NEW PROGRAM PROPOSAL EXECUTIVE SUMMARY

Master of Business Administration in Business Administration

Winthrop University

WORKFORCE DEVELOPMENT:

Is this program recognized as a PRIORITY OCCUPATION according to the South Carolina Unified State Plan for Education and Workforce Development for 2024-2025? If so, please select the appropriate career cluster.

☒ Yes

☐ No

CAREER CLUSTER:

☐ Agriculture, Food, & Natural Resources	☐ Architecture & Construction
☐ Arts, Audio/Video Technology, & Communications	☒ Business Management &Administration
☐ Education & Training	☒ Finance
☐ Government & Public Administration	☐ Health Science
☐ Hospitality & Tourism	☐ Human Services
☐ Information Technology	☐ Law, Public Safety, Corrections, Security
☐ Manufacturing	☒ Marketing
☐ Science, Technology, Engineering, & Mathematics	☐ Transportation, Distribution, & Logistics

A. SUMMARY

Winthrop University proposes changing the Classification of Instructional Programs (CIP) code for the existing MBA program. The program currently is classified with the regular Business Administration code (52.0101). Winthrop is requesting a change to the Management Science and Quantitative Methods code (52.1399). The updated CIP code better captures the program's rigorous, quantitative focus, highlighting its strong foundation in management science and data analytics, and positioning our graduates for even greater success in a data-driven economy. Additionally, this change will enhance the program's appeal to

current and prospective international students. This will be the first full MBA program with the STEM designation in South Carolina. USC-Columbia has a Business Analytics certificate that has the STEM designation, which was the only one we found in South Carolina. In addition to the CIP change, Winthrop is also proposing to add two new concentrations: Healthcare Management, and Financial Planning.

B. UNIVERSITY ENROLLMENT

In-state 4894 (85.3%)	Out-of-State 718 (14.7%)

C. ENROLLMENT PROJECTIONS

D. Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2025-2026	120	120	120
2026-2027	125	125	125
2027-2028	130	130	130
2028-2029	135	135	135
2029-2030	140	140	140

Explain how the enrollment projections were calculated.

The program currently has 110 students (spring 2025). Its enrollment has declined over the past few years. Having recently incorporated emerging technologies into our curriculum, we hope to make the program attractive to those looking to enhance or change careers. York County and the Charlotte region are among the fastest-growing in the country. We expect the program to continue to draw steady enrollment from the SC and NC areas. The proposed STEM designation will make the program significantly more attractive to international students, and we expect to enroll cohorts of approximately 10 to 15 international students annually.

E. INDUSTRY-RELATED OCCUPATIONAL WAGES AND PROJECTIONS IN SOUTH CAROLINA

Occupation	State		National		Data Type and Source
	Projected Annual Openings	Employment Projection	Projected Annual Openings	Employment Projection	
Financial and Investment Analysts	280 between 2020 and 2030	13% growth from 2020 to 2030	26,100	10% growth from 2023-2033	U.S. Bureau of Labor Statistics
Management Analyst	1,870 between 2020 and 2030	18% growth from 2020 to 2030	95,700	11% growth from 2023-2033	U.S. Bureau of Labor Statistics
Business Intelligence Analysts/ Data Scientists/ Clinical Data Managers	10 between 2020 and 2030	25% growth from 2020 to 2030	20,800	36% growth from 2023-2033	O*Net/U.S. Bureau of Labor Statistics
Strategic Leadership (Chief Executives)	340 between 2020 and 2030	-2% growth from 2020 to 2030	23,000	6% growth from 2023-2033	O*Net/U.S. Bureau of Labor Statistics
Human Resources	2,040 between 2020 and 2030	13% Projected growth from 2020 to 2030	222,500	7% projected growth between 2023 and 2033	O*Net/U.S. Bureau of Labor Statistics
Marketing Managers	230 between 2020 and 2030	16% Projected growth from 2020 to 2030	34,800	8% projected growth between 2023 and 2033	O*Net/U.S. Bureau of Labor Statistics
Medical and Health Services Managers	790 between 2020 and 2030	35% Projected growth from 2020 to 2030	61,400	29% projected growth between 2023 and 2033	O*Net/U.S. Bureau of Labor Statistics
Personal Financial Advisors	790 between 2020 and 2030	15% Projected growth from 2020 to 2030	27,000	17% projected growth between 2023 and 2033	O*Net/U.S. Bureau of Labor Statistics

F. CHE STAFF STAGES OF CONSIDERATION

Considerations	Date	Comments
Program proposal received	5.14.2025	Original Proposal received via email. Assigned lead reviewer and second reader.
Summary of staff comments, responses, and versions	5.19.2025	Requested Revisions: # 1 (One): • Enrollment projections clarification requested. • CIP Code clarification • Requested to update list of similar degrees in SC Colleges and Universities. • Budget justification salary for faculty clarification.
ACAP Considerations	6.12.2025	**ACAP questions:** None **Responses:** NA **Vote:** Forward for CAAL
CAAL Considerations (See attached commissioner questions and responses)		CAAL questions Responses Vote
CHE Considerations		CHE questions Responses Vote
Submission to IT for addition to inventory		Date completed

G. STAFF, ACAP, CAAL AND CHE RECOMMENDATIONS

a. ACAP RECOMMENDATION

Recommended for CAAL

b. CAAL RECOMMENDATION

Choose an item.

c. CHE RECOMMENDATION

Choose an item.

Additional Comments:

NEW PROGRAM PROPOSAL FORM

Name of Institution: Winthrop University

Name of Program (include degree designation and all concentrations, options, or tracks): Master's in business administration (MBA)with concentrations in Finance, Human Resource Management, Marketing, Strategic Leadership, Financial Planning, and Health Care Management.

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 2025

CIP Code: 52.1399, Management Science and Quantitative Methods (Changing from 52.0201)

Delivery Site(s): Winthrop University (51801)

Delivery Mode:

- ☒ Traditional/face-to-face
  *select if less than 25% online
- ☐ Distance Education
- ☒ 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):
P.N. Saksena, Ph.D.
Dean and Professor of Accounting
803-323-4826
saksenapn@winthrop.edu

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

Management and Marketing Department: February 21, 225
College of Business Administration Graduate Curriculum Committee: February 27, 2025
College of Business Administration Faculty Assembly: March 7, 2025
Dean, College of Business Administration: March 8, 2021
University Graduate Council: March 11, 2025
University Graduate Faculty Assembly: April 25, 2025
Provost approval: April 28, 2025
President approval: April 29, 2025
Board of Trustees approval: May 1, 2025

Background Information

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

Winthrop University and the College of Business and Technology are requesting a change to our Classification of Instructional Programs (CIP) code and the approval of two new concentrations.

We request that the CIP code of our existing MBA program be updated and the addition of two new MBA concentrations be recognized. The proposed CIP code is 52.1399 Management Science and Quantitative Methods, which is designated as STEM. The updated CIP code better captures our program's rigorous, quantitative focus, highlighting its strong foundation in management science and data analytics, and positioning our graduates for even greater success in a data-driven economy. Additionally, this change will enhance the program's appeal to current and prospective international students. This will be the first full MBA program with the STEM designation in South Carolina. USC-Columbia has a Business Analytics certificate that has the STEM designation, which was the only one we found in South Carolina.

The new CIP code aligns more closely with our MBA program's STEM focus, emphasizing the integration of data analytics and evidence-based decision-making in business leadership. As businesses increasingly rely on data to drive strategy, our curriculum has evolved to address the growing impact of analytics, automation, and artificial intelligence in finance, operations, and marketing. To prepare students for these industry shifts, our programs equip graduates with the skills to interpret complex data, generate insights, and make informed strategic decisions that align with employer expectations.

The program is designed for students with an undergraduate degree from an accredited institution who are eager to develop or enhance their analytical skills. It specifically targets individuals interested in strategic leadership, marketing, human resource management, and finance, with business analytics as a central focus. The program also caters to those seeking a graduate degree that prepares them to lead organizations and make high-level, data-driven decisions. Additionally, it appeals to professionals aiming to enhance their analytical expertise and earn a marketable graduate degree to advance their careers.

These changes are central to Winthrop University's mission because they help our graduate program become more competitive. Many programs at well-known universities have become STEM-designated by changing their CIP code. By obtaining our STEM designation and ensuring that we continue to follow the leading MBA programs and expose students to relevant cutting-edge technologies, we improve the educational quality of our program to the benefit of students and employers, enriching the state of South Carolina.

These changes also align with and support Winthrop's strategic plan in several meaningful ways. They enable us to (i) market our STEM-MBA program more effectively to a broader audience, (ii) enhance student success and career outcomes through coursework that aligns closely with employer needs, thereby increasing the program's appeal and graduate student enrollment, and (iii) create opportunities for a wider range of individuals to access and excel in business and leadership roles.

We will add two new MBA concentrations: Financial Planning (a Certified Financial Planner Registered Program) and Health Care Management. These additions directly respond to market demands and align with regional workforce needs and national industry trends.

Winthrop's geographic proximity to major financial services firms such as LPL Financial, Vanguard, and Bank of America drives the decision to offer an MBA concentration in financial planning. As the demand for certified financial planners grows, particularly those who can integrate advanced financial planning with investment management, this concentration will position our graduates to meet that need. By embedding this path within our MBA program, we are equipping aspiring Certified Financial Planners with technical

expertise to serve clients and developing the strategic, analytical, and leadership skills essential for success in today's competitive financial advisory environment. This concentration will be registered with the Certified Financial Planner (CFP®) Board of Standards, which ensures the curriculum meets rigorous educational requirements. Students who complete the program will be eligible to sit for the CFP® exam. The target audience for this program is individuals who are either employed in or hope to transition to the financial services industry and want to gain additional knowledge and skills, and/or attain the Certified Financial Planner Certificate.

The decision to introduce an MBA concentration in Health Care Management is driven by the increasing demand for healthcare managers in our region, fueled by the rapid growth and expansion of healthcare systems across the Carolinas. This growth is evident in the expansion of major health systems such as Atrium Health and Novant Health, which have significantly increased their presence and services in both North and South Carolina. Given the dynamic nature of the healthcare sector and its significant role in the Carolinas, there is a clear need for highly skilled healthcare managers who can lead and innovate within these expanding systems. By offering an MBA concentration in Health Care Management, we aim to attract current healthcare professionals and those seeking to transition into the field, providing them with advanced knowledge that blends business acumen with specialized healthcare expertise. This integrated approach prepares graduates to lead and adapt to the rapidly evolving healthcare landscape across the Carolinas.

Assessment of Need

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

Designating our MBA program as STEM significantly strengthens its relevance and appeal at the institutional, state, regional, and national levels. For the institution, it enhances our ability to attract high-achieving students seeking a rigorous, quantitatively driven business education, aligning with broader university goals of strengthening regional presence, elevating our prominence, and regional presence. At the state and regional levels, it directly supports South Carolina's and the Southeast's growing industries, such as advanced manufacturing, healthcare, logistics, and financial services, that increasingly demand leaders who can combine technical expertise with business strategy. Nationally and globally, the designation opens new pathways for our graduates into management and leadership roles at Fortune 500 companies, top management consulting firms, and innovative startups, where there is a rising need for professionals who can bridge data-driven decision-making with business acumen. This strategic move not only positions our graduates for greater success but also elevates the university's reputation as a leader in

producing versatile, future-ready business leaders.

The addition of concentrations in Health Care Management and Financial Planning strategically positions Winthrop University to meet the growing demand for highly skilled professionals in two fast-growing sectors. Our location in the Charlotte metropolitan area, which is close to major healthcare providers and leading financial services firms, provides a competitive advantage. These new offerings will allow us to serve current professionals seeking career advancement and individuals preparing to enter the healthcare or financial services industry. By aligning our MBA program with regional workforce needs, we are strengthening our role as a talent pipeline for key employers across the Carolinas.

Transfer and Articulation

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

There are no special articulation agreements for this program.

Employment Opportunities

Occupation	State		National		Data Type and Source
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Supporting Evidence of Anticipated Employment Opportunities

To effectively support anticipated employment opportunities for our MBA graduates, we conducted an extensive analysis using multiple career and employment platforms. In addition to reviewing official employment projections from O*Net and the U.S. Bureau of Labor Statistics, we thoroughly examined job postings across various platforms, including SC Works, to assess current market demand.

For instance, a targeted search on Indeed.com for positions requiring or preferring an "MBA" within a 50-mile radius of Rock Hill, SC, yielded over 500 job openings as of January 24, 2024. These job opportunities span diverse sectors such as banking, finance, accounting, manufacturing, and government. Furthermore, a focused search combining "MBA" with "Strategic Leadership," a core element of our MBA curriculum, returned more than 100 job openings within the same geographic area. Additionally, we identified over 400 available positions explicitly seeking expertise in "business analytics" and 100 positions specifically requiring an "MBA" coupled with "analytics" skills within this radius. Comparable employment trends were evident for the newly developed Financial Planning and Health Care Management concentrations.

Our strategic location near significant healthcare and financial service organizations provides our graduates with a distinct competitive advantage in South Carolina's job market. Moreover, the STEM designation of our MBA enhances our graduates' qualifications, positioning them favorably for leadership roles and C-

suite positions. This designation adds substantial value to each concentration and significantly strengthens our graduates' marketability.

- Product Manager
- Data Scientist/Analyst
- Management Consultant
- Compliance Officer
- Financial Risk Manager
- Supply Chain Manager
- Executive in Healthcare
- Executive in Financial Services

Description of the Program

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

☐ Yes

☒ No

Admission into the MBA-STEM will follow the current requirements for the MBA, available here: https://www.winthrop.edu/sgco/graduatestudies/general-mba.aspx.

Curriculum

New Courses

List and provide course descriptions for new courses.

Total Credit Hours Required: 30 - 45

Curriculum by Year (Standard MBA program)					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ACCT 680 -Accounting for Managers	3	ECON 680 - Managerial Economics	3	MRKT 680 Marketing Management	3
BADM 571 - Applied and Data Visualization	3	FINC 680 – Financial Policy Management	3	MGMT 684 - Strategic and International Issues in Management	3
CSCI 685 – Data Management	3	MGMT 680 – Organization Leadership and Communications	3	QMTH 680 Statistical Methods and Business Research	3
		Elective	3		
Total Semester Hours	9	Total Semester Hours	12	Total Semester Hours	9

The required courses listed above allow students to earn three graduate certificates (stackable credentials), as follows:

*The Leadership in Organizations Micro-Certificate will provide students with knowledge and skills in leadership, communication, and organizational behavior, which they will apply to understanding and implementing marketing and management strategies in the workplace. This micro-certificate consists of MGMT 680, MKTG 680, and MGMT 684 and is open to all admitted Winthrop graduate students, including non-degree-seeking students.

** The Financial Analysis Micro-Certificate will provide students with a managerial foundation of knowledge and skills in the areas of accounting, finance, and economics. Analytical skills applied to various quantitative business contexts will also be emphasized. This micro-certificate is available only to admitted MBA students and requires completion of ACCT 680, ECON 680, and FINC 680.

*** The Business Analytics Micro-Certificate will provide students with a foundation in data analytics for today's business contexts. Students will learn advanced statistical techniques, data management processes and procedures, data visualization, and other analytical skills. This micro-certificate is available only to admitted MBA students and requires completion of BADM 571, CSCI 685, and QMTH 680.

Students must satisfy several prerequisites in addition to the courses listed. Prerequisite courses cover accounting, economics, and finance.

The current proposal to change the program's CIP code does not change the required prerequisites.

Students who elect to do a specialized concentration must complete between 36 and 45 hours.

Concentration Electives

Marketing	Hours
MKTG 581- Marketing for Global Competitiveness (taken as MBA elective)	3
MKTG 681 - Strategic Marketing Seminar- Capstone Course	3
MKTG 675 - Leadership Dynamics	3
Total Hours	9 (36)

Finance	Hours
FINC 512 – Investments	3
FINC 500+ Elective	3
FINC 500+ Elective	3
Total Hours	9 (36)

Human Resources Management	Hours
MGMT 622 Advanced Human Resources Management and Labor Relations (taken as MBA elective)	3
MGMT 524 Employment Law	3
MGMT 522 or 526 Growing and Developing Talent OR Talent Management Seminar	3
Total Hours	9 (36)

Strategic Leadership	Hours
MGMT 622	
MGMT 622 Advanced Human Resources Management and Labor Relations (taken as MBA elective	3
MGMT 675 Leadership Dynamics	3
BADM 633 International Business Culture	3
Total Hours	9 (36)

New Concentration:

Curriculum by Year (Healthcare Management)					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ACCT 680 -Accounting for Managers	3	ECON 680 - Managerial Economics	3	MRKT 680 Marketing Management	3
BADM 571 - Applied and Data Visualization	3	FINC 680 – Financial Policy Management	3	MGMT 684 - Strategic and International Issues in Management	3
CSCI 685 – Data Management	3	MGMT 680 – Organization Leadership and Communications	3	QMTH 680 Statistical Methods and Business Research	3
HCMT 621 - Transforming Healthcare: Quality & Performance	3	Elective	3	HCMT 623 - Foundations of the U.S. Healthcare System	3
Total Semester Hours	12	Total Semester Hours	12	Total Semester Hours	12

Health Care Management Electives	Hours
Elective 500+	3
HCMT 621 Transforming Healthcare: Quality & Performance	3
HCMT 623 Foundations of the U.S. Healthcare System	3
Total Hours	9 (36)

New Concentration:

Curriculum by Year (Financial Planning)					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ACCT 680 -Accounting for Managers	3	FINC 515- Financial Planning and Risk Management	3	MRKT 680 Marketing Management	3
BADM 571 - Applied and Data Visualization	3	FINC 680 – Financial Policy Management	3	MGMT 684 - Strategic and International Issues in Management	3
CSCI 685 – Data Management	3	MGMT 680 – Organization Leadership and Communications	3	QMTH 680 - Statistical Methods and Business Research	3
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	9

Course Name	Credit Hours	Course Name	Credit Hours
Year 2			
Fall		Spring	
ECON 680 - Managerial Economics	3	FINC 515- Financial Planning and Risk Management	3
ACCT - 501 Estate Planning	3	FINC 512 Investments (taken as MBA elective)	3
ECON 680 - Managerial Economics	3	FINC 520 Financial Plan Development	3
			3
Total Semester Hours	9	Total Semester Hours	9

Financial Planning Concentration Electives

FINC 512 Investments (taken as MBA elective)	3
FINC 515 Financial Planning and Risk Management	3
FINC 516 Employee Benefits and Retirement Planning	3
FINC 520 Financial Plan Development	3
ACCT 502 Introduction to Tax	3
BADM/ACCT 501 Estate Planning	3
Total Hours	18 (45)

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	Total Credit Hours	Institution	Similarities	Differences
Clemson MBA	36-42	Clemson University	Both programs cover advanced business topics and leadership.	Clemson's MBA is not STEM-designated. Unlike Clemson, Winthrop's program offers stackable graduate micro-certificates in business analytics, financial analysis, and organizational leadership, reinforcing its analytical and data-driven focus. Winthrop offers a concentration in financial planning.
University of South Carolina MBA	41	USC Columbia	Both programs cover advanced business topics and leadership.	USC's MBA is not STEM-designated but offers a STEM-designated Business Analytics Certificate. Winthrop integrates analytics within its core curriculum, offering applied analytics, data visualization, and data management. Winthrop offers a concentration in financial planning
College of Charleston MBA	39	College of Charleston	Both programs cover advanced business topics and leadership.	College of Charleston's MBA is not STEM-designated and lacks the analytics courses included in Winthrop's program. Unlike Charleston, Winthrop offers stackable micro-certificates in analytics and financial

				analysis. Winthrop offers a concentration in financial planning
South Carolina State University MBA	30	SC State University	Both programs cover advanced business topics and leadership.	SC State's MBA is not STEM-designated and offers fewer analytics courses than Winthrop. Winthrop provides stackable micro-certificates in business analytics, ensuring students gain data-driven decision-making skills. Winthrop offers a concentration in financial planning
Lander University MBA	30	Lander University	Both programs cover advanced business topics and leadership.	Lander's MBA is not STEM-designated and includes fewer analytics courses than Winthrop's. Winthrop strengthens its STEM case by requiring applied analytics and data visualization courses. Winthrop offers a concentration in financial planning
The Citadel MBA	36	The Citadel	Both programs cover advanced business topics and leadership and have similar management, marketing, and finance concentrations.	The Citadel's MBA is not STEM-designated and has fewer analytics courses. Winthrop requires applied analytics, data visualization, and data management for a stronger quantitative foundation. Winthrop offers a concentration in financial planning
Coastal Carolina MBA	30	Coastal Carolina University	Both programs cover advanced business topics and leadership. Both programs have a healthcare emphasis.	Coastal Carolina's MBA is not STEM-designated and focuses on Healthcare Administration, Real Estate, and Marine Wetlands, while Winthrop emphasizes

				management science and analytics within its courses. Winthrop also offers micro-certificates in analytics and financial analysis. Winthrop offers a concentration in financial planning
Francis Marion MBA	30	Francis Marion University	Both programs cover advanced business topics and leadership. Both programs have a healthcare emphasis.	Francis Marion's MBA is not STEM-designated and specializes in Healthcare Executive Management. Winthrop's analytics-focused curriculum and data-driven coursework provide students with skills essential for modern business challenges. Winthrop offers a concentration in financial planning
USC-Aiken MBA	30	USC-Aiken	Both programs cover advanced business topics and leadership.	USC-Aiken's MBA is not STEM-designated, though it offers a Business Analytics concentration. However, Winthrop's program fully integrates analytics and data management into its core curriculum, making a stronger case for STEM designation. Winthrop offers a concentration in financial planning
Allen MBA	36	Allen University	Both programs cover advanced business topics and leadership.	Allen's MBA is not STEM-designated and has fewer analytics courses. Winthrop's analytics integration and micro-certificates enhance its STEM case

Anderson MBA	36	Anderson University	Both programs cover advanced business topics and leadership.	Anderson's MBA is not STEM-designated, though it offers concentrations in Business Analytics and Operations Management. Winthrop's analytics-driven curriculum and stackable certificates in analytics set it apart. Winthrop offers a concentration in financial planning.
Benedict MBA	36	Benedict College	Both programs cover advanced business topics and leadership.	Benedict's MBA is not STEM-designated and has fewer analytics courses. Winthrop's analytics integration and micro-certificates enhance its STEM case. Winthrop offers a concentration in financial planning.
Charleston Southern MBA	30	Charleston Southern University	Both programs cover advanced business topics and leadership. Both programs have a Healthcare emphasis.	Charleston Southern's MBA is not STEM-designated and offers concentrations in Healthcare and Supply Chain Management, whereas Winthrop's program emphasizes business analytics and management science. Winthrop offers a concentration in financial planning.
Claflin MBA	30	Claflin University	Both programs cover advanced business topics and leadership.	Claflin's MBA is not STEM-designated and offers a general MBA with fewer analytics courses. Winthrop's quantitative curriculum and micro-certificates reinforce its STEM designation case. Winthrop offers a concentration in financial planning.

Coker MBA	30	Coker College	Both programs cover advanced business topics and leadership.	Coker College's MBA is not STEM-designated and is less quantitative. It offers a Health Administration concentration, whereas Winthrop prioritizes analytics-driven decision-making.
Columbia College MBA	36	Columbia College	Both programs cover advanced business topics and leadership. Both programs have a Healthcare Emphasis.	Columbia College's MBA is not STEM-designated and is less quantitative. It offers a Health Administration concentration, whereas Winthrop prioritizes analytics-driven decision-making. Winthrop offers a concentration in financial planning.
Columbia International MBA	30	Columbia International University	Both programs cover advanced business topics and leadership.	Columbia International's MBA is not STEM-designated and lacks analytical courses. Winthrop's focus on data-driven skills strengthens its STEM case. Winthrop offers a concentration in financial planning
Limestone MBA	36	Limestone University	Both programs cover advanced business topics and leadership. Both programs have a Healthcare Emphasis.	Limestone's MBA is not STEM-designated and offers concentrations in Management, Sports Business, and Healthcare. Winthrop's analytics-focused curriculum aligns with the STEM designation.
North Greenville MBA	36	North Greenville University	Both programs cover advanced business topics and leadership.	North Greenville's MBA is not STEM-designated and includes fewer analytical courses. Winthrop's stronger emphasis on data and analytics supports its STEM

				qualification. Winthrop offers a concentration in financial planning
Southern Wesleyan MBA	30	Southern Wesleyan University	Both programs cover advanced business topics and leadership.	Southern Wesleyan's MBA is not STEM-designated and is more traditional, lacking the quantitative rigor of Winthrop's program. Winthrop offers a concentration in financial planning
Voorhees MBA	36	Voorhees University	Both programs cover advanced business topics and leadership. Voorhees also offers a concentration in Human Resources	Voorhees University program is not STEM-designated. While Voorhees offers a concentration in Business Analytics, Winthrop's MBA has more analytical classes in its core. Winthrop's stronger emphasis on data and analytics supports its STEM qualification.

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.)
Professor, Full-time	MGMT 680-Leadership and Organizational Behavior	PhD, Industrial-Organizational Psychology, University of Georgia	20 years of experience
Professor, Full-time	MRKT 680 -Marketing Management	PhD Apparel Marketing, University of North Carolina-Greensboro	39 years of experience
Assistant Professor, Full-time	MGMT 684 - Strategic & International Issues in Management	PhD in Industrial and Systems Engineering, Rutgers University	19 years of experience
Assistant Professor, Full-time	FINC 680 – Financial Policy Management	PhD, Finance, University of Massachusetts Lowell	5 years of experience
Associate Professor, Full-time	ACCT 680 – Accounting for Managers	PhD, Accounting, Jackson State University	24 years of experience
Professor, Full-time	ECON 680 - Managerial Economics	PhD, Applied Economics, Clemson University	21 years of experience
Associate Professor, Full-time	QMTH 680 Statistical Methods and Business Research BADM 571 Applied Analytics and Data Visualization	PhD, Business Administration, Concentration in Statistics, University of Tennessee Knoxville	9 years of experience
Assistant Professor, Full-time	CSCI 685 Data Management	D.Sc., Information Systems & Communication, Robert Morris University	29 years of experience
Professor, Full-time	FINC 515 Financial Planning and Risk Management)	Ph.D. Financial Planning, Texas Tech University. CFP® Professional.	13 years of experience

	FINC 516 Employee Benefits and Retirement Planning FINC 520 Financial Plan Development		
Assistant Professor, Full time	ACCT 501 Estate Planning ACCT 502 Introduction to Tax	PhD, Accounting, University of South Florida	2 years of experience
Associate Professor, Full-time	HCMT 621 Transforming Healthcare: Quality & Performance HCMT 623 Foundations of the U.S. Healthcare System	PhD, Health Policy and Management	12 years of experience

Total FTE needed to support the proposed program:
Faculty: 1.75-2.67
Staff: 0.5
Administration: 1

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

We currently have 8 full-time faculty members with terminal degrees in their fields dedicated to teaching the program's courses. No new faculty are needed. The College of Business does not dedicate staff to individual degree programs. Across all programs offered by the college, there are two full-time staff for advising and 2 for administrative support.

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.

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. Through its collections, reference services, information literacy classes, and outreach programs, the library enables university faculty, students, and staff to achieve their research and curricular goals.

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.

A variety of library spaces – including group and individual study rooms, tables, and carrels – are available. There are 62 personal computers on the main, lower, and upper levels, and 8 Apple Macintosh computers on the main level. Twelve individual study carrels also have computers, and the Wi-Fi network enables those with laptops to set up a study space throughout the building. Black-and-white and color printing is available, as well as two flatbed scanners.

The Dacus Library website provides the Winthrop community with information about the library's services, programs, collections, spaces, hours of operation, and contact information. One-on-one reference instruction and consultation is available during hours of operation either in-person, or via chat, text, phone, email, or in a virtual space such as Zoom or Microsoft Teams. Researchers can drop in or make an appointment to meet with a librarian through the Book-a-Librarian service. Instructional faculty have the option to request in-class information literacy sessions. These sessions, whether on campus and in-person or virtual, are conducted by librarians and are tailored to meet the needs of each individual class.

The library's online catalog, OneSearch, is also available via the website and is the gateway to the resources available in the library's collections. Dacus Library is a member of PASCAL (Partnership Among South Carolina Academic Libraries), a consortium of over 50 academic libraries in the state of South

Carolina. The online catalog is shared among PASCAL libraries, enabling patrons to find resources not only in Dacus but also in other members' collections. Links in the catalog records provide direct access to electronic books and articles. Physical materials in the circulation collections can be borrowed for the semester. Patrons who are unable to visit the library can request delivery of physical books through FedEx and email delivery of scanned chapters or articles. Winthrop students can expand their access to library resources through PASCAL's visiting patron service: with a valid Winthrop ID, currently enrolled students are able to visit any PASCAL library and borrow materials directly. Through PASCAL's Pick Up Anywhere and Return Anywhere services, students may return library materials to any participating PASCAL library.

A portion of the library's annual budget is allocated to the Management and Marketing Department for the purpose of purchasing books and instructional materials. The departments select a faculty member to serve as their departmental liaison, who works in partnership with a designated library liaison to monitor the department's library expenditures and ensure that teaching and research needs are met. Departmental faculty are encouraged to submit requests to their liaison for materials.

Dacus Library maintains selections that support all Winthrop academic programs, including the Master of Business Administration. The library provides access to nearly 300,000 unique print titles and 769,599 electronic books across a broad array of platforms. An additional 454,998 e-books are available through PASCAL-managed collections. Dacus has 2,226 serial titles in its physical collection, and access to 126,582 in electronic format, with an additional 88,959 titles available through PASCAL.

Winthrop students have access to over 204 electronic databases and collections, including those provided by the South Carolina State Library through the SCDiscus program. These databases include a range of resources in a variety of formats (monographs, journals, newspapers, streaming videos, etc.). Dacus uses the OpenAthens authentication system, allowing Winthrop students to access electronic subscription resources from any location with Internet access.

A subject search in the library's online catalog for:

- (("finance") OR ("financial planning")) yields 6.8 million results, including
    - 33,642 books,
    - 908 journals,
    - 1,387,640 journal articles, and
    - 4,270 reference entries.
- (((("human resource management") OR ("health care management") OR ("strategic leadership"))) yields 252,257 results, including
    - 3,224 books,

    - 181 journals,
    - 105,152 journal articles, and
    - 452 reference entries.
- (("marketing") AND ("business")) yields 239,996 results, including
    - 6,501 books,
    - 60 journals,
    - 111,710 journal articles, and
    - 644 reference entries.

Books, book chapters, and articles that are not available in Dacus Library holdings or subscriptions can be borrowed from another library via PASCAL Delivers or Interlibrary Loan. Both Interlibrary Loan and PASCAL Delivers are cooperative services between libraries that allow Winthrop faculty, students, and staff to obtain materials NOT available from Dacus.

PASCAL Delivers is a rapid book-delivery service managed by the PASCAL consortium that enables resource sharing among member libraries. Students and faculty/staff can discover and request library materials that are not available at Dacus from participating PASCAL libraries. Digitized materials – such as book chapters or journal articles – are sent to requesters electronically and physical materials are mailed to Dacus. Borrowed materials can be mailed to off-campus patrons upon request. Students in South Carolina have the option of going to a PASCAL library near them to pick up materials.

Dacus participates in OCLC – an international catalog that includes libraries from around the world. Interlibrary Loan through OCLC is available for books and articles that are not in the Dacus or PASCAL collections. Like PASCAL Delivers, materials will be sent to Dacus. Requesters can pick up the items or request mail delivery. Digitized materials such as book chapters or articles are sent electronically.

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.

Services specific to international students: staff must make reasonable efforts to inform enrolled University students who receive university-sponsored visas of the legal or regulatory conditions for visa requirements and of any changes to those requirements promptly after becoming aware of any such changes.

Physical Resources/Facilities

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

No changes in facilities are required.

Equipment

Identify new instructional equipment needed for the proposed program.

No changes in equipment are 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

We are only proposing the change in CIP code of an existing program.

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	257,400	2,808,000	386,100	2,925,000	514,800	3,042,000	643,500	3,159,000	772,200	3,276,000	2,574,000	15,210,000
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	257,400	2,808,000	386,100	2,925,000	514,800	3,042,000	643,500	3,159,000	772,200	3,276,000	2,574,000	15,210,000
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration Faculty/Staff Salaries	0	539,952	0	555,780	0	572,453	0	589,627	0	607,316	0	2,864,767
Facilities, Equipment, Supplies, and Materials												
Library Resources												
Inst. Overhead	102,960	1,123,200	154,440	1,170,000	205,920	1,216,800	247,400	1,268,600	308,880	1,310,400	1,029,600	6,084,000

Total	102,960	1,662,792	154,440	1,761,780	205,920	1,789,253	247,400	1,853,227	308,880	1,917,716	1,029,600	8,984,767
Net Total (Sources of Financing Minus Estimated Costs)	102,960	1,145,208	154,440	1,163,220	205,920	1,125,747	247,400	1,305,773	308,880	1,358,285	1,029,600	6,225,233

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.

The new CIP code request does not impact overall costs. The current faculty, staff, equipment, and facilities are sufficient for the new CIP.

The two new concentrations build on courses already offered and faculty already on staff for the undergraduate program. All the classes used towards the Financial Planning concentration are offered to both graduate and undergraduate students, so no new sections are needed.

The two new courses in Healthcare Management, use the established faculty in the college of business and Technology, so no new faculty costs are anticipated.

Tuition revenue is based on the current enrollment in the MBA program (110 per year) and the new tuition is based on increasing by 5 new students each year across the new concentrations. Tuition cost is based on the current per credit hour rate for the online MBA program. ($780 per credit hour)

The institutional overhead expense is calculated as 40% of the net tuition revenue.

Salary cost for the total program is based on the current program faculty cost calculated by our program economics data, where faculty salaries are prorated to student enrollment in each section taught in the 2023-2024 academic year, plus a 3% increase each year based on anticipated state salary increases. Since there is no new faculty needed for this program change, the new column is zero for salaries.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Business Analytics & Decision Science Graduates will demonstrate expertise in quantitative modeling, data analytics, and decision-making techniques to solve complex business problems.	Advanced Financial Analytics & Data Management (FA): Students will demonstrate proficiency in financial analysis, predictive modeling, data analysis, optimization	Case studies, applied analytics projects, data-driven decision-making simulations, and software-based assessments (e.g., Python, R, SQL, Tableau).

	techniques, and big data management.	
Technology-Driven Business Intelligence Graduates will integrate computational and statistical tools to extract actionable insights for data-driven strategic decision-making.	Business Analysis (BA): Students will apply statistical programming and demonstrate knowledge of advanced quantitative tools and data management skills relevant to today's business world.	Assessments, Capstone project.
Collaborative Decision-Making Graduates will enhance organizational efficiency by applying management strategies and principles in teams and workplace environments.	Teamwork & Communication (T): Students will develop proficiency in conveying complex analytical findings through data visualization, technical writing, and executive-level presentations.	Group case studies, interactive dashboards, executive briefings, and peer-reviewed team presentations.
Quantitative Leadership & Strategic Implementation Graduates will utilize data, simulation modeling, and advanced statistical analysis to drive business strategies.	Organizational Leadership (OL): Students will apply leadership and organizational behavior principles in implementing management strategies in the workplace.	Simulation exercises, decision-tree modeling, scenario analysis, and real-world business problem-solving workshops.

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 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.

The EDUCATE pillar of the University's strategic plan, *Winthrop: United in Excellence*, supports the assessment of academic programs; specifically, by "advancing comprehensive student intellectual development" and through "innovate forward-looking academic programs." 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 five 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.

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

Winthrop MBA is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

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