

Proposal from

Winthrop University

to the

South Carolina Commission on Higher Education

to establish the degree program

BACHELOR OF ARTS IN INDIVIDUALIZED STUDIES



Anthony J. DiGiorgio
President

August 15, 2012

Contact: Dr. Debra C. Boyd
Vice President for Academic Affairs
boydd@winthrop.edu

or

Mr. Timothy A. Druke
Assistant Vice President for Academic Affairs
druket@winthrop.edu
803-323-2220 (Office)
803-323-4036 (Fax)

I. Classification

Name of proposed program: Bachelor of Arts in Individualized Studies
Academic units involved: Department of Interdisciplinary Studies
Designation, type, and level of degree: Bachelor of Arts (4-year)
Proposed date of implementation: August 2013
CIP code suggested: 30.9999 (Multi-/Interdisciplinary Studies, Other)
Identification of program: New
Site: Winthrop campus
Program does not qualify for supplemental Palmetto Fellows Scholarship and LIFE
Scholarship awards
Delivery mode: Traditional

II. Justification

A. Statement of Purposes and Objectives of the Program

Winthrop University has a long-standing tradition of working to enhance the quality and value of its academic offerings. Such labor is driven by a dedication to excellence and a dynamic planning process that is both market-wise and vision-driven. For instance, Winthrop responded to student's intellectual and professional needs by developing pioneering programs in integrated marketing communication and digital information design. The proposed Bachelor of Arts in Individualized Studies represents our latest such effort.

The BA in Individualized Studies is a challenging and rigorous program for students whose academic interests reach across or beyond the major programs currently offered by the university. The degree program allows students to develop a plan of study that is innovative, creative, integrative, and flexible and that explores some area of study not defined by a single discipline; to apply the concepts of their individual major in research projects, internships, service learning, and study abroad; and to synthesize knowledge from different disciplines to approach problems and produce meaningful results.

Students are responsible, in collaboration with the faculty advisor(s), for demonstrating in the program of study that the individualized major does not duplicate an existing major or represent an academically less rigorous version of it, that the student cannot reasonably pursue a similar major at Winthrop, and that the student can reasonably meet the prerequisites for taking the proposed courses.

B. Need for the Program

Both prospective and current students have expressed an interest in developing individualized degree programs, consistent with many of the attributes of the "Millennial Generation" as described by William Strauss and Neil Howe (2000, *Millennials rising: The next great generation*. New York: Vintage Books). Many college-aged students have been very sheltered and regulated by attentive parents; but they also have often had a wide array of experiences, have developed into confident, self-assured young adults, and have grown up with a huge array of choices. One outcome of these characteristics is that some incoming students wish to pursue an undergraduate degree that does not necessarily fit established degree programs. They are confident in their abilities to design their own program based on their career ambitions. Winthrop University is interested in providing opportunities for this new generation of students.

A survey was recently developed and administered to students taking capstone courses within their majors during spring semester 2012 as well as selected groups of students taking high enrollment general education courses. After a brief overview of the proposed major, students were asked to respond to the following question: If such a program had been available during your undergraduate career, might you have considered it? Students were then asked to respond based on a Likert-scale where 5 indicated “yes, definitely”, 3 indicated “maybe”, and 1 indicated “no, definitely not.” Surveys were anonymous; students were also asked to provide some additional baseline information including current GPA within a range (2.0-2.49, 2.5-2.99, etc.), current classification (freshman, sophomore, etc.), and current major and minor.

The results of this survey of 438 students indicate a strong interest in a BA in Individualized Studies. 47.5% of respondents indicated a strong interest in considering the program (4 or 5 on the Likert scale used) and 66% of the respondents would currently meet the GPA requirement of 3.0 or better for admission to the program. Just under 30% (131 students) of those surveyed had both a GPA above 3.0 and a strong interest in considering the program.

One question that emerged with students surveyed was whether or not they would be employable once completing the program. Based on questions posed to selected program directors at schools throughout the nation that offer individualized studies programs (such as James Madison University, Miami University, and the Universities of Maryland and Vermont) that we considered as models as we prepared our own program, students will indeed be prepared for employment or for entrance to a variety of graduate programs as diverse as the programs of study future students will propose.

According to a recent analysis of national surveys by Winthrop University’s Center for Career & Civic Engagement, employers rank the following five qualities as the most important attributes that they seek in job candidates: communication skills, analytical skills, teamwork, technical skills, and work ethic (National Association of Colleges and Employers, *Job Outlook 2010*). At the same time, however, when asked to evaluate the preparedness of college graduates in a number of key areas, employers rated graduates least favorably in critical thinking, writing, self-direction, and global knowledge (Association of American Colleges and Universities, 2008, *How Should Colleges Assess And Improve Student Learning? Employers’ Views On The Accountability Challenge*).

Employers Evaluate College Graduates’ Preparedness in Key Areas (from AACU, <i>How Should Colleges Assess and Improve Student Learning?</i> <i>Employers Views on the Accountability Challenge, 2008.</i>)			
	Mean rating*	Very well prepared (8-10 ratings)*	Not well prepared (1-5 ratings)*
Teamwork	7.0	39%	17%
Ethical judgment	6.9	38	19
Intercultural skills	6.9	38	19
Social responsibility	6.7	35	21
Quantitative reasoning	6.7	32	23
Oral communication	6.6	30	23
Self-knowledge	6.5	28	26
Adaptability	6.3	24	30

Critical thinking	6.3	22	31
Writing	6.1	26	37
Self-direction	5.9	23	42
Global knowledge	5.7	18	46
*Ratings on 10-point scale. 10 = extremely well prepared on each quality to succeed in entry level positions or be promoted/advance within the company			

Thus, it is clear that employers want college graduates who possess well-developed capacities in written and oral communication, analytical and critical thinking, and team work. Furthermore, colleges and universities have a responsibility to help students develop these skills so that they can make smooth transitions into the workplace. Students who complete the proposed BA in Individualized Studies will possess all of these skills, skills that will be assessed through the program's student learning outcomes.

The nature of the BA in Individualized Studies is such that predicting post-graduation outcomes is very difficult. Students will develop their academic programs to meet their specific educational goals. For many, the goal will be advanced graduate study; for others, their programs will prepare them in a personalized fashion for employment in such environments as specialized laboratories, government agencies, or non-profit groups. In lieu of specific data for such programs, we are providing some information regarding our recent graduates.

Data from Winthrop University (WU) alumni surveys (surveyed between December 2008 and June 2012, illustrating employment patterns over time) demonstrate that WU graduates find jobs and are well prepared for employment. In addition to WU's institutional level alumni surveys, academic programs use a variety of strategies to document alumni employment over time. For example, in 2010, Winthrop's College of Visual and Performing Arts used a national alumni survey, the Strategic National Arts Alumni Project (SNAAP), to document alumni employment following graduation, and satisfaction with Winthrop learning experiences. Examples of Winthrop alumni employment are reported in WU's South Carolina State Accountability Reports and WU's 2010 SACS Compliance Report (decennial reaffirmation December 2011). In past years, data from the former South Carolina Employment Security Commission were used in WU Institutional Effectiveness reports to document Winthrop alumni employment rates.

Data were collapsed into the six employment categories based upon constructed responses provided in alumni surveys as well as the economic and employment foci articulated in the 2009 report, Leveraging Higher Education for a Stronger South Carolina. Winthrop alumni survey respondents (60% - 76%) found employment in schools and for-profit organizations. School employment encompasses pre-school through high school as well as colleges and universities. For-profit organizations include business and industry where Winthrop alumni work in accounting, management, marketing, technology, and communications. Another 22-40% of Winthrop alumni survey respondents are employed in health-related organizations, government agencies and other non-profit organizations. Examples of health, government and other non-profit employers hiring Winthrop alumni include hospitals, long-term care facilities, and outpatient facilities throughout South Carolina, government agencies like South Carolina's Department of Health and Environmental Control and Department of Education, and non-profit organizations focused on health and environmental concerns. In health-related organizations, Winthrop alumni are hired as health professionals, technology specialists, and managers. Winthrop alumni who pursue graduate studies in health care are also employed as doctors, dentists, physician assistants, nurses, and therapists.

Winthrop alumni who have earned baccalaureate degrees are well-qualified for graduate studies. As reported in Winthrop's most recent SACS reaffirmation compliance narrative, approximately 30% of Winthrop alumni pursue graduate studies. Winthrop alumni successfully compete for graduate admissions at colleges and universities in South Carolina, the United States, and globally. For example, Winthrop alumni with conferred baccalaureate degrees have been admitted to graduate programs at Harvard, Johns Hopkins U, the National Institutes of Health, Duke U, Wake Forest U, UNC-Chapel Hill, as well as MUSC, USC-Columbia, Clemson University, and Winthrop. Winthrop alumni are using their undergraduate preparation in the sciences, education, business and industry, the arts, and the humanities to pursue graduate study and careers as scientists, educators, business, government and religious leaders, authors, and artists. Winthrop alumni are educating the next generation of South Carolinians, helping to grow the SC economy, developing South Carolina's creative and aesthetic environs, and taking care of the health, environmental, safety and spiritual needs of South Carolinians.

C. Relation to the Institution's Mission

The proposed degree is consistent with Winthrop University's Mission Statement, wherein the University seeks to provide "personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the State of South Carolina." Further, the mission asserts that "students acquire and develop knowledge, skills, and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problems and adapt to change. . . . As a result, Winthrop graduates are eminently well prepared to enter the most competitive graduate or professional schools as well as to be leaders in their chosen professions and in their communities." The B.A. in Individualized Studies will provide graduates with the appropriate integrated skills and knowledge to meet today's challenges.

D. Relationship to other Programs within Winthrop University

This degree program will draw on the strengths of the diverse program offerings currently available at Winthrop University. The program will not significantly impact the number of students in any other programs, but it may have a positive impact on the number of students who enter the Honors Program, although this new degree program would not be limited to Honors students.

E. Relationship to other Programs within the State

A BA and a BS in Individualized Curriculum Program are available at Furman University and are most similar to what we propose for Winthrop University (BA in Individualized Studies). Thus we do not feel that duplication is an issue.

It should, however, be noted that degree programs in Interdisciplinary Studies are available in South Carolina at a variety of institutions. BAIS (BA in Interdisciplinary Studies) and BSIS (BS in Interdisciplinary Studies) degrees are offered by Coastal Carolina University, USC-Columbia, USC-Aiken, and USC-Upstate. BA and BS degrees with a variety of names related to Interdisciplinary Studies are offered by Benedict College, North Greenville University, Converse College, Newberry College, and Columbia College. An honors degree program in Interdisciplinary Studies (BArSc) is also offered by USC-Columbia.

Individualized Majors at South Carolina Institutions	
	Core program requirements
Furman University, BA and BS in Individualized Curriculum Program (ICP)	32 credit hours of core courses, 16 credit hours of related courses
Columbia College, BA in Individualized Major (IM)	45 credit hours following admission to the program
Converse College, BA and BS in Individualized Major (IM)	At least 16 major courses with at least 5 courses in each of 3 disciplines; at least 2 seminar-level courses in at least 2 disciplines; capstone project

Interdisciplinary Majors at South Carolina Institutions	
	Core program requirements
Coastal Carolina, BAIS and BSIS	9 credit hours of interdisciplinary studies foundation courses, 30 advanced studies credit hours at 300-400 level, 21 credit hours of related electives
USC – Columbia, BAIS and BSIS	64-74 credit hours of major requirements to include at least 36 hours at the 300-level or above
USC – Aiken, BAIS and BSIS	36 credit hours of interdisciplinary studies program requirements with grade of C or better, at least 24 hours must be at 300-level or above, 3-6 credit hours of interdisciplinary studies capstone, 12-18 credit hours in minor or cognate courses
USC-Upstate, BAIS and BSIS	Track 1: Intro and senior seminar course, 15 credit hours in 1 discipline and 9 credit hours from another plus minor Track 2: Intro and senior seminar course, 24 credit hours of upper division courses and 12 hours of cognate or 18-27 credit hours of a minor

III. Enrollment

A. Admission Criteria

To be admitted to the program as a major, a student must have successfully completed 30 credit-hours of college-level work and must have a GPA of 3.0 or better. A student must also submit a program application that describes her or his academic and career goals and explains why a traditional major does not fit these goals. In addition, a potential major must prepare a plan of study that must be approved by the Individualized Studies Coordinating Committee. The Individualized Studies Coordinating Committee will be comprised of the Program Director of Individualized Studies, 3 faculty from the College of Arts and Sciences, and one faculty each from the other degree-granting colleges of Winthrop University for a total of seven members.

B. Projected Student Enrollment

Table A – Total Enrollment

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2013 – 14	9	135	9	135	3	9
2014 – 15	16	240	16	240	4	12
2015 – 16	23	345	23	345	4	12
2016 – 17	24	360	24	360	5	15
2017 – 18	27	405	27	405	5	15

Table B – New Enrollment

ESTIMATED NEW ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2013 – 14	4	60	4	60	2	6
2014 – 15	8	120	8	120	4	12
2015 – 16	12	180	12	180	4	12
2016 – 17	16	240	16	240	5	15
2017 – 18	20	300	20	300	5	15

Assumptions:

1. Four-year program
2. If 60 current students definitely would have considered the program (and currently have an appropriate GPA), assume that 10% of them might apply and be accepted to the program during the first year as sophomores.

3. Five internal transfers will be accepted to the program as sophomores each year during the fall semester after the program's first year.
4. Four transfer students, new to the university, will be added each year as sophomores, entering in the fall semester.
5. There will be some attrition of two students between academic years.
6. Students will take a full course load.
7. Some students will take summer courses.
8. First students will graduate in spring of third year of program, six per year in years that follow.

IV. Curriculum

Bachelor of Arts in Individualized Studies

General Education Courses	Semester Hours
ACAD 101	0-1
Writing and Critical Thinking	
WRIT 101	3
CRTW 201	3
Quantitative Skills	
MATH 105, MATH 150, 201 or a MATH course with MATH 201 as a prerequisite	3-4
Logic/Language/ Semiotics	
Foreign Language	3-4*
CSCI, PHIL 220 or 225, MATH, QMTH	3
Oral Communication (see approved list; may be met in major)	3
Technology (see approved list; may be met in major)	3
Skills for a Common Experience and Thinking across Disciplines	
HMPX 102	3
Global Perspectives (see approved list; may be met in major)	3
Historical Perspectives (see approved list; may be met in major)	3
Developing Critical Skills and Applying them to Disciplines	
Natural Science (from two categories and one must be a lab science; may be met in major)	7
Social Science (see approved list; must have at least two designators; may be met in major)	6-9
Humanities and Arts (see approved list; must have at least two designators; may be met in major)	6-9
(Must have a total of 15 semester hours from Social Science and Humanities and Arts)	
Intensive Writing (see approved list; may be met in major)	3
Constitution Requirement (see approved list; may be met in major)	3
Subtotal	59
Requirements in Major	36
IDVS 390 (3) Individualized Studies Project: Research and Design	
IDVS 490 (3) Individualized Studies Project: Capstone	
Individualized plan of study approved by a review committee (30 credits)** including a research methods course (3), an international content course (3), and at least 18 credit hours above 299.	
Requirements in Minor	15-24
Foreign Language Requirement	0-4
General Electives	1-15
Total	124

*Students completing the required program for the BA in Individualized Studies must demonstrate proficiency in a foreign language at or above the second-semester college level. This requirement may be met by a satisfactory score on a recognized examination or by passing any foreign language course numbered 102 or any course with 102 as a prerequisite.

**As an example, a student might wish to become a policy analyst who focuses on social justice issues faced by women of color. In addition to the courses within the General Education program, this student might propose the following:

Program of study (30 credit hours)

AAMS 319 (3) – Race and Ethnic Politics in the US

ENGL 330 (3) – Women and Literature

HLTH 507 (3) – Women’s Health Issues

HIST 350 (3) – History of Nicaragua (travel course; approved international component course)

HIST 509 (3) – African American History

PLSC 350 (3) – Scope and Methods (approved research methods course)

PLSC 553 (3) – Feminist Theory

PSYC 308 (3) – Psychology of Women

PSYC 320 (3) – Race, Cultural, and Ethnic Influences on Identity Development

SOCL 314 (3) – Race and Ethnic Relations

Required IDVS courses (6 credit hours):

IDVS 390 (3) – Individualized Studies Project: Research and Design

IDVS 490 (3) – Individualized Studies Project: Capstone

Minor in Social Welfare (19 credit hours)

SCWK 200 (3) – Introduction to Social Work

SCWK 201 (1) – Introduction to Social Work: IT Lab

SCWK 202 (3) – Special Directed Volunteer Experience

SCWK 321 (3) – Social Welfare as a Social Institution

SCWK 306 (3) - Working with Multicultural Populations

SCWK elective (3)

SCWK elective (3)

Student learning outcomes and assessment

Despite the individualized nature of this curriculum, challenging student learning outcomes relevant to any program of study have been developed. Students will

- acquire critical thinking, problem solving, and inquiry skills and use them to propose solutions to problems within the theme of their major.
- consider multiple perspectives as they examine ideas related to the theme of their program of study.
- value integrity, practice ethical reasoning, and reflect on experiences.
- understand the interconnected, interdisciplinary nature of their program of study.
- communicate effectively in speech and in writing.
- be able to identify and explain the topics and issues related to the theme of their program of study.

Assessment of these student learning outcomes will occur in the following manner:

- evaluation of specific assignments in IDVS 390
- evaluation of a portfolio prepared in IDVS 490 that includes samples of a student’s best work in particular areas
- a self-assessment survey administered in IDVS 490
- review of the final capstone paper and accompanying materials (IDVS 490)
- evaluation of a final presentation of the capstone project

Program Goals

- To develop a community of high-achieving students through inquiry-based learning experiences
- To help students coordinate and monitor their challenging programs of study
- To design and develop engaging experiential learning opportunities that connect each student's plan of study with the world of work
- To develop appropriate methods to infuse interdisciplinarity into the campus culture
- To monitor the successes of our graduates
- To increase incrementally the number of majors each year to maintain and/or exceed CHE productivity requirements

Methods used to assess these program goals

- Review annually all individual programs of study for level of academic challenge and incorporation of experiential learning opportunities
- Evaluate student and faculty satisfaction with advising and coordination of individualized programs (semester survey)
- Monitor the production of recruitment materials (web page development and regular updates, development of materials for the Office of Admissions, for example)
- Monitor the number of student inquiries and advising appointments related to the program as well as the general topics of inquiry
- Develop faculty workshops and training related to interdisciplinary methods and topics
- Regularly survey graduates and their employers

Winthrop University is committed to offering national-caliber academic programs. For those programs that do not have accrediting bodies, the university has established a regular rotation of program review and this program would be included in that rotation.

New courses to be added:

Since most courses within a student's program of study will be drawn from courses already offered at Winthrop University, just a few new courses are proposed. IDVS 390 and 490 are directly related to the capstone project. IDVS 461-463 are courses designed to give academic credit, where appropriate, for internships.

IDVS 390 (3) - Individualized Studies Project: Research and Design - Students will focus on skills to develop a senior project, find and organize relevant information, examine and critique evidence, establish criteria, and create a plan to complete a senior individualized studies project.

IDVS 461 (1) – Internship in Individualized Studies- An opportunity for students to earn academic credit for experience gained through apprenticeship work related to the theme of their individualized degree program under the supervision of a trained professional. Note: 50 hours of work are required to receive credit for this course.

IDVS 462 (2) – Internship in Individualized Studies- An opportunity for students to earn academic credit for experience gained through apprenticeship work related to the theme of their individualized degree program under the supervision of a trained professional. Note: 100 hours of work are required to receive credit for this course.

IDVS 463 (3) - Internship in Individualized Studies - An opportunity for students to earn academic credit for experience gained through apprenticeship work related to the theme of their

individualized degree program under the supervision of a trained professional. Note: 150 hours of work are required to receive credit for this course.

IDVS 490 (3) - Individualized Studies Project: Capstone - Students will complete and present a capstone project developed in IDVS 390.

V. Faculty

A. Faculty roles in program

Currently employed faculty at Winthrop University will be responsible for the administration, teaching, and advising within the program. A Program Director of Individualized Studies (an individual within the Department of Interdisciplinary Studies) will have primary responsibility for all matters related to the major including, but not limited to, the following:

- Overseeing coordinating committee that assists with curriculum, programming, and recruitment and serves as an application review committee.
- Overseeing the curriculum for the major including coordination of scheduling of courses.
- Overseeing program assessment.
- Advising students in major as appropriate.
- Managing funding for program activities.
- Assisting with recruitment activities.
- Teaching courses that support the major.
- Regularly consulting with chair of Department of Interdisciplinary Studies.

The Individualized Studies Coordinating Committee will be comprised of the Program Director of Individualized Studies, three faculty from the College of Arts and Sciences and one faculty each from the other degree-granting colleges of Winthrop University for a total of seven members.

List Staff by Rank	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor #1	Ph.D.	A&S - Biology	Yes
Associate Professor #1	Ph.D.	Education – Curriculum and Pedagogy	Yes
Associate Professor #2	Ph.D.	A&S - History	Yes
Associate Professor #3	Ph.D.	A&S - Psychology	Yes

Assistant Professor #1	Ph.D.	A&S – Interdisciplinary Studies	Yes
Assistant Professor #2	Ph.D.	Business – Accounting, Finance and Economics	Yes
Assistant Professor #3	Ph.D.	VPA – Theatre and Dance	Yes

In addition, each student will work closely with his or her own advisory committee of three currently employed faculty members who have expertise closely related to the theme of the student’s program of study. The primary advisor will be a tenured or tenure-track faculty member from the College of Arts and Sciences; two additional advisors will be selected from faculty from across campus. This committee will work closely to assist with the development of the student’s program of study and the development, execution, and evaluation of the individualized senior capstone project.

B. Changes in Faculty Assignments

The Individualized Program Director is currently employed by Winthrop University and is part of the new Department of Interdisciplinary Studies (established fall 2011). Initially the director will have a ¼ time reassignment for program administration; reassigned time will grow to ½ time as the program grows. The individual will be available to teach some courses within the field of specialization (Art History and Critical Thinking at the moment). However, other courses this individual might have taught in the past will need to be assigned to others within the appropriate department. This change can be absorbed by current faculty and staff.

C. Professional Development

The Program Director of Individualized Studies will need to communicate with directors of similar programs throughout the nation. This will be accomplished by regular participation in relevant conferences and workshops. Professional development funding will be provided through the Department of Interdisciplinary Studies in the amount of \$2,500 annually. In addition, the University’s Teaching and Learning Center (TLC) offers formal development programs year-round that range from “Teaching Circles,” wherein faculty across the curriculum observe and provide feedback to other teaching circles faculty, to using plagiarism detection software and podcasting in courses.

D. Institutional Definition of Full-Time Equivalents (FTE)

Winthrop University defines a full-time faculty member as one whose teaching responsibilities account for at least 50% of their time. A full (100%) teaching load is generally 12 credit hours per semester/24 hours in the academic year. This credit hour value may vary by discipline and can be affected by administrative or staff duties.

E. Headcount of Faculty and Staff used in the Program

See table in Appendix A, page 16

Assumptions for development of Appendix A.

Administration headcount:

Dept. chair will spend 0.2 FTE on program

Program coordinator will spend .25 FTE on program in the first two years, increasing to .50 FTE in the third year, depending on program enrollment.

Faculty Headcount:

Program coordinating committee (.1 FTE for each of 6 committee members other than the program coordinator; total of 0.6 FTE every year)

Each student's advisory committee of 3 (.05 FTE for advisor, .02 FTE for other 2 faculty on committee; total of .09 FTE every year per student)

As per table A, # of students per each of first 5 years is 9, 16, 23, 24, 27

Headcount comes from (# of students x 3 advisors) + (6 on program committee)

Staff headcount:

Dept. of Interdisciplinary Studies program assistant

VI. Physical Plant

Existing physical plant is adequate to provide space for the program for at least the first five years. Any specialized space is available in departments other than the Department of Interdisciplinary Studies.

VII. Equipment

No specialized equipment is required for this program other than that which is available in academic departments other than the Department of Interdisciplinary Studies.

VIII. Library Resources

Ida Jane Dacus Library, Winthrop University's main library, serves as the central support system for the entire range of Winthrop's undergraduate and graduate programs. Rooted in an intellectually rigorous past - first as a teachers' college, then liberal arts college before expanding to a comprehensive university in 1992 - Winthrop has long offered a broad mix of scholarly enlightenment. Winthrop's long-standing Master of Liberal Arts degree program is designed around highly individualized coursework. This long-established framework provides decades of precedent for success with individualized baccalaureate programs. The continual growth and expansion of Winthrop's academic and professional degree programs are reflected in both diversification and deepening of library collections over time. Students today draw from high-quality library collections supporting humanities, sciences, visual and performing arts, education, and business.

Quantitative Comparison of Dacus Library's Holdings with Benchmark Libraries

The library compared holdings against several benchmark collections. Using OCLC's WorldCat Collection Analysis Tool, the raw data from the comparisons were extracted and custom-analyzed to ascertain how Winthrop's library holdings compared against a number of benchmarks.

Comparison libraries included the top ten liberal arts colleges, and benchmark collections in business, computer science, and education. Winthrop library's holdings were also compared against seven authoritative bibliographies including *Books for College Libraries* and *Outstanding Academic Titles*.

The Collection Analysis Tool's Liberal Arts Top 10 group consists of small private liberal arts colleges. The subject-specific benchmark libraries are comprised of mostly Ivy League universities, with only a few states' flagships (California, Texas, Michigan, Pennsylvania) appearing among some of the subject-specific benchmarks. Winthrop's library holdings compare well against all benchmarks, reflecting sustained commitment to library support of Winthrop's study programs. Additionally, Winthrop's library owns many of the important titles listed in the authoritative bibliographies *Books for College Libraries* and *Outstanding Academic Titles*.

Summary findings from the benchmark libraries comparison can be found at <http://faculty.winthrop.edu/maysa/acq/ca/oclc/pdg/>, while the summary of findings from library comparisons against authoritative bibliographies is located at <http://faculty.winthrop.edu/maysa/acq/ca/oclc/aubib/>. The library comparison's home page is <http://faculty.winthrop.edu/maysa/acq/ca/>.

Qualitative Assessment

Dacus Library has a long tradition of supporting liberal arts, visual and performing arts, humanities and sciences, and professional programs at both undergraduate and graduate levels. The library's holdings cover a wide spectrum of knowledge. Individualized baccalaureate programs of study tend to draw from knowledge areas already represented on campus. Since the library has long collected high-quality materials supporting the spectrum of knowledge taught at Winthrop, its collections are poised and ready to support the new program.

Quantitative Estimate of Acquisitions Needed to Support Individualized Studies Program

As Winthrop's academic programs continue to evolve and grow, the library and teaching faculty have long collaborated closely to ensure library resources are on hand to support the studies. Individualized baccalaureate programs draw support from all knowledge areas covered by the entire materials budget. While the library's existing mix of materials can support a new individualized BA program, keeping pace with inflation (\$103,953, 10% of the materials budget) will allow the library to maintain databases, journals, and select monograph purchases in support of Winthrop's programs.

IX. Accreditation, Approval, Licensure, or Certification

Winthrop University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's, and specialist degrees. While no formal accreditation is currently available for the individualized studies program, there is a national conference on individualized major programs (IMP) held each year at Indiana University – Bloomington. This conference provides sessions on best practices in IMP. In addition, the University of Massachusetts-Amherst maintains an informational website for a small consortium of IMPs across the nation.

X. Articulation

Admission to the program requires students to have completed 30 credit-hours of college level course work with a GPA of at least 3.0. This should not preclude transfer students from applying

to this program. Courses that transfer into Winthrop's general education program and many prerequisites to upper-level courses can easily be taken at two-year institutions.

XI. Estimated Costs

Few new costs are anticipated as the program builds on current strengths of Winthrop University. The program will be easily supported within the Department of Interdisciplinary Studies. No new support staff will be required; the program director will require some reassigned time to work with current and prospective students.

Table E - Costs to the Institution and Sources of Financing

ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	\$ 29,870	\$ 29,870	\$ 42,230	\$ 42,230	\$ 42,230	\$186,430
Faculty Salaries	\$ 89,032	\$128,212	\$ 168,592	\$174,275	\$ 191,323	\$751,434
Graduate Assistants						
Clerical/Support Personnel	\$ 7,210	\$ 7,210	\$ 7,210	\$ 7,210	\$ 7,210	\$ 36,050
Supplies and Materials	\$ 200	\$ 300	\$ 400	\$ 400	\$ 400	\$ 1,700
Library Resources						
Equipment						
Facilities						
Other (Identify)						
TOTALS	\$126,312	\$165,592	\$ 218,432	\$224,115	\$ 241,163	\$975,614
SOURCES OF FINANCING BY YEAR						
Tuition Funding	\$149,265	\$364,180	\$378,210	\$395,385	\$444,255	\$173,1295
Program-Specific Fees						
State Funding*						
Reallocation of Existing Funds**						
Federal Funding						
Other Funding (Specify)						
TOTALS	\$149,265	\$364,180	\$378,210	\$395,385	\$444,255	\$1,731,295

* Special legislative appropriations to support the program.

**Specify significant internal sources of reallocated funds. Add additional rows as necessary.

XII. Institutional Approval

The Winthrop University bodies required to approve the proposed degree program and the dates of approval appear below. The President's signature, indication of executive approval, appears on the cover page.

Department of Interdisciplinary Studies	February 22, 2012
College of Arts and Sciences Curriculum Committee	March 01, 2012
College of Arts and Sciences Faculty Assembly	March 23, 2012
University Committee on Undergraduate Curricula	April 06, 2012
University Academic Council	April 13, 2012
University Faculty Conference	April 20, 2012
Vice President for Academic Affairs	April 25, 2012
President of Winthrop University	May 15, 2012
Winthrop University Board of Trustees	June 08, 2012

Appendix A: Administration, Faculty, Support Staff Table

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2013 – 14	0	0	2	0.45	2	0.45
2014 – 15	0	0	2	0.45	2	0.45
2015 – 16	0	0	2	0.7	2	0.7
2016 – 17	0	0	2	0.7	2	0.7
2017 – 18	0	0	2	0.7	2	0.7
Faculty						
2013 – 14	0	0	33	1.41	33	1.41
2014 – 15	0	0	54	2.04	54	2.04
2015 – 16	0	0	75	2.67	75	2.67
2016 – 17	0	0	78	2.76	78	2.76
2017 – 18	0	0	88	3.03	88	3.03
Staff						
2013 – 14	0	0	1	0.2	1	0.2
2014 – 15	0	0	1	0.2	1	0.2
2015 – 16	0	0	1	0.2	1	0.2
2016 – 17	0	0	1	0.2	1	0.2
2017 – 18	0	0	1	0.2	1	0.2