NEW PROGRAM PROPOSAL FORM

Name of Institution: Winthrop University

Name of Program (include degree designation and all concentrations, options, or tracks):
  Bachelor of Professional Studies Degree, major in Professional Studies, concentrations in Organizational Operations and General Health Studies

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 2019

CIP Code: 30.9999

Delivery Site(s): Winthrop Campus

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):
Dr. Marsha Bollinger, Chair of Interdisciplinary Studies (Professor of Geology)
(803) 323-4944, bollingerm@winthrop.edu

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

 Department of Interdisciplinary Studies Approval: Feb 13, 2018
 College of Arts and Sciences Curriculum Committee approval: March 2, 2018
 College of Arts and Sciences Faculty Assembly approval: March 6, 2018
 Dean, College of Arts and Sciences approval: March 6, 2018
 Committee on University Curriculum approval: March 24, 2018
 Academic Council approval: April 9, 2018
 Faculty Conference approval: April 14, 2018
 Provost approval: May 1, 2018

President approval: May 15, 2018
Board of Trustees approval: June 22, 2018

Background Information

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

The Bachelor of Professional Studies (BPS) is a degree-completion program constructed to provide an efficient and flexible option by which adult learners who have previously earned college credits can complete an undergraduate degree. The BPS exemplifies Winthrop's mission by serving post-traditional students in South Carolina, specifically adult learners living and working in Rock Hill and the surrounding five counties within the state (York, Lancaster, Cherokee, Chester, and Fairfield).

Consistent with our mission as a public university in South Carolina, this Bachelor of Professional Studies represents a new and innovative approach to serving diverse populations. The new degree lies at the core of *The Winthrop Plan*, affirming the university's goal to "Support inclusive excellence by expanding our impact on students and our communities through enrollment growth and increases in retention and graduation rates."[1] The BPS is designed in light of market data, institutional needs assessment, and best practice research to meet "the emerging needs and interests of diverse student populations and the community" (*Winthrop Plan, Goal 1).*

Our target audience for the BPS resides largely in York County and the surrounding four counties, Lancaster, Cherokee, Chester, and Fairfield. According to US Census and other sources, 30.1% of South Carolina residents 25 years of age or more have some college or an Associate's Degree.[2] This yields a potential market as follows:

County	Population	Population 25+yo	30.1% of 25+ population has some college or AA	10% Market
York	266,439	180,912	54,455	5,445
Lancaster	92,550	62,841	18,915	1,892
Cherokee	57,105	38,774	11,671	1,167
Chester	32,301	21,932	6,602	660
Fairfield	22,607	15,350	4,620	462
Total	471,002	319,810	96,263	**9,626**

Using standard marketing theory, 10% of the target audience will be potentially interested in our degree program. Winthrop's BPS program will enable the university to better serve adult learners in our area and increase the number of bachelor's degree-holding citizens in South Carolina, while also equipping those individuals with the essential professional competencies and "soft skills" required for long-term career growth and development.

---

[1] The Winthrop Plan, Winthrop University, Office of the President.
https://www.winthrop.edu/president/default.aspx?id=46654
[2] For county populations, see US Census QuickFacts for SC Counties Cherokee, Chester, Fairfield, Lancaster, and York: https://www.census.gov/quickfacts/fact/table/US/PST045217. For the percentage of SC residents 25+ years of age and the percentage of SC residents with some college or an AA degree, see TownCharts information: http://www.towncharts.com/South-Carolina/South-Carolina-state-Education-data.html.

Upon completion of the program, graduates will be better prepared to assume leadership roles in their chosen professions or change careers altogether. The primary emphasis throughout the program will be to equip graduates with advanced communication, critical thinking, and decision-making skills to meet the challenges of an increasingly complex society of the 21st century.

The entire BPS degree consists of 120 credit hours, comprising at least 60 hours earned in transfer, the 18-hour BPS core curriculum, and 24 hours within a selected concentration. The core curriculum includes courses in Applied Critical Thinking, Diversity and Collaboration in the Workplace, Professional Identity and Leadership Development, and Global Environments and Economies. Within the concentration, students will pursue a program of study in either Organizational Operations or General Health Studies.

To be admitted into this program, the applicant must:

- be at least 25 years old OR an experienced member of the U.S. military (active, reserve, or veteran);
- have attained an Associate's degree designed for university transfer from an accredited college OR at least 60 credits geared toward university transfer; AND
- earned a cumulative GPA of at least 2.0 on a 4.0 scale from prior institutions (including a 2.0 during their last term of attendance).

Winthrop's long established relationship with York Technical College will be an important foundation for recruiting and serving adult learners who are just beginning an Associate's degree, as well as for those ready to apply such a degree to the Bachelor of Professional Studies at Winthrop.

To further meet the needs of adult learners, the Bachelor of Professional Studies will be delivered through flexible course scheduling and delivery modes that better accommodate demanding life schedules. Courses will be offered on Winthrop's campus in evening, weekend, online, and hybrid formats. Students in the BPS program may also earn up to 15 hours of academic credit for knowledge acquired from work and professional experiences using a Prior Learning Assessment (PLA).[3] This approach is consistent with national best practices for degree completion programs. For example, a veteran who has had multiple training courses plus two years of experience in healthcare while serving in the military may present a portfolio of evidence of that learning that satisfies student learning outcomes of Health 300.

By delivering a program distinctly designed to serve the adult learners in our community, through modalities and scheduling that fit their needs, Winthrop builds upon its long-standing tradition of academic excellence to better serve adult learners, their communities, and the state of South Carolina.

---

[3] Klein-Collins, R. (2010). Fueling the Race to Postsecondary Success: A 48-Institution Study of Prior Learning Assessment and Adult Student Outcomes. Council for Adult and Experiential Learning, Chicago, IL. Available at: http://www.cael.org/pdfs/PLA_Executive-Summary

Assessment of Need

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

Institutional Need
The BPS is a vital part of Winthrop strategic planning. The Winthrop Plan calls for expanding the institution's impact on the region through enrollment growth and increased retention and graduation rates:

> *Goal 1.2: Enrich our academic program mix by developing new and innovative programs (degree programs, certificate programs, continuing education programs) and by refining existing academic programs to meet the emerging needs and interests of diverse student populations and the community.*[4]

Winthrop seeks to increase enrollment, and the adult student population represents a key growth area. Indeed, greater service to our region's adult student population via an adult degree completion program is a specific recommendation of Winthrop strategic planning implementation teams:

> *The BPS offering fits well within the competencies and culture of Winthrop and is in sync with the academic profile of Winthrop students. It will constitute an immediate enrollment driver for the University.*[5]

Service to our adult population will enhance Winthrop's integration within its surrounding community: having close ties with business and service organizations remains an essential aspect of Winthrop's service to the region and state of South Carolina.

State and Regional Educational Attainment Need
Using US Census Bureau data, the Lumina Foundation has reported that 241,519 South Carolina residents (9.8% of the total state population) hold an Associate's Degree, while more than twice as many—551,154 (22.3% of the total state population)—have earned some college credit but have not completed a degree.[6] As stated above, U.S. Census data for the five counties surrounding Winthrop University (York, Lancaster, Cherokee, Chester, and Fairfield) indicate approximately 96,000 adults possessing an associate's degree or some level of college.

It is further worth noting that a recent survey of Winthrop current post-traditional students revealed that proximity was the most important factor (72%) in selecting Winthrop for their baccalaureate studies, emphasizing the readiness of a local adult population to take advantage of local educational opportunities. Most respondents had some college or an Associate's degree (69%) and most sought opportunities for career advancement (66%).[7]

---

[4] The Winthrop Plan, Winthrop University, Office of the President.
https://www.winthrop.edu/president/default.aspx?id=46654
[5] Ibid.
[6] Stronger Nation: Learning beyond high school builds American talent: South Carolina. Lumina Foundation, 2015.
http://strongernation.luminafoundation.org/report/2018/#state/SC
[7] Winthrop Post Traditional Students Survey, fall 2015-spring 2016; n=29.

Winthrop's location will contribute significantly to the success of the Bachelor of Professional Studies program. Located in one of the nation's fastest-developing counties of significant size[8] and adjacent to Rock Hill's Knowledge Park with close proximity to York Technical College and the Charlotte metropolitan region, the university is uniquely situated to support adult students as well as businesses and organizations through the development of available professional talent. In addition, this BPS program will substantially impact state and regional degree attainment needs.

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

The BPS program requires the applicant to have completed 60 transferable credit hours prior to admission. Winthrop currently maintains transfer pathways/agreements for many of our academic programs that outline the optimum path for students interested in quickly transferring to Winthrop from York Tech. This program has great flexibility in that, for the most part, any 60 transferable hours are acceptable.

Winthrop will work with York Tech and the Technical College system to establish optimum pathways for entry into this program for those who meet the admission requirements (25 years of age).

As the table below indicates, many students currently transfer from York Tech and other SC 2-year colleges:

Semester	# Students transferring into WU	# Transfers from SC Tech colleges	# Transfers from York Tech	% of transfers coming from SC Techs	% of transfers coming from YTC
2015F	355	191	106	55.5%	29.9%
2016S	115	59	35	59.3%	30.4%
2016F	356	225	127	56.4%	35.7%
2017S	118	62	46	74.2%	39.0%
2018S	141	n/a	62	n/a	44.0%

Each student's transcript is individually evaluated in accordance with SC TRAC guidelines and with specific attention to the student's major.

Employment Opportunities

A market study prepared for Winthrop University by Educational Advisory Board (EAB) reveals that, in York County alone, demand for bachelor's-level professional studies graduates increased 194% (75 to 221 positions) in the period fall 2013-spring 2016. Professional studies positions include those in healthcare organizations, manufacturing, systems analysis, and finance. Healthcare (17%) and finance industries (12%) are expected to have the fastest employment growth locally and to add the most jobs

---

[8] In the first quarter of 2017, employment rose in York County 6.8% as against a national growth rate of 1.6%. The York County rate was the highest in of the 346 largest counties in the nation. *Rock Hill Herald*, http://www.heraldonline.com/news/local/article171607302.html.

between 2014 and 2024. Other sectors in the region with significant projected growth are business, manufacturing, information technology, and retail.[9]

There is currently a shortfall of talent to fill anticipated jobs in Rock Hill that are connected to the Knowledge Park project, which is looking to bring a significant number of well-paying high tech jobs to the local area.[10] Further, many companies are moving to the town of Fort Mill, citing desirable lifestyle and bringing sizeable number of well-paying jobs in the area that require advanced skills in business, customer service, administration and management[11].

The Winthrop BPS is a generalist degree that enhances the employability and professional skill stes of adult students. Program graduates will be able to obtain or maintain employment in a wide variety of fields including healthcare support, management, business administration, financial operations, information technology, sales, retail, events planning, logistics, non-profit and government.

The table below lists a sample of employment opportunities along with their growth rates that will be available to the graduates of the Winthrop BPS program.

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Healthcare Support	66,881	9%	974,200	23%	www.bls.gov/ooq https://jobs.scworks.org
Computer User Support Specialists	7,697	16%	708,700	11%	www.bls.gov/ooq https://jobs.scworks.org
Sales Managers	4,020	7%	414,400	7%	www.bls.gov/ooq https://jobs.scworks.org
Training And Development Specialists	3,638	10%	315,300	11%	www.bls.gov/ooq https://jobs.scworks.org
Public Relation Specialists	3,096	7%	282,600	9%	www.bls.gov/ooq https://jobs.scworks.org
Computer Network Support Specialists	2,316	10%	215,200	8%	www.bls.gov/ooq https://jobs.scworks.org
Logisticians	2,399	9%	159,000	7%	www.bls.gov/ooq https://jobs.scworks.org

---

[9] Report found at: http://www.heraldonline.com/news/business/article12294401.html
[10] Report found at: http://www.heraldonline.com/news/business/article12294401.html
[11] Report found at: https://www.charlotteobserver.com/news/business/article9132173.html

Occupational Health And Safety Specialists	1,546	4%	110,400	8%	www.bls.gov/ooq https://jobs.scworks.org
Information Security Analysts	1,251	19%	128,500	28%	www.bls.gov/ooq https://jobs.scworks.org
Meeting, and Event Planners	1,213	14%	129,400	11%	www.bls.gov/ooq https://jobs.scworks.org

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

Meeting Employment Skills Gap

According to the Bureau of Labor Statistics, by 2024 many well-paying jobs in fields as varied as business administration and operations, healthcare, social services, food preparation, and retail will require post-secondary credentials, e.g., license, certificate, associate's or bachelor's degree. Further, many reports and studies show that workers with a college degree will continue to enjoy hourly pay that is, on average, almost twice the amount that is being earned by workers who possess only a high school degree.[12]

Recent reports show that there were over seven million positions that went unfilled due to a shortage of employees with requisite higher education credentials.[13] The Lumina Foundation projects that 60% of Americans will require some higher educational credential by 2025 if national growth potential is to be realized.[14] The US Chamber of Commerce sees worrisome gaps in both hard and soft skills. [15] Consequently, communication skills, critical thinking and analytical skills, and the capacity to make sound, ethical decisions rank highest in the learning outcomes that employers value. [16]

The BPS program will provide its graduates a strong grounding in analytical thinking, decision making, problem solving, and other competencies that can be used in a wide variety of career paths and interests. The proposed program promises to help close existing and anticipated employment skills gaps, thereby ensuring economic stability of its graduates.

York County Employment Opportunities

York County is home to many firms that specialize in fast growing product and service industries, such as information technology, logistics, healthcare, finance and insurance, automotive, construction and

[12] Stronger Nation: Learning beyond high school builds American talent: South Carolina. Lumina Foundation, 2015. http://strongernation.luminafoundation.org/report/2018/#state/SC
[13] Carnevale AP, Smith N, and Strohl J (2013) Recovery: Job Growth and Education Requirements Through 2020, Georgetown University Center on Education and the Workforce, Available (consulted 25 June 2014) at https://georgetown.app.box.com/s/tll0zkxt0puz45hu21g6
[14] A Stronger Nation: Learning beyond high school builds American talent, 2015. http://strongernation.luminafoundation.org/report/2018/#nation
[15] U.S. Chamber of Commerce. (2012). Help Wanted Addressing the Skills Gap. Available at: https://www.uschamberfoundation.org/sites/default/files/publication/edu/HelpWanted%202012.pdf
[16] AACU Liberal Education and America's Promise. Falling Short? College Learning and Career Success, 2015. https://www.aacu.org/leap/public-opinion-research/2015-survey-results

light industrial sectors. Citibank, a local employer in Fort Mill, posts the greatest number of jobs locally for bachelor's-level professional studies graduates, with 33 open positions in the past year. Health care companies, including pharmaceutical companies and health care providers, also demonstrate significant local and regional employment demand.

According to the Bureau of Labor Statistics, professionals in lodging, gaming, food and beverage management, event/meeting planning, and travel and tourism management with a Bachelor's degree earn a median salary of $47,085. The job outlook for occupations such as food and personal services, community and social service, and healthcare support in the region is on pace with the growth of the overall economy.[17]

The BPS is positioned to help working professionals 25 years or older, with an Associate degree or about 2 years of post-secondary college experience, obtain the advanced skills required by employers to assume current and projected jobs in York and surrounding counties. In addition, the BPS degree will provide the requisite skills to those who seek to change their careers but lack the appropriate credentials.[18]

Description of the Program

According to the US Census Bureau, there are approximately 96,000 individuals with some college but less than a Bachelor's degree in five counties where most of current adult students at Winthrop University reside. In York County alone, the number of those individuals stands at 54,455. In addition, about 2,600 of the population of individuals are enrolled in an Associate Degree program at York Tech College. Given census data, the estimated target market for the Winthrop BPS comprises 9,600 individuals.

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2019-20	25	36	23
2020-21	63	58	38
2021-22	89	76	49
2022-23	106	90	59
2023-24	119	102	66

The projected enrollment above is based on 25 new students in fall 2019 and approximately half that number starting in spring 2020. The next three years follow a similar pattern, enrolling 30-35 new students each fall with half that number beginning the BPS program each spring.

We are also estimating a 95% fall-to-spring retention and a graduation rate of 70% after two years, with an additional 10% of the students graduating after 3 and 4 years. Estimates are based on research done

---

[17] US Bureau of Labor Statistics. https://www.bls.gov/news.release/pdf/ecopro.pdf.
[18] AACU Liberal Education and America's Promise. Falling Short? College Learning and Career Success, 2015. https://www.aacu.org/leap/public-opinion-research/2015-survey-results

on similar programs across the country, including Arkansas Tech University, University of Virginia, University of Memphis, College of Charleston, and Marist College.

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

☒Yes

☐No

To be admitted, the student must be at least 25 years of age and have completed an Associate's degree designed for university transfer. The applicant must also meet the normal transfer application requirement of a 2.0 on a 4.0 scale from prior institutions and have at least a 2.0 during their last term of attendance.

Curriculum

New Courses
List and provide course descriptions for new courses.

PFST 301 – Introduction to Professional Studies - This course introduces the adult student to the BPS degree program and helps them link prior learning and/or experience with future career goals. The course also provides a broad and analytical perspective on the principles of learning as a working adult.

PFST 302 – Diversity and Collaboration in the Workplace - Students learn principles and best practices governing human interaction in professional settings. Ethical principles are integrated with practical principles and practices, as these together foster strong professional organizations and positive community relationships.

PFST 303 – Applied Critical Thinking - Students build their critical thinking skills for application in academic and professional settings. Students learn a practical method of critical thought and analysis and develop written and spoken application of the method to understand and resolve practical real-world challenges and issues.

PFST 401 -   Professional Identity and Leadership Development - Students in this course establish and develop a professional identity and refine professional skills for application in specific professional settings. Students will encounter complex and challenging professional problems and apply ethical principles and critical thinking strategies to resolve them.

PFST 402 – Global Environments and Economies - This course introduces the student to the systems and complexities of the global economy and to the issues that these create for the working professional. The course reveals principles for critically understanding and evaluating the global dimensions of the given professional setting. Faculty-led study of professional settings abroad is an integral component of the course; other global experiences may be considered pending approval from the program.

PFST 495 – Professional Studies Capstone Seminar - Students draw upon the resources of their core and concentration coursework to conduct an independent research project or practical field study at their place of employment, at a community organization, or at Winthrop University on a contemporary work-related issue. The research or practical field study will allow students to work on a question or problem of their choice. Students will apply ethical, critical, and professional principles to research, understand, and resolve their chosen issue. Students will produce a formal academic paper that reflects a deep

understanding of the topic selected and includes correctly-formatted borrowed material and will make a formal presentation of their work to an audience of students and faculty members.

Degree Program Requirements:

The following lists all requirements for completion of a BPS degree. However, all students admitted to the BPS degree will have previously earned 60 transferable undergraduate degree credit hours or an Associate's degree that consists of 60 transferable credit hours. As a result, for BPS students, most General Education requirements listed below will be met by courses transferred from other institutions.

Professional Studies

General Education Courses		Semester Hours
ACAD 101	Principles of the Learning Academy	0

Shared Skills and Proficiencies

Writing and Critical Thinking (A grade of C- or better is required in these courses)

WRIT 101	Composition: Introduction to Academic Discourse	3
HMXP102	Requirement satisfied with major courses (PFST 301 and 302)	0
CRTW 201	Requirement satisfied with major course PFST 303	0

Oral Communication (Could be met in major; choose from approved list)	0-3
Technology (Choose from approved list)	3
Intensive Writing (Choose from approved list)	3
*__Constitution Requirement__** (Choose from approved list)	3
Physical Activity (Choose from approved list)	1
Subtotal	**13-16**

*The course used to meet the Constitution requirement may also be used to meet another GNED category, such as social science.

……………………………………………………………………………………………………….

Thinking Critically Across Disciplines

Global Perspectives (Choose from approved list)	3
Historical Perspectives (Choose from approved list)	3

Introducing Students to Broad Disciplinary Perspectives

Social Science (Could be partially met in major; choose from approved list) (2 designators)	3-6
Humanities and Arts (Choose from approved list) (2 designators)	6
Quantitative Skills and Natural Sciences	7-12

Quantitative Skills (3-8) (Choose from approved list)

Natural Science (3-8) (Could be partially met in major; choose from approved list) [Must include a lab science. If 2 courses taken, must be in 2 different Groups: Life, Physical, Earth].

Subtotal	**22-30****

**Limitation of two courses in the major not applied for this degree due to interdisciplinary nature of the program.

………………………………………………………………………………………..

Requirements in the Major

PFST 301 Introduction to Professional Studies	3
PFST 302 Diversity and Collaboration in the Workplace	3
PFST 303 Applied Critical Thinking	3
PFST 401 Professional Identity and Leadership Development	3
PFST 402 Global Environments and Economies	3
PFST 495 Professional Studies Capstone Seminar	3
Choose a concentration ***	24

Organizational Operations
Concentration requirements (12 credits):
ACCT280, QMTH205, MGMT321, and MKTG380
Concentration electives (12 credits):
Choose 2 courses from group A:
BADM 250, ECON215, ECON216, ENTR373, MGMT325,   MKTG381
Choose 2 courses from group B:
MCOM205, 341, 370, 412; PLSC321; PSYC305, 316; SCWK306;
SOCL314, 332, 518

Health Services
Concentration requirements (12 credits):
HCMT200, 302; HLTH300; and PSYC510, SCWK305, or SOCL339
Concentration electives (12 credits, at least 2 designators):
BADM250; GRNT/SCWK300; GRNT/SOCL304;
HCMT300, 303, 492; HDFS450; HLTH406, 500, 501, 506, 507;
MKTG380; MGMT321, 325, 355; NUTR221, 370; PLSC324;
PSYC301, 320, 402, 510, 515; SCWK305; SOCL316, 319, 339

Subtotal   **42**

***A maximum of 18 credit hours in courses with designators in the College of Business Administration may be applied to a PFST concentration (ACCT, BADM, CSCI, ECON, ENTR, HCMT, MGMT, MKTG, and QMTH).
…………………………………………………………………………….

General Electives   **32-43**

TOTAL   **120**

The student must attain a cumulative grade-point average of 2.00 or better in courses taken at Winthrop and included in the 42 semester hours of the required program.

Within the 120 semester hours required for this degree, the student must include a minimum of 40 semester hours in courses numbered above 299.

Total Credit Hours Required: 120

Because incoming BPS students bring at least 60 credit hours, only years 3 and 4 of the degree are shown here. The following assumes 6 credits of Prior Learning Assessment credit awarded (General Elective courses 1 and 2).

General outline of curriculum for years 3 and 4. Students take 6 core Professional Studies courses and select one of two concentrations. Within each concentration there are 4 concentration core courses and 4 concentration electives chosen from lists. Remaining credits are acquired through general electives.

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 3					
Fall		**Spring**		**Summer**	
PFST 301 - Introduction to Professional Studies	3	PFST 303- Applied Critical Thinking	3	Concentration Core 3	3
PFST 302 - Diversity and Collaboration in the Workplace	3	Concentration core 2	3	Concentration elective 1	3
Concentration core 1	3	General Elective 3	3	General Elective 4	3
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	9
Year 4					
Fall		**Spring**		**Summer**	
PFST 401 - Professional Identity and Leadership Development	3	PFST402 - Global Environments and Economies	3	PFST495 - Professional Studies Capstone	3
Concentration elective 2	3	Concentration elective 3	3	General Elective 5	3
Concentration Core 4	3	Concentration elective 4	3	General Elective 6	3
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	9

Similar Programs in South Carolina offered by Public and Independent Institutions
Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Bachelor of Professional Studies with specific concentrations	122	College of Charleston	• Curriculum tailored to the needs and requirements of adult students • Management and Health concentrations	• Winthrop 's program is 120 credit hours • College of Charleston program specifically focuses on the greater Charleston area; Winthrop's will serve the Rock Hill/York County area • Winthrop program offers Credits for Prior Learning • College of Charleston offers additional concentrations in Communication and Information Systems, Project Management, and Hospitality Operations Management

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.)
Core Curriculum of Major			
Director/Associate Professor (Full-time, to be hired)	PFST 301: Introduction to Professional Studies PFST 302: Diversity and Collaboration in the Workplace PFST 401: Professional Identity and Leadership Development	Ph.D. in Adult Education, Higher Education, or related field	Experience in working with adult student populations
Associate Professor (Full-time)	PFST 303: Applied Critical Thinking	Ph.D. Eighteenth-Century Literature, Washington University; M.A. British and American Literature, Washington University	Currently serves as Coordinator for Critical Thinking, Reading, and Writing Program; teaches various undergraduate and graduate courses in English
Adjunct Professor (Part-time Instructional)	PFST 402: Global Environments and Economies	Ph.D. in Information Technology, University of Virginia; M.S. in System Engineering and MBA, University of Virginia	Currently serves as Director of Extended Education and Summer School; adjunct faculty in management; teaches graduate and undergraduate courses in Management, information Systems, International Business Culture, and International Management
Health Services Concentration Required Courses			
Professor (Full-time)	HCMT 200: introduction to Health Care Management	MHA and PhD, Health Policy and Administration, Pennsylvania State U.	Currently serves as Graduate Program Director for MBA program; teaches number of classes in leadership and health care management.
Associate Professor (Full-time)	HCMT 302: Healthcare Planning and Marketing	PhD, health Services Administration, University of Alabama-Birmingham; MS Health Administration, Medical University of South Carolina	Teaches courses in Healthcare planning and marketing

Professor (FT)	HLTH 300: Personal and Community Health	PhD, Education, Walden University	Certified Health Education Specialist
Associate Professor (FT)	PSYC 510: Behavioral Analysis and Behavioral Change	PhD, School Psychology, University of Denver	A nationally recognized expert in crisis prevention and intervention
Assistant Professor (FT)	SCWK 305: Human Behavior in the Social Environment	PhD, Social Work, Indiana University	Recently Interim Graduate Director in the Department of Social Work
Professor (FT)	SOCL 339: Sociology of Health and Illness	PhD, Sociology, Indiana University	Former chair of Department of Sociology and Anthropology; specializing in Medical Sociology
Organizational Operations Concentration Required Courses			
Assistant Professor (FT)	ACCT 280: Intro to Financial Accounting	EdD, Nova Southeastern University; CPA	Extensive career experience in accounting, business, industry
Assistant Professor (FT)	QMTH 205: Business Statistics	PhD, Business Administration – Statistics Concentration SCHOOL	Specialist in Business Analytics and Data Mining
Associate Professor (FT)	MGMT 321: Principles of Management	PhD, Organizational Behavior – Human Resources, USC	Specialist in Human Resource Management
Professor (FT)	MKTG 380: Principles of Marketing	PhD, Apparel Marketing, UNC Greensboro	Specialist in Consumer Behavior and Marketing Management

Total FTE needed to support the proposed program:
Faculty: 1.75
Staff: 1.5
Administration: 0.6

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

The faculty program director will dedicate approximately 50% of his/her time to teaching in the program; the other 50% will be in administering the program. The rest of the faculty teaching in the core and in the concentrations will total about 1.25 FTE as most of their teaching will be in their home departments and programs.

The staff will consist of one full-time Coordinator for Student Outreach and Success, who will direct both the recruiting of prospective adult students, as well as provide concierge customer service to these students to support their academic success. In addition, a .5 FTE will be allocated to provide administrative support to the faculty director and Department of Interdisciplinary Studies.

The administration of the program will require .50 FTE of the faculty program director position and .1 FTE from the duties of the Chair of the Department of Interdisciplinary Studies.

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.

Current resources are appropriate to support the Bachelor of Professional Studies program. The Ida Jane Dacus Library serves as an integral part of the University's academic program by supporting the instructional and research needs of the academic community, which is the library's primary mission. Additionally, course-integrated library instruction sessions are available to all academic departments and one-on-one instruction and consultation are available during hours of operation via chat, text, phone, and email.

The library is staffed by 13 professional librarians, 8 paraprofessionals/library technical assistants, and 33 student employees. To increase accessibility for all students, Dacus Library is open 24 hours from 1pm Sunday through 7pm Friday, and 12-7pm on Saturday.

Dacus Library has holdings to support Winthrop's academic programs across various access platforms, which can be accessed via the Library's website at http://www2.winthrop.edu/dacus. Overall holdings include over 290,000 scholarly electronic books, 780,272 unique print titles in the general collection, and access to over 100 electronic databases/collections. Dacus Library owns approximately 138, 919 total items relevant to the Organizational Operations and Health Services concentrations within the Bachelor of Professional Studies Program. Of these items, 129,845 are books, with 87,831 electronic books and 42,014 print books.

If Dacus Library does not own a particular title, it can be borrowed from other libraries through PASCAL, within South Carolina, or through interlibrary loan outside of the state. This service meets the needs for most faculty and student research purposes.

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.

Recognizing that many adult learners return to higher education after a period of time outside of the academy, Winthrop provides additional student services to support these students' academic success. Winthrop's Office of Extended Education offers concierge customer service to adult students in the Bachelor of Professional Studies program, helping these students navigate the processes and protocols necessary for registration, financial aid, and student financial services. In addition, the Office of Military, Adult, and Transfer Services assists these students, introducing them to essential academic support services and adult and military student organizations.

In addition to these adult-centered services, Winthrop provides all students with multiple levels of support through its programs, services, and activities to promote academic success. The College of Arts and Sciences, the home college for the Bachelor of Professional Studies, supports an Office of Student Services that functions as an information and service center for matters related to academic programs, academic policies, and degree requirements. Moreover, adult students have access to other support services, including the Academic Success Center, Office of Accessibility, Center for Career and Civic

Engagement, Mathematics Tutoring Center, and Writing Center. These student support centers and offices offer online and/or after-hour services to support adult students.

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

The Bachelor of Professional Studies is being offered as a land-based program. Current classrooms are used, which have updated technology, including a ceiling mounted projector and computer. The instructional buildings have wireless internet access. At this time, additional space is not required.

Equipment
Identify new instructional equipment needed for the proposed program.

Aside from regular upgrades to classroom, computer lab technology, and infrastructure, no new equipment is required.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☒Yes

☐No

The core requirements represent new courses; however, existing courses are used to fulfill the requirements of the major and concentrations. These courses are offered in the evenings on a consistent and sustainable basis to serve adult learners and current traditional students.

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	418,719	418,719	807,339	807,339	1,092,327	1,092,327	1,299,972	1,299,972	1,464,183	1,464,183	5,082,540	5,082,540
Prog-Spec Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	418,719	418,719	807,339	807,339	1,092,327	1,092,327	1,299,972	1,299,972	1,464,183	1,464,183	5,082,540	5,082,540
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	265,000	279,000	265,000	279,000	368,500	382,500	368,500	382,500	456,000	470,000	1,723,000	1,793,000
Facilities, Equip., Supplies, and Materials												
Library Resources												
Marketing/ Recruitment	35,000	35,000	35,000	35,000	40,000	40,000	40,000	40,000	40,000	40,000	190,000	190,000
Institutional Overhead	106,000	111,600	106,000	111,600	147,400	153,000	147,400	153,000	182,400	188,000	689,200	717,200
Total	406,000	425,600	406,000	425,600	555,900	575,500	555,900	575,500	678,400	698,000	2,602,200	2,700,200
Net Total (Sources of Financing Minus Estimated Costs)	12,719	(6,881)	401,339	381,739	536,427	516,827	744,072	724,472	785,783	766,183	2,480,340	2,382,340

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.

Tuition funding is based on the enrollment projections above and assumes students enroll in 9 hours in fall and spring semesters and 6 hours during the summer. The tuition rate used throughout is the tuition rate established for the 2018-19 academic year. Since this program is new, and uses existing course capacity in the existing courses, all tuition is assumed to be "new" funding.

In the costs section, personnel costs will be mostly new, either new hires or moving of existing employees into the new roles. Only the partial time/cost of the department chair and department administrative assistant are "old" costs and get added into the total column. We anticipate, if enrollment targets are met, that in year three an additional .5 faculty FTE and a new, full-time staff member (splitting the recruitment and advising duties into separate positions) will be needed. In year 5, another additional .5 faculty FTE and .5 FTE in both Records and Registration and in Financial Aid will be added.

Since this program is completely new and will require significant outreach, marketing, and recruiting, the marketing costs are considered new.

Institutional overhead is based on the same percentage of salaries (and fringe costs) as used for federal grants (40%).

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.	Program completers think critically and solve problems in practical settings.	1. Direct: Argumentative and persuasive writing exercises, PFST301 (start of program). 2. Direct: Critical thinking for problem solving in professional settings writing exercise, PFST495 (end of program). 3. Indirect: Entering Student Survey question/s on present critical thinking skills. 4. Indirect: Exiting student survey question/s on developed critical thinking skills (questions to mirror those of Entering Student Survey).
Winthrop University graduates value integrity, perceive moral dimensions, and achieve	Program completers are personally and socially responsible*.*	1. Direct: PFST301 exercise requiring discussion and reading(s) of the ethical basis of professional interaction.

excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.		2. Direct: PFST302 exercise requiring discussion of and reading relevant to the ethical basis of professional interaction (rubric common with #1). 3. Indirect: Entering Student Survey question/s on student understanding of the ethical basis of professional interaction. 4. Indirect: Exit Student Survey question/s on student understanding of the ethical basis of professional interaction (mirroring question/s in #3)..
Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.	Program completers understand the interconnected nature of the world and the time in which they live.	1. Direct: PFST301 exercise requiring discussion of and readings pertaining to the global context of a given professional setting. 2. Direct: PFST402 exercise requiring discussion of the global context of a given professional setting (rubric common with #1). 3. Indirect: Entering Student Survey question/s on student understanding of global nature of professional practice. 4. Indirect: Exit Student Survey question/s on student understanding of the global nature of professional practice (mirroring question/s in #3).
Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.	Program completers communicate effectively in writing and orally in practical settings.	1. Direct: PFST301 written communication exercise (evaluated for communication ability per se). 2. Direct: PFST495 written communication exercise (e.g., capstone essay; evaluated for communication ability per se; rubric common with #1). 3. Indirect: Entering Student Survey question/s on student perceived written communication ability. 4. Indirect: Exiting Student Survey question/s on student perceived written communication ability (mirroring questions in #3). 5. Direct: PFST301 oral communication exercise (evaluated for communication ability per se). 6. Direct: PFST495 oral communication exercise (e.g., capstone presentation;

		evaluated for communication ability per se; rubric common with #5). 7. Indirect: Entering Student Survey question/s on student perceived oral communication ability. 8. Indirect: Exiting Student Survey question/s on student perceived oral communication ability (mirroring questions in #7).
Graduates complete program of study in a reasonable amount of time.	n/a	Compare list of incoming students to list of program completers.

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.

Assessment of program will be primarily the responsibility of the program director. S/he will be assisted by a program advisory committee.

A curriculum map showing where particular learning objectives are taught or emphasized will be developed. Survey of student confidence specifically related to student learning outcomes will be developed and administered in the first course of program (PFST 301) and in the last course in program (PFST 495).

Rubrics will be developed for assessment of capstone paper (written) and of capstone presentation (oral). Program advisory committee will carry out assessment each year, and data over a series of years will be compiled. Results of assessment analysis will determine where improvements in courses or curriculum should be made.

To track employment, alumni surveys (at the university level and at the program level) and connections through applications such as LinkedIn will be used.

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