

### PROGRAM MODIFICATION PROPOSAL FORM

**Name of Institution:** College of Charleston

**Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.):**

Revising the existing concentration in **Applied Communication concentration** in the Bachelor of Professional Studies program.

**Current Name of Program (include degree designation and all concentrations, options, and tracks):**

Bachelor of Professional Studies with concentrations in **Applied Communications**, Project Management, HealthCare and Medical Services Management, Hospitality Operations Management, Organizational Leadership and Management and Legal Studies

**Proposed Name of Program (include degree designation and all concentrations, options, and tracks):**

Bachelor of Professional Studies with concentrations in Organizational Management and Development, **Applied Communications**, Project Management, HealthCare and Medical Services Management, Hospitality Operations Management, Legal Studies, Construction Management, and Quality and Risk Management

**Program Designation:**

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree   | <input type="checkbox"/> Master's Degree   |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year   | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |  |

**Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?**

- Yes  
 No

**If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?**

- Yes  
 No

**Proposed Date of Implementation:**

1<sup>st</sup> August, 2019 (implemented for the 2019-2020 academic year)

**CIP Code: 30.9999**

**Current delivery site(s) and modes:**

Sites	Modes
North Campus, College of Charleston (3800 Paramount Drive, North Charleston)	Hybrid (part online part classroom based with teleconference accessibility)

**Proposed delivery site(s) and modes:**

Sites	Modes
North Campus, College of Charleston (3800 Paramount Drive, North Charleston)	Hybrid (part online part classroom based with teleconference accessibility)

**Program Contact Information (name, title, telephone number, and email address):**

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**Institutional Approvals and Dates of Approval:**

Approving Body	Date
College of Charleston – Faculty Senate	9 April, 2019
College of Charleston – Board of Trustees	12 April, 2019

**Background Information**

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

Proposed Modification

Revision of the Applied Communication concentration within the Bachelor of Professional Studies Degree Program at the College of Charleston (North Campus).

Target Audience

The tri-county is experiencing a significant increase in population and a rapid expansion of the economy, which is both increasing and reshaping the need for communications related professionals. Consultation with key

stakeholders (Chambers of Commerce, SC Department of Commerce, Technical College System, Industry Board/Council of Local Employers, current and prospective adult learners, etc.) regarding deficits within the professional training and education continuum (training/education continuum = basic technical training through to graduate education) identified the need to revise the Applied Communication concentration to better align the content with the following professional competencies profile:

	<b>Communication/Engagement oriented toward EXTERNAL ENVIRONMENT/STAKEHOLDERS (Cell 1)</b>	<b>Communication/Engagement oriented toward INTERNAL ENVIRONMENT/STAKEHOLDERS (Cell 2)</b>
<b>STRATEGIC (Macro level)</b>	<p><b>GOAL</b> – teach concepts, models and practices regarding effective and efficient communication/engagement with the <i>external environment</i> (stakeholders) at the <i>strategic</i> (macro level)</p> <ul style="list-style-type: none"> <li>• <u>PRST 390: Fundamentals of Marketing Communication</u></li> <li>• <u>PRST 391: Social Media Communication</u></li> <li>• <u>COMM 216: Principles and Practices of Strategic Communication</u></li> </ul> <p><b>Professional Orientation</b> – provide students with improved access to the <u>Marketing/PR/Social Media Mgt</u> professional services labor market</p>	<p><b>GOAL</b> – teach concepts, models and practices regarding the planning, development, implementation and management of communication, engagement and learning <i>within/throughout an organization</i> (support new emphasis on an inclusive learning culture – many organizations are establishing Learning Officer positions at the senior mgt/executive level to support the development and management of such systems)</p> <ul style="list-style-type: none"> <li>• PRST 334: <u>Developing and Managing a Learning Organization</u></li> </ul> <p><b>Professional Orientation</b> – provide students with improved access to the <u>Org Development and Org Comm/Learning</u> professional services labor market</p>
Foundation – straddling course	<p><b>GOAL</b> – teach the fundamental concepts, models and practices of <b>Professional Communication (professional writing and presentations)</b> – we currently have a course that addresses Professional Presentations (PRST 230) that will be revised (as opposed to introducing a new course) to address the fundamentals of both professional writing and presentations - revised course will be <u>PRST 330: Professional Writing and Presentations</u> and will replace the current course ENGL 334: Technical Writing</p>	
<b>TACTICAL – OPERATIONAL (Micro level)</b>	<p><b>GOAL</b> – teach the concepts, models and practices regarding effective and efficient communication/engagement with the <i>external and internal environment</i> (stakeholders) at the <i>tactical-operational level</i> (micro level) <b>(Cell 3)</b></p> <ul style="list-style-type: none"> <li>• <u>PRST 335: Managing Internal and External Stakeholder Relations</u> – this course address both cells at the bottom of this grid/table, applies to external and internal environment</li> </ul>	<p><b>GOAL</b> – teach the concepts, models and practices regarding effective and efficient communication/engagement with/within the <i>internal environment</i> (stakeholders) at the <i>tactical-operational level</i> (micro level) <b>(Cell 4)</b></p> <ul style="list-style-type: none"> <li>• PRST 336: Negotiation, Conflict Management and Dispute Resolution – this course addresses both cells at the bottom of this grid/table, applies to internal and external environment</li> </ul>

<ul style="list-style-type: none"> <li>• Includes content that addresses customer service and management of customer concerns/complaints/issues, especially those that have the potential for significant media exposure and reduction of reputational capital (significant issue for organizations in the contemporary performance environment) – useful to tie this in to the Corporate Social Responsibility space because the communication of such initiatives is something that CSR officers often wrestle with</li> <li>• Includes content that addresses the establishment and management of an internal ombuds system that addresses a range of key employee relations issues</li> </ul> <p><b>Note:</b> this course address both external and internal stakeholder relations at the tactical/operational (micro) level</p> <p><b>Professional Orientation</b> – provide students with improved access to the <u>Customer Service and Community Relations Management</u> professional services labor market, and the <u>employee relations/ombudsperson/internal dispute resolution/complaints management</u> professional services labor market</p>	<ul style="list-style-type: none"> <li>• <u>PRST 324: Fundamentals of Coaching Individuals, Relationships and Teams in Organizations</u></li> </ul> <p><b>Note:</b> above courses help to address (1) the rapid expansion of the use of coaches as substitutes for close supervision in delayed organizations that delegate more and expect higher levels of autonomous functioning and employee self-regulation at the individual, relational, team and inter-team levels, and (2) increasing emphasis on 3<sup>rd</sup> party support for facilitating various types of engagement, managing conflict, providing negotiation/conciliation/arbitration services etc.</p> <p><b>Professional Orientation</b> – provide students with improved access to the <u>organizational development, facilitation/conflict resolution, team development, coaching etc.</u>, professional services labor market</p>
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The intended audience are those adult students who would like to enhance their applied communications competencies with regard to the four key orientations and levels (internal-external & strategic-tactical/operational).

Alignment with Mission and Strategic Plan

The strategic plan of the College of Charleston explicitly requires the School of Professional Studies at the North Campus to work with local stakeholders (Chambers of Commerce, Industry/Professional Associations, local employers, Dept. of Commerce, Technical College system) to identify, develop and deliver professionally oriented academic programs that address gaps within the professional training and education continuum. We treat as a gap programs that are not locally available or available in a manner that aligns with the needs of adult learners, or graduates of the technical colleges who seek locally relevant professional education that secures access to high quality employment opportunities.

In consultation with a variety of Tri-County stakeholders, including the Chambers of Commerce, the need for better organized applied communication competencies and related courses that target priority organizational functions were identified. A review of applied communication competency profiles endorsed by leading industry and

professional associations was added to the feedback received from key local stakeholders to produce the competency and course table described above.

**Assessment of Need**

The Bachelor of Professional Studies program offers an Applied Communication Concentration that has received expected and robust enrollment. Recently enrollment has begun to decline, and an extensive review of the Bachelor of Professional Studies program identified feedback/requests from students to better align the concentration content with applied communications competencies that support key organizational functions, and better organize the content of the concentration. As a result of the feedback, a review of the content was conducted with input from the variety of external stakeholders mentioned above, including a variety of leading academics and consultants. The content review produced the new competencies profile outlined above.

**Transfer and Articulation**

No transfer and articulation requirements

**Description of the Program**

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
1	3	9	3	12	1	13
2	4	15	4	19	1	18
3	4	20	4	20	1	20
4	5	20	5	20	1	20

**Explain how the enrollment projections were calculated.**

Projections were based upon historical enrollment and graduation rates from the existing concentration and similar concentrations with broad applicability to a number of industries and economic sectors (government, education, private sector, etc.)

**Curriculum**

Attach a curriculum sheet identifying the courses required for the program.

**BACHELOR OF PROFESSIONAL STUDIES**

Bachelor of Professional Studies Program Core Requirements

- PRST 310 Leading Oneself and Others in the 21st Century (4)
- PRST 311 Critical Thinking, Use of Research and Decision Making in the 21st Century (3)
- PRST 312 Creativity and Innovation in the 21st Century (3)
- PRST 313 Global Society in the 21st Century (3)
- PRST 314 Ethics, Social Responsibility and Sustainability in the 21st Century (3)

PRST 315 21st Century Life and Work Skills (1-3)  
PRST 410 BPS Capstone (3)

Concentration Courses

(Complete 6 of the 8 courses in the required list, and 4 courses from the concentration electives)

Required

PRST 330 Professional Writing and Presentations (3) **modified course**  
PRST 390 Fundamentals of Marketing Communications (3) **new course**  
PRST 391 Social Media Communications (3) **new course**  
COMM 216 Principles and Practices of Strategic Communication (3)  
PRST 334 Developing and Managing a Learning Organization (3) **new course**  
PRST 335 Managing Internal and External Stakeholder Relations (3) **new course**  
PRST 324 Fundamentals of Coaching Individuals, Relationships and Teams in Organizations (3) **new course**  
PRST 336 Negotiation, Conflict Management and Dispute Resolution (3) **new course**

Concentration Electives (\*note: courses not taken within the required courses list are added to the concentration electives)

MGMT 301 Management and Organizational Behavior  
PRST 320 Fundamentals of Strategic Planning  
PRST 323 Fundamentals of Human Resource Management  
PRST 322 Fundamentals of Process Management  
PRST 324 Fundamentals of Coaching Individuals, Relationships and Teams in Organizations  
PRST 326 Fundamentals of Organizational Change and Development  
PRST 394 Sales and Customer Services Management  
PRST 350 Training and Development  
HMSM 302 Structure of the US Healthcare Delivery System  
PMGT 301 Project Management Process  
PMGT 321 Managing Risk  
PMGT 341 Managing Quality  
PMGT 311 Managing Project Scope, Schedule, and Cost  
PMGT 331 Managing Stakeholder Engagement and Resource Procurement in Projects  
PRST 325 Developing, Managing and Participating in Teams  
PRST 362 Performance Management  
PSYC 321 Psychology in the Workplace  
PSYC 334 Psychology of Stress  
LGST 390 Law Office Administration  
PRST 360 Special Topics (1-3 credits)  
PRST 420 Independent Studies (1-3 credits)

### Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
<ul style="list-style-type: none"> <li>• APCP 321 Interpersonal and Small Group Communication (3)</li> <li>• APCP 322 Communication for Business and Professions (3)</li> <li>• APCP 323 Interviewing (3)</li> <li>• APCP 324 Leadership in Concept and Practice (3)</li> <li>• APCP 325 Strategic Communication Practices (3)</li> <li>• ENGL 334 Technical Writing (3)</li> </ul>	<ul style="list-style-type: none"> <li>• PRST 330 Professional Writing and Presentations (3)</li> <li>• PRST 390 Fundamentals of Marketing Communications (3)</li> <li>• PRST 391 Social Media Communications (3)</li> <li>• COMM 216 Principles and Practices of Strategic Communication (3)</li> <li>• PRST 334 Developing and Managing a Learning Organization (3)</li> <li>• PRST 335 Managing Internal and External Stakeholder Relations (3)</li> <li>• PRST 324 Fundamentals of Coaching Individuals, Relationships and Teams in Organizations (3)</li> <li>• PRST 336 Negotiation, Conflict Management and Dispute Resolution (3)</li> </ul>	None

### New Courses

List and provide course descriptions for new courses.

#### **PRST 324 Fundamentals of Coaching Individuals, Relationships and Teams in Organizations (3)**

This course addresses the key concepts, models and practices of multilevel organizational coaching across a variety of sectors (private, public, non-profit, specialized). Increasing complexity, change and competition within a more globalized society requires ongoing improvements in productivity, innovation, flexibility and rapid responsiveness. Contemporary performance conditions are expanding the general level of delegation and employee autonomy in organizations, and direct supervision is being replaced by a coaching approach that promotes self-regulation at the individual, relational, team and inter-team level. Multilevel organizational coaching that draws upon and integrates a variety of approaches is a key competency for managers and professional service providers in all sectors. Students will learn multi-level organizational coaching that integrates various approaches to coaching individuals, relationships and teams in organizations.

#### **PRST 330 Professional Writing and Presentations (3)**

This course addresses the key concepts, models and practices of professional writing and presentations across a variety of sectors (private, public, non-profit and specialized). Increasing complexity, change and diversity around and within organizations, combined with rapidly evolving information technology, is transforming professional communication. The ability to write and present professional content within the contemporary performance environment is a key competency for managers and professional service providers in all sectors. Students will learn modern perspectives and current best practices for professional writing and presentations.

**PRST 334 Developing and Managing a Learning Organization (3)**

This course addresses the key concepts, models and practices of developing and managing a learning organization within a variety of sectors (profit, public, non-profit, specialized). Increasing complexity within the modern performance environment is expanding the range of inputs required to make an informed decision, which in turn is increasing the level of engagement and interdependence among decision contributors and stakeholders. An increasing rate of change requires decision contributors and stakeholders to collaborate, learn, innovate and implement as fast as the environment is changing. Students will learn how to develop, implement and manage the key contributors to an efficient learning organization including leadership, technology, organizational design and communication competencies.

**PRST 335 Managing Internal and External Stakeholder Relations (3)**

This course addresses the key concepts, models and practices of managing internal and external stakeholder relations across a variety of sectors (profit, public, non-profit, specialized). The increasing ability of internal and external stakeholders to raise awareness about and influence the functioning of an organization, combined with the multiple stakeholder approach to assessing organizational effectiveness, has increased the importance of managing stakeholder relations. Increasingly complex and dynamic performance conditions has highlighted the contribution of human resources to organizational effectiveness, and has advanced the function of managing internal stakeholder relations. External stakeholder access to mass communication combined with a growing emphasis on corporate social responsibility has advanced the function of managing external stakeholder relations. Students will learn how to execute the fundamental components of a stakeholder relations system, including a complaints management system that adds organizational value.

**PRST 336 Negotiation, Conflict Management and Dispute Resolution (3)**

This course addresses the key concepts, models and practices that support negotiation, conflict management and dispute resolution in organizations across a variety of sectors (profit, public, non-profit, specialized). Increasing complexity, change and diversity around and within contemporary organizations has intensified the processes of negotiation, conflict management and dispute resolution among increasingly diverse internal and external stakeholders. The increased likelihood of expressed conflict combined with an emphasis on collaboration, mutual learning, mutual adjustment and consensus requires more complex and skillful forms of negotiation, conflict management and dispute resolution. The ability to effectively negotiate, manage conflict and make effective use of various dispute resolution processes is a key competency for managers and professional service providers across all sectors. Students will learn and practice the fundamental components of negotiation, conflict management and dispute resolution.

**PRST 390 Fundamentals of Marketing Communications (3)**

This course addresses the key concepts, models and practices of the marketing communication process across a variety of sectors (private, public, non-profit and specialized). Rapidly expanding information and multimedia technologies combined with increasingly diverse consumers is transforming the marketing communication process. Use of new technologies and methods to both develop and implement marketing communication strategy and related tactics, is a key competency for managers and professional service providers. Students will learn the key components of the marketing communication process and develop a marketing communication plan.

**PRST 391 Social Media Communications (3)**

This course addresses the key concepts, models and practices of social media communications across a variety of sectors (private, public, non-profit and specialized). Rapidly expanding social media technologies are playing an increasingly central role in both individual and mass communication. Effective use of social media within the process of describing an organization and its outputs, is a key competency for managers and professional service



providers in all sectors. Students will learn the key components of the social media communications process, and develop a social media communication plan.

**Similar Programs in South Carolina offered by Public and Independent Institutions**

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Bachelor in Public Relations	125	USC	Content on strategic communication and public relations	USC program focuses on strategic level engagement/communication with external stakeholders at the strategic level, whereas the proposed concentrations has a broader focus and addresses competencies (provides courses) that address engagement/communication with both external and internal stakeholders at both the strategic and tactical/operational level
Bachelor in Mass Communications	125	USC	Content on strategic and mass communication	USC program focuses on strategic level engagement/communication with external stakeholders at the strategic level, whereas the proposed concentrations has a broader focus and addresses competencies (provides courses) that address engagement/communication with both external and internal stakeholders at both the strategic and tactical/operational level
Bachelor of Communications	125	Clemson	General content on the various domains of communication	Clemson program has less of a direct application orientation whereas the proposed applied communication concentration contains application oriented courses that directly address each of the competency cells identified in the competency profile described above (engagement/communication with both external/internal stakeholders at both a strategic and tactical/operational level)
BA/BS in Communications	122	College of Charleston	Both programs address the fundamental concepts and models of communication.	The Applied Communications concentration within the Bachelor of Professional Studies program has content that is organized around a specific professional competency framework. Each course was specifically designed to address competencies at the tactical/strategic level in internal and external stakeholder engagement. The BA/BS in Communication are centered on communication theories and ideas, and not applied communication practices.

## Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

Some new adjunct instructors will be hired to replace other instructors that used to teach the discontinued courses. There will be no reassignment of permanent or part time employees as a result of the changes. Two new adjunct instructors will be hired to teach the additional 2 courses within the concentration.

## Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

**Library Resources:** no new resources required

**Equipment:** no new equipment required

**Facilities:** no new facilities required

## Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain

Yes

No

**Financial Support**

<b>Estimated Sources of Financing for the New Costs</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	49500	78750	92250	92250	92250	405,000
Program-Specific Fees						
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
<b>Total</b>	49500	78750	92250	92250	92250	405,000
<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration and Faculty and Staff Salaries	11,000	11,000	11,000	11,000	11000	55,000
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Other (specify)						
<b>Total</b>	11,000	11,000	11,000	11,000	11000	55,000
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	38,500	67,750	81,250	81,250	81,250	350,000

**Budget Justification**

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

Administration and teaching costs reflect a stipend of \$3,000 for a concentration coordinator. The remaining costs is for the hiring of two adjuncts who will teach the two new courses required within the revised concentration. Expected revenues are based upon historical enrollment trends for the existing Applied Communication concentrations and concentrations that apply broadly in a number of industries and sectors. In calculating the projected revenues, it is assumed that each student completes 6 credit hours per semester, consistent with our population of mostly part-time students. For example, in **year two**, revenue is calculated as follows:

First semester: 15 students x 6 credit hours x \$375 per credit hour = \$33,750  
 Spring semester: 19 students x 6 credit hours x \$375 per credit hour = \$42,750  
 Summer semester: 1 student x 6 credit hours x \$375 per credit hour = \$2,250<sup>1</sup>  
 Total = \$78,750

**Evaluation and Assessment**

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
Understanding fundamental definitions and concepts regarding the applied engagement/communications process with external and internal stakeholders at the strategic and tactical/operational level	Describe the key concepts, models and practices related to the applied engagement/communications process with external and internal stakeholders at the strategic and tactical/operational level	(a) multiple choice (pass ≥ 60% correct), (b) online discussion boards (pass ≥ 60% of evaluative criteria – see note at the bottom), (c) individual professional briefing paper and online presentation (pass ≥ 60% of evaluative criteria)
Understand the history and contemporary state of the applied engagement/communications process with external and internal stakeholders at the strategic and tactical/operational level	Explain the historical evolution, contemporary state and importance of the applied engagement/communications process with external and internal stakeholders at the strategic and tactical/operational level	(a) multiple choice (pass ≥ 60% correct), (b) online discussion boards (pass ≥ 60% of evaluative criteria), (c) individual professional briefing paper and online presentation (pass ≥ 60% of evaluative criteria)
Understand the key external and performance environment factors that influence the applied engagement/communications process with external and internal stakeholders at the strategic and tactical/operational level	Understand the key aspects of the performance environment that must be addressed when managing the applied engagement/communications process with external and internal stakeholders at the strategic and tactical/operational level	(a) multiple choice (pass ≥ 60% correct), (b) online discussion boards (pass ≥ 60% of evaluative criteria), (c) individual professional briefing paper and online presentation (pass ≥ 60% of evaluative criteria)
Describe the key practices and support infrastructure within the applied engagement/communications process with external and internal	Identify the key general steps, practices and supporting technology/tools within the applied engagement/communications process with external and internal	(a) multiple choice (pass ≥ 60% correct), (b) online discussion boards (pass ≥ 60% of evaluative criteria), (c) individual professional briefing paper and online

<sup>1</sup> Students are not required to register for classes during summer terms, though many do. Therefore, for the purpose of calculating projected revenue, it is assumed that only the one student projected to matriculate during summer will be enrolled in classes.

stakeholders at the strategic and tactical/operational level	stakeholders at the strategic and tactical/operational level	presentation (pass ≥ 60% of evaluative criteria)
Execute the applied engagement/communications process with external and internal stakeholders at the strategic and tactical/operational level	Execute the key competencies of the applied engagement/communications process with external and internal stakeholders at the strategic and tactical/operational level	(a) major application project in each course (pass ≥ 60% of evaluative criteria)

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

- Yes  
 No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

- Yes  
 No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

- Yes  
 No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

- Yes  
 No