Name of Institution: Coastal Carolina University

Name of Program (include degree designation and all concentrations, options, or tracks):
Higher Education and Community Engagement (B.A.)

Program Designation:

☐ Associate's Degree   ☐ Master's Degree

☒ 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

☒ No

Proposed Date of Implementation: Fall 2023

CIP Code: 13.0406 (Title**:** Higher Education/Higher Education Administration)

Delivery Site(s): Coastal Carolina University

Delivery Mode:

☐ 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):
Deborah K Conner, Clinical Assistant Professor of Educational Leadership
843-349-6697
Dconner@coastal.edu

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

- Approved by Board of Trustees 12/13/2021

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 Higher Education and Community Engagement, a program that will provide students in the Grand Strand region of South Carolina and beyond with the critical skills and abilities to work successfully in higher education or community educational settings. This degree is multidisciplinary in nature and will ensure students are able to lead, assess and create programming in these nontraditional settings.

This major is grounded in interdisciplinary foundational concepts. Students develop knowledge and skills that enable them to be successful in higher-level major courses that focus on leadership and action research. The program culminates in both an internship and capstone experience with built-in, hands-on projects and career networking opportunities. This major will support students who want to become leaders in nontraditional educational settings. These settings include colleges and universities as well as other agencies that serve to engage the community in various ways through educational programs.

The CCU mission statement asserts that we embrace the "teacher-scholar model," with primary emphasis on "high quality teaching and engaged learning." This program is designed to develop professionals who excel in higher education and community engagement. Our institution's strategic plan also suggests we should "enhance and celebrate research/scholarly/creative endeavors that contribute to effective student preparation and community engagement" (Goal 1.2). This program directly connects to this goal by providing students with intentional community engagement in the form of community education and outreach opportunities. Strategic Goal 3.2 is even more explicit: "Embrace an unwavering institutional commitment to foster and celebrate the personal enrichment and campus and community engagement of CCU staff and faculty." This undergraduate program is designed to teach students who want to become professionals in higher education and community education settings the knowledge and skills inherent in this goal.

Assessment of Need

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

The BA in Higher Education and Community Engagement degree program distinguishes itself from other Education programs offered in South Carolina and within Coastal Carolina University. While including a focus on the historical and current concepts of education, the program prepares students to work outside of the traditional PK-12 classroom in contexts that include higher education, adult education, and community organizations. This major allows students interested in education to pursue a career outside of the traditional PK-12 certification track currently offered, while still giving them the foundational concepts found in education, sociology, communication, and assessment. While other institutions offer master's degrees in

Higher Education Administration, the program at Coastal is a bachelor's degree, a first for the state of South Carolina. It is also not limited to Higher Education, but also widens the scope to leadership in community education contexts.

In Fall of 2017, the Office of Institutional Research, Assessment, and Analysis completed a survey of interest in a bachelor's program specializing in Student Affairs and Community Engagement. The survey was sent to 1,235 currently employed undergraduate student workers and resident assistants, of whom 10.3% (127) responded. The respondents represented students from across each of the colleges in the university and were fairly evenly distributed between freshman, sophomores, juniors, and seniors. The first question asked respondents if they had considered a career in Student Affairs and/or Community Engagement, and 41.5% (51 students) responded that they had considered a career in this field. The same number of students responded "strongly agree or agree" when asked if they would be interested in an undergraduate major preparing them for a career in Student Affairs or Community Engagement. Looking at the qualitative survey responses, many of the students who responded "not interested" to these questions were juniors or seniors, as their responses indicated that while they may have been interested in this major earlier in their college career, they were now too far along the path of another major to switch.

These survey data indicate that there is a population of students interested in a career working in Student Affairs at institutions of higher education or in Community Engagement. Interestingly, the data also indicated a greater interest in a bachelor's degree program (41.5% responding "strongly or agree" to a question about interest in such a program), than a proposed master's degree program (34.5% responding strongly agree or agree). The proposed Bachelor's program would be meeting the needs of students who would like to pursue this path without the added financial burden of earning a master's degree.

CCU currently offers a Ph.D. in Education, with a Higher Education Administration focus. Program faculty consistently receive inquiries as to whether we offer an Undergraduate program which would provide the content, skills, and experiences that would lead students to careers in Higher Education and Community Education Administration. This degree would give students an advantage in the workplace as an entry level professional in a higher education institution or a non-profit that offers educational programming to the community. The field experiences offered also give students opportunities to develop critical leadership and collaborative skills necessary to contribute immediately to their organizations.

In the area of higher education administration, South Carolina institutions currently employ 2,500 individuals in administrative positions. The BLS identified a national 10% growth rate in higher education administration from 2016 through 2026. Today, the Bureau of Labor Statistics projects a positive occupational outlook for professionals in higher and community education fields, with a projected 8% state increase in postsecondary education administrators expected annually, and a projected 12% national increase in community and social service occupations.

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

This program has no special articulation agreements.

Employment Opportunities

Supporting Evidence of Anticipated Employment Opportunities
Provide supporting evidence of anticipated employment opportunities for graduates.

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Education Administrators, All Other	25	8% (Annual)	N/A	N/A	SC Works Online
Education Administrators, Postsecondary	217	8% (Annual)	178,800	8% (2020-2030)	SC Works Online; US Bureau of Labor Statistics
Education Administrators, Preschool and Childcare Center/Program	57	9% (Annual)	N/A	N/A	SC Works Online
Educational Administrators, Guidance, School, and Vocational Counselors	567	8% (Annual)	37,000	11% (2020-2030)	SC Works Online; US Bureau of Labor Statistics
Teachers and Instructors, All Other	10,908	6% (Annual)	N/A	N/A	SC Works Online
Postsecondary Teachers	N/A	N/A	156,700	12% (2020-2030)	US Bureau of Labor Statistics
Community and Social Services Occupations	722	N/A	346,900	12% (2020-2030)	SC Works Online; US Bureau of Labor Statistics
Education, Training and Library Occupations	2,349	N/A	920,500	10% (2020-2030)	SC Works Online; US Bureau of Labor Statistics

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2023-2024	15	20	0
2024-2025	32	37	0
2025-2026	48	53	0
2026-2027	63	68	0
2027-2028	52	57	0

Explain how the enrollment projections were calculated.

Based on enrollment of 15 new students each fall and 5 new students each spring. Years one through four total headcounts based on 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.

☐No

Curriculum

New Courses
List and provide course descriptions for new courses.

HECE 111: Introduction to Higher Education and Community Engagement (3 credits): This course focuses on the development of leadership and identification of leadership abilities and strengths that will assist a student in leading in the community and on a campus.

HECE 150: Contemporary Issues in Community-Based Educational Contexts (3 credits): This course introduces students to community-based educational settings and careers, and the contemporary issues that impact education in community-based contexts.

HECE 250: Higher Education in the US and Abroad (3 credits): This course is designed to deepen students' understanding of the historical and contemporary connections between higher education in the United States and in other countries.

HECE 303: Diversity in Community and Higher Educational Contexts (3 credits): The purpose of this course is to equip future community and college leaders with skills to live and lead in our increasingly

multicultural society. This course promotes an understanding of diverse cultures by encouraging students to explore their own identities and identities of others.

HECE 304: Partnerships for Community and Higher Educational Contexts (3 credits): This course is designed to provide students with an understanding of best practices used in the development, implementation, assessment, and sustainability of partnerships between the college and the community, focusing on an exploration of the immediate and long-term financial implications of these partnerships.

HECE 305: Action Research in Community and Higher Educational Contexts (3 credits): Students learn the theory and practice of conducting action research within higher education and community education contexts.

HECE 306: Sustainability and Ethical Issues in Community and Higher Educational Contexts (3 credits): This course focuses on sustainability in community and higher education settings. Students engage with a community-based organization's educational work and conduct a data-centered project pertaining to a specific sustainability indicator.

HECE 401Q: Internship in Community and Higher Educational Contexts (3 credits): This course provides an internship experience for students in either a community or higher education setting. Students are expected to work a minimum of 100 hours in this internship and complete a specific project that assists the office or organization in which they are serving.

HECE 402Q: Capstone: Leadership in a Community or Higher Education Setting (3 credits): This course is the second internship experience for students in either a community or higher education setting. Students are expected to work a minimum of 100 hours in this internship and to work on a specific project that will assist the office or organization in which they are serving. Students are also required to attend seminar sessions during the semester.

HECE 407: Student Engagement in Higher Educational Contexts (3 credits): This course examines the relationship between student engagement and student success, and how college students engage on their campuses. Students explore areas of student engagement, what institutions do to improve student engagement, persistence, and retention, and relevant theories and best practices surrounding student engagement.

HECE 408: Student Engagement in Community-Based Educational Contexts (3 credits): This course explores student engagement in community-based educational contexts, with an emphasis on improving engagement and creating organizations using meaningful engagement strategies.

HECE 409: Student Development Theory in Higher Educational Contexts (3 credits). This course introduces students to a range of human development theories that describe and inform how individuals learn, develop, and grow during their undergraduate college years using relevant contemporary theories.

HECE 410: Leadership and Management in Community-Based Educational Contexts (3 credits): This course provides students with a foundation of managerial and leadership theory and its practical application within the context of community-based educational contexts. Topics include team building and dynamics, navigating and resolving conflict, effective communication strategies, assessing organizational conditions, and cultivating a healthy work environment in the 21st century.

Total Credit Hours Required: 121-127 hours

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
UNIV 110	3	Core Curriculum A	3		
ENGL 101 - Core Curriculum B	4	HECE 150	3		
SOC 102: Core Curriculum F	3	ENGL 102 - Core Curriculum B	4		
Core Curriculum G	3	COMM 140	3		
HECE 111	3	Core Curriculum G	3		
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	
Year 2					
Fall		**Spring**		**Summer**	
Core Curriculum H	3	EDUC 336	3		
Core Curriculum E	3	POLI 205: Core Curriculum D	3		
Core Curriculum E	1	HECE 303	3		
HECE 250	3	Core Curriculum C	3-6		
HIST 201 or POLI 201	3	Elective	3		
COMM 274	3				
Total Semester Hours	16	Total Semester Hours	15-18	Total Semester Hours	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
SOC 331Q*	3	SOC elective: SOC 380/315	3		
SOC 331L	1	HECE 306	3		
COMM elective: COMM 373/374/470	3	HECE 305	3		
SOC 308Q*	3	Elective	3		
HECE 304	3	Elective	3		
Elective	3				
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
HECE 401Q	3	HECE 402Q	3		
HECE 407/408	3	HECE 409/410	3		
EDSP 470 or EDSP 490	3	PSYCH 470	3		
Elective	3	Elective	3		
Elective	3	Elective	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 5					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		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
PB Certificate Higher Education Leadership	12	The Citadel	This certificate at the Citadel offers overview of best leadership practices and assessment as does CCU.	The Citadel offers this certificate post bachelors while Coastal Carolina will offer an undergraduate degree. The Citadel focus is towards administration including finance, budgeting, leadership models and human resource management. While CCU program is focused on creating programs and assessing them.
MED Higher Education Leadership	36	The Citadel	The Citadel program prepare professionals for leadership roles in post-secondary educational settings, including four-year colleges and universities, community and technical colleges, and related educational organizations. The Coastal Carolina University BA program is to prepare students for entry level positions in post-secondary educational settings, including four-year colleges and universities, community and technical colleges, and related educational organizations.	The major difference is that the Citadel program is a graduate program and Coastal Carolina University program is offered as an undergraduate degree and also focuses on creating and assessing new programs.
PB Certificate Higher Education Leadership	18	USC Columbia	Both programs offer courses on assessment and leadership.	The USC Columbia certificate is available to students sponsored by a South Carolina Technical College. The Certificate program equips

				technical college professionals throughout South Carolina with advanced knowledge and competencies in higher education leadership and provides valuable networking opportunities. The Certificate requires completion of six graduate courses aimed at advanced learning specifically relevant to professionals in two-year colleges. The Coastal Carolina University BA program is to prepare students for entry level positions in post-secondary educational settings, including four-year colleges and universities, community and technical colleges, and related educational organizations.

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 Clinical (full-time)	HECE 111, HECE 150, 401Q	Ph.D. in Educational Leadership from Clemson University M.Ed. in College Student Personnel Counseling Concentration from University of South Carolina	High School Teacher, Middle Grade teacher, Higher Education Administrator and Faculty member, SC and NC teacher certification
Assistant Professor (full-time)	HECE 250, HECE 303, HECE 305	Ph.D. in Educational Leadership & Policy from the University of Utah M.Ed. in Counseling, Student Affairs from Northern Arizona University	Higher ed student affairs administrator, WI teacher certification
Proposed New Faculty Member 1 (full-time)	HECE 304, 402Q (Capstone, Community Setting section), HECE 408, HECE 410	Ph.D. in Educational Leadership with a specialization in Community Education	Experience in Community Education Administration
Proposed New Faculty Member 2 (full-time)	HECE 306, 402Q (Capstone, Higher Education Setting section), HECE 407, HECE 409	Ph.D. in Educational Leadership with a specialization in Higher Education	Experience in Higher Education Administration, ideally including work with sustainability

Total FTE needed to support the proposed program: 3.37
Faculty: 3.10
Staff: .13
Administration: .14

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

This program will become part of the Department of Educational Policy, Research, and Evaluation, which currently includes the Ph.D. in Education programs with three concentrations and the M.Ed. in Educational Leadership. This department already includes some faculty, staff, and administration to support this program. While there are faculty members in the department with the expertise to

develop this program and the new courses specific to this content, there are not enough faculty members with expertise in Higher and Community Education to teach all of the content courses for this program. The department plans to hire a minimum of two new full-time, tenure-track faculty to cover the courses necessary to implement the curriculum.

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Resources

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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.

Because there is already a program focusing on Higher Education Administration (the Ph.D. program concentration), the library already has materials in place to support this program. The program faculty will work with the Library personnel to obtain additional access to any additional journals or other resources that may be necessary.

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.

No new student support services will be needed for the proposed program. Existing services include the Writing Center, Student Computing Services, Library Services, Learning Assistance, Accessibility & Disability Services, and Counseling Services.

Physical Resources/Facilities
Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

All classrooms in the College of Education and Social Sciences are connected to the Internet and have Smart board/Promethean technology. In addition, two computer labs, an online broadcasting facility, and a recording studio for faculty use are housed within the College. The existing physical plant is sufficient to support this proposed program. No additional equipment will be necessary to support the new program that would not already be sought for normal research and instructional practice.

Equipment
Identify new instructional equipment needed for the proposed program.

The proposed program does not anticipate need for new instructional equipment.

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, we expect the program will support the proposed minor in Human Services, and the Ph.D. program in Higher Education.

Financial Support

Sources of Financing for the Program by Year												
	1st		2nd		3rd		4th		5th		Grand Total	
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	$312,272	$312,272	$617,128	$617,128	$873,136	$873,136	$1,077,003	$1,077,003	$1,119,669	$1,119,669	$3,999,207	$3,999,207
Program-Specific Fees											$0	$0
Special State Appropriation											$0	$0
Reallocation of Existing Funds											$0	$0
Federal, Grant, or Other Funding											$0	$0
Total	$312,272	$312,272	$617,128	$617,128	$873,136	$873,136	$1,077,003	$1,077,003	$1,119,669	$1,119,669	$3,999,207	$3,999,207
Estimated Costs Associated with Implementing the Program by Year												
	1st		2nd		3rd		4th		5th		Grand Total	
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	$238,226	$238,226	$373,924	$373,924	$442,552	$442,552	$546,210	$546,210	$567,314	$567,314	$2,168,227	$2,168,227
Facilities, Equipment, Supplies, and Materials		$0		$0		$0		$0		$0	$0	$0
Library Resources		$0		$0		$0		$0		$0	$0	$0
Other (specify)												
Total	$238,226	$238,226	$373,924	$373,924	$442,552	$442,552	$546,210	$546,210	$567,314	$567,314	$2,168,227	$2,168,227
Net Total (Sources of Financing Minus Estimated Costs)	$74,046	$74,046	$243,204	$243,204	$430,584	$430,584	$530,793	$530,793	$552,355	$552,355	$1,830,981	$1,830,981

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. Due to an undergraduate program's inducement of additional general education expenses, as well as overall institutional operational expenses, the university uses a 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, total induced revenue ($$3,999,207 for the period) is calculated minus total direct expenses ($2,168,227 for the period) divided by total induced revenue ($3,999,207 for the period). [(Revenue-Expenses)/Revenue]

This program's gross academic margin is 45.78% for the period, which indicates that it has a strong 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
Develop experiences that provide graduates an understanding of the foundational concepts of education in higher education and community contexts.	Demonstrate an understanding of foundational concepts related to education in society.	Pre-test/post-test from HECE 111 and HECE 250 on Foundational Concepts
Develop experiences that allow graduates to demonstrate leadership in diverse higher education and community contexts.	Demonstrate leadership in a community or higher education setting. Demonstrate an understanding of the diverse nature and needs of communities.	HECE401Q: Leadership Dispositions Assessment
Develop experiences that allow graduates to collaborate with stakeholders in higher education and community contexts.	Collaborate with various stakeholders in a community or higher education setting.	HECE 402Q: Capstone Final Evaluation
Develop experiences that allow graduates to design, assess, and evaluate community education programs and student engagement programs within higher education.	Design, assess, and evaluate community education programs and student engagement programs within higher education.	HECE 402Q: Capstone Final Project

The above chart aligns program objectives, SLOs and key assessments identified by course. In the College of Education and Social Sciences, key assessments are collected systematically and data reports are generated for program faculty to analyze in their annual assessment program assessment report. Part of the report is a section on Continuous Improvement, requiring program faculty to reflect on the assessment data and improve curriculum and instruction based on identified assessment needs. The College of Education and Social Sciences also has admin support that includes functions such as tracking graduates to keep track of employment. This program will use these existing resources to track employment and make programmatic adjustments based on the data collected.

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