

NEW PROGRAM PROPOSAL FORM

Name of Institution: Coastal Carolina University

Name of Program (include degree designation and all concentrations, options, or tracks): Bachelor of Arts in Women's and Gender Studies

Program Designation:

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

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: Fall 2020

CIP Code: 05.0207

Delivery Site(s): Coastal Carolina University (main campus), Conway, SC

Delivery Mode:

- Traditional/face-to-face Distance Education
*select if less than 25% online 100% online
 Blended/hybrid (50% or more online)
 Blended/hybrid (25-49% online)
 Other distance education (explain if selected)

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

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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic

Internal Institutional Approval	Date
Board of Trustees	February 22, 2019
Department of Interdisciplinary Studies	August 25, 2019
Curriculum Committee, HTC Honors College	August 26, 2019
Dean, HTC Honors College	August 26, 2019
Academic Affairs Committee	September 10, 2019
Faculty Senate	October 4, 2019
Provost	November 2019

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

Coastal Carolina University (CCU) proposes to establish the Bachelor of Arts (B.A.) in Women's and Gender Studies (WGS), a program that will provide students in the Grand Strand region of South Carolina and beyond with the critical skills and abilities to understand and evaluate how the dynamics of intersectional identity categories operate in systems of power and inequality. This degree program teaches students to think critically about the social construction of identity and the politics of knowledge production. Students will use critical thinking skills to understand people's lives within a global context and to analyze the systems of oppression that contribute to continuing economic, political, and cultural inequalities. WGS majors will be encouraged to apply theoretical knowledge by engaging in experiential learning opportunities.

The South Carolina Department of Commerce issued an Innovation Plan in 2017 that stated the need for targeted and continued efforts to diversify the workforce and to prepare students with the "soft skills that facilitate daily work interactions" (11). The report calls for students to complete more internships (17), a demand with which the proposed major complies as students are required to take an internship course and most WGS classes also contain experiential learning components.

The B.A. in WGS provides students with an education that draws upon the mutual relationship between research, teaching, and civic engagement in the U.S. and across the world. The curriculum connects them to current topics such as diversity in the workplace, women's health, women's role in politics and industry, effective service work, and cultural representations of women and girls. With the help of empirical and theoretical methodologies, students in WGS use gender as a lens across a variety of disciplines to explore innovative ways of understanding the human experience. This approach provides a path to careers in such diverse fields as law, education, policy work, advocacy work, social work, and public relations by equipping students with a significant competitive and functional advantage in the job market. The focus within the major on experiential learning ensures that WGS students gain practical, hands-on experience while earning their degrees, effectively preparing them for careers after graduation.

The CCU mission statement asserts that CCU seeks to "develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective." The CCU Strategic Plan calls for the creation of new programs that advance "learning opportunities that raise student and campus awareness of global citizenship and empower action in the broader community" (Goal 2.4). A degree in WGS supports the CCU mission and Strategic Plan and "ensures a supportive, high-quality learning environment that produces knowledgeable and skilled graduates prepared for future success" (Goal 2.1) as it instills in students a foundation for analyzing inequities and initiating change, the ability to take these skills into the community, and a preparedness to live and work in a diverse, global world.

CCU currently offers a minor in Women's and Gender Studies with 73 undergraduate students enrolled (as of November 1, 2019). In the last three years, we have seen significant growth in the WGS minor, from 15 students in Fall 2016 to its current enrollment of 73 students. Student interest in this field is high and speaks to the need for a Women's and Gender Studies major at Coastal Carolina University. With the start of the WGS major, we do anticipate a decrease in the number of minors; but the minor will remain an essential part of our curricular offerings for students choosing other majors across the various colleges, who want to add qualifications in critical thinking about issues of diversity to their career preparation.

Please note: A proposal for a B.S. in Women's and Gender Studies with a focus on Women in STEM has been submitted alongside this proposal for a B.A. The B.S. degree will share faculty, resources, and a budget with the concurrently proposed B.A. in WGS.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

The B.A. in WGS investigates the gendered nature of knowledge, institutions, and cultures to promote experiential learning, engaged citizenship, and the promotion of equal opportunities for all. In addition, the degree offers students a strong methodological and theoretical foundation for pursuing graduate studies in such fields as business, science, law, social work, or public health. CCU currently offers a minor in WGS. By creating a B.A. in WGS, it is anticipated that enrollment in lower- and upper-level courses that have traditionally served these minors will increase, as well as in core skills, cognates, and electives to other majors. Students may choose to double major or minor in fields such as Sociology, Statistics, Communications, Biology, History, or Politics. This new program will attract students who would otherwise seek majors in humanities and social science fields at other institutions by offering an opportunity to capitalize on current interdisciplinary learning that has immediate applications to the world outside of the classroom.

The number of WGS minors at CCU has grown from 15 students in Fall 2016 to 73 students as of November 2019, which shows a clear student demand for WGS content. When the Office of Institutional Research, Assessment and Analysis conducted a survey of 173 students across all CCU colleges in April/May 2018, it asked students if they would consider majoring in WGS and gave the answer options “strongly agree/agree,” “I’d need to learn more,” and “disagree/strongly disagree.” 42.2% of students (n = 73) answered with “strongly agree/agree” and 35.3% (n = 61) with “I’d need to learn more” to this question. This translates to a total of 134 students who are potentially interested in the new degree program and suggests a sustainable capacity for growth.

Only three universities in South Carolina, i.e., Clemson University, College of Charleston, and University of South Carolina, offer a major connected to WGS. These institutions offer baccalaureate degrees connected to WGS and serve very different demographics compared to CCU. Currently, the South Carolina student population and interested students in the Grand Strand area are underserved in this field; hence, this degree provides another attractive major for regional, in-state, and out-of-state students and may bring competitive new undergraduate students to CCU.

The National Women’s Studies Association (NWSA) has documented 315 institutions nationwide that offer active undergraduate and graduate WGS programs or variations thereof. This number includes nineteen stand-alone doctoral programs in WGS or Feminist Studies; in their assessment of the nation’s doctoral research programs, the National Academies recognized Feminist, Gender, and Sexuality Studies as an emerging field (http://sites.nationalacademies.org/PGA/Resdoc/PGA_044522; accessed 7/3/18). Evidence for the increasing popularity of this discipline can be seen via new gender initiatives (e.g., at Georgetown University) and graduate programs (e.g., M.A. in WGS at Saint Louis University). This acknowledges the growth of this important field at all levels within academia.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

Students who complete an Associate of Arts degree at a community or technical college will be tracked to complete the B.A. program in four years as a 2+2 program.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection (2018-2028)	Expected Number of Jobs	Employment Projection (2018-2028)	
Human Resources Managers	168	15%	136,100	9%	US Bureau of Labor Statistics
Human Resource Specialist	729	11%	147,300	18%	US Bureau of Labor Statistics
Management Analyst	957	16%	806,400	14%	US Bureau of Labor Statistics
Administrative Services Manager	316	13%	281,700	10%	US Bureau of Labor Statistics
Paralegals and Legal Assistants	685	13%	285,600	15%	US Bureau of Labor Statistics
Social and Community Service Managers	127	17%	147,300	18%	US Bureau of Labor Statistics
Social and Human Service Assistants	844	1%	389,800	16%	US Bureau of Labor Statistics
Child, Family, and School Social Workers	478	12%	N/A	N/A	US Bureau of Labor Statistics
Operations Research Analyst	99	34%	114,000	27%	US Bureau of Labor Statistics
Education Administrators, Elementary and Secondary	330	11%	251,300	8%	US Bureau of Labor Statistics
Marketing Research Analyst	N/A	N/A	595,400	23%	US Bureau of Labor Statistics
Advertising, Promotions, and Marketing Managers	33	6%	249,600	10%	US Bureau of Labor Statistics
Public Relations and Fundraising Managers	64	12%	73,500	10%	US Bureau of Labor Statistics
Public Relations Specialists	349	8%	22,900	9%	US Bureau of Labor Statistics
Health Educators	140	11%	118,500	16%	US Bureau of Labor Statistics

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

A review of job advertisements conducted in April 2018 revealed that there are currently over 700 active employment opportunities in the southeast region for recent WGS graduates, including Social and Human Service Administrators, Researchers, Educators, Psychologists, Community and Social Service Directors and Specialists, as well as Patient Representatives. In addition, B.A. in WGS graduates are well-prepared to attend graduate school in such fields as Law, Social Work, Public Policy, and other fields in the social

sciences or humanities. Students in the WGS program at CCU currently have local and regional internship and employment opportunities with government institutions, the non-profit sector, educational settings, community groups, and public agencies. The B.A. in WGS builds on these existing connections to provide our majors with hands-on experiential learning.

An increasing number of corporate job recruiters report that soft skills, such as civic engagement, effective team building, leadership, critical thinking skills, and the ability to navigate a diverse and global workplace, are as important for success in the workforce as profession-specific skills. Employers often seek out liberal arts graduates because of their critical thinking and communication skills. A WGS degree provides students with the following benefits and more, including:

- Training in critical thinking and problem-solving;
- Expertise in finding and using information to analyze contemporary social issues;
- An understanding of differences of gender, sexuality, race, culture, age, ability, and social class, and citizenship status;
- Hands-on experience working in teams;
- Insights into the connections among different forms of oppression;
- A foundation for analyzing inequities and initiating change; and
- Preparedness to live and work in a diverse and global world.

This preparation functions as excellent background for students deciding to pursue a wide range of graduate and professional degrees. WGS graduates work in a variety of fields including the arts, business and industry, education, health care, the media, politics, law, social work, psychology, and sports.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2020-2021	8	10	0
2021-2022	16	17	0
2022-2023	22	22	0
2023-2024	26	26	0
2024-2025	26	25	0

Note 1: Based on enrollment of 8 new students each Fall and 3 new students each Spring.

Note 2: Years one through four total headcounts based on 90% returning Fall to Spring and 85% returning Spring to Fall.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

Yes

No

Curriculum

New Courses

List and provide course descriptions for new courses.

Please note that the below courses were approved by the Coastal Carolina University Faculty Senate at their July 10, 2019 meeting.

WGST 301Q - Women of Color (3 credits)

This course explores the complex politics of race, class, ethnicity, gender, sexuality, and other identity categories in the lives of women of color in the U.S. It familiarizes students with the experiences of Black, Latina/Chicana, Asian/Pacific Islander, indigenous, and Muslim women. Students examine key themes in women of color feminisms, including representation, stigmatization, violence, intersectionality, economic and reproductive justice, queerness, and agency and activism. The class also analyzes the history of the construction of the categories women of color and whiteness.

WGST 303Q - Water and Women (3 credits)

This course is an interdisciplinary exploration of the relationship between water and gender. Students in the course gain an understanding of feminist theory and basic aquatic ecology. Throughout the course we explore both the gendered conceptions of water in science and society as well as the social and physical influences that water (and the abuses of water) can have on women and their communities. We investigate topics related to ecological, social, and cultural dynamics of water, paying particular attention to the themes of gender and justice. This course draws on readings from multiple disciplines, including geography, ecology, gender studies, and science and technology studies. The format of the course is comprised of lectures, discussions, fieldtrips, and film/media studies.

WGST 350Q - Feminist Eco-Science & Technology Workshop (3 credits)

This is a practice-based, theory-driven course where students design and build feminist technologies and implement them in local environmental monitoring projects. Throughout this course we construct and reconstruct what it means to do science, who can do science, and where science happens. Students in the course gain an understanding of feminism, feminist approaches to science and technology, and how to apply feminist values to research methods and the design of technological artifacts. This course draws upon multiple lenses and disciplines, including science and technology studies, women's and gender studies, anthropology, geography, and ecology. Creativity and thinking outside of the box are highly encouraged.

WGST 410 - Feminism and Technology (3 credits) (Prereq: WGST 103)

This course examines how gender, race, and class intersect with technology, and how technology contributes to the social construction of identity. Consideration is given to the uses of technology, the development of new technologies, and cultural representations of technology. What role have underrepresented groups played in the development of technology? How has technological change affected the roles of women and ideas about gender? How does technology offer possibilities for new social relations and how should we evaluate these possibilities? What are the social implications of technology and how is it understood and deployed in different cultural contexts?

Notes about the below curriculum:

As you read through the below curriculum, please note that because Women's and Gender Studies is an interdisciplinary field of study, our curriculum requires students to take required foundational courses in the field, interdisciplinary topics courses in the field, and disciplinary perspectives courses with content that is directly related to the field. Students will work closely with their major advisor to shape their interdisciplinary WGS major according to their specific interests and goals. This will be accomplished by selecting courses in both the "Topics in Women's and Gender Studies" section and the "Disciplinary Perspectives" section that best support their career goals.

All of the courses in the "Disciplinary Perspectives" section contain content that directly relates to the field of Women's and Gender Studies and have been submitted to and approved by Coastal Carolina University's Women's and Gender Studies Advisory Board, comprised of CCU faculty and staff officially affiliated with the WGS Program.

Bachelor of Arts in Women's and Gender Studies

Mission Statement

The WGS program at CCU is dedicated to the interdisciplinary study of gender and its intersections with other identity markers such as sexuality, race, class, nationality, and ability/disability as economic, political, and cultural constructs. It celebrates diversity, acknowledges women's accomplishments, conditions, and contributions, and highlights the ideologies implicit in women's places in societies both in the U.S. and internationally. The B.A. in WGS rigorously investigates the gendered nature of knowledge, institutions, and cultures to promote experiential learning, engaged citizenship, and social justice among all students, no matter their gender identity or other characteristics. Using gender as a critical lens across disciplines, the B.A. in WGS proposes innovative ways of understanding human experience and empowering CCU students to become productive, responsible, healthy citizens with a global perspective.

Student Learning Outcomes

Program graduates will be able to:

1. Identify the intersecting nature of our identities (gender, race, ethnicity, class, sexuality, ability, nationality, etc.) and analyze how those intersections affect different communities' experiences with privilege and oppression.
2. Employ interdisciplinary and feminist methodologies to think critically about social systems, inequalities, and effective ways to implement change.
3. Demonstrate information literacy to investigate solutions to contemporary social issues and articulate their findings convincingly in various forms of communication.
4. Contribute to their own and other communities' thriving in a diverse and global world through experiential learning projects.

Degree Requirements (120 credits)

- I. **Core Curriculum Requirements** (38-40 total credit hours)
- II. **Graduation Requirements** (3-7+ credit hours)
- III. **Foundation Course** (3 credit hours)
Minimum grade of 'C' is required for the foundation requirement.
WGST 103Q* Introduction to Women's and Gender Studies 3
- IV. **Major Requirements** (42 credit hours)
Minimum grade of 'C' is required for all major requirements.

Required Courses (15 credit hours)
WGST 310Q Women and Allies in Action 3
WGST 301Q Women of Color 3
WGST 401 Feminist Theories 3
WGST 498Q* Capstone Seminar 3
WGST 495 Women's and Gender Studies Internship 3

Topics in Women's and Gender Studies (15 credit hours)
(Choose at least five of the below topics courses, totaling a minimum of 15 credit hours)
WGST 302 Special Topics in Cultural Studies 1-3
WGST 303Q Water and Women 3
WGST 305Q Gender, Race, Class, and Sexuality in Popular Culture 3
WGST 315 Special Topics in Sexuality 3
WGST 318 Women and Social Movements 3
WGST 325Q Civic Engagement 3
WGST 350Q Feminist Eco-Science and Technology Workshop 3

WGST 399 Independent Study	1-3
WGST 402 Gender and Sexuality in German and Austrian Culture	3
WGST 410 Feminism and Technology	3
WGST 411 Women and Work	3

Disciplinary Perspectives (12 credit hours)

(Choose four of the below disciplinary topics courses, totaling a minimum of 12 credit hours)

COMM 304 Gender Communication	3
COMM 345 Communication Activism	3
ENGL 351 Language, Gender and Power	3
ENGL 489 Gender and Sexuality in Literature	3
HIST 403Q* Gender and Sexuality in the Early Church, c. 30-600 CE	3
HIST 451 History of Modern Medicine and the Body	3
PHIL 350 Ethics of Sexuality and Gender	3
POLI 327 Women in the Middle East	3
POLI 372Q* Women and Public Policy	3
PSYC 300 Human Sexual Behavior	3
PSYC 310 Psychology of Women	3
PUBH 440 Gender, Culture, Literacy and Disparities in Health	3
PUBH 480 Women's Health Issues	3
RSM 201 Gender and Sport	3
SOC 300Q* Social Justice	3
SOC 301 Gender and Society	3
THEA 321Q* Applied Theater	3

V. **Cognate or Minor Requirement** (18-21 credit hours)

Students will work with their major advisor to choose a cognate (courses at the 300 or 400-level) or a minor with a focus on gender issues that supports their career plans and interests. This requirement will be waived if students choose to double major.

VI. **Electives** (7-16 credit hours)

Students will work with their advisor to ensure they choose electives that support their career goals.

Total Credits Required: 120 Credits

Total Credit Hours Required: 120

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
WGST 103	3	TOPICS IN WGST COURSE	3		
UNIV 110	3	ENGL 102	4		
ENGL 101	4	CORE—Scientific Concepts	3		
CORE—Critical Thinking and Reasoning	3	CORE—Scientific Concepts Lab	1		
CORE—Human and Social Behavior	3	ELECTIVE	3		
Total Semester Hours	16	Total Semester Hours	14	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
WGST 301	3	TOPICS IN WGST COURSE	3		
TOPICS IN WGST COURSE	3	DISCIPLINARY PERSPECTIVES COURSE	3		
CORE—Artistic Expression	3	POLI 201 or HIST 201	3		
CORE—Humanistic Thought	3	CORE—Communication Across Cultures	5		
MINOR/COGNATE	3				
Total Semester Hours	16	Total Semester Hours	14	Total Semester Hours	
Year 3					
Fall		Spring		Summer	
WGST 310	3	WGST 495	3		
DISCIPLINARY PERSPECTIVES COURSE	3	DISCIPLINARY PERSPECTIVES COURSE	3		
CORE—Human and Social Behavior	3	CORE—Quantitative Literacy	3		
MINOR/COGNATE	3	MINOR/COGNATE	3		
ELECTIVE	3	MINOR/COGNATE	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
WGST 401	3	WGST 498	3		
DISCIPLINARY PERSPECTIVES COURSE	3	TOPICS IN WGST COURSE	3		
CORE—Humanistic Thought	3		3		
MINOR/COGNATE	3	MINOR/COGNATE	3		
ELECTIVE	3	ELECTIVE	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

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
Women's Leadership, B.A.	33 credits required in major /120 total credits in degree	Clemson University	interdisciplinary; required internship, capstone, and theory course; some overlap in elective courses, such as a course on media and popular culture	only 33 credits required in major (vs. 42 credits required in our major); focus on women and not on all genders; more narrow attention on leadership roles and skills; fewer interdisciplinary electives required; no women in action class required
Women's and Gender Studies, B.A.	33 credits required in major/120 total credits in degree	College of Charleston	interdisciplinary; required internship and capstone; focus on all genders	only 33 credits required in major (vs. 42 credits required in our major); no required women in action, theory, and women of color courses
Women's and Gender Studies, B.A.	24 credits require in major/120 total credits in degree	University of South Carolina	interdisciplinary; required theory course and internship or research capstone; focus on all genders	only 33 credits required in major (vs. 42 credits required in our major); no required course on women in action or women of color

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Assistant Professor, full-time in WGS	WGST 301, WGST 305, WGST 310, WGST 401, WGST 498, WGST 495	Ph.D. in English with minor in Women's and Gender Studies (Saint Louis University) M.A. in American Studies with minors in French and Political Science (Johannes Gutenberg University)	Scholarly publications in tier-one WGS journals and conference presentations.
Assistant Professor, joint appointment with Honors College	WGST 303, WGST 350, WGST 410	Ph.D. in Community Research and Action, with Graduate Certificate in Women's and Gender Studies (Vanderbilt University)	Scholarly publications and conference presentations.
Professor and Dean of the College	WGST 410	Ph.D. in Feminist Studies (University of Minnesota)	Scholarly publications, among them the book <i>Inventing the Mathematician: Gender, Race, and Our Cultural Understanding of Mathematics</i> (SUNY Press)
Teaching Associate	WGST 103	Graduate Certificate in Women's and Gender Studies (University of South Carolina, Columbia)	
Assistant Professor, full-time in WGS	Foundation, WGST required and topics courses.	Ph.D. in Women's and Gender Studies or in comparable field with a graduate minor or certificate in WGS	Anticipated start date: August 2021.

Total FTE needed to support the proposed program:

YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2020-2021	0	0.00	1	0.07	1	0.07
2021-2022	0	0.00	1	0.07	1	0.07
2022-2023	0	0.00	1	0.07	1	0.07
2023-2024	0	0.00	1	0.07	1	0.07
2024-2025	0	0.00	1	0.07	1	0.07
Faculty						
2020-2021	0	0.00	2	0.43	2	0.43
2021-2022	0	0.00	2	0.43	2	0.43
2022-2023	0	0.00	2	0.57	2	0.57
2023-2024	0	0.00	2	0.57	2	0.57
2024-2025	0	0.00	2	0.57	2	0.57
Staff						
2020-2021	0	0.00	1	0.13	1	0.13
2021-2022	0	0.00	1	0.13	1	0.13
2022-2023	0	0.00	1	0.13	1	0.13
2023-2024	0	0.00	1	0.13	1	0.13
2024-2025	0	0.00	1	0.13	1	0.13

Faculty: 0.57
 Staff: 0.13
 Administration: 0.07

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

Since WGS currently has only one full-time faculty member, at least one more full-time faculty line will be needed. This new hire will result in additional courses supporting core curriculum needs, including 2 new sections of WGST 103 (80+ students) per year. If the program grows rapidly, additional faculty will be requested. Administrative support for the major will be covered by the HTC Honors College administrative staff.

Please note: The proposed B.S. in Women’s and Gender Studies will share faculty, resources, and a budget with the concurrently proposed B.A. in WGS. The headcount, FTE, and costs associated with the new full-time faculty member indicated above is only included in the tables for the B.S. in Women’s and Gender Studies, to avoid duplication.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

Kimbel Library and Bryan Information Commons has holdings of over 450,000 items in all formats. The library has access to over 120,000 periodicals: magazines, newspapers, scholarly journals, and proceedings in print and online formats and provides access to its holdings and to over 140 online citation, abstracting, full-text and reference resources via the World Wide Web at (<http://www.coastal.edu/library>). Library instruction sessions are available to all academic departments covering general library usage as well as project or course-specific sessions for upper-level research-oriented courses. CCU fully supports and participates in Partnership Among South Carolina Academic Libraries (PASCAL), the state academic library consortium. Students have access to books from other South Carolina academic libraries through PASCAL Delivers, a rapid book delivery service provided by PASCAL.

Course-integrated library instruction sessions are available to all academic departments; the library also offers one-credit information literacy courses. Librarians offer appointments for in-depth research help. Kimbel Library operates on a 24/7 schedule during the fall and spring semesters; during that time, library staff members are available to assist students via phone, chat, or in-person at the help desk.

Library holdings are as follows:

Monographs

Broad subject areas for WGS and related fields were identified for this program. Kimbel Library currently owns 15,821 relevant titles in print format and provides access to over 1,100 relevant eBooks.

Audiovisual

The library provides access to over 800 streaming video titles in support of the WGS curriculum and currently has close to 200 relevant titles available on DVD.

Serials and Subscriptions

Kimbel Library currently provides access to 222 peer-reviewed journals classified under WGS. The library subscribes to 27 of the 35 core titles in the field as defined by the Association of College & Research Libraries (ACRL) and 10 of the 11 core titles defined by the ACRL Women and Gender Studies Section. Online access is provided via aggregator databases, publisher packages, open access titles, and direct online subscriptions.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Advising

Core WGS faculty and professional advisors in the HTC Honors College and Center for Interdisciplinary Studies will be able to provide advising support without additional cost to initiate the program. All university-wide academic support services (e.g., the Writing Center, Math Lab, Tutoring, Office of Disability Services, etc.) are available to these new majors, as they are to all students.

Counseling Services

Counseling Services are offered to CCU students to assist students in defining and accomplishing their personal and academic goals. Services include:

- Treating mental health concerns,
- Preventing psychological difficulties,
- Educating students to live emotionally and behaviorally healthy lives, and
- Contributing to a healthy campus environment.

Services also include individual, couples, and group counseling; psychiatric services; crisis intervention; assessment; nutritional counseling; drug and alcohol education; referrals; and consultation. The aim of Counseling Services is to produce graduates who are healthy citizens. Counseling Services adheres to the standard professional procedure regarding confidentiality of information and records are not part of any other CCU records.

Accessibility and Disability Services

Accessibility and Disability Services offers students with physical, psychological, or learning disabilities accommodations and assistance. With appropriate documentation, counselors determine accommodations needed to assist students in taking full advantage of their CCU educational opportunities. Ongoing disability coaching is offered to assist students with disabilities to help ensure their success at CCU. Students should register to access services and accommodations.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

This program does not require any special physical resources/facilities beyond what CCU's classrooms and offices already provide.

Equipment

Identify new instructional equipment needed for the proposed program.

This program does not require any special equipment or labs beyond what CCU's classrooms and offices already provide.

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

Please note: A proposal for a B.S. in Women’s and Gender Studies with a focus on Women in STEM has been submitted alongside this proposal for a B.A. The B.S. degree will share faculty, resources, and a budget with the concurrently proposed B.A. in WGS.

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$179,166	\$179,166	\$335,041	\$335,041	\$455,655	\$455,655	\$549,272	\$549,272	\$549,483	\$549,483	\$2,068,616	\$2,068,616
Program-Specific Fees											\$0	\$0
Special State Appropriation											\$0	\$0
Reallocation of Existing Funds											\$0	\$0
Federal, Grant or Other Funding											\$0	\$0
Total	\$179,166	\$179,166	\$335,041	\$335,041	\$455,655	\$455,655	\$549,272	\$549,272	\$549,483	\$549,483	\$2,068,616	\$2,068,616
Estimated Costs Associated with Implementing the Program, by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$0	\$50,932	\$0	\$51,951	\$0	\$66,520	\$0	\$67,851	\$0	\$69,208	\$0	\$306,462
Facilities, Equipment, Supplies, and Materials		\$0		\$0		\$0		\$0		\$0	\$0	\$0
Library Resources		\$0		\$0		\$0		\$0		\$0	\$0	\$0
Total	\$0	\$50,932	\$0	\$51,951	\$0	\$66,520	\$0	\$67,851	\$0	\$69,208	\$0	\$306,462
Net Total (Sources of Financing Minus Estimated Costs)	--	\$128,234	--	\$283,089	--	\$389,135	--	\$481,421	--	\$480,275	--	\$1,762,154

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Program cost-effectiveness and return-on-investment are evaluated institutionally using an induced revenue/expense model. As shown in the Financial Support table, tuition revenues are based on a 15-credit course load for each student projected to enroll in the program. These revenues represent course revenues derived from both program and general education curriculum requirements. The expenses shown in the Financial Support table represent direct expenses necessary for delivering program courses and administration. Due to an undergraduate program’s inducement of additional general education expenses, as well as overall institutional operational expenses, the university uses a 50% gross academic margin assessment to ensure that new programs will provide sufficient revenues to support their expense impact on institutional operations.

To derive gross academic margin, the university calculates total induced revenue (\$2,068,616 for the period) minus total direct expenses (\$306,462 for the period) divided by total induced revenue (\$2,068,616 for the period).
 [(Revenue-Expenses)/Revenue]

For a program to be considered cost-effective, the university looks for undergraduate programs to produce a gross academic margin of 50% or better. The 50% threshold is due to undergraduate participation in the general education curriculum, as well as greater undergraduate reliance on university operational resources. This program’s gross academic margin is 85.2% for the period, which indicates that this program has a high likelihood of producing sustainable revenues.

Evaluation and Assessment

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Knowledge of intersectionality and diversity	Identify the intersecting nature of our identities (gender, race, ethnicity, class, sexuality, ability, nationality, etc.) and analyze how those intersections affect different communities’ experiences with privilege and oppression.	Written assignments and oral presentations across courses in the major; capstone projects; pre- and post-test in WGST 103
Knowledge of interdisciplinary methodologies and theories	Employ interdisciplinary and feminist methodologies to think critically about social systems, inequalities, and effective ways to implement change.	Written assignments and oral presentations across courses in the major; capstone projects
Knowledge of information literacy and communication skills	Demonstrate information literacy to investigate solutions to contemporary social issues and articulate their findings convincingly in various forms of communication.	Capstone projects; activism projects in WGST 103; research projects in WGST 401
Knowledge of praxis-based skills	Contribute to their own and other communities’ thriving in a diverse and global world through experiential learning projects.	Experiential learning projects in Q-designated courses, such as WGST 103Q, 301Q, 305Q, 303Q, 350Q; internship requirement

Each assessment cycle will involve the assessment of two different SLOs. Data will be gathered, analyzed, and a detailed report prepared. The assessment results will be used to drive changes to methods or SLOs for subsequent

assessments. This assessment schedule affords the opportunity to make changes to the program after analysis and dissemination of assessment results and before data is collected for the next assessment cycle.

Assessment will be based on data from multiple sources using both direct and indirect methods. Direct assessment methods will evaluate the skills of students by testing factual knowledge or skills. Indirect methods will evaluate the interpretation of learning achieved.

In accordance with existing assessment procedures at CCU, the Value Rubric will be employed in evaluation of student work. For each of the above SLOs, the score or evaluation scale will consist of: "Accomplished (4)," "Proficient (3)," "Developing (2)," "Beginning (1)," and "Null (0)." The expectation is that all graduating seniors will score "Proficient (3)" or above for each of the four assessment categories.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

No

Will the proposed program 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