# New Program Proposal Form

Name of Institution: Coastal Carolina University

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

Bachelor of Science in Women and Gender Studies: Women in STEM

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 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 Science in Women’s and Gender Studies (WGS), with a focus on women in STEM, 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 identity categories (such as gender, race, class, sexual orientation, ability, age, and citizenship status) operate in systems of power and inequality in the fields of science, technology, engineering, and mathematics. By offering this degree, CCU joins a fast-growing movement in higher education that is comparative, global, intersectional, and interdisciplinary in its pursuit of knowledge. This academic field takes initiative to address limitations in the current workforce that, if remedied, will foster innovation, develop stronger corporate operating practices, and promote a just world in which all individuals can develop to their fullest potential.

CCU has the opportunity to become a leader in the growing field of WGS, particularly with our focus on women in STEM. This focus capitalizes on a pressing need to diversify the national workforce and attract more high-qualified workers to STEM-related fields both in the public sector and in industry. This will give our students a competitive advantage for career sectors that are expanding in the southeast, particularly in the technology sector where a homegrown workforce directly benefits the state’s innovation initiatives. In 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 many of our required classes also contain experiential learning components, which ensures that students gain practical, hands-on experience while earning their degree, effectively preparing them for careers after graduation). Educating students on the influence gender has on work in the STEM fields will enable students to be better equipped to meet employers’ demands for problem-solving skills and the ability to create and support a diverse workforce in STEM-related fields—an issue that has received increasing attention in the national media and throughout industry. With a degree focused on Women in STEM, students will be well-suited for careers in management, marketing and communications, human resources, finance, and operations, within the STEM industry.

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.*

Our program distinguishes itself from others offered in South Carolina and throughout the nation because we offer a Bachelor of Science degree with a focus on Women in STEM. This intersection between women’s and gender studies and science, technology, engineering, and mathematics is a rare approach to studying the connection between gender and social change and responds directly to a deep need for gender and racial diversity within the STEM fields. CCU has an unusually high ratio of students who are STEM majors (50% of our total student body), but only 23.1% of female students who start in a STEM major actually graduate with a STEM degree four years later. We anticipate that the availability of a Bachelor of Science in women’s and gender studies, with this distinctive focus on women in STEM, will serve as a recruitment and retention tool for women who choose to major in a STEM field at CCU. This Women in STEM focus within the WGS program will build upon the work already being done in the co-curricular Women in STEM Fellowship program that is being run by an interdisciplinary team of women’s studies and science faculty and is providing mentorship, travel support, and networking opportunities to our female STEM students here at CCU. In addition, the HTC Honors College and Center for Interdisciplinary Studies is also launching a unique graduate certificate in Women and Technology in January 2020, which will lay a strong foundation for the work done in the Women in STEM undergraduate program.

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; hence this provides another attractive major for in-state and out-of-state students and may bring competitive new undergraduates to CCU. In addition, we anticipate that the BS in Women's and Gender Studies, with a focus on Women in STEM, will offer a viable alternative degree program for those women who begin at CCU in a STEM field, but who leave their STEM major before they graduate.

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 a major in the field of Women’s and Gender Studies and gave students the option to answer “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 two new degree programs in Women’s and Gender Studies 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 science degree at a community or technical college will be tracked to complete the B.S. 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 |
|  Operations Research Analyst | 99 | 34% | 114,000 | 27% | US Bureau of Labor Statistics |
| Statistical Assistants | 22 | 4% | N/A | N/A | US Bureau of Labor Statistics |
| Environmental Scientists and Specialists | 47 | 13% | 89,500 | 11% | 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 |
|  Marketing Research Analyst |  N/A | N/A | 595,400 | 23% | US Bureau of Labor Statistics |

**Supporting Evidence of Anticipated Employment Opportunities**

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

The U.S. Department of Commerce recently published *Women in STEM: 2017 Update*. In this executive summary, a few key findings are particularly noteworthy:

* Women filled 47 percent of all U.S. jobs in 2015 but held only 24 percent of STEM jobs. Likewise, women constitute slightly more than half of college educated workers but make up only 25 percent of college educated STEM workers.
* Women with STEM jobs earned 35 percent more than comparable women in non-STEM jobs. Women with STEM jobs also earned 40 percent more than men with non-STEM jobs.

Our CCU data is consistent with the national data regarding the percentage of women who persist in STEM related fields. As of 2017, only 23.1% of our female students who started in a STEM major graduated as a STEM major, and nationally women hold only 24% of STEM jobs. Women are underrepresented in these job industries and also in undergraduate STEM degrees. In the conclusion of the U.S. Department of Commerce’s report, STEM jobs are crucial to the competitiveness, innovation, and flexibility of a modern economy, providing clear evidence that there is an opportunity to expand the number of women in STEM-related fields. Our majors will be well equipped with both a science background and substantial training in critical thinking, communication, team work, and problem-solving skills that employers need to diversify their workforce and to create and maintain a work environment in which a diverse workforce can thrive.

**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 Bachelor of Science in Women in STEM curriculum have already been approved by the academic affairs committee, faculty senate, and the provost at Coastal Carolina University.

**Bachelor of Science in Women’s and Gender Studies: Women in STEM**

**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.S. in Women in STEM rigorously investigates the gendered nature of knowledge, institutions, and cultures specifically in the fields of Science, Technology, Engineering, and Math (STEM) to promote experiential learning, engaged citizenship, and diversity. Using gender as a critical lens across disciplines, the B.S. in Women’s and Gender Studies with a concentration in Women in STEM 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 knowledge and social systems, inequalities, and effective ways to implement change in STEM-related fields.
3. Demonstrate information literacy to investigate solutions to contemporary social issues in STEM-related fields 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 Courses** (10 credit hours)

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

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

STAT 201 Elementary Statistics 3

STAT 201L Elementary Statistics Computer Laboratory 1

CSCI 135 Introduction to Programming 3

1. **Major Requirements** (33 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, or a 399, 499, or a 300- or 400-level Q course in a pre-approved STEM department 3

Women in STEM Electives (9 credit hours)

*(Choose three of the below elective courses)*

WGST 303Q Water and Women 3

WGST 350Q Feminist Eco-Science and Technology Workshop 3

WGST 410 Feminism and Technology 3

WGST 411 Women and Work 3

Disciplinary Electives in the College of Science (9 credit hours)

*(Choose three of the below elective courses)*

PSYC 300 Human Sexual Behavior 3

PSYC 301 Psychology of Marriage 3

PSYC 310 Psychology of Women 3

PUBH 310 Issues of Family and Sexuality 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

SOC 305 Sociology of the Family 3

SOC 309 Social Inequality 3

SOC 313 Social Welfare and Social Work 3

SOC 450 Victimology 3

1. **Minor in a STEM field** (18-21 credit hours)

Students will be advised to choose a minor that supports their career plans and interests in one of the following departments: Biology, Chemistry, Computing Sciences, Marine Science, Mathematics and Statistics, and Physics and Engineering Science. Students may also pursue a minor in Environmental Science.

If students choose to double major in one of the above STEM fields, the minor requirement will be waived.

1. **Electives** (9-18 credit hours)

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

**Total Credits Required: 120 Credits**

**Total Credits Required: 120 Credits**

| **Curriculum by Year** |
| --- |
| **Course Name** | **Credit Hours** | **Course Name** | **Credit Hours** | **Course Name** | **Credit Hours** |
| **Year 1** |
| **Fall** | **Spring** | **Summer** |
| WGST 103 | 3 | WOMEN IN STEM ELECTIVE | 3 |  |  |
| UNIV 110 | 3 | CSCI 135 | 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 | WOMEN IN STEM ELECTIVE | 3 |  |  |
| STAT 201 | 3 | DISCIPLINARY ELECTIVE | 3 |  |  |
| STAT 201 L | 1 | POLI 201 or HIST 201 | 3 |  |  |
| CORE—Artistic Expression | 3 | CORE—Communication Across Cultures | 5 |  |  |
| CORE—Humanistic Thought | 3 |  |  |  |  |
| MINOR  | 3 |  |  |  |  |
| Total Semester Hours | 16 | Total Semester Hours |  14 | Total Semester Hours |  |
| **Year 3** |
| **Fall** | **Spring** | **Summer** |
| WGST 310 | 3 | WGST 495 or equivalent | 3 |  |  |
| WOMEN IN STEM ELECTIVE | 3 | DISCIPLINARY ELECTIVE | 3 |  |  |
| DISCIPLINARY ELECTIVE | 3 | CORE—Quantitative Literacy | 3 |  |  |
| CORE—Human and Social Behavior | 3 | MINOR | 3 |  |  |
| MINOR | 3 | MINOR | 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 | 3 |  |  |
| MINOR | 3 | MINOR | 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**

No other university in South Carolina or in the USA offers a Bachelor of Science in Women’s and Gender Studies with a focus on Women in STEM. It is a unique program.

Three universities in South Carolina offer a Bachelor of Arts in either Women’s Leadership (Clemson University) or Women’s and Gender Studies (College of Charleston and University of South Carolina)

**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; particular focus on women; required internship, capstone, and theory course | no focus on STEM; 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  | no focus on STEM; no required women in action, theory, or 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 | no focus on STEM; 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 | 1 | 0.43 | 1 | 0.43 |
| 2021-2022 | 1 | 0.14 | 1 | 0.43 | 2 | 0.57 |
| 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

|  |
| --- |
| **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-Specific Fees |   |   |   |   |   |   |   |   |   |   | $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/Staff Salaries | $50,932  | $50,932  | $63,142  | $63,142  | $64,405  | $64,405  | $65,693  | $65,693  | $67,007  | $67,007  | $311,179  | $311,179  |
| 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**  | **$63,142**  | **$63,142**  | **$64,405**  | **$64,405**  | **$65,693**  | **$65,693**  | **$67,007**  | **$67,007**  | **$311,179**  | **$311,179**  |
| **Net Total** (Sources of Financing Minus Estimated Costs) | **$128,234**  | **$128,234**  | **$271,899**  | **$271,899**  | **$391,250**  | **$391,250**  | **$483,579**  | **$483,579**  | **$482,476**  | **$482,476**  | **$1,757,437**  | **$1,757,437**  |
| 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.  |

**Financial Support**

**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 ($ 311,179 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 84.9% 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 in STEM-related fields. | 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 in STEM-related fields 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