

## NEW PROGRAM PROPOSAL FORM

Name of Institution: Coastal Carolina University

Name of Program (include degree designation and all concentrations, options, or tracks):

Bachelor of Professional Studies, B.P.S.

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.) |  |

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

- ☐ Yes  
☒ No

Proposed Date of Implementation: Fall 2023

CIP Code: 30.9999

Delivery Site(s): 85750

Delivery Mode:

- |  |   |
|--|---|
| <input type="checkbox"/> Traditional/face-to-face<br>*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education<br><input checked="" type="checkbox"/> 100% online<br><input type="checkbox"/> Blended/hybrid (50% or more online)<br><input type="checkbox"/> Blended/hybrid (25-49% online)<br><input type="checkbox"/> Other distance education (explain if selected) |
|--|---|

**REACH Act Compliance:** As part of their graduation requirements, all students must complete either *HIST* or *POLI 201*, which are both REACH Act compliant. Sample syllabi are available upon request.

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

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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Department:	12/1/22	Faculty Senate:	2/1/23
Dean:	12/1/22	Provost:	2/6/23
Academic Affairs:	12/16/22	President:	2/7/23
Board of Trustees:	12/13/22		

### **Background Information**

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

Coastal Carolina University (CCU) proposes the Bachelor of Professional Studies (BPS), an online completion program primarily designed for students who have some college but no baccalaureate degree. The BPS degree will allow individuals, many of whom are in the workforce already, to complete their baccalaureate degrees online while remaining in their current professional roles. The BPS degree offers foundational courses focused on professional skills that will augment the coursework that students bring to the program. The foundational courses focus on the following areas: professional communication, professional ethics, principles of management, leadership for professional organizations, and personnel management. The BPS degree will also require 18 hours in a minor, certificate, or cognate, or 18 hours in a combination of minor, certificate, or cognate. Students will also need to satisfy general education requirements, which ensures that students will have the breadth of knowledge that comes with engagement with the liberal arts and general education components while maintaining flexibility for returning adults and transfers from the South Carolina Technical College System.

New program development is part of the University's mission.<sup>1</sup> To this end, "Coastal Carolina maintains a broad range of contemporary technologies, programming, support services, and innovative course offerings and delivery methods." This call to innovate and maintain contemporary programming and services in the mission statement is met by the BPS degree as it creates a pathway for degree completion for adult learners returning to higher education to complete a four-year degree. The University's current strategic plan is built around key institutional strategies.<sup>2</sup> Academic Excellence and Instructional Quality (Strategy 1 Goal 1.4) calls the University to "promote a range of diverse learning opportunities, innovative curricula and programs that enhance engagement, assure high-impact credit and noncredit programs, and enable student success." The BPS is an example of a degree that meets this call by innovating programming to meet the needs of the local and state communities. Under Student Excellence (Strategy 2), Goal 2.1 calls on the University to "ensure a supportive, high-quality learning environment that produces knowledgeable and skilled graduates prepared for future success." The BPS will allow CCU to reach adult learners who would not otherwise be able to complete a CCU degree program given that they are in careers and place-bound. The BPS degree will allow CCU to reach more students and better satisfy Goal 2.1. Under Accessibility, Inclusion, Diversity is Goal 4.1: "Foster a barrier-free environment that increases access to and effective navigation of institutional opportunities and is informed by a commitment to equitable standards of practice." Related to that goal is Objective Number 4.1.4: "CCU will assess, enhance and promote initiatives that support effective access to campus programs and processes for all constituents with a focus on underrepresented groups." The BPS

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<sup>1</sup> <https://www.coastal.edu/aboutccu/mission/>

<sup>2</sup> <https://www.coastal.edu/aboutccu/leadership/strategicplan/>

will provide more access to degree completion for those adult learners who are place-bound and cannot attend traditional face-to-face degree programs.

### **Assessment of Need**

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

According to the most recent U.S. Census data, 24.3% of adults 25 years and older in Horry County have a baccalaureate degree, while in South Carolina that figure is 29.6%. The national average is 39%. The South Carolina Department of Commerce reports that for Georgetown, Horry, and Williamsburg counties, 15% of adults aged 18 to 64, the prime contributors to the workforce, have a baccalaureate degree. Holders of baccalaureate degrees typically have better lifetime economic and health outcomes than those without such degrees, so expanding access to baccalaureate degrees will likely improve the health and finances of South Carolina individuals. Baccalaureate degree holders in the workforce offer a broad range of skills to workers, augmenting their technical skills and thereby benefit the South Carolina workforce at large and the state's economy.

As of 2021, National Student Clearinghouse reported that 472,043 individuals in South Carolina have some college but no degree (SCND students).<sup>3</sup> This is a roughly 6% increase from 2018 which saw 447,228 individuals in South Carolina with some college but no degree.<sup>4</sup> Many SCND students need the flexibility offered by online learning if they are to build on their existing college credits and complete a baccalaureate degree. In addition to SCND students, there are also graduates of two-year programs who have goals of furthering their education by completing baccalaureate degrees. The South Carolina Technical College System (SCTCS) awards over 100,000 associate degrees a year. Some of these graduates aim to earn a baccalaureate degree to enhance their skills and career prospects while working and staying near home. Expanding online degree completion options through this BPS degree would provide additional educational opportunities for the following categories of students: SCND students across the state, associate degree graduates looking for further educational opportunities, and working adults. Through a survey of graduates of our existing online degree completion programs, students cite time to degree and acceptance of transfer credits as two of the main reasons for choosing an online degree completion option at CCU. This is in line with national trends. This program can be an important piece at CCU to meet the *Ascent 60X30* goals of increasing the percentage of South Carolinians with a high-quality post-secondary credential to 60% and thereby closing achievement gaps in higher education. One major strategy to hitting this benchmark according to CHE is "to engage with adults who are near the completion of a credential. In South Carolina there are nearly 450,000 people who have some college credits but no credential. The CHE assists near completers in their pursuit of postsecondary credentials by creating and sharing a clearinghouse of best practice strategies for initiatives that support the needs of adult learners." This degree will help those now over 470,000 individuals across the state who have some college but no degree finish what they started.

The BPS degree will be CCU's third online degree completion program, in addition to a B.S. in Health Administration and a B.S. in Nursing. Additionally, there are traditional degrees that can be completed online (BSBA in Marketing, BSBA in Hospitality, Resort, and Tourism Management, and BS in Information Technology). The BPS degree will be an important addition to these offerings as it will greatly improve access to the 472,043 individuals in the state that have some college, but no degree. It also will serve as a flexible generalist degree that AAS graduates from the SC Technical College system can pursue online as they remain in the workforce. To be eligible for entry into the Professional Studies degree, a student

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<sup>3</sup> <https://nscresearchcenter.org/some-college-no-credential/>

<sup>4</sup> [https://nscresearchcenter.org/wp-content/uploads/SCND\\_Report\\_2019.pdf](https://nscresearchcenter.org/wp-content/uploads/SCND_Report_2019.pdf)

must satisfy one of the following requirements: be 25 years of age, hold an associate degree, or have 45 previous college credits. With these admission requirements and the fact that it is fully online, the BPS degree should not be in direct competition with existing, traditional CCU degrees. While a traditional-aged student can enter this program once they meet one of the admissions criteria, since it is a wholly online program, the student would not have access to campus housing and other services provided to face-to-face students, and advisors would counsel students carefully about the change. The target audience is returning students or degree completion students.

In response to the CAAL's request to demonstrate the viability and necessity of the program considering the pandemic's impact, this is clearly demonstrated by this program. In the budget section of the proposal, the financial support table shows the program's financial viability. Additionally, graduates of this degree program are prepared to contribute to their chosen field. Indeed, many professions require a 4-year degree credential to advance into management.

### Transfer and Articulation

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

Articulation agreements are already in place both at the state-level with the South Carolina Technical College System and between individual institutions through the network of 16 technical colleges in the state. New articulation agreements can help promote the degree and create unique pathways for transfer students.

### Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Project Management Specialist	24	N/A	781,400	7% (2021-31)	SC Works Online <sup>5</sup> ; US Bureau of Labor Statistics <sup>6</sup>
Human Resources Specialist	164	N/A	782,800	8% (2021-31)	SC Works Online; US Bureau of Labor Statistics
Administrative Services Managers	71	N/A	348,100	7% (2021-31)	SC Works Online; US Bureau of Labor Statistics
Purchasing Managers	63	N/A	532,500	-6% (2021-31)	SC Works Online; US Bureau of Labor Statistics
Training and Development Specialists	72	N/A	354,800	8% (2021-31)	SC Works Online; US Bureau of Labor Statistics

<sup>5</sup> <https://jobs.scworks.org/vosnet/Default.aspx>

<sup>6</sup> <https://www.bls.gov/>

Human Resources Manager	98	N/A	174,200	7% (2021-31)	SC Works Online; US Bureau of Labor Statistics
Social and Community Service Managers	30	N/A	173,700	12% (2021-31)	SC Works Online; US Bureau of Labor Statistics

### Supporting Evidence of Anticipated Employment Opportunities

*Provide supporting evidence of anticipated employment opportunities for graduates.*

The American Association of Colleges and Universities surveyed employers and found rising employer value in a college degree. They found “63 percent of employers had ‘a great deal’ or ‘quite a lot’ of confidence in higher education. That number has now risen to 67 percent. Moreover, the overwhelming majority of employers value the college degree itself. Almost nine in ten (87 percent) believe that getting a college degree or credential is ‘definitely’ or ‘probably’ worth the investment of time and money. In fact, the percentage who believe college completion is ‘definitely’ worthwhile rose by seven points between 2018 and 2020.”<sup>7</sup> Beyond this positive perception, a baccalaureate degree increases one’s lifetime earning potential. A 2021 report published by The Georgetown University Center on Education and the Workforce concludes that more education typically pays off. They write, “At the median, those with some college education but no degree earn \$1.9 million during a career, averaging \$47,500 per year.” They note that this contrasts with baccalaureate degree holders who earn “\$2.8 million during a lifetime, which translates into average annual earnings of about \$70,000.”<sup>8</sup> For those who have begun college but not completed a degree, finishing their degree means on average \$22,500 more in annual income. Employers clearly value college degrees in terms of their perceptions, and this is supported by the average increase in wages as well.

### Description of the Program

For the target population of the 472,043 South Carolinians with some college but no degree, the BPS will be an attractive option, especially those who have 75 credit hours or more. Additionally, there are many of the 100,000 annual graduates from the technical college system who are looking to enter the work force and further their education online at the same time. In Fall 20, College of Charleston had 49 students enrolled in their Professional Studies degree. Winthrop had enrollment numbers of 19 and 24 in Fall 20 and Fall 21, respectively. The projected enrollment for CCU is in a chart below. CCU currently offers Health Administration as an online completion program as well as some traditional, face-to-face degrees that can be completed online (Information Technology; Marketing; and Hospitality, Resort, and Tourism Management). The Bachelor of Professional Studies will be a more general degree than these offerings, and in some instances, it is better suited to those who are returning to college with substantial transfer credits.

### Projected Program Enrollment

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2023-2024	10	14	0

<sup>7</sup> <https://www.aacu.org/research/how-college-contributes-to-workforce-success>

<sup>8</sup> <https://cew.georgetown.edu/cew-reports/the-college-payoff/>

2024-2025	17	20	0
2025-2026	23	25	0
2026-2027	27	29	0
2027-2028	29	29	0

*Explain how the enrollment projections were calculated.*

The table is based on enrollment of 10 new students each fall and 10 new students each spring. For, years one through four total, the headcounts are based on 90% returning fall to spring and 90% returning spring to fall. Year five headcount additionally based on 40% graduation rate of returning students.

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

☒ Yes

☐ No

To be eligible for entry into the Professional Studies degree, a student must satisfy one of the following requirements: be 25 years of age, hold an associate degree, or have 45 previous college credits.

### Curriculum

**REACH Act Compliance:** As part of their graduation requirements, all students at CCU must complete either *HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction*, or *POLI 201 - Introduction to American Government*, which are both REACH Act compliant. Sample syllabi are available upon request. These courses are highlighted in the curriculum plans presented below and a compliance statement is also highlighted at the end of the curriculum plans.

### New Courses

*List and provide course descriptions for new courses.*

PRST 454 - Professional Studies Capstone (3 credits) (Restrictions: Professional Studies majors only)

This seminar offers a platform for Professional Studies majors to reflect on and synthesize previously mastered educational content (courses for the major, general education courses, and coursework prior to Coastal Carolina University). This culminating course requires students to apply previous knowledge and experience to practical cases, projects, and challenges encountered in the professional sphere. Students work on a variety of projects that anticipate real-world issues across various professions. There is heavy emphasis on practical application of knowledge, concepts, and skills gained in the program. The course work includes a final project that draws on and integrates the knowledge, concepts, and skills learned as a Professional Studies major.

Semester(s) Offered: Fall, Spring, Summer

Total Credit Hours Required: 120

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ENGL 101	4	ENGL 102	4		
A course from Anthropology, Geography, Political Science, Psychology or Sociology	3	MATH or STATS 132 of higher	3		
Elective	3	A course from Art History, Art Studio, English, History, Language, Music, Philosophy, Theater, or Visual Arts	3		
Elective	3	Elective	3		
Elective	3	Elective	3		
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
A course from Anthropology, Geography, Political Science, Psychology or Sociology	3	A course from Art History, Art Studio, English, History, Language, Music, Philosophy, Theater, or Visual Arts	3		
One science class with a lab experience	4	Additional general education course	3		
Elective	3	HIST 201 or POLI 201*	3		
Elective	3	Elective 3	3		
Elective	3	Elective 3	3		
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	

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Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
COMM 140	3	PHIL 318	3		
CBAD 301	3	Leadership for Professional Organizations course	3		
Course for major requirement (minor, cognate or certificate)	3	Course for major requirement (minor, cognate or certificate)	3		
Course for major requirement (minor, cognate or certificate)	3	Course for major requirement (minor, cognate or certificate)	3		
Elective	3	Elective	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Communication for Professional Organizations course	3	PRST 454 (Capstone course)	3		
Course for major requirement (minor, cognate or certificate)	3	Course for major requirement (minor, cognate or certificate)	3		
Course for major requirement (minor, cognate or certificate)	3	Course for major requirement (minor, cognate or certificate)	3		
Elective	3	Elective	3		
Elective	3	Elective	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

**\*REACH Act Compliance:** As part of their graduation requirements, all students at CCU must complete either *HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction*, or *POLI 201 - Introduction to American Government*, which are both REACH Act compliant. Sample syllabi are available upon request.



### 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
Bachelor of Professional Studies	120	College of Charleston	Similarities in the educational content that composes the degree	CoC degree has a higher credit hour requirement for degree-specific course work than the CCU degree. Comparatively, CCU's BPS will be uniquely placed to offer degree completion to individuals who transfer in with 75 credit hours or more.
BS in Professional Studies	125	Charleston Southern	Similarities in the educational content that composes the degree	CSU degree has a higher credit hour requirement for general education courses. Comparatively, CCU's BPS will be uniquely placed to offer degree completion to individuals who transfer in with 75 credit hours or more.
Bachelor of Professional Studies	120	Winthrop University	Similarities in the educational content that composes the degree	Winthrop degree has a higher credit hour requirement for general education courses. Comparatively, CCU's BPS will be uniquely placed to offer degree completion to individuals who transfer in with 75 credit hours or more.

### Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Senior Lecturer	Professional Studies Capstone	Ph.D. (Philosophy; University of Florida), experience in teaching Business and Professional Ethics	

Total FTE needed to support the proposed program: 0.75

Faculty: 0.25

Staff: 0.50

Administration: 0.0

### Faculty, Staff, and Administrative Personnel

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

The program is housed in the College of Graduate and Continuing Studies. The capstone course will be taught by Dr. Casey Woodling initially who is currently Director of Academic Outreach and Continuing Education. The other courses are existing CCU courses that are taught regularly online, and have capacity to meet demand. In the initial phases, there will not be a need for new faculty. Trisha Walker is Online Programs Advisement Coordinator and will work with Admissions, Advising, and Department chairs to support students from prospect to graduate.

### Resources

#### Library and Learning Resources

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

Kimbel Library has holdings of approximately 1.1 million items in all formats, including more than 375,000 eBooks provided by PASCAL, a statewide consortium. The library currently subscribes to approximately 230,000 periodicals, including magazines, newspapers, scholarly journals and proceedings in print and online formats. The library provides access to its print holdings, as well as 175 online citation, full-text, and reference resources, via the library website at [www.coastal.edu/library](http://www.coastal.edu/library). All electronic resources, including books, articles and videos, are available to Coastal students, faculty and staff from off campus.

Course-integrated library instruction sessions are available to all academic departments; the library also offers one-credit information literacy courses. Librarians offer appointments for in-depth research help. Kimbel Library is open 98 hours per week during the fall and spring semesters; during that time, library staff members are available to assist students via phone, chat, or in-person at the help desk.

Teaching faculty provide input regarding selection of library resources, including both print and electronic resources. Each department or program has a designated library liaison who takes order requests and communicates with faculty when new resources are available.

### **Student Support Services**

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

The newly established position of Online Programs Advisement Coordinator can work with students to make sure that they are accessing and benefiting from on campus services, such as Library services, Academic Technology services, Counseling Services, and Accessibility and Disability services.

### **Physical Resources/Facilities**

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

As the degree is fully online, there will be no additional physical resources or facilities needed to support the program.

### **Equipment**

*Identify new instructional equipment needed for the proposed program.*

No new instructional equipment will be required.

### **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

Yes, online sections of courses in the curriculum will see BPS students enrolled. The impact should not be great, and Graduate and Continuing Studies will work with department chairs and the Registrar's Office to ensure that students get online seats in these co

## Financial Support

Sources of Financing for the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$234,204	\$234,204	\$358,332	\$358,332	\$487,332	\$487,332	\$579,925	\$579,925	\$612,649	\$612,649	\$2,272,442	\$2,272,442
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
<b>Total</b>	<b>\$234,204</b>	<b>\$234,204</b>	<b>\$358,332</b>	<b>\$358,332</b>	<b>\$487,332</b>	<b>\$487,332</b>	<b>\$579,925</b>	<b>\$579,925</b>	<b>\$612,649</b>	<b>\$612,649</b>	<b>\$2,272,442</b>	<b>\$2,272,442</b>
Estimated Costs Associated with Implementing the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$104,192	\$104,192	\$106,276	\$106,276	\$108,401	\$108,401	\$110,569	\$110,569	\$112,781	\$112,781	\$542,219	\$542,219
Facilities, Equipment, Supplies, and Materials												
Library Resources												
Other (specify)												
<b>Total</b>	<b>\$104,192</b>	<b>\$104,192</b>	<b>\$106,276</b>	<b>\$106,276</b>	<b>\$108,401</b>	<b>\$108,401</b>	<b>\$110,569</b>	<b>\$110,569</b>	<b>\$112,781</b>	<b>\$112,781</b>	<b>\$542,219</b>	<b>\$542,219</b>
<b>Net Total</b> (Sources of Financing Minus Estimated Costs)	<b>\$130,012</b>	<b>\$130,012</b>	<b>\$252,056</b>	<b>\$252,056</b>	<b>\$378,930</b>	<b>\$378,930</b>	<b>\$469,355</b>	<b>\$469,355</b>	<b>\$499,868</b>	<b>\$499,868</b>	<b>\$1,730,222</b>	<b>\$1,730,222</b>

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

## Budget Justification

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

Program cost-effectiveness and return-on-investment are evaluated institutionally using an induced revenue/expense model. As shown in the Financial Support table, tuition revenues are based on a 15-credit course load for each student projected to enroll in the program. These revenues represent course revenues derived from all courses taken by the student, including both departmental-fielded courses and cross-department electives. The expenses shown in the Financial Support table represent only direct expenses necessary for delivering program courses and administration. The university uses a 50% gross academic margin assessment to ensure that new graduate and certificate programs will provide sufficient revenues to support their expense impact on institutional operations.

To derive gross academic margin, total induced revenue (\$2,272,442 for the period) is calculated minus total direct expenses (\$542,219 for the period) divided by total induced revenue (\$2,272,442 for the period). [(Revenue-Expenses)/Revenue]

For a program to be considered cost-effective, the University looks for undergraduate and certificate programs to produce a gross academic margin of 50% or better. This program's gross academic margin is 76.14% for the period, which indicates that this program has a high likelihood of producing sustainable revenues.

## Evaluation and Assessment

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
1: General education knowledge	1.1 Effectively communicate ideas in a professional setting in both speech and writing	Knowledge gained through the general education requirement will be assessed in the capstone course (PRST 454) as part of one of the individual student projects in the course. Presentation will be graded using a rubric that checks for core competencies covered by the general education requirement.
2: Knowledge and skills related to professional studies foundations	2.1 Employ leadership for Professional Organizations principles in a professional setting to enhance their role in teams 2.2 Apply personnel management principles in a professional setting to enhance teams and offices 2.3 Make complex, strategic decisions informed by data and research in a professional setting 2.4 Enact principles of diversity at work to make workplaces more equitable	Knowledge gained about professional ethics, project management, leadership, personnel management, professional communication, and other key elements of professional studies will be assessed in the capstone course (PRST 454) as one of the group student projects. These group projects will be graded using a rubric that checks for core competencies covered by the areas listed in the SLOs for professional studies.

3: Knowledge and skills related to specialization in minor, certificate, or cognate	3.1 Demonstrate knowledge of a liberal arts education and understand how to apply this knowledge in a professional setting	Knowledge gained through the specialization in the minor, certificate, or cognate requirement will be assessed in the capstone course (PRST 454) as part of one of the individual student projects. Projects will be graded using a rubric that checks for core competencies covered by both the general education requirement and the student's individual minor, certificate, or cognate.
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*Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.*

The primary assessment of the program and its objectives will take place in the capstone course that all students must take. We plan to offer this at least once a year in the spring. In years with sufficient enrollment, we will offer in fall and spring. Note that a student can take this course in their second-to-last semester, or we can work with students individually to provide the class if a student needs the class to graduate. No student will be forced to delay graduation. We will conduct an assessment of the program each spring to determine how well it is achieving the objectives laid out. This assessment will use in-house rubrics to assess the attainment of the student learning as evidenced by projects completed by students in the capstone course.

### **Accreditation and Licensure/Certification**

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

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

☐ Yes

☒ No

## Appendix A: Program Description

Degree title: **Bachelor of Professional Studies (B.P.S.)**

Sponsoring Department: **Office of the Dean of Graduate and Continuing Studies**

Objectives: The Bachelor of Professional Studies major is designed to prepare graduates to further their careers in the workplace. Returning students with college coursework take general education courses, foundational courses for the major, and satisfy a minor, certificate, and cognate requirement of 18 credit hours. This body of coursework gives them a grounding in both the liberal arts and knowledge and skills related to the professional sphere as well as a more focused area of study with the minor, certificate, and cognate requirement.

Student Learning Outcomes: Students who complete the requirements for the degree will be able to:

1. Effectively communicate ideas in a professional setting in both speech and writing
2. Employ leadership for Professional Organizations principles in a professional setting to enhance their role in teams
3. Apply personnel management principles in a professional setting to enhance teams and offices
4. Make complex, strategic decisions informed by data and research in a professional setting
5. Demonstrate knowledge of a liberal arts education and understand how to apply this knowledge in a professional setting
6. Enact principles of diversity at work to make workplaces more equitable

### Degree Requirements (120 credits)

- I. General Education requirements (30 credits)  
Students who earn a bachelor's degree are expected to demonstrate a breadth of knowledge and skills appropriate to an undergraduate degree. The general education requirements ensure this breadth of knowledge. Students must complete the following:
  - ENGL 101 and ENGL 102, or equivalents.
  - One MATH or STATS course at the 132 level or higher. Discipline-specific statistics classes are also acceptable;
  - One science class with a lab experience;
  - Two courses from two different disciplines from the following: Anthropology, Geography, Political Science, Psychology or Sociology;
  - Two courses from two different disciplines from the following: Art History, Art Studio, English, History, Language, Music, Philosophy, Theater, or Visual Arts;
  - Additional courses from the above lists totaling 30 credits.

Acceptable courses from other disciplines will be considered and approved on a case-by-case basis.<sup>9</sup>

- II. Graduation Requirements (3 credits)  
Choose one from the following:
  - HIST 201 History of the United States (3 credits)
  - POLI 201 Introduction to American Government (3 credits)

REACH Act Compliance: Both courses are REACH Act compliant. Sample syllabi are available upon request.

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<sup>9</sup> Assessment for the general education requirement will take place in the BPS capstone course (PRST 454).

More information can be found here:

[https://catalog.coastal.edu/preview\\_program.php?catoid=22&poid=4140](https://catalog.coastal.edu/preview_program.php?catoid=22&poid=4140)

III. Professional Studies Foundation Courses (18 credits)

Complete the following courses:

- COMM 140: Communication and Public Speaking (3 credit hours)
- CBAD 301: Management and Organizations (3 credit hours)
- PHIL 318: Business Ethics (3 credit hours)

Leadership for Professional Organizations Course (choose one course from the following) (3 credits):

- MGMT 480: Leadership in Project Management
- MGMT 309: Leading High Performance Teams
- MGMT 320: Entrepreneurial Leadership
- MGMT 350: Managing Diversity and Inclusion in Organizations
- MGMT 362: Global Leadership Development
- or disciplinary-specific course focused on leadership

Communication for Professional Organizations Course (choose one course from the following) (3 credits):

- COMM 350: Interpersonal Communication Foundations
- COMM 372: Organizational Communication
- COMM 374: Organizational Communication Simulation
- COMM 470: Communication and Conflict Management
- PSYC 470: Industrial/Organizational Psychology
- ENG 390: Business and Professional Communication
- or disciplinary-specific course focused on communication for Professional Organizations

Capstone Course (3 credits)

- PRST 454: Bachelor of Professional Studies Capstone

IV. Major Requirements (18-36 credits)

This requirement is designed to encourage students to focus on an area or areas of study that will complement their Professional Studies foundation courses and general education courses. Students must complete at least 18 credit hours in a minor, cognate, or certificate. Combinations of minors, cognates or certificates can be paired to satisfy the 18-credit hour requirement. Students may earn up to 36 hours in a combination of minors, cognates, and certificates. Minors and certificates are established in the CCU Catalog and have existing credit-hour requirements. Cognates, which require at least 12 credit hours for this degree, will be established for individual students in consultation with the Office of the Dean of Graduate and Continuing Studies.

V. Electives (33-51 credits)

Total Credits: 120 Credits