NEW PROGRAM PROPOSAL

Name of Institution
College of Charleston

Name of Program (include concentrations, options, and tracks)
Bachelor of General 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.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?
☐ Yes
☒ No

Proposed Date of Implementation CIP Code
 Fall 2018 24.0199

Delivery Site(s)

College of Charleston Main Campus   College of Charleston North Campus   Online
66 George Street, Charleston SC 29424   3800 Paramount Drive,
  North Charleston SC 29405

Delivery Mode

☒ Traditional/face-to-face*   ☒ Distance Education
*select if less than 50% online   ☐ 100% online

     ☒ Blended (more than 50% online)

     ☐ Other distance education

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

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Institutional Approvals and Dates of Approval

Senate Budget Committee October 9, 2017
Academic Planning Committee October 19, 2017
Faculty Curriculum Committee November 17, 2017

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Faculty Senate December 5, 2017.
Board of Trustees Academic Affairs Committee October 19, 2017 Board of Trustees on October 20, 2017. Approval conditional on approval by Faculty Curriculum Committee and Faculty Senate.

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The Bachelor of General Studies is designed to be a flexible liberal arts degree that facilitates students in various stages of life and who are at different points of progress towards degree attainment. The program is designed such that students are able to complete the program of study in whatever mode of course delivery meets their particular need, given their current life and work situation. This program will be available to traditional residential undergraduate students, and students who are seeking at a distance degree options. In other words, any College of Charleston student can choose this program.

The BGS program requires students to fulfill the College's general education requirements, complete the requirements of two minors, earn a minimum of 24 credits hours at the 300-level or higher, complete a 1-credit hour introduction to the Bachelor of General Studies (BGST 101) and a 4-credit hour senior synthesis seminar (BGST 400), and complete elective courses as needed to earn a total of 122 credit hours.

The overarching goals of this program are to help students understand the value of their learning so they can apply it to new contexts, to think more creatively by exploring multiple disciplines, to learn how to look at problems from multiple perspectives, and to learn how to work collaboratively. Whereas a traditional major may require more hours of advanced coursework and provide students with a more specialized skill set, this program gives students another path to a degree with a wider range of course choices. While there is less specialization, the program strives for greater understanding of the value of learning and perhaps more intellectual agility and interpersonal flexibility. And while these goals are not guaranteed by any specific minor (or major), the overall program structure, the scaffolding we propose via BGST 101, and the culminating experiences of BGST 400, are designed with these specific goals in mind.

It is envisioned that this program will attract some traditional residential undergraduate students who are attracted to the flexible structure. However, the initial BGS recruitment effort will be focused primarily on the population of students who have attended the College, earned credits, but have not completed a degree. Over the past 20 years more than 20,000 students attended the College and left without completing a degree. About two-thirds of these "stop-outs" left the College in good academic standing. Students who left the College in good standing, on average, had a grade point average (GPA) of 2.86 and a substantial number of earned hours. Students who left the College after declaring a major completed, on average, 77 credit hours, while students who did not declare a major completed an average of 50 credit hours. The BGS program may encourage some undeclared students to remain at the College and complete a

degree because the program offers an additional choice not available in current offerings. There are other populations of students in South Carolina and particularly in the Lowcountry who may be interested in this program as the state and region continue to experience population growth. According to the American Community Survey, in 2016 over 107,000 individuals reside in the tri-county (Berkeley, Charleston and Dorchester) region who have "some college" and no degree (https://www.census.gov/programs-surveys/acs/data.html).

The mission of the College of Charleston is to serve the growing educational needs and demands of the Lowcountry, the state, and the Southeast. Central to that mission is the offering of a superior quality undergraduate liberal arts education. The Bachelor of General Studies is a liberal arts degree that stands firmly within the College's tradition and values. Studies in the liberal arts is intended to expand horizons, broaden understanding of the wider world, enhance skills in critical thinking and communication and prepare students for life-long learning and adaptability to an ever changing global economic, social, political and cultural landscape. The BGS will also emphasize new skills, including teamwork and collaboration, consistent with the liberal arts tradition of intertemporal adaptation.

By allowing students to choose two minors rather than a major, the program is structured in a way that allows students to explore a wider range of topics, giving students more flexibility to study subjects consistent with their interests and goals. The BGS senior synthesis seminar calls on students to apply their learning from their completed program of study to the consideration of a "big question," informed and guided by the disciplinary perspective of one or both minors.

The BGS fulfills the College's mission of engaging students in original inquiry and creative expression with expanded room for intellectual freedom, while maintaining attention to quality and rigor.

List the program objectives. (2000 characters)

Bachelor of General Studies Program Outcomes

At the end of their curriculum students will:

1. Understand the relevance of academic skills and knowledge to ongoing professional and personal development
2. Be able to describe to external audiences the skills and knowledge gained in student's Program of Study
3. Be able to collaborate in environments of complexity and diversity.

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Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

Approximately 674,000 South Carolina residents have attended college but have not completed a degree. This makes "some college, no degree" the second largest category of educational attainment in the state, second only to high school completion. Meanwhile, only 25.8 percent of the population aged 25 or older has attained a bachelor's degree or higher. Despite a growing young population and relatively strong GDP growth rate, South Carolina ranks at number 44 in higher education according to *US News and World Report*.[1] This program has the potential to help elevate overall educational attainment in South Carolina.

Both degree attainment and time to degree are central issues in higher education today. Of students who begin high school at age fourteen, fewer than three in ten will have completed a baccalaureate degree twelve years later.[2] Rather than closing the gap between rich and poor, degree attainment merely exposes the stark disparities. A 2015 study by the Pell Institute[3] indicates that in 2013 those from families in the top income quartile were 8 times more likely (77 percent) to obtain a bachelors' degree by age 24 than those from families in the lowest income quartile (9 percent). In 1970 individuals from high-income families were 6 times more likely to obtain a bachelor's degree than those from low-income families.

There is ample evidence that failure to attain a college degree comes at a significant cost, especially for those who attended but did not complete. Individuals who have college credits but have not earned a degree are more likely to be unemployed than individuals who have completed an associate's degree or a baccalaureate degree, they earn less and have less resilient careers in periods of economic downturn. According to the Bureau of Labor Statistics the unemployment rate among individuals in South Carolina with some college (5.3%) is higher than the unemployment rate among individuals who hold a baccalaureate degree (2.6%) in 2014. The gap is even greater in periods of economic downturn. For example, in 2011 the unemployment rate among South Carolinians with some college was 8.9 percent, compared to 2.8 percent among college graduates. Furthermore, nationally, individuals with some college earn only 65 percent of the weekly earnings of individuals who hold a bachelor's degree. The earnings differential widens over time, with a nearly $20,000 annual earnings differential among individuals between the ages of 35 and 44 years of age.

In the course of developing this program we conducted two focus groups (25 participants) among College of Charleston stop-outs and an online survey[4] to both CofC stop-outs and other individuals who meet the demographic profile. About 50 percent of the focus group

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[1] US News and World Report higher education rankings take into account 2-year college graduation rate (completion of a 2-year degree in 3 years), 4-year college graduation rate (completion of a baccalaureate degree in 6 years), educational attainment (percentage of the population 25 years and older that holds an associate's degree or higher), average student debt at graduation, and average tuition and fees for in-state students at public 4-year colleges.

[2] The high water mark of 30 percent was hit in 2014. See Matthew Chingos and Susan Dynarski, "How can we track trends in educational attainment by parental income? Hint: not the Current Population Survey," Brookings Institute, March 2015.

[3] The Pell Institute, "Indicators of Education Equity in the United States: 45 Year Trend Report," 2015 Revised Edition.

[4] The survey was delivered as an online ad campaign. There were 1743 clicks on the online ad. It was also delivered through a one-time email blast to 65,674 email addresses. The email was opened by 4,978 recipients and 948 clicked through to the survey. A total of 213 respondents completed the survey.

participants expressed interest in the program. Several participants shared that they had essentially "hit a wall" or are close to it in their current employment. Even when there are advancement opportunities, they simply will not qualify because they lack a bachelor's degree. Over 60 percent of respondents to the survey believed having a bachelor's degree is important to their career advancement and 75 percent of respondents believed a bachelor's degree will be beneficial in changing careers. Two-thirds of respondents indicated they were at least somewhat interested (somewhat interested to very interested) in the program and nearly 60 percent of respondents opted to receive additional information from the College of Charleston.

The proposed Bachelor of General Studies takes on the challenge outlined above by providing improved access to the College of Charleston, and a highly flexible schedule with multiple modes of delivery.

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?
☐Yes

☒No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Research conducted by the National Association of Colleges and Employers (2015, 2017), identified the skills employers most desire in college graduates as critical thinking/problem solving, teamwork/collaboration, oral and written communication, decision making and the ability to prioritize work. While job specific skills are important, they tend to fall lower in the rankings by top employers, between 7th and 10th place, rather than 1st to 4th place. More and more

employers are also interested in job candidates who are willing to continue to learn and adapt to rapidly changing demands of the modern workplace. Completing a degree signals to employers a growth mindset.

Frequently, job postings list a bachelor's degree as required or desired minimum qualification, and also list specific competencies required for the job, rather than requiring a bachelor's degree in a specific area of study. This is often true for job postings in communication, financial services, marketing, sales and government services[5]. Often there is industry specific training, for example in banking, which align competencies with those required to perform effectively in the job. For these industries, the bachelor's degree is the signal that the prospective employee is "trainable" at a rigorous level, and has acquired skills in critical thinking, problem solving, and research, is an effective communicator, and is capable of self-leadership and leadership of others.[6] The degree is therefore a gateway credential, necessary even for individuals with many years of experience, to make career advancements.

The website mycollegeguide.org, using data from payscale.com and the Bureau of Labor Statistics, shows a range of career paths for individuals who complete a Bachelor of General Studies degree. Careers include bank teller, project manager and managing director among the top forty careers, with median salary ranging from $25,000 to $92,000.[7] Our own experience with students who have completed the Bachelor of Professional Studies over the past four years suggest that many students will already be employed by companies in industries that offer robust career paths, but their mobility is constrained because they did not complete a bachelor's degree. According to the latest data available from payscale.com, individuals who hold a Bachelor of General Studies degree work in education, manufacturing, health care services, financial services and banking, among others. Although many are employed in some aspect of government and non-profit activities, the majority of graduates are employed in private enterprise.

While BGS graduates will not pursue a traditional major, they will gain specific knowledge in at least two fields of study by completing coursework for two minors. They will also be well prepared for the modern labor market through completion of the College's rigorous liberal arts curriculum, with its strong emphasis on critical thinking, communication, scientific literacy and openness to understanding of new perspectives. BGST 100 and BGST 400 are crafted to increase engagement in collaboration and teamwork, and to advance students' ability to catalog and articulate their learning experiences, feel capable and comfortable with their subject knowledge, and be able to explain what they know to others. These skills will serve them well in the pursuit of employment and as they climb the career ladder in various professions.

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[5] This is verifiable by a cursory search of the SC Department of Employment and Workforce Job Database.
[6] Kevin Gray and Andrea Koncz, "The Key Attributes Employers Seek on Students' Resumes," National Association of Colleges and Employers, November 2017.
[7] See https://www.payscale.com/research/US/Degree=Bachelor_of_General_Studies_(BGS)/Salary#by_Job.

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

☒Yes

☐No

If yes, explain. (500 characters)

The BGS program is expected to be of interest to two groups of students: we anticipate the majority of prospective students to be people who have attended college but did not complete a degree but also recognize that some students who are traditional undergraduate students who are already at the College may find this a more flexible option for completing their degree. There is no way of knowing how enrollment in any individual program will be impacted by the BGS program, but one suspects the impact, if any, will be quite distributed and relatively minor for any individual program as a result of traditional undergraduates changing their program of study.

There is potentially greater impact as a result of the enrollment of returning students. First, students will need to complete the general education distribution requirements in various delivery formats. Students can already complete general education courses in a number of ways, but the BGS program may lead to more frequent delivery of courses in online and hybrid formats. Second, some students pursuing the BGS will need to complete the requirements to earn two minors fully at a distance, which will necessitate that required coursework be offered online on a consistent basis to allow students the ability to complete their requirements in a timely manner. Finally, as indicated below, the institution is committed to providing a variety of student services online to meet the academic support services needs of students who are pursuing the degree at a distance.

Table 1: List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
B.A. in Liberal Studies	University of South Carolina	Students must earn 27 hours in a major and 12 hours in a concentration that is different from their major. This is similar to the BGS proposal because students must complete coursework from two different disciplines.	Students must have 60 hours of previous college credit to apply to the USC program. The CofC program has no minimum entry credit hour requirement. CofC BGS does not require students to choose a major, as is required by the USC program, instead students will complete two minors.
B. S. or B.A. Interdisciplinary Studies	Coastal Carolina	Students work with a faculty advisor to develop a program of study combining coursework from two concentrations. In a similar manner, the CofC program requires students to develop a program of study combining courses from two minors. Students will work with faculty and professional advisors in developing their program of study.	Students must complete 24 credits with a 2.0 GPA before joining the major. Students must choose two concentrations from among the following categories: Professional Studies; Pedagogical Studies; Humanistic Studies; Artistic Studies; Social Sciences; Natural Science; Allied Sciences; & Integrative Studies. The CofC program does not group minors in categories which provides a broader set of choices for students.
B.A. or B.S. Interdisciplinary Studies	University of South Carolina Upstate	Program allows students to combine coursework from various disciplines while designing a curriculum that meets their academic and career goals. The CofC program requires students to choose two minors, and students can take courses from a variety of disciplines to fulfill elective requirements.	This program offers two tracks. In track 1 students choose 15 hours from a first discipline and 9 hours from a second discipline, plus a minor. In track 2 (individualized) students choose 24 hours from at least two areas of study, plus a 12 hour cognate or an 18 hour minor. Students can also complete up to 30 hours at an approved professional school such as Sherman College of Chiropractic. The CofC program has a more straightforward structure. Students are required to complete the

			requirements of two minors, complete at least 24 credit hours of 300-level coursework or higher and complete two required courses, BGST 101 and BGST 400.
Bachelor of Liberal Studies	Anderson University SC	The disciplines are chosen from most of those in the University's catalog. Students, with the help of an advisor, can design a program of study that fits their professional and personal goals. This is similar to the CofC program in that students can choose any two among the College's 75 minors.	This program is structured differently than the CofC program. The curriculum has two options. One is a degree completion option for those with an associate's degree. This option requires students to complete 45 semester hours of upper division courses. The other is for those without a degree. This option requires students complete 36 hours of coursework at 300 level or higher. There is no requirement for coursework to be within a minor or from multiple disciplines.
B.A. or B.S. Interdisciplinary Studies	Bob Jones University	Students pick courses from two or more programs of their choice and complete an Interdisciplinary Studies Capstone. The similarity to the CofC program is that students can choose two minors from among the 75 minors offered by the College. The CofC program also requires a senior synthesis seminar.	Students must complete 30 credits with a 3.0 or higher GPA before applying for the major. Students select courses from two or more areas of interest and propose their own learning outcomes. There is no requirement that sufficient coursework is completed to fulfill the requirements of a minor.
B.A. General Studies	North Greenville University	Students are able to build a degree by selecting a primary minor and secondary minor. Both the NGU and the CofC program give students a broad focus and the flexibility to shape the course of study towards their own individual needs.	North Greenville University does not *require* a second minor, as is required by the CofC program. NGU Students may choose to pursue a second minor or complete 18 hours of electives. This program appears to be available online only.

B.A. or B.S. Interdisciplinary Studies	North Greenville University	Like the CofC program, this program is committed to a strong liberal arts education and the ability of students to build a program of study that is most aligned with their individual goals.	NGU students create a primary and a secondary concentration by selecting courses from two or more disciplines. Unlike the CofC program, this program is not structured within the minors. This program does not appear to be available online.

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Table 2: Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2018-2019	25	250	25	250	12	72
2019-2020	50	500	50	500	25	150
2020-2021	100	1000	100	1000	50	300
2021-2022	150	1500	150	1500	75	450
2022-2023	150	1500	150	1500	75	450

The Projected Enrollment table has been generated based on the number of students who attended and stopped out of the College in the last 20 years and who have, to the best of our knowledge, not completed a bachelor's degree elsewhere. Table 3 (below) shows the number of stop-outs who were pursuing each major (for majors with 100 or more stop-outs) but excludes stop-outs who were pursuing majors for which no minor is available at the College. Also shown is the average number of semester hours completed by students who stopped out while pursuing these majors, the number of students who had a grade point average (GPA) of 2.0 or higher when they stopped out and the average GPA among students who had a 2.0 or higher GPA.

It is not clear how many traditional undergraduate students already enrolled at the College will choose to pursue the BGS rather than a traditional major, but students who change their program of study do not generate new enrollments for the College. Therefore the enrollments projected in the table focus entirely on new enrollments from potentially returning students since these students represents a source of new revenue. Credit hour projections are based on current experience with the Bachelor of Professional Studies program. BPS students typically complete, on average, 9 credit hours during fall and spring semesters. Summer enrolment is not required, but is strongly encouraged. Generally, 50 percent of BPS students enroll in 6 credit hours during the summer.

Initial marketing of this program will focus on students who have stopped out from the College but remain in good standing. Initially we expect this program to be most attractive to students who stopped out while pursuing a major since, for the most part, they will have likely completed general education requirements and some courses that were required for their major, which can be applied toward fulfilling requirements for a minor. Given that this program will be new at the start of the fall 2018 semester, and the time it takes information about new programs to diffuse broadly, we expect a modest start of 25 students (half of 1 percent of 5157, that is, students who left after declaring a major). We anticipate that by year 3 the program will be sufficiently known to attract about 100 students, less than 1 percent of the total population that stopped out in good standing (11,864), and by year five we expect the program to have approximately 150 students.

While there are good reasons for the adult population in South Carolina to complete a bachelor's degree, our experience with the Bachelor of Professional Studies program shows that these individuals often face a multitude of constraints and barriers that take time for them to resolve, resulting in relatively modest enrollment at the start.

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Table 3: College of Charleston Stop-Out Table (1997-2016)

College of Charleston Stop Out Table (1997-2016)				
Major	Count	Average Hours	2.0+ GPA	Mean GPA 2.0+
Accountancy	250	80	160	2.89
Anthropology	142	72	91	2.89
Art History	111	79	83	2.85
Arts Management	141	75	103	2.83
Biology	1434	73	1089	2.97
Bus Admin	913	76	525	2.71
Chemistry & Biochemistry	371	73	288	3.08
Communication	761	77	420	2.71
CS & CIS	434	70	241	2.73
English	337	73	211	2.97
Historic Pres	110	80	88	2.86
History	342	80	197	2.72
Int'l Business	131	77	101	2.77
Music	120	70	98	3.05
Pol Science	391	71	239	2.86
Psychology	776	75	510	2.82
Sociology	297	74	171	2.67
Spanish	109	76	87	2.95
Statistics	154	76	118	2.85
Studio Art	253	73	193	2.89
Theatre	200	71	144	2.98
Subtotal	**7,777**	**76**	**5,157**	**2.89**
Undecided	10,096	50	6,707	2.97
Total	17,873	61[8] (74[9])	11,864	2.86

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

☐Yes

☒No

If yes, explain. (1000 characters)

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[8] Weighted average.
[9] Simple average.

NEW PROGRAM PROPOSAL

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Are there any special articulation agreements for the proposed program?

☐Yes

☒No

If yes, identify. (1000 characters)

Table 4: Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

Curriculum by Year				
Course Name	Credit Hours	Course Name	Credit Hours	Course Name
Year 1				
Fall		Spring		Summer
FYSM	3	MUSC 131 GE Requirement	3	
ENGL 110 GE Requirement	4	MATH 104 GE Requirement	3	
MATH 105 GE Requirement	3	SPAN 102 ELECTIVE	3	
SPAN 101 ELECTIVE	3	HIST 116 GE Requirement	3	
HIST 115 GE Requirement	3	BIOL 101 GE Requirement	4	
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours
Year 2				
Fall		Spring		Summer
ACCT 203 BADM Minor Req.	3	ECON 201 BADM Minor & GE Requirement	3	
ECON 200 BADM Minor Elect & GE Requirement	3	THTR 176 GE Requirement	3	
SPAN 201 ELECTIVE	3	COMM 215 COMM Minor Requirement	4	
BIOL 102 GE Requirement	4	SPAN 202 GE Requirement	3	
ARTH 101 GE Requirement	3	ELECTIVE	3	
BGST 101 Required	1			
Total Semester Hours	17	Total Semester Hours	16	Total Semester Hours
Year 3				
Fall		Spring		Summer

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Curriculum by Year				
Course Name	Credit Hours	Course Name	Credit Hours	Course Name
COMM 214 COMM Minor Req	4	MGMT 345 BADM Minor Req	3	
MGMT 301 BADM Minor Req	3	MKTG 302 BADM Minor Req	3	
COMM 280 COMM Minor Req	3	COMM 281 COMM Minor Req	3	
ELECTIVE	3	ELECTIVE	3	
ELECTIVE	3	ELECTIVE	3	
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours
Year 4				
Fall		Spring		Summer
MGMT 350 BADM Minor Req	3	COMM 315 COMM Minor Elect	3	
COMM 310 COMM Minor Elect	3	FINC 303 BADM Minor Req	3	
RELS 105 GE Requirement	3	ELECTIVE	3	
300-level ELECTIVE	3	BGST 400 Required	4	
ELECTIVE	3			
Total Semester Hours	15	Total Semester Hours	13	Total Semester Hours

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Degree Requirements

To earn the Bachelor of General Studies students must complete the College's general education requirement, complete BGST 101 and BGST 400, complete the requirements to earn two minors, earn at least 24 credit hours at the 300-level or higher, complete electives consistent with their interests and career goals to earn 122 total credit hours with a cumulative grade point average (GPA) of 2.0 or higher and a grade point average (GPA) of 2.0 or higher in both minors.

Consistent with its heritage since its founding in 1770, the College of Charleston retains a strong liberal arts undergraduate general education curriculum. The Liberal Arts and Sciences General Education requirement serves all students, regardless of major, and assures that students are exposed to a breadth of intellectual inquiry distributed across seven areas of the curriculum: History, Humanities, Mathematics and Logic, Foreign Language, Natural Science, Social Science, and Writing. A complete listing of the 2017-2018 liberal arts and sciences general education requirement and courses that fulfill these requirements is available here: http://catalog.cofc.edu/content.php?catoid=7&navoid=437.

Students who complete this program on campus will be able to select from among the College's 75 minors. Students who are fully at a distance will be able to select from among minors that are available online. Currently these include Business Administration, Communication, Healthcare Management, Psychology and Sociology. A complete listing of minors offered by the College is available online at http://cofc.edu/academics/majorsandminors/. Table 4 shows a sample pathway to complete the BGS, assuming the student chooses Communication and Business Administration as his/her two minors.

Course Descriptions for New Courses

Course Name	Description
BGST 101 Introduction to the Bachelor of General Studies	Course description: Introduction to the skills and strategies students will use to complete the Bachelor of General Studies program and discussion of courses that are most relevant to their own goals. Lessons cover the College's General Education program, interdisciplinary learning, online technologies required for research and course assignments, and academic skills (time management, writing and critical reading, test-taking, and working collaboratively). Students assess their prior learning, skills, and personal temperament, create a personalized Program of Study, and begin collecting materials for an electronic portfolio.
BGST 400 Bachelor of General Studies Senior Synthesis Seminar	The Senior Synthesis Seminar serves as the culmination of the Bachelor of General Studies degree. It calls upon students to confront and analyze a fundamental and wide-ranging question—for instance, how should we take care of people who can't take care of themselves? Should we have a living wage? Are human beings well-suited to democracy? Students use perspectives, knowledge, and skills learned in multiple disciplines to create a project that addresses one aspect of this broad question. Finally, students integrate this project and other work to create an electronic portfolio that showcases what they have learned in their program of study.

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Faculty

The Bachelor of General Studies will be delivered by faculty from across the campus. In fall 2015, the College of Charleston employed 574 faculty in roster faculty lines who contributed broadly to the institution's mission. The work of these roster faculty members was supplemented by the work of 91 additional full-time faculty. In addition to the 665 full-time faculty employed in fall 2015, 324 individuals (including administrators and other qualified employees, retired faculty, and part-time adjuncts drawn from the community for their professional expertise) provided part-time instruction on an as-needed basis.

Type	Definition	Rank	Number
Roster	Roster full-time faculty are "those individuals holding full-time faculty appointments and assigned to a state-supported line. Roster faculty appointments include those made for tenured faculty, tenure-track faculty, instructors, senior instructors, and visiting faculty"	Professor	153
		Associate Professor	180
		Assistant Professor	176
		Instructor	65
Other Full time	**Full-time adjunct faculty** are those hired to teach 12 hours per semester at the College of Charleston, and they are offered healthcare and limited other benefits. These faculty do not occupy a state-supported line.	Full time adjunct faculty	91
Part-time	These include administrators and other qualified employees, retired faculty, and part-time adjuncts drawn from the community for their professional expertise, who provided part-time instruction on an as-needed basis.	Adjunct lecturer	324
Total			989

The College's Teaching, Learning and Technology (TLT) department supports, develops and educates the faculty in the integration of educational technology into their pedagogy. TLT coordinates workshops and roundtable discussions around distance education in addition to one-on-one consultation with faculty, supported by personnel assigned to each school. TLT also offers an 8-week distance education (DE) readiness course. All faculty are required to complete this course before offering fully online or hybrid instruction at the College of Charleston. By the end of fall 2017 nearly 300 faculty will have completed the DE readiness course. TLT makes available a number of other resources to faculty, including tutorials on a variety of topics associated with distance education, and assistance with acquiring appropriate equipment and software that enhance faculty instruction.

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

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Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators): 6.5

Faculty (at maturity): 5
Staff: 1
Administration: 0.5

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

A Program Director will be appointed to provide oversight to the BGS program. The BGS Program Director will be a member of the faculty who continues to teach with a reduced instructional load, and whose primary role is supervising the program. The BGS Program Director would oversee BGS-specific coursework and be conversant with all College of Charleston minors, especially those with strong appeal for BGS students. Other duties will include recruiting faculty to teach BGST 101 and BGST 400, safeguarding BGS students' access to online course offerings, working with department chairs to ensure adequate sections of courses are available each semester (face-to-face and online) to support timely completion by students in the program, being involved in student recruitment and retention planning, creating and overseeing an assessment plan and conducting ongoing research on the College's General Studies program and BGS programs nationally.

The FTEs reported above consists of a Program Director dedicating 50 percent effort to managerial duties associated with the program, and 1 FTE comprised of reallocation of effort of three staff positions. The start-up cost in terms of faculty teaching assignment is approximately 1 FTE. At maturity, given enrollment projections and the number of credit hours anticipated, it is projected that 5 faculty FTEs will support this program (see Table 6 below).

The Program Director will report to the Dean of the School of Professional Studies (SPS). SPS already has experience with recruitment and advising and retention of adult students and college stop outs, which is the target audience of this program.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The College of Charleston libraries are structured around one main library, the Marlene and Nathan Addlestone Library, with smaller, more specialized libraries that support the diverse teaching and research needs of the institution. The Addlestone Library encompasses 140,000 square feet, accommodates up to one million volumes, seats 1,600 patrons, offers 20 study group rooms, and maintains over 239 computer workstations. The facility was designed to accommodate the technological needs of a contemporary academic library. The computer workstations are equipped with links to several web browsers, a suite of Microsoft Office software, statistical software packages, and other standard computer applications. These computers are networked to seven high capacity laser printers; one color printer is also available. In addition to the desktop computers, students may borrow one of 20 laptops equipped with wireless internet hardware and software for use within the building and grounds,

3 flip cameras and 2 iMac computers with video editing capabilities. There are 60 iPads to enhance student learning in the classroom, including 5 iPads that students can check out at any time. Wireless access is available throughout the library.

The library's collection consists of over 1,085,194 cataloged monographs, serials and other hard copy items, including 13,472 audiovisual items in the media collection and 3,202 print subscriptions to journals and other periodicals. Print subscriptions are supplemented by 388,290 electronic books and 110,032 electronic journals which are available online and available 24/7/365. All faculty and students with a valid College of Charleston account may access electronic resources from anywhere in the world.

The library is a member of the Partnership among South Carolina Academic Libraries (PASCAL), a consortium of the state's academic libraries together with their parent institutions and state agency partners. PASCAL fosters cooperation on a broad range of issues including shared licensing of electronic resources (including unlimited access to over 200,000 e-book titles from major publishers and university presses) and universal borrowing.

Other significant materials can be found in the Lowcountry Digital Library. Established by the College in 2009, the Lowcountry Digital Library (LCDL) produces digital collections and projects that support research about the Lowcountry region of South Carolina and historically interconnected sites in the Atlantic World. LCDL is committed to a multifaceted approach that incorporates historical and anthropological scholarship, oral history, integrative archival practices, digital librarianship, and spatial, temporal, and environmental information. Together with its institutional partners, LCDL helps students, scholars, and a wide range of public audiences develop a better understanding of the history and culture of the South Carolina Lowcountry relative to the nation and the world. In order to provide a well-rounded digital collection, the library works with over 17 partner institutions across the coastal region of South Carolina and Barbados to digitize and describe unique local resources while adhering to national best practices and standards, ensuring the overall quality, accessibility and sustainability of these digital resources.

In addition to material and technology resources, the libraries employ 27 tenure track faculty librarians. Librarian assistance in research, instruction, and digital scholarship is available for faculty and students. In addition, the Ask Us service provides basic research and computing assistance, both online and in person, through a combination of librarians, library staff, information technology professionals, and student employees.

The Addlestone Library completed a major renovation project in Summer 2014, adding 200 seats for students, new outlets for charging laptops, tablets and other mobile devices, and a new high tech lecture room that doubles as added study space for students.

Bachelor of General Studies students and faculty may find librarians and resources by subject (http://libguides.library.cofc.edu/sb.php) linked under "Quick Info" on the library website. Faculty and students can also access support from a librarian by phone, email or online chat.

Information Desk

The Marlene and Nathan Addlestone Library Information Desk is an instructional service point where patrons may receive immediate assistance for most research and computing questions. Staff solicit immediate feedback from patrons as to whether their needs were met. In FY 2014-2015 the Information Desk responded to 32,380 transactions: 30,214 in person, 1,001 via instant messaging, 868 via phone, 152 via email, and 145 via text messaging. In addition, in FY 2014-2015, published online FAQs in the Ask Us Knowledge Base received 17,179 public views.

The Information Desk is a collaborative staffing initiative between the library's Research and Instruction Services Department and the Division of Information Technology's Student Computing Support Department which provides general research and computing assistance to all College of Charleston faculty, staff, and students, regardless of their location. The desk is staffed by a combination of librarians, library staff, student computing support personnel, and peer staff student employees. To ensure consistent service all staff members upon hire receive the same Information Desk training through the College's learning management system.

Instruction provided at the Information Desk includes guidance for general research inquiries, support for student computing, help using the computer lab and equipment, and answers to general directional questions. Instruction is available in person as well as via phone, text, and email. In addition, the Ask Us live chat Service is embedded in all of the libraries' virtual tools including web pages, research guides, and databases as well as the catalog and discovery service and is available during staffed Information Desk hours. Patrons may also search the Ask Us knowledgebase anytime for answers to frequently asked questions.
The following guide (which includes the desk hours listed on the library website) will be embedded in OAKS, on the BGS website and included in faculty syllabus to assist students: http://libguides.library.cofc.edu/infodesk. Librarians are also embedded in online courses to provide research support to faculty and students on a rapid basis.

Online Instructional Resources

In addition to the Ask Us live chat service staffed by the Marlene and Nathan Addlestone Library Information Desk, the libraries provide 24/7 instruction in library and other learning/information resources through online research guides and tutorials. In FY 2014-2015, the libraries maintained 379 published research guides which received 87,136 views. Each guide leads researchers to the most critical resources in a subject area. Librarians also developed guides for use in course-specific classes as well as How-To Guides and guides on Special Topics. The librarians also offered online tutorials posted on the CofC Libraries Information Desk YouTube channel. In FY 2014-2015, 88 online tutorials received a total of 3,365 views.

Distance Education Instruction Support

In FY 2014-2015, the libraries designed and delivered an interactive learning tutorial and online toolkit to prepare distance education (DE) students for fully online courses which is

linked on the College's online learning website and presented in a Research Guide specifically for Distance Education students. Librarians also provided course specific instruction using campus hosted systems such as Kaltura and VoiceThread which were embedded in Research Guides linked in DE courses.

DE students and faculty may access the Ask Us chat service for point of need instruction through a widget featured on the Libraries web pages and embedded in many databases. Through the service, Information Desk librarians and staff provide instruction through instant messaging, text messaging, email, telephone, and Skype. The Ask Us service is also embedded in the campus learning management system. Library services and resources were accessed 2,254 times from within Desire to Learn, the campus LMS, during 2014-2015. Other online and DE campus resources are listed at http://academicaffairs.cofc.edu/distance-education/index.php.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Academic support services reflects the College of Charleston's institutional mission to provide students with opportunities to realize their intellectual and personal potential and contribute to the achievement of teaching and learning outcomes.

Academic Advising

A professional academic advisor is responsible for providing counsel on academic matters for first year students, transfer students, undecided/undeclared students, and declared students seeking additional assistance beyond their major department. All College of Charleston students pursuing the BGS will have access to a professional academic advisor as well as an advisor from one or both of their chosen minors. The institution is committed to increasing the number of professional advisors devoted to the program as the program experiences growth. For this specific program, professional advisors are expected to remain with the student throughout their entire course of study at the College. The BGS director will provide additional academic advising support.

Center for Student Learning

The Center for Student Learning (CSL) provides comprehensive academic support programs for College of Charleston students as they strive for excellence in learning. Academic support is available via different delivery methods, including walk-in tutoring labs, supplemental instruction, individual tutoring, and study strategies instruction. Walk-in labs consist of the Foreign Languages Tutoring Lab, Accounting Lab, Math Lab, Writing Lab, and Science Lab. Supplemental instruction provides support to historically difficult courses at the College, including biology, chemistry, psychology, and philosophy. Individual tutoring is provided for some introductory courses as student demand requires, and the Speaking Lab is available via appointment. Study strategies instruction is provided through individual student appointments with a professional staff member or a peer academic coach for selected student populations.

The College of Charleston has partnered with Tutor Matching Services to provide online tutoring via the "GoBoard" platform. Through this easy to use, web-based platform, students enrolled in select courses can set an appointment with a tutor from anywhere, anytime. With the GoBoard platform, students seeking support outside of the CSL's business hours now have access to convenient and effective tutoring.

Online tutoring facilitates learning anytime, which is an attractive benefit for students with commitments such as work and family support. In addition, students can be physically located anywhere at the time of their appointment. Students will need access to a good internet connection and a computer with a camera and microphone. The GoBoard platform is user-friendly, with no software to download or install. Online tutors communicate with students using email.

All services are described and all lab schedules are posted on the CSL website: http://csl.cofc.edu/.

Disability Services

The College of Charleston provides accommodations for persons with documented disabilities. Students may apply at the Center for Disability Services / SNAP. All SNAP forms are available online and can be completed and submitted at a distance.

Undergraduate Academic Services

The Office of Undergraduate Academic Services (UAS) provides students with information and guidance related to academic policies and procedures, as well as referrals to appropriate academic support offices. UAS manages a number of academic support programs, however, one particular program may be disproportionately affected by the BGS. The Successful Transition through Educational Planning (STEP) program provides academic monitoring and support for conditionally readmitted students. Students are required to attend a one day workshop prior to readmission that focuses on strategies and supports for their return. Clear expectations for the academic progress that must be achieved in order to be retained are also outlined. Because the BGS will offer a fully online option, some former College of Charleston students who did not complete a degree will return to the College, including students who were not in good academic standing at the time of separation. UAS already serves these students, including adult students who are unable to attend the one-day workshop due to work and family obligations through collaboration with the academic support team for the Bachelor of Professional Studies. At this time there are adequate resources to serve the needs of BGS students who may need these services.

Technical Support

OAKS is the College's learning management system and is built on the Desire2Learn/brightspace platform. Students may access OAKS by logging into MyCharleston. OAKS is managed and maintained by the Information Technology Division, which provides robust training to faculty and students on how to effectively navigate OAKS, how to create and access content and how to integrate with supporting software.

The Department of Teaching, Learning and Technology (TLT), which is located in the College's Information Technology Division, supports faculty and students and the institution's core values by integrating educational technology with pedagogy and assessment. The goal of this collaboration is to promote effective and innovative instructional practices and enhanced student learning. The TLT department is staffed by a director, who reports to the Chief Information Officer, and 7 instructional technologists.

TLT has created a number of instructional videos and tutorials to help students learn how to navigate OAKS, how to create content in OAKS and how to use various other software products that support learning in OAKS (http://blogs.cofc.edu/scs/tutorials/). Academic support services are highlighted via the Internet, and a variety of communication methods are used to promote services to online students. Additional online and face-to-face technical support is provided by the Library's Information Desk and the Students Computing Support Department within the Information Technology Division.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

None.

Will any extraordinary physical facilities be needed to support the proposed program?
   ☐Yes

☒No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

NEW PROGRAM PROPOSAL

Financial Support

*Provide an explanation for these costs and sources of financing in the budget justification.

The BGS program will be supported exclusively by tuition. A robust advertising program is planned upon SACSCOC approval. The program is expected to begin covering its costs in year 2. If initial student enrollments are not sufficient to support the BGS program remedial measures, including a substantial increase in marketing, will be undertaken. The program will be subject to cancellation after three years if it fails to become viable. Of course, if the program is cancelled, any students currently enrolled will continue to be served by the program until their degree is complete. Estimated costs and revenue per year for the first five years are outlined in the table below. After the table, you will find a description of these expenses in more detail.

Table 5: Estimated New Costs by Year

Category	1st	2nd	3rd	4th	5th	Total
Program Administration	$74,429.15[10]	$74,429.15	$74,429.15	$74,429.15	$74,429.15	$372,145.75
Faculty Salaries	$81,668.3[11]	$160,752.3	$326,157.7	$478,641.3	$478,641.3	$1,525,860.9
Staff salaries	$52,722[12]	$52,722	$52,722	$72,722[13]	$72,722	$303,610
Student Support	$13,600[14]	$16,100	$18,600	$21,000	$21,000	$92,900
Equipment						
Facilities						
Supplies and Materials						
Library Resources						
Marketing	$30,000	$50,000	$50,000	$50,000	$50,000	$230,000

[10] Based on 50 percent effort at an average faculty salary of $77,145 adjusted for benefits ($77,145x1.34x0.5 = $51,687.15) plus two-ninths for work off contract adjusted for benefit ($16,971.9x1.34 = $22,742).

[11] Based on FTE as indicated in table 2 at an average faculty salary of $77,145, adjusted for benefits (0.7x$77,145x1.34=$72,362.01) plus two sections taught by adjunct lecturers at the fulltime rate, adjusted for benefits ($3,472.5x1.34=$4,653.15).

[12] Based on 0.375 FTE for admission staff, 0.33 FTE for recruiting staff and 0.25 FTE for academic advisor/career counselor, all adjusted for benefits.

[13] Includes $20,000 (including benefits) for a part-time academic advisor.

[14] Peer Educator salaries based on data provided by the Center for Excellence in Peer Education and the Center for Student Learning.

NEW PROGRAM PROPOSAL

Total	$252,419.45	$354,003.45	$521,908.85	$696,792.45	$696,792.45	$2,521,918.65
Sources of Financing						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Tuition Funding	$214,500[15]	$431,240	$862,500	$1,293,750	$1,293,750	$4,095,740
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total	$214,500	$431,240	$862,500	$1,293,750	$1,293,750	$4,095,740
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	($37,919.45)	$77,236.55	$340,591.15	$596,957.55	$596,957.55	$1,573,821.35

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[15] Based on tuition rate of $375 per credit hour. It is assumed that the Board of Trustees will approve a modified tuition rate for students who are fully at a distance.

NEW PROGRAM PROPOSAL

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

These cost and revenue projections were developed based solely on the estimates of new students entering the College. The program administration cost is estimated based on a faculty member devoting 50 percent effort to the program using the average nine-month College of Charleston faculty salary, adjusted for benefits, and adding two-ninths for work effort when the faculty member is not on contract (see notes in table for detailed calculation).[16]

Table 6: Estimated Personnel Support

Year	Hours required by the program	Course sections (average class size = 25)	Roster Faculty	Sections taught by Adjunct Lecturers	Peer Facilitator Cost
Year 1	572	7.6	0.7	2	$2,500
Year 2	1150	15	1.375	4	$5,000
Year 3	2300	31	2.75	9	$7.500
Year 4	3450	46	4	14	$10,000
Year 5	3450	46	4	14	$12,500

The number of course sections required by the program is based on the number of credit hours generated and an average class size of 25. Because students in the BGS program will take courses from across all disciplines, it is assumed that 25 percent of instruction will be provided by adjunct lecturers during the first two years of the program. Starting in year three is it assumed that 30 percent of instruction will be provided by adjunct lecturers. Adjunct lecturers already participate in instruction at the College in a number of ways, most commonly delivering courses that fulfill the general education requirements. Adjunct lecturers also frequently teach courses that are tied to areas of special expertise where the combination of an advanced degree and work or field experience provides the optimal qualifications to deliver advanced instruction that builds upon theory.

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[16] The cost of student support includes the cost of peer facilitators as well as anticipated tutoring and study skills development costs. The Center for Student Learning provided the cost for tutoring and study skills development. The cost of peer facilitation was developed based on data shared by the Center for Excellence in Peer Education.

Starting in year 4, staff salaries also include the cost of a part-time academic advisor at a cost of $20,000 per year.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The BGS program director will be responsible for coordinating programmatic assessment and assessment of student learning. The BGS program director will develop a plan to track student employment and continuing education after graduation. The program director will also develop a plan to ensure students are retained and persist to graduation, particularly students who are returning to college after a period of absence and students who are fully at a distance. The creation of BGST 101 is partly intended to assist the program director in identifying BGS students early in the program, connecting these students to resources and building relationships with faculty, all of which are crucial to retention and persistence. BGST 400 is designed to help students articulate their learning throughout the program and complete an e-portfolio for use in their career advancement, search for a new job or application to graduate school.

Program Objective	Program Assessment
1. Understand the relevance of academic skills and knowledge to ongoing professional and personal development	While completing BGST 400 students will be required to create a plan for ongoing personal and professional development. Students will be required to share the plan with, and receive feedback from the BGST 400 instructor and classmates. A rubric will be used to assess the plan. The BGS Program Director will also develop a plan to track students' professional development after graduation.
2. Be able to describe to external audiences the skills and knowledge gained in student's Program of Study	Starting in BGST 101 and culminating in BGST 400, students are required to create an electronic portfolio using various artifacts to highlight their learning throughout the program. Students are required to explain how these artifacts relate to and demonstrate their skills, knowledge and experience. This exercise is done in a collaborative environment with classmates. The final version of the portfolio will be assessed for completeness, design, professionalism, and content. In addition, an external reviewer chosen by the program director from one of the student's minor field areas will assess both the portfolio and the final project using a rubric.
3. Be able to collaborate in environments of complexity and diversity.	Throughout BGST 400 students are required to collaborate in the design of their final project and in the selection of artifacts and final publication of their electronic portfolio, providing ongoing feedback and insights. Rubrics will be used by students to assess each other's work.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Outcome	Assessment
Outcome 1: Students will demonstrate proficiency in the communication and critical thinking skills developed and the knowledge they acquired while completing the College's General Education requirements.	**METHOD 1:** Final exam essay in BGST 101 will be used to assessed communication and critical thinking. CRITERIA: Rubric will be used to score student's proficiency in communication & critical thinking skills as acquired through completion of General Education and other requirement. 80% of students' scores will be Satisfactory or higher **METHOD 2:** Students will be assessed in each of the general knowledge areas using questions and criteria already developed and in use in general education assessment. CRITERIA: Rubric will be used to score student's specific knowledge developed while completing General Education requirement. 80% of students will score Satisfactory or higher.
Outcome 2: Students will demonstrate knowledge of the more advanced skills they have developed while completing the requirements of their chosen minors.	**METHOD 1:** Students will be required to complete a Reflection paper in BGST 400. **METHOD2:** BGST Portfolio, Completed in BGST 400 CRITERIA: Rubric will be used to score students' understanding of skills and knowledge in chosen minors, In addition, an external reviewer, chosen by the program director from one of the student's minor field areas, will assess both the portfolio and the final project on content and knowledge within the student's minor fields using a rubric. 80% of students' scores will be Satisfactory or higher.
Outcome 3: Students will demonstrate ability to analyze and reconsider complex questions and problems using skills, knowledge, or perspectives of multiple disciplines.	**METHOD 1:** Presentation in BGST 400 "Reflection and Reconsideration" project **METHOD 2:** BGST 400 Seminar Project CRITERIA: Rubric will be used to score project's application of multiple disciplinary perspectives to seminar topic and to student's individual project. 80% of students will score Satisfactory or higher.

NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?
    ☐Yes

    ☒No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?
    ☐Yes

    x☐No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

NEW PROGRAM PROPOSAL

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?
 ☐Yes

 x☐No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.