

**New Program Proposal
Bachelor of Science in Women’s and Gender Studies, Women in STEM
Coastal Carolina University**

Summary

Coastal Carolina University requests approval to offer a program leading to the Bachelor of Science in Women’s and Gender Studies: Women in STEM to be implemented in Fall 2020. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	10/1/19	Not Applicable
Staff comments to the Institution	10/30/19	Staff requested the proposal be revised to: <ul style="list-style-type: none"> • Verify institutional approvals; • Clarify plans for transfer and articulation; • Explain inclusion of social service-related occupations in the employment projects for a science specific major; • Include a justification for the disproportionate number of elective courses and associated classifications; and • Outline plans for faculty.
Revised Program Proposal Received	11/6/19	The revised proposal satisfactorily addressed the requested revisions.
ACAP Consideration	11/21/19	Representatives from Coastal Carolina University (CCU) introduced the need for the Bachelor of Science in Women’s and Gender Studies: Women in STEM program. The representatives stated the proposed program is being developed in response to the need for diversity, including gender, in the science, technology, engineering, and mathematics fields. The program will prepare students on the theoretical and practical application of women and gender studies to STEM fields with the goal of engaging various professionals on staffing, training, and development. The proposed program focuses on increasing the number of highly-qualified women and other underrepresented groups in STEM related fields, whether in academics or industry. The Bachelor of Arts in Women’s and Gender Studies program was concurrently under review for program approval. Members of the Advisory Committee on Academic Programs (ACAP) discussed the proposal. University of South Carolina (USC) Columbia representatives expressed enthusiasm for the program and offered to partner in collaborative opportunities. In response, the representatives from Coastal Carolina University emphasized the need to address inequalities in STEM fields as a

Stages of Consideration	Date	Comments
		state, and addressed the faculty inquiries from staff by clarifying the new hire was specific to the STEM degree. After remaining discussion, ACAP voted unanimously to recommend approval of the program proposal. Staff transmitted remaining questions for additional clarity.
Staff comments to the Institution	11/26/19	Staff requested the proposal be revised to: <ul style="list-style-type: none"> • Include any opportunities for collaboration with other institutions; and • Review the Financial Support table to ensure accuracy of the calculations and alignment with the budget justification.
Revised Program Proposal Received	12/11/19	The revised proposal satisfactorily addressed the requested revisions.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing favorably commend to the Commission the program leading to the Bachelor of Science, Women’s and Gender Studies: Women in STEM to be implemented in Fall 2020.

Coastal Carolina University Student and Program Data

Undergraduate In-/Out-of-State Enrollment, Fall 2018	5,771 (58.19%) / 4,146 (41.81%)
Number of Approved Programs in 10 Yrs. (FY 2009-2018)	30
Number of Terminated Programs in 10 Yrs. (FY 2009-2018)	6

Industry related Occupational Wages and Projections in South Carolina, 2016 – 2026*

Occupational Field ¹	2016 Median Income ²	2016 Estimated Employment ³	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
Architecture and Engineering	\$71,370	39,528	45,055	5,527	1.32%	13.98%
Computer and Mathematical	\$66,270	39,597	45,397	5,800	1.38%	14.65%
Life, Physical, and Social Science	\$57,550	10,547	11,445	898	0.82%	8.51%

¹ “Occupational Field” represents the closest related occupation category that includes the occupations aligned with the program proposal.
² SC Department of Employment & Workforce (DEW), Labor Market Information. (2019). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>
³ SC Department of Employment & Workforce (DEW), Labor Market Information. (2019). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>
* Data downloaded September 16, 2019; Most recent data available.

Internal Institutional Approval	Date
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 Science (B.S.) in Women's and Gender Studies (WGS), with a focus on women in STEM. This program 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 identity categories (e.g., gender, race, class, sexual orientation, ability, age, and citizenship status) operate in systems of power and inequality in the fields of science, technology, engineering, and mathematics. By offering this degree, CCU joins a fast-growing movement in higher education that is comparative, global, intersectional, and interdisciplinary in its pursuit of knowledge. This academic field takes initiative to address limitations in the current workforce that, if remedied, will foster innovation, develop stronger corporate operating practices, and promote a just world in which all individuals can develop to their fullest potential.

CCU has the opportunity to become a leader in the growing field of WGS, particularly with the focus on Women in STEM. This focus capitalizes on a pressing need to diversify the national workforce and attract more high-qualified workers to STEM-related fields both in the public sector and in industry. This degree will give CCU students a competitive advantage for career sectors that are expanding in the southeast, particularly in the technology sector where a homegrown workforce directly benefits the state's innovation initiatives. 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 also calls for students to complete more internships (17), a demand with which the proposed major complies. Students in the program are required to take an internship course, and many of the required classes also contain experiential learning components, which ensure that students gain practical, hands-on experience while earning their degree, effectively preparing them for careers after graduation. Educating students on the influence gender has on work in the STEM fields will enable students to be better equipped to meet employers' demands for problem-solving skills and the ability to create and support a diverse workforce in STEM-related fields. This is an issue that has received increasing attention in the national media and throughout industry. With a degree focused on Women in STEM, students will be well-suited for careers in management, marketing and communications, human resources, finance, and operations, within the STEM industry.

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.A. in Women's and Gender Studies has been submitted alongside this proposal for a B.S. The B.A. degree will share faculty, resources, and a budget with the concurrently proposed B.S. 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 proposed program distinguishes itself from others offered in South Carolina and throughout the nation through a focus on Women in STEM. This intersection between WGS and science, technology, engineering, and mathematics is a rare approach to studying the connection between gender and social change and responds directly to a deep need for gender and racial diversity within the STEM fields. CCU has an unusually high ratio of students who are STEM majors (50% of the total student body), but only 23.1% of female students who start in a STEM major graduate with a STEM degree four years later. It is anticipated that the availability of the B.S. in WGS, with a distinctive focus on Women in STEM, will serve as a recruitment and retention tool for women who choose to major in a STEM field at CCU. This Women in STEM focus within the WGS program will build upon the work already being done in the co-curricular Women in STEM Fellowship Program that is being run by an interdisciplinary team of women's studies and science faculty and is providing mentorship, travel support, and networking opportunities to female STEM students at CCU. In addition, the HTC Honors College and Center for Interdisciplinary Studies is also launching a unique graduate certificate in Women and Technology in January 2020, which will lay a strong foundation for the work done in the Women in STEM undergraduate program.

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. In addition, it is anticipated that the B.S. in WGS, with a focus on Women in STEM, will offer a viable alternative degree program for those women who begin at CCU in a STEM field, but who leave their STEM major before they graduate.

The number of WGS minors at CCU has grown from 15 students in Fall 2016 to 81 students as of May 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 a major in the field of WGS and gave students the option to answer "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 a degree program in WGS and suggests a sustainable capacity for growth.

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 Science degree at a community or technical college will be tracked to complete the B.S. program in 2.5 years (9 semesters). As requested by University of South Carolina's Associate Provost Crews during the November 21, 2019, ACAP meeting, we have reached out to the College of Arts and Sciences at USC to discuss future collaborations between Coastal Carolina University and USC. The College of Arts and Sciences at USC is impressed with our Bachelor of Science in Women in STEM and has suggested that we develop a rotating student conference as an initial first step in an ongoing collaboration around this issue. We are excited about the possibilities, inherent in this kind of cross-institutional collaboration, to advance opportunities available for women in STEM fields throughout the state of South Carolina.

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
Operations Research Analyst	99	34%	114,000	27%	US Bureau of Labor Statistics
Statistical Assistants	22	4%	N/A	N/A	US Bureau of Labor Statistics
Environmental Scientists and Specialists	47	13%	89,500	11%	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
Marketing Research Analyst	N/A	N/A	595,400	23%	US Bureau of Labor Statistics

Note: While we anticipate most of our Women in STEM B.S. students will pursue careers in the STEM industry, our majors will still have the necessary broader social and cultural knowledge background to find employment in any Social and Human Services field.

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

The U.S. Department of Commerce recently published *Women in STEM: 2017 Update*. A few key findings of the report are particularly noteworthy:

- Women filled 47% of all U.S. jobs in 2015 but held only 24% of STEM jobs. Likewise, women constitute slightly more than half of college educated workers but make up only 25% of college educated STEM workers.
- Women with STEM jobs earned 35% more than comparable women in non-STEM jobs. Women with STEM jobs also earned 40% more than men in non-STEM jobs.

CCU data are consistent with the national data regarding the percentage of women who persist in STEM-related fields. As of 2017, only 23.1% of CCU female students who started in a STEM major graduated as a STEM major, and nationally women hold only 24% of STEM jobs. Women are underrepresented in these job industries and in undergraduate STEM degrees. In the conclusion of the U.S. Department of

Commerce’s report, the conclusion identifies that STEM jobs are crucial to the competitiveness, innovation, and flexibility of a modern economy, providing clear evidence that there is an opportunity to expand the number of women in STEM-related fields. Program majors will be well equipped with a science background and substantial training in critical thinking, communication, teamwork, and problem-solving skills that employers need to diversify their workforces and to create and maintain work environments in which diverse workforces can thrive. 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.S. in Women in STEM builds on these existing connections, as well as the field-based research opportunities already in place in the sciences, to provide our majors with hands-on experiential learning.

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?

Note 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 the "Disciplinary Perspectives in the College of Science" section that best support their career goals. All of the courses in the "Disciplinary Perspectives in the College of Science" 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 Science in Women's and Gender Studies: Women in STEM

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.S. in WGS: Women in STEM rigorously investigates the gendered nature of knowledge, institutions, and cultures specifically in the fields of Science, Technology, Engineering, and Math (STEM) to promote experiential learning, engaged citizenship, and diversity. Using gender as a critical lens across disciplines, the B.S. in WGS with a concentration in Women in STEM 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 knowledge and social systems, inequalities, and effective ways to implement change in STEM-related fields.
3. Demonstrate information literacy to investigate solutions to contemporary social issues in STEM-related fields 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 Courses** (10 credit hours)

Minimum grade of 'C' is required for all foundation requirements.

WGST 103Q* Introduction to Women's and Gender Studies	3
STAT 201 Elementary Statistics	3
STAT 201L Elementary Statistics Computer Laboratory	1
CSCI 135 Introduction to Programming	3

- IV. **Major Requirements** (42 credit hours)

Minimum grade of 'C' is required for all major requirements.

Required Courses in Women's and Gender Studies (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, or a 399, 499, or a 300- or 400-level Q course in a pre-approved STEM department	3

Topics in Women in STEM (15 credit hours)	
WGST 303Q Water and Women	3
WGST 318 Women and Social Movements	3
WGST 350Q Feminist Eco-Science and Technology Workshop	3
WGST 410 Feminism and Technology	3
WGST 411 Women and Work	3

Disciplinary Perspectives in the College of Science (12 credit hours)
(Choose four of the below disciplinary perspectives courses, totaling a minimum of 12 credit hours)

PSYC 300 Human Sexual Behavior	3
PSYC 301 Psychology of Marriage	3
PSYC 310 Psychology of Women	3
PUBH 310 Issues of Family and Sexuality	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
SOC 305 Sociology of the Family	3
SOC 309 Social Inequality	3
SOC 313 Social Welfare and Social Work	3
SOC 450 Victimology	3

V. **Minor in a STEM field** (18-21 credit hours)

Students will be advised to choose a minor that supports their career plans and interests in one of the following departments: Biology, Chemistry, Computing Sciences, Marine Science, Mathematics and Statistics, and Physics and Engineering Science. Students may also pursue a minor in Environmental Science. The minor requirement will be waived if a student chooses to double major in one of the above STEM fields.

VI. **Electives** (0-9 credit hours)

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

Total Credits Required: 120 Credits

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Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
WGST 103	3	WGST 303Q	3		
UNIV 110	3	CSCI 135	3		
ENGL 101	4	ENGL 102	4		
CORE—Critical Thinking and Reasoning	3	CORE—Scientific Concepts	3		
CORE—Human and Social Behavior	3	CORE—Scientific Concepts Lab	1		
Total Semester Hours	16	Total Semester Hours	14	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
WGST 301	3	WGST 350Q	3		
STAT 201	3	DISCIPLINARY PERSPECTIVES COURSE	3		
STAT 201 L	1	POLI 201 or HIST 201	3		
CORE—Artistic Expression	3	CORE—Communication Across Cultures	5		
CORE—Humanistic Thought	3				
MINOR	3				
Total Semester Hours	16	Total Semester Hours	14	Total Semester Hours	
Year 3					
Fall		Spring		Summer	
WGST 310	3	WGST 495 or equivalent	3		
WGST 410	3	DISCIPLINARY PERSPECTIVES COURSE	3		
DISCIPLINARY PERSPECTIVES COURSE	3	CORE—Quantitative Literacy	3		
CORE—Human and Social Behavior	3	MINOR	3		
MINOR	3	MINOR	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
WGST 318	3	WGST 411	3		
WGST 401	3	WGST 498	3		
CORE—Humanistic Thought	3	DISCIPLINARY PERSPECTIVES COURSE	3		
MINOR	3	MINOR	3		
MINOR	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

No other university in South Carolina or in the USA offers a B.S. in WGS with a focus on Women in STEM.

Three universities in South Carolina offer a Bachelor of Arts degree in either Women’s Leadership (Clemson University) or Women’s and Gender Studies (College of Charleston and University of South Carolina).

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; focus on women; required internship, capstone, and theory course	only 33 credits required in major (vs. 42 credits required in our major); no focus on STEM; fewer interdisciplinary electives required; no women in action course required
Women’s and Gender Studies, B.A.	33 credits in major/120 total credits in degree	College of Charleston	interdisciplinary; required internship and capstone	only 33 credits required in major (vs. 42 credits required in our major); no focus on STEM; no required women in action, theory, or women of color courses
Women’s and Gender Studies, B.A.	24 credits in major/120 total credits in degree	University of South Carolina	interdisciplinary; required theory course and internship or research capstone	only 24 credits required in major (vs. 42 credits required in our major); no focus on STEM; only 24 credits of major requirements; 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	1	0.43	1	0.43
2021-2022	1	0.14	1	0.43	2	0.57
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.A. in Women's and Gender Studies will share faculty, resources, and a budget with the concurrently proposed B.S. in WGS.

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 faculty will 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

Sources of Financing for the Program, by Year												
Category	1st		2nd		3rd		4th		5th		Grand 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								
Program Administration and Faculty/Staff Salaries	\$0	\$50,932	\$78,336	\$130,287	\$0	\$132,893	\$0	\$135,551	\$0	\$138,262	\$78,336	\$587,925
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	\$78,336	\$130,287	\$0	\$132,893	\$0	\$135,551	\$0	\$138,262	\$78,336	\$587,925
Net Total (Sources of Financing Minus Estimated Costs)	--	\$128,234	--	\$204,753	--	\$322,762	--	\$413,721	--	\$411,221	--	\$1,480,691

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 (\$587,925 for the period) divided by total induced revenue (\$2,068,616 for the period).

$$[(\text{Revenue}-\text{Expenses})/\text{Revenue}]$$

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 71.6% for the period, which indicates that it 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 in STEM-related fields.	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 in STEM-related fields 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 are 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