

Proposed Program: Bachelor of Professional Studies
Concentration in Organizational Leadership and Management
Concentration in Communication and Information Systems

Academic Unit: Academic Affairs, College of Charleston North Campus

Degree Designation: Bachelor of Professional Studies (degree completion program)

Proposed Date of Implementation: January 2013 - August 2013

CIP Code: 30.9999

Program Type: New

Site: College of Charleston North Campus

Eligible for LIFE/Palmetto Fellows Math/Science Scholarship Enhancement: No

Delivery Mode: Blend

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JUSTIFICATION

A. Statement of the purposes and objectives of the program.

The Bachelor of Professional Studies (BPS) is designed for adult learners with prior college experience but who lack a four-year degree. Individuals who have completed an AA or AS degree, or who have 60 or more transferable college credits with a 2.6 cumulative GPA and are at least 24 years of age, are eligible for admission. The program of study includes five common 4-credit seminars emphasizing critical competencies, entry and capstone transitions, and the College of Charleston's tradition and commitment to the liberal arts, as well as two course clusters that provide focused study in "Organizational Leadership and Management" or "Communication and Information Systems." The Bachelor of Professional Studies degree requires 122 credits; the degree completion program requires 62 credits with a minimum of 35 credits that must be completed in residence.

The development of the BPS is intended to increase the number of college graduates in South Carolina, and specifically in the Lowcountry. This goal is consistent with the Lumina Foundation's "Big Goal" to increase the proportion of the U.S. population that holds a high-quality post-secondary degree or credential to 60 percent by 2025.¹ Only 34.4 percent of South Carolinians between the ages of 25 and 64 hold a two- or four-year college degree (compared to 37.9% nationally in 2008). South Carolina will need to award 4,553 additional degrees each year beyond the current rate of attainment to reach the Big Goal (a 7.3 percent annual increase). To do this, "two strategies will be especially critical: increasing the rate at which students complete college and providing ways for adults in the workforce to return to college to complete degrees."² The proposed Bachelor of Professional Studies embraces both strategies by providing improved access to the College of Charleston and a highly flexible schedule with multiple modes of delivery.

The Bachelor of Professional Studies degree emphasizes five critical competencies identified by employers as essential: Numeracy, Scientific Literacy, Communication, Problem-solving, and Ethical Decision-making. Proficiency in these five critical competencies, emphasized heavily in the four common seminars as well as throughout the program of study, will equip graduates with the skills and dispositions required to be successful in a variety of employment sectors. Educational attainment drives job creation: "Analyses of economic growth show that the vitality of economies—either local or national—depends less on 'home runs' (such as securing a new manufacturing plant) than on the skills and knowledge of the workforce. Talent is the key, and higher education is the lever for developing it."³ Sixty percent of all jobs in the U.S. will require postsecondary education by 2018.⁴

The Bachelor of Professional Studies will be based at the College of Charleston's North Campus facility (located near the Charleston International Airport and adjacent to Boeing) to provide easy access to adult students living and working throughout the tri-county area. Degree completion rates vary considerably by county. While 46.5 percent of the residents in Charleston County hold a college degree, only 35% of adults in Dorchester County and 28.3% of adults in Berkeley County possess either a two-year or four-year degree. Residents in other counties in South Carolina may also be served by this program through weekend, hybrid, and online course schedules. In addition, this program will specifically seek to close the racial and ethnic completion gap by aggressively recruiting adult students from underserved populations. In 2008, 39.6 percent of white SC residents held a postsecondary degree compared to 20.5% of African

¹ Lumina Foundation for Education, *A Stronger Nation Through Higher Education*, September 2010. Available at http://www.luminafoundation.org/publications/A_stronger_nation_through_higher_education.pdf.

² Lumina Foundation for Education, p. 3.

³ Lumina Foundation for Education, p. 5.

⁴ Georgetown University Center on Education, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, June 2010. Available at <http://cew.georgetown.edu/jobs2018/>

Americans, 16.8% of Hispanics, 55% of Asians, and 24.7% of Native Americans.⁵ A longstanding partnership with Trident Technical College provides the foundation to jointly recruit and coordinate advising for adult students interested in degree completion through the Bachelor of Professional Studies program.

B. Statement of the centrality of the program to the mission of the institution.

The Bachelor of Professional Studies is a fourth degree for the College of Charleston (in addition to the AB, BA, BS) and represents a significant new form of community outreach consistent with our public mission. The core campus of the College of Charleston primarily serves a traditional-age population and the downtown location presents problems for adults working full-time to access courses and traditional programs of study. The Bachelor of Professional Studies will expand access to a “superior quality undergraduate program” consistent with our institutional mission and increase degree attainment consistent with state and national goals. In addition, the curricular foundation and concentrations in the BPS are informed by the most recent studies on what college students need to know and be able to do in preparation for the workforce.

Although designed as a degree completion program, the Bachelor of Professional Studies is firmly grounded in the liberal arts consistent with the College’s heritage and values. Study in the liberal arts is intended to expand horizons, build an understanding of the wider world, hone analytical and communication skills, and foster responsibilities beyond self.⁶ As such, a liberal education is vital to preparing students to live in an interdependent and volatile world. Yet at precisely the moment students should be encouraged to engage in education to prepare for the long-term, the for-profit sector is luring students with narrowly tailored programs for immediate employment in jobs that are “in demand” today.⁷ Studies document that Americans change jobs ten times in the two decades following college, with even more frequent changes for younger workers.⁸ “In an economy fueled by innovation, the capabilities developed through a liberal education have become America’s most valuable asset.”⁹ The College of Charleston can and must do a better job in meeting the needs of all South Carolina residents in providing a comprehensive, high-quality, affordable public college education grounded in the liberal arts. The Bachelor of Professional Studies expands our ability to meet this challenge.

C. Relationship to other programs at the College of Charleston.

The academic course clusters (Concentrations) in the BPS have been created primarily from existing courses at the College of Charleston, but represent multiple disciplines organized thematically rather than as traditional academic majors emphasizing depth within a single discipline. The Concentrations have been designed to develop coherence in the content and skills necessary to advance placement and promotion opportunities in a variety of employment sectors. As the program grows and student and/or employer interest is better understood, proposals for new Concentrations will be developed.

The common liberal arts seminars serve a number of programmatic purposes. First, although students will transfer in a set of General Education Degree Requirements articulated in the proposal, the core seminars offer a more advanced common intellectual experience unique to the BPS. The critical competencies reinforced through the seminars as well as the topics and pedagogy support the acquisition of content, intellectual rigor, and integration of skills identified by national employers as essential and by the

⁵ Data from Lumina Foundation for Education, p. 94.

⁶ Association of American Colleges and Universities, *College Learning for the New Global Century*, 2007.

⁷ About half of the students enrolled in commercial colleges come from minority communities.

⁸ Bureau of Labor Statistics, reported by Anna Bahney, “A Life Between Jobs,” *New York Times*, June 8, 2006.

⁹ *College Learning for the New Global Century*, p. 14.

Association for American Colleges and Universities as essential learning outcomes for students preparing for twenty-first century challenges.

D. Statement of need for the program in the state including student interest and anticipated employment opportunities for graduates.

Both degree attainment and time to degree are central issues in higher education today. Of students who begin high school at age fourteen, fewer than three in ten will have completed a baccalaureate degree twelve years later. Rather than closing the gap between rich and poor, degree attainment merely exposes the stark disparities. By age twenty-four, 75 percent of students from the top income quartile hold a bachelor's degree, while less than 9 percent of those from the bottom quartile do so. Among twenty-five to twenty-nine year olds, 34 percent of whites earn a bachelor's degree compared to 18 percent of African Americans and only 11 percent of Hispanics.¹⁰ Nearly 60 percent of students who earn a baccalaureate degree will enroll in two or more institutions before they finish. Most students work, many attend college part-time, and since 40 percent of today's students are twenty-four years of age or older, many are raising families as well.¹¹

The Bachelor of Professional Studies degree is aimed at expanding access and increasing educational attainment with a carefully designed, highly flexible program of study. If sixty percent of all jobs in the US will require postsecondary education by 2016, yet only 34 percent of South Carolinians currently possess a college degree, the need is clear. Focus groups with prospective students conducted in September 2011 demonstrated strong demand for the program. Participants indicated a number of reasons for pursuing a bachelor's degree: increase job stability, enable a career change, pursue a promotion, re-enter the job market, and for personal fulfillment. All of the participants associated a degree from the College of Charleston with a reputation of quality. If given the choice, they all indicated they would prefer to earn the prestige associated with a College of Charleston degree over other local options. Prospective students participating in the focus groups exemplified a broad range of adult students; some held Associate degrees, some had credit toward a baccalaureate degree but quit school before completing the degree (known as "stop-outs"), and some were in the process of completing the Associate degree at Trident Technical College. Focus group participants as well as individuals attending "Open House" events at the North Campus were very positive about the proposed BPS program as outlined. In particular, they liked the 12-month continuity of courses scheduled throughout the day, in the evenings after 6p and all day on Saturdays; they value the menu of course delivery that will include traditional face-to-face, hybrid or blended, and full online courses; they were very positive about the location of the program citing easy access from home/work and free parking; the course concentrations were appealing because each could be customized; and all students viewed the program as highly flexible. The prospective students identified time as the greatest barrier to earning the degree. By offering courses at a variety of times and in a variety of modes, the BPS will attempt to reduce this entrance barrier.

Student interest is also reflected in the number of inquiries received by the North Campus and from students attending an Adult Open House. Of 59 student inquiries by phone or in person, 40 (68%) were interested in enrolling in the BPS when approved, and 19 were directed to the core campus because of their interest in a traditional major or because they had a small number of credits to complete to earn the degree. The average age of those specifically interested in the BPS was 42; a majority of inquiries have come from females (60%) and about one-third of those interested are minorities. A majority of adults interested in the BPS are working full or part-time in a variety of fields, including retail, healthcare,

¹⁰ "Family Income and Higher Education Opportunity 1970 to 2003," Postsecondary Education Opportunity, no. 156 (2005).

¹¹ Laura Horn and Stephanie Nevill, "Profile of Undergraduates in U.S. Postsecondary Institutions: 2003-2004" (U.S. Department of Education, National Center for Education Statistics, 2006), Table 3.3.

computer science, government, military (retired and active duty), real estate/property management, sales, and law enforcement.

In 2011, Trident Technical College graduated 1,203 students with an Associate degree. According to graduate exit surveys (2009, the most recent survey available), 86 percent of students completing transfer programs (as opposed to technical programs) intend to continue their education at another institution. The College will continue to work closely with faculty, academic advisors, and academic leaders at Trident Technical College to ensure that students interested in continuing their education at the College of Charleston are prepared to enter either the BPS or the major programs on the core campus.

Subsequent focus groups with local employers demonstrated strong support and affirmed that the degree would meet the needs of current employees. The focus group was hosted by the Charleston Metro Chamber of Commerce. Employers in attendance included: Charleston Regional Development Alliance (CRDA), Impact Recon, OOCL Inc., Science Applications International Corporation (SAIC), Titan Atlas Manufacturing, Scientific Research Corporation, Roper St. Francis, Barling Bay, Trident Health System, Force Protection, Inc., Alcoa Inc., CURI, and SCRA. Half of those in attendance offer tuition reimbursement for employees seeking a degree. Employers cited the flexibility, the evening and weekend schedule, and the customizable concentrations as positives for the program. The employers also identified the emphasis on effective communication (particularly writing and presentation) and ethical decision-making as important. The program was assessed as likely to meet the needs of their employees—particularly those in non-technical support positions.

The Charleston Regional Development Alliance, a non-profit economic development partnership representing Berkeley, Charleston and Dorchester counties, produced an economic development strategic plan for the region known as Opportunity-Next. The report's 2011 Regional Economic Scorecard cites the importance of human capital. "The better educated our workforce, the more quickly our economy can take advantage of new opportunities and recover from negative shocks, such as the recent economic recession."¹² Indicators of competitiveness include: Knowledge Workers (percentage of the population ages 24-64 employed in occupations requiring specialized knowledge and creativity, such as management, finance, IT, science and engineering, healthcare, design, and the arts), the percentage of high school graduates, and the percentage of college graduates. The report recommends expanding higher education opportunities and strengthening the quality of PreK-12 education as effective ways to address economic development needs in the Charleston Region.

A survey of regional employers conducted in the fall of 2010 by Opportunity Next found that employers project a need to hire more than 4,700 employees over the next five years. Companies identified several hiring challenges to hiring and workforce development challenges including credentials (degrees, certificates), technical skills, and soft skills (teamwork, attitudes). The Bachelor of Professional Studies responds directly to expressed employer needs in the region.

E. Description of similarities and differences between the proposed program and those with similar objectives offered at other institutions in South Carolina, the region, and the nation.

The University of South Carolina's Extended University focuses on making undergraduate courses accessible to students "who vary in some way from the traditional profile." The Palmetto Program, for example, allows adult students who are place-bound due to family or employment circumstances to complete a four-year degree at a regional campus by accessing baccalaureate-level courses via distance education. A Bachelor of Arts in Liberal Studies (BLS) has been offered since 2007 and a Bachelor of Arts in Organizational Leadership (BOL) has been available since 2009. The BLS and BOL are designed

¹² www.Opportunity-Next.com

as full degree programs whereas the proposed Bachelor of Professional Studies at the College of Charleston is intentionally designed as a degree completion option for adult students in Charleston and the surrounding area.

Clemson University's Professional Advancement and Continuing Education (PACE) Center has been in existence for fifty years and offers a wide array of executive and professional development opportunities for organizations as well as individuals in South Carolina. PACE does not offer undergraduate degree or degree completion programs. The Citadel offers four undergraduate programs in the evening for civilians. Business Administration, Criminal Justice, Civil Engineering and Electrical Engineering are offered as 2+2 programs in collaboration with Trident Technical College. Courses fulfilling the degree requirements in this program are only offered in the evenings and limited to these four traditional academic majors. Coastal Carolina's Osher Lifelong Learning Institute (OLLI) provides non-credit courses designed to meet the needs of local and regional residents. No degree program is offered by OLLI. Lander University and Francis Marion University offer continuing education and lifelong learning opportunities for area residents, but do not offer adult students courses designed for academic credit leading to a degree.

ENROLLMENT

A. Admission Policy

Individuals who have completed an Associate in Arts (AA) or Associate in Science (AS) degree from an accredited institution, **or** who bring 60 or more transferable college credits with a 2.6 cumulative GPA and are at least 24 years of age, are eligible for admission. Students may be admitted to the BPS on a provisional basis until they have satisfied the 60 credit hour requirement or while completing any outstanding courses to satisfy the General Education Distribution Requirement. General education courses will not be taught as a part of the BPS.

The articulation of categories and courses in the GEDR mirrors DegreeSC, the proposed online degree program for the state of South Carolina. The College of Charleston reviewed the general education requirements included in several degree completion programs around the country and found them to be more similar than different from one another. By adopting a set of requirements similar to those found elsewhere and in the proposed state-wide collaborative online DegreeSC, we believe we minimize the barriers to adult students while maximizing the likelihood that students enter the BPS with the necessary college-level preparation in the core subject areas.

General Education Distribution Requirement: (36-37 credit hours completed elsewhere)

- Oral and Written Communication (6-7 credits)
 - English Composition (3-4 credits; ENGL 101 or ENGL 110 or equivalent)
 - Public Speaking (3 credits; COMM 104 or equivalent)
- Humanities and Fine Arts (9 credits)
 - Art History or Music Appreciation or Theatre History (one course; 3 credits)
 - History—US, European, or World (one course; 3 credits)
 - Philosophy or Religious Studies or Ethics or Literature (one course; 3 credits)
- Social and Behavioral Sciences (6 credits)
 - Psychology or Sociology or Anthropology or Political Science or Economics or Geography (choose two courses from two different disciplines; 6 credits)
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- Natural Science (8 credits; two lecture/lab combinations not necessarily in the same science)
 - Chemistry or Physics or Biology or Astronomy or Geology
- Mathematics (6-7 credits)
 - Statistics (3 credits; Math 104 or 250 or equivalent)
 - One additional math course beyond college algebra (3-4 credits; e.g. Math 103, 105, 111, or 120)¹³

B. Projected Enrollments

Prospective students for this program will likely come from a number of sources. In developing the BPS, we worked closely with Trident Technical College (TTC). Once the BPS is approved, the Dean of the North Campus will continue to work closely with TTC to develop academic advising and marketing materials for enrolled students interested in completing a four-year degree. Another pool of students will be identified through local employers. About one-third of the students participating in the student focus groups were previously degree-seeking students, but “stopped out” and are now ready to return. There has also been significant interest expressed by military personnel. Finally, it is important to note that the presence of for-profit colleges in Charleston has increased dramatically. By rough count, there are now 10 institutions offering some twenty programs for working adults in the Lowcountry. Among students in the focus groups, there is a strong desire for a high-quality, affordable, public alternative that offers the same flexibility, mixed modalities of course delivery, and year-around programming.

It is difficult to predict actual enrollments and rate of progress through the program for students. Students may shift from full-time to part-time or part-time to full-time status over the course of fall, spring and summer sessions. The cost and revenue estimates are based on a projection that at any given time, approximately 30% of students will attempt a full-time program of 12 hours, 60% a half-time program of 6 hours (which will allow the student access to financial aid), and 10% a quarter-time program. Then 10 students will take approximately 3×12 hours + 6×6 hours + 1×3 hours = 75 hours each semester, for 7.5 credit hours on average per student per semester. In Spring 2013, the first term of implementation, we anticipate a total of 50 students in the program.

Table A (The BPS is an entirely new degree; therefore all projected enrollments are New Enrollments)

	Fall		Spring		Summer		total
	head-count	credit hours	head-count	credit hours	head-count	credit hours	credit hours
2012-13	0	0	50	375	60	450	825
2013-14	80	600	100	750	100	750	2100
2014-15	120	900	120	900	120	900	2700
2015-16	120	900	120	900	120	900	2700
2016-17	120	900	120	900	120	900	2700

¹³ A given Track within the Concentration may require a specific Math course.

CURRICULUM

Bachelor of Professional Studies Degree Completion Requirements: (62 credits)

I. Transition Course: PRST 300: The Ethics of 21st Century Living (4 credits)

All students will begin with the transition seminar titled “The Ethics of 21st Century Living.” This seminar, required within the first 6 credit hours, will allow students to assess their existing skill levels on the five critical competencies, seek supplemental instruction if necessary, and begin to plan an individualized program of study in consultation with an academic advisor.

II. Liberal Arts Common Seminars:

These seminars are designed to reinforce the refinement and application of the five critical competencies within the context of liberal arts inquiry. In each seminar, students will explore the content topic from a variety of disciplinary perspectives. Through reading, critical analysis, writing and speaking assignments related to each topic, students will further develop and apply each of the critical competencies within the breadth and depth offered by the liberal arts perspective. Students will develop the ability to gather information using a variety of sources, articulate a range of theoretical perspectives on each topic, evaluate and analyze problems using appropriate analytical tools, and articulate and defend solutions to problems relevant to each topic.

PRST 301: Science, Technology, and Society (4 credits)

PRST 302: Diversity in the Workplace (4 credits)

PRST 303: Understanding Global Issues (4 credits)

III. Concentrations: (30 credit hours)

An Individual Program of Study (IPOS) will be designed with each student based on coursework completed elsewhere, previous employment experience, and educational and future employment goals.

A Concentration requires six courses (18 credit hours) from within a single concentration and four additional courses (12 credit hours) of elective coursework chosen from any Concentration or, in consultation with the faculty track advisor, accepted as transfer credit. Pre-requisites may be required for some upper-level courses. If the pre-requisite has not been completed as a part of the General Education Distribution Requirement, the student may be required to complete the course on the core campus or at another institution.

Concentration in Organizational Leadership and Management

ACCT 203	Financial Accounting
ACCT 204	Managerial Accounting
APCP 321	Interpersonal and Small Group Communication*
APCP 322	Communication for Business and Professions*
APCP 324	Leadership in Concept and Practice*
BLAW 205	Legal Environment of Business
BLAW 306	Law for Business Managers (prerequisite BLAW 205 or permission of instructor)
ECON 200	Principles of Microeconomics
ECON 201	Principles of Macroeconomics
ENGL 334	Technical Writing
INFS 392	Ethics in Information Systems*
MGMT 301	Management and Organizational Behavior

MGMT 308	Managing Diversity
MGMT 345	Leadership Development and Management
MGMT 403	Entrepreneurial Leadership (prerequisite MGMT 320 or MGMT 345)
PSYC 321	Industrial Psychology (prerequisite PSYC 103)
SOCY 358	Living in an Organizational World (prerequisite SOCY 101 or 102)

Concentration in Communication and Information Systems

APCP 321: Interpersonal and Small Group Communication*
 APCP 322: Communication for Business and Professions*
 APCP 323: Interviewing*
 APCP 324: Leadership in Concept and Practice*
 APCP 325: Strategic Communication Practices*
 CSCI 112: Communications Technology and the Internet
 CSCI 120: Building Virtual Worlds
 DISC 210: Dataset Organization and Management
 ENGL 334: Technical Writing
 INFS 211: Database Security (prerequisite DISC 210)*
 INFS 260: Information Systems Analysis and Design (prerequisite DISC 210)*
 INFS 392: Ethics in Information Systems*
 PSYC 321: Industrial Psychology (prerequisite PSYC 103)
 PSYC 340: Non-verbal Communication (prerequisite PSYC 103)
 SOCY 358: Living in an Organizational World (prerequisite SOCY 101 and 102)

*new courses approved by the faculty March 13, 2012.

IV. PRST 400: “Capstone Seminar” (4 credits)

Required of all students within the last 9 credit hours of BPS coursework. This culminating seminar, employing a problem-based learning pedagogy, emphasizes analysis, demonstration of knowledge, and critical competency application through a special project in the current workplace or a supervised internship in a desired field of employment. This is both an experiential and academic course.

Degree Requirement Summary

- Completion of a minimum of 122 credit hours with a minimum 2.0 cumulative GPA
- A minimum of 35 credits completed in residence in the BPS program
- 60 credits of college work transferred at admission (includes GEDR)
- 4 credit Transition Course (required of all)
- 12 credits of Liberal Arts Common Courses (required of all)
- 30 credit Concentration (18 from same Concentration; 12 related electives)
- 4 credit Capstone Course (required of all)
- 12 credits degree electives (completed in the program or transferred from elsewhere)

B. Student Learning Outcomes and Assessment

All students enrolled in the BPS are required to complete four common seminars in the liberal arts emphasizing ethics, global understanding, the role of science and technology in society, and diversity. This, combined with the emphasis on five critical competencies (numeracy, scientific analysis, problem

solving, effective written and oral communication, and ethical decision-making) threaded throughout the program, will ensure that students earning the Bachelor of Professional Studies degree are fully immersed in the liberal arts and sciences and possess competencies and skills consistent with all graduates of the College of Charleston.

Program-Level Student Learning Outcomes	Assessment Method and Performance Expected
<p>1. Effective Written Communication</p> <ul style="list-style-type: none"> • Demonstrate the ability to produce written work that is responsive to the assigned task; • Present and explore complex ideas supported with relevant detail and evidence; • Demonstrate purposeful use of sources and evidence of academic research; • Demonstrate error-free prose that conveys meaning to the reader with clarity, fluency, and sophistication. 	<p>Assessed through seminar and course writing assignments with common rubrics developed by faculty; assessed in an applied setting through the capstone experience with employer or supervisor assessments.</p>
<p>2. Effective Oral Communication</p> <ul style="list-style-type: none"> • Demonstrate increased confidence in oral communication skills; • Modify verbal and nonverbal communication appropriately given the purpose and the context of the communication; • Plan, prepare, and deliver a well-organized, logical oral presentation using appropriate presentation techniques; • Employ appropriate discussion, negotiation, conflict resolution, and cooperation skills to work with people from a variety of experiences and backgrounds. 	<p>Assessed through oral presentations of various types assigned in the four required seminars as well as the concentration courses and capstone. Assessed using a common rubric developed by faculty.</p>
<p>3. Global Understanding</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems; • Frame questions, gather evidence, analyze evidence, and draw conclusions about an issue in terms of its global implications. • Develop and demonstrate the knowledge, skills and dispositions required to effectively navigate the workplace dynamics pertaining to diversity. 	<p>Assessed with written work, exams, and in-class assignments produced in PRST 302 and PRST 303 as well as relevant Concentration coursework and the capstone. A common assessment measure will be developed by faculty.</p>
<p>4. Ethical Decision-Making</p> <ul style="list-style-type: none"> • Explain and evaluate several key ethical theories; • Identify ethical issues and apply relevant principles and arguments to their resolution; 	<p>Assessed with written work, in-class assignments, and exams in PRST 300 as well as the Capstone Seminar and relevant Concentration courses. Measured using common rubrics developed by faculty.</p>

<ul style="list-style-type: none"> • Demonstrate the ability to make ethical decisions in a work environment. 	
<p>5. Numeracy (quantitative literacy)</p> <ul style="list-style-type: none"> • Represent mathematical information symbolically, visually, numerically, and verbally; • Use a variety of mathematical methods (algebraic, geometric and/or statistical methods) to solve problems. 	Assessed using assignments, exams, and exercises created by faculty teaching seminars and concentration courses. A common assessment measure will be developed by faculty.
<p>6. Scientific Literacy</p> <ul style="list-style-type: none"> • Understand the role of empirical data in establishing scientific knowledge; • Demonstrate an understanding that, in addition to empirical evidence, science involves skepticism and rational arguments; differentiate data-based conclusions from opinion and from other ways of knowing. 	Assessed with assignments, in-class exercises, and exams in PRST 301 using common rubrics developed by faculty.
<p>7. Integrative and Applied Learning:</p> <ul style="list-style-type: none"> • Adapts and applies, independently, skills, abilities, theories, and/or methodologies gained in one situation to new situations to solve problems or explore complex issues in original ways. • Meaningfully synthesizes connections among experiences outside of the formal classroom to deepen understanding of fields of study and to broaden own points of view. 	Outcomes related to Integrative and Applied Learning will be measured throughout the program in the core liberal arts seminars and at the end of the program in the required capstone course. Assessment measures will include responses to common writing prompts, class projects, and examinations developed by faculty.

C. New courses and Catalog Description

These new courses have been designed by faculty and departments specifically for the Bachelor of Professional Studies degree. Although the courses cannot be used to satisfy the requirements of any other program or major, course credit may be applied toward the minimum degree requirements for AB, BA, or BS degrees.

PRST 300 The Ethics of 21st Century Living (4 credits) This course serves as a common entry point for all students. Using a liberal arts approach to inquiry, students will examine ethical problems in modern life and generate ideas for solutions to ethical problems in a variety of social and occupational contexts including business, medicine, science, government, family life, and the law. Through reading, critical analysis, writing and speaking assignments related to ethical theory and modern ethical problems, students will assess their readiness for college-level work, assess their existing level on the five critical skill competencies (seeking supplemental instruction when required), plan a program of study, and begin to develop their e-portfolio.

PRST 301 Science, Technology, and Society (4 credits) This seminar examines how advances in science and technology affect society. Students will assess the roles and responsibilities of citizens, business leaders, and government policy makers in assessing developments in science and technology. Students will analyze emerging technologies and their impact on society.

PRST 302 Diversity in the Workplace (4 credits) This seminar analyzes individual, societal and organizational dynamics related to 21st century workplace diversity. This includes issues of workplace discrimination and access. Students will understand and recognize the importance of issues of diversity in the 21st century; demonstrate understanding of differing axes of diversity (racial, ethnic, religious, gender); and analyze complex individual/societal/global workforce issues.

PRST 303 Understanding Global Issues (4 credits) This seminar addresses global issues. Students will be trained to analyze phenomena such as economic development, population dynamics, resource distribution, and key environmental and social challenges that confront the global community. Through this seminar, students will develop spatial and critical thinking skills that will inform their ability to evaluate conflicting perspectives and analyze complex global problems and communicate that information orally and in writing.

PRST 400 Capstone Seminar (4 credits) This culminating seminar, employing a problem-based learning pedagogy, emphasizes analysis, demonstration of knowledge, and critical competency application through a special project in the current workplace or a supervised internship in a desired field of employment. This is both an experiential and academic course.

APCP 321 Interpersonal and Small Group Communication (3 credits) This course is designed to develop and improve upon your communication skills in relation to others in interpersonal and small group contexts. Students will increase communication skills and awareness of self in different communication contexts. The skills that are developed through this course will find daily application in the workplace, personal relationships, and a variety of social settings.

APCP 322 Communication for Business and Professions (3 credits) This course is designed to help students identify and improve communication skills in business and professional settings. Specific objectives include understanding theories of communication and organizations; improving interpersonal skills and work relationships in organizations; improving written and verbal presentation skills; enhancing small-group and problem-solving skills; perfecting interview and job search skills; and applying theory to everyday business practice.

APCP 323 Interviewing (3 credits) This course is designed to introduce students to the fundamental principles of interviewing, including the interpersonal communication process, questions, and interview structure. Interview Communication focuses on providing students with an applied understanding of the communication principles and theories involved in successful interviewing through an experiential foundation designed to enable them to conduct or be the subject of such interviews. Emphasis is placed on skill acquisition and refinement.

APCP 324 Introduction to Leadership in Concept and Practice (3 credits) This course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine topics such as: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, handling conflict, overcoming obstacles, and addressing ethics in leadership. Attention will be given to helping students to understand and improve their own leadership performance.

APCP 325 Strategic Communication Practices (3 credits) This course is a survey of the field of strategic communication, the study of how organizations and individuals use communication to negotiate their role in society. The course provides students with a basic understanding of the following areas: 1) the strategic communication industry, including marketing and public relations firms, 2) the ethics and regulation of strategic communication, 3) the role of strategic communication in the process of marketing

products, ideas and people as well as building relationships with organizational publics, and 4) the various components of strategic communication campaigns and the associated professional specialties.

INFS 211 Database Security (3 credits) This course covers database security and auditing. The focus is on the key components of information assurance as it relates to database systems—confidentiality, integrity, and availability—and how these components can be managed and measured. Prerequisite: DISC 210.

INFS 260 Information Systems Analysis and Design (3 credits) An introduction to the analysis of organizational problems and how information systems can be designed to solve those problems. The focus is on the key components of information systems—people, software, hardware, data, communication technologies, and how these components can be integrated and managed to satisfy business information needs.

INFS 392 Ethics in Information Systems (3 credits) A seminar course to discuss and study professional, ethical, legal, and social issues and responsibilities in computing and information systems. Local and global impact of computing on individuals, organizations, and society will also be addressed. Outside reading, oral presentations, and written work will be required.

FACULTY

The BPS will draw faculty from a number of sources including tenured faculty at the College teaching as part-of-load and in some cases (summer or Saturdays) for additional compensation, retired faculty, and high quality adjunct faculty working as professionals in the area. As the program grows, the College will add faculty lines in departments that support the degree program. Faculty providing instruction in the Bachelor of Professional Studies program will have access to all professional development activities and resources at the College. Programs designed especially for faculty teaching adult students will be offered employing the expertise of current faculty as well as outside experts.

Dr. Godfrey Gibbison will begin as Dean of the College of Charleston North Campus on July 1, 2012. Dr. Gibbison will be responsible for working with deans and department chairs on faculty recruitment, hiring, and credentialing.

Table C List Staff by Rank	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor #1	PhD	Philosophy	Yes
Associate Professor #1	PhD	Economics	Yes
Associate Professor #2	PhD	Management	Yes
Associate Professor #2	PhD	Communication	Yes
Adjunct #1	PhD	Anthropology	Yes
Adjunct #2	PhD	Computer Science	Yes

**Table D
UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT**

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2012-13	0	0	1	.5	1	.5
2013-14	0	0	1	.5	1	.5
2014-15	0	0	1	.5	1	.5
2015-16	0	0	1	.5	1	.5
2016-17	0	0	1	.5	1	.5
Faculty						
2012-13	7	1.625	1	.125	8	1.7
2013-14	2	2.775	6	2.4	8	4.4
2014-15	1	1.0	7	3.5	8	4.5
2015-16	0	0	8	4.5	8	4.5
2016-17	0	0	8	4.5	8	4.5
Staff						
2012-13	3	1.5	7	1.7	10	2.67

2013-14	1	1.0	10	2.67	11	3.67
2014-15	0	0	11	5.17	11	5.17
2015-16	0	0	11	5.17	11	5.17
2016-17	0	0	11	5.17	11	5.17

PHYSICAL PLANT

The Bachelor of Professional Studies will be offered at the College's North Campus. The North Campus has 23 upgraded classrooms, including a computer classroom and a computer lab. Most of the classrooms have SMART technology which includes a ceiling mounted LCD projector, digital presenter and computer (w/ optional laptop connections). The facility also has wireless internet access. Other resources include: four rooms equipped with video conferencing; six classrooms with content recording equipment; one 30-station computer lab; three interactive whiteboards; and equipment such as overhead projectors and VCR/DVD players. A full-time technologist is available to provide assistance and training on how to use any of this classroom technology and software. At this time, additional space is not required and only modest modifications will be required to outfit existing student lounge space with comfortable furniture to create a collaborative work environment. Regular upgrades to classroom and computer lab technology and infrastructure will be expected.

EQUIPMENT

Aside from regular upgrades to classroom and computer lab technology and infrastructure, no new equipment is required or anticipated over the next five years.

LIBRARY RESOURCES

Current resources are appropriate to support the Bachelor of Professional Studies program. The North Campus employs a full-time librarian (Jannette Finch) and offers face-to-face and online assistance. The Library is located in room 112 and was designed to be a virtual library, providing resources for research from online sources and tools. Physical materials (books, DVDs) are available through Interlibrary Loan services. Library resources also include: eighteen PC computer stations, two iMac computer stations, black and white and color printers, and a color photo/document scanner. As College of Charleston students, BPS students can also access library resources in Addlestone Library on the main campus.

The holdings in the Addlestone Library in relationship to the proposed Bachelor of Professional Studies consist of over 698,000 print volumes, over 259,000 electronic books, over 3,000 print journals and 54,000 electronic journals. The library subscribes to over 263 electronic databases. Addlestone Library was a charter member of PASCAL (Partnership Among South Carolina Academic Libraries). PASCAL expands the universe of available books and interlibrary loan material to include all public and private colleges and universities in South Carolina, encompassing the collections at Clemson, Medical University of South Carolina, and the University of South Carolina campuses.

Faculty and students play an important role of the selection of materials. There are separate funds for the selection of materials in over 80 areas. These funds have been increased over the years. The materials budget for fiscal year 2011/12 is 2.6 million dollars. The Library also receives material automatically on an approval plan which allows faculty to view materials for selection prior to purchase. The faculty liaison system also allows each department or area to assign a selector to choose appropriate materials to add to the collections. Due to the interdisciplinary nature of Professional Studies, faculty with expertise across all courses will select library holdings through their departmental budgets. Each year faculty make recommendations for the selection of new journal subscriptions and new databases. Students also make suggestions through the library's online suggestion box available at all workstations through the campus network. The library regularly assesses its subject collections, evaluating its holdings and collecting scope. The College of Charleston has an ongoing commitment to broadening its curriculum by its strong support of programs that improve and enhance the quality of life in the Charleston community and the South Carolina Lowcountry.

ACCREDITATION, LICENSURE, CERTIFICATION

There are no specialized or professional accreditations associated with the degree completion program. Students completing the BPS will not be subject to licensure or certification.

STATE ARTICULATION

This program is designed for students entering from two-year institutions. Students who have completed an Associate in Arts (AA) or Associate in Science (AS) degree from an accredited two-year institution are eligible for admission. Students who have completed 60 transferrable college credits with a 2.6 cumulative GPA and are at least 24 years of age are also eligible for admission. The College has been working closely with Trident Technical College in designing the BPS to appeal to and serve the needs of the two-year transfer population. Further, the College will continue to work closely with the faculty and staff at Trident to create appropriate advising materials.

ESTIMATED COSTS

Much of the infrastructure necessary to implement this program is in place at the North Campus. In particular, the dean (who will also serve initially as the director of the BPS) as well as marketing, clerical, facility, and library staff are in place. These positions are generally shared with the Lowcountry Graduate Center. With the exception of the dean's position which is 100% North Campus, all existing staff positions will be allocated 50% to North Campus and 50% to the Lowcountry Graduate Center by FY13. One-third of the time allocated to the North Campus, or 16.7% FTE for each position, is allocated to the BPS program and is included in the presentation of costs below.

In addition, some new faculty and academic support positions are necessary in the first and second years of the programs. Additional positions will be determined by student demand (and supported by tuition dollars generated by that student demand).

Advising of prospective and entering students in the BPS program on both curriculum and financial aid matters, at the North Campus location at convenient times, will be critical to ensure appropriateness of the program for the student and for timely progress through the program. In addition, consultation on transfer credit at the North Campus location and the subsequent formal evaluation of transfer credit in a timely fashion will be essential for these students. The College's downtown campus is short-staffed in all of these areas. We intend to create three academic support lines (one financial aid counselor, one academic

advisor and one transfer credit/registrar staff position), each to be split between the two campuses (50% North Campus and 50% downtown campus) beginning in FY12. We anticipate that BPS program demand will require that we move to full-time lines in these areas allocated entirely to the North Campus by Year 3 of the program.¹⁴

In the second year of the program, a Career Advisor will be required. This person might play several roles, including as a student recruiter, and only move into full-time duties as Career Advisor over time. Support through skills lab functions (mathematics, English and communication) will be provided by graduate assistants or extending the duties of faculty adjuncts teaching in the program through the first five years of the program. (Please see Table D above)

To summarize, clerical/support personnel costs listed below include: (1) In all years, 16.7% of salaries and benefits for the existing positions of librarian, business manager, technologist, registrar/facility manager, student coordinator, marketing associate, executive assistant; (2) In years 1 and 2, 50% of an advisor, a financial aid counselor, and a transfer credit/registrar staff person; in Years 3-5, 100% of these positions; (3) In Years 2-5, a career advisor/student recruiter. The last four positions mentioned are based on a salary of \$36,000 and 30% benefits for each, while actual salaries for existing positions are used in (1). Because of the complexity of the listing of staff positions, we have separated the costs of existing and new positions in the table below.

Under the supervision of the Center for Student Learning, graduate assistants from other programs at the College or qualified adjunct faculty will provide mathematics, writing and speaking lab support to students in the early years of the program. The costs for either approach are similar and we have listed these costs under graduate assistants in Table E below.

All courses required for the program will be taught at the North Campus and will require the allocation of funds for faculty salaries and benefits. In the first year of the program, we will hire faculty in an adjunct or overload capacity. Again, if program demand is as anticipated, beginning in year two, faculty lines will be provided that could either (1) provide visiting replacement faculty in departments at the downtown campus whose faculty are teaching in the program as part of their regular load or (2) be occupied by visiting faculty teaching partly or entirely at the North Campus. We anticipate 2 visiting lines in Year 2, and 3-4 in Years 3-5. The Dean/Director will teach one course a year.

Our goal will be to run classes of size 30-35 as the program is implemented and enrollments stabilize. However, at the beginning, we anticipate class size will vary and will average 20-25. We include a table that provides (a) the number of SCH per year for courses required by the program, (b) the estimated number of sections needed annually, based on an average section size of 20 in Years 1 and 2 and average class size 25 in Years 3-5, and (c) the number of faculty FTE required, based on one FTE teaching 8 sections.

¹⁴ The institution will commit the remaining 50% of the costs of these positions for activities on the main campus in Years 1 and 2 and develop a plan to manage workload on the main campus upon full placement of these positions at the North Campus in Year 3.

Course Sections Required for Program

	Hours required by the program annually	# of sections needed (average size 20 Years 1, 2; 25 Years 3-5)	Faculty required annually
2012-13	825	14	1.7
2013-14	2100	35	4.4
2014-15	2700	36	4.5
2015-16	2700	36	4.5
2016-17	2700	36	4.5

Adjuncts will be paid based on the current College's pay scale for adjuncts in place at both campuses. Pay for existing or retired faculty will be standard across all semesters and all faculty at \$4,500 per course. In translating the required number of sections/faculty FTE into faculty costs, we incorporate the fact that the Dean will teach one section a year, and assume that courses not covered by visiting faculty are split equally between adjuncts and existing/retired faculty.

A revenue-sharing plan will be developed to acknowledge the contributions of departments with faculty teaching courses in the BPS as part of load. Once a Dean is in place, he or she will work directly with Academic Affairs and Business Affairs on the details.

Equipment costs include the costs of supplying computers for new staff and faculty positions at the North Campus. Because the facility's technology infrastructure and general costs are currently covered through other sources and the existing technology infrastructure is sufficient to support the BPS program, we do not include those costs as part of the establishment of this program. Any long-term assessment of the viability of this program might eventually consider some portion of those costs, determined by comparison with other uses of the facility at that point in time.

The Division of Marketing and Communications will work with the dean and staff of the North Campus to develop a marketing plan to be implemented by North Campus staff. We envision limited advertising as the first semester of courses is being put in place. An expanded campaign to inform both employers and potential students of the program will begin that first semester and continue for at least the first two years.

The marketing plan will market the BPS program specifically, and will target a population of students not currently served by the College. As a result, the plan will include a mix of traditional and non-traditional elements such as: information packets for local and regional employers, including suggestions for HR departments on marketing the program to their employees; the purchase of radio spots at strategically chosen times of the year; the possible use of billboards and/or bus wraps; and advertisements in local business journals and newspapers. Although radio and billboards are expensive, they provide excellent value in reaching a large percentage of our target audiences as well as the community as a whole. We

believe that informing the community of the new program for the College is both essential for its success and valuable in presenting the College as committed to providing access to non-traditional students.

Operating costs listed below include annual amounts of \$30,000 for traditional needs and, based on discussions with the Division of Marketing and Communications, \$70,000 for the implementation of the marketing plan. It is possible that the marketing plan can be revised and costs reduced after the program is established. Because of both the potential expense and the extent to which this advertising will brand the North Campus, the marketing plan will be reviewed regularly in the first year by the Provost and the President's Executive Leadership Team.

Table E: Total Costs to the Institution and Sources of Financing

Estimated Costs by Year						
Category	1st	2 nd	3 rd	4 th	5 th	Totals
Program Administration*	\$71,500	\$71,500	\$71,500	\$71,500	\$71,500	\$357,500
Faculty Salaries**	\$59,280	\$201,680	\$229,560	\$229,560	\$229,560	\$949,640
Graduate Assistants	\$12,400	\$12,400	\$12,400	\$12,400	\$12,400	\$62,000
Clerical/Support Personnel (existing)	\$61,188	\$61,188	\$61,188	\$61,188	\$61,188	\$305,941
Clerical/Support Personnel (new)	\$70,200	\$117,000	\$187,200	\$187,200	\$187,200	\$748,800
Supplies and Materials	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Library Resources	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
Equipment	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Facilities						
Other (Operating and Marketing)	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$500,000
TOTALS	\$387,568	\$576,768	\$674,848	\$674,848	\$674,848	\$2,988,880

Sources of Financing by Year						
Estimated FTE Revenue* (Please see comment below)	\$198,137	\$709,412	\$950,012	\$950,012	\$950,012	\$3,757,584
Tuition Funding						
Other State Funding						
Reallocation of Existing Funds (Program Administration, clerical support)**	\$132,688	\$132,688	\$132,688	\$132,688	\$132,688	\$663,441
Federal Funding						
Other Funding						
TOTALS	\$330,825	\$842,100	\$1,082,700	\$1,082,700	\$1,082,700	\$4,421,025

* Program administration costs consist of 50% of the dean/director salary and benefits for Years 1-5.

**Faculty salaries are based on: average fulltime adjunct salary of \$3,410 + 9% benefits = \$3,717 per 3 credit course; overload salary of \$4,500 + 20% benefits = \$5,400; and visiting salary of \$46,000 + 30% benefits = \$59,800. Courses not covered by visitors are assumed evenly split between adjuncts and existing faculty as overload, for an average cost of \$4,560. As mentioned above, 2 visiting faculty lines are anticipated in Year 2, and 3-4 in Years 3-5.

***Calculation of Estimated FTE Revenue (\$401 per credit hour for in-state students is used to calculate revenue from students taking courses in the major, but certain amounts being reallocated from North Campus positions are already funded by tuition dollars and thus are subtracted from revenue indicated in this row and appear instead under Reallocation of Existing Funds)

**** One-sixth of existing administrative and clerical support will be reallocated to cover this program.

Additional Table: New Costs to the Institution

Estimated New Costs by Year						
Category	1st	2 nd	3 rd	4 th	5 th	Totals
Program Administration	\$0	\$0	\$0	\$0	\$0	\$0
Faculty Salaries	\$59,280	\$201,680	\$229,560	\$229,560	\$229,560	\$949,640
Graduate Assistants	\$12,400	\$12,400	\$12,400	\$12,400	\$12,400	\$62,000
Clerical/Support Personnel	\$70,200	\$117,000	\$187,200	\$187,200	\$187,200	\$748,800
Supplies and Materials	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Library Resources	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$15,000
Equipment	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Facilities						
Other (Operating and Marketing)	\$100,000	\$100,000	\$100,000	\$100,000	\$100,000	\$500,000
TOTALS	\$254,880	\$444,080	\$542,160	\$542,160	\$542,160	\$2,325,440

INSTITUTIONAL APPROVAL

Provost	February 7, 2012
Deans	February 7, 2012
Curriculum Committee	February 23, 2012
Budget Committee	March 1, 2012
Academic Planning Committee	March 1, 2012
Faculty Senate	March 13, 2012

President

May 11, 2012

Board of Trustees

April 20, 2012

May 15, 2012

Dr. T. Michael Raley, Director
Academic Affairs and Licensing Division
South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

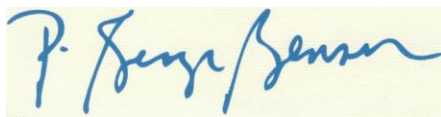
Dear Dr. Raley,

Please find enclosed a program proposal for the Bachelor of Professional Studies (BPS) at the College of Charleston. The degree is designed for adult learners with prior college experience but who lack a four-year degree. The development of the BPS is intended to increase the number of college graduates in South Carolina, and specifically in the Lowcountry. In addition, this program will specifically seek to close the racial and ethnic completion gap by aggressively recruiting adult students from underserved populations.

The Bachelor of Professional Studies will be based at the College of Charleston's North Campus facility (located near the Charleston International Airport and adjacent to Boeing) to provide easy access to adult students living and working throughout the tri-county area. Degree completion rates vary considerably by county.

If there are any questions, please don't hesitate to contact me.

Sincerely,

A handwritten signature in blue ink on a light yellow background. The signature appears to read "P. George Benson".

PGB/ch