

Program Planning Summary

University of South Carolina

Proposes to offer a
Bachelor of Science Degree
With a Major in Organizational Leadership



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**Bachelor of Science Degree in Organizational Leadership
Palmetto Programs
University of South Carolina Columbia
August 1, 2008**

Total hours in the new program:

The Bachelor of Science degree program in Organizational Leadership (BOL) (120 hours) is comprised of general education (41-51 hours), prescribed courses including an internship (30 hours, half of which are upper level), supporting and related courses (33 hours), and electives (6-16 hours). Categories of supporting and related courses are Employer and Employees; Law, Policy, and Organizations; and Workplace Dynamics. Students will choose at least 9 hours from each of the three enumerated lists, and at least 12 hours must be at the 400 level.

Proposed date of implementation: Fall 2009

Justification of need:

Last year the SC Commission on Higher Education approved and USC implemented a Bachelor of Arts degree program in Liberal Studies. The BLS, awarded through the Office of the Provost, allows students on the University's four regional, associate degree-granting campuses (Lancaster, Salkehatchie, Sumter, and Union) access to a baccalaureate degree without leaving their communities. A combination of live and distance instruction relies significantly on courses taught through interactive video, allowing one instructor to teach simultaneously students at multiple sites. The BLS currently has 25 admitted students; that number is expected to double within the next year.

The need for higher education opportunities continues in the economically disadvantaged areas of the state served by USC's regional campuses. According to the 2007 South Carolina Statistical Abstract, the median income for these counties is about \$15,000, compared to \$28,000 for the state. Many students enrolled at these campuses are place-bound, thus unable to take advantage of baccalaureate opportunities found elsewhere. Broadening access to educational opportunity will not only benefit the individuals who take advantage of it; it will also benefit the community as well by contributing to an educated, qualified work force that will improve the area's economy.

The Bachelor of Science in Organizational Leadership is envisioned as a companion to the BLS under the umbrella of Palmetto Programs. Sharing the same general education requirements and the same efficient delivery system as the BLS, the BOL would offer an additional option to students seeking baccalaureate-level study with a more applied focus. The BOL is a workplace-oriented degree whose graduates will have gained knowledge and skills preparing them for leadership roles in a variety of community settings including nonprofit organizations, businesses, local government, and public agencies.

Anticipated demand and productivity:

According to the most recent information available from the CHE on the migration of first-time undergraduate transfer students, in the Fall of 2006, 385 students from the two-year regional campuses of USC migrated to senior-level institutions in the state. Of those 385, five migrated to private schools and 380 to public institutions. Two hundred five of those 380 migrated to USC Columbia to pursue a baccalaureate degree program. Additionally, 52 transferred to USC Aiken, eight to USC Beaufort, and 63 to USC Upstate. During the same period, 2,432 students from the technical colleges across the state migrated to senior-level institutions. Of those 2,432, 436 transferred to private schools and 1,966 transferred to public institutions. Of those transferring to public institutions, 406 migrated to USC Columbia, 74 to USC Aiken, 21 to USC Beaufort, and 276 to USC Upstate. Based on the trend of student migration over the past five years, it is anticipated that these numbers will continue to grow. The addition of a workplace-oriented option accessible to place-bound students for whom baccalaureate study has been unavailable should produce increased enrollments as well as graduates.

A review of records of former regional campuses students who were enrolled in the now-phased-out BAIS reveals an interest in preparation for leadership roles in the workplace. (One student's articulated goal "to become a more effective manager for my company" is representative of a common interest.) Extending Columbia's Moore School management degree is not feasible because of accreditation issues; however, were that even an option, it would not be the most appropriate route to meeting these students' needs.

Although the BLS prepares students for work, it does so in the way a liberal arts education has always done so—by developing skills that translate to a variety of settings using a broad-based approach. What is currently unavailable to students at the regional campuses, however, is an applied, professional degree that develops specific skills related to the workplace. And although it draws from a variety of disciplines, too, the BOL fulfills this need by offering students a more professional or application-based curriculum that revolves around the specific skills needed to lead a variety of organizations.

Assessment of extent to which the proposed program duplicates existing programs in the state:

A review of the four-year institutions of higher education in the state indicates that none offers a BS degree in Organizational Leadership, whether on-site or through distance education. Students majoring in business administration at the College of Charleston can choose a concentration in "Leadership, Change and Social Responsibility," which includes four management courses related to leadership. Students at Columbia College can earn a minor in Leadership Studies, consisting of four required courses dealing with leadership theory and practice, and two electives dealing with leadership in different contexts. However, neither of these institutions is able to make its degree programs easily accessible to populations outside its local area.

Relationship of the proposed program to existing programs at the proposing institution:

This degree will employ the same delivery approach that is working successfully with the BLS—one that makes maximum use of existing resources as faculty from the four regional campuses (as well as Continuing Education in Columbia) are combined to create a delivery mechanism far superior to its components individually. Faculty members with expertise in a specific area, through distance delivery, teach classes comprised of students at multiple campuses, thus greatly increasing the use of the faculty resource and, at the same time, multiplying student access. The existing BLS and the proposed BOL would share delivery modes, general education requirements, many faculty members, and many upper-level courses. However, the proposed degree would allow place-bound regional campuses students two broad-based but focused options for baccalaureate study: one in the liberal arts area and the other with more specific workplace applicability.

Relationship to other institutions:

Like the BLS, this program has the potential to enhance inter-institutional cooperation—especially with South Carolina’s technical colleges, many of whose graduates with baccalaureate aspirations face the same limited access as USC regional campus associate degree recipients do. With a viable articulation agreement already in place, this degree will provide an important avenue to numerous technical college graduates who wish to complete a bachelor degree. Additionally, the distance education format of this degree and its courses removes the limitations of geography, making possible—through technology—exposure to a myriad of faculty from USC campuses across the state.

Total new costs associated with implementing the proposed program:

Implementing the proposed BOL degree will require no additional resources since its primary medium for delivery, like the BLS, will be through interactive video originating with existing faculty on any of the campuses of the University of South Carolina. The faculties are in place and the technical infrastructure is installed thanks to technology funds appropriated to the regional campuses through CHE by the South Carolina Lottery.

The equipment purchased and installed three years ago was designed to support institutional requirements for five to eight years. Some upgrades have taken place. Success of both the BLS and the proposed BOL will eventually generate the need for an expanded number of video classrooms. Cost for this expansion, when needed, will be covered through tuition generated by students in these two degree programs.

Students on regional campuses who have earned 70+ hours pay tuition equal to that of USC Aiken minus the Board-mandated fees. Students earning the proposed degree will fall into this category. Like the BLS, the proposed degree will be awarded through the Office of the Provost and administered centrally through the Division of System Affairs and Extended University.