# New Program Proposal Form

Name of Institution: Coastal Carolina University

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

Bachelor of Arts in Women’s and Gender Studies

Program Designation:

[ ]  Associate’s Degree [ ]  Master’s Degree

[x]  Bachelor’s Degree: 4 Year [ ]  Specialist

[ ]  Bachelor’s Degree: 5 Year [ ]  Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

[ ]  Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

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

[ ]  Yes

[x]  No

Proposed Date of Implementation: Fall 2020

CIP Code: 05.0207

Delivery Site(s): Coastal Carolina University (main campus), Conway, SC

Delivery Mode:

[x]  Traditional/face-to-face [ ]  Distance Education

\*select if less than 25% online [ ]  100% online

 [ ]  Blended/hybrid (50% or more online)

[ ]  Blended/hybrid (25-49% online)

[ ]  Other distance education (explain if selected)

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):

Board of Trustees (February 22, 2019)

Department of Interdisciplinary Studies (August 2019)

Curriculum Committee, HTC Honors College (August 2019)

Dean, HTC Honors College (August 2019)

Academic Affairs Committee (anticipated September 2019)

Faculty Senate (anticipated October 2019)

Provost (anticipated October 2019)

**Background Information**

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

Coastal Carolina University (CCU) proposes the Bachelor of Arts in Women’s and Gender Studies (WGS), a program that will provide students in the Grand Strand region of South Carolina and beyond with the critical skills and abilities to understand and evaluate how the dynamics of intersectional identity categories operate in systems of power and inequality. This degree program teaches students to think critically about the social construction of identity and the politics of knowledge production. Students will use these critical thinking skills to understand people’s lives within a global context and to analyze the systems of oppression that contribute to continuing economic, political and cultural inequalities. Women’s and Gender Studies majors will be encouraged to apply theoretical knowledge by engaging in a number of experiential learning opportunities.

Last year (2017), the SC Department of Commerce issued an Innovation Plan that stated the need for targeted and continued efforts to diversify the workforce and to prepare students with the “soft skills that facilitate daily work interactions” (11). The report also calls for students to complete more internships (17)—a demand with which our proposed major complies (our students are required to take an internship course and most of our WGS classes also contain experiential learning components).

The B.A. in WGS provides students with an education that draws upon the mutual relationship between research, teaching, and civic engagement in the US and across the world. The curriculum connects them to current topics such as diversity in the workplace, women’s health, women’s role in politics and industry, effective service work, and cultural representations of women and girls. With the help of empirical and theoretical methodologies, students in WGS use gender as a lens across a variety of disciplines to explore innovative ways of understanding the human experience. This approach provides a path to careers in such diverse fields as law, education, policy work, advocacy work, social work, and public relations by equipping them with a significant competitive and functional advantage on the job market. The focus within the major on experiential learning ensures that WGS students gain practical, hands-on experience while earning their degree, effectively preparing them for careers after graduation.

The CCU mission statement asserts that we seek to “develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective.” Our institution’s Strategic Plan calls for the creation of new programs that advance “learning opportunities that raise student and campus awareness of global citizenship and empower action in the broader community” (Goal 2.4). A degree in WGS supports all these goals and “ensures a supportive, high-quality learning environment that produces knowledgeable and skilled graduates prepared for future success” (Goal 2.1) as it instills in students a foundation for analyzing inequities and initiating change, the ability to take these skills into the community, and a preparedness to live and work in a diverse, global world.

**Assessment of Need**

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

The National Women’s Studies Association (NWSA) has documented 315 institutions nation-wide that offer active undergraduate and graduate WGS programs or variations thereof. This number includes nineteen stand-alone doctoral programs in Women’s Studies, Gender Studies or Feminist Studies; in their assessment of the nation’s doctoral research programs, the National Academies has recognized Feminist, Gender, and Sexuality Studies as an emerging field (<http://sites.nationalacademies.org/PGA/Resdoc/PGA_044522>; accessed 7/3/18). Evidence for the increasing popularity of this discipline can be seen via new gender initiatives (e.g. at Georgetown University) and graduate programs (e.g. MA in WGS at Saint Louis University). This acknowledges the growth of this important field at all levels within academia.

The B.A. in Women’s and Gender Studies investigates the gendered nature of knowledge, institutions, and cultures to promote experiential learning, engaged citizenship, and the promotion of equal opportunities for all. In addition, the degree offers students a strong methodological and theoretical foundation for pursuing graduate studies in fields such as business, science, law, social work, or public health. CCU currently offers a minor in WGS. By creating a Bachelor of Arts in WGS, we anticipate increasing enrollment in both lower- and upper-level courses that have traditionally served these minors, as well as providing core skills, cognates, and electives to other majors. Our majors may choose to double-major or minor in fields such as Sociology, Statistics, Communications, Biology, History, or Politics. This new program will attract students who would otherwise seek majors in humanities and social science fields at other institutions by offering an opportunity to capitalize on current interdisciplinary learning that has immediate applications to the world outside of the classroom.

In South Carolina, only three universities offer a major connected to Women’s and Gender Studies (BA degrees; Clemson University, College of Charleston, and University of South Carolina), and those institutions serve very different demographics compared to CCU. Currently, our South Carolina student population and interested students in the Grand Strand area are underserved in this field; this program provides another attractive major for, regional, in-state and out-of-state students and may bring competitive new undergraduates to CCU.

The number of WGS minors at Coastal Carolina University has grown from 15 students in fall 2016 to 81 students as of May 2019, which shows a clear student demand for WGS content. When Institutional Research conducted a survey of 173 students across all CCU colleges in April/May 2018, it asked students if they would consider majoring in WGS and gave the answer options “strongly agree/agree,” “I’d need to learn more,” and “disagree/strongly disagree.” 42.2% of students (n = 73) answered with “strongly agree/agree” and 35.3% (n = 61) with “I’d need to learn more” to this question. This translates to a total of 134 students who are potentially interested in the new degree program and suggests a sustainable capacity for growth.

**Transfer and Articulation**

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

Students who complete an associate of arts degree at a community or technical college will be tracked to complete the B.A. program in four years. In addition, students in the WGS program have local and regional internship and employment opportunities with government institutions, the non-profit sector, educational settings, community groups, and public agencies.

**Employment Opportunities**

| **Occupation** | **State** | **National**  | **Data Type and Source** |
| --- | --- | --- | --- |
| **Expected Number of Jobs** | **Employment Projection** | **Expected Number of Jobs** | **Employment Projection** |
| Human Resources Managers | 168 | 15% | 136,100 | 9% | US Bureau of Labor Statistics |
| Human Resource Specialist | 729 | 11% | 147,300 | 18% | US Bureau of Labor Statistics |
| Management Analyst | 957 | 16% | 806,400 | 14% | US Bureau of Labor Statistics |
| Administrative Services Manager | 316 | 13% | 281,700 | 10% | US Bureau of Labor Statistics |
| Paralegals and Legal Assistants | 685 | 13% | 285,600 | 15% | US Bureau of Labor Statistics |
| Social and Community Service Managers | 127 | 17% | 147,300 | 18% | US Bureau of Labor Statistics |
| Social and Human Service Assistants | 844 | 1% | 389,800 | 16% | US Bureau of Labor Statistics |
| Child, Family, and School Social Workers | 478 | 12% | N/A | N/A | US Bureau of Labor Statistics |
| Operations Research Analyst | 99 | 34% | 114,000 | 27% | US Bureau of Labor Statistics |
| Education Administrators, Elementary and Secondary | 330 | 11% | 251,300 | 8% | US Bureau of Labor Statistics |
| Marketing Research Analyst | N/A | N/A | 595,400 | 23% | US Bureau of Labor Statistics |
| Advertising, Promotions, and Marketing Managers | 33 | 6% | 249,600 | 10% | US Bureau of Labor Statistics |
| Public Relations and Fundraising Managers | 64 | 12% | 73,500 | 10% | US Bureau of Labor Statistics |
| Public Relations Specialists | 349 | 8% | 22,900 | 9% | US Bureau of Labor Statistics |
| Health Educators | 140 | 11% | 118,500 | 16% | US Bureau of Labor Statistics |

**Supporting Evidence of Anticipated Employment Opportunities**

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

A review of job advertisements conducted in April 2018 revealed that there are currently over 700 active employment opportunities in the southeast region for recent WGS graduates, including Social and Human Service Administrators, Researchers, Educators, Psychologists, Community and Social Service Directors and Specialists, as well as Patient Representatives. In addition, Women and Gender Studies BA graduates are well-prepared to attend graduate school in a number of fields, including Law, Social Work, Public Policy, and any number of fields in the social sciences or humanities.

An increasing number of corporate recruiters report that soft skills (such as civic engagement, effective team-building, leadership, critical thinking skills, and the ability to navigate a diverse and global workplace) are as important for success in the workforce as profession-specific skills. Employers often seek out liberal arts graduates because of their critical thinking and communication skills. A WGS degree, more specifically, provides students with the following benefits and more:

• Training in critical thinking and problem-solving;

• Expertise in finding and using information to analyze contemporary social issues;

• An understanding of differences of gender, sexuality, race, culture, age, ability, and social class, and citizenship status;

• Hands-on experience working in teams;

• Insights into the connections among different forms of oppression;

• A foundation for analyzing inequities and initiating change;

• Preparedness to live and work in a diverse and global world.

This preparation functions as excellent background for students deciding to pursue a wide range of graduate and professional degrees. WGS graduates work in a variety of fields—including the arts, business and industry, education, health care, the media, politics, law, social work, psychology, and sports.

**Description of the Program**

|  |
| --- |
| **Projected Enrollment** |
| **Year** | **FallHeadcount** | **SpringHeadcount** | **SummerHeadcount** |
| 2020-2021 | 8 | 10 | 0 |
| 2021-2022 | 16 | 17 | 0 |
| 2022-2023 | 22 | 22 | 0 |
| 2023-2024 | 26 | 26 | 0 |
| 2024-2025 | 26 | 25 | 0 |
| Note 1: Based on enrollment of 8 new students each fall and 3 new students each spring. |
| Note 2: Years one through four total headcounts based on 90% returning fall to spring and 85% returning spring to fall. 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

[x] No

**Curriculum**

**New Courses:** All courses that are part of the proposed WGS curriculum have already been approved by the academic affairs committee, faculty senate, and the provost at Coastal Carolina University.

**Bachelor of Arts in Women’s and Gender Studies**

**Mission Statement**

The Women's and Gender Studies Program at Coastal Carolina University is dedicated to the interdisciplinary study of gender and its intersections with other identity markers such as sexuality, race, class, nationality, and ability/ disability as economic, political, and cultural constructs. It celebrates diversity, acknowledges women’s accomplishments, conditions, and contributions, and highlights the ideologies implicit in women’s places in societies both in the U.S. and internationally. The B.A. in Women’s and Gender Studies rigorously investigates the gendered nature of knowledge, institutions, and cultures to promote experiential learning, engaged citizenship, and social justice among all students—no matter their gender identity or other characteristics. Using gender as a critical lens across disciplines, the B.A. in Women’s and Gender Studies proposes innovative ways of understanding human experience and empowering CCU students to become productive, responsible, healthy citizens with a global perspective.

**Student Learning Outcomes**

Graduates will be able to:

1. Identify the intersecting nature of our identities (gender, race, ethnicity, class, sexuality, ability, nationality, etc.) and analyze how those intersections affect different communities’ experiences with privilege and oppression.
2. Employ interdisciplinary and feminist methodologies to think critically about social systems, inequalities, and effective ways to implement change.
3. Demonstrate information literacy to investigate solutions to contemporary social issues and articulate their findings convincingly in various forms of communication;
4. Contribute to their own and other communities’ thriving in a diverse and global world through experiential learning projects.

**Degree Requirements (120 credits)**

1. **Core Curriculum Requirements** (38-40 total credit hours)
2. **Graduation Requirements** (3-7+ credits)
3. **Foundation Course** (3 credit hours)

Minimum grade of ‘C’ is required for all foundation requirements.

WGST 103Q\* Introduction to Women’s and Gender Studies 3

1. **Major Requirements** (36 credit hours)

Minimum grade of ‘C’ is required for all major requirements.

Required Courses (15 credit hours)

WGST 310Q Women and Allies in Action 3

WGST 301Q Women of Color 3

WGST 401 Feminist Theories 3

WGST 498Q\* Capstone Seminar 3

WGST 495 Women’s and Gender Studies Internship 3

Women’s and Gender Studies Electives (12 credit hours)

*(Choose at least four of the below elective courses, totaling a minimum of 12 credit hours)*

WGST 302 Special Topics in Cultural Studies 1-3

WGST 303Q Water and Women 3

WGST 305Q Gender, Race, Class, and Sexuality in Popular Culture 3

WGST 315 Special Topics in Sexuality 3

WGST 318 Women and Social Movements 3

WGST 325Q Civic Engagement 3

WGST 350Q Feminist Eco-Science and Technology Workshop 3

WGST 399 Independent Study 1-3

WGST 402 Gender and Sexuality in German and Austrian Culture 3

WGST 410 Feminism and Technology 3

WGST 411 Women and Work 3

Disciplinary Electives (9 credit hours)

*(Choose three of the below elective courses)*

COMM 304 Gender Communication 3

COMM 345 Communication Activism 3

ENGL 351 Language, Gender and Power 3

ENGL 489 Gender and Sexuality in Literature 3

HIST 403Q\* Gender and Sexuality in the Early Church, c. 30-600 CE 3

HIST 451 History of Modern Medicine and the Body 3

PHIL 350 Ethics of Sexuality and Gender 3

POLI 327 Women in the Middle East 3

POLI 372Q\* Women and Public Policy 3

PSYC 300 Human Sexual Behavior 3

PSYC 310 Psychology of Women 3

PUBH 440 Gender, Culture, Literacy and Disparities in Health 3

PUBH 480 Women’s Health Issues 3

RSM 201 Gender and Sport 3

SOC 300Q\* Social Justice 3

SOC 301 Gender and Society 3

THEA 321Q\* Applied Theater 3

1. **Cognate or Minor Requirement** (18-21 credit hours)

Students will be advised to choose a cognate (courses at the 300 or 400-level) or a minor with a focus on gender issues that supports their career plans and interests. If students choose to double major, this requirement will be waived.

1. **Electives** (13-22 credit hours)

Students will be advised to choose electives that support their career plans and interests.

**Total Credits Required: 120 Credits**

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** |
| WGST 103 | 3 | WGST ELECTIVE | 3 |  |  |
| UNIV 110 | 3 | WGST ELECTIVE | 3 |  |  |
| ENGL 101 | 4 | ENGL 102 | 4 |  |  |
| CORE—Critical Thinking and Reasoning | 3 | CORE—Scientific Concepts  | 3 |  |  |
| CORE—Human and Social Behavior | 3 | CORE—Scientific Concepts Lab | 1 |  |  |
| Total Semester Hours | 16 | Total Semester Hours |  14 | Total Semester Hours |  |
| **Year 2** |
| **Fall** | **Spring** | **Summer** |
| WGST 301 | 3 | WGST ELECTIVE | 3 |  |  |
| WGST ELECTIVE | 3 | DISCIPLINARY ELECTIVE | 3 |  |  |
| CORE—Artistic Expression | 3 | POLI 201 or HIST 201 | 3 |  |  |
| CORE—Humanistic Thought | 3 | CORE—Communication Across Cultures | 5 |  |  |
| MINOR/COGNATE | 3 |  |  |  |  |
|  |  |  |  |  |  |
| Total Semester Hours | 16 | Total Semester Hours |  14 | Total Semester Hours |  |
| **Year 3** |
| **Fall** | **Spring** | **Summer** |
| WGST 310 | 3 | WGST 495 | 3 |  |  |
| DISCIPLINARY ELECTIVE | 3 | DISCIPLINARY ELECTIVE | 3 |  |  |
| CORE—Human and Social Behavior | 3 | CORE—Quantitative Literacy | 3 |  |  |
| MINOR/COGNATE | 3 | MINOR/COGNATE | 3 |  |  |
| ELECTIVE | 3 | MINOR/COGNATE | 3 |  |  |
| Total Semester Hours | 15 | Total Semester Hours |  15 | Total Semester Hours |  |
| **Year 4** |
| **Fall** | **Spring** | **Summer** |
| WGST 401 | 3 | WGST 498 | 3 |  |  |
| CORE—Humanistic Thought | 3 | MINOR/COGNATE | 3 |  |  |
| MINOR/COGNATE | 3 | ELECTIVE | 3 |  |  |
| ELECTIVE | 3 | ELECTIVE | 3 |  |  |
| ELECTIVE | 3 | ELECTIVE | 3 |  |  |
| Total Semester Hours | 15 | Total Semester Hours |  15 | Total Semester Hours |  |

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program Name and Designation** | **Total Credit Hours** | **Institution** | **Similarities** | **Differences** |
| Women’s Leadership, B.A. | 33 credits in major/120 total | Clemson University | interdisciplinary; required internship, capstone, and theory course; some overlap in elective courses, such as a course on media and popular culture | focus on women and not on all genders; more narrow attention on leadership roles and skills; fewer interdisciplinary electives required; no women in action class required |
| Women’s and Gender Studies, B.A. | 33 credits in major/120 total | College of Charleston | interdisciplinary; required internship and capstone; focus on all genders  | no required women in action, theory, and women of color courses |
| Women’s and Gender Studies, B.A. | 24 credits in major/120 total | University of South Carolina | interdisciplinary; required theory course and internship or research capstone; focus on all genders | only 24 credits of major requirements; no required course on women in action or women of color |

**Faculty**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rank and Full- or Part-time** | **Courses Taught for the Program** | **Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major** | **Other Qualifications and Relevant Professional Experience****(e.g., licensures, certifications, years in industry, etc.)** |
| Assistant Professor, full-time in WGS | WGST 301, WGST 305, WGST 310, WGST 401, WGST 498, WGST 495 | Ph.D. in English with minor in Women’s and Gender Studies (Saint Louis University)M.A. in American Studies with minors in French and Political Science(Johannes Gutenberg University) | Scholarly publications in tier-one WGS journals and conference presentations. |
| Assistant Professor, joint appointment with Honors | WGST 303, WGST 350, WGST 410 | Ph.D. in Community Research and Action, with Graduate Certificate in Women's and Gender Studies (Vanderbilt University) | Scholarly publications and conference presentations. |
| Professor and Dean of the College | WGST 410 | Ph.D. in Feminist Studies (University of Minnesota) | Scholarly publications, among them the book *Inventing the Mathematician: Gender, Race, and Our Cultural Understanding of Mathematics* (SUNY Press) |
| Teaching Associate  | WGST 103 | Graduate Certificate in Women’s and Gender Studies (University of South Carolina, Columbia) |  |
| Assistant Professor, full-time in WGS | Foundation, majorand elective WGST courses. | Ph.D. in Women’s and Gender Studies or in comparable field with a graduate minor or certificate in WGS | Anticipated start date in August 2021. |

Total FTE needed to support the proposed program:

|  |  |  |  |
| --- | --- | --- | --- |
| ***YEAR*** | ***NEW***  | ***EXISTING***  | ***TOTAL*** |
|  |  |  |  |  |
|  |  |  |  |  |  |
|  | ***Headcount***  | ***FTE*** | ***Headcount***  | ***FTE*** | ***Headcount***  | ***FTE*** |
| ***Administration*** |
| 2020-2021 | 0 | 0.00 | 1 | 0.07 | 1 | 0.07 |
| 2021-2022 | 0 | 0.00 | 1 | 0.07 | 1 | 0.07 |
| 2022-2023 | 0 | 0.00 | 1 | 0.07 | 1 | 0.07 |
| 2023-2024 | 0 | 0.00 | 1 | 0.07 | 1 | 0.07 |
| 2024-2025 | 0 | 0.00 | 1 | 0.07 | 1 | 0.07 |
| ***Faculty*** |
| 2020-2021 | 0 | 0.00 | 2 | 0.43 | 2 | 0.43 |
| 2021-2022 | 0 | 0.00 | 2 | 0.43 | 2 | 0.43 |
| 2022-2023 | 0 | 0.00 | 2 | 0.57 | 2 | 0.57 |
| 2023-2024 | 0 | 0.00 | 2 | 0.57 | 2 | 0.57 |
| 2024-2025 | 0 | 0.00 | 2 | 0.57 | 2 | 0.57 |
| ***Staff*** |
| 2020-2021 | 0 | 0.00 | 1 | 0.13 | 1 | 0.13 |
| 2021-2022 | 0 | 0.00 | 1 | 0.13 | 1 | 0.13 |
| 2022-2023 | 0 | 0.00 | 1 | 0.13 | 1 | 0.13 |
| 2023-2024 | 0 | 0.00 | 1 | 0.13 | 1 | 0.13 |
| 2024-2025 | 0 | 0.00 | 1 | 0.13 | 1 | 0.13 |

Faculty: 0.57

Staff: 0.13

Administration: 0.07

**Faculty, Staff, and Administrative Personnel**

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

Since WGS currently only has one full-time faculty member, at least one more full-time faculty line will be needed to initiate the program; if the program grows rapidly, we will request additional faculty in the future. This new hire will result in additional courses supporting core curriculum needs, including 2 new sections of WGST 103 (80+ students) per year. Administrative support for the major can be covered by the HTC Honors College administrative staff.

**Resources**

**Library and Learning Resources**

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

Kimbel Library and Bryan Information Commons has holdings of over 450,000 items in all formats. The library has access to over 120,000 periodicals: magazines, newspapers, scholarly journals, and proceedings in print and online formats and provides access to its holdings and to over 140 online citation, abstracting, full-text and reference resources via the World Wide Web at (<http://www.coastal.edu/library>). Library instruction sessions are available to all academic departments covering general library usage as well as project or course-specific sessions for upper-level research-oriented courses. Coastal Carolina University fully supports and participates in Partnership Among South Carolina Academic Libraries (PASCAL ), the state academic library consortium. Students have access to books from other South Carolina academic libraries through PASCAL Delivers, a rapid book delivery service provided by PASCAL.

Course-integrated library instruction sessions are available to all academic departments; the library also offers one-credit information literacy courses. Librarians offer appointments for in-depth research help. Kimbel Library operates on a 24/7 schedule during the fall and spring semesters; during that time, library staff members are available to assist students via phone, chat, or in-person at the help desk.

Library holdings are as follows:

Monographs

Broad subject areas for women and gender studies and related fields were identified for this program. Kimbel Library currently owns 15,821 relevant titles in print format, and provides access to over 1,100 relevant eBooks.

Audiovisual

The library provides access to over 800 streaming video titles in support of the women and gender studies curriculum, and currently has close to 200 relevant titles available on DVD.

Serials and Subscriptions

Kimbel Library currently provides access to 222 peer-reviewed journals classified under women and gender studies.  The library subscribes to 27 of the 35 core titles in the field as defined by the Association of College & Research Libraries (ACRL) and 10 of the 11 core titles defined by the ACRL Women and Gender Studies Section.  Online access is provided via aggregator databases, publisher packages, open access titles, and direct online subscriptions.

**Student Support Services**

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

Advising

Core faculty will be able to provide advising support without additional cost to get the program started. All university-wide academic support services (the Writing Center, Math Lab, Tutoring, Office of Disability Services, etc.) are available to these new majors, as they are to all students.

Counseling Services

Counseling Services are offered to Coastal Carolina University students to assist students in defining and accomplishing their personal and academic goals. Services include:

• Treating mental health concerns

• Preventing psychological difficulties

• Educating students to live emotionally and behaviorally healthy lives, and

• Contributing to a healthy campus environment.

Services also include individual, couples and group counseling; psychiatric services; crisis intervention; assessment; nutritional counseling; drug and alcohol education; referrals; and consultation. The ultimate aim of Counseling Services is to produce graduates who are healthy citizens. Counseling Services adheres to the standard professional procedure regarding confidentiality of information and records are not part of any other Coastal Carolina University records.

Accessibility and Disability Services

Accessibility and Disability Services offers students with physical, psychological or learning disabilities accommodations and assistance. With appropriate documentation, counselors determine accommodations needed to assist students in taking full advantage of their Coastal Carolina University educational opportunities. Ongoing disability coaching is offered to assist students with disabilities to help ensure their success at Coastal Carolina University. To access services and accommodations, students should register.

**Physical Resources/Facilities**

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

This program does not require any special physical resources/facilities beyond what CCU’s classrooms and offices already provide.

**Equipment**

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

This program does not require any special equipment or labs beyond what CCU’s classrooms and offices already provide. Current equipment levels are sufficient.

**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

[x] No

**Financial Support**

|  |
| --- |
| **Sources of Financing for the Program by Year** |
| **Category** | **1st** | **2nd** | **3rd** | **4th** | **5th** | **Grand Total** |
| **New** | **Total** | **New** | **Total** | **New** | **Total** | **New** | **Total** | **New** | **Total** | **New** | **Total** |
| Tuition Funding | $179,166  | $179,166  | $335,041  | $335,041  | $455,655  | $455,655  | $549,272  | $549,272  | $549,483  | $549,483  | $2,068,616  | $2,068,616  |
| Program-SpecificFees |   |   |   |   |   |   |   |   |   |   | $0  | $0  |
| Special StateAppropriation |   |   |   |   |   |   |   |   |   |   | $0  | $0  |
| Reallocation ofExisting Funds |   |   |   |   |   |   |   |   |   |   | $0  | $0  |
| Federal, Grantor Other Funding |   |   |   |   |   |   |   |   |   |   | $0  | $0  |
| **Total** | **$179,166**  | **$179,166**  | **$335,041**  | **$335,041**  | **$455,655**  | **$455,655**  | **$549,272**  | **$549,272**  | **$549,483**  | **$549,483**  | **$2,068,616**  | **$2,068,616**  |
| **Estimated Costs Associated with Implementing the Program, by Year** |
| **Category** | **1st** | **2nd** | **3rd** | **4th** | **5th** | **Grand Total** |
| **New** | **Total** | **New** | **Total** | **New** | **Total** | **New** | **Total** | **New** | **Total** | **New** | **Total** |
| Program Administration and Faculty/StaffSalaries | $50,932  | $50,932  | $51,951  | $51,951  | $66,520  | $66,520  | $67,851  | $67,851  | $69,208  | $69,208  | $306,462  | $306,462  |
| Facilities,Equipment, Supplies, and Materials |   | $0  |   | $0  |   | $0  |   | $0  |   | $0  | $0  | $0  |
| Library Resources |   | $0  |   | $0  |   | $0  |   | $0  |   | $0  | $0  | $0  |
| **Total** | **$50,932**  | **$50,932**  | **$51,951**  | **$51,951**  | **$66,520**  | **$66,520**  | **$67,851**  | **$67,851**  | **$69,208**  | **$69,208**  | **$306,462**  | **$306,462**  |
| **Net Total** (Sources of Financing Minus Estimated Costs) | **$128,234**  | **$128,234**  | **$283,089**  | **$283,089**  | **$389,135**  | **$389,135**  | **$481,421**  | **$481,421**  | **$480,275**  | **$480,275**  | **$1,762,154**  | **$1,762,154**  |
| Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program’s share of costs of existing resources used to support the program; and any other costs redirected to the program.  |

**Budget Justification**

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

Program cost-effectiveness and return-on-investment are evaluated institutionally using an induced revenue/expense model. As shown in the Financial Support table, tuition revenues are based on a 15-credit course load for each student projected to enroll in the program. These revenues represent course revenues derived from both program and general education curriculum requirements. The expenses shown in the Financial Support table represent direct expenses necessary for delivering program courses and administration. Due to an undergraduate program’s inducement of additional general education expenses, as well as overall institutional operational expenses, the university uses a 50% gross academic margin assessment to ensure that new programs will provide sufficient revenues to support their expense impact on institutional operations.

To derive gross academic margin, we calculate total induced revenue ($ 2,068,616 or the period) minus total direct expenses ($ 306,462 for the period) divided by total induced revenue ($ 2,068,616 for the period). [(Revenue-Expenses)/Revenue]

For a program to be considered cost-effective, the university looks for undergraduate programs to produce a gross academic margin of 50% or better. The 50% threshold is due to undergraduate participation in the general education curriculum, as well as greater undergraduate reliance on university operational resources. This program’s gross academic margin is 85.2% for the period, which indicates that this program has a high likelihood of producing sustainable revenues.

**Evaluation and Assessment**

*Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.*

| **Program Objectives** | **Student Learning Outcomes Aligned to Program Objectives** | **Methods of Assessment** |
| --- | --- | --- |
| Knowledge of intersectionality and diversity  | Identify the intersecting nature of our identities (gender, race, ethnicity, class, sexuality, ability, nationality, etc.) and analyze how those intersections affect different communities’ experiences with privilege and oppression. | Written assignments and oral presentations across courses in the major; capstone projects; pre- and post-test in WGST 103 |
| Knowledge of interdisciplinary methodologies and theories | Employ interdisciplinary and feminist methodologies to think critically about social systems, inequalities, and effective ways to implement change. | Written assignments and oral presentations across courses in the major; capstone projects |
| Knowledge of information literacy and communication skills | Demonstrate information literacy to investigate solutions to contemporary social issues and articulate their findings convincingly in various forms of communication; | Capstone projects; activism projects in WGST 103; research projects in WGST 401 |
| Knowledge of praxis-based skills | Contribute to their own and other communities’ thriving in a diverse and global world through experiential learning projects. | Experiential learning projects in Q-designated courses, such as WGST 103Q, 301Q, 305Q, 303Q, 350Q; internship requirement  |

Each assessment cycle will involve the assessment of two different SLOs. Data will be gathered, analyzed, and a detailed report prepared. The assessment results will be used to drive changes to methods or SLOs for subsequent assessments. This assessment schedule affords the opportunity to make changes to the program after analysis and dissemination of assessment results and before data is collected for the next assessment cycle.

Assessment will be based on data from multiple sources using both direct and indirect methods. Direct assessment methods will evaluate the skills of students by testing factual knowledge or skills. Indirect methods will evaluate the interpretation of learning achieved.

In accordance with existing assessment procedures at CCU, the Value Rubric will be employed in evaluation of

student work. For each of the above student learning outcomes, the score or evaluation scale will consist of

“Accomplished (4)”; “Proficient (3)”; “Developing (2)”; “Beginning (1)”; and “Null (0).” The expectation is that all

graduating seniors will score “Proficient (3)” or above for each of the four assessment categories.

**Accreditation and Licensure/Certification**

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

[ ] Yes

[x] No

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

[ ] Yes

[x] 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

[x] No