

### PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: College of Charleston

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.): College of Charleston is seeking to add a new concentration in Legal Studies to the Bachelor of Professional Studies program.

Current Name of Program (include degree designation and all concentrations, options, and tracks):  
Bachelor of Professional Studies with concentrations in Applied Communication, Healthcare and Medical Services Management, Hospitality Operations Management, Organizational Leadership and Management and Project Management

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):  
Bachelor of Professional Studies with concentrations in Applied Communication, Healthcare and Medical Services Management, Hospitality Operations Management, **Legal Studies**, Organizational Leadership and Management and Project Management

Program Designation:

- |   |  |
|---|--|
| <input type="checkbox"/> Associate's Degree   | <input type="checkbox"/> Master's Degree   |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year   | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |  |

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation: Fall 2020

CIP Code: 30.9999

Current delivery site(s) and modes: College of Charleston North Campus; Traditional/Face-to-Face  
Bachelor of Professional Studies courses are delivered in traditional face-to-face classroom settings or face-to-face with two-way live video streaming. The latter has been designated Live Online. The setting is nonetheless face-to-face.

Proposed delivery site(s) and modes: College of Charleston North Campus; Traditional/Face-to-Face and Live Online face-to-face

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

Godfrey Gibbison  
Dean, School of Professional Studies  
Phone: 843-953-3596  
Email: gibbisonga@cofc.edu

### **Background Information**

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

The College of Charleston proposes the addition of a new concentration in Legal Studies to the Bachelor of Professional Studies program. The target audience for this concentration is students who have complete an associate's degree in Paralegal Studies in an American Bar Association (ABA) approved program in South Carolina.

This program is consistent with the College's mission of providing high quality undergraduate education to citizens of the Lowcountry, South Carolina and the Southeast. This program addresses a critical gap in the education continuum by providing a pathway to a bachelor's degree for students who need to improve their access and advancement within their intended profession. By grounding this program in the Bachelor of Professional Studies, the College of Charleston's degree completion program, students will acquire cross-cutting 21<sup>st</sup> century core competencies including advanced written and oral communication, critical thinking, creativity and innovation, ethical reasoning and global understanding and awareness, all of which are core requirements of the program.

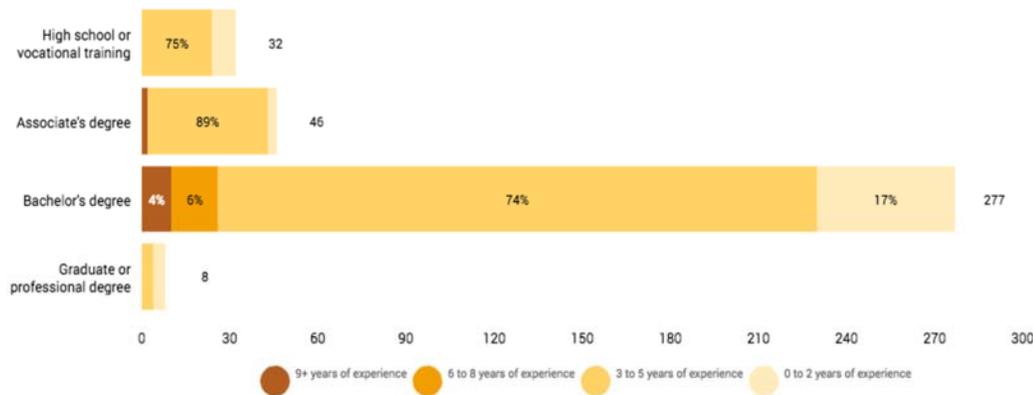
The College's strategic plan explicitly calls for the development of academic programs at the North Campus that serves the needs of returning adult learners. The strategic plan further mandates that North Campus programs be community focused and in collaboration with the technical colleges. This program was developed with participation and input from the legal community and in collaboration with faculty at Trident Technical College. It was developed intentionally to be complementary to the Paralegal Studies curriculum offered by technical colleges in South Carolina

### Assessment of Need

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

There is strong and robust demand for paralegals in South Carolina. Available data (from Burning Glass Technologies) indicate there were over 400 postings for paralegals and legal assistants state-wide between January 1 and December 31, 2017. These job postings were concentrated in the Columbia (92), Charleston-North Charleston (112) and Greenville (95) MSAs. According to the Bureau of Labor Statistics, over 5300 paralegals and legal assistants are employed in the State of South Carolina. In fact, in May 2015 South Carolina was among the top seven states with the highest concentration of jobs for this occupation. Hilton Head-Bluffton and Columbia are consistently among the metropolitan areas with the highest concentration of employment per 1000 jobs. The vast majority of job openings for paralegals are within law firms. However, job opportunities are also available in public administration, finance and insurance and real estate. Among job postings that list the required degree level, a baccalaureate degree is required or preferred by a wide margin. Nearly 90 percent of job postings in Charleston and over 80 percent of posting in Columbia require or prefer a bachelor’s degree. This trend appears to have emerged and intensified over the last decade and appears to a national trend.

#### Education & Experience State-wide Job Postings for Paralegals in South Carolina



Source: Burning Glass Technologies.

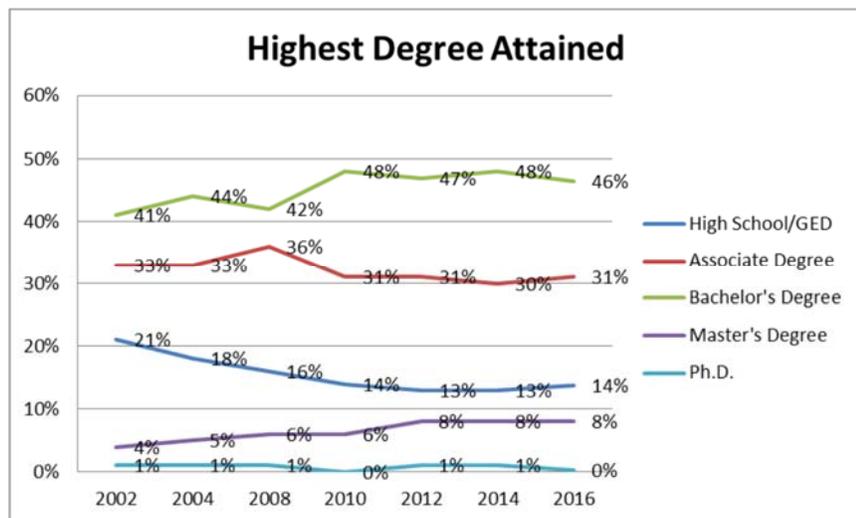
This concentration was created after a lengthy period of consultation and careful study. Paralegal Studies faculty at Trident Technical College made initial contact with School of Professional Studies in March 2016. Trident Tech faculty noticed a trend had emerged whereby medium size and large law firms are increasingly requiring that candidates for positions as paralegal have a bachelor’s degree. Following these conversations, the Dean of Professional Studies arranged in-person interviews with over 20 attorneys in the Charleston metro region and in Columbia. The main purpose of these interviews was to ascertain a) whether attorneys were indeed interested in hiring individuals who hold bachelor’s degrees as paralegals and b) if (a) is true, what is responsible for this trend? Attorneys explained that the needs of law firms have changed. Law firms now want their paralegal to be an independently functioning individual who can think critically, communicate well with colleagues and with clients, can write well, are highly skilled in legal research and can lead and manage. According to attorneys their experience is that employees who have a bachelor’s degree have much higher skill sets in the dimensions mentioned (communication, critical thinking, research and management) than employees who have associate degrees. A few attorneys went as far as saying the precise discipline of the applicant is irrelevant, applicants are preferred as long as they have earned a bachelor’s degree.

There are differing explanations for this emerging trend. One attorney theorized that during the Great Recession law firms experienced the difference between employees who hold an associate’s and those who hold a bachelor’s

degrees. Many individuals who completed a four-year college degree during the recession had difficulty finding employment, and many of them entered fields that were not traditional for college graduates. Law firms nationwide experienced the higher quality output of employees who hold four-year college degrees, which resulted in changes in expectations and requirements in the profession. This article, published by the American Bar Association in 2014 [https://www.americanbar.org/publications/law\\_practice\\_magazine/2014/january-february/the-changing-role-of-legal-support-staff/](https://www.americanbar.org/publications/law_practice_magazine/2014/january-february/the-changing-role-of-legal-support-staff/), provides a further explanation rooted in the role that technology is playing in the legal profession. Technology has eliminated certain roles that used to exist in a law office, and ratcheted up the skills that paralegals need to have in many dimensions. All of these changes have shifted the advantage in hiring towards graduates of 4-year degree programs.

Whatever the explanation, the trend is widespread and real enough that it was recently noted by the Bureau of Labor Statistics. As the BLS notes, while an associate's degree in paralegal studies is a common entry path into the paralegal profession, "many employers may prefer, or even require, applicants to have a bachelor's degree." The BLS points out that some employers may even hire college graduates who have no legal experience. The BLS Occupational Outlook Handbook can be found at this link: <https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#tab-4>.

The table below bears out both the BLS findings and the trend expressed by Trident Tech faculty. It also seems to support the hypothesis of a partial shift somewhere around the period of the great recession. However, even as far back as 2002, around 40 percent of paralegals held bachelor's degrees. Between 2008 and 2010 there is a noticeable spike in the percentage of paralegals who hold bachelor's degrees, and the shift towards 50 percent remained fairly stable for a number of years. Meanwhile, there has been a noticeable decline in the percentage of paralegals who hold associates degrees or high school diplomas, and these declines have stayed remarkably stable, even in the tight labor market of recent years.



Source: National Association of Legal Assistants (2016)

This trend presents two potential obstacles for graduates with associate's degrees. First, there is the potential that they are outcompeted in the labor market by applicants who have completed bachelor's degrees. Second, graduates who hold an associate's degree in paralegal studies who wish to pursue higher education, for example earning a law degree, may find that the only paths open to them are prohibitively expensive, both in terms of time and money. It should be clear that the intent of this program is simply to bridge a gap for those who desire to cross that bridge. This program opens up an efficient and cost-effective pathway for graduates of technical colleges who want to go further.

The BPS, by design, can provide such a mechanism. An ABA approved associate's degree in Paralegal Studies is available at nine of the sixteen technical colleges in South Carolina. These programs include transferable courses, including English Composition, History, Public Speaking and American Government. The curriculum also typically

includes 36 to 42 credit hours of law-related courses covering topics such as Torts, Introduction to Legal Research and Writing, Introduction to Civil Litigation and Introduction to Law and Ethics. These courses have already been evaluated for transfer to the College, allowing graduates who hold an Associates in Applied Science in Paralegal Studies to enter the College with junior standing.

**Transfer and Articulation**

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

The College of Charleston has a signed MOU with Trident Technical College specifically related to the Bachelor of Professional Studies. A signed MOU is expected to be in place with the SC Technical College System by January 2019.

**Description of the Program**

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
1	5	45	8	72	5	30
2	10	90	12	108	6	36
3	12	108	15	135	7	42
4	15	135	15	135	7	42
5	18	162	18	162	9	54

Explain how the enrollment projections were calculated.

Currently there are 5,300 paralegals and legal assistants employed across South Carolina according to the Bureau of Labor Statistics. In addition, the Technical College System produces 150 graduates per year on average. We have taken a conservative approach in estimating enrollment since it takes time for information about new program offerings to diffuse, and additional time and planning for working students to enroll. We anticipate between 15 and 20 students in steady state, which is informed by experience with the Bachelor of Professional Studies over the last five years. Summer enrollment headcounts is estimated at approximately 50 percent of spring semester enrollment. This is also based on the behavior of Professional Studies students over the past five years. Approximately 50 percent of B.P.S. students enroll in summer courses, and they take 6 credit hours on average.

## Curriculum

Attach a curriculum sheet identifying the courses required for the program.

### Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
	LGST 301 Advance Legal Research and Writing	
	LGST 306 Personal Injury, Pleading and Practice	
	LGST 307 Workers Compensation Law	
	LGST 308 Social Security Law	
	LGST 309 Immigration Law	
	LGST 390 Law Office Administration	
	LGST 444 Legal Studies Internship	

### New Courses

List and provide course descriptions for new courses.

#### **LGST 301: Advanced Legal Research and Writing**

This course is designed for students with a background in legal research and writing who want to enhance and develop their research and writing skills. The course requires a basic understanding of legal research and terminology, as well as the U.S. judicial system and rules of procedure. Students will build upon their core skills. This course provides instruction, as well as practice, on computer-assisted legal research, including formulating on-line search queries as timesaving devices, and legal writing techniques, including effective oral and written communication.

#### **LGST 306: Personal Injury, Pleading and Practice**

This course is designed to provide students with the opportunity to further develop skills and knowledge learned in Torts by examining advanced principles and concepts in the Personal Injury practice. It will combine theory with practical applications to include drafting pleadings, formulating and responding to discovery requests and trial preparation. Specific areas of study include Slip/Trip and Fall, Joint and Several Liability, Contribution and Indemnification, Products Liability, Medical Malpractice, Wrongful Death/Survival actions, Federal and South Carolina Tort Claims Acts, Fraud and Unfair Trade Practice.

#### **LGST 307: Workers Compensation Law**

In this course we will review and discuss case law related to workers' compensation, with a focus on South Carolina. The purpose of this course is to familiarize students with the facts of each case and the general principle it stands for. This will provide a guiding basis on which to proceed when similar cases are encountered in a law office. Many cases build on the same principle – however, in each case the facts are different or a new exception is presented or another point of coverage is added. In this course students will learn how to recognize the appropriate case law that guides a case, as well as how to anticipate facts that could change the course of a case.

#### **LGST 308: Social Security Law**

This course is designed to provide a basic understanding of the Social Security Administration's disability process, administrative structure, terminology, ethical issues, relevant law and common issues encountered in the claims process. Students will be introduced to the complexities of a unique legal system substantially different from any other existing in the United States and will learn the process of managing a social security file as it moves through the various stages of that process.

**LGST 309: Immigration Law**

This course presents a review the history and legal foundations of U.S. immigration law, as well as key constitutional and process issues. As this is a survey course, it will substantively address the most prominent areas of immigration law, including refugee and asylum, criminal and terrorist immigration provisions, immigration benefits, detention and removal, and U.S. citizenship.

**LGST 390: Law Office Administration**

The legal field is vast in specialty areas, has no consistency from one firm to the next in methods of practice and culture, and is extremely dynamic. This course will provide you with the organizational skills, resources, and methods to efficiently manage various types of law office settings. We will also discuss the importance and value of nurturing your own professional growth and create a plan for lifelong learning in the paralegal field.

**LGST 444 Legal Studies Internship**

This course is designed to provide students with the opportunity to bring skills and knowledge learned in the classroom to a higher professional level by gaining practical legal experience in a law office or law-related environment. The experience will be gained under the supervision of a paralegal or an attorney and will help ensure that the intern has skills and knowledge necessary to enter the work force as a paralegal.

**Similar Programs in South Carolina offered by Public and Independent Institutions**

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Minor in Legal Studies	18	Winthrop University	Both the CofC and the Winthrop programs could serve the needs pre-law students who are interested in learning some fundamentals while in college.	<ol style="list-style-type: none"> <li>1. The Winthrop program appears open to all matriculated students. The CofC Program requires students to have completed coursework in an ABA approved program to be accepted.</li> <li>2. The CofC Program is geared towards students who are interested in working in the legal field, with an emphasis on advanced legal research and writing skills, critical thinking, communication and law office administration.</li> <li>3. The CofC Program was created as a degree completion program primarily for students who already hold an associate's degree in Paralegal Studies.</li> </ol>
B.S. in Business Administration with Law concentration	21	Limestone University		<ol style="list-style-type: none"> <li>1. The program at Limestone College is primarily a combination of Business Law and Criminal Justice courses.</li> <li>2. The CofC Program is geared towards students who are interested in working in the legal field, with an emphasis on advanced legal research and writing skills, critical thinking and communication and law office administration.</li> </ol> <p>The CofC Program was created as a degree completion for program primarily for students who already hold an associate's degree in Paralegal Studies.</p>
B.A. in Political Science with Pre-Law and Legal Studies subfield.	unclear	The Citadel	Both the CofC program, and the program at The Citadel could serve the needs pre-law students who are interested in learning legal fundamentals while in college.	<ol style="list-style-type: none"> <li>1. The Citadel's program is not a degree completion program. This program is only available to full-time Corp of Cadets.</li> <li>2. The CofC program emphasizes legal management and execution efficiency, which is not part of the program at The Citadel.</li> </ol>
Minor in Law and Legal Studies	15	The Citadel	Both the CofC program, and the program at The Citadel could serve the needs pre-law students who are interested in learning legal	<ol style="list-style-type: none"> <li>1. The Citadel's program is not a degree completion program. This program is only available to full-time Corp of Cadets.</li> <li>2. The CofC program emphasizes legal management and execution efficiency, which is not part of the program at The Citadel.</li> </ol>

			fundamentals while in college.	
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### Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

We do not anticipate any changes in FTE faculty or any new administrative assignments. Students will enroll primarily in existing courses. All new courses created for the Legal Studies concentration will be taught by adjunct lecturers. An adjunct lecturer will also be appointed as the concentration coordinator. Oversight of the Bachelor of Professional Studies program is provided by a program director, who is also an instructional faculty, and the Dean of the School of Professional Studies.

### Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

**Library Resources:** New textbooks will be acquired and possibly new database subscriptions.

**Equipment:** No new equipment is needed.

**Facilities:** No new facilities are needed.

### 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**

<b>Estimated Sources of Financing for the New Costs</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	\$55,125 <sup>1</sup>	\$87,750	\$106,875	\$117,000	\$141,750	\$508,500
Program-Specific Fees						
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
<b>Total</b>	<b>\$55,125<sup>2</sup></b>	<b>\$87,750</b>	<b>\$106,875</b>	<b>\$117,000</b>	<b>\$141,750</b>	<b>\$508,500</b>
<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 and Faculty and Staff Salaries	\$10,182.6 <sup>3</sup>	\$17,365.6	\$24,547.8	\$28,139.1	\$35,321.7	\$115,556.8
Facilities, Equipment, Supplies, and Materials						
Library Resources	\$15,000	\$10,000				\$25,000
Other (specify)						
<b>Total</b>	<b>\$25,182.6</b>	<b>\$27,365.6</b>	<b>\$24,547.8</b>	<b>\$28,139.1</b>	<b>\$35,321.7</b>	<b>\$140,556.8</b>
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	<b>\$29,942.4</b>	<b>\$60,384.4</b>	<b>\$82,327.2</b>	<b>\$88,860.9</b>	<b>\$106,428.3</b>	<b>\$367,943.2</b>

<sup>1</sup> Calculated based on the number of student credit hours expected to be generated and using the BPS tuition rate of \$375 per credit hour.

<sup>2</sup> Calculated based on the number of student credit hours expected to be generated and using the BPS tuition rate of \$375 per credit hour.

<sup>3</sup> It is assumed two new course sections will be required to serve students in this concentration in Year 1, 4 sections in Year 2, 6 sections in Year 3, 7 sections in Year 4 and 9 sections in Year 5. Calculations are based on a rate of pay of \$3,000 per course section, adjusted to reflect benefits at a rate of 19.71 percent (Social Security, Medicare and employer retirement contribution).



### **Budget Justification**

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

The new costs generated by this program support instruction in the program, new library resources in the form of law texts as prescribed by the faculty and a stipend for a concentration coordinator. Instructional cost is based on two new course sections specifically required to serve these new students in this concentration in Year 1, 4 sections in Year 2, 6 sections in Year 3, 7 sections in Year 4 and 9 sections in Year 5. Calculations are based on a rate of pay of \$3,000 per course section, adjusted to reflect benefits at a rate of 19.71 percent (Social Security, Medicare and employer retirement contribution). It is important to emphasize that no new FTE is being hired. Instructional costs will naturally increase as the number of concentration courses offered increases. Each course will be taught by a different adjunct faculty as the course content is specific to the specialization of the adjunct faculty.

An adjunct lecturer will also be appointed as the concentration coordinator. Concentration coordinators have the following responsibilities:

1. Ensure that the existing bundle of concentration courses is aligned with competencies endorsed by the relevant professional association, local employers/labor market, SC Department of Commerce and Workforce development and Professionally Oriented Adult Students
2. Develop a concentration content map that conforms with the Professional Studies program content and delivery standards, and strikes a balance between competency coverage and adult student bandwidth (responsive to needs of different market segments - those seeking certification versus those simply wanting to complete a course of interest)
3. Recruit, hire and stabilize a qualified group of faculty for teaching the concentration courses – faculty need to be aligned with teaching professionally oriented adult learners (maintain and develop a roster of qualified faculty who are willing to support the course design, content, delivery and management standards, commitments and culture endorsed by the Professional Studies Program
4. Develop and conduct the annual concentration evaluation with the concentration students
5. Conduct the annual concentration review meeting (using the results from the annual concentration survey)
6. Identify and support the professional development needs of faculty
7. Provide mentorship and guidance to students who are pursuing the concentration

Concentration coordinators are expected to work approximately 4 hours per week. Coordinators are compensated at a rate of \$3,000 per academic year.

The cost of library resources is probably overestimated. A large amount of resources is already available. However, it is anticipated that student resource costs could be lowered by acquiring shared library resources.

**Evaluation and Assessment**

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
Students will possess strong research and analytical skills and effectively apply those skills in a law office setting.	Students will be able to produce legal research that effectively address the issues in cases presented.	This SLO will be assessed in Advanced Legal Research and Writing through a series of applied writing assignments and two extensive legal research assignments. All students will be assessed. Students are expected to be highly proficient (score at least 80%).
Students will be able to communicate effectively in multiple modes, with clients, attorneys and other parties.	<ul style="list-style-type: none"> <li>a. Students will be able to produce effective writing for the legal field.</li> <li>b. Students will demonstrate understanding of the principles of interviewing.</li> </ul>	<ul style="list-style-type: none"> <li>a. This SLO will be assessed in Advanced Legal Research and Writing through a series of applied writing assignments and two extensive legal research assignments. All students will be assessed. Students are expected to be highly proficient (score at least 80%).</li> <li>b. Students will conduct a series of interviews in APCP 323 (Interviewing). Students will also watch and critique interviews conducted by other students. All students will be assessed on how well they demonstrate understanding of the principles of interviewing. Students are expected to demonstrate a high level of proficiency (score at least 80%).</li> </ul>
Students will be able to critically analyze a case, providing end-to-end case management, including long term planning for unanticipated developments.	<ul style="list-style-type: none"> <li>a. Students will apply critical thinking skills when evaluating statements and arguments.</li> <li>b. Students will demonstrate understanding of the principles of legal office administration.</li> </ul>	<ul style="list-style-type: none"> <li>a. This outcome will be assessed in PRST 220. a) On the midterm &amp; final, students will be given a short list of statements (5-10) on contemporary moral, social, &amp; political issues and will be asked to break down these statements into their constituent logical parts, identifying presuppositions, implications, conceptual intuitions &amp; any logical fallacies involved in these statements.</li> <li>b. Students taking the Law Office Administration course will be required to complete a semester-long project in which they will be required to "create" a law office. This will include selection of case management and billing system, designing a client intake process, adoption of a project management process and a system for managing research. The quality of the project will be assessed using a rubric to be developed. All students will be required to complete this project.</li> </ul>

		Students are expected to be moderately proficient in completion of this project (score at least 70%).
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Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

- Yes  
 No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

- Yes  
 No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

- Yes  
 No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

- Yes  
 No

## **CURRICULUM SHEET for Bachelor of Professional Studies with Concentration in Legal Studies**

### **Bachelor of Professional Studies Admission Requirements**

To become a student at the School of Professional Studies one must be 21 years of age with an earned high school diploma (or equivalent) and at least 30 credit hours of completed coursework in the following:

#### **Oral and Written Communication (6-7 credit hours)**

- English 101 or English 110
- Public Speaking (COMM 104 or equivalent)

#### **Humanities and Fine Arts (6 credit hours)**

- Art History/Music App/Theatre/Philosophy/Religious Studies/Ethics/Literature (choose two courses from two different disciplines)

#### **History (3 credit hours)**

- History-U.S./European/World (choose one)

#### **Social and Behavioral Sciences (6 credit hours)**

- Psychology/Sociology/Anthropology/Political Science/Economics or Geography (choose two courses from two different disciplines)

#### **Natural Science/Mathematics (12 credit hours)**

- Chemistry/Physics/Biology/Astronomy or Geology (choose one)
- Statistics (MATH 104 or MATH 250)
- One additional MATH course beyond College Algebra.
- An additional 3 credit hours to be fulfilled by either an additional math or natural science or logic course.

### **Bachelor of Professional Studies Curriculum (122 credit hours)**

The BPS curriculum consists of three components: core requirements, concentration requirements and concentration electives.

#### **Bachelor of Professional Studies Core Requirements (20-22 credit hours)**

- PRST 310 Leading Oneself and Others in the 21st Century (4)
- PRST 311 Critical Thinking, Use of Research and Decision Making in the 21st Century (3)
- PRST 312 Creativity and Innovation in the 21st Century (3)
- PRST 313 Global Society in the 21st Century (3)
- PRST 314 Ethics, Social Responsibility and Sustainability in the 21st Century (3)
- PRST 315 21st Century Life and Work Skills (1-3)
- PRST 410 BPS Capstone (3)

Bachelor of Professional Studies Legal Studies Concentration Required Courses (21 credit hours)

- APCP 323 Interviewing (3)
- ENGL 334 Technical Writing (3)
- LGST 301 Advanced Legal Research and Writing (3)
- LGST 390 Law Office Administration (3)
- LGST 444 Legal Studies Internship (3) \*
- MGMT 301 Management & Organizational Behavior (3)
- PMGT 301 Introduction to Project Management (3)

Bachelor of Professional Studies Legal Studies Concentration Elective Courses (complete 9 credit hours)

- APCP 324 Leadership in Concept and Practice (3)
- LGST 306 Personal Injury Pleading and Practice (3)
- LGST 307 Workers' Compensation Law (3)
- LGST 308 Social Security Disability Law (3)
- LGST 309 Immigration Law (3)

**MEMORANDUM OF AGREEMENT**  
**Bachelor of Professional Studies Program**  
**Trident Technical College**  
**College of Charleston**

**1.0 INTRODUCTION**

This Memorandum of Agreement (“Agreement”) is entered into as of this \_\_\_\_\_ day of October 2017 (“Effective Date”) by the College of Charleston (“College”) and Trident Technical College (“TTC”), both of which are state-assisted institutions of higher education established and existing under the laws of South Carolina (“the Institutions”). The joint commitment expressed within this Agreement supports the concept of mutual cooperation between institutions and recognition of the concept that transferring students should not be required to repeat competencies already achieved and demonstrated.

The College of Charleston and Trident Technical College have formed a partnership to benefit TTC students who wish to participate in the College’s Bachelor of Professional Studies Program (“BPS” or “BPS Program”). This 2 + 2 Program (“the Program”) will provide prospective transfer students who meet the GPA requirements referenced below with advising and academic support for a successful transition from Trident Technical College to the College of Charleston’s Bachelor of Professional Studies Program. After meeting all pre-requisite requirements for admission into the Program, the participating students will be accepted to the College of Charleston, if they meet the admission requirements referenced within this Agreement and any other relevant admission requirements set by the College.

Each Institution is accredited by the Southern Association of Colleges and Schools Commission on Colleges (“SACSCOC” or “regional accreditor”). The Institutions shall ensure compliance with all appropriate SACSCOC requirements in the management and operation of their Institutions and the Program described below. Each Institution shall cooperate with the other in the completion of any accreditation and assessment activities relevant to this Agreement.

This Agreement is intended to assist students in their transition from TTC to the College’s BPS Program, with the goal of allowing such students to carry with them the credit they have already earned for as much relevant study as possible, provided they meet certain minimum standards for grade point average. Both Institutions understand that final decisions regarding transfer articulations and acceptance of credit hours for the BPS Program, as outlined in any appendices to this Agreement or other relevant documents published by the College, shall be the responsibility of the College.

## **2.0 RELATION TO PREVIOUS AGREEMENTS**

All previous written agreements between the Institutions regarding transfer credit and specific academic degree programs are separate from and independent of the current Agreement.

## **3.0 RELATIONSHIP OF PARTIES**

At all times under this Agreement, the Institutions shall be considered independent parties. Nothing contained herein shall be deemed to create an employer-employee, agent-servant, or representative relationship between the Institutions.

## **4.0 STUDENT ELIGIBILITY**

4.1 The Program shall be open to any TTC student who is enrolled in the Associate in Arts, Associate in Science, or qualifying Associate in Applied Science ("AAS") and Certificate programs at TTC who plan to enroll in the BPS, where qualifying AAS and Certificate programs shall be identified with the mutual agreement of TTC and the College.

4.2 TTC students shall have successfully completed at least 15 hours of coursework and have no more than one (1) required developmental course left to complete. Students shall have at least one more semester to complete before transferring to the College.

4.3 All course work must be completed with a grade of "C" (2.000 on a 4.000 scale) or better to be eligible to be evaluated for transfer credit by the College of Charleston towards the College's degree requirements for the BPS Program.

4.4 TTC student participants in the Program shall have up to three (3) years from initial enrollment in the Program to transfer to the College under the provisions of this MOU.

4.5 Students who have earned an Associate in Arts, Associate in Sciences, or one of the qualifying Associate in Applied Science degrees need to have a 2.000 cumulative GPA for admission. For students who do not complete an Associate in Arts, Associate in Science, or approved AAS or Certificate, a transfer grade point average is calculated for the purposes of College admission, using the methodology approved by the College for this purpose. Such transfer students (including students in the current Program) are required to have a 2.600 cumulative GPA in all previous college-level work. In addition, any applicants must be in good standing and eligible to return to the Institution that she or he last attended.

## **5.0 STUDENT RESPONSIBILITIES**

5.1 To participate in this Program students must meet with the College of Charleston's 2 + 2 program coordinator and submit and have approved a 2+2 application form.

5.2 After being accepted into the Program, the student must meet with a College advisor each fall and spring semester to continue participation in the Program.

5.3 At the time of transfer from TTC to the College of Charleston, students enrolled in the 2+2 Program must:

- Complete an application for admission to the College as a transfer student (the application fee will be waived for students participating in this Program);
- Submit official college transcripts of all courses attempted through the time of application, followed by final transcripts to reflect complete academic work done prior to beginning classes;
- Submit the final and official high school transcript and SAT and/or ACT scores, if the student has attempted fewer than 24 semester hours of transferable college-level courses.

5.4 If a student wishes to pursue a College of Charleston major other than Professional Studies, he or she must notify the designated College of Charleston 2 + 2 program coordinator to ensure that a re-evaluation of the student's transcript is completed and appropriate advisement can take place during the next advisement session. A student who no longer wishes to participate in the Program will be removed from the Program and is no longer eligible for the benefits of the Program. In addition, a Program student who later declares a College of Charleston major other than BPS may be required to take additional courses for the new major and find that some of the courses they have already taken may not be applicable to their new major.

5.5 All participants in the 2 + 2 Program must previously have applied, been accepted to, and matriculated at TTC.

## **6.0 TTC RESPONSIBILITIES**

6.1 TTC agrees to offer the relevant courses, which will be taught by faculty with a master's degree in the teaching field or a master's degree and 18 graduate credit hours in the teaching field.

6.2 TTC faculty and staff will promote this Program to appropriate student groups.

6.3 TTC will designate suitable transfer advisors in support of this 2 + 2 Program.

## **7.0 COLLEGE OF CHARLESTON RESPONSIBILITIES**

7.1 The College will provide students in the Program with academic advising, access to a College admissions counselor, designated open house events and scheduled 2+2 Program meetings with students.

7.2 If the degree requirements of the Bachelor of Professional Studies Program at the College of Charleston change while a student is enrolled in the 2 + 2 Program, she or he will be given the opportunity to graduate under the old Program and its requirements as long as she or he is

continuously enrolled at TTC in the 2 + 2 Program or transfers directly to the College of Charleston Bachelor of Professional Studies Program without missing one or more major semesters. As noted above, students shall have up to three (3) years from initial enrollment in the Program to transfer into the College's BPS Program under the terms of this Agreement.

7.3 The College will waive the application fee for students in the Program, who must successfully complete the Program and meet the College's admission requirements.

## **8.0 SHARED INSTITUTIONAL RESPONSIBILITIES**

8.1 Both Institutions shall collaborate to create activities for Program participants and prospective participants.

8.2 All promotional materials referring to the Program and the relevant institutional website references to the Program must be approved by both Institutions.

8.3 The College and TTC shall separately provide academic advising for students who are participating in the Program.

8.4 The College and TTC shall share demographic and academic information about students participating in the Program. Additionally, such information shall be shared, where appropriate and consistent with this Agreement, when student applications to the Program are made, with the written permission of the student and subject to and in accordance with all applicable state and federal laws and consistent with the relevant policies of both Institutions.

8.5 Both Institutions shall provide appropriate Program information on their websites, consistent with the provisions made in other sections of the Agreement.

## **9.0 PUBLIC RELATIONS, ADVERTISING, AND PUBLICATIONS**

All public relations, advertising, or publicity activities and announcements about the initiation or operation of the 2 + 2 program, including representations made on websites maintained by the Institutions, shall acknowledge the cooperative nature of the program and make reference by name to both Institutions. Each Institution agrees not to engage in any such activity or make any such announcement without consulting in advance with the other Institution, except that institutional catalogs and websites published in a manner consistent with the principles of this Section and other Sections of this Agreement shall not require prior consultation. To facilitate the timely production of print and electronic communications, each Institution shall make every effort to respond quickly to requests for consultation. Content provided to the public about the program shall be consistent across all platforms and media.

The relevant Institutional personnel may prepare, publish, and distribute such informational and advising materials as are necessary to facilitate the success of the 2+2 program. Such materials shall be prepared in cooperation with and shared with the appropriate personnel from both

Institutions, with the intent of avoiding errors in the advising of 2+2 students, their families, and community members.

## **10.0 IMPLEMENTATION OF THE AGREEMENT**

Separate from the provisions of this Agreement, the Institutions or certain offices of the Institutions (e.g., Registrar, Treasurer) may develop written procedures related to the implementation of this Agreement. Whenever possible, such procedures should be acknowledged by the signatures of the Provost (for the College) and the Vice President for Academic Affairs (for TTC) of each Institution and attached as addenda to the current Agreement. Such procedures, once approved and published as addenda, should be reviewed by the two Institutions no less than once every two (2) years. Certain procedures may ultimately be incorporated in successor versions of the current Agreement, with the approval of the Provost (for the College) and the Vice President for Academic Affairs (for TTC).

Disputes over the implementation of this Agreement shall be resolved by the mutual agreement of the Vice President for Academic Affairs (for TTC) and by the Provost (for the College), or their designees, subject to the review and determination of the Presidents of the Institutions.

## **11.0 TERMINATION OF AGREEMENT**

This Agreement shall be deemed terminated in its entirety upon the occurrence of any one or more of the following events: (a) upon lawful direction from the South Carolina General Assembly; (b) upon the mutual agreement of the Institutions as evidenced by a fully executed rescission agreement; (c) upon deactivation or elimination of the Bachelor of Professional Studies program by the College; (d) following any merger of one Institution with any other institution of higher education; (e) following the loss by one Institution of its regional accreditation.

Further, an Institution may withdraw from this Agreement at any time and for any reason or no reason, provided that such Institution supplies the other Institution written notice at least six (6) months prior to such withdrawal and complies with all applicable federal and state laws and regulations and with the requirements of all applicable accreditors.

## **12.0 EXTENT OF AGREEMENT AND MODIFICATIONS**

This Agreement represents the entire and integrated Agreement between the Institutions and supersedes all prior negotiations, representations or agreements, either written or oral. No representations were made or relied upon by any Party other than those expressly set forth herein. No agent, employee, or representative of an Institution is empowered to alter or modify any of the terms in this Agreement unless such alteration or modification is done in writing and signed by the signatories below, or their successors, except as provided for in this Agreement.

## 13.0 NOTICES

13.1 Representatives. All notices, designations and other communications contemplated under this Agreement shall be in writing and shall be either personally delivered or transmitted by certified mail, facsimile transmission, or other device reasonably calculated to effect delivery of documents within three (3) calendar days. Unless otherwise agreed to in writing by the Institutions, such notices, designations, and communications shall be sent to the Institutions at the addresses noted below:

### If to the College of Charleston:

Name: Brian R. McGee  
Provost and Executive Vice President for Academic Affairs

Address: College of Charleston  
66 George Street  
Charleston, South Carolina 29424

### If to Trident Technical College:

Name: Catharine D. Almquist  
Vice President for Academic Affairs

Address: P.O. Box 118067  
Charleston, SC 29423

Any communications mailed to the College of Charleston should also be copied to General Counsel, Office of Legal Affairs, 66 George Street, Charleston 29424.

13.2 Authority. Each Provost or Vice President for Academic Affairs shall administer and interpret this Agreement on behalf of her or his respective Institution. The current signatories, or their successors, shall be the only individuals authorized to modify this Agreement by amendment or otherwise.

## 14.0 CAPTIONS

The captions or headings in this Agreement are for convenience only and in no way define, limit, or describe the scope or intent of any provisions or Sections hereof.

## 15.0 WAIVERS

Any waiver by an Institution to any term or condition of this Agreement by another Institution shall not affect or impair the waiving Institution's right with respect to any subsequent act or omission of the same type, nor shall it be deemed to waive any other right under this Agreement;

nor shall any delay or omission of an Institution to exercise any right arising under this Agreement affect or impair such Institution's rights as to the same or any future delay or omission; nor shall the failure of an Institution under this Agreement to require or exact full and complete compliance with any one or more of the provisions of this Agreement be construed as in any manner changing such provision or provisions.

#### **16.0 SEVERABILITY**

If any provision of this Agreement, or any covenant, obligation or agreement contained herein, is determined by a court of competent jurisdiction to be invalid or unenforceable, such determination shall not affect any other provision, covenant obligations or agreement, each of which shall be construed and enforced as if such invalid or unenforceable provision were not contained herein. Such invalidity or unenforceability shall not affect any valid and enforceable application thereof, and each such provision, covenant, obligation or agreement, shall be deemed to be effective, operative, made, entered into or taken in the manner and to the full extent permitted by law.

#### **17.0 CHANGES IN ADMINISTRATIVE TITLE AND ORGANIZATION**

Changes at an Institution in administrative titles, organization, and policies following the Effective Date of this Agreement shall not invalidate the Agreement. Amendments to the Agreement to correct and update obsolete administrative titles and obsolete organizational and policy references shall be proposed and adopted at the pleasure and convenience of the Institutions.

#### **18.0 NO THIRD PARTY BENEFICIARIES**

Nothing contained herein is intended by the Institutions to convey or vest any legal right or entitlement in a third party to enforce a term or condition of this Agreement or to seek any remedy for a violation of any such term or condition.

#### **19.0 TERM**

Performance under this Agreement shall begin on the Effective Date and, unless earlier terminated in accordance with Section 23.0, end at the close of business on June 30, 2022, except that the Presidents or their designees may amend this Agreement by signature to extend the Agreement for up to an additional three (3) years and/or to bring the Agreement into compliance with a new requirement or new requirements of the regional accreditor for the Institutions, with notice provided in the case of any such amendment or amendments to the Presidents of the Institutions. No renewal, revision, or extension of this Agreement for any term beyond June 30, 2025, or for any other reason shall be permitted without the agreement by signature of the chief academic officers of the Institutions.

## 20.0 LIABILITY

Subject to the provisions of the South Carolina Tort Claims Act, each party agrees that it shall be responsible for the wrongful acts of its employees and agents committed in the scope of their employment, as such may be related to this Agreement.

In the event of litigation for any dispute or disagreement that arises between the parties with respect to the interpretation of any provision of this Agreement, or with respect to the performance by either party hereunder, or with respect to any dispute, claim, or controversy arising under or in connection with this Agreement or out of the breach thereof, liability shall be governed by the South Carolina Tort Claims Act set forth in Section 15-78-10 *et seq.* of the South Carolina Code of Laws, and jurisdiction shall be in the State of South Carolina with venue in Charleston County, South Carolina.

## 21.0 GOVERNING LAW

This Agreement shall be interpreted, controlled, and enforced in accordance with the substantive laws of South Carolina.

IN WITNESS WHEREOF, the Institutions have executed this Memorandum of Agreement on the date indicated below their respective signatures.

COLLEGE OF CHARLESTON

By: 

Printed Name: BRIAN R. MCGEE

Title: Provost/Exec. VP for Academic Affairs

Date: Oct. 16, 2017

TRIDENT TECHNICAL COLLEGE

By: 

Printed Name: CATHARINE D. ALMQUIST

Title: Vice President for Academic Affairs

Date: Oct. 19, 2017

[Occupational Outlook Handbook](#) > [Legal](#) >

# Paralegals and Legal Assistants



Paralegals and legal assistants help lawyers prepare for hearings, trials, and corporate meetings.

<b>Quick Facts: Paralegals and Legal Assistants</b>	
<b>2017 Median Pay</b>	\$50,410 per year \$24.24 per hour
<b>Typical Entry-Level Education</b>	Associate's degree
<b>Work Experience in a Related Occupation</b>	None
<b>On-the-job Training</b>	None
<b>Number of Jobs, 2016</b>	285,600
<b>Job Outlook, 2016-26</b>	15% (Much faster than average)
<b>Employment Change, 2016-26</b>	41,800

**Summary**

**What Paralegals and Legal Assistants Do**

**Work Environment**

## How to Become a Paralegal or Legal Assistant



Many paralegals and legal assistants have an associate's degree or a certificate in paralegal studies.

Most paralegals and legal assistants have an associate's degree in paralegal studies, or a bachelor's degree in another field and a certificate in paralegal studies.

### Education

There are several paths a person can take to become a paralegal. A common path is for candidates to earn an associate's degree in paralegal studies from a postsecondary institution.

However, many employers may prefer, or even require, applicants to have a bachelor's degree. Because only a small number of schools offer bachelor's degrees in paralegal studies, applicants will typically have a bachelor's degree in another subject and earn a certificate in paralegal studies from a paralegal education program approved by the [American Bar Association](#).

Associate's and bachelor's degree programs in legal or paralegal studies usually offer paralegal training courses in legal research, legal writing, and the legal applications of computers, along with courses in other academic subjects, such as corporate law and international law. Most certificate programs provide intensive paralegal training for people who already hold college degrees.



Employers sometimes hire college graduates with no legal experience or legal education and train them on the job.

### Licenses, Certifications, and Registrations

Although not required, some employers may prefer to hire applicants who have completed a paralegal certification program.

Some national and local paralegal organizations offer voluntary paralegal certifications to students able to pass an exam. Other organizations offer voluntary

paralegal certifications for paralegals who meet certain experience and education criteria.

## Important Qualities

**Communication skills.** Paralegals must be able to document and present their research and related information to their supervising [attorney](#).

**Computer skills.** Paralegals need to be familiar with using computers for legal research and litigation support. They also use computer programs for organizing and maintaining important documents.

**Interpersonal skills.** Paralegals spend most of their time working with clients and other professionals and must be able to develop good relationships. They must make clients feel comfortable sharing personal information related to their cases.

**Organizational skills.** Paralegals may be responsible for many cases at one time. They must adapt quickly to changing deadlines.

**Research skills.** Paralegals gather facts of the case and research information on relevant laws and regulations to prepare drafts of legal documents for attorneys and help them prepare for a case.

**Pay**

**Job Outlook**

**State & Area Data**

**Similar Occupations**

**Contacts for More Info**

**Last Modified Date:** Wednesday, September 5, 2018

**Suggested citation:**

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Paralegals and Legal Assistants, on the Internet at <https://www.bls.gov/oooh/legal/paralegals-and-legal-assistants.htm> (visited November 14, 2018).

**OOH Links**

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**U.S. Bureau of Labor Statistics | Office of Occupational Statistics and Employment Projections, PSB Suite 2135, 2 Massachusetts Avenue, NE Washington, DC 20212-0001**

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## Nixon, Julissa

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**From:** Anderson, Argentini  
**Sent:** Tuesday, November 20, 2018 3:08 PM  
**To:** Nixon, Julissa  
**Subject:** FW: Legal Studies  
**Attachments:** Bureau of Labor Statistics - Paralegals.pdf

**Categories:** ACAP Meeting

**From:** Gibbison, Godfrey A <[gibbisonga@cofc.edu](mailto:gibbisonga@cofc.edu)>  
**Sent:** Thursday, November 15, 2018 5:17 PM  
**To:** Lane, John <[jlane@che.sc.gov](mailto:jlane@che.sc.gov)>  
**Cc:** Yin, Lishu <[LYin@che.sc.gov](mailto:LYin@che.sc.gov)>; Anderson, Argentini <[aanderson@che.sc.gov](mailto:aanderson@che.sc.gov)>  
**Subject:** FW: Legal Studies

Dear Dr. Lane,

I am continuing to work on the BP Legal Studies proposal and the letters of support. However, I wanted to give you a sense of the evidence I plan to present and get your perspective. The idea for this program started with this email below. I was at first a bit confused as to why such a pathway would be necessary for people who already have a path into a profession. When I met with the faculty at Trident Tech they explained to me that they are finding that medium size and large law firms are more and more demanding that paralegal candidates have a bachelor's degree. I still did not find this convincing so I arranged meetings with about 20 attorneys in Charleston and a few in Columbia. They all explain that their needs have changed and that they need their paralegal to be an independently functioning individual who can think critically, communicate well with colleagues and with clients, can write well, are very skilled in legal research and can lead and manage. They also explained to me that they find that employees who have a bachelor's degree have much higher skill sets in these dimensions than employees who have associate degrees. Some attorneys went as far as to say they don't care what the applicant studied in college, they just care whether they have a bachelor's degree.

One attorney theorized that during the Great Recession law firms experienced the difference between employees who have an associate's and those who have a bachelor's degrees. Many individuals who finished college during the recession had a hard time finding jobs, and many of them took jobs they would not normally have taken. That helped to change the requirements of the profession. However, this article by the American Bar Association [https://www.americanbar.org/publications/law\\_practice\\_magazine/2014/january-february/the-changing-role-of-legal-support-staff/](https://www.americanbar.org/publications/law_practice_magazine/2014/january-february/the-changing-role-of-legal-support-staff/) provides a further explanation rooted in the role that technology is playing in the legal profession. Technology has eliminated certain roles that used to exist in a law office, and ratcheted up the skills that paralegals need to have in many dimensions. All of these changes have shifted the advantage in hiring towards graduates of 4-year degree programs.

The attached document from the Bureau of Labor Statistics also points to the changing trend and provides a national perspective. Not only does it point out that many employers prefer applicants who have a bachelor's degree, they will hire them with no legal experience. This presents a problem for graduates with associate's degrees, who will find themselves out competed and with no pathway to earning a bachelor's degree. It should be clear that the intent here is simply to bridge a gap for those who desire to cross that bridge.

I would like your guidance about how much of this I should include in the proposal and in what format.

Thanks. GG

Godfrey A. Gibbison  
Dean, School of Professional Studies, College of Charleston  
Interim Dean of the Graduate School, University of Charleston, SC  
66 George Street, Charleston SC 29424

Office: 843-953-3596  
Cell: 843-259-6882

Email: [gibbisonga@cofc.edu](mailto:gibbisonga@cofc.edu)  
LinkedIn: [www.linkedin.com/in/godfrey-gibbison-a0519916](http://www.linkedin.com/in/godfrey-gibbison-a0519916)  
Web: [sps.cofc.edu](http://sps.cofc.edu) and [gradschool.cofc.edu](http://gradschool.cofc.edu)

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**From:** Norton, Susan [<mailto:Susan.Norton@tridenttech.edu>]  
**Sent:** Tuesday, March 8, 2016 9:51 AM  
**To:** Gibbison, Godfrey A <[gibbisonga@cofc.edu](mailto:gibbisonga@cofc.edu)>  
**Subject:** Legal Studies

Godfrey,

A Paralegal program faculty member was in my office last week, and the conversation turned to his lamenting that there were no effective pathways for his graduates to pursue a bachelor's degree. Evidently the jobs are plentiful, and many of our graduates already working, he thinks, would return to school to earn a bachelor's. Our Paralegal program is ABA approved and requires 21 hours of general education plus another 6 of electives, which could be more gen. ed. courses for a total of 27 hours of general education. There are an additional 42 hours in legal studies courses.

I was tossing this out to you in case you were interested in having a conversation with our paralegal folks about the BPS and its potential to attract paralegal graduates.

Let me know if you would like to explore.

Susan

Susan Norton  
Assistant Vice President of Academic Programs  
Trident Technical College  
843.574.6211

**Molly Hughes Cherry**  
Member  
Certified Specialist in Employment and Labor  
Law  
Admitted in SC

November 15, 2018

Godfrey A. Gibbison  
Dean, School of Professional Studies  
College of Charleston  
66 George Street  
Charleston, SC 29424

Re: College of Charleston Legal Studies Program

Dear Godfrey:

I understand that you are appearing before the South Carolina Commission on Higher Education (CHE) at the end of this month, seeking approval for the Legal Studies Program at the College of Charleston. To that end, I am providing this letter in support of the program.

**Charleston**

Charlotte  
Columbia  
Greensboro  
Greenville  
Hilton Head  
Myrtle Beach  
Raleigh

As a litigation attorney practicing in this state for over twenty years, I worked with you initially on a syllabus for the program, based in large part on my belief that the program will be of significant value to paralegals. There is substantial value to paralegals being able to: communicate well, both orally and in writing, within the legal team and with clients; be adaptable and flexible; and manage new and changing projects. The program, as designed, will help students in the aforementioned areas, as well as in developing strong critical thinking and management skills, which are important assets in the legal field.

I am pleased to hear that the faculty at the College of Charleston have approved the program and hope the CHE will do the same.

With kind regards,



Molly Hughes Cherry

MHC/lop

Tim Hardee  
System President

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At-Large

Matthew L. Yaun  
At-Large

Molly M. Spearman  
Ex Officio

Robert M. Hitt III  
Ex Officio



November 20, 2018

Godfrey A. Gibbison  
Dean, School of Professional Studies  
College of Charleston

RE: BPS Legal Studies Concentration

I am pleased to write this letter of support for the proposed Bachelor of Professional Studies (BPS) concentration in Legal Studies at the College of Charleston.

The mission of the South Carolina Technical College System is to provide learning opportunities that promote economic and resource development in the state. Creating academic pathways for technical college graduates to continue their education is important.

Nine of our 16 technical colleges currently offer a paralegal program. Aligned with our efforts to improve transfer statewide, the proposed Legal Studies concentration presents an opportunity for our graduates to enter and complete a competitive legal studies program at the baccalaureate level. What's more, the program promotes completion of the associate's degree first.

The College of Charleston demonstrates the desire and ability to collaborate. Partnership work at the local level to develop the curriculum has potential to benefit the entire System. We hope to strengthen our collaboration with the College of Charleston system-wide and will look to programs like the BPS in Legal Studies to increase access and affordability of quality higher education in South Carolina.

Sincerely,

Dr. Hope E. Rivers  
Executive Vice President



November 13, 2018

Godfrey A. Gibbison  
Dean, School of Professional Studies, College of Charleston  
Interim Dean of the Graduate School, University of Charleston, SC  
66 George Street, Charleston SC 29424

Dear Dr. Gibbison:

This letter is to confirm Trident Technical College's support for a new Legal Studies concentration in the College of Charleston's Bachelor of Professional Studies program. The proposed concentration will offer an important new pathway to a bachelor's degree for our students, especially our Associate in Arts and Associate in Applied Science – Paralegal graduates.

We appreciate your consulting with our Paralegal faculty members as you developed this concentration, and we look forward to continuing to work with you and your faculty when you prepare to implement it.

Regards,

Dr. Catharine Almquist  
Vice President for Academic Affairs  
Trident Technical College  
843.574.6057



TIFFANY R. SPANN-WILDER  
ATTORNEY AT LAW

tiffany@spannwilderlaw.com  
www.spannwilderlaw.com

SPANN WILDER  
LAW, LLC

SERVING SOUTH CAROLINA'S INJURED

November 19, 2018

Godfrey Gibbison, Ph.D.  
Dean, School of Professional Studies, College of Charleston  
Interim Dean of the Graduate School, University of Charleston  
66 George Street  
Charleston, SC 29424

**RE: Paralegal Studies Bachelor's Degree  
School of Professional Studies**

Dear Dr. Gibbison:

I write this letter of support to you in regards to plans for a Legal Studies concentration program in the College of Charleston's Bachelor of Professional Studies program. I have been licensed to practice law for twenty (20) years and have worked in varying capacities from government, judiciary to private practice in both medium and small firms. Currently, I am a sole practitioner and the assistance of academically prepared paralegals is critical.

While many schools offer an Associates Degree or Certificate in Paralegal Studies I have found that the course work alone from these programs is not sufficient to prepare for higher level tasks needed to assist in the day to day matters that come up in a law practice. For matters that follow all the places "in the box narratives" these individuals are able to assist, however I have found that when there are variations they are not always able to handle the matter without close supervision. I believe that the critical thinking skills and application that are crucial to a vibrant law practice could be promoted if more persons coming into the field in an assistive role had bachelors degrees that afforded skill-sets for critical thinking such as the program you are proposing.

It has become my firm's preference to hire those with bachelor's degrees to have an increased level of performance. It would be my sincere hope that you are able to provide this program to the community. In my discussion with colleagues many are excited about the prospect of this program and even intend to send existing employees who may have bachelor's degrees already to attend some of the classes that focus on critical thinking and analytical processes.

Looking forward to the advancement of the legal community, I remain,

Yours truly,  
**SPANN WILDER LAW, L.L.C.**

Tiffany R. Spann-Wilder

*Location:*

2131 Dorchester Road  
North Charleston, SC 29405

*Mailing:*

P.O. Box 70488  
North Charleston, SC 29415

(843) 266-7792 (phone)  
1-800-866-3830 (toll free)  
(843) 266-7797 (fax)

Workers' Compensation  
Car & Truck Accidents  
Catastrophic Injuries



November 19, 2018

VIA ELECTRONIC MAIL: GibbisonGA@cofc.edu  
Godfrey A. Gibbison, PhD  
Dean, School of Professional Studies  
College of Charleston  
3800 Paramount Drive  
North Charleston, SC 29405

RE: CALA Letter of Recommendation  
Legal Studies

Dear Dean Gibbison:

The news of the College of Charleston supplementing its Professional Studies program with Legal Studies is very exciting to hear. This will definitely strengthen the legal field by providing entry level paralegals and legal assistants with the knowledge to become productive and efficient employees. Those students who continue their education in law will also find this foundational to their careers as attorneys. This program will give a competitive edge for anyone seeking a profession in the legal field, especially coming from a well-reknowned institution such as the College of Charleston.

Thank you for participating in the betterment of our legal community. I wish you the very best in this endeavor. If there is anything that I can help with in any way, please do not hesitate to contact me. Thank you.

Best Regards,

Delfin Floresca CALA President 2018