PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: **Winthrop University**

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.): Winthrop University proposes to add two new concentrations, rename one of the existing concentrations, and change delivery mode for the BPS in Professional Studies.

Current Name of Program (include degree designation and all concentrations, options, and tracks): Bachelor of Professional Studies in Professional Studies with concentrations in General Health Studies and Organizational Operations.

Proposed Name of Program (include degree designation and all concentrations, options, and tracks): Bachelor of Professional Studies in Professional Studies with concentrations in Community and Health Services, Health Informatics, Organizational Leadership, and Organizational Operations.

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.)

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

☐ Yes

☒ No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

☐ Yes

☒ No

Proposed Date of Implementation: January 2025

CIP Code: 30.9999

Current delivery site(s) and modes: Winthrop Campus (51801), on campus and hybrid (25-49%)

Proposed delivery site(s) and modes: Winthrop Campus (51801) and online via Competency Based Education

Program Contact Information (name, title, telephone number, and email address):
Dr. Scott Amundsen, Associate Professor and Director of the Bachelor of Professional Studies Program,
        803/323-3095, amundsens@winthrop.edu

Institutional Approvals and Dates of Approval:
Department: Feb. 27, 2024

College of Arts and Sciences Curriculum Committee: Feb. 28, 2024
College of Arts and Sciences Faculty Assembly: Mar. 6, 2024
Dean, College of Arts and Sciences: Mar. 6, 2024
Committee on University Curriculum: Mar. 28, 2024
Academic Council: Apr. 5, 2024
Faculty Conference: Apr. 19, 2024
Provost: April 23, 2024
President: April 24, 2024
Board of Trustees: Apr. 26, 2024

REACH Act Compliance:

All Winthrop undergraduate students must take one course that meets the Founding Documents requirement. Students may choose from the following courses: ECON103, HIST211, HIST212, PLSC201, PLSC309, or PLSC356. The student may also meet the requirement by completing, as part of their prior work, a course that meets REACH Act compliance in transfer.

Background Information

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

Winthrop proposes to modify the current BPS program by 1) adding two concentrations in Health Informatics and Organizational Leadership; 2) renaming "General Health Studies" concentration to "Community and Health Services"; and 3) delivering the BPS program through a 100% online competency-based education (CBE) modality, offering maximum flexibility to adult learners. Adding these concentrations and re-configuring the BPS as a competency-based education program will directly serve adult learners who have not yet completed their undergraduate degrees, current members of the military and veterans, as well as those currently employed seeking to upfit their skills and competencies.

The modification of the BPS is central to Winthrop's overall mission to serve the local region and the entire state of South Carolina, where over 500,000 residents have completed some college but not finished their degrees. The launch of competency-based education programs, specifically the modified BPS, aligns with the University's new strategic plan, which seeks to scale our academic programs and services to adult learners.

Assessment of Need

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

The modification of the BPS to a 100% online competency-based education modality meets the needs of the region and South Carolina by providing a self-paced, self-directed degree completion program to adult learners at a much lower cost. With new curriculum (see below) and CBE delivery, the BPS will provide access and maximum flexibility to adult learners who must balance their educational journeys with family and professional responsibilities.

Competence-based education (CBE) is increasingly popular because of the flexibility it provides for students seeking a postsecondary credential. While CBE programs have terms of study like traditional higher education programs, students become proficient at competencies at their own pace. Because learning can occur outside the classroom, students can earn degrees at a distance, and fit school around their schedules. Flexibility in time and place and a focus on demonstrated learning make CBE an ideal way to promote access for students traditionally underserved by higher education – often first-generation working adults who seek a credential but cannot fit traditional approaches into their lives – and potentially reduce costs and time to degree. (**Source - Lumina Foundation:** https://www.luminafoundation.org/resource/competency-based-education-and-federal-student-aid/)

CBE holds particular promise for underprepared adults—is that it is designed to meet students wherever they are on their individual path to a postsecondary credential and move them forward. For direct assessment models of CBE in particular, students advance at their own pace, based on their ability to master priority skills or competencies, rather than on time spent in class. JFF knows from our 30 years of work developing postsecondary career pathways for underprepared learners that there are key features—e.g., flexibility, personalization, acceleration, and clear connection to careers—that are essential to ensuring student success. CBE has the potential to offer all of these at a greater level than traditional higher education due to its conceptual foundation rooted in individualized or student-centered learning.
Source - Jobs for the Future (JFF) in partnership with Lumina Foundation:
https://www.luminafoundation.org/files/resources/expanding-cbe-for-all.pdf

Modifying the BPS to CBE will

- Serve South Carolina non-completers
  Directly supporting South Carolina Commission on Higher Education's *60 x 30* mission—60% of the population will have a post-secondary credential by 2030. In the five counties surrounding Winthrop, over 90,000 South Carolina residents have completed some college but no postsecondary credential; statewide, this number exceeds 500,000. (Source [US Census Bureau, 2022 American Community Survey S1501 Educational Attainment](#)) The BPS program now offers concentrations and certificates in Organizational Leadership, Organizational Operations, Community and Health Services, and Health Informatics.

- Support the Military and Veterans
  The BPS delivered through CBE will meet students "where they are" and recognize the prior learning that adult students—particularly our military and veterans—have developed throughout their careers. Winthrop's CBE programming will offer a flexible Prior Learning Assessment (PLA) program that will allow current service members and veterans earn specific academic credits toward their degrees, thus saving them money and accelerating their time to degree completion.

- Deliver Essential Workforce Development
  The modified BPS continues to be based on workforce development, and the CBE modality will help students further develop skills and competencies that most align with regional and South Carolina industry needs.

This program modification addresses workforce and training needs in logistics and operations management, and health informatics in South Carolina.

South Carolina's logistics and operations management, and health informatics sectors present promising career opportunities and outlook for individuals with the right skills, education, and experience. These fields hold strong prospects in South Carolina due to the state's strategic geographic location, robust transportation infrastructure, and flourishing industries.

Major companies such as Boeing, BMW, GE Power Electronics, Volvo Car US Operations, UPS, XPO Logistics, Michelin North America, Walmart, Atlas Copco USA, and Schaeffler Group USA have established significant warehouses and distribution centers and across the state in South Carolina. This has led to a high demand for logistics professionals who can efficiently manage and facilitate the distribution of goods in their networks. Further, the new $2 billion facility to produce electric SUVs being built by Scout Motors in Richland County will offer many new job opportunities that will require advanced competencies and skill sets in logistics and operations management.

Several organizations in the state are likewise involved in health informatics, healthcare technology, and related fields. Companies such as McLeod Health, MUSC Health, Prisma Health, Piedmont Health, Atrium Health, and BlueCross BlueShield of South Carolina, Nephron Pharmaceuticals Corporation, BlueCross BlueShield of South Carolina are currently using a wide variety of health informatics solutions to manage member data, claims processing, and healthcare analytics. These major healthcare companies are also investing in technology and data analytics to improve their operations.

Recent surveys of current matriculating students and alumni of the BPS program conducted by Winthrop University also reveal a strong interest in enhanced skills and competencies in the fields of logistics and operations management and health informatics by respondents. Many technicians in those fields, who have some college experience but no degrees, are seeking to advance their careers and increase their wages by becoming subject matter experts. This is so they can take on higher-level responsibilities inside or outside their current organizations.

Winthrop University has ongoing discussions with leadership of Schaeffler, Atlas Copco USA, Atrium Health, Prisma Health, and MUSC to ensure that the new concentration and related course competencies align well with their current workplace needs. Further, some of those companies have expressed interest in working and collaborating with Winthrop University to potentially help train their current and future employees.
Winthrop worked with CAEL to survey adult learners in the area about education opportunities. The results specifically supported the areas of concentration that are being proposed.

73. Which of the following programs would be of interest to students like you if available 100% online? (select all that apply)
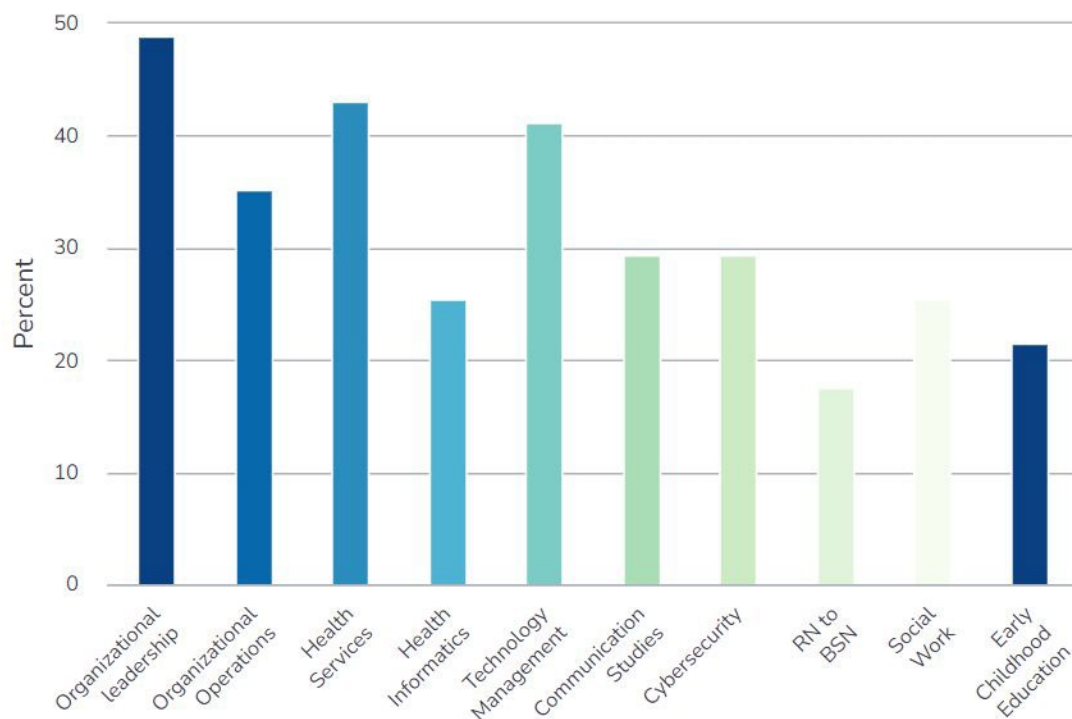
Thus, the available data and current outreach activities clearly reveal that the new Logistics, Operations and Health Informatics concentrations of the BPS program match well with the needs industries and career interests of current and future students of the program.

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

Winthrop and York Technical College are reviewing the current transfer agreement for the traditional BPS program. We are working on pathways into the new concentrations and for ways to complete missing requirements in the general education or missing course prerequisites.

Description of the Program

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2024-2025			15	15	20	33
2025-2026	30	55	40	85	45	118
2026-2027	50	145	60	130	60	135
2027-2028	70	150	75	155	70	160
2028-2029	80	170	85	160	75	165

Explain how the enrollment projections were calculated.

The BPS currently enrolls approximately 30 students annually with 10-15 new students entering each fall. In addition, a significant number of potential students currently engaged with our recruitment activities indicate a strong interest in the BPS program, particularly given the increased flexibility of a CBE modality.

- During the first two years of the modified program, most enrollments will be generated through 1) Winthrop's current and growing relationships with regional industry and business partners, who are actively engaged in the development of this initial CBE program; and 2) current local outreach to adult non-completers.

- Beginning in year two, enrollments will grow because of Winthrop's ongoing partnership with Wiley Educational Services (now Risepoint), which will drive Winthrop's digital marketing and recruitment beyond the University's local area.

- Total enrollments each year reflect anticipated attrition and potential graduation rates. CBE as a modality is built for professional and adult learners to be able to stop out and return according to their life circumstances. As a result, attrition and graduation rates will vary.

Curriculum

Attach a curriculum sheet identifying the courses required for the program.
See Appendix for the full degree program requirements.

The Bachelor of Professional Studies degree program is designed as a degree completion program for those with an associate of arts, associate of science degree or an equivalent number of credit hours earned prior to admission. Most students will have completed or nearly completed their general education coursework and will complete, on average, 60 credit hours at Winthrop in the major and concentration of their choice. Each student's exact course requirements will be determined in consultation with their academic advisor and approval of the BPS program coordinator. Winthrop will deliver the 60 credit hours required for the BPS major and chosen concentration through

a 100% online CBE modality. Students admitted without the AA or AS who may miss selected general education courses will work with the program coordinator to complete any needed courses through additional coursework or through assessment of prior learning.

Students may present for evaluation other prior learning – industry certifications, corporate training, or training certificates – that may apply to either specific course requirements or to general electives as needed. Students will likely complete courses from other concentrations to help meet overall degree requirements as electives.

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
QMTH 205	MATH241	PSFT301
ACCT 201	ACCT 278	PFST 302
	PFST 450	PFST 303
		PFST 401
		PFST 402
		PFST 495
		MGMT 321
		MKTG 380
		HCMT 200
		HCMT 300
		HLTH 300

New Courses
List and provide course descriptions for new courses.

ACCT 278   Introduction to Accounting Concepts for Managers (3 cr. hr.)

This course introduces financial and managerial accounting, equipping students with the knowledge and skills necessary to analyze, interpret, and use accounting information effectively. The course covers the fundamental concepts and principles of accounting, including the financial accounting process, reporting requirements, financial statement analysis, cost accounting systems, cost-volume-profit analysis, and incremental analysis. Students will gain a thorough understanding of how accounting information is used to make informed business decisions and assess the financial performance of organizations.

BADM 361   Introduction to Analytics and Digital Visualization (3 cr. hr.)

This course introduces data visualization and modeling techniques in a data-rich business setting. It covers the process of formulating business objectives, data preparation and study design, followed by implementation and evaluation of predictive models for a variety of practical business applications. The course takes a 'learning-by-doing' approach with the use of industry best practice technology. Prerequisites: MATH 241.

CSCI 352   Programming and Databases for Health Informatics (3 cr. hr.)

This course covers fundamental topics in programming and database systems for health informatics. Students are introduced to general programming principles using the Python language and core concepts of database processing and systems. Several database models are explored with emphasis on the relational model. Students will develop software applications to manipulate large sets to solve a variety of health informatics problems. Additionally, additionally will create, load, and access a database using an existing database management system.   Restricted to students enrolled in competency-based education program only. Prerequisites: PFST 401 (may be taken concurrently) and any MATH or QUAN course.

DSCI 412   Problem Solving Methods in Health Informatics (3 cr.hr.)

This course will provide a broad overview of data science and statistics concepts, methodologies, implementation techniques, and programming. Topics will include supervised and unsupervised learning models, quality control, and optimization via linear programming. Applications to organizational operations are emphasized. Prerequisites: BADM 361.

ECON 214   Foundations of Economic Analysis (3 cr.hr.)

This course introduces microeconomic and macroeconomic concepts, equipping students with the knowledge and skills necessary to analyze, interpret, and use economic information effectively. The course covers the fundamentals of production and market analysis and introduces students to macroeconomic models and policy. Students will be able to characterize production and trade utilizing concepts of opportunity costs and comparative advantage, analyze the effect of changing economic conditions on market outcomes, and interpret macroeconomic models to analyze economic policy.

HLTH 310   Introduction to Health Informatics (3 cr.hr.)

This course introduces fundamental terminologies and components in health informatics. Through case studies, students are exposed to important and current topics, including electronic medical records (EMR), Electronic Health Records (EHR), health data and ethics, standards, and sourcing in administrative, clinical, and financial aspects of healthcare.

MATH 241   Finite Probability and Statistics (3 cr.hr.)

This course covers elementary topics in probability and statistics, including descriptive statistics, binomial and normal distributions, estimation, hypothesis testing (including Chi-square tests), simple linear regression and correlation, and the examination of published research. Prerequisites: 3 hours of MATH credit with a grade of C- or better.

PHIL 319   Diverse Moral Thinking Styles (3 cr.hr.)

This course explores many different styles of moral thinking with a focus on identifying, describing, or defining the key thinkers, core concepts, and moral dimensions of each. The course requires students to integrate results from diverse moral-thinking styles to address a situational moral problem.

PFST 450   Project Management w/ CRISP-DM (3 cr.hr.)

Students in this course will appraise the fundamentals of project management, resource management, calculating return on investment, budgeting and personnel management. Attention will also be paid to the Cross-industry standard process for data mining (CRISP-DM) analytics model as it applies to projects in the discipline of Organizational Operations and Health Informatics. Students will develop skills to effectively manage a project by having a solid grasp on project lifecycles, standards, and methodologies developed by Project Management Institute (PMI). Pre-Requisites: Completion of Quantitative Requirement & PFST 401

MGMT 485   Organizational Development, Innovation, and Change (3 cr.hr.)

This course explores strategies for fostering organizational growth and adaptability in a dynamic business environment. Students learn innovation methodologies, change management principles and personal skills to drive positive transformations across the diverse organizational landscape. Restricted to students enrolled in competency-based education program only. Prerequisites: PFST 402.

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	120	College of Charleston	Degree Completion, targets adult learners, online	Winthrop's program is CBE-based (self-directed learning pedagogy); it is more affordable because it uses subscription model, and places focus on Prior Learning Assessment by Portfolio, which helps to speed up time to degree completion.
Bachelor of Professional Studies	120	Coastal Carolina University	Degree Completion, targets adult learners, online	Winthrop's program is CBE-based (self-directed learning pedagogy); it is more affordable because it uses subscription model, and places focus on Prior Learning Assessment by Portfolio, which helps to speed up time to degree completion.
BS in Prof Studies	125	Charleston Southern	Degree Completion, targets adult learners, online	Winthrop's program is CBE-based (self-directed learning pedagogy); it is more affordable because it uses subscription model, and places focus on Prior Learning Assessment by Portfolio, which helps to speed up time to degree completion.

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment because of the proposed program modification.

Existing full-time faculty will build and deliver the modified BPS program through a CBE modality. These faculty all possess the subject matter expertise to provide quality instruction for their specific courses; all will receive instructional design support necessary to deliver a competency-based program. There is no current need to hire additional faculty.

The launch of competency-based education at Winthrop coincides, and is supported by, the re-purposed School of Graduate, Continuing, and Online Education. The existing faculty delivering the BPS will have a secondary appointment to the new School of Graduate, Continuing, and Online Education.

As the BPS program grows, we anticipate backfilling essential staffing in records and registration, financial aid, student financial services, and online learning.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.
Library Resources:

As the primary provider of scholarly information for the Winthrop University community, the Ida Jane Dacus Library is an integral part of Winthrop's instructional program. The library has a strong collection of resources to meet the requirements and interests of students in the four Bachelor of Professional Studies (BPS) Community-Based Education (CBE) program concentrations – Organizational Operations, Organizational Leadership, Health Informatics, and Community & Health Services.

<u>Monograph collection</u>

LC range	Subjects	Physical Books	Electronic Books	Program
HD 28-70	Management Incl. executive ability, conflict management, delegation, leadership, corporate culture,	1,562	6,796	Organizational Operations Organizational Leadership
HF 5001-6182.2	Business Incl. career development, ethics, etiquette, marketing, personnel management, communication, accounting	2,118	5,992	Organizational Operations Organizational Leadership
HM 1041-1281	Sociology – Social Psychology Incl. interpersonal relations, social behavior, aggression, interpersonal communication, authority, leadership	143	1,015	Community & Health Services Organizational Operations Organizational Leadership

QP 141-185.3	Physiology - Nutrition	139	144	Community & Health Services
QP 301-336	Physiology – Movement Incl. physiology of exercise	213	79	Community & Health Services
R 1-920	Medicine (General) Incl. profession, communication, community relations, in relation to psychology, business methods, medical technology (incl. medical informatics	712	2,838	Community & Health Services Health Informatics
RA 1-790.95	Public Aspects of Medicine Incl. government health agencies and regulation, medical economics, community health services, health promotion, preventive health, hygiene	1,688	4,217	Community & Health Services
	TOTALS	6,575	21,081	

Electronic Databases

Winthrop students have access to over 170 electronic databases/collections (including those provided by the South Carolina State Library through the SCDiscus program) containing resources in a variety of formats (monographs, journals, newspapers, streaming video, etc.) Dacus uses the OpenAthens authentication system, which enables Winthrop students to retrieve electronic subscription resources from anywhere they have internet access. The most relevant databases for the BPS CBE program include:

- **Alt-HealthWatch:** Focuses on complementary, holistic and integrated approaches to health care and wellness.
- **Applied Science & Technology:** Content covers a wide range of applied science including medical informatics.
- **Business Insights:** Authoritative information and statistical data on companies and industries.
- **Business Source Complete:** Scholarly business journals and other sources.
- **Economics and Theory:** Academic journals and magazines with content useful for new businesses, marketing, and analyzing trends.
- **Entrepreneurship:** Database covering all aspects of starting and operating a business, including accounting, human resources, marketing, and more.
- **Health and Medicine:** Periodicals, reference books, videos and more containing information on the complete range of health care topics.
- **Health Source (Consumer and Nursing/Academic editions):** Journals and magazines covering medical disciplines, nutrition, childcare, and general health.
- **Liebert Online:** Peer-reviewed journals in biotechnology, medicine, and science.
- **MEDLINE:** Created by the National Library of Medicine, MEDLINE provides information on medicine, the practice of medicine, the health care system, and more.

- **Psychology & Behavioral Sciences Collection:** Coverage includes topics such as emotional and behavioral characteristics, and mental processes.
- **ScienceDirect:** Journals in science, technology, and medicine.
- **Small Business Source:** Information on small business and entrepreneurial subjects.

Before starting their first course, BPS students will complete an online orientation that will include information about accessing Dacus Library including an overview of their services. Information regarding Dacus Library will also be included in each course syllabus.

The Dacus Library website (https://libguides.library.winthrop.edu/dacus) provides the Winthrop community with access to information about the library's services, collections, hours of operation, and contact information. The library is staffed by 5 professional librarians, 7 paraprofessionals/library technical assistants, and several student employees. During the fall and spring semesters the library hours are as follows:

Monday – Wednesday	8:30 a.m.–9:00 p.m.
Thursday	8:30 a.m.–8:00 p.m.
Friday	8:30 a.m.–5:00 p.m.
Saturday	Closed
Sunday	3:00 p.m.–9:00 p.m.

Hours during vacation periods, exam weeks, inter-sessions and summer sessions vary and will be posted on the website.

Circulation and User Services policies are easily reached through the Our Services tab on the home page (https://libguides.library.winthrop.edu/dacus/services/home). Students may check out books from the circulating collection for the semester. Information and instructions on services such as requesting library materials, digitization requests, and personal delivery, are available on this site. Staff are on hand to answer questions or put patrons in contact with a reference librarian during operating hours.

The Get Help tab on the home page links users to the Research Services page where contact information for the Reference Librarians is available, including links to schedule an appointment. The Get Help tab also has links to the Book A Librarian page, Research Guides, and the library's A-Z List of databases.

There is a repository of video tutorials on the library's website at https://libguides.library.winthrop.edu/c.php?g=1058424&p=7692262. Topics include citation, searching the library catalog, ScienceDirect and EBSCOhost, and library services.

Equipment: As a 100% online CBE program, the BPS will not require any new equipment on campus. However, the Office of Online Learning will add additional software or technology platforms that integrate with Winthrop's Learning Management System (Blackboard Ultra) necessary to support student success.

Facilities: No additional facilities are required at this time.

Student services: Recognizing the challenges adult learners face in maintaining their academic progress, Winthrop will provide specific student services necessary to support student success within the CBE

modality. These services are in addition to existing student support resources, such as the Writing Center and Academic Success Center.

- Faculty advisor: BPS students will be served by their faculty advisor, Dr. Scott Amundsen, the faculty director of the BPS program. As the BPS grows, Winthrop will add additional advisors to support students in their academic progress. All faculty advisors will be well-trained in adult learners' needs and serve as liaisons to essential university offices such as the Office of Financial Aid, Student Financial Services, and Records and Registration.

- Learning Coaches: In addition to a faculty advisor, BPS students will be supported by Learning Coaches who consistently and proactively engage with BPS students to make sure they have access to the resources required to complete their assignments; provide guidance in terms of upcoming courses and program requirements; and serve as a liaison to essential university offices such as financial aid and student financial services.

- Retention Services: In addition to Winthrop's own advising and learning coaches, Winthrop will leverage its current relationship with Wiley Educational Services (now Risepoint) to support adult student persistence. As part of their service, Risepoint will monitor students' activities and engagements in Blackboard Ultra in order to trigger necessary interventions to make sure students have the resources necessary to complete their learning modules.

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

We do not expect any significant impact on existing degree programs. The current hybrid, in-person BPS program will phase out as the existing students complete their program. The courses offered for the new version of the BPS will be taught on-line and competency based. Regular students cannot register for these competency-based sections as the registration, billing, grading, and financial aid rules are different.

Financial Support

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	84,000	451,500	717,500	813,750	866,250	2,933,000
Program-Specific Fees						
Special State Appropriation						
Reallocation of Existing Funds	132,200	72,000				204,200
Federal, Grant, or Other Funding						
Total	216,200	523,500	717,500	813,750	866,250	3,137,200
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries	131,400	178,600	327,000	338,000	339,000	1,314,000
Winthrop Community Outreach and Marketing	10,000	15,000	15,000	25,000	25,000	90,000
Library Resources						
Other (specify) Marketing/Recruitment/Retention Support (Risepoint Partnership)	28,750	110,125	245,250	274,125	292,500	950,750
Total	170,150	303,725	587,250	637,125	656,500	2,354,750
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	46,050	219,775	130,250	176,625	209,750	782,450

Budget Justification

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

Winthrop University and the School for Graduate, Continuing, and Online Education will provide the financial resources necessary to initiate this change.

- The modification and redesign of the BPS program as a 100% online CBE program is funded in part by $300,000 seed capital provided by President Serna through the University's contingency and special projects fund. This seed capital support:
    - Initial and ongoing professional development for faculty through the Competency-Based Education Network.
    - Faculty stipends to develop the overall revised program and build individual CBE courses.
    - Initial marketing and re-branding of the BPS program locally.
    - System integrations between Slate, Banner, and Financial Aid.
- The program administration, staff and faculty salary line reflects the salary paid to the faculty for designing the courses, their pay for working with the students, academic coaches that help guide students through their program and for program administration.
- The marketing line is the budgeted amount for institutional marketing efforts, both for prospective students and for socializing the program on campus for current staff and faculty.

- Winthrop will provide additional resources to support enrollment and academic quality through a partnership (Revenue-share model) with Risepoint (formerly Wiley Educational Services). Risepoint will receive a contracted share of the tuition revenue for students they recruit into the program. As the enrollments grow, their share will increase. The budget above assumes they will help recreuit about 40% of our students. As part of this contract, Risepoint will provide services related to:

    - Marketing and recruitment
    - Instructional design support
    - Retention and academic support services
    - 24X7 I.T. Customer Service

- Tuition funding noted above is a result of a new subscription model that affords adult learners the opportunity to "subscribe" for a fixed term and pursue as many courses and competencies as their schedules allow. The funding above is based on projected enrollments (also noted) at the part-time subscription rate of $1,750 per subscription term (semester).

    In terms of projected revenues and cash flow, Winthrop anticipates enrollment and tuition funding making the program sustainable in the third year, as the large start-up expenses will be covered during the first two years of the program.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
1: General education, Electives and Professional Studies Foundations (Basic Core Competencies)	1.1 Students will demonstrate the ability to communicate their ideas and reactions to other thoughts in a	Basic Core Competencies are embedded in PFST 301, PFST 302, PFT 303, MGMT 321, MCOM 304, PHIL 319, ARTM

	professional setting effectively via speech, writing, and multimedia. 1.2 Students will demonstrate time management, critical thinking, and leadership and professionalism skills for workplace success. 1.3 Students will demonstrate the use of broad-based, reflective, and diversity-informed thinking in global and intercultural situations and contexts.	398, PFST 401, and PFST 402. They will be assessed via test questions, reports, written exams, and the creation of multi-media artifacts. Students must score at the 80% level of proficiency for all competencies (Mastery) to pass each course.
2: Professional Knowledge, Skills and Abilities (Advanced Core Competencies)	2.1 Students will demonstrate the ability to use data and ability to use data, methods, and knowledge-driven approaches to work related problems and issues. 2.2 Students will demonstrate the ability to use leadership, collaborative, and team-centered skills and principles in workplace activities and endeavors. 2.3 Students will demonstrate the ability to apply strategies, methods, principles, and techniques such as data analysis, linear regression, decision trees or break-even analysis, FIFO, and CRISP-DM to make business and professional decisions.	Advanced Core Competencies are embedded in MATH 241, MKTG 380, PFST 350, ACCT 278, BADM 361, ECON 214, HLTH 300. They will be assessed via test questions, reports, written exams, case analyses, and the creation of multi-media artifacts. Students must score at the 80% level of proficiency for all competencies (Mastery) to pass each course.
3: Concentration Competencies and Capstone Portfolio	3.1 Students will demonstrate advanced knowledge, skills, and abilities to pursue and maintain gainful employment and successful career in one or more of the following concentrations: Organizational Operations, Organizational Leadership, Health Informatics, and Community Health Services.	Competencies for the courses of the four concentrations listed below must be mastered. Organizational Operations: • DSCI 412 • PFST 410 • PFST 415 Organizational Leadership: • MGMT 322 • MGMT 475 • MGMT 485 Health Informatics: • HLTH 310 • DSCI 412 • CSCI 352 Community Health Services: • NUTR 221 • HCMT 200 • HCMT 300 Capstone: PFST 495

		Assessment for concentration courses will be comprehensive reports, case analyses, written exams, creation of multi-media artifacts, and a professional portfolio. Students must score at the 80% level of proficiency for all competencies (Mastery) to pass each course that's part of their concentration.

Assessment Overview

Winthrop University executes an outcome-based programmatic assessment effort that allows for continuous improvement of academic programs, to include student learning outcomes. Part of a cyclical process, these assessment efforts are designed to determine the extent to which identified outcomes are met and findings used for continuous improvement efforts. The process of identifying outcomes, collecting and analyzing data, and using results for improvement of the academic programs support the assessment of the University's overall institutional effectiveness. The institution functions on the premise that assessment of academic programs maintains and strengthens the programs, while allowing the institution to achieve its stated outcomes.

Two goals of the university's strategic plan, are supported by the assessment of academic programs; specifically, to "support inclusive excellence by expanding our impact on students" and to "continually enhance the quality of the Winthrop experience for all students." The process of student learning assessment, although focused at the program level, is informed by university structures and expectations.

Outcomes of individual academic programs are assessed through three major processes: (1) student learning outcomes assessment, focusing on what students know, think, and can do as a result of completing a program; (2) academic program review, a comprehensive evaluation of all areas of an academic program, including curriculum, faculty, students, and resources; and (3) professional accreditation review for specific disciplines. Assessment findings inform programmatic decisions, document student achievement, and improve the quality of learning for all students. The academic review system focuses on developing an institutional culture, with continual improvement at the core of assessment work.

Student Learning Outcome Assessment

Each academic program, within Winthrop University's four degree-granting colleges, is required to implement an annual assessment plan that clearly articulates student learning outcomes and program outcomes, identifies appropriate methodology, measures the extent to which students achieve the outcomes, analyzes the findings, and uses the results to make curricular and programmatic enhancements or adjustments.

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

☐ Yes

☒ No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

☐ Yes

☒ No

Will the proposed modification affect or 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

Appendix A: Degree requirements

GENERAL EDUCATION		SEMESTER HOURS
Shared Skills and Proficiencies		
Writing and Critical Thinking		
WRIT 101	Composition	3
HMXP 102	Requirement satisfied with major courses PFST 301 and 302	0
CRTW 201	Requirement satisfied with major courses PFST 303	0
Oral Communication	See approved list; may be met in major	0-3
Technology	See approved list; may be met in major	0-3
Intensive Writing	See approved list, may be met in major	0-3
REACH/Founding Documents Requirement	See approved list; may be met with another requirement	0-3
Physical Activity	See approved list	1
Thinking Critically Across Disciplines**		
Global Perspectives	See approved list, may be met in major	0-3
Historical Perspectives	See approved list	3
Introducing Students to Broad Disciplinary Perspectives		
Social Science	See approved list; must include 2 designators; may be partially met in major	3-6
Humanities and Arts	See approved list; must include 2 designators	6
Quantitative Skills and Natural Science	(3 courses), may be partially met in major	6-12
Quantitative Skills	See approved list; may be met in major	(0-8)
Natural Science	See approved list; must include one lab science. If 2 courses taken, must be in two different groups: Life, Physical, Earth; may be met in major	(3-8)
Subtotal		**22-46**

Requirements in Major   *48*

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
MGMT 321	Principles of Management	3

Core A: Managing & Leading the Organization

MATH 241	Finite Probability and Statistics	3
MKTG 380	Principles of Marketing	3
PFST 350	Project Management w/ CRISP-DM	3

Select one Concentration:

Community & Health Services Concentration

PHIL 319	Diverse Moral Thinking Styles	3
MCOM 304	Intercultural Communication	3
HLTH 300	Personal & Community Health	3
NUTR 221	Human Nutrition	3
HCMT 200	Introduction to Healthcare Management	3
HCMT 300	The Healthcare Manager	3

Health Informatics Concentration

BADM 361	Introduction to Analytics and Digital Visualization	3
ECON 214	Foundations of Economic Analysis	3
ACCT 278	Introduction to Accounting Concepts for Managers	3
HLTH 310	Introduction to Health Informatics	3
DSCI 412	Problem Solving Methods in Health Informatics	3
CSCI 352	Programming and Databases for Health Informatics	3

Organizational Leadership Concentration

MCOM 304	Intercultural Communication	3
HLTH 300	Personal & Community Health	3
PHIL 319	Diverse Moral Thinking Styles	3
MGMT 322	Intro to Talent Management	3
MGMT 475	Leadership in Organizations	3
MGMT 485	Organizational Development, Innovation and Change	3

Organizational Operations Concentration

ACCT 278	Introduction to Accounting Concepts of the Manager	3
BADM 361	Introduction to Applied Analytics and Data Visualization	3
ECON 214	Foundations of Economic Analysis	3
DSCI 412	Data Science and Stats for Org Ops	3
PFST 410	Operations Processes	3
PFST 415	Logistics and Supply Chain Management	3

	Capstone Course	
PFST 495	Professional Studies Capstone	3
General Electives		26-50

Total		120

***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).
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.