

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.):

Addition of a new concentration in Construction Management to the Bachelor of Professional Studies program.

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

Bachelor of Professional Studies (BPS) 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 (BPS) 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:

1st 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):

Dr. Graeme Coetzer, Director
Bachelor of Professional Studies Program
North Campus – College of Charleston
3800 Paramount Drive
North Charleston, SC, 29405
Email: (Program Director) coetzergh@cofc.edu
Telephone: 843-953-5688

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

Introduce a new Construction Management 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 expansion in construction. Consultation with key stakeholders (Chambers of Commerce, SC Department of Commerce, Trident Technical College, Industry Board/Council of Local

Employers etc.) regarding gaps within the professional training and education continuum (training/education continuum = basic technical training through to professionally oriented graduate education) identified the need for better tactical/strategic level management of construction projects and construction job sites. The intended audience are those students who have acquired technical education in construction science or civil engineering and are seeking to add tactical/strategic level management competencies that prepare them to manage the beginning-to-end construction project and job site process in an integrated manner.

Alignment with Mission and Strategic Plan

The strategic plan of the College of Charleston tasks 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 undergraduate certificates and concentrations that address gaps within the professional training and education continuum. We identify 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 more advanced construction and job site managerial expertise was identified as a priority gap within the local professional education continuum at the tactical/strategic level. As a result, the School of Professional Studies worked with the Civil Engineering Technology Program at Trident Technical College to map out a training and education pathway that integrated Trident Tech's Construction Certificate and Civil Engineering Associates degree with a management oriented Construction Management concentration offered by the School of Professional Studies. The body of knowledge and competencies endorsed by various construction management professional associations, including the American Council for Construction Education, was used as a guide for identifying course content that focused on the tactical/strategic management aspects of construction and job site management. The Chambers of Commerce within the Tri-county provided official letters of support for the proposed concentration.

Assessment of Need

The School of Professional Studies secures input about gaps in the local training-education continuum from a variety of stakeholders including:

- Tri-County Chambers of Commerce
- local employers
- Society for Human Resource Management and other professional associations
- SC Technical College system
- SC Department of Commerce-Workforce Advisory Group
- adult students seeking educational pathways

Consultation with the above stakeholders, particularly the Tri-County Chambers of Commerce, identified the need for the construction management undergraduate concentration described above. Most baccalaureate programs, such as the programs offered by Clemson and Drexel, offer both the technical and the managerial aspects of construction management. As suggested by the Tri-County Chambers of Commerce, the focus of this BPS concentration will be on developing the managerial aspects of the construction project and job site process. This

adds tactical/strategic managerial competency to the technical competencies competed within the Technical College system.

A search of SC labor job site listings for construction supervision/management identified more than 500 related listings over the last 12 months. Sixty percent of recent postings require a Bachelor's Degree as the minimum qualification. Many long-standing professions increasingly require a bachelor's degree for entry-level positions, particularly those that have supervision/management responsibilities and/or require the provision of professional support services. In addition to advancing and better integrating technical knowledge/skill at a tactical/strategic level (managerial level), employees with a bachelor's degree possess better general competencies like critical thinking, analytical reasoning and communication skills; and key professional competencies like strategic planning, human resource management, performance management and organizational change/development. The construction management concentration provides a transfer path from approved construction/civil engineering certificates/associates degrees offered by accredited Technical Colleges, into a management oriented construction/job site management concentration.

There are no managerially oriented construction project/job site management undergraduate programs within the Tri-County, and only one other construction management undergraduate program in South Carolina offered by Clemson. Clemson awarded 64 degrees in Construction Science and Management in the 2017-2018 academic year.

Finally, it should be mentioned that construction management is a rigorous academic discipline that combines several existing disciplines already offered at the College, including accounting, project management, and quality management and control. As a result, only a few new courses are required to support delivery of this new concentration.

Transfer and Articulation

A review of the admission requirements with the Dean of Engineering and Construction at Trident Technical College resulted in agreement that, in addition to the regular admission requirements for the Bachelor of Professional Studies program, students should possess either a:

- Certificate in Construction Management from a South Carolina technical College or
- An Associate in Applied Science in Civil Engineering Technology from a South Carolina technical college or
- An Associate in Applied Science in Civil Engineering Technology from an accredited technical college from another state

The School of Professional Studies is working with the SC Technical College System to establish an agreement that extends beyond the current agreement with Trident Technical College.

Description of the Program

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
1	3	3	3	6	1	7
2	4	11	4	15	1	16
3	4	20	4	24	1	25
4	5	30	5	35	1	36

Explain how the enrollment projections were calculated.

Projections were based upon graduation rates from the construction/civil engineering certificate and associates degree at Trident Technical College, and predictions of graduate rates at other Technical Colleges within the SC Technical College System. Projections were also supported by the related job postings both within the Tri-County and across the State. Beginning fall semester of year 3, onwards, enrollments are adjusted for expected graduation of the students who enrolled in fall semester of year 1. For example, at the beginning of fall semester of year 3, the three students who are predicted to enroll in fall of year 1 are assumed to have graduated. In spring of year 3, the three who enrolled in spring of year 1 are predicted to have graduated, 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 the 6 required and 4 from the list of concentration electives)

Required

- CMGT 340 Fundamentals of Construction Management (3)
- CMGT 341 Construction Job Site Management (3)
- MGMT 301 Management and Organizational Behavior (3)
- PMGT 301 Project Management Process (3)
- PMGT 311 Managing Project Scope, Schedule, and Cost (3)
- PMGT 331 Managing Stakeholder Engagement and Resource Procurement in Projects (3)

Concentration Electives

- PMGT 341 Managing Quality (3)
- PMGT 321 Managing Risk (3)
- PRST 335 Managing Internal and External Stakeholder Relations (3)
- PRST 336 Negotiation, Conflict Management and Dispute Resolution (3)
- PRST 394 Sales and Customer Services Management (3)
- PRST 350 Training and Development (3)
- LGST 307 Worker's Compensation Law (3)
- LGST 309 Immigration Law (3)
- PRST 320 Fundamentals of Strategic Planning (3)
- PRST 322 Fundamentals of Process Management (3)
- PRST 323 Fundamentals of Human Resource Management (3)
- PRST 324 Fundamentals of Coaching Individuals, Relationships and Teams in Organizations (3)
- PRST 325 Developing, Managing and Participating in Teams (3)
- PRST 362 Performance Management (3)
- PRST 326 Fundamentals of Organizational Change and Development (3)
- PSYC 321 Psychology in the Workplace (3)
- PSYC 334 Psychology of Stress (3)
- 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
None	CMGT 340 Fundamentals of Construction Management (3)	None
	CMGT 341 Construction Job Site Management (3)	

New Courses

List and provide course descriptions for new courses.

CMGT 340 – Construction Management Process

This course addresses the key concepts, models and practices that support the construction management process across a variety of sectors (private, public, non-profit and specialized). The beginning-to-end process of designing, managing and completing construction projects is increasingly complex and has significant impacts on the social, economic and natural environment. Construction professionals in all sectors need to understand the key components of the construction management process, the integration of these components, and how best to manage this process within contemporary performance conditions. Students will learn about the key components of the construction management system, and using modern technology, map out the key elements of a construction management project.

CMGT 341 - Construction Job Site Management

This course addresses the key concepts, models and practices that support the management of a construction job site across a variety of sectors (private, public, non-profit and specialized). The increasing complexity of construction projects combined with ongoing productivity pressures is expanding the professional competencies required to manage construction job sites. Construction professionals in all sectors need to understand the key

components of the job site management and how best to integrate and management these components within contemporary performance conditions. Students will learn how to execute the fundamental components of construction job site management, and using modern technology, map out the key elements of a job site management process.

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 of Science in Construction Science and Management	125	Clemson	Construction project management	Proposed concentration places more emphasis on the management of the beginning-to-end construction and job site management process, and the related general management competencies, as opposed to the more advanced civil engineering aspects of construction management

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.

The construction management concentration requires 2 new courses that will be taught by adjunct instructors hired in consultation with the Dean of Construction and Engineering at Trident Technical College and appropriate departments in the School of Business at the College.

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

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	15,750	60750	81000	90000	90000	337500
Program-Specific Fees						
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
Total	15,750	60750	81000	90000	90000	337500
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries	10,000	10,000	10,000	10,000	10,000	50,000
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Other (specify)						
Total	10,000	10,000	10,000	10,000	10,000	50,000
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	5,750	50,750	71,000	80,000	80,000	287,500

Budget Justification

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

Estimated source of funds calculated assuming each student enrolled in 6 credit hours per semester @ \$375 per credit, consistent with our population of mostly part-time students. For example, in year two, revenue is calculated as follows:

Fall semester: 11 students x 6 credit hours x \$375 per credit hour = \$24,750
 Spring semester: 15 students x 6 credit hours x \$375 per credit hour = \$33,750
 Summer semester: 1 student x 6 credit hours x \$375 per credit hour = \$2,250^[1]
 Total = \$60,750

Estimated cost includes cost of hiring two adjunct faculty at a rate of \$3,500. Each will teach one course. Cost also includes compensation for a concentration coordinator at \$3,000 per year.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Understanding fundamental definitions and concepts regarding the construction and job-site management process	Describe the key concepts, models and practices related to the construction and job site management process from an integrated management perspective	(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 construction and job-site management from an integrated management perspective	Explain the historical evolution, contemporary state and importance of construction and job site management from an integrated management perspective	(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 construction and job-site management process	Understand the key aspects of the performance environment that must be addressed when managing the beginning-to-end construction and job-site management process	(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 construction and job-site management from an integrated management perspective	Identify the key general steps, practices and supporting technology/tools within the beginning-to-end construction and job-site management process from an integrated management perspective	(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)

^[1] 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.

Execute construction and job-site best practices	Execute the key competencies of construction and job-site management from an integrated management perspective	(a) major application project in each course (pass \geq 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