

S.C. COMMISSION ON HIGHER EDUCATION
NEW PROGRAM PROPOSAL EXECUTIVE SUMMARY

Bachelor of Science in Health Sciences

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 a new Bachelor of Science in Health Sciences degree program. The program is formulated to provide a flexible, interdisciplinary foundation in the biological, psychological, and social aspects of health. Students tailor their studies through a required minor and applied experiences, preparing for entry-level careers in community health, wellness, and healthcare organizations. The program will only

require creation of three new courses and the hiring of no new full-time faculty immediately, as it pulls together coursework and faculty resources from existing Winthrop programs. There are currently two similarly named programs within the state (at Clemson University and Coastal Carolina University) although many universities have Public Health or other related degree programs. Program requirements fulfill the REACH ACT requirement and include a minimum of 120 credits. Final institutional approvals were secured December 11, 2025. The program will be delivered in a traditional in-person model and is intended to begin Fall 2026.

B. UNIVERSITY ENROLLMENT (Total Fall 2025 Enrollment: 5,287)

In-State	Out-of-State
4,473 (85%)	814 (15%)

C. ENROLLMENT PROJECTIONS

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2026-2027	25	25	
2027-2028	50	50	
2028-2029	100	100	
2029-2030	150	150	
2030-2031	150	150	

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

Students earning a BS in Health Sciences at Winthrop will be well prepared to pursue various careers in healthcare with the specifics depending on the chosen minor. For instance, minors in the sciences (i.e., exercise science, biology, human nutrition, or health) will offer students preparation to become exercise physiologists, or health education specialists (earning \$55,000-\$75,000 annually¹) while minors in the management and behavioral sciences (i.e. healthcare management, political science, social welfare) will offer skills needed to become medical and health service managers (earning \$100,000 or more) or health policy analysts (earning \$62,000-\$90,000 annually²). These careers are currently in high demand and represent some of the fastest growing sectors in the country. Graduates of this program are also well-positioned to pursue graduate programs in various fields. Notably, there is a consistent need for well-trained healthcare professionals who will impact health policies, education, and clinical practice.

Additional Comments:

===== FOR CHE STAFF ONLY =====

E. CHE STAFF STAGES OF CONSIDERATION

Considerations	Date	Comments
Program proposal received	1.16.2026	Original Proposal received via email. Assigned lead reviewer and second reader.
Summary of staff comments, responses, and versions	2.13.2026	Requested Revisions: One, (1): - Has WU received any direct request from local healthcare agencies to support this statement? - Typo - Are there any practicum or intern sites in the works?

¹ <https://www.bls.gov/ooh/healthcare/>

² <https://www.eriei.com/salary/job/health-policy-analyst/united-states/south-carolina/irmo>

		• Are there letters or support from local employers? • Are there any surveys or polls that support the demands for this program by current or future students • Has the recruitment staff at WU provided data supporting interest of this type of degree? • Will the Capstone require a internship or practicum? • Due the large number of existing academic programs, is there workforce data to support Winthrop and its surrounding areas need to offer this program? • Anticipated new faculty are missing from this section. • What is the budgeted breakdown amounts for faculty and adjuncts in years three and four? • Please add this potential new hire in the faculty chart. • Is this item related to professional development or related to training?
ACAP Considerations	4.23.26	ACAP questions: N/A Responses: N/A Vote: Recommended for CAAL
CAAL Considerations (See attached commissioner questions and responses)	05.16.2026	CAAL questions Commissioner Dyer: Any questions or comments for Winthrop? Commissioner Cuddy: What are the numbers you would anticipate initially and then over a five-year period? Winthrop Representative: We anticipate about 25 students to start, with growth toward 100 to 150 students in the program. This is based on what similar programs around the state look like. Commissioner Cuddy: I am just trying to get a sense of

		where those students go. So, if you have 30 graduating in a couple of years, what are their occupations five years down the line? What are those students going to be doing? Winthrop Representative: This academic year, one distinctive feature of this program is that we have required students to choose a minor. I have been collaborating with the departments that will be offering minors in coordination with this program. The three minors that offer the strongest employment opportunities and that we plan to continue developing include the Healthcare Management minor, the Mass Communication minor, and the Professional Writing minor. Of course, this is preliminary and based on my research. We would also continue conducting additional research to determine which minors are most attractive to students as they enter the program and then make those pathways more robust. Of the three minors, we anticipate they will be strong stopping points for the four-year degree; those pathways would likely lead into areas such as health communication, grant writing, or similar fields that appear to offer good employment outcomes for students completing the degree at the undergraduate level. In addition, Human Nutrition is offering a minor in this program, along with Chemistry, Biology, and Sociology. Of course, we also have minors that would allow students to prepare for graduate school. So there is a pathway for students to prepare from a more holistic perspective if they would like to continue into graduate or professional programs after completing the four-year degree. Commissioner Cuddy: Some of the other programs, using Clemson as an example, have had agreements where
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		these programs essentially served as feeders for programs such as a PharmD, preparing students for a specific professional pathway. So in this particular case, do you have a specific pathway in mind? Are you going to strongly encourage students to pursue nutrition and become a dietitian, or perhaps PT or another professional track? Winthrop Representative: This program will be housed in the Department of Human Nutrition. We already have an ACEND-accredited program, so this is not intended to be a dietetics pathway, since we already have a separate one for that. The intention is not necessarily to push students in one direction or another, but rather to open students to opportunities within the health sciences that may be a little less traditional, particularly for those interested in community or public health. We want students to maintain a strong foundation in the scientific aspects of the health sciences while pairing that preparation with minors that build professional writing, communication, and related skills. So there is not necessarily a direct alignment intended to push students toward one specific professional program. We already have other programs at Winthrop that do a very good job preparing students for pathways such as medical school, athletic training, and similar fields. This program is really intended to create more novel pathways into the health field that may be somewhat less traditional than, for example, medical school. Commissioner Cuddy: So this seems to place a heavier emphasis on public education. Is that correct? Winthrop Representative: Yes, that is correct.
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		Associate Provost Tim Drueke: But it does not preclude students from using it as a pathway into PA school or other allied health fields. It would likely not be the primary pathway for an MD, PharmD, or similar program. Students pursuing those paths would more likely major directly in Chemistry or Biology. Commissioner Cuddy: Thank you. Commissioner Dyer: Is there anything further? Dr. Peters, anything from the staff? Director Peters: No. They have responded to all staff questions. Commissioner Dyer: Any other questions or comments about this program? Motion to approve? Commissioner Zias: Motion to approve. Commissioner Dyer: Is there a second to the motion to approve? Commissioner Dukes: Second. Commissioner Dyer: Anything further? All in favor of the motion to approve, please signify by saying “Aye.” All: Aye.
CHE Considerations		CHE questions Responses Vote
Submission to IT for addition to Inventory		Date completed

F. STAFF, ACAP, CAAL AND CHE RECOMMENDATIONS

a. STAFF RECOMMENDED ACTION

Recommended

b. ACAP RECOMMENDATION

Recommended for CAAL

c. CAAL RECOMMENDATION

Approved.

d. CHE RECOMMENDATION

Choose an item.

Additional Comments:

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**S.C. Commission on Higher Education
New Academic Program Proposal**

Name of Institution: Winthrop University

Institution Code: 3456

Proposed Program Degree and Name: Bachelor of Science in Health Sciences

Proposed Program Concentrations (e.g. Options, Tracks, Emphases Specializations, & Cognates options, tracks):

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

***Note: If this program is approved, please submit a separate Scholarship Enhancement Application to academicprograms@che.sc.gov.**

Proposed Date of Implementation: Fall 2026

CIP Code: 51.0000

Proposed Site Code(s) / Delivery Mode(s) (Select **all** that apply [from the list](#)):

- ☒ Traditional/face-to-face (Provide **all** physical location Site Code(s)): 51801
- | | |
|--|---|
| ☐ Blended/Hybrid (Site Code: 85500) | ☐ Distance, Out-of-State (Site Code: 85250) |
| ☐ 100% online (Site Code: 85750) | ☐ Distance, Receiver Site Unknown (Site Code: 85000) |
| ☐ Not Applicable | ☐ Distance, Out-of-Country (Site Code: 85276) |
- ☐ Other (provide explanation): _____

*** If there is no Site Code for the proposed site, you must request one from CHE Data: chedata@che.sc.gov by including the name and physical address for center, institute, or consortium.**

Program Contact Information (Name, title, telephone number, and email address):

Hope Lima, PhD, RD, IBCLC
Associate Professor and Department Chair, Department of Human Nutrition, Winthrop University
803-323-4540 / limah@winthrop.edu

Date of Submission to CHE: January 16, 2026

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

Department of Human Nutrition	10/10/2025
College of Arts and Sciences Curriculum Committee	10/15/2025
College of Arts and Sciences Faculty Assembly	10/24/2025
Dean, College of Arts and Sciences	10/27/2025
University Committee on Undergraduate Curriculum	11/14/2025
University Academic Council	11/21/2025
University Faculty Conference	12/05/2025
Provost	12/06/2025
President	12/09/2025
Winthrop Board of Trustees	12/18/2025

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

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 proposes launching a Bachelor of Science in Health Sciences to meet the rapidly expanding regional and national demand for a diverse, well-prepared health workforce and to offer students a flexible, interdisciplinary pathway into a wide range of health-related professions. The program's purpose is to provide students with a strong foundation in human health, disease prevention, health systems, and community well-being—while allowing specialized concentration areas that align with emerging workforce needs such as public health, healthcare administration, clinical research, health informatics, and allied health preparation. This structure makes the degree accessible to multiple student populations, including recent high-school graduates pursuing healthcare careers, adult learners seeking upward mobility in health industries, and transfer students from community colleges looking for a clear, efficient pathway to completion.

The proposed program is deeply aligned with Winthrop University's mission as a public, comprehensive institution committed to preparing students for professional success, promoting service to the community, and advancing knowledge through interdisciplinary inquiry. The proposed Health Sciences exploits Winthrop's strengths in education, life and physical sciences, and civic engagement to address key challenges in South Carolina. Specifically, heart disease and cancer are the leading causes of death in South Carolina with both having significant improved outcomes when lifestyle interventions are

provided.³ As such, health promotion and disease prevention can ensure that disease-associated morbidity rates decrease in South Carolina.

Winthrop University is well-positioned to increase the number of individuals who are well-trained in health science, health promotion, health policy, and disease prevention because it is located near a major metropolitan health hub comprised of various hospitals, public health agencies, non-profit organizations, and research institutes. The Health Sciences program has been designed to equip graduates to take an evidenced-based approach to understanding and improving health at both the individual and systemic levels. Winthrop envisions that these students would either work in research or clinical settings on community health and health policies, design and complete novel diagnostic screens in hospitals, promote public health education initiatives (as exercise physiologists, health analysts, or health educators), or pursue graduate programs like those in occupational health, physical therapy, or nutrition. The program expands access to high-impact, workforce-relevant education while reinforcing Winthrop's identity as a regional leader in preparing students for careers that meaningfully improve lives.

The Bachelor of Science in Health Sciences also directly supports Winthrop's strategic plan priorities, including expanding academic offerings in high-demand workforce areas, strengthening community partnerships, and enhancing enrollment through programs that attract new, unique student populations. Health Sciences is one of the fastest-growing undergraduate majors nationally, reflecting both student interest and market need. Introducing this degree allows Winthrop to remain competitive with peer institutions, meet employer demand, and leverage existing strengths within the College of Arts and Sciences, the College of Education, Sport, and Human Sciences, and related professional programs. By connecting classroom learning with experiential opportunities—internships, clinical observations, community health projects, and faculty-student research—the program fulfills strategic goals related to engaged learning, student success, and career readiness.

In sum, the Bachelor of Science in Health Sciences will serve as a mission-driven, strategically aligned, and market-responsive program that expands educational opportunity, supports regional workforce development, and reinforces Winthrop University's longstanding commitment to preparing graduates to lead, serve, and transform their communities.

Assessment of Need

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

Institutional Need

The demand for a Bachelor of Science in Health Sciences at Winthrop University is driven by strong and converging needs at the institutional, state, regional, and national levels. At the institutional level, Winthrop must continue diversifying its academic portfolio with programs that attract new students and respond to rapidly evolving workforce demands. Health Sciences is one of the fastest-growing undergraduate majors in the United States, with sustained interest from students seeking careers in

³ Hull, Sarah C, et al. "Diet and Prevention of Cardiovascular Disease and Cancer." *JACC CardioOncology*, 1 Aug. 2025, <https://doi.org/10.1016/j.jacc.2025.07.008>. Accessed 1 Oct. 2025.

healthcare, wellness, public health, and allied health professions. Winthrop's admissions and academic advising teams consistently report a strong demand (based on inquiries for this option) from prospective and current students. These students have expressed a desire for flexible, non-nursing health pathways—indicating a clear internal market for this degree. Offering a B.S. in Health Sciences will enhance enrollment growth, improve student retention by reducing the number of students switching majors due to seeking health-related careers, and strengthen Winthrop's competitive position among regional institutions. Additionally, the addition of the program will complement Winthrop's existing strengths in chemistry, biology, psychology, human nutrition, and exercise science. The proposed program includes a targeted selection of minors aimed at conferring in-demand skills so that students understand critical areas of health sciences like human nutrition, child and youth well-being, healthcare management, and Spanish for Law and Helping Professions. These students will be well positioned to use their degrees to become leaders in health policy, health promotion and education, and/or may pursue graduate or professional programs in select areas of health care.

The proposed Bachelor of Science in Health Sciences enables students to use skills gained at the bachelor's level to pursue careers that offer reasonable earning potential at the entry level (\$55,000-\$100,000) and significant upward mobility. For instance, minors in the sciences (i.e. exercise science, biology, human nutrition, or health) will offer students preparation to become exercise physiologists, or health education specialists while minors in the management and behavioral sciences (i.e. healthcare management, political science, social welfare) will offer skills needed to become medical and health service managers, or health policy analysts. These careers are currently in high demand and represent some of the fastest growing sectors in the country. Graduates of this program are also well-positioned to pursue graduate programs in various fields. Notably, there is a consistent need for well-trained healthcare professionals who will impact health policies, education, and clinical practice.

State and Regional Education Attainment Need

At the state level, South Carolina faces a significant and widening healthcare workforce shortage. The South Carolina Department of Employment and Workforce projects thousands of new healthcare-related jobs annually across areas such as health administration, community health, behavioral health support, laboratory science, health education, and clinical technology. Many of these positions do not require nursing credentials but do demand a strong interdisciplinary foundation—precisely the training a Health Sciences degree provides. As the state expands access to care through new clinics, public health initiatives, and partnerships between educational and medical institutions, South Carolina urgently needs a pipeline of broadly prepared health professionals who can support prevention, operations, patient navigation, research, and community health efforts. Winthrop's program will directly support this statewide economic and workforce priority.

Regionally, the Charlotte–Rock Hill metropolitan area is among the fastest-growing healthcare markets in the Southeast, with major systems—including Atrium Health, Novant Health, and Piedmont Medical Center—investing in new facilities, research operations, community outreach, and health technology. Employers in the region consistently cite shortages in allied health, administrative, health informatics, research coordination, and public health roles. By leveraging Winthrop's proximity to this expanding health and life sciences ecosystem, the proposed program will serve as a crucial talent pipeline for York County and the broader Charlotte region. Additionally, the degree will strengthen Winthrop's ability to form new partnerships with hospitals, nonprofits, public agencies, and private-sector health organizations.

Nationally, healthcare continues to be the largest and fastest-growing employment sector. Data from the US Bureau of Labor Statistics identify healthcare and social assistance as one of the fastest-growing industries when compared to other fields. In the next decade, the data suggests that demand for Medical and Health Service Managers will grow by 23% while that for health educators and community health workers by 13%⁴. The U.S. Bureau of Labor Statistics (see table below) projects health-related occupations to grow significantly faster than the average for all fields, fueled by an aging population, increased emphasis on preventive care, the growth of digital health, and a rising demand for interdisciplinary health professionals. A Health Sciences degree provides a versatile launchpad for careers across this landscape, including roles that support social determinants of health, clinical innovation, health communication, and data-driven health service delivery. By aligning with national workforce trends, Winthrop's program positions graduates for mobility and competitiveness far beyond the Carolinas.

Overall, the need for Winthrop's Bachelor of Science in Health Sciences is compelling across all levels. For Winthrop, the degree strengthens enrollment and academic relevance. For South Carolina and the region, it addresses urgent workforce gaps. Community organizations (like Encompass Health, SC DHEC, and the City of Rock Hill) frequently submit requests to Winthrop for students and graduates who are able to offer health or nutrition education that is specifically related to certain diseases. Additionally, local job postings over three years included a sustained demand for skills such as public health and health sciences in our local region.

For the broader national context, it prepares graduates for meaningful, in-demand health careers. The program's development is both timely and essential to ensuring that Winthrop University continues to serve as a vital contributor to the health, well-being, and economic prosperity of its communities.

Transfer and Articulation

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

No special agreements are in place. Once the program is approved, Winthrop will develop transfer pathways with York Technical College and other interested institutions.

⁴ <https://www.healthsystemtracker.org/chart-collection/what-are-the-recent-trends-health-sector-employment/#Cumulative%20%25%20change%20in%20average%20weekly%20earnings,%20since%20February%202020%20-%20January%202024>

Employment Opportunities

The Winthrop BS in Health Sciences is designed to offer students in-demand competencies in health promotion, health education, or disease prevention that will position them well for a vast array of entry-level positions. Published data predicts that there will be over 25,000 health science vacancies per year in the state of SC over the next 15 years with more than 2,000,000 healthcare positions vacant nationally by 2034. The specific breakdown of these positions is in the table below.

Occupation (SOC)	State ⁵		National ⁶	
	Expected Number of Jobs	Employment Projection 2032	Expected Number of Jobs	Employment Projection (2024-2034)
Medical and Health Services Managers (11-9111)	7,779	10,711 (+37.8%)	565,840	+23%
Health Education Specialists (21-1091)	530	598 (+18.9%)	65,150	+4%
Social & Human Service Assistants (21-1093)	5,229	6,131 (+17.3%)	424,220	+6%
Community Health Workers (21-1094)	706	900 (+27.5%)	60,730	+11%
Medical Records Specialists (29-2072)	2,858	3,375 (+18.0%)	187,910	+7%

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

National-Level Demand

According to the U.S. Bureau of Labor Statistics (BLS), employment in healthcare occupations is projected to grow 12.6% between 2021 and 2031, much faster than the average for all occupations. This growth is expected to result in approximately 2.0 million new jobs nationwide over the decade⁶. The BLS also reports that in May 2024, the median annual wage for healthcare practitioners and technical occupations (e.g., registered nurses, dental hygienists, other allied health professionals) was \$83,090, significantly higher than the median for all occupations (\$49,500), underscoring the economic attractiveness of healthcare careers⁶.

- Further, the healthcare and social assistance sector is projected to account for roughly half of all new jobs added in the U.S. between 2023 and 2033⁶.

⁵ <https://lmi.sc.gov/Data-Hub/Projections/Occupational>

⁶ <https://data.bls.gov/projections/occupationProj>

Together, these national trends indicate that demand for broadly trained health-science graduates — not only in nursing but in allied health, health administration, public health, and other related roles — will remain very strong into the next decade.

The BS in Health Science will provide its graduates with a strong foundation in analytical thinking, decision making, and with the scientific knowledge required to be used in various career paths. Further, the program includes an array of experiential learning opportunities to improve employment outcomes for each graduate.

State-Level Need (South Carolina)

- In South Carolina, the healthcare and social assistance sector contributed more than US\$19 billion to the state's GDP in the third quarter of 2024 — representing 7.1% of the state's total GDP⁵.
- The industry employed an average of 232,000 people in 2023, making healthcare and social services the fourth-largest employer in the state⁵.
- Projections show that through 2032, healthcare occupations are expected to add 41,310 new jobs statewide, with an estimated 25,400 openings annually (including replacement needs and new positions)⁵.

This robust state-level demand shows that South Carolina needs a steady pipeline of qualified health-science graduates — including those prepared for allied health, preventive care, health education, administration, and support services.

Regional Relevance (Winthrop's Service Area)

- The growth in demand is not isolated. The statewide projections extend across all 12 workforce development areas (WDAs), indicating that even regions outside major metros — including the region around Rock Hill / York County near Winthrop — will experience strong demand for healthcare workers⁵. We have existing agreements with several internship sites including Atrium Health, Affinity Health, the South Carolina Department of Environmental Service, the South Carolina Department of Public Health, and several clinical sites in the area.
- Given Winthrop's geographic proximity to the greater Charlotte–Rock Hill metropolitan region and its existing community and healthcare network, the program can serve as a strategic talent pipeline for hospitals, clinics, public health agencies, and allied-health employers in the region.
- Thus, the proposed degree is regionally relevant and well positioned to meet local workforce needs, both within the state and across the country. Letters of support from some of these agencies (Affinity Health, City of Rock Hill, SC Department of Public Health, and Encompass Health Rehabilitation Hospital) have been included.

Institutional Opportunity and Student Demand

- Given the broad growth in demand for healthcare occupations — including non-nursing allied health, administration, support roles, and public health — a B.S. in Health Sciences provides a flexible, interdisciplinary pathway that meets modern workforce needs. The program exploits existing student interest in related minors including health, coaching, healthcare administration,

and the health promotions concentration in Human Nutrition. Together, these programs account for 53 current students who may have pursued this program if available.

- Winthrop previously offered a concentration in Health Promotion within the BS in Human Nutrition. While this concentration has seen a lot of student interest, the proposed stand-alone degree BS in Health Sciences will now serve these students by offering more clarity and a more keen focus on practical experiences. The BS in Health Sciences will allow Winthrop to sunset the BS in Human Nutrition’s concentration of health promotion.
- By offering this degree, Winthrop can attract a diverse pool of students — traditional undergraduates, career-changers, transfer students, and adult learners — many of whom might not otherwise enroll if only traditional health-professional degrees were available.

Alignment with Macro-Level Trends

- The aging population, increasing prevalence of chronic diseases, and growing emphasis on preventive care, public health, health education, and community-based care — all documented by BLS as drivers of healthcare growth — mean that demand for broadly trained health professionals will continue to rise⁶.
- Moreover, as healthcare delivery models evolve to emphasize integrated care teams, health promotion, population health management, and social determinants of health, employers increasingly value graduates who understand health systems broadly — exactly the focus of a Health Sciences program.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2026-2027	25	25	
2027-2028	50	50	1
2028-2029	100	100	2
2029-2030	150	150	2
2030-2031	150	150	2

Explain how the enrollment projections were calculated.

The (conservative) enrollment projection is based on observed actual enrollments in similar programs after being launched. Some universities also have a “Public Health” degree which can limit the “Health Sciences” enrollment growth. Winthrop does not have a Public Health degree. Further, we assume a small level of attrition of 5% associated with students who may be more interested in existing programs in biology or chemistry that will prepare them for medical or dental programs in the state. Most Fall 2026 enrollees will complete the program in Spring 2030, but we have accounted for their graduation and the enrollment of new students as outlined in the table below.

	Detailed Enrollment Projections				
	Original	New	Exit	Grad	Total
<i>2026-2027</i>	0	25	0	0	25
<i>2027-2028</i>	25	26	1	0	50
<i>2028-2029</i>	50	55	5	0	100
<i>2029-2030</i>	100	80	9	21	150
<i>2030-2031</i>	150	115	13	22	150

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

☐ Yes

☒ No

Curriculum

New Courses

List and provide course descriptions for new courses.

HSCI 101 Introduction to Health Sciences (1 credit). Introduces students to the interdisciplinary field of health sciences, highlighting the biological, behavioral, and social factors that influence health. Emphasis is placed on exploring academic pathways, professional roles, and current issues in health-related careers to prepare students for further study in the major. This course is S/U only.

HSCI 490 Practical Experiences in Health Sciences. (3 credits). Provides supervised practical experience in a professional health setting where students apply concepts from the health sciences curriculum in real-world contexts. Emphasis is placed on developing professional skills, gaining exposure to community and healthcare organizations, and reflecting on career readiness. This course may be taken for S/U only. Prerequisites: HSCI major and senior standing

HSCI 494 Capstone in Health Sciences. (3 credits). Serves as the culminating experience for Health Sciences majors, integrating knowledge and skills gained throughout the program. Students apply interdisciplinary approaches to analyze real-world health issues, design evidence-based solutions, and demonstrate professional competencies through a major project or applied experience. Prerequisites: HSCI major and senior standing.

Other Health Sciences courses in the curriculum with the “HSCI” designator have already been established as part of the existing Minor in Health or are new in title only and will be cross-listed with existing courses in Nutrition, Health, Exercise Science, or Healthcare Management. The curriculum in degree-checklist form is as follows:

General Education Requirements

Credit Hours

ACAD 101 Principles of the Learning Academy	1
WRIT 101 Composition	3
HMXP 102 Human Experience	3
CRTW201 Critical Reading, Thinking, and Writing	3
Oral Communication: Met in major with HSCI 428	0
Technology: See approved list	3
Intensive Writing: Met in major with WRIT 465	0
Founding Documents Requirement: See approved list; may be met with other requirement	0-3
Physical Activity: See approved list	1
Global Perspectives: See approved list	3
Historical Perspectives: See approved list	3
Social Science: See approved list; must include 2 designators	6
Humanities and Arts: See approved list; must include 2 designators	6
Quantitative Skills: See approved list	3-4
Natural Science: Met in major with CHEM 201 and BIOL 220/BIOL 222	0
Subtotal 35-39	

Major Requirements

HSCI 101 Introduction to Health Sciences	1
HSCI 223 The Science of Human Nutrition	3
HSCI 227 Medical Terminology	1
HSCI 300 Personal and Community Health	3
HSCI 380 Nutrition and Health Education	3
HSCI 406 Introduction to Health Promotion	3
HSCI 428 Community Health Programming	3
HSCI 490 Practical Experiences in Health Sciences (practicum)	3
HSCI 494 Capstone in Health Sciences	3
HSCI 500 Contemporary Health Problems	3
HSCI 501 Substance Abuse Education	3
BIOL 213 OR BIOL 307 Anatomy and Physiology I OR Human Anatomy	4
BIOL 214 OR BIOL 308 Anatomy and Physiology II OR Human Physiology	4
BIOL 220 Principles of Cell and Molecular Biology	3
BIOL 222 Principles of Cell and Molecular Biology, Laboratory	1
CHEM 201 OR CHEM 211 Gen Chem I OR Accelerated Gen Chem	4
HCMT 200 Introduction to Healthcare Management	3
MATH 241 Finite Probability and Statistics	3
PSYC 101 Introduction to Psychology	3
WRIT 465 Rhetoric in the Professional Workplace	3
Subtotal 57	

Choose One of the Following Minors

Biology, Chemistry, Child and Youth Well-Being, Exercise Science, Gerontology, Health, Healthcare Management, Human Nutrition, Mass Communication and New Media, Sociology, Spanish for Law and Helping Professions, Political Science, Psychology, Social Welfare, Sustainability, or Writing (Professional Emphasis)

	Subtotal 3-18
Foreign Language Requirement	3-8^
General Electives	0-22
Total	120

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

Total Credit Hours Required: 120

Curriculum by Year			
Course Name	Credit Hours	Course Name	Credit Hours
Year 1			
Fall		Spring	
ACAD 101	1	HMPX 102	3
WRIT 101	3	HSCI 227	3
HSCI 101	1	HCMT 200	3
BIOL 220 and 222	4	CHEM 201 or 211	4
PSYC 101 (Gen Ed)	3	Social Science 2 of 2 (Gen Ed)	3
Global Perspectives (Gen Ed)	3		
Total Semester Hours	15	Total Semester Hours	16
Year 2			
Fall		Spring	
HSCI 223	3	CRTW 201	3
BIOL 213 or BIOL 307	4	HSCI 300	3
MATH 241 (Gen Ed)	3	Historical Perspectives (Gen Ed)	3
Physical Activity (Gen Ed)	1	BIOL 214 or BIOL 308	4
Minor Requirement	3	Minor Requirement	3
Total Semester Hours	14	Total Semester Hours	16

Course Name	Credit Hours	Course Name	Credit Hours
Year 3			
Fall		Spring	
HSCI 406	3	HSCI 428 (Gen Ed)	3
HSCI 380	3	WRIT 465 (Gen Ed)	3
Founding Documents/Hist/Soc Sci (Gen Ed)	3	Humanities/Arts (Gen Ed)	3
Technology (Gen Ed)	3	Minor Requirement	3
Minor Requirement	3	Minor Requirement (or Gen Elect)	3
Total Semester Hours	15	Total Semester Hours	15
Year 4			
Fall		Spring	
HSCI 490	3	HSCI 494	3
HSCI 500	3	HSCI 501	3
Humanities/Art (Gen Ed)	3	Minor Requirement	3
Minor Requirement	3	Foreign Language (or Gen Elect)	5
Foreign Language	3		
Total Semester Hours	15	Total Semester Hours	14

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.

The BS in Health Science (CIP Code 51.000) is only offered at two public institutions in SC-Coastal Carolina and Clemson University. However, there are several programs in South Carolina bearing similar CIP codes (51.2207 and 51.2299), 23 of the 25 programs have either minimal or no similarity to the proposed program BS in Health Sciences. Based on Winthrop's location in a growing life and clinical science district, we believe that this program will meet a unique need.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Bachelor of Science in Health Science	120	Coastal Carolina University	The Winthrop program is similar to the CCU program, especially with the Minor requirement. The curricula are similar in their broad introduction to various disciplines within the Health Sciences.	CCU has a Pre-Professional concentration.
Bachelor of Science in Health Science	120	Clemson University	In general, the curricula are similar in their broad introduction to various disciplines within the Health Sciences.	Three concentrations in Health Promotion and Behavior, Preprofessional Health Studies, and Health Services Administration.
Bachelor of Science in Public Health	120	College of Charleston	Minimal overlap; offers a public health degree rather than a health science degree	In general, bachelor's degrees in public health tend to be more narrow in their curriculum, focusing more on community health.
Bachelor of Science in Public Health	120	Lander University	Minimal overlap; offers a public health degree rather than a health science degree	In general, bachelor's degrees in public health tend to be more narrow in their curriculum, focusing more on community health.
Bachelor of Science in Public Health	120	USC	Minimal overlap; offers a public health degree rather than a health science degree	In general, bachelor's degrees in public health tend to be more narrow in their curriculum, focusing more on community health.
Bachelor of Science in Public Health	120	USC Aiken	Minimal overlap; offers a public health degree rather than a health science degree	In general, bachelor's degrees in public health tend to be more narrow in their curriculum, focusing more on community health.

Bachelor of Science in Public Health	120	USC Beaufort	Minimal overlap; offers a public health degree rather than a health science degree	In general, bachelor's degrees in public health tend to be more narrow in their curriculum, focusing more on community health.
Bachelor of Science in Public Health	120	Coastal Carolina University	Minimal overlap; offers a public health degree rather than a health science degree	In general, bachelor's degrees in public health tend to be more narrow in their curriculum, focusing more on community health.
Bachelor of Art in Community Health	120	USC Upstate	Minimal overlap; program is designed to be more like a public health degree than a health science degree	In general, bachelor's degrees in public health tend to be more narrow in their curriculum, focusing more on community health.
Bachelor of Science in General Public Health	120	Voorhees University	Minimal overlap; offers a public health degree rather than a health science degree	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a regional comprehensive public university.
Bachelor of Science in Public Health	120	Bob Jones University	Minimal overlap; offers a public health degree rather than a health science degree	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a regional comprehensive public university.
Bachelor of Science in Health Sciences	120	Bob Jones University	A similar Health Sciences degree that prepares students for a broad array of careers or graduate degrees in the health professions.	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a regional comprehensive public university.
Bachelor of Science in Public Health	120	Columbia College	Minimal overlap; offers a public health degree rather than a health science degree; emphasizes community engagement	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a regional comprehensive public university.
Bachelor of Science in Public Health	120	Charleston Southern University	Minimal overlap; offers a public health degree rather than a health science degree	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a regional comprehensive public university.

Bachelor of Science in Public Health	120	Benedict College	Minimal overlap; offers a public health degree rather than a health science degree	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a regional comprehensive public university.
Bachelor of Science in Public Health		Coker University	Minimal overlap; offers a public health degree rather than a health science degree	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a regional comprehensive public university.
Bachelor of Science in Health and Exercise Science	120	Furman University	A similar Health Sciences degree but interweaves athletic conditioning and exercise science into the program.	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a regional comprehensive public university.
Bachelor of Science in Public Health	120	Furman University	Minimal overlap; offers a public health degree rather than a health science degree	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a regional comprehensive public university.
Bachelor of Science in Health Sciences	120	Furman University	A similar Health Sciences degree that prepares students for a broad array of careers or graduate degrees in the health professions.	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a regional comprehensive public university.
Bachelor of Science in Health Sciences	120	Erskine College	A similar Health Sciences degree that prepares students for a broad array of careers or graduate degrees in the health professions.	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a regional comprehensive public university.
Bachelor of Science in Health Sciences	120	Columbia International University	A similar Health Sciences degree that prepares students for a broad array of careers or graduate degrees in the health professions.	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a regional comprehensive public university.
Bachelor of Science in Health Science	120	Newberry College	A similar Health Sciences degree that prepares students for a broad array of	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a

			careers or graduate degrees in the health professions.	regional comprehensive public university.
Bachelor of Science in Health Science	120	North Greenville University	A similar Health Sciences degree that prepares students for a broad array of careers or graduate degrees in the health professions.	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a regional comprehensive public university.
Bachelor of Science in Health Science	120	South University	A similar Health Sciences degree that prepares students for a broad array of careers or graduate degrees in the health professions.	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a regional comprehensive public university.
Bachelor of Science in Health Sciences	120	Morris College	A similar Health Sciences degree that prepares students for a broad array of careers or graduate degrees in the health professions.	Offered at a private university with a different mission and recruiting strength compared to Winthrop University, a regional comprehensive public university.

Faculty
*indicates anticipated hires due to enrollment increases

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Assistant Professor Full-time	HCMT 200 Introduction to Healthcare Management	Ph.D., Health Policy & Management from Indiana University MS, Nursing with a concentration in Administration from Xavier University	
Instructor Full-time	HSCI 223 The Science of Human Nutrition	M.S., Human Nutrition, Michigan State University B.S., Dietetics, Michigan State University	RD licensure required
Assistant Professor Full-time	HSCI 101 Introduction to Health Sciences HSCI 227 Medical Terminology HSCI 380 Nutrition and Health Education HSCI 428 Community Health Programming	Ph.D., Health Education and Promotion, Walden University CHES Certified Health Education Specialist MA, Nutrition Education, Immaculata University	RD licensure required for HSCI 380, 428
Professor Full-time	HSCI 300 Personal and Community Health HSCI 500 Contemporary Health Problems	Ph.D., Education, Walden University M.Ed., Health Education, University of North Carolina at Charlotte B.A., Physical Education, Pfeiffer University Certified Health Education Specialist	
Professor Full-time	HSCI 406 Introduction to Health Promotion	Ph.D., Exercise and Sport Science, Oregon State University M.Ed., Counseling and Development, Winthrop University	

		M.P.H., Public Health, Oregon State University M.S., Exercise and Sport Studies, Smith College B.A., Sociology, University of California, Davis	
Assistant Professor or above Full-time	HSCI 490 Practical Experiences in Health Sciences HSCI 494 Capstone in Health Sciences	PhD, Nutrition, North Carolina State University MS, Nutrition and Animal Science, North Carolina State University BS, Biology, West Virginia Wesleyan College	RD licensure required
Adjunct Part-time	HSCI 501 Substance Abuse Education	EDD in Curriculum Instruction, Gardner Webb University MA, Physical Education, Winthrop University BA, Physical Education with Health Minor, Winthrop University	
Assistant Professor Full-time	BIOL 213/214 OR BIOL 307/308 Anatomy and Physiology	Ph.D., Genetics, University of Campinas, Sao Paulo, Brazil M.S., Cell Biology, University of Campinas	
Assistant Professor Full-time	BIOL 220/222 Principles of Cell and Molecular Biology with Lab	Ph.D. Biology, University of New Mexico, B.S. Biochemistry University of Oregon,	
Professor Full-time	CHEM 201 General Chemistry I	Ph.D., Physical Inorganic Chemistry, Cornell University M.S., Physical Inorganic Chemistry, Cornell University M.S., Physics, University of Houston B.S., Chemistry and Physics, Southwestern University	

Assistant Professor Full-time	MATH 241 Finite Probability and Statistics	PhD Computer Science University of California, Santa Barbara M.S. in Statistics M.A. in Applied Physics/Applied Mathematics B.A. in Mathematics	
Professor Full-time	PSYC 101 Introduction to Psychology	Ph.D., Psychology, University of Maryland- College Park M.S., Psychology, University of Maryland- College Park B.A., Psychology, University of Maryland- College Park	
Assistant Professor Full-time	WRIT 465 Rhetoric in the Professional Workplace	PhD, English: Rhetoric and Composition: Miami University Master of Arts in English: Middle Tennessee State University Bachelor of Arts, English Literature: University of Tennessee Knoxville	
*Assistant Professor of HSCI	HSCI 101, 223, 490, 494	PhD in Health Science or related field	
*Instructor of Chemistry	CHEM 201	PhD in Chemistry	
*Instructor of Biology	Biol 220/222/213/214	PhD in Biology	

Total FTE needed to support the proposed program:

Faculty: 2.0

Staff: .25

Administration: .20

Faculty, Staff, and Administrative Personnel

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

No new full-time faculty or staff are needed to start the program. Existing faculty will teach many of these courses in their current class load as most courses already exist as offerings in their home departments. In year 2, adjunct faculty will support introductory course teaching to free up full-time

faculty for delivery of new, upper-level courses. In year three, we anticipate hiring one HSCI and one Exercise Science (EXSC) faculty member as enrollment in the program increases. The investment (\$315,000; \$48K in adjunct including fringes) in new full-time faculty assumes enrollment projections are being met. If the program is under enrolled, then the decision to hire new faculty can be delayed until they are needed.

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 **five** professional librarians, **seven** 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 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 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 Departments of Human Nutrition and Physical Education, Sport, & Human Performance (the two departments sharing the leadership of this new program) for the purpose of purchasing books and instructional materials. The departments select a person to serve in the capacity of departmental liaison. The liaison's responsibility is to monitor departmental expenditures and to make sure the teaching and research needs of the university are supported. Departmental faculty are encouraged to submit requests for needed materials. Dacus Library has holdings that support all Winthrop academic programs. Overall monograph holdings across various access platforms include nearly 300,000 unique print titles and 769,599 electronic books. 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. Additional series in PASCAL-managed collections total 88,959.

Winthrop students have access to over 204 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 videos, etc.). Dacus uses the OpenAthens authentication system, which allows Winthrop students to access electronic subscription resources from anywhere they have Internet access.

A search in the library's online catalog for "Health Science" yields an astounding 15,769,854 results, including Articles (13,542,582), Newsletter Articles (844,323), Magazine Articles (559,252), Reviews (543,987), Book Chapters (123,723), Books (60,379), Conference Proceedings (32,083), and others. 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.

All new Winthrop students are required to participate in orientation. A primary topic of orientation is coursework, including general education and degree requirements. Before a Health Sciences student takes his/her first course at Winthrop, they will have met with their professional advisor about their first semester coursework.

Effectiveness of advising is a specific item on the faculty annual report and the annual faculty performance evaluation. If a student has a question about coursework at any time throughout the semester, they can go see their advisor, the department chair, Student Services staff, or any Health Sciences faculty member. All full-time faculty maintain at least 8 hours of Office Hours each week.

Students may also go to the college's Student Services Office to ask that staff questions during regular working hours. That office has two full-time advisors with another FTE of Graduate Assistant advisors. That system advises over 900 students in the college, so a few more students for the proposed program will not impact academic support effectiveness.

Institutional services include Student Health and Counseling that assist students with both physical and mental health, the Academic Success Center that coordinates and provides tutoring services and academic support workshops, the Writing Center, Mathematics Tutorial Center, and for students who qualify, the Honors Program and TRiO Student Support Services.

Students also have access to the West Center, home of Recreational Services and the student recreation center, the DiGiorgio Student Center, home of student activities, organizations, and student events.

Students also utilize the services of the Office of Records and Registration, the Office of Financial Aid, and the Office of Student Account Services for information on academic programs and processes, student aid, and tuition and fees, and payment processes.

Physical Resources/Facilities

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

The new program leverages existing classroom and lab space in the lead Departments of Human Nutrition and Physical Education, Sport, & Human Performance as well as labs/space in the supporting Biology, Chemistry, and Healthcare Management programs. Existing labs are sufficient to launch the program and support its five-year enrollment goals. The budget does call for general investment in the STEM-related labs due to wear and tear from the additional students.

Equipment

Identify new instructional equipment needed for the proposed program.

N/A

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

Overall, we believe that this program will bring new students to Winthrop and potentially grow enrollment for existing programs as an indirect consequence. The curriculum for the BS in Health Sciences is primarily composed of existing courses required for other Winthrop degree programs. Many of these courses already have sufficient capacity to accommodate the first year's cohorts of additional students. When demand requires additional sections of existing courses, the budget includes funding to support instructional costs through the hiring of interim or full-time faculty.

Financial Support

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$350,000	\$350,000	\$700,000	\$700,000	\$1,400,000	\$1,400,000	\$2,100,000	\$2,100,000	\$2,100,000	\$2,100,000	\$6,650,000	\$6,650,000
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, Other												
Total	\$350,000	\$350,000	\$700,000	\$700,000	\$1,400,000	\$1,400,000	\$2,100,000	\$2,100,000	\$2,100,000	\$2,100,000	\$6,650,000	\$6,650,000
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Admin and Faculty/Staff Salaries	\$0	\$0	\$30,000	\$30,000	\$363,000	\$363,000	\$474,000	\$474,000	\$474,000	\$474,000	\$1,341,000	\$1,341,000
Facilities, Equipment, Supplies, and Materials	\$10,000	\$10,000	\$10,000	\$10,000	\$15,000	\$15,000	\$115,000	\$115,000	\$220,000	\$220,000	\$370,000	\$370,000
Library Resources												
Other (40% overhead)	\$140,000	\$140,000	\$280,000	\$280,000	\$560,000	\$560,000	\$840,000	\$840,000	\$840,000	\$840,000	\$2,660,000	\$2,660,000
Total	\$150,000	\$150,000	\$320,000	\$320,000	\$462,000	\$462,000	\$671,000	\$671,000	\$566,000	\$566,000	\$2,279,000	\$2,279,000
Net Total	\$100,000	\$100,000	\$380,000	\$380,000	\$462,000	\$462,000	\$671,000	\$671,000	\$566,000	\$566,000	\$2,279,000	\$2,279,000

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.

University revenue will increase via additional students paying tuition. Annual in-state tuition is \$14,000. Therefore, 25 new students in the first year would generate \$350,000 in tuition (Year 1); 50 students \$700,000 (Year 2), and so forth.

No additional costs in equipment, faculty or staff are needed to start the program in Year 1. Starting in year two, we are budgeting for additional sections in key courses taught by adjunct faculty or as course overloads for regular faculty. In year three we anticipate hiring new faculty as enrollment in the program increases. The investment in new full-time faculty (\$315,000 with fringes in YR 3) assumes enrollment projections are being met. If the program is under enrolled, then the decision to hire new faculty can be delayed until they are needed. In year 4, we expect that growth will require faculty to offer Chemistry and Biology courses (\$210,000 with fringes) needed to sustain existing programs and offer the HSCI program. An operating budget for travel (to professional conferences and to internship sites) and supplies is included, which starts at \$10,000 in Year 1 and escalates to \$20,000 in Year 5. In Years 4 and 5, \$100,000 and \$200,000 are included respectively for biology/chemistry lab equipment refresh due to wear and tear to accommodate the new students.

The Institutional Overhead cost is calculated at 40% of the Tuition revenue and represents the amount allocated to the general operation of the University – utilities, maintenance, administration, etc.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Graduates will be able to integrate foundational knowledge in biology, public health, healthcare systems, and behavioral sciences to explain factors influencing determinants of health.	1 - Identify and describe key biological, behavioral, social, and environmental factors that shape individual and population health 2 - Apply interdisciplinary concepts to evaluate contributors to health disparities across diverse populations.	1 - Assessed in HSCI 494 through a semester long writing assignment 2 – Assessed in HSCI 380 through their semester long program development assignment
Graduates will be able to evaluate, interpret, and apply evidence-based research to identify health problems, assess risks, and propose data-informed strategies to improve health outcomes across diverse communities.	1 - Critically evaluate and interpret evidence-based research to identify health problems, assess risk factors, and draw valid conclusions about population-health needs. 2 - Apply research findings and health data to develop data-informed strategies aimed at	1 – Assessed in HSCI 500 through behavior change project 2 – Assessed in HSCI 428 through execution of their community health intervention project

	improving health outcomes in diverse communities.	
Graduates will be able to communicate effectively in written, oral, and digital formats and collaborate within interdisciplinary teams to advance health literacy, support patient advocacy, and contribute to the delivery of ethical, culturally responsive care.	1 - Demonstrate effective written, oral, and digital communication skills to convey health information clearly and accurately to diverse audiences. 2- Collaborate within interdisciplinary teams to promote health literacy, support patient advocacy, and apply ethical, culturally responsive principles in health-related decision-making.	1 - Assessed in HSCI 494 through semester-long intensive writing assignment 2 – Assessed in HSCI 501 through with a group project

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, including 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.

Academic Program Review

In addition to annual program Assessment Reports, all academic programs are required to conduct an Academic Program Review (APR) on a regular cycle, generally every five to seven years. APRs are conducted as an institutional review for non-accredited programs or as a professional accreditation review for specific disciplines. The purpose of the Academic Program Review is to ensure that Winthrop University preserves its reputation for offering national-caliber academic programs consistent with emerging best practices and to affirm program priorities are aligned with and support achievement of Winthrop University's mission and strategic priorities. The review process provides the program with quantitative and qualitative analyses for demonstrating accountability and institutional effectiveness. Results are used to enhance program quality and inform resource allocations.

Employment Tracking

Due to the relationships developed between program faculty and students, employment plans and career opportunities are common discussion topics, particularly as students approach graduation. Faculty are also aware of students' post-graduation employment via social media. Additionally, Winthrop University administers an annual Graduating Senior Survey and a biannual Alumni Survey. These surveys provide data on where our students are employed, and the type of positions held.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☐ Yes

☒ No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☐ Yes

☒ No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline. Submit the additional information required by SCDE.

☐ Yes

☒ No



January 20, 2026

To: The South Carolina Commission on Higher Education
1122 Lady Street
Columbia, SC 29201

From: Lisa Brown, CGFO
Economic & Urban Development Director
City of Rock Hill
155 Johnston Street
Rock Hill, SC 29730

To the South Carolina Commission on Higher Education,

The City of Rock Hill endorses Winthrop University's initiative to establish a Bachelor's degree in Health Sciences. This program is formulated to provide a flexible, interdisciplinary foundation in the biological, psychological, and social aspects of health. Students tailor their studies through a required minor and applied experiences, preparing for entry-level careers in community health, wellness, and healthcare organizations. Nationally and regionally in South Carolina, there is a strong need for a variety of trained health care professionals, and this demand will only increase in the future.

The City of Rock Hill is a growing city in York County, offering a blend of growing economic development and community events with a diverse population. We are excited for the potential offering of the Health Sciences degree at Winthrop University.



Lisa M. Brown



455 Lakeshore Parkway | Rock Hill, SC 29730
(803) 909-6363 | affinityhealthcenter.org

January 26, 2026

South Carolina Commission on Higher Education
1122 Lady Street
Columbia, SC 29201

Re: Letter of Support – Winthrop University Health Sciences Program

To the South Carolina Commission on Higher Education,

Affinity Health Center is pleased to support Winthrop University's proposed Health Sciences program. The program provides a flexible, interdisciplinary foundation in the biological, psychological, and social aspects of health. Students customize their studies through a required minor and applied experiences, preparing for entry-level roles in community health, wellness, and healthcare organizations.

As a healthcare organization, Affinity Health Center recognizes the growing need for educational pathways that align academic preparation with workforce needs. This proposed program represents a valuable opportunity to strengthen the regional healthcare workforce.

We appreciate the opportunity to support Winthrop University's efforts and respectfully encourage approval of this proposed program.

If I can provide further information, please contact me at 803-909-9720 or hmccutcheon@affinityhealthcenter.org.

Sincerely,

A handwritten signature in dark ink that reads "Heather McCutcheon". The signature is written in a cursive, flowing style.

Heather McCutcheon
Chief Executive Officer



March 19, 2026

To the South Carolina Commission on Higher Education,

I am writing to express our strong support for Winthrop University's proposed Bachelor of Science in Health Sciences.

This program is designed to provide students with a flexible, interdisciplinary foundation in the biological, psychological, and social determinants of health. Through a combination of academic coursework, a required minor, and applied learning experiences, graduates will be well prepared for entry-level positions in community health, wellness, and healthcare-related organizations, as well as for continued study in health professions.

From the perspective of the SC Department of Public Health, there is a clear and growing need for well-trained health professionals who are equipped to address the evolving health needs of our community and region. South Carolina continues to face a shortage of qualified nutrition and public health professionals, particularly in programs that serve our most vulnerable populations, including maternal and child health, chronic disease prevention, and community-based nutrition services.

These shortages are especially pronounced in rural and underserved areas, where recruitment and retention of trained professionals remains a persistent challenge. These workforce gaps create challenges in maintaining and expanding critical services, underscoring the need for strong, accessible training pathways within the state. Developing accessible, in-state training pathways such as Winthrop University's proposed Bachelor of Science in Health Sciences is essential to strengthening the public health workforce and ensuring continuity of critical services.

We also see strong potential for partnership with Winthrop University in supporting student training, practicum experiences, and workforce development initiatives aligned with state public health priorities. We are confident that graduates of this program will be well prepared to contribute to improving health outcomes across diverse populations.

Graduates of this program will be equipped with the foundational knowledge and applied skills necessary to address pressing public health challenges and support population-level health initiatives. We strongly endorse the establishment of the Bachelor of Science in Health Sciences

at Winthrop University and recognize its potential to strengthen the public health workforce and improve health outcomes across South Carolina.

Sincerely,

A handwritten signature in blue ink that reads "Kate Gerweck". The signature is written in a cursive, flowing style.

Kate Gerweck, MS, RD, LD

Director of Public Health Nutrition Practice

March 18, 2026

To: The South Carolina Commission on Higher Education
1122 Lady Street
Columbia, SC 29201

From: Brian Lengers OTR/L, DHA
Director of Therapy Operations
Encompass Health Rehabilitation Hospital of Fort Mill
2260 Vista Rd Fort Mill, SC 29708

To the South Carolina Commission on Higher Education,

I am writing on behalf of Encompass Health Rehabilitation Hospital of Fort Mill to express our strong support for Winthrop University's proposed Bachelor of Science in Health Sciences.

This program is designed to provide students with a flexible, interdisciplinary foundation in the biological, psychological, and social determinants of health. Through a combination of academic coursework, a required minor, and applied learning experiences, graduates will be well prepared for entry-level positions in community health, wellness, and healthcare-related organizations, as well as for continued study in health professions.

From the perspective of Encompass Health Rehabilitation Hospital of Fort Mill, there is a clear and growing need for well-trained health professionals who are equipped to address the evolving health needs of our community and region. As a Winthrop University alumna and lifelong South Carolina resident with 20 years of experience as an Occupational Therapist, I serve as the Director of Therapy Operations at Encompass Health Rehabilitation Hospital of Fort Mill. Our inpatient facility provides intensive rehabilitative care for complex conditions, a mission that relies heavily on a workforce deeply versed in both clinical coordination and health systems management. We currently face significant challenges in recruiting professionals who possess the foundational "health science" literacy required to navigate increasing patient acuity and the shifting landscape of modern healthcare informatics. Winthrop's proposed Bachelor of Science in Health Sciences is a vital solution that will create a local pipeline of highly prepared graduates ready to meet these specific workforce demands in our rapidly growing region. The development of this program will contribute meaningfully to strengthening the regional health infrastructure.

We are eager to establish formal internship pipelines and clinical partnerships that bridge the gap between academic theory and high acuity needs for our patient population. To ensure this success, I am personally committed to supporting the program's growth and

would welcome the opportunity to serve as a faculty member to share my 20 years of clinical leadership experience.

We are confident that graduates of this program will be well prepared to contribute to improving health outcomes across diverse populations. We fully support the establishment of the Bachelor of Science in Health Sciences at Winthrop University and believe it will provide significant benefit to both students and the broader community.

Sincerely,

Brian Lengers, OTRL, MSRS, DHA
Director of Therapy Operations

Encompass Health
Rehabilitation Hospital of Fort Mill
2260 Vista Rd Fort Mill, SC 29708

C: 803.616.0158 E: brian.lengers@encompasshealth.com



April 23, 2026

SC Commission on Higher Education
1122 Lady Street, Suite 400
Columbia, SC 29201

Dear Members of the South Carolina Commission on Higher Education,

Piedmont Medical Center is pleased to offer its support for Winthrop University's proposed Bachelor of Science in Health Sciences program. As a healthcare provider serving residents across both South Carolina and North Carolina, we recognize the critical importance of cultivating a well-prepared talent pool to address the complex issues that directly influence community health. Given the significant growth occurring in York County and the surrounding region, this program will help fill a notable labor market gap by preparing graduates to meet high-demand workforce needs.

Graduates of the proposed program will bring essential scientific knowledge, analytical skills, and a community-focused perspective that will be vital in ensuring that regional development is accompanied by an understanding of its impact on human health and disease. The Bachelor of Science in Health Sciences program reflects Winthrop University's strong commitment to workforce development and will meaningfully strengthen the pipeline of qualified professionals prepared to meet the evolving needs of behavioral health agencies across the state and throughout the region.

We appreciate the opportunity to support Winthrop University's efforts and respectfully encourage approval of this proposed program. Should additional information be needed, please do not hesitate to contact my office.

Kind regards,



Teresa C. Urquhart, Market CEO
Market Chief Executive Officer
Piedmont Medical Center Rock Hill/Fort Mill