



### **Background Information**

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

The School of Professional Studies' degree-completion program is an individualized and flexible course of study, designed to meet the diverse needs of non-traditional students. Courses are offered in traditional, evening, online and hybrid formats. These choices help students balance the demands of their academic, work and family lives.

The College of Charleston School of Professional Studies is proposing an enhancement of the Bachelor of Professional Studies (BPS) program through the addition of a new concentration in Project Management. Taught by accomplished College of Charleston faculty and practitioners with extensive industry and scholastic experience, participants in this concentration will gain the analytical framework, strategic planning skills, and project managerial insight to be more effective project managers.

Like other BPS concentrations, the concentration in Project Management will consist of 30 credit hours. Students are required to complete 18 hours of focused study in project management, including an introductory course, four courses that focus in the development of fundamental competencies of effective project managers (quality control, risk management, financial control and communication), rigorous attention to the concepts and methods of project management, and a capstone that provides students an opportunity to apply project management tools and methods in a simulated real world environment. Students are also required to complete an additional 12 credit hours of course work, building competencies in small group communication, leadership, management and statistics.

List the objectives of the modified program. (1500 characters)

#### **Professional Studies Program Outcomes:**

1. Students will demonstrate the ability to produce written work that explores complex ideas supported with relevant detail and evidence and is responsive to the assigned task
2. Students will plan, prepare, and deliver a well-organized, logical oral presentation using appropriate presentation techniques
3. Students will demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
4. Students will develop and demonstrate the knowledge, skills and dispositions required to effectively navigate the workplace dynamics pertaining to diversity.
5. Students will be able to identify ethical issues and apply relevant principles and arguments to their resolution
6. Students will be able to represent mathematical information symbolically, visually, numerically, and verbally and understand the role of empirical data in establishing scientific knowledge
7. Students will be able to adapt and apply, independently, skills, abilities, theories, and/or methodologies gained in one situation to new situations to solve problems or explore complex issues in original ways.

### **Student Learning Outcomes for Project Management Concentration:**

1. Students will have the skills needed to establish the structure for a successful project
2. Students will demonstrate the ability to ensure the project scope delivers the expected business value and desired outcome
3. Students will be able to apply proper mechanisms to prevent, minimize and respond to risks
4. Students will be able to develop and use various mechanisms to communicate project information

### **Assessment of Need**

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

As today's global organization continues to grow and face the difficulties related to complex, fast paced and challenging work project management has emerged as one of the most sought after skill sets in the modern economy, both nationally and in South Carolina. The demand for skilled professionals in project management cuts across a wide variety of industries including professional, scientific and technical (for example information technology), educational services, hospitals and manufacturing. These are among the fastest growing industries in the Charleston region, increasingly becoming a larger share of total regional employment and gross regional product according to the **Bureau of Economic Analysis** (<http://www.bea.gov/iTable/iTable.cfm?reqid=70&step=1&isuri=1&acrdn=2#reqid=70&step=1&isuri=1>). Therefore we anticipate a bright employment outlook for students who earn a Professional Studies degree with a concentration in Project Management.

To set the national context, The Chronicle of Higher Education published an article in the September 18, 2015 edition outlining the impact of various non-degree credentials on employment prospects of college graduates. In the article, entitled "When a degree is just the beginning," the author explored the demand for various specific credentials among employers, these credential often being in the form of a certificate. Approximately 14 percent of non-health care job ads in 2014 required that applicants have a certificate. Importantly, project management certification is among the top certificates required.

The Education Advisory Board in a 2013 study reported that the number of job postings requiring project management skills increased by 167 percent between 2010 and 2013, a period of sluggish economic growth, and projected a positive employment outlook for students with these skills. The report suggested that there is room for both bachelor's degrees and

master's degrees in project management because each type of program prepares students for different roles on a project team.

In addition the report points out that project management bachelor's degrees can serve the degree completion needs of students with technical and IT backgrounds. The report also highlight the case for embedding project management into an undergraduate degree curriculum, suggesting that employers desire project team members who possess skills in leadership, change management and communication, skills that are developed through the Bachelor of Professional Studies and/or built into the requirements of this new concentration.

The South Carolina job market also exhibits robust demand for individuals with project management skills. Independent research shows that between June 1, 2015 and May 31, 2016, 9 percent of job postings in South Carolina sought individuals to fill project manager roles. Approximately 62 percent of job postings seeking individuals to fill project manager roles lists the bachelor's degree as the minimum education requirement. The demand for individuals with project management skills in South Carolina cuts across a wide range of industries, including banking and insurance services, architectural, engineering and related services, construction industries, healthcare and software development.

This new concentration also provides another opportunity to build bridges between the College of Charleston and SC technical colleges. Some technical colleges offer rigorous curriculum in specialized areas that are of interest to local employers. These areas include information technology, mechanical engineering technology and industrial engineering technology. While the number of students completing these associate of applied science programs at the technical colleges tend to be modest (approximately 3,800 in the last 5 years), this new concentration in project management will help them complete a bachelor's degree and expand on their existing competencies by enhancing their skills in oral and written communication, critical thinking, global awareness and understanding while also acquiring the highly transferable skills of a project manager.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

**List of Similar Programs in South Carolina**

Program Name	Institution	Similarities	Differences
B. S. Project Management and Administration option, Construction option, and Information Technology Option	ITT Tech	This program has similar objectives as the College of Charleston program.	
B. S. in Organizational Management with a concentration in Project Management	Charleston Southern University	This program has similar objectives.	This program is offered entirely online.
B.S. in Business with Project Management Certificate	University of Phoenix	This program has similar objectives to the College of Charleston program.	This program is delivered fully online. This is a certificate, not a concentration within a bachelor's degree.
Business Studies Operations Management Project Management	Southern New Hampshire University	This program has similar objectives as the College of Charleston program.	This program is delivered fully online.

**Description of the Program**

Projected New Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-2017	10	90	10	90	5	30
2017-2018	15	135	15	135	7	42
2018-2019	20	180	20	180	10	60
2019-2020	20	180	20	180	10	60
2020-2021	20	180	20	180	10	60

Enrollment estimates were calculated using the most conservative approach. We expect demand for this program to be strong, based on strong employer demand for applicants with project management skills demonstrated above, a solid number of students who complete associate of applied science degrees each year at SC technical colleges in areas of engineering technology, construction and information technology and the size of the workforce that could be served by this program. However, estimates are conservative because information about new academic offerings tend to diffuse slowly, taking a period of up to three years for enrollment grow, and not all individuals who are targeted by this program are interested in returning to school. These estimates are based on an assumption that approximately 1% of prospective students will apply within the first three years, with a yield rate of 50%. This approximation is based on the College’s experience with offering its degree completion program between 2013 and 2016.

**Curriculum**

Please see Attached.

**Curriculum Changes**

**Note: Complete this table only if there are changes to the curriculum.**

Courses Eliminated from Program	Courses Added to Program
	PMGT 301 Introduction to Project Management
	PMGT 311 Managing Scope, Schedule and Cost
	PMGT 321 Estimating and Managing Risk
	PMGT 331 Contracting and Negotiating a Project
	PMGT 341 Controlling Quality
	PMGT 401 Project Management Capstone

## **Faculty**

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

Six new required courses have been added in support of the concentration in Project Management. The concentration also includes 12 credit hours of elective courses selected from a list of approved course options. Of the six new required courses, we anticipate that two will be taught by full-time College of Charleston faculty and four will likely be taught by adjuncts. These adjuncts will be professionals within the field of project management with relevant academic qualifications such that each can be credentialed to teach the course. The Project Management concentration is attractive to students because of its immediate relevancy in the job market. Instructors working in the field are especially valuable as instructors to insure that the curriculum is current, applicable to industry and workforce requirements, and relevant to students interested in working in a variety of occupational sectors. Given that the entire program (BPS, Professional Studies) requires more than 56 credit hours, the intention to employ qualified Project Management professionals for 12 credit hours seems reasonable.

## **Resources**

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

At this time, there are enough resources to support Project Management as a concentration of Professional Studies. Professional Studies students have access to the full College of Charleston Collection, as described below. The librarian also recommends access in the near future to the one PMI journal not offered: *PMI Today*. Upon further review, *PMI Today* will not be purchased. This is a newsletter, not an academic journal, that is associated with membership in the Project Management Institute. The two journals listed, *Project Management Journal* and *PM Network* are both available to students.

The primary function of the librarian at the North Campus continues to be research instruction and assistance. Instructional sessions are given at faculty request. The librarian has supported students and professors in The Citadel's Master of Science Program in Project Management since its inception in 2010. Individual reference assistance and one shot instructional sessions are given every semester. In supporting those students and professors, the librarian has become familiar with the Project Management Institute, the PMBOK® Guide and Standards, the journals dedicated to Project Management, and the most effective databases and resources for research.

## **Curriculum Supported**

The proposed area of study, Project Management, has many different elements, and can have a business or an engineering focus. The Citadel's program was born from an engineering perspective, and incorporates construction and mechanical risk and failure case studies. There

is also a leadership focus. The College of Charleston's Project Management track, as part of the Professional Studies curriculum, will have its roots in business.

**Assessment of Book Collection**

The College of Charleston offers access to over 68,000 titles concerning project management. Titles include both print and electronic books. There are over 400,000 academic journals supporting project management, and over 175,000 trade publication. Additionally, there are multiple news and magazine sources.

**Assessment of Periodicals Collection**

The originating philosophy of project management somewhat affect the resources required. The databases useful to Project Management from a Business perspective include Business Source Complete, Lexis Nexis, and Science Direct. The College of Charleston has full access to these resources.

**State of the Collection**

Titles published by Project Management Institute (PMI)	CofC Access?
<i>PM Network</i>	Yes, Databases: Associates Programs Source, Business Source Complete, Business Abstracts with Full Text
<i>Project Management Journal</i>	Yes, Databases: Business Source Complete, Business Abstracts with Full Text, Wiley-Blackwell Journals
Other significant journals:	CofC Access?
<i>International Journal of Information Systems and Project Management</i>	Yes, Database: Directory of Open Access Journals
<i>International Journal of Project Management</i>	Yes, Database: ScienceDirect
<i>Journal of Engineering, Project, and Production Management</i>	Yes, Database: Directory of Open Access Journals

<b>Citadel Suggested Databases:</b>	<b>Access from CofC?</b>
Academic Search Complete	Yes
ACM Digital Library	Yes
Applied Science & Technology Full Text (H.W. Wilson)	Yes
Business Source Complete	Yes
ENGnetBASE	No

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Entrepreneurial Studies Source	Yes
IEEE Xplore	Partial: Computer Science
MathSciNet	Yes
ScienceDirect	Yes
Wiley Online Library	Yes
Suggested Additional Databases from LGC Librarian:	
LexisNexis	Yes

**Financial Support[**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$7,500
Faculty and Staff Salaries	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000	\$120,000
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials						
Library Resources						
Other*						
<b>Total</b>	<b>\$25,500</b>	<b>\$25,500</b>	<b>\$25,500</b>	<b>\$25,500</b>	<b>\$25,500</b>	<b>\$127,500</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	\$54,810	\$81,432	\$109,620	\$109,620	\$109,620	\$465,102
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
<b>Total</b>	<b>\$54,810</b>	<b>\$81,432</b>	<b>\$109,620</b>	<b>\$109,620</b>	<b>\$109,620</b>	<b>\$465,102</b>
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	<b>\$29,310</b>	<b>\$55,932</b>	<b>\$84,120</b>	<b>\$84,120</b>	<b>\$84,120</b>	<b>\$337,602</b>

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

## 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.**

### Costs

The addition of the Project Management concentration will result in the addition of 6 new courses to the Professional Studies curriculum. Instruction for these six course will be delivered as follows:

2 courses will be taught by roster faculty who will be compensated for additional teaching responsibility. Cost: \$12,000 per year

4 courses will be taught by adjunct faculty. Cost \$12,000 per year (\$3,000 per course)

### Program administration

Dean Godfrey Gibbison's academic responsibilities includes the Bachelor of Professional Studies (BPS) degree completion program. Attached to the BPS degree, is one "major" (Professional Studies) with five concentrations. Although Dean Gibbison oversees the management and academic quality for the degree and the program, he is not a subject matter expert in Project Management, the focus of this fifth concentration. The value of an academic credential in Project Management is in the application of knowledge gained in the classroom and in real-world settings. The curriculum must be current and students will need experience through internships and assistance with job placement. Dean Gibbison will task one of the working professionals hired to teach as an adjunct to assist him with frequent review of the curriculum to insure its real-time currency and to assist students in finding internships and jobs following graduation. The individual hired to perform this role will be part-time and will report to Dean Gibbison. An adjunct faculty will be contracted to assist with program administration. Cost: \$1,500

Instructional and program administration costs will be covered from the tuition revenue generated.

### Revenue

Typically Professional Studies students complete 9-10 credits hours on average during fall and spring semesters and 6 credit hours during the summer semester. However, approximately 50 percent of Professional Studies students have historically not taken classes during the summer semester. These revenue projections are created with these facts in mind. It is assumed that new students will follow the same pattern as existing students with the typical students completing 9 credit hours in the fall semester, 9 credit hours in the spring semester and 50 percent of students will complete 6 hours in the summer semester. The tuition rate used is the modified Professional Studies tuition rate of \$261 per credit hour.

### Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

Will the proposed modification affect or result in program-specific accreditation?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed modification affect or lead to licensure or certification?

Yes

No

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

### **Teacher or School Professional Preparation Programs**

Is the proposed modified program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

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