

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 Quality and Risk 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 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:

- Associate's Degree
- Bachelor's Degree: 4 Year
- Bachelor's Degree: 5 Year
- Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)
- Master's Degree
- Specialist
- Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

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):

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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

Introduce a new Quality and Risk 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, manufacturing, information technology, healthcare, defense and other industries where quality and risk management have become essential professional services. Consultation with key stakeholders (Chambers of Commerce, SC Department of Commerce, Industry Board/Council of Local Employers, etc.) regarding gaps within the professional education continuum (training/education continuum = basic technical training through to professionally oriented graduate education) identified the need for managers and professionals with improved understanding and capability in quality and risk management, and dedicated professionals in the area of quality/risk identification, assessment and management.

The intended audience are adult students who wish to (1) add quality/risk management competencies to an existing professional domain (e.g. adding quality/risk management to health care management), or (2) acquire a comprehensive, integrated and tactical/strategic level set of competencies that supports the provision of specialized professional services in quality and risk management.

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 more advanced quality and risk management at both the general management and specialist level 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 a variety of risk and quality management specialists using the profiles of professional competencies endorsed by leading professional associations, to identify a list of courses that addressed the key competencies. 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 Department of Commerce-Workforce Advisory Group
- Current and prospective adult students

Consultation with the above stakeholders, particularly the Tri-County Chambers of Commerce, identified the need for the integration of core quality and risk management competencies in a way that supports key organizational activities within a variety of industries/sectors in the Tri-County (construction, manufacturing, energy, defense, healthcare, information technology and the public sector). The only risk management undergraduate major in South Carolina is offered by University of South Carolina, and the content focuses on risk in the context of insurance and financial markets. There are no undergraduate concentrations/majors in either quality or risk management within the Tri-County, and no programs within the state that integrate the core competencies of quality and risk management in a manner that can be applied across a variety of organization activities, industries and sectors. A search of SC labor job site listings for quality and risk management identified more than 250 related listings over the last 12 months. A significant majority of the 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, performance management and organizational change/development.

Quality and risk management are both rigorous academic disciplines that draw content from several existing disciplines already offered at the College, including business administration, project management, operations management and others. As a result, no new courses are required to support the delivery of this new concentration.

Transfer and Articulation

There are no specific transfer or articulation agreements associated with this concentration

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	17	4	18	1	18
4	4	18	4	18	1	18

Explain how the enrollment projections were calculated.

Projections were based upon enrollment and graduation rates for similar BPS concentrations, and the labor market postings for quality and risk management related jobs. 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, starting with fall 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 5 required courses and 5 from the list of concentration electives)

Required

- PMGT 341 Managing Quality
- PMGT 321 Managing Risk
- PRST 322 Fundamentals of Process Management
- PMGT 301 Project Management Process
- MGMT 301 Management and Organizational Behavior

Concentration Electives

(Complete 5 courses)

- 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
- CMGT 340 Fundamentals of Construction Management
- CMGT 341 Construction Job Site Management
- PRST 362 Performance Management
- PSYC 321 Psychology in the Workplace
- PSYC 334 Psychology of Stress
- LGST 307 Worker's Compensation Law
- PRST 394 Sales and Customer Services Management
- PRST 350 Training and Development
- PRST 320 Fundamentals of Strategic Planning
- PRST 323 Fundamentals of Human Resource Management
- PRST 324 Fundamentals of Coaching Individuals, Relationships and Teams in Organizations
- PRST 326 Fundamentals of Organizational Assessment, Development and Change
- PRST 330 Professional Writing and Presentations
- PRST 390 Fundamentals of Marketing Communications
- PRST 334 Developing and Managing a Learning Organization
- PRST 335 Managing Internal and External Stakeholder Relations
- PRST 336 Negotiation, Conflict Management and Dispute Resolution
- 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	None	None
	None	

New Courses

List and provide course descriptions for new courses.

There are no new courses

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
Undergraduate concentration in Insurance and Risk	125	USC	Some key concepts related to the management of risk	Proposed concentration focuses on the assessment, analysis and management of quality and risk as it applies to typical organizational activities in both the public and private sector (supports key activities, industries and sectors in the Tri-County) whereas the USC Major focuses on risk management with the context of insurance and financial markets (specialized focus). Proposed concentration also examines both risk and quality in an integrated manner which the USC program does not

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 quality and risk management concentration requires no new courses and no new faculty

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	21375	60750	82125	84375	84375	333000
Program-Specific Fees						
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
Total	21375	60750	82125	84375	84375	333000
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries	0	0	0	0	0	0
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Other (specify)						
Total	0	0	0	0	0	0
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	21375	60750	82125	84375	84375	333000

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

The administration of this concentration will fall within the general responsibilities of the BPS program director. Expected revenues are based upon historical enrollment trends for existing concentrations that are similar to the proposed concentration. 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: 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 = \$2,250¹
 Total = \$60,750

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Understanding fundamental definitions and concepts regarding the quality and risk management	Describe the key concepts, models and practices related to the quality and risk management process	(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 quality and risk management	Explain the historical evolution, contemporary state and importance of quality and risk management	(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 general practice of quality and risk management process across a variety of organizational activities, industries and sectors	Understand the key aspects of the performance environment that must be addressed when managing the beginning-to-end quality and risk 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 infrastructure that supports the efficient and effective execution of quality and risk management across a variety of organizational activities, industries and sectors	Identify the key general steps, practices and supporting technology/tools within the beginning-to-end general quality and risk management process applied across a variety of organizational activities, industries and sectors	(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 core quality and risk management practices	Execute the key general competencies of quality and risk management applied across a variety of organizational activities, industries and sectors	(a) major application project in each course (pass ≥ 60% of evaluative criteria)
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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