broadly distributed online in seconds—including on influential social media platforms—to create stress, fear or confusion among those who consume it.

Cybercriminals can use deepfakes in conjunction with social engineering, extortion and other types of schemes.

4

Data poisoning:

Hackers “poison” or alter the training data used by an AI algorithm to influence the decisions it ultimately makes. In short, the algorithm is being fed with deceptive information, and bad input leads to bad output.

Additionally, data poisoning can be difficult and time-consuming to detect. So, by the time it's discovered, the damage could be severe.

Staying Secure in a Changing AI Environment

As AI evolves, concerns about data privacy and risk management for both individuals and businesses continue to grow. Regulators are considering ways to develop AI and maximize its benefits while reducing the likelihood of negative impacts to society. However, there currently isn't any comprehensive AI federal

legislation in the United States.

So, what does all this mean to you? How do the advancements in AI impact your life from a security perspective?

Fortunately, the answer is surprisingly simple. You don't need to learn a new set of cybersecurity rules. Instead, you should review your current cybersecurity protection and make sure it follows best practices in critical areas such as [passwords](#), [data privacy](#), [personal cybersecurity](#) and especially [social engineering](#).

As always, it's a good idea to regularly visit our [Security Center](#) for updates regarding AI and our latest cybersecurity tips. By staying secure, it makes it easier for all of us to enjoy the conveniences and other enhancements in our daily lives made possible by AI.

Security Center

Learn how to protect yourself

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Appendix G

How Generative AI Transforms Employee Productivity in the Modern Workplace

Productivity is one of today's most credible measures of value, but the concept emerged early in the human journey. Over eons, superior productivity charted the path to progress and moved civilization forward. It made the difference between thriving and extinction—competing successfully or fading away.

As technology advanced, employee productivity and its effect on business became precisely measurable. Organizations, under constant pressure in turbulent environments, have sought ways to maximize employee productivity without raising costs or causing burnout.

Productive employees are recognized, promoted, and rewarded, while others, stuck in manual, inefficient processes, do not fare so well. Now, the arrival of generative AI promises to free the workforce from its most persistent productivity barrier: outdated manual methods and the baggage they bring with them.

How Generative AI Can Boost Workplace Productivity

Inarguably, generative AI has the potential to dramatically elevate and augment worker productivity while it supports collapsing morale among workers trapped in tedious manual processes.

For example, the [AI service desk](#) was a ripe, early opportunity for generative AI to grow capabilities while controlling headcount. AI allows organizations to turn over routine functions to chatbots and virtual assistants. Elevated by advanced [Natural Language Processing](#) (NLP) and [machine learning](#) (ML) they are rapidly automating self-service, helping remote and on-site workers alike escape repetitive and paper-based tasks while raising productivity metrics. An overarching goal of a company should be to maximize productivity without sacrificing product or service quality or customer satisfaction while using company resources efficiently.

According to an [MIT Management](#), report, as AI capabilities draw nearer to those of humans, we confront heretofore unknown surprises and challenges. Like leveraging [conversational AI for employee productivity](#), generative AI has the potential to unleash superior workplace productivity, empowering workers to achieve more tasks in a shorter time frame, and streamline collaboration—automating repetitive tasks while opening a heretofore dead-end job to higher-value opportunities and promotions.



The Productivity Tax of Manual Processes

Reliance on outdated manual methods impacts more than mere statistics, though the numbers are grim enough. The impact on employees themselves—eager to prove their merit, grow their skills, and earn promotion is inescapable. Enthusiastic workers become cogs—stuck in repetitive tasks that the early Industrial Revolution would easily recognize. The statistics illustrate their pain: 90% of companies fail to optimize digital technology, leaving a gaping crater in morale and a busywork-driven slump in attitude. Resentment and turnover are no surprise.

Identifying Time-Consuming Tasks

It's ironic that companies still believe commitment to inefficient manual work makes for smart budgeting when the reality is that lack of automation is a costly brake on productivity. Soaring error rates caused by inaccurate data entry on repetitive tasks require tedious rework.

AI can analyze vast amounts of data to identify trends, patterns, and potential risks, providing project managers with valuable insights and enabling smart, proactive decision-making.

The Cost of Inefficiency

In today's rapidly changing business landscape, companies that don't incorporate AI into their processes face a significant disadvantage. AI is fast becoming an indispensable tool for organizations seeking to optimize their operations and maintain a competitive edge. It offers the potential to revolutionize the way companies operate, providing valuable insights and enabling them to make better, more informed decisions.

Decreased efficiency and productivity

A study by McKinsey quoted by MIT states that AI can increase labor productivity by up to [40%](#). Only calculate the cost of losing that advantage.

Missed opportunities for growth and innovation

AI can provide companies with valuable insights to help them make better decisions and grow their business. Companies that don't embrace AI miss out on these opportunities and will likely fall behind. Seventy-three percent of US companies already adopted AI in 2023 in at least some areas of their business. One year after ChatGPT hit the market, more than half of the companies surveyed (54%) have implemented GenAI in some areas of their business.

Reduced operational cost

This is another benefit that companies lose by delaying AI adoption. By automating repetitive and manual tasks, AI can help to reduce operational costs by improving efficiency, reducing errors, and streamlining processes. This can result in cost savings by reducing labor costs, reducing the need for overtime pay, and increasing productivity. An Accenture report found that AI can reduce operational costs by up to 60%.

Difficulty attracting and retaining top talent

This benefit is brought out in a study by [Deloitte](#). Companies If your company isn't investing in AI, you could miss your ability to compete with other companies in your industry.

Key Benefits of Generative AI at Work

AI is revolutionizing industries across the board. With its ability to analyze data, automate tasks, and make intelligent decisions, AI is transforming the way projects are executed and delivering unprecedented efficiency and accuracy.

There is virtually no end to the various ways AI can simplify project tasks and empower project managers to navigate complexity. Be sure to choose the right AI-powered project management tools; select the ones that align with your project's needs and objectives. Consider factors such as ease of use, scalability, and integration resources. Also, ensure data quality, because AI relies heavily on data, so accuracy, completeness, and relevance of the data used for analysis is crucial. Implement data governance practices and establish data quality standards.

Provide training programs and support resources to help project managers and team members familiarize themselves with AI tools and technologies. Provide ongoing support and encourage continuous learning.

Additionally, monitor and evaluate the ongoing AI-powered project for performance and effectiveness. Collect feedback from project managers and team members to identify areas for improvement.

At its core, AI utilizes machine learning—a subset of AI that enables systems to learn and improve from experience without being explicitly programmed. Machine learning algorithms analyze large amounts of data, identify patterns, and make predictions or decisions based on that data. This ability to learn and adapt makes machine learning an invaluable tool for project management.

Automation of Repetitive Tasks

The first step is to identify tasks in your business that can be automated. Focus on time-consuming, error-prone, or repetitive tasks. Be mindful of what you are automating. Don't automate a lot at once, as it can be difficult to manage in a "herding cats" way. Also, if you are just starting with automation, save the critical areas for later when your business and teams are accustomed to AI automation.

Enhancing Decision-Making

A key benefit of AI is its ability to enhance decision-making by smoothly analyzing historical data and real-time information. AI can generate accurate forecasts, identify potential bottlenecks, and recommend sensible solutions. These capabilities empower informed decisions, mitigate risks, and optimize resource allocation.

Project management is a major AI strength in such areas as task delegation, progress tracking, and resource optimization, AI tools can spot insights and make recommendations, keep projects on track and within budget. AI can also elevate strategic planning and decision-making processes.

Streamlining Communication

AI-powered tools improve communication and collaboration efficiency. AI Copilot and large language models (LLMs) enable quick, accurate shuttling of routine messages and information-sharing organization-wide without delays, bugs, or glitches.

Effective collaboration and communication are crucial; AI tools can facilitate seamless collaboration by providing real-time updates, automating communication channels, and optimizing team workflows. AI can also analyze communication patterns and identify potential bottlenecks or conflicts within the team. By flagging these issues early on, you can take proactive measures, fostering a more collaborative and productive work environment.

Increased Efficiency

Effective scheduling and time management are critical for efficiency. You can optimize calendaring, for example, by showing availability, time zones, and priorities simultaneously as you set up meetings and synchronize any changes immediately across attendees' calendars. Task automation is another powerful generative AI contribution, freeing up valuable time and brainpower for more strategic endeavors.

Seamless writing and editing—drafting, proofreading etc. is not only tedious but time-consuming and vulnerable to error. Generative AI effortlessly takes command of this process—drafting the initial text, refining content, and correcting errors—speeding the creation of high-quality written materials.

Better Resource Management

Superior resource and workload allocation are additional generative AI benefits. Generative AI tools assess skills, availability, and project requirements, making sure the ideal resources are assigned to proper tasks. This maximizes productivity and avoids bottlenecks. Searching and summarizing long documents, reports, and articles, extracting key points and insights all save workers from hours of manual review of lengthy materials.

Personalized email drafting and responding, using an empathetic understanding of context and tone is another efficient use of resources. AI can draft personalized emails and responses—rescuing professionals from the notorious task of addressing an overflowing inbox every morning.

Improved Employee Satisfaction

Leveraging AI for employee satisfaction involves improving all aspects of the employee journey, including onboarding, performance, development, support from internal service teams, and access to information to perform daily tasks. When employees struggle to find relevant, reliable, and updated information, it's challenging to go about their day. They may also get bogged down with repetitive, time-consuming tasks that take time away from high-value work. All of this increases the risk of burnout and higher employee turnover.

Appendix H



Office of the Dean

August 26, 2024

Dr. Donna Arnett
Provost
University of South Carolina

Dear Dr. Arnett,

I am writing to express my enthusiastic support for the proposed graduate certificate program titled “Artificial Intelligence in Business” at the Darla Moore School of Business. This initiative aligns perfectly with our strategic vision to equip our students with cutting-edge skills that are increasingly demanded in today’s dynamic business environment.

Artificial Intelligence (AI) is transforming industries across the globe, and its integration into business practices is no longer a futuristic concept but a present-day reality. The proposed certificate program aims to provide our graduate students with a comprehensive understanding of AI technologies and their applications in various business contexts. This will not only enhance their analytical and decision-making capabilities but also position them as leaders in the rapidly evolving digital economy.

The demand for AI professionals is growing at an unprecedented rate. According to Grandview Research, the global artificial intelligence market size is projected to expand at a compound annual growth rate (CAGR) of 37.3% from 2023 to 2030, reaching \$1.8 billion by 2030. Importantly, the rapid growth in the use of AI will impact business processes and structure, necessitating that business graduates be equipped with skills to enable business adaptation to AI.

The curriculum for the AI in Business certificate has been meticulously designed to cover key areas related to how AI algorithms impact business strategy, AI tools for business data analysis, and how AI will influence specific business functions such as marketing. By incorporating both theoretical knowledge and practical applications, we plan to ensure that our students are well-prepared to tackle real-world challenges and drive innovation within their organizations.

Furthermore, this program will leverage the expertise of our distinguished faculty members, who are at the forefront of research and practice in the use of AI in business. Their insights and guidance will be invaluable in delivering a high-quality educational experience that meets the highest academic standards.

I firmly believe that the introduction of the “Artificial Intelligence in Business” graduate certificate will significantly enhance the value proposition of our graduate programs and attract a diverse



cohort of students eager to advance their careers. It will also strengthen our reputation as a leading institution committed to fostering innovation and excellence in business education.

I look forward to your favorable consideration of this proposal and am available to discuss any aspects of the program in further detail.

Thank you for your time and support.

Sincerely,

A handwritten signature in black ink that reads "Rohit Verma". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Rohit Verma
Dean, Darla Moore School of Business
University of South Carolina

Appendix I

ADMINISTRATIVE DIVISION ACAF Academic Affairs		POLICY NUMBER ACAF 1.20
POLICY TITLE Credential Verification for Instructors of Record		
SCOPE OF POLICY USC Columbia and regional Palmetto College campuses		DATE OF REVISION November 15, 2021
RESPONSIBLE OFFICER Executive Vice President for Academic Affairs and Provost		ADMINISTRATIVE OFFICE Office of the Provost

PURPOSE

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

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

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

DEFINITIONS AND ACRONYMS

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

- For the USC Columbia campus, the campus chief academic officer is the executive vice president for academic affairs and provost.
- For the regional Palmetto Colleges, the campus chief academic officer is the chancellor for Palmetto College unless otherwise specified by the chancellor.

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

This policy applies to all faculty and other academic personnel involved in instruction as defined by policy ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions. This also includes university staff assigned as instructors of record either as dual employment or

as part of their staff appointment, and academic affiliates appointed in accordance with policy UNIV 2.50 Affiliate Appointments.

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

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

Course Department: refers to the college, school, department, or program responsible for the oversight of a course and for the assignment of the instructor of record for the course. The “course department” is the college, school, department, or program in which a course originates.

Official Transcript: refers to a transcript that is printed on the institution’s official letterhead or transcript stationery, and includes the name, official seal, and watermark or other identifier of the issuing institution; includes the signature of the appropriate authorizing agent (usually the Registrar) and date of issue; and, lists the type of degree, area of concentration, and date the degree was conferred (if the degree has been awarded).

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

POLICY STATEMENT

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

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

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

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

A. Credential Verification

1. Criteria for Credential Verification

Credential review on all campuses must be in accordance with the Southern Association of Colleges and Schools Commission on Colleges' Comprehensive Standard 6.2.a of *The Principles of Accreditation*.

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

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

Some graduate teaching assistants have graduate semester hours in a related discipline rather than the teaching discipline. For disciplines with common cross-training, documentation much reflect approval from both the teaching discipline and the related discipline.

In rare circumstances, a graduate teaching assistant can be approved to teach a graduate or other post-baccalaureate course; such approval requires satisfying the academic credentials described above or providing alternate credentials as described below; in addition, the academic unit must affirm that the graduate teaching assistant cannot take the course for their own program of study and will not have any students in their doctoral program cohort in the course. The Office of the Provost must approve any graduate teaching assistant as instructor of record for any graduate or other post-baccalaureate course, including all mixed-level courses.

2. Alternative Credentialing

When the credentials of the instructor of record do not meet the minimum requirements as outlined above, but the prospective instructor possesses outstanding professional experience or demonstrated contributions to the teaching discipline, the individual may be alternatively credentialed. A minimum of two faculty (e.g., program director, department chair, associate dean, dean) must review and approve any request for alternative credentials for an instructor of record.

- a. In cases of alternative credentialing, the course department must explain and provide documentation of the instructor's alternate qualification(s) to teach a course or courses. These may include, but are not limited to, work or research experience, professional licensure or certification, non-credit professional development courses, or other specialized training. Sufficient objective documentation to support outstanding experience and demonstrated contributions is required to warrant consideration and must be kept up to date and maintained by the course department as long as the individual is in an active teaching role within the department.
 - b. For undergraduate courses, the instructor of record must have at minimum a baccalaureate degree in addition to alternative credentials. Exceptions require approval of the Office of the Provost.
 - c. For graduate and post-baccalaureate courses, including all mixed-level courses, the instructor of record must have, at minimum, 18 hours of relevant graduate course work in addition to alternative credentials. Exceptions require approval of the Office of the Provost.
3. Select courses are excluded from the criteria identified above. Programs can identify non-standard criteria for specific courses, e.g. minimum professional experience in lieu of graduate coursework for certain experiential courses. Non-standard criteria must be proposed by the program faculty and approved by the academic dean and Office of the Provost. The appendix includes courses approved for use of non-standard criteria.
4. Required Review at Time of Hire or Appointment

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

5. Required Review for New Class Assignment

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

6. Per-Course Review Requirement

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

7. ROTC Instructors

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

8. Credential Documents

All instructors of record must have an official transcript and curriculum vitae on file with the academic unit (program, department/school, or campus/college, based on campus/college-level procedures) for which they are teaching. Instructors of record who are alternatively credentialed and, therefore, do not have a transcript on file, still must submit a curriculum vitae along with their other supporting materials.

- a. Credential documentation for each instructor of record must be maintained by the course department for as long as the individual is in an active teaching role. In the case of an instructor of record teaching a course outside their primary academic unit, the secondary course academic unit does not need to keep an official transcript and curriculum vitae on file if it has ensured these documents are already on file and can be easily accessed, if needed. However, the secondary unit is responsible for verifying that the academic credentials satisfy the requirements for courses in the secondary unit and to maintain any documentation related to alternative credentials.
- b. Official Transcripts: An individual's credentials should include an official transcript showing the highest degree conferred in the teaching discipline, or the highest degree conferred with 18+ graduate hours in the teaching discipline. Undergraduate and other graduate transcripts are not required unless they are being used for alternative credentialing.

Official transcripts must be sent from the issuing institution directly to the instructor's department chair, college or school dean, program director, or other appointed individual within the department, college, school, or program. Electronic transcripts may be sent from a third party authorized to broker such transactions. A transcript sent directly to an instructor from an issuing institution is acceptable if the transcript is delivered to the instructor's department, college, school, or program in an envelope addressed and sealed by the issuing institution. The program, department, school or

college must keep a record of the receipt of the transcript in the instructor's file to show that the transcript was received directly from the issuing institution, delivered by the instructor in an envelope addressed and sealed by the issuing institution, or through an authorized third party. If an official transcript is obtained prior to a degree being awarded, a second official transcript must be requested and submitted after the degree is conferred.

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

- c. Physician Credentials: For clinical faculty in either School of Medicine whose terminal degree is a doctor of medicine or equivalent degree, a copy of the faculty member's licensure or board certification is acceptable in lieu of an official transcript.
- d. Curriculum Vitae: A curriculum vitae must be on file in the course department, or readily available online, for each instructor of record. This requirement includes graduate teaching assistants, professional staff who teach credit-bearing courses, adjuncts, and individuals not employed by the University of South Carolina but who are listed as instructors of record. Each course department is responsible for ensuring curricula vitae are periodically updated.
- e. Alternative Credentialing Documents: When the assignment of an instructor of record is justified by means other than those outlined in policy section C.1., supporting documentation is needed to explain the instructor's qualifications to teach the course. Documentation should be periodically reviewed and kept up to date for as long as the instructor is teaching the course for which he they are being alternatively credentialed.
- f. Foreign Credentials: Non-U.S. academic credentials must be evaluated for equivalency to U.S. accredited coursework by a university-approved foreign credential evaluator, and the evaluation submitted with the instructor's transcript or proof of degree. The transcript and other applicable academic records should be accompanied by a notarized translation, if not in English.

PROCEDURES

A. Responsibility for Implementation

1. At USC Columbia, the Provost delegates responsibility for implementation of this policy, including credential verification, to the USC Columbia college and school deans. In cases where a course is offered by a department outside the purview of the college and school deans, responsibility for implementation and credential verification is delegated to the unit administrator of the department offering the course.

On the regional Palmetto College campuses, the chancellor delegates responsibility for implementation regional of this policy, including credential verification, to the campus deans. In addition to the campus review, the academic credentials for faculty hired for the regional Palmetto College campuses must be reviewed by the respective academic unit at USC Columbia. For tenure-track/tenured faculty, this most often occurs through membership on the faculty search committee. For full-time instructors and adjunct instructors, the regional Palmetto College campus dean must submit the academic credentials to the respective academic unit at USC Columbia for approval; this review includes instructors for all Palmetto campuses , including dual enrollment sites.

B. Verifying Credentials of Instructors of Record

Each person responsible for implementing this policy, as defined in procedures section A, should establish procedures for verifying credentials of instructors of record within the respective college, school, department, or program. Credentials should be verified upon hire for new instructors of record, and before new courses are assigned to continuing instructors of record. Credential documentation must be maintained by course departments as long as the individual is in an active teaching role within the department. Academic units, colleges, or schools may elect to limit credential approval for new instructors to a specified period (e.g., three years), after which they would need to be reaffirmed based on updated credentials and instructional effectiveness. Any process requiring reaffirmation must be applied equitably, e.g. to all instructors of record or all instructors approved through alternative credentials.

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

When documenting an instructor of record's alternate teaching credentials, 18+ hours in the teaching discipline (for instructors of record without a degree in the teaching discipline), or qualifications to teach as a graduate teaching assistant, the course academic unit must explain and provide documentation showing the instructor's credentials. Course academic units should use the Alternate Credentials, Graduate Coursework, Graduate Teaching Assistant, and Graduate Coursework (Outside of Discipline) for Graduate Teaching Assistants forms available on the Office of Institutional Research, Assessment and Analytics' (OIRAA) [Faculty Credentials for SACSCOC](#) website.

D. Submitting Faculty Credential Documentation for the SACSCOC Faculty Roster

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

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

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

RELATED UNIVERSITY, STATE AND FEDERAL POLICIES

Southern Association of Colleges and Schools, *Principles of Accreditation*, Comprehensive Standard 6.2.a.

[ACAF 1.00 Recruitment and Appointment of Tenured, Tenure-Track and Professional-Track Faculty](#)

[ACAF 1.01 Recruitment and Appointment of Academic Administrators](#)

[ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions](#)

[ACAF 1.16 Professional-Track Faculty](#)

[ACAF 1.19 Instructor of Record](#)

[ACAF 4.00 Graduate Assistantships](#)

[UNIV 2.50 Affiliate Appointments](#)

HISTORY OF REVISIONS

DATE OF REVISION	REASON FOR REVISION
November 15, 2021	Updating academic credentials and approval procedures for clarification and better compliance with SACSCOC 6.2.a.
October 10, 2018	Reformatting to new template and to add physician board licensure or board certification as valid confirmation of academic credentials.
September 2, 2016	The policy was updated to clarify definitions of terms; requirements regarding curricula vitae and non-U.S. credentials; procedures for documenting alternate credentials, related coursework, and graduate teaching assistant qualifications; and procedures for submitting credential documentation for the SACSCOC Faculty Roster. Additionally, new references to related policies were added, the list of campuses to which this policy applies were updated, and changes were made to reflect the renaming of the Office of Institutional Research, Assessment and Analytics (OIRAA).
May 11, 2015	New policy approval

APPENDIX

Courses approved for non-standard credentials

Appendix J

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of South Carolina

Name of Primary Teaching Department: Darla Moore School of Business

Academic Term(s) Included: Fall 2023, Spring 2024

Date Form Completed: 12/12/2024

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, UG, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Becerril Arreola, Rafael (F)	MKTG 722: Data Science for Business Decision-Making (3)(G)	Doctorate (Academic): Management (PhD) (University of California Los Angeles, 2013) Relevant Coursework: MGMT 213C Intro Multivar Anly (4 hours) MGMT 269D Behvrl Rsrch Mktg (4 hours) MGMT 269A Theory In Mktg (4 hours) MGMT 269E Sp Rsrch Tpcs Mktg (4 hours) MGMT 269Z Workshop - Mktg (4 hours) MGMT 269C Quant Rsrch Mktg (4 hours) MGMT 269B Rsch Mktg Mgmt (4 hours)	

Chavda, Yogesh (F)	MKTG 725: AI in Marketing (3)(G)	Master's (Professional): International Business (MIB) (University of South Carolina Columbia, 1992)	25 years of business development and strategic consulting experience Founder of Y25 Consulting firm Experience in B2B and B2C markets for customer acquisition and retention
Ferguson, Mark (F)	MGSC 770: Predictive Analytics using No-Code AI (3)(G)	Doctorate (Academic): Business Administration (PhD) (Duke University, 2001)	
Kim, Hugh Hoikwang (F)	FINA 589: AI and Machine Learning in Finance (3)(G)	<p>Doctorate (Academic): Applied Economics (PhD) (University of Pennsylvania, 2013)</p> <p>Relevant Coursework:</p> <p>FNCE 924: Intertemporal Macro Finance (3)</p> <p>FNCE 911: Financial Economics (3)</p> <p>FNCE 912: Financial Institutions (3)</p> <p>FNCE 921: Intro Empir Methods Fin (3)</p> <p>FNCE 922: Continuous Time Fin Econ (3)</p> <p>FNCE 937: Applied Quant Methods (3)</p> <p>FNCE 932: Topics in Corp Finance (3)</p>	

Messner, Wolfgang (F)	IBUS 741: From Algorithms to Strategies: Mastering Artificial Intelligence for Business (3)(G)	<p>Doctorate (Academic): Economics and Social Sciences (PhD) (University Kassel, 2004)</p> <p>Master's (Professional): Business Administration (MBA) (University of Wales, 1999)</p> <p>Master's (Academic): Informatics and Economics (MS) (Munich University of Technology, 1995)</p>	
Park, Sung Hee (F)	MGSC 896: Business Intelligence Systems with AI Applications (3)(G)	Doctorate (Academic): Business Administration (PhD) (University of South Carolina Columbia, 2007)	

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, UG, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Undergraduate, Graduate; Dual: High School Dual Enrollment Course