

ACADEMIC PROGRAM MIX

Top 10 Recommendations

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Spring 2016

Winthrop University, Rock Hill, SC

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FRAMING THE TOP 10 RECOMMENDATIONS

In fall 2015, as part of President Dan Mahony’s strategic planning process, multiple working groups were appointed with specific charges. One of those, Academic Program Mix, was tasked with identifying and recommending 5 – 10 improvements to the academic program mix at Winthrop University. This report is a result of that charge and the work of that group.

Working Group Membership

Working groups were formed to bring together individuals who had a variety of tenure lengths, roles, and responsibilities at Winthrop University. All 13 of the invited members of the Academic Program Mix working group accepted the president’s appointment and worked collaboratively with each other and across campus through the completion of this report. Soliciting input on program mix ideas was an important part of the effort, with group members making said request at fall college faculty assemblies and at a fall staff conference meeting.

Timeline & Process

16 September 2015	Group members received appointment letters
25 September 2015	President Mahony clarified group charge at first group meeting
2 October 2015	Timeline and targets established; process and resources discussed; four sub-groups formed for solicitation, collection, and review of academic program recommendations from larger campus community
October – November 2015	Group members solicited program recommendations across colleges and staff bodies, conducting additional research as necessary in order to report back to full group
30 October 2015 & 13 November 2015	Full group reconvened to discuss submitted program recommendations in light of presidential charge
16 December 2015	Full group met to prioritize top 5 – 10 academic program mix recommendations
15 January 2016	Academic Program Mix working group orally presented recommendations and rationale to President Mahony
26 January 2016	Academic Program Mix working group provided (brief) written status report to President Mahony in advance of Board of Trustees Retreat, summarizing oral presentation
17 February 2016	Academic Program Mix working group provided (full) written report of 5 – 10 academic program mix recommendations to President Mahony

Group Charge & Limitations

The Academic Program Mix working group determined a short list of 10 academic program mix change recommendations based specifically on that which will provide a significant opportunity for an increased quantity of current student type or a new student stream. Other factors included mission fit or Winthrop distinctiveness, market match, existing capacity and

infrastructure, cost/benefit, and data informed rationale (see Appendix A: Rubric). A prioritization of the group's recommendations was not part of the charge; therefore, the recommendations appear alphabetically.

The group did receive feedback on existing programs that might increase enrollment if new investments were made such as an additional faculty line(s); suggestions such as these were forwarded to academic leadership but do not appear within this report. Other inquiries were made regarding whether or not this group was recommending program closures; this working group was not asked to identify programs that should be eliminated. Finally, a number of individuals declined submitting program ideas when approached, claiming that sufficient resources would not follow, and workloads were already burdensome; this perspective, whether or not prevalent, reduced the submission pool (see Appendix B: Inventory of Submitted Recommendations).

Ultimately, the work of this group was a supplement to, instead of a replacement of, Winthrop's ongoing consideration of changes to the institution's academic program mix. Those who made recommendations to this working group that were not included in this report's top 10 will be encouraged to follow-up on their ideas within standard Winthrop protocols.

Report as Process & Product

The pages that follow offer short proposals for 10 academic program mix improvements at Winthrop University. For a variety of reasons—distribution of research and writing among group members, variance in research already completed by original submitters, and so on—the reports cover the same elements from proposal to proposal but not necessarily in the same manner nor specificity. Several proposals borrow heavily from the language in the original submission while others were merged with related academic program mix ideas to form a recommendation no longer identifiable as from only one campus source.

Each proposal provides sections such as background information, assessment of need, employment opportunities, competitive programs, curriculum notes, and/or financial considerations. The financial considerations section provides the reader with the understanding of the group's sense of cost/benefit at point of recommendation; a more complete estimate of financial viability for each top 10 recommendation is an important next step in the strategic planning process.

Finally, though this report, itself, is a product, it should be viewed as an intermediate one. The strategic planning process continues, with additional voices considering the ideas in the pages that follow, challenging them and strengthening them for the good of the institution.

CYBERSECURITY

A concentration in Cybersecurity for the Bachelor of Science in Computer Science degree and an undergraduate and graduate certificate in Cybersecurity are proposed for delivery in Rock Hill, SC in a blended format.

Background Information

The events of September 11, 2001 and the growing number of cyber threats have increased the role and significance of information security. Our reliance on cyber systems to conduct daily business operations and manage personal activities has increased. With that, our vulnerability to cyber-attacks has also increased (U.S. Department of Homeland Security). Paganini reported findings from the Symantec security firm's 2013 Norton Report that the annual number of victims of cybercrime has been estimated at 378 million.

On February 13, 2013, The President of the United States signed an Executive Order on Improving Critical Infrastructure Cybersecurity. It is imperative to prepare a cybersecurity workforce at the baccalaureate, post-baccalaureate, and graduate levels to plan, implement, upgrade, or monitor security measures for the protection of computer networks and information; ensure appropriate security controls are in place that will safeguard digital files and vital electronic infrastructure; and respond to computer security breaches and viruses (Occupational Information Network). There are 181 schools in 45 states that have been designated by the National Security Agency (NSA) as National Centers of Academic Excellence in Information Assurance Education. Cybersecurity is growing in popularity as a program of study among students.

Employment Opportunities

Gandel reported in U.S. News and World Report in 2013, that cybersecurity ranked fifth in the list of top college majors that lead to jobs and cited that between 2014 and 2016, the Pentagon plans to add more than 4,000 experts at its Cyber Command. According to the Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment Statistics, the annual mean wage for Information Security Analysts in South Carolina is \$68,410. The Information Security Analyst occupation is classified as a Bright Outlook occupation. The Occupational Information Network's Bright Outlook occupations are those expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations. Specialists in cybersecurity can expect to find openings in health care, energy, and security services firms (Gandel). The Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections and the South Carolina Employment Security Commission estimated the total occupational employment (not including self-employed) for Information Security Analysts in South Carolina in 2012 was 1,030, project it to be 1,450 by 2022, and project 60 Information Security Analyst job openings annually.

Competitive Programs

Competitive programs in or related to cybersecurity were found at five institutions in the region. These include The Citadel, College of Charleston, Limestone College, UNC Charlotte, and

University of South Carolina – Columbia. College of Charleston and The Citadel have developed a joint MS in Computer and Information Sciences with a specialization in cybersecurity and a joint Cybersecurity Graduate Certificate program. The College of Charleston’s Computer Science Department has a Secure Data Engineering (SDE) Cyber Security Lab, where graduate and undergraduate students work together to develop solutions to cybersecurity issues.

Limestone College offers a BS in Computer Science with a Computer and Information Systems Security concentration. Students are prepared to take one or more certification exams in their professional field, including (1) Certified Information Systems Security Professional (CISSP), (2) Check Point Certified Security Administrator (CCSA), (3) International Association of Computer Investigative Specialists (IACIS), (4) Security Professional (CIW), and (5) CompTIA’s Security.

UNC Charlotte (UNCC) offers a BA in Software and Information Systems with a concentration in Cyber Security, an MS in Information Technology with a Cyber Security focus, and a Graduate Certificate in Information Security and Privacy. UNCC is designated as an Academic Center of Excellence in Information Assurance Education and Research (CAE/IAE, and CAER) by the National Security Agency and the Department of Homeland Security. UNCC also has a Center of Cyber Defense and Network Assurability (CyberDNA) as well as computer forensics and IT infrastructure labs dedicated to lab assignments and research projects in cybersecurity.

The University of South Carolina – Columbia (USC) offers both a Graduate Certificate in Information Assurance and Security and a Cybersecurity Information Assurance specialization, where undergraduate and graduate students can receive the National Training Standard for Information Systems Security (INFOSEC) Professionals, CNSS 4011. USC has the Center for Information Assurance Engineering (CIAE), a new research and educational unit that serves to increase information systems security awareness and develop research in this area. The center has been identified as a National Center of Academic Excellence in Information Assurance and Cyber Defense Education as well as a National Center of Academic Excellence in Information Assurance Research by the Committee on National Security Systems (CNSS) and the National Security Agency (NSA).

Curriculum

Existing Winthrop courses that may potentially be considered toward a concentration or certificate in cybersecurity include:

- CSCI 365X - Information Security
- DIFD 415 - Law and Ethics for Digital Media.

Other sample courses that are offered toward a concentration or certificate in cybersecurity include:

- Introduction to Computer Security
- Building Secure Software
- Introduction to Cryptography
- Computer Crime and Forensics

- Information Security Principles
- Network Systems Security
- Information Warfare
- Internet Security
- Secure Database Systems
- Distributed Systems Security

Financial Considerations

Financial support to hire additional faculty with a background in Computer Science, including Computer and Information Systems Security, Computer and Information Sciences, Computer Systems Analysis, or Computer Systems Networking and Telecommunications would be needed. A dedicated computer lab with computer forensics software to facilitate assignments and research would also be needed.

References

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DATA ANALYTICS

A certificate program (short term), minor, and/or master's program (long term) in Data Analytics are proposed for delivery in Rock Hill, SC in blended formats.

Background Information and Employment Opportunities

Data Analytics is an emerging field of study in universities around the country, driven by the fact that the skills for analyzing and interpreting "Big Data" are in high and ever-growing demand in our job market. The sheer volume of data being accumulated across our economy and within all large institutions is enormous and rapidly increasing. In businesses of all sorts as well as finance, insurance, non-profits, healthcare providers, government, law enforcement agencies and many other institutions, new technology has enabled the generation of more and more raw data, but these data sets require analysis and interpretation. According to the McKinsey Global Institute, "Data have swept into every industry and business function and are now an important factor of production, alongside labor and capital."¹ Data analytics creates value by making the vast sets of data transparent and usable, allowing the collection of more accurate and detailed performance information, improving management decisions in large organizations, synthesizing critical information to guide future innovation—both in the business world and in science and technology.² "Big Data—the capture and analysis of information from e-commerce, digital imaging, smartphones, and social media—is expected to be 'the next oil,' an asset becoming cheaper and more ubiquitous by the day as it creates new job categories and transforms business models across industries."³ Furthermore, large organizations of all kinds will need data analysis to address policies related to privacy, security, intellectual property, and liability.

To meet these needs in the emerging information-rich environment, recent studies indicate that the demand for these skills will create almost a half million jobs in the next five years, which is expected to far outstrip the number of qualified data scientists to fill them.⁴ Such projections are turning out to be true. For example, North Carolina State offers a master's degree in data analytics and reports achieving over 90-percent job placement by graduation each year since the program's inception and 100% placement by graduation the past two years,

¹ James Manyika et al., "Big Data: The Next Frontier for Innovation, Competition, and Productivity," May 2011: <http://www.mckinsey.com/>.

² See, for example, the role of data analytics in cancer research. Miguel Helft, "Can Big Data Cure Cancer?" *Fortune* 24 July 2014: <http://fortune.com/>.

³ "How will BIG DATA reshape the workforce?" *Education Advisory Board* 8 April 2013: www.eab.com.

⁴ "Universities can hardly turn out data scientists fast enough. To meet demand from employers, the United States will need to increase the number of graduates with skills handling large amounts of data by as much as 60 percent, according to a report by McKinsey Global Institute. There will be almost half a million jobs in five years, and a shortage of up to 190,000 qualified data scientists, plus a need for 1.5 million executives and support staff who have an understanding of data." Claire Cain Miller, "Data Science: The Numbers of Our Lives," *New York Times* 11 April 2013: www.nytimes.com.

with average starting salaries near \$100,000.⁵ Therefore, developing a program in data analytics will serve Winthrop University well to meet this growing demand both within academia and in the emerging economy.

Winthrop's Program in Data Analytics

The proposal for Winthrop has short term and long-term components. In the short term, Winthrop University is prepared to offer a certificate program in data analytics, which could be delivered in modules either in person (e.g., weekend workshops) or online. A set of modules might include the following: survey construction, SPSS software training, Excel training, Qualtrics training, data interpretation, and I.R.B. Ethics training. Winthrop's current faculty (in the Social Sciences, Math, Computer Science, and Business Administration) could staff such a certificate program with appropriate enticement. In and around the Charlotte area, it is expected that there would be high demand for such a certificate. Although there are a number of programs available nationwide, we know that there are few local opportunities for data analytics courses and programs that can train at a low cost in terms of time and financial resources the regional labor force.

In the slightly longer term (within the next two years), Winthrop could develop a minor in Data Analytics for undergraduates. Drawing on the College of Charleston's newly established undergraduate program as a model, Winthrop could offer a similar minor, which includes three math courses, two computer science courses, and two data analytics courses. Winthrop currently offers nearly all of these classes and could reasonably add what is needed with its current staffing. The minor could be coupled with a number of cognate majors: for example, social sciences such as sociology, political science, or psychology, or areas in business administration such as marketing, health care management, or digital commerce. This added element to the degrees we already offer would give our graduates an advantage as they enter the job market.

In the long term, Winthrop could expand the undergraduate program to a concentration within majors and to a masters-level program. Such programs, however, would require additional dedicated staffing.

Financial Considerations

As noted above, the certificate program and the minor can feasibly be offered with existing faculty and with the technology (computer labs and software) that we currently have, though we will need to maintain or acquire—at some expense—our licenses of various software for faculty and student use. Standard compensation for faculty conducting the certificate program's workshops would apply. Furthermore, to ensure the growth and sustainability of a profitable certificate program, some investment in advertising for it would be necessary.

⁵ <http://analytics.ncsu.edu/>. According to another survey, the median salary for the job title "Data Scientist" is \$117,500. See Rawn Shah, "Revealing Data Science's Job Potential," Forbes 16 Jan. 2014: <http://www.forbes.com/>.

For the development of a minor, the program would need a director/coordinator, which would necessitate a one- or two-course release for the faculty member in this role. For the course and faculty development involved in establishing this program, monies on the order of \$5,000 per year would be required. In other words, the initiative needs to have an annual budget.

As for expanding the program to a bachelor's degree or master's degree, further study would be required to determine the exact needs. However, it is clear that additional faculty would be required. It is possible to hire new faculty in various departments as the need arises in the normal course of things, with the specialty of data science as an area of competence.

Competitive Programs

Program Name	Institution	Description	Comments
Data Science	College of Charleston	Undergraduate major and minor	No certificate program or master's degree; helpful model for undergraduate program
Data Science Initiative	UNC Charlotte	Masters programs and certificate programs in Business Analytics and Health Informatics	Students must be graduate students to enroll
Internships in Data Analytics	Clemson University	No degree or certificate programs	Not a program like the proposed one here
Data Analytics	University of South Carolina	No degree or certificate programs; part of the Division of Information Technology	Not a program but an institutional resource
Certificate in Data Analysis	Greenville Technical College	Online three-course certificate program	Less extensive than the proposal for Winthrop
Master of Science in Analytics	North Carolina State	Six-course master's degree, designed to take three semesters to complete	A useful model to consider in developing a master's degree at Winthrop

ENGLISH AS A SECOND LANGUAGE (ESL) PATHWAY

An ESL Pathway—to expand international student markets—is proposed for delivery in Rock Hill, SC in a blended format.

An English as a Second Language (ESL) program at Winthrop will follow established models that provide intensive English instruction for international students preparing for admission into U.S. colleges and universities generally, and Winthrop specifically. The program will serve as a pathway to continued study in a degree program. The program will not align with a specific degree path, but will focus on preparing students for achieving successful scores on the examination required for admission into a degree program. At Winthrop, either a score of 520/68 (paper or web respectively) on the Test of English as a Foreign Language (TOEFL) or a band score of 6.0 on the International English Language Testing System (IELTS) will satisfy this requirement. The following recommendations for Winthrop include vendor-assisted or in-house (a third option, partnership with a community college, was not pursued as part of this work). It is not the purpose of this report to argue for either approach, but to simply state the need for ESL and to outline the two most well known options. The two models, however, will share some relevant characteristics: they will be campus based, will pursue the same goals of recruiting and preparing internationals who do not have adequate English skills to enroll at Winthrop or to successfully matriculate through an American college or university, and will rely on a level of institutional support. Both models will provide primarily traditional/face-to-face instruction. There is, however, a suggestion that an online primer be investigated that would allow students to begin their association with Winthrop prior to arrival on campus.

Background Information

Complementary program proposals were submitted to the Academic Program Mix Working Group. One, the ESL program, will be addressed in detail below. The other proposal--the expansion of an add-on certificate path for Teachers of English to Students of Other Languages (TESOL)--could prove most helpful, not only for its stated purpose, but also for ESL, should the ESL proposal go forward. This will be addressed briefly below in connection with the potential delivery of ESL at Winthrop.

Why should Winthrop consider an ESL program? Winthrop is not insulated, but has worked to develop its identity as a globally aware and engaged institution. An ESL program will be essential to maintaining and enhancing that posture. The institution's current quality enhancement project, the Global Learning Initiative (GLI), it should be noted, seeks to produce graduates who have "explored global influences, examined culturally diverse relationships, and will have come to understand how those intercultural dynamics impact their senses of self, their lives, and their careers to prepare them better for success in the contemporary world" (Winthrop GLI Proposal, 4). In addition, increased numbers of international students sharing perspectives with U.S. students (predominantly SC/southern), both in and out of the classroom, will support Winthrop's University-Level Competencies, particularly ULC #3—"Winthrop graduates understand the interconnected nature of the world and the time in which they live."

This proposal was presented not only as a positive and reinforcing program for Winthrop's stated mission, but also as a method of contributing to the financial stability of Winthrop.

International students will, unless otherwise arranged, pay out-of-state tuition and will, with the pathway provided by ESL, do so through a degree-seeking matriculation of several years. There is ample evidence of the economic contributions of international students in the U.S. For example, according to the National Association of Foreign Student Advisers, international students injected over twenty-eight billion dollars into the U.S. economy in 2013/14.⁶

Assessment of Need

If Winthrop hopes to expand and retain its international student population it must have an ESL program. Failure to build a program limits Winthrop to only that pool of international students who: 1) already have language skills that meet the regular admission standard, 2) are on a degree path, and 3) will choose a more difficult path at Winthrop than a more inviting path elsewhere.

If not cultivated, the international student population at Winthrop will wither. Although Winthrop has a vibrant international program, it requires regular attention to recruitment and retention of its international students. An ESL program is critical to providing that attention and to preventing Winthrop's global initiative from diminishing as its international student pool stagnates.

Institutions of higher education in the United States have historically focused on English ready international college students only. Because of this, still untapped international student markets exist. Having an ESL program will expand substantially the potential pool of international students for Winthrop. "In 2013/14, there were 66,408 more international students enrolled in U.S. higher education compared to the previous year. While students from China and Saudi Arabia together account for 73 percent of the growth, a wider range of countries contributed to the increase, with India, Brazil, Iran and Kuwait together accounting for an additional 18 percent of growth."⁷ In short, increasing numbers of students are seeking training in the United States: Winthrop needs to maximize efforts to convince them to choose Rock Hill.

Employment and/or Advancement Opportunities

A Winthrop program in ESL will 1) provide academic skills for matriculation through higher education, 2) provide students essential interactive skills for pursuing their career, and 3) establish a "comfort zone" with Winthrop that will continue into their subsequent studies or careers. In other words, training the student here will establish a bond with the institution that could profoundly expand Winthrop's state, national, and international posture.

In addition, with proper recruitment and accommodation, an ESL program will attract adult residents who need to improve language skills for job security and advancement.

⁶ [http://www.nafsa.org/Explore_International_Education/For_The_Media/Press_Releases_And_Statements/International_Students_Contribute_\\$26_8_Billion_to_the_U_S_Economy/](http://www.nafsa.org/Explore_International_Education/For_The_Media/Press_Releases_And_Statements/International_Students_Contribute_$26_8_Billion_to_the_U_S_Economy/)

⁷ <http://www.iie.org/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2014/2014-11-17-Open-Doors-Data>

Competitive Programs

There are existing programs in South Carolina and the region that follow both the vendor assisted and in-house models. The University of South Carolina offers the most comprehensive in-house program via its English Programs for Internationals.⁸ The University of Clemson has a vendor assisted program contracted with English Language Services (ELS) at the Greenville campus.⁹ Coastal Carolina has recently secured CHE approval for an ELS Center on campus and began operations as ELS-Myrtle Beach in 2015.¹⁰ Difference and distance dilutes somewhat the regional challenge by Coastal, but UNC Charlotte has an in-house program and there is also an ELS Center that has been associated with Queen's but now appears to be affiliated with Johnson and Wales in Charlotte.¹¹

Neither the Greenville Center nor the Charlotte Centers (ELS Charlotte and UNCC), however, can offer Winthrop/Rock Hill's combination of small town life with convenient access to an urban center. International students may find acclimating to the Winthrop/Rock Hill community less daunting than to a foreign urban setting, while still appreciating the ease with which they can enjoy the benefits offered by Charlotte.

Two useful models for Winthrop to consider going forward are those at Western Carolina (a straight forward in-house program for startup modeling) and Coastal Carolina's ELS Center. These programs will be discussed below.

Curriculum

An in-house program at Winthrop might look similar to Western Carolina's Intensive English Program (IEP).

The WCU program promises "to provide programming to facilitate English language, cross-cultural and academic skills that prepare international students to attend US universities, primarily undergraduate and graduate study at WCU."¹² [Final Report v.2.13.DRAFT Academic Program Mix Feb 2016-2.docx](#)

Western has conventional fall/spring/summer scheduling. In 2009 WCU revised its IEP curriculum to target four levels of language competency from elementary to advanced. In addition, the WCU IEP curriculum offers instruction in listening, reading, speaking, writing, and grammar. The curriculum completes in 15 weeks (per level) and provides up to twenty hours of instructional contact time per week. Perhaps the most intriguing course from the WCU curriculum for Winthrop's consideration is a credit course, "Academic English for Non-Native Speakers."¹³ This concept would greatly expand the potential pool of degree-seeking students for Winthrop. To pursue this, Winthrop would have to adopt a conditional admission option.

⁸ <http://www.epi.sc.edu/overview>

⁹ <https://www.els.edu/en/ELSCenters/Detail?locid=CLM>

¹⁰ <https://www.coastal.edu/international/special/elsmyrtlebeach-intensiveenglishforinternationals/>

¹¹ <http://catalog.jwu.edu/admissions/international/englishlanguageproficiency/charlotte/>

¹² <http://www.wcu.edu/learn/office-of-international-programs-and-services/intensive-english-program/>

¹³ This is not unique to WCU. For example, Cornell University's graduate school also offers this course. <https://www.sce.cornell.edu/ps/aegs/index.php>.

Conditional admit would be lifted with successful completion of this course. It seems that this avenue would entice internationals to consider Winthrop. Many of Winthrop's peer and aspirational institutions allow conditional admission for international students (See Clemson, UNCC, Western Carolina, and Coastal).

A vendor-supported program would look like Coastal Carolinas'. Coastal's program contracted with ELS for an on-campus center. Coastal received approval from CHE in 2014 and opened the Center last year. In the ELS system, the company sets the curriculum, manages the instructor application and hiring process, and recruits international students for the university. The notice of procurement award in early 2014 specifies a \$2300.00 referral fee for "Degree-seeking international students"¹⁴

An ELS curriculum ranges from elementary to advanced and addresses basic language skills—reading, speaking, hearing, pronunciation, writing, and vocabulary. "Applied Learning" introduces learned language skills into a practical English-language setting. Finally, "Skill Enhancement Classes," make it possible for students to design their own course. ELS courses are on a four-week schedule with six 50-70 minute sessions per day.¹⁵

Financial Considerations

It is difficult to assign numbers to an ESL program before 1) an option is selected and 2) the depth and scope of the chosen option is determined. It is possible, however, to make some general assumptions based on existing programs. For example, both routes will require physical space for a center. Dinkins is probably the obvious location, but may already be at capacity. The program possibly could begin there and then find a permanent home after the type, size, and scope are determined.

The in-house option will require institutional support in the form of staff, supplies, and additional attention to international ancillaries, e.g. immigration, visa, medical, etc. A vendor, such as ELS, pays rent for the physical space on campus on a sliding scale pegged to enrollment. As enrollment increases, rent increases. An ELS center also assumes responsibility for HR and immigration arrangements. Note: ELS prefers to learn the strategic goals of an institution and then have a conversation about what would best achieve those goals. After this process, ELS will put forward a proposal.

Most programs the projected size of Winthrop's have a director, an academic/curriculum director, and two to five instructors. Some programs also have a registrar/admissions specialist.

Implementation of the TESOL add-on certificate proposal mentioned above would provide an excellent feeder for staffing the in-house option. Western Carolina, for example, relies heavily on its own graduates. Winthrop qualifiers might also be hired under ELS, but would apply through ELS for that opportunity.

¹⁴ <https://www.coastal.edu/procurement/uploads/1393619231NoticeofAward1FPB140103WBLInternationalstudentrecruitment.pdf>

¹⁵ <https://www.els.edu/en/EnglishPrograms/Program?prgm=GEN-GeneralEnglish-general-english>

Other

The next step for an ESL program will involve collaboration among stakeholders in University College, the College of Education, World Languages, English, and the College of Business, drawing on previous experience and faculty/staff expertise.

This collaboration likely will begin with an assessment of the pros and cons of the two approaches. For example, an ELS approach is more rigid and self-contained, which might dilute the students' relationship with Winthrop. Winthrop would need to be proactive in addressing this in order to draw these students into the campus community and retain them as degree-seekers. An in-house option, among other possible advantages, would allow flexibility, a deliberate Winthrop design and development strategy, and latitude in hiring and staffing.

Conversations also should be opened with peer institutions that have programs similar to one Winthrop may consider. A good first step to determine more detail about the ELS option, for example, might be to speak with Coastal about how they concluded that vendor assisted was a better fit. The study would further benefit from examination of Coastal's proposal to the CHE to inform initial discussions of budget estimates and process.

FASHION DESIGN

(WITH A CONCENTRATION IN FASHION MERCHANDISING)

A Bachelor of Arts in Fashion Design with a concentration in Fashion Merchandising is proposed for delivery in Rock Hill, SC in a blended format. The Fashion Design program would be offered as a traditional program (or possibly less than 50% online hybrid). Distance education could be offered in the form of internships, field experiences, and study abroad. The Fashion Design delivery site would be on Winthrop's Rock Hill campus housed in the Fine Arts buildings. Fashion Merchandising courses would be shared by the College of Visual and Performing Arts and the College of Business with many courses offered in Thurmond Hall.

Background Information

Fashion Design and Fashion Merchandising would be targeted to undergraduate prospective freshman and transfer students. Winthrop would be the only public university to offer Fashion Design and Fashion Merchandising in South Carolina, which would enhance our recruitment efforts. High school students often ask the Office of Admissions if Winthrop University offers Fashion Design or Merchandising; this denotes an interest and demand.

Proximity to Charlotte and major retailers would benefit the students in their ability to acquire paid internships. Student's ability to enroll in study abroad programs in fashion capitals such as London, Paris, Florence, Berlin, and Hong Kong would enhance the program and be in line with the GLI at Winthrop.

Assessment of Need

Fashion Design is in keeping with the current culture of the University and our student population. The Fashion Design program would attract students throughout the state and from other institutions. Fashion Merchandising would be an easy addition based on the current courses that Winthrop University already offers. Winthrop currently has seventeen courses that could be implemented into a Fashion Merchandising concentration.

Employment Opportunities

According to the Bureau of Labor Statistics, most Fashion Designers have a Bachelor's degree and earn a median salary of \$64,000 per year. Employment for Fashion Designers is expected to grow 3 percent annually from 2016-2024. Overall the job market is a bit below average.

Fashion Designers work in wholesale, manufacturing establishments, apparel companies, retailers, theater or dance companies and design firms. Fashion Merchandising careers include Purchasing Managers, Buyers, Advertising, Promotions, and Marketing Managers. Careers also include Merchandising Analysts or Researchers, Visual Merchandisers, Stylists, Fashion Forecasters, Apparel Product Engineers, Fashion Consultants, and Department Managers. Average salary for a buyer and purchasing agent is \$58,520¹⁶.

¹⁶ "U.S. Bureau of Labor Statistics." *U.S. Bureau of Labor Statistics*. U.S. Bureau of Labor Statistics, 2016. Web. 08 Feb. 2016.

University of South Carolina has a robust BS in Retailing with Specialization in Fashion Merchandising and Retail Management. Their program highlights include a field study in New York, Study Abroad and paid internships. According to their website nearly all of their students receive permanent placement offers at the end of their internships¹⁷.

Competitive Programs

In-State Universities

PROGRAM NAME	INSTITUTION	SIMILARITIES	DIFFERENCES
BS Retailing	USC at Columbia	Specialization in Fashion Merchandising	College of Hospitality, Retail and Sport Management (HRSM)
BS Apparel, Textiles, Design	Bob Jones University	Fashion Design	
BS Fashion Merchandising	Art Institute of Charleston	Fashion Merchandising	

North Carolina Schools Offering Similar Programs:

University of North Carolina at Greensboro

Johnson & Wales University

North Carolina Central University

North Carolina A&T University

Appalachian State University

East Carolina University

Haywood Community College

Mars Hill College

Meredith College

The Art Institute of Raleigh

The Art Institute of Charlotte

¹⁷ "Retailing." *College of Hospitality, Retail, and Sport Management*. University of South Carolina, 2016. Web. 08 Feb. 2016.

Curriculum

Winthrop currently offers 17 courses that could be used toward a Fashion Merchandising Program:

WINTHROP UNIVERSITY POSSIBLE COURSE SELECTIONS	
FACS 101	Intro to Family and Consumer Sciences
FACS 211	Product Construction and Design
FACS 401	Consumer Economics
MGMT 321	Management and Leadership
MCOM 241	Media Writing
MCOM 370	Public Relations Principles
MGMT 355	Business Communication & Professional Development
ENTR 373	Intro to Entrepreneurship
THRT 312:	History of Dress and Decor
MKTG 380	Principles of Marketing
MGMT 341	Information Systems and Business Analytics
BADM 561	Electronic Commerce for Managers
MCOM 341	Advertising Principles
MKTG 381	Consumer Behavior
MKTG 382	Services and Retail Marketing
MKTG 481	Promotion Management
VCOM 120	Design Drawing

A comparison of Winthrop’s current course offerings with the University of South Carolina’s Retailing program¹⁸ and Florida State University’s Fashion Merchandising program¹⁹ reveals that the majority of the courses listed in the University of South Carolina and Florida State University’s programs require courses in Business and/or Consumer Science with a core emphasis in retail or fashion and also require an internship. Moreover, Winthrop would need to add retail, design, and fashion-focused courses.

¹⁸ "Program: Retailing, B.S." *University of South Carolina*. University of South Carolina Board of Trustees, 2016. Web. 08 Feb. 2016.

¹⁹ "Retail Merchandising and Product Development." *Florida State University*. The Florida State University, 2016. Web. 08 Feb. 2016.

Financial Considerations

In order to begin a Bachelor of Fashion Design or Fashion Merchandising faculty would be the need to be hired. The average salary for a Fashion Merchandising Professor is \$54,950²⁰. At TCU, the typical Fashion Merchandising salary is \$62,672²¹. Assistant Professors of Fashion Merchandising at Kent State salaries can range from \$54,506-59,747²². Total cost to add two to three full-time faculty members would range between \$120,000-\$180,000 initially, for salary alone. Additional expenses would be necessary for design labs, course development, books, software and materials. Total investment will require approximately between \$150,000-\$200,000.

²⁰ "Accredited Fashion Merchandising Schools." *Career Index*. Education News.Org, 2016. Web. 08 Feb. 2016.

²¹ "TCU Assistant Professor, Fashion Merchandising Salary." *TCU*. Glassdoor, Inc., 2008-2016. Web. 08 Feb. 2016.

²² "Salary: Fashion Merchandising." *Glassdoor*. Glassdoor, Inc., 2016. Web. 08 Feb. 2016.

FINANCIAL PLANNING (PROGRAM EXPANSION)

An expanded financial planning option, from our current undergraduate track in financial planning to a certificate and/or graduate program, as well, are proposed. Face-to-face or less than 50% online delivery for these new programs—whether on the main campus or delivered at a satellite—is recommended in order to differentiate Winthrop’s offering from Charlotte market competitors.

Background Information

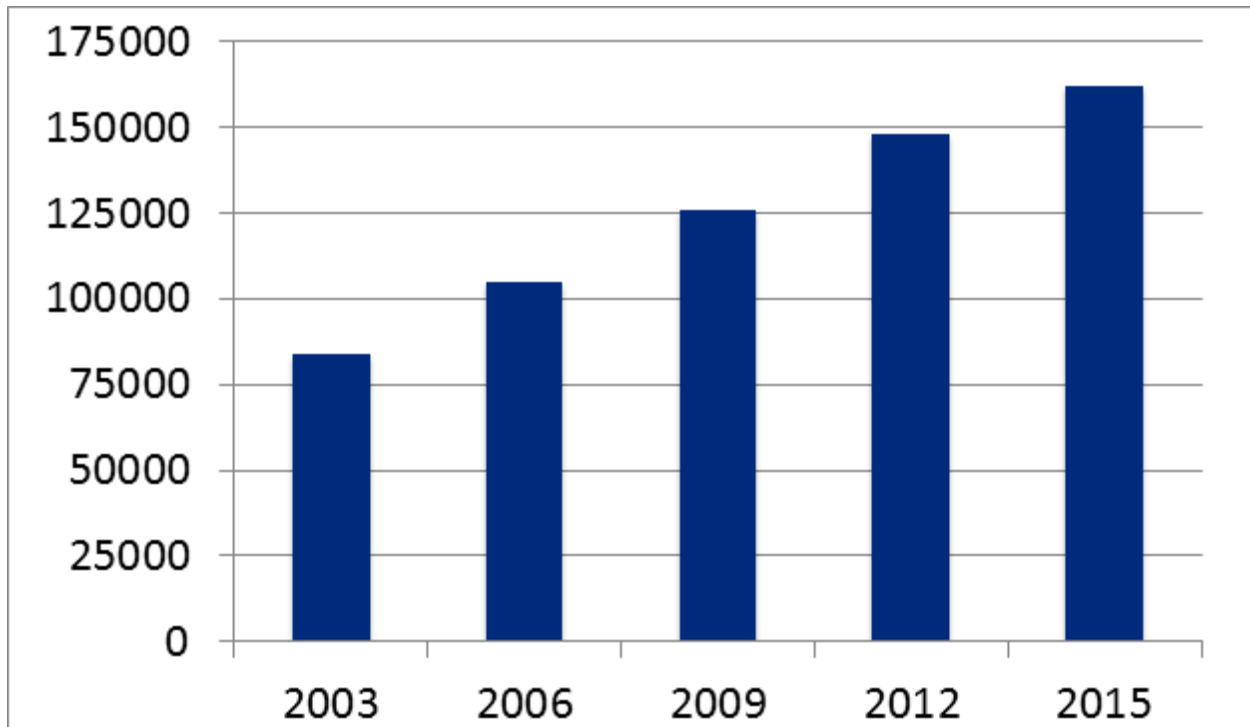
The Certified Financial Planner CFP® certification is the gold standard for individuals in financial planning or wealth management areas. TIAA-CREF, MetLife, LPL, Vanguard, and Bank of America Merrill Lynch require that many of their financial advisors become CFP® professionals. Moreover, many of the smaller financial planning/wealth management firms require their employees to get their CFP® certification within a few years of being employed. In order to sit for the CFP® certification, a candidate must have a baccalaureate degree and complete an approved curriculum at a CFP® board-registered program. By completing a certificate and/or graduate program, those who plan to pursue a career in financial planning/wealth management will be able to sit for the CFP® examination.

Winthrop’s target audience is those individuals who are working in the finance services industry in Charlotte who have a bachelor’s degree.

Winthrop already has an undergraduate track Financial Planning within its Finance program. New program(s) in Financial Planning could be structured in several ways. It could be designed as a MBA concentration, an Executive MBA in Financial Planning. It could also be designed as a Certificate program. In fact, it is possible to have an undergraduate, a graduate, and a certificate program.

Given Winthrop’s proximity to Charlotte, a traditional/face-to-face with less than 50% online would be ideal. Within North Carolina and South Carolina, there are several universities offering online certificate programs. Therefore, having a face-to-face or a hybrid program will give Winthrop a competitive advantage.

According to the Financial Planning Standards Board “FPSB”, there are currently 157,586 CFP® professionals worldwide. The graph below shows the growth of CFP® professionals over the last 12 years.



https://www.fpsb.org/images/stories/global_cfp_professional_growth.png

Assessment of Need

Within South Carolina, College of Charleston has a “*Financial Planning Education Certificate Program.*” Within North Carolina, Winthrop’s closest competitors are Central Piedmont Community College and Queens University who both offer a “*Certification Education Program.*” Gardner-Webb has a Masters in Wealth and Trust, this program is being offered at the I-77 location. Within the area, there is room for growth among CFP® programs.

Employment Opportunities

There are many individuals who work in Charlotte who are required to attain the CFP® certification for work. Therefore, Winthrop can package these courses as either a graduate and/or certificate program. According to the Bureau of Labor Statistics (BLS) Personal Financial Advisors are expected to grow by 30%. Furthermore, Charlotte is the second largest financial

center in the U.S. ²³²⁴ For additional details from the CFP® Board, please visit:
<http://www.cfp.net/become-a-cfp-professional>

Competitive Programs

Program Name	Institution	Similarities	Differences
Masters in Wealth and Trust	Gardner-Webb	Offering a CFP® board registered graduate program	Winthrop could offer: MBA Concentration, Executive MBA in Financial Planning, hybrid certificate program
Certificate program in financial planning	Central Piedmont Community College	CFP® board registered program	CPCC only offers a certificate program
Certificate program in financial planning	Queen University	CFP® board registered program	Queens University only offers a certificate program

Curriculum

Within Winthrop’s undergraduate curriculum seven courses cover the content required to sit for the CFP® examination. Four of those classes are 500 level classes. Hence, in order to have the other three classes count as graduate courses or for a graduate certificate, Winthrop needs to make those classes above a 500. This would be ideal for a Winthrop MBA or Executive MBA in Financial Planning.

Winthrop’s seven courses are:

- Introduction to Financial Planning (FINC 315)
- Introduction to Tax (ACCT 401)
- Financial Planning Capstone (FINC 420)
- Insurance and Risk Management (FINC 515)
- Employee Benefits and Retirement (FINC 516)
- Investments (FINC 512)
- Estate Planning (BADM 501/ACCT 501)

Alternatively, Winthrop could create a separate program altogether. This program would consist of seven courses that would be offered over a 9 to 12 month period. The primary areas that would be covered in a stand-alone curriculum are:

- Professional Conduct and Regulation
- General Financial Planning Principles

²³ <http://www.cfp.net/become-a-cfp-professional/find-an-education-program>

²⁴ <http://www.bls.gov/ooh/business-and-financial/personal-financial-advisors.htm>

- Education Planning
- Risk Management and Insurance Planning
- Investment Planning
- Tax Planning
- Retirement Savings and Income Planning
- Estate Planning

Financial Considerations

In order to become a CFP® board registered program, the program must be approved by the CFP® Board of Standards. Given that Winthrop has an undergraduate program with qualified faculty already in place, it is highly likely that the program would be approved. This process requires a \$1,200 application fee that is paid to the Certified Financial Planner (CFP®) Board of Standards.

Financial planning, if resourced competitively, could become a well-recognized, signature program for the institution.

HOSPITALITY MANAGEMENT (WITH A BUSINESS OF CRAFT BEER CERTIFICATE)

The proposed program, Hospitality Management, would be an Undergraduate 4 year Bachelor's Degree. The major would be a specialized business degree (BSBA) combining traditional business courses in management, human resources, accounting, and marketing with a hospitality-focused course concentration. The Hospitality Management program would be offered as a traditional, face-to-face program with less than 50% blended delivery. The primary delivery site for the Hospitality Management program would be Winthrop's main campus. Additionally, students would complete off-campus internships and various in-field learning experiences. Hospitality Management would be an interdisciplinary program with a majority of the courses offered by the College of Business and supplemental courses offered by the Richard W. Riley College of Education (Sport Management).

Background Information

Hospitality Management would be targeted to undergraduate prospective freshman and transfer students. Several public institutions in South Carolina currently offer Hospitality Management programs; however, interest exists for this proposed program based on anecdotal information from the Office of Admissions. Proximity to regional and national tourism destinations like Charlotte, Asheville, Charleston and Myrtle Beach would give students the ability to acquire internships and post-graduation employment. Further, Winthrop has an on-campus inn, sports facilities and conference/banquet space, which could serve as training/function space for this major.

Assessment of Need

Hospitality Management dovetails nicely with current majors/minors offered by Winthrop. Additionally, this major would attract students from both South and North Carolina institutions. Hospitality Management offered as a concentration within the BSBA program could utilize current core business courses.

Employment Opportunities

According to the Bureau of Labor Statistics, most Hospitality Managers (Meeting, Convention and Event planners; Lodging Managers) have a Bachelor's degree and earn a median salary of \$47,085. Employment for Hospitality Management related occupations is projected to grow approximately nine percent from 2014-2024. Overall, the job outlook for occupations related to Hospitality Management is on pace with the growth of the overall economy.

Hospitality Management professionals work in lodging, gaming, food and beverage management, event/meeting planning, and travel and tourism management. Hospitality management professionals with a business degree would also qualify for business operations positions (human resources, marketing, and operations management) for hospitality-related companies. Opportunities for job seekers with a Bachelor's degree in Hospitality or Hotel

Management are expected to be better than average given the increasing complexity of event planning and needs of upscale and luxury hotels²⁵.

Competitive Programs

Universities in South Carolina offering Hospitality Management as a major/minor include²⁶:

- College of Charleston (BA, AB)
- University of South Carolina – Columbia (BS, PhD)
- University of South Carolina – Beaufort (BS)
- Coastal Carolina University (BSBA)
- Charleston Southern University (BS)

Universities in the Greater Charlotte area offering Hospitality Management as a major/minor include:

- Johnson & Wales University
- Livingstone College

Curriculum

Winthrop currently offers a BSBA program, which could serve as the core course requirement for the Hospitality Management major. Students would complete courses in Management, Marketing, Accounting, Finance and Economics as part of their core curriculum. Students would also be required to complete an in-field internship. Winthrop would need to offer additional courses to complete the Hospitality Management major curriculum. Based on existing programs at Coastal Carolina, USC-Columbia and College of Charleston, the following courses represent a sample of courses needed to complete the Hospitality Management concentration:

- Introduction to Food and Beverage Management
- Lodging & Luxury Hotel Management
- Catering Management
- Coffee and Tea
- Ales, Lagers and International Cultures
- Wine and Culture
- Distilled Spirits
- International Food and Culture
- Club Management
- Convention Services and Event Management
- Tourism Management

Financial Considerations

Estimated new costs associated with the Hospitality Management program will likely include faculty, program administration, and facilities. Faculty lines in Hospitality Management would

²⁵ "U.S. Bureau of Labor Statistics." *U.S. Bureau of Labor Statistics*, U.S.

²⁶ "Academic Programs available at S.C. Institutions." *South Carolina Commission on Education*.

need to be added with an average salary of \$60,000 for Instructors and \$74,000 to \$100,000 for Professors²⁷²⁸. Additionally, an Executive Program Director, with strong industry relationships and experience, will likely need to be hired to establish an annual internship program and lead development efforts to fundraise for the program. Salary requirements for this position are unknown at this time. In terms of facilities, Winthrop currently has an inn, sporting complexes and conference/banquet space that would be utilized for training and on-campus learning experiences. These on-campus experiences could serve both Winthrop and the greater community; however, planning and coordination will be required. Total investment will depend on the number of faculty deemed necessary, faculty/staff compensation (plus benefits), and cost to coordinate and maintain on-campus facilities.

²⁷ "State of South Carolina Salary Database." <http://www.thestate.com/news/databases/article14573084.html>

²⁸ "Salary: Hospitality Management." *Glassdoor*. Glassdoor, Inc., 2016. Retrieved on 2/9/2016.

BUSINESS OF CRAFT BEER CERTIFICATE

The proposed program, Certificate in the Business of Craft Beer, would be a certificate program for non-degree seeking students. The certificate would be a specialized program combining courses in management, marketing, and hospitality management (proposed program). The Certificate in the Business of Craft Beer could be offered in a variety of formats including face-to-face, hybrid, and online depending on demand and/or the target audience. The College of Business or Adult Programs would offer the program.

Background Information

The craft brewery industry is a growing in the Carolinas with an annual economic impact of \$920 million²⁹. As breweries grow so do their needs for specialized support related to facility management, distribution, operations and marketing. Currently, very few schools offer programs specializing in addressing this growing industry. Given the growth of the North and South Carolina brewing economy, Winthrop has the opportunity to be on the cutting edge of this industry. Based on a similar program at San Diego State University, the benefits of a certificate program in craft brewing include:

- Provides skills necessary to enter the budding craft beer industry
- Provides an interactive, hands-on learning experience with tastings and more
- Brings top leaders and industry experts together in the classroom
- Uncovers an overall appreciation of craft beer
- Explores craft beer's past and present history, and current trends
- Promotes craft beer literacy for consumers and employees
- Educates future craft beer ambassadors
- Offers industry connections and networking opportunities within the San Diego beer community
- Provides professional development and increases craft beer knowledge for current hospitality industry employees
- Opportunity to complete a Cicerone© Certified Beer Server Exam³⁰

Assessment of Need

North and South Carolina are fast growing markets for the craft beer industry supporting more than 10,000 jobs. North Carolina is currently ranked 10th nationally with over 130 craft breweries. Three major craft breweries (Oskar Blues, Sierra Nevada and New Belgium) all chose Western North Carolina sites for major expansions in 2012. South Carolina currently has twenty breweries. Nationally, craft beer sales were up 18% by volume in 2014. Despite this rapid

²⁹ "N.C. craft beer industry now tops in the South." Retrieved on 2/9/2016 from <http://www.charlotteobserver.com/living/food-drink/article30505149.html>

³⁰ "Professional Certificate in the Business of Craft Beer." <http://www.ces.sdsu.edu/craftbeer>

growth, craft makes up only 11% of the U.S. market share for beer^{31,32}. With this tremendous growth comes the need to help educate the thousands of employees and entrepreneurs entering the craft brewing industry.

Employment Opportunities

The Certificate in the Business of Craft Beer will provide support most likely for students who are already involved with the industry or those with personal hobby interest.

Competitive Programs

Few programs currently exist related to craft brewing and most are focused on fermentation science.

Program Name	Institution	Similarities	Differences
B.S., food science and technology: brewing science	University of California-Davis		
B.S. food science and technology: fermentation science	Oregon State University		
B.S. craft brewing	Central Washington University		
Certificate business of craft beer studies	San Diego State University	Similar courses	
B.S., fermentation science	Appalachian State		

Curriculum

While the certificate program would require some specialized courses, there is an opportunity to use courses already taught by faculty in a different format/delivery. Proposed courses include³³

- Brewing Basics
- Exploring Craft Beer
- Distribution
- Draught Systems
- Restaurant Operations
- Hospitality Management

³¹ “North Carolina Craft Beer Month Proclamation,” Retrieved on 2/9/2016 from <http://www.ncbeer.org/wp-content/uploads/2014/02/2185-NC-Beer-Month.pdf>

³² “Beer brewers: Brewing law changes shotgun \$13.7 million into state’s economy,” South Carolina Brewers Guild, Retrieved on 2/9/2016 from <http://www.southcarolinabeer.org/beer-brewers-brewing-law-changes-shotgun-13-7-million-into-states-economy/>

³³ <http://www.ces.sdsu.edu/craftbeer>

- Marketing/Promotions
- Sales
- Services Marketing

Financial Considerations

Estimated new costs associated with the Certificate in the Business of Craft Beer will likely include faculty, program administration, and facilities. Instructors and adjunct faculty with knowledge of the craft brewing industry would be hired to teach a series of courses. Total investment will depend on the number of faculty deemed necessary, faculty/staff compensation and cost to coordinate and maintain on-campus facilities.

MEDIA AND DIGITAL ARTS STUDIES

This proposal is for a restructured suite of academic programs, including rethinking College of Visual and Performing Arts departmental structures and personnel, working toward an inclusive CVPA facility, and possibly adding a new department. A Media and Digital Arts Studies initiative will realign Mass Communication with the College of Visual and Performing Arts, expand and modernize current CVPA digital arts offerings, and add new concentrations and majors such as film making, game design, and music technology et al.

We envision a three phase implementation: 1) combining existing resources to immediately begin to offer new or enhanced courses, concentrations, and majors (initially four year undergraduate programs, with the possibility of adding masters degrees in the future), 2) over the next few years, as faculty positions become open, re-thinking and possibly realigning existing faculty lines to support new and modified programs, and 3) working toward a new CVPA facility that would house all departments, and feature shared state-of-the-art facilities that would help to facilitate interdisciplinary, inter-departmental, and cross-college collaboration. Once significant progress has been made toward these goals the creation of a new department of Media and Digital Arts Studies should be considered.

The initial delivery site would be existing facilities within CVPA and the department of mass communications. The delivery mode would be a mix of traditional face-to-face enhanced by hybrid or online courses.

Background Information

With the rapid expansion of digital arts, information technologies, broadband infrastructure, mobile applications, and e-commerce, Winthrop graduates must have increased opportunities to take advantage of and participate fully in the new digital and creative economies. For the past decade or so, Winthrop has expanded many of its academic programs in digital and media areas, including mass communication, digital information design, fine arts, visual communication design, and music technology. But, for the most part, these disciplines have been too isolated from each other and have not benefitted from opportunities to work together. They are geographically as well as theoretically separated. Offerings in other areas such as filmmaking and cinema theory, videography, music technology and audio production, game design, and graphic narrative studies have been either limited or ignored completely because of the University's emphasis on more traditional offerings and the lack of qualified instructors and resources. Additionally, the traditional skill set demanded of all Winthrop graduates continues to expand. For example, mass communication graduates need to know about programming for web applications, how to shoot and edit video, how to capture and edit digital audio, how to write for the web as well as traditional media, how to portray sophisticated and technical information in graphic form, and most importantly information gathering and reporting. Music students need to know how to produce music for film, radio, television, the Internet and new media using digital audio workstations. Musicians (performers and composers alike) must understand how to effectively collaborate with other media professionals. This is a skill that has become increasingly important to building successful careers in music.

Assessment of Need

There is an increasing demand for skilled technologists, artists, managers, and entrepreneurs with backgrounds in a variety of new digital media. With the rapid expansion of Internet bandwidth and the increase in the “creative economy,” interdisciplinary digital and media studies programs have become high-growth, high-demand areas that have become increasingly popular with students. Platforms such as Youtube, Instagram, Facebook, and others have encouraged students to become “content creators” in a variety of digital media formats. Universities such as Winthrop have the unique opportunity to provide students with theoretical frameworks and disciplined, rigorous approaches to media content creation. Curricula that teach students how to tell stories through moving images (live action and animation), and sound and music have become increasingly valuable and popular. It’s time for Winthrop to strongly consider offering these types of programs.

Employment Opportunities

We envision a program that provides students with a strong grounding in a variety of skills that can be used in a wide variety of media related careers or graduate studies. Students will graduate with skills and proficiencies that can be used in multiple disciplines, career paths, and venues, and support collaboration in multiple settings. Employment and career opportunities are too numerous to include a comprehensive list. However, a search of job titles including *digital media* on the job site indeed.com returned 41,906 hits including jobs such as Digital Content Editor, Content Creator & Digital Communications Expert, Director of Multimedia Integration Athletics, Digital Content Producer, Digital Media Specialist, et al. The same search in South Carolina yielded 213 current openings.

Competitive Programs

While some regional programs such as Frances Marion, South Carolina State, USC, USC Upstate, and Clemson offer some degrees and concentrations in topics such as music industry, film studies, et al, none currently offer a comprehensive Media and Digital Arts Studies similar to the one proposed here. Winthrop University, with its traditional strengths in visual and performing arts, design, mass communication, and business, is in a unique position to create a flagship program in Media and Digital Arts Studies. Some of the regional programs that would be contained in a Media and Digital Arts Studies are listed below.

Program Name	Institution	Similarities	Differences
BS Music Industry	Francis Marion	Music technology	Not comprehensive
BA Commercial Music	USC Upstate	Audio production	Focus on song writing/arranging.
Film and Media Studies	USC Columbia	Film and media	Not interdisciplinary or interdepartmental
BS computer science with concentration in game design	Clemson	Game design	Not interdisciplinary or interdepartmental

Curriculum

While the curriculum will include existing courses such as MUST 437/438 Audio Production etc. many new interdisciplinary courses will be added. Some possible courses, concentrations and degree programs are listed below.

Possible Concentrations or Degree Programs:

- 1) Film or Media Studies
Areas: Photography, Art History, Literature, History, Theatre
- 2) Comics and Sequential Art
- 3) Digital Cinema/Media
 - a. Animation
Areas: Drawing, Photography, Computer Graphics, Storyboarding, Scriptwriting,
 - b. Narrative/Documentary
Areas: Scriptwriting, Producing, Acting, Storyboarding
- 4) Game Design and Development
- 5) Music Technology

Financial Considerations

The initial phase of this proposal could be accomplished with little cost. Phase 2 would replace existing faculty lines with positions that are realigned to fit program needs. This would likely incur some additional costs. Additional costs are anticipated for adjunct faculty with relevant skills and experience. Phase 3 would naturally be the most expensive as a state-of-the-art facility would require a major investment. Below is an estimate of possible costs associated with implementation of the proposed program. Note that some of the equipment proposed has recently been purchased as part of the Digital Arts Maker's Space currently being installed in Rutledge.

Possible New Faculty (Full-time and or Adjuncts) needed:

1. Game Design and Development, Interactive Media, Digital Imaging
2. Film/Videography (Editing, Animation, Cinematography)
3. Film Studies (History, Criticism)
4. Media Writing, Scriptwriting & Graphic Narrative (could be shared with English/Creative Writing or Mass Communications)
5. Film/Videography (Documentary, Narrative, Live Action) (Could be adjunct or shared with Mass Comm or Art)

Possible Start-up Equipment & Supplies for the Film/Videography concentration:

One additional Mac Lab (15 stations @ \$3,200 = \$48,000)

Low End Camcorders (20 @ \$400 = \$8,000)

High End Video Cameras (6 @ \$4,000 = \$24,000)

Lighting Equipment (\$5,000)

Editing software (\$4,000)

Audio Software (\$2,000)

Mathews Green Screen 20x20 (\$863)

6 Audio-Technical ATW-1812D - 1800 Series Wireless Microphone System (\$3,000)

Cable & Connectors (\$2,000.00)

TOTAL: \$96,863.00

Annual Supply Budget: \$20,000

Space/Facilities: One additional Mac Lab computer lab/teaching studio; shared space with Fine Arts or Design.

(NURSING) RN TO BSN DEGREE COMPLETION

The name of the proposed program is: RN to BSN - Degree Completion (DC). The RN to BSN-DC program would focus on providing additional training to RN with an Associate's Degree living in the tri-county of York, Charlotte-Mecklenburg, and Lancaster area. The program would be offered through the College of Arts and Sciences to leverage existing strengths in the Life Sciences such as Biology, Chemistry, Environmental Science, and Human Nutrition.

As a Degree Completion program, the RN-BSN offering will be offered in partnership with the Graduate School's Adult Programs. Courses for the RN to BSN DC would be offered primarily on campus face-to-face in Rock Hill and in clinical settings such as hospitals, assisted living facilities and nursing homes. Students would also have the opportunity to complete the General Education and Elective courses via online or hybrid delivery.

The RN to BSN-DC program fits well within the competencies and culture of Winthrop and is in sync with the academic profile of Winthrop students. It will constitute an immediate enrollment driver for the University.

Background Information

Nursing is one of the top three most popular majors for entering college freshman, nationwide. Nonetheless, a nursing shortage still exists in the United States. This shortage is expected to grow to 260,000 nurses by 2025 according to *Health Affairs*. Furthermore, the American Association of Colleges of Nursing and the Carnegie Foundation have recommended increased nursing education standards including a minimum of a baccalaureate degree for nursing³⁴. At the same time only 37% of the demand for BSN is being met by current program offerings³⁵.

Winthrop University can meet the demand for BSN by offering a degree completion program for experienced RNs who hold an Associate's Degree. The proposed Winthrop RN to BSN-DC program will allow graduates from York Technical College, USC-Lancaster, Central Piedmont Community College and other programs elsewhere in the state of South Carolina or the US to seamlessly earn additional credentials while remaining in the workforce.

Assessment of Need

There are 29 accredited programs in South Carolina, most of which are offered by Community and Junior Colleges. Even though, there is a significant shortage of nurses, most Nursing programs have a waiting list of anywhere from 2 to 3 years for new students. At the same time,

³⁴ Hong, Cindy and Kircher, Aashana, 2010. Developing a Baccalaureate Program in Nursing Education Advisory Board, Washington, DC

³⁵ Carnevale, Anthony P. et al, 2015. Nursing: Supply and Demand through 2020. Georgetown University Center on Education and the Workforce, Washington DC

there exists a proficiency gaps between RN nurses who hold an Associate’s degree and those with a BSN³⁶. As a result a BSN degree opens the door for career advancement for existing RNs.

Employment Opportunities

Healthcare institutions in the tri-county area of York, Lancaster and Charlotte-Mecklenburg employ over 100,000 workers. These include hospitals, assisted living facilities, hospice care, outpatient clinics, and primary care clinics/offices.

A list of major Healthcare groups and their subsidiaries in the tri-county area includes:

Charlotte-Mecklenburg Hospital Authority: Ruling entity of Carolinas Health System and Charlotte Medical Center (CMC) and an employer of over 20,000 local employees. Major locations include CMC-Pineville Hospital, Levine Cancer Institute, Levine Children’s Hospital. With over 40 hospitals, cancer care centers, heart care, emergency departments, imaging sites, outpatient rehabilitation, pharmacies, urgent care, and physician office locations, in the Charlotte-Mecklenburg area.

Novant Health: Novant Health is a non-profit organization of 15 medical centers and 1,123 doctors in 343 clinic locations, as well as numerous outpatient surgery centers, medical plazas, rehabilitation programs, diagnostic imaging centers and community health outreach programs. Novant Health employs 24,400 employees and physician throughout North Carolina, Virginia, South Carolina and Georgia.

Piedmont Medical: Piedmont employs over 1200 people in the Rock Hill and surrounding areas. Their facilities include Piedmont Hospital, Carolina Surgical Center, imaging facilities, the Piedmont Pain Center, Sleep Center, Wound Care Center, rehabilitation centers, urgent care centers and radiation therapy.

Agape Senior, LLC: Agape is located in West Columbia, Rock Hill, Lexington and Columbia, SC and employees approximately 2,500 employees. It is comprised of multiple assisted living facilities, three rehabilitation and skilled nursing facilities, and 12 hospice sites. They also provide in home and pharmacy services.

Major employment categories of those organizations are:

- Clinical: Registered Nurse, Licensed Practical Nurse, Certified Nursing Assistant, Physical Therapist, Occupational Therapist, Physical Therapy Assistant, and Medical Laboratory Technologist/Technician.
- Support staff (non-clinical): Admissions Directors, Account Managers, Billing Analyst/Specialists, Human Resources and various administrative roles.

Of note: Social workers, clinical support staff, psychologists, and various technicians (Radiology, Vascular Sonography, Ultrasound, Psychiatric, etc.) also perform various roles in the larger healthcare companies, most specifically in Hospitals and Addiction Recovery Centers of Charlotte and the surrounding area.

³⁶ Bridging the Preparation-Practice Gap – Volume I: Quantify New Graduate Nurse Improvement Needs, The Advisory Board Company (2008)

Competitive Programs

The table below presents RN to BSN programs currently being offered in SC and/or the region by peer institutions to Winthrop.

Institution	Program Name	Characteristics
Coastal Carolina University	Bachelor of Science in Nursing (RN to BSN)	Meets once per week, usually on Saturday 3 or more semesters Accreditation Commission for Education in Nursing (ACEN) accredited
Lander University	Bachelor of Science in Nursing (RN to BSN)	Online ACEN accredited
Medical University of South Carolina	Bachelor of Science in Nursing (RN to BSN)	12 months/3 semesters Online 5 week didactic courses and 13 to 15 week clinical courses 60 credits of prerequisites required Commission on Collegiate Nursing Education (CCNE) accredited
Charleston Southern University	Bachelor of Science in Nursing (RN to BSN)	Private institution 12 months/3 semesters Online Full and part-time options ACEN accredited
USC - Upstate	Bachelor of Science in Nursing (RN to BSN)	Online through Palmetto College or a traditional classroom setting at the University Center in Greenville Virtual clinical Full-time/one calendar year Part-time/two calendar years CCNE accredited
Clemson University	Bachelor of Science in Nursing (RN to BSN)	Hybrid: Classes taught at University Center in Greenville and online through Blackboard Meet 1 to 2 times per week CCNE accredited
Newberry College	Bachelor of Science in Nursing (RN to BSN)	Private institution Hybrid delivery Awards credit for non-traditional experiences CCNE accredited
Francis Marion University	Bachelor of Science in Nursing (RN to BSN)	Nursing classes offered online 11 months to complete program after general education requirements are

Institution	Program Name	Characteristics
		completed ACEN accredited
Anderson University	Bachelor of Science in Nursing (RN to BSN)	Private institution 5 week long online classes CCNE accredited
Queens University	Bachelor of Science in Nursing (RN to BSN)	Private institution Nursing classes offered exclusively online CCNE accredited
University North Carolina at Charlotte	Bachelor of Science in Nursing (RN to BSN)	No required visits to campus Students can start in the fall or in the spring Can be completed within 12 months CCNE accredited

Curriculum

Students seeking the RN-BSN DC degree at Winthrop will need a total of 120 credit hours, comprising of General Education Core, Required Prerequisites, Major Requirements, and Electives putting them in line with Winthrop's other undergraduate degrees³⁷.

Below is a proposed credit hours distribution for the RN-BSN DC offering.

1. General Education - *Total Credits: 33 -39*
General Education requirements would comprise between 33-39 hours and be comparable with Winthrop's General Education for traditional undergraduates.
2. Required Prerequisites – *Total Credits 21-27*
Required prerequisites consist of Associate's Degree-level nursing courses, as well as additional math and science courses beyond what is required by General Education.
3. Major - *Total Credits: 33 -39*
Major core requirements would include a combination of didactic and clinical nursing and range from 33-39 hours.
4. Electives - *Total Credits: 15-27*
Students would need to complete 15-27 elective hours in order to meet the 120 required for their BSN degree.

¹The South Carolina Commission on Higher Education (CHE). "Policies and Procedures for New Academic Programs, Program Modifications, Program Notifications, Program Terminations, and New Centers for SC Public Colleges and Universities." www.che.sc.gov. 2 October 2014. CHE. 1 February 2016
<http://www.che.sc.gov/CHE_Docs/academicaffairs/Policies_and_Procedures_for_Academic_Programs.pdf>.

Prior Learning Assessment (PLA)

In addition to the use of normal credit transfers, the RN-BSN DC program would allow students to earn credits through individualized Prior Learning Assessment (PLA). Credits earned through PLA would count towards General Education Core, Philosophy and Liberal Studies Seminars (PLSS), Concentration and Electives.

Alternative Degree Completion Path

There would also be a need to create Healthcare Administration Completion Program in order to provide an alternative degree completion path for students who for one reason or another are unable to complete the RN-BSN program. That program could be rolled-out as part of the BPS-ADC program or a similar offering.

Financial Considerations

It will require a total level of investments of approximately **\$630,000** to launch and support the RN-BSN DC program. The costs are:

Instruction: Total Estimated Costs \$425, 000

2 core faculty members³⁸: \$200, 000 (*Would also serve as advisors to students*)

4 Clinical faculty (Local Nurses): \$120,000

Patient Simulator: \$75,000

Training, PLA and course development \$30,000

Management Administration and Support Total Estimated Costs: 205,000

Full-time Program Director at \$120,000

Full-time Program Administrator: \$40,000

Marketing and Promotion: \$25,000

Online and Learning Technology: \$20,000

Because the RN to BSN DC would be housed in the CAS, the Program Director would work closely with the Dean of the College regarding the admissions, recruitment, and retention of students of RN-BSN DC students.

³⁸ The mean salary for full-time nursing professors is \$102,399, according to AACN data for the 2012-2013 academic school year. The 25th percentile is \$82,005 and the 75th percentile is \$117,075. The maximum salary, according to the AACN data, is \$272,095. Jul 22, 2013

Additional Resources or Next Steps

1. Validation of the curricula, internal review process and accreditation materials and documents required to launch the RN-BSN DC program.
2. Determination of optimal mix of instructional staff (core and adjunct faculty) that will ensure the long-term viability of the program.
3. Identification of external partners (hospitals, nurses associations, healthcare professionals, community groups, and government organizations) to serve as clinical location sites, advisors, and mentors to the Winthrop RN to BSN program and enrolled students.

PROFESSIONAL STUDIES – ADULT DEGREE COMPLETION

The name of the proposed program is: Bachelor's in Professional Studies (BPS) - Adult Degree Completion (ADC). The BPS-ADC offering would be interdisciplinary and specifically target post-traditional students (25 to 64 years old). The BPS degree would be offered through the Graduate School's Adult Programs, thus allowing the University to leverage the academic expertise of its existing four degree-granting colleges. Proposed concentrations for the BPS degree are: Human Resource Management, Health Administration, Criminal Justice, Business Administration, and Information Technology. The BPS-ADC concentrations will be offered gradually and after the completion of a detailed assessment of market demand.

The main Winthrop campus in Rock Hill would serve as the delivery site for the BPS-ADC degree offering. To accommodate professionals in the greater Charlotte area who would be interested in the BPS-ADC degree, strong considerations should be given to the establishment of a satellite campus in the Fort Mill area. Flexibility in the delivery of BPS-ADC course and program offerings would be critical to accommodate the adult learner student population. As a result, a combination of delivery modes such as face-to-face, hybrid and 100% online could be used for BPS-ADC courses. As the University has taken steps to strengthen its capability and capacity to deliver courses fully online, concentration courses for BPS-ADC could be developed over time and be delivered in a wide variety of ways. Nonetheless a face-to-face component is strongly recommended for the BPS-ADC program as such an approach will allow Winthrop to maintain its tradition and distinction of offering learner-centered instruction in all programs.

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

Background Information

A recent EAB report notes that while the traditional student population of 18- to 22-year-olds will remain a majority at most institutions, enrollment growth will come primarily from other student segments such as adult learners. Given the anticipated changes, President Obama issued a call to the Council for Higher Education Accreditation to identify steps to increase college completions: “by every important measurement we have, college graduates fare better individually than those who lack a degree.”³⁹

According to the Annie E Casey Foundation, 57,000 South Carolinians held an Associate's degree in 2014. Given general trends in higher education and needs for workers who have requisite higher education credentials at the local and regional levels, a strong opportunity exists for Winthrop to develop and offer a degree completion program along the line of the proposed Bachelor's in Professional Studies. Winthrop is also well positioned to offer the PS-ADC because its location, academic strengths and long history of community engagement.

³⁹ Gee, G. et al, 2013. Open Letter to College and University Leaders. American Council on Education, Washington, DC

Assessment of Need

Situated in close proximity to over 12 Carolinas community colleges to include: York Tech, Catawba Valley, Central Piedmont, Cleveland, Gaston College and Greenville Tech, Winthrop has immediate access to a pool of over 100,000 students who are pursuing their Associate’s degrees. Moreover, it is estimated that there are 40,000 working professionals in the tri-county area who hold only an Associate’s Degree. Winthrop University emphasizes the development of skills in critical thinking, communications, ethics, and leadership, which are in high demand by employers. Thus, the University is well positioned to create a program such as the BPS-ADC that will meet the need of both adult learners and employers in the tri-county area.

Employment Opportunities

The tri-county area of York, Charlotte-Mecklenburg and Lancaster is home to many firms with a focus or operations in the information technology, logistics, healthcare, finance and insurance, automotive, construction and light industrial sectors. The BPS-ADC will specifically target professionals who are already in the workforce. Graduates from the program will be able to assume jobs requiring Bachelor’s degrees or supervisory skills by the firms in the tri-county area which are now vacant. The program will also be a good fit for career changers who lack the credentials for a desired job or new position within their current organizations.

Competitive Programs

The table below presents Degree Completion programs currently being offered in SC and/or the region by peer institutions to Winthrop.

Institution	Program Name	Characteristics
Palmetto College, University of South Carolina	Bachelor of Science	Majors offered: Business Administration, Criminal Justice, Elementary Education, Human Services,
	Bachelor of Arts	Liberal Studies, Nursing (RN to BSN), and Organizational Leadership Offered online 2+2 option with local campuses
Coastal Carolina University	Bachelor of Science in Health Administration	Full and part time tracks available Online through Blackboard Core classes waived for students with AA, AS, BA or BS
	Bachelor of Science in Nursing	RN to BSN completion program Meets once per week, usually on Saturday 3 or more semesters
Lander University	Bachelor of Science in Nursing	RN to BSN completion program Fully online
	Bachelor of Science in Criminal Justice	Fully online

Institution	Program Name	Characteristics
	Management	
Charleston Southern University	Bachelor of Science in Organizational Management	Concentrations offered: Healthcare Management, Hospitality and Tourism, Human Resources Management, Project Management 7 week classes online, not required to meet at a specific time
Furman University	Bachelor of Liberal Arts	Concentrations in Accounting, Business Administration and Information Technology All evening classes Must take 60 credits in residence
Hayworth School, Queens University	Bachelor of Business Administration Bachelor of Arts	Majors offered: Business Administration, Communications, Creative Writing, English Literature, and Human Services Available evenings and part-time
Gardner Webb	Bachelor of Arts	Evening classes at 12 sites throughout NC 9 programs offered completely online, which some face-to-face options Majors offered: Accounting, Business Administration, Computer Information Systems, Criminal Justice, Elementary Education, Entrepreneurship, Health Care Management, Human Services, Nursing and Religious Studies BS in Human Services only offered face-to-face
University of Richmond	Bachelor of Arts in Liberal Arts	“Weekend College” offered at Richmond campus as well as two satellite campuses Transfer in 60 hours, then take 60 credits in 10 classes to earn BALA Major offered: Interdisciplinary Studies
	Bachelor of Science in Professional Studies	Majors offered: Human Resource Management, Information Security, Information Technology Management, Liberal Arts, Paralegal Studies Can transfer in at least 60 hours

Curriculum

Students seeking degree completion at Winthrop will need a total of 120 credit hours, comprised of a General Education Core, Philosophy and Liberal Studies, Concentration and Electives requirements, putting them in line with Winthrop’s other undergraduate degrees⁴⁰.

⁴⁰ The South Carolina Commission on Higher Education (CHE). “Policies and Procedures for New Academic Programs, Program Modifications, Program Notifications, Program Terminations, and New Centers for SC Public Colleges and Universities.” www.che.sc.gov. 2 October 2014. CHE. 1 February 2016
<http://www.che.sc.gov/CHE_Docs/academicaffairs/Policies_and_Procedures_for_Academic_Programs.pdf>.

5. General Education - Total Credits: 33 -39

General Education requirements would comprise between 33-39 hours and be comparable with Winthrop's General Education for traditional undergraduates.

6. Philosophy and Liberal Studies Seminars (PLSS) - Total Credits: 12-18

The Philosophy and Liberal Studies Seminars (PLSS) would range from 12-18 hours and be designed to provide multidisciplinary preparation to students in the Humanities, Natural Sciences, Social Sciences and the Arts depending on their background. PLSS courses will focus on strengthening academic writing, critical thinking, and research fundamentals. PLSS will provide students fundamental skills to lead careers in any field or pursue graduate studies.

7. Concentration - Total Credits: 33 -39

Major core requirements should range from 33-39 hours. Students would complete in conjunction with their PLSS.

8. Electives - Total Credits: 18 – 24

Students would need to complete 18 to 24 elective hours in order to meet the 120 required for their BPS degree.

9. Capstone Project 6

A 6-hour and two-course required Capstone Project taken over two-semester at Winthrop University will provide students the opportunity to integrate academic accomplishments and professional interests.

Prior Learning Assessment (PLA)

In addition to the use of normal credit transfers, the BPS-ADC program would allow students to earn credits through individualized Prior Learning Assessment (PLA). Credits earned through PLA would count towards the General Education Core, Philosophy and Liberal Studies Seminars (PLSS), Concentration, and Electives.

Financial Considerations

It will require a total investment level of approximately **\$300,000** to launch the program (Phase I) and on-going cost of **\$430,000** of steady-state operating costs when the program is at full scale (Phase II). The costs are:

Phase 1 Total Estimated Costs: \$300,000

Instruction

2 core faculty members: \$120, 000

8 Part-time lecturers for PLSS, Concentration, Capstone and Electives \$125,000⁴¹

Training, PLA and course development⁴²: \$30,000

⁴¹ According to the Chronicle of Higher Education, Instructors and Adjuncts in South Carolina universities make on average between \$46,000 and \$50,000.

Marketing and Promotion: \$25,000

Phase II Total Estimated Costs: \$130,000

Management Administration and Support

Full-time Program Director at \$70,000

Full-time Program Administrator: \$40,000

Online and Learning Technology: \$20,000

Many universities have a College, School, or Center dedicated to Continuing Education or Degree Completion, sometimes working in collaboration with the Graduate School. These units provide different levels of administration to run all CE programs (admissions, recruitment, and retention), advise students, and recruit and train faculty to teach CE courses. Professionals in the field are used to teach adults. As experts in their fields they provide practical knowledge and field expertise, which are appreciated by adult learners.

Additional Resources or Next Steps

4. Detailed demand study to ascertain student profile, concentration of interest and preferred delivery mode (face-to-face, hybrid or online) for the BPS-ADC program concentration.
5. Validation of the curricula, internal review process and accreditation materials and documents required to launch the BPS-ADC program.
6. Determination of optimal mix of instructional staff (core and adjunct faculty) that will ensure the long-term viability of the program.
7. Identification of external partners (business entities, community groups, and government organizations) to serve as advisors to the program.
8. Confirmation of a viable implementation approach for a degree completion program at Winthrop University. Choices include:
 - a. Use of existing degree programs such as the Bachelors of Interdisciplinary Studies from CAS and Bachelors' degree in Management
 - b. Creation of the brand new BPS-ADC program with concentrations that are in high demand
 - c. A mixed approach of using existing degree programs and adding the BPS-ADC program at a later date.

⁴² For faculty to strengthen adult learning instruction skills and create completely online courses. Training would probably need to be similar to current HMXP training and could use the same model for a stipend of \$500 per ten hours of training and \$2,700 to teach the course the first time.

WINTHROP (100%) ONLINE MBA

The proposed program, The Winthrop Online MBA, is a Master's Degree offered 100% online to graduate students. The Winthrop Online MBA would seek to leverage the current strengths of the face-to-face MBA program in an online format to increase enrollment of adult learners. While the Winthrop Online MBA program would not take place in a physical setting, campus facilities would be necessary related to meeting space, faculty offices and program management. The Winthrop Online MBA program would be offered by the College of Business Administration.

Implementation of this program as a fully online offering also will serve Winthrop as a pilot, providing important experience on which the institution can build other existing programs into quality online offerings.

Background Information

The Winthrop Online MBA program would be targeted at graduate students with the purpose of increasing graduate program enrollment. While online programs are not geographically confined research suggests over 85% of online MBA students are domestic and approximately 33% live within the school's MSA. Online MBA programs are growing in popularity given the growing acceptance of online learning, shift towards digitization of business operations and maturing population of digital natives comfortable with technology⁴³. Winthrop currently offers a face-to-face MBA program with some hybrid and online courses.

Assessment of Need

The goal of the Winthrop Online MBA program is to increase enrollment and access to students who find online delivery more convenient. Winthrop currently offers a face-to-face MBA program in Rock Hill, SC, however, an opportunity exists to gain enrollment from the greater Charlotte, NC area and beyond.

Employment Opportunities

The outlook for MBA graduates is positive with a recent poll revealing 96% of employers say recent business school graduates create value for their companies. MBA salaries are also on an upswing with 56% of employers planning to increase starting salaries at or above the rate of inflation⁴⁴. In 2015, 88% of graduate business school graduates were employed within approximately three to four months post-graduation. 2015 graduates of professional MBA programs (part-time/flexible, online and executive MBA) reported a 94% employment rate,

⁴³ "Data to Go. Who's Pursuing an Online MBA?." Retrieved on 2/9/2016 from <http://www.gmac.com/why-gmac/gmac-news/gmnews/2013/january-2013/whos-pursuing-an-online-mba.aspx>

⁴⁴ "2015 Year-End Poll of Employers." Retrieved on 2/9/2016 from <http://www.gmac.com/market-intelligence-and-research/research-library/employment-outlook/2015-year-end-poll-of-employers-report.aspx>

however, these students tend to work while enrolled and are more likely to remain with their current employer after graduation⁴⁵.

Competitive Programs

The market for the online MBA program is varied and competitive with programs. Non-profit public/private and for-profit universities compete for students internationally. As mentioned, many students still choose to enroll an institution close to home (perhaps based on name recognition/familiarity), however, the market is competitive. Locally, Queens University recently launched an online MBA program in 2014; however, it appears that there are no other 100% online MBA programs offered by schools in South Carolina at this time⁴⁶

Curriculum

The Winthrop Online MBA would be comprised of courses currently taught in the face-to-face program. The current MBA program offers the ability to choose one of five concentrations (Finance, International Business, Human Resources, Marketing and Strategic Management). Curriculum for the MBA program consists of 36 credits hours with the following courses required per concentration⁴⁷:

- General MBA: 13 courses
- MBA - Finance Concentration: 13 courses
- MBA - International Concentration: 13 courses
- MBA - Human Resources Concentration: 13 courses
- MBA - Marketing Concentration: 13 courses
- MBA - Strategic Leadership Concentration: 13 courses (5 years of work experience required)
- MBA - Accounting: 11 courses
-

Financial Considerations

Estimated new costs association with the Winthrop Online MBA program will likely include faculty, marketing, program administration, and technological training/support. Depending on the teaching concentration and hiring rank (adjunct/instructor/tenure-track) salaries for faculty could vary greatly. The University of Maryland – University College cost and revenue estimates

⁴⁵ "B-School Follow-Up: Class of 2015." Retrieved on 2/9/2016 from <http://www.gmac.com/market-intelligence-and-research/research-library/measuring-program-roi/dtg-b-school-followup-class-of-2015.aspx?fromsearch=1>

⁴⁶ <http://online.queens.edu/news-events/press-release/queens-university-of-charlotte-launches-online-mba-040114>

⁴⁷ Winthrop Master of Business Administration Prospective Student FAQs, <http://www.winthrop.edu/cba/mba/default.aspx?id=12066#Format>

by size of student cohort are provided as a point of reference for costs associated with marketing, technological training/support and faculty salary based on time allocated to program⁴⁸.

**Estimated Program Costs & Revenues
of Delivering a Cohort Online MBA Program
(22-month program)**

Cost Per Cohort	Cohort = 15	Cohort = 20	Cohort = 25	Cohort = 30
Faculty salary*	\$ 105,000	\$ 105,000	\$105,000	\$ 105,000
Faculty training	1,500	1,500	1,500	1,500
Online teaching stipend	3,900	3,900	3,900	3,900
Course development	35,000	35,000	35,000	35,000
Instructional designer	4,000	4,000	4,000	4,000
Course evaluation	200	200	200	200
Peer review	3,500	3,500	3,500	3,500
Electronic library costs	2,145	2,145	2,145	2,145
Program coordinator **	40,000	40,000	40,000	40,000
Online student services	5,850	7,800	9,750	11,700
Web administration	7,000	7,000	7,000	7,000
IT help desk support	19,995	26,660	33,325	39,990
Marketing	50,000	50,000	50,000	50,000
Subtotal	278,090	287,420	296,750	306,080
Administrative overhead	27,809	28,742	29,675	30,608
Total Cost	305,899	316,162	326,425	336,688
Projected Revenue***	283,500	378,000	472,500	567,000

*Assumes program director salary, benefits and percentage of time allocated to a single cohort for life of program (22 months). Also includes part-time faculty salaries.

**Assumes program coordinator salary, benefits, and percentage of time allocated to a single cohort for life of program (22 months).

***Projected revenue is based on the number of students in the cohort times the tuition rate.

⁴⁸ "UMUC's Online MBA Program: A Case Study of Cost Effectiveness and the Implications for Large Scale Programs." Retrieved on 2/9/2016 from <http://www.c3l.uni-oldenburg.de/cde/econ/readings/umuc.pdf>

APPENDIX A: RUBRIC

Rubric for Ranking Academic Program Mix Recommendations

This particular rubric is for use (a) in determining a short list—5 to 10—of academic program mix change recommendations based specifically on that which will provide a significant opportunity for an increased quantity of current student type or a new student stream, (b) by a working group created for, and charged by the president, with this task, (c) during 9/15 – 1/16, and (d) not to the exclusion of other academic program mix aims, factors, or regular university protocols.

Part A		
Category	Yes	No
Enrollment (Significant opportunity for increased quantity of current student type or new student stream)	If yes, move to Part B and score for ranking	If no, stop. <i>This suggestion will be forwarded, with its author's/nominator's knowledge, to appropriate channels for consideration through our regular university protocols.</i>

Part B				
Category	Zero (0)	Low (1)	Medium (2)	High (3)
Mission Fit and/or WU Distinctiveness (fits current mission and/or sustains/creates a distinctive WU offering)		Poor to fair fit with both mission and potential to sustain/create a distinctive WU offering	Good fit with either mission or potential to sustain/create a distinctive WU offering (or both)	Great fit with either mission or potential to sustain/create a distinctive WU offering (or both)
Market Match (expressed interest by potential students <u>and</u> professional options for graduates)		Poor to fair student interest and poor to fair professional options for graduates	Either good student interest or good professional options for graduates exist, but at mixed strengths	Strong interest by potential students <u>and</u> strong professional options for graduates
Existing Capacity, Infrastructure (i.e. expertise, staffing levels, other services to support at WU)		Poor to fair support for this currently exists within WU resources	Good support on which we could build already exists within WU resources	WU has excellent capacity already in place to support this academic program mix change
Cost/Benefit (i.e. anticipated resources needed for program change to be more than offset by direct or indirect financial benefit)		Low value compared to cost	Medium value compared to cost	High value compared to cost
Data Informed Rationale		Little data suggests the need for this academic program mix change	Some data suggests the need for this academic program mix change	A lot of data suggests the need for this academic program mix change
Add by Column, Then Insert Total Score Here:				

APPENDIX B: INVENTORY OF SUBMITTED RECOMMENDATIONS

The following includes each program suggestion submitted in writing to the working group as part of this process:

College of Arts and Sciences

Suggested Program	Comments
Bachelor of Science in Nursing	<ul style="list-style-type: none"> • Top 10 recommendation
ESL Pathway	<ul style="list-style-type: none"> • Top 10 recommendation
Bachelor of Professional Studies	<ul style="list-style-type: none"> • Top 10 recommendation
Big Data Analytics	<ul style="list-style-type: none"> • Top 10 recommendation
Realignment of MCOM with Design, CSCI, Library & Information Services	<ul style="list-style-type: none"> • Seeking institutional support for such a discussion with Design and possibly Computer Science • Elements of this included within the Top 10 recommendation of a Media & Digital Arts Studies program
Student Communication Agency	<ul style="list-style-type: none"> • Campus-based student communication agency • Process-oriented experiential learning • Acquisition of professional communication, design, digital, research, planning and critical thinking skills
English MA Programming mix	Reconfigure/add to the current MA offering(s) in English into the following potential areas of growth: <ul style="list-style-type: none"> • MA in Strategic Communication • MA in Professional Writing • An MAT-styled degree for collegiate teaching • Revise planned MFA program
Pre-Nursing Program	<ul style="list-style-type: none"> • Non-degree program
ESL Teaching Program	<ul style="list-style-type: none"> • To certify COE students in teaching ESL
Workshops	<ul style="list-style-type: none"> • Diversity training for law enforcement • Sustainable ecology • Southern history • Ornithology
Pre-med or Pre-health-care Industry Training	<ul style="list-style-type: none"> • A suite of programs between three and five semesters in length to serve populations at various stages of preparation (post-bacc) for training in medicine, dentistry, PT and the like.
Pre-MBA with ESL Program	<ul style="list-style-type: none"> • Add two weeks' Maymester ESL to a C-term summer seminar in pre-MBA
Film Studies	<ul style="list-style-type: none"> • Unify film courses across campus into a cohesive film studies program

Greek & Latin Studies Program	<ul style="list-style-type: none"> • Initial focus would be on the languages, but content would radiate to virtually all of Western civilization. • It could also be structured as a complement to the Medieval Studies program
Minor in Game Studies	<ul style="list-style-type: none"> • Analogue and digital games • Elements of this within the Top 10 recommendation of a Media & Digital Arts Studies program
Minor in Classics	<ul style="list-style-type: none"> • Ancient languages, literature, and history
Medieval Studies Graduate Certificate	<ul style="list-style-type: none"> • History, Medieval Studies, English
Center for Critical Thinking	<ul style="list-style-type: none"> • Outreach to local teachers & businesses • Critical Thinking Certificate
Center for Applied Ethics	<ul style="list-style-type: none"> • Focus on ethics in personal and professional life. In dialogue with local and regional businesses and organizations, conduct research into important ethical questions for our time and place. • Areas: bioethics, business ethics, campus ethics, character ethics, government ethics, internet ethics, & leadership ethics

College of Business Administration

Suggested Program	Comments
Major/Certificate in Hospitality	<ul style="list-style-type: none"> • Top 10 recommendation
Minor/Certificate in Craft Beer Studies	<ul style="list-style-type: none"> • Top 10 recommendation
Bachelor of Professional Studies	<ul style="list-style-type: none"> • Top 10 recommendation
Online MBA	<ul style="list-style-type: none"> • Top 10 recommendation
Certificate in Financial Planning	<ul style="list-style-type: none"> • Top 10 recommendation
Cybersciences/cyber security related degree program	<ul style="list-style-type: none"> • Top 10 recommendation
Certificate in Cyber Security	<ul style="list-style-type: none"> • Top 10 recommendation • Similar programs at The Citadel, College of Charleston, Limestone College, Trident Technical College and USC
Certificate in Social Media/Marketing Analytics	<ul style="list-style-type: none"> • Recommended based on student feedback • College of Charleston has a Digital Marketing and Social Media Certificate offered through Continuing Education • Suggested as an online program

Certificate in Health Care Management	<ul style="list-style-type: none"> • Expansion of a current offering, already offer courses as a concentration in the BS-BADM • Recommended online or hybrid delivery
Certificate in Human Resources	<ul style="list-style-type: none"> • Expansion of a current offering, already offer courses as a concentration in the BS-BADM • Recommended online or hybrid delivery
Small Business Institute	<ul style="list-style-type: none"> • Offer business classes during non-traditional times (nights/weekends) and with hybrid/online delivery
Bachelor of Science in Integrative Health Studies	<ul style="list-style-type: none"> • Integrative Health Studies (HIS) is focused on individualized, client-centered model of promoting optimal health and wellness. Placing emphasis on a whole person approach, HIS practitioners utilize evidence-based strategies to reduce disease risk by turning around lifestyle behaviors. Core areas of HIS include: ethics, legalities, and standards of health care practice. HIS graduates work in clinical settings making health care decisions in settings like hospitals, doctors' offices and holistic health centers. Other career paths for HIS graduates include: assisting patients in obtaining services, serving in health care consulting or advocacy roles or supporting policies, regulations and financing issues related to integrative health.
Certificate in Health Informatics	<ul style="list-style-type: none"> • Suggested as a new program for non-academic credit • Health informatics blends information technology with health and the social sciences to improve patient care
Certificate in Project Management	<ul style="list-style-type: none"> • Recommended as a potential new program with a hybrid/online delivery to attract professional/post-traditional students

College of Visual and Performing Arts

Suggested Program	Comments
Bachelor of Art in Fashion Design/Marketing	<ul style="list-style-type: none"> • Top 10 recommendation
Bachelor of Art in Media Arts	<ul style="list-style-type: none"> • Top 10 recommendation
Bachelor of Arts in Music Technology	<ul style="list-style-type: none"> • Currently moving through curriculum committees and if approved could come online as early as Fall 2017
Minor in Music Technology	<ul style="list-style-type: none"> • Currently moving through curriculum committees and if approved could come online as early as Fall 2017
Bachelor's degree in Music Therapy	<ul style="list-style-type: none"> • 72 programs approved nationwide by the American Music Therapy Association, 2 in South Carolina: Converse and Charleston Southern
Bachelor's degree Film Studies	<ul style="list-style-type: none"> • A variant of the media arts degree that would offer tracks in film theory/history and film making

Bachelor's degree Game Design	<ul style="list-style-type: none"> • A variant of the recommended media arts degree
Bachelor's degree in Arts Administration/ Entrepreneurship	<ul style="list-style-type: none"> • Prepare students to work in non-profit/business environments within the fine arts
Bachelor of Science in Architecture	<ul style="list-style-type: none"> • Local programs: Clemson, UNC-Charlotte, Greenville Tech (2+2 program with Clemson), Midlands Tech (associate's degree)
Bachelor's degree in Animation	<ul style="list-style-type: none"> • Suggested to add first as a minor, then transition to bachelor's degree • Clemson has embedded animation in the digital production minor
Bachelor of Art in Art Therapy	<ul style="list-style-type: none"> • Offered at Converse College
Bachelor of Science in Audio Engineering	<ul style="list-style-type: none"> • Offered at Clemson (Audio Technology concentration within Production Studies in Performing Arts major) and USC (audio recording)
Bachelor of Music in Performance	<ul style="list-style-type: none"> • Current Winthrop offering recommended to be considered as a hybrid/low residency or fully online degree
Master of Art in Art History	<ul style="list-style-type: none"> • Offered at USC • Recommended to be considered as a hybrid/low residency or fully online degree
Master of Art in Music Education	<ul style="list-style-type: none"> • Current Winthrop offering recommended to be considered as a hybrid/low residency or fully online degree
Master of Art in Art Education	<ul style="list-style-type: none"> • Current Winthrop offering recommended to be considered as a hybrid/low residency or fully online degree
Master of Art in Arts Administration	<ul style="list-style-type: none"> • Current Winthrop offering recommended to be considered as a hybrid/low residency or fully online degree

Other Suggestions

Revise HMXP into a course about respect and appreciation for human diversity.
Establish a consistent format or formula for departmental websites.
Establish consistency within program brochures, as some programs have marketing materials that are much slicker than others.
Build a new state-of-the-art building that houses large and small concert halls, theater, black box, scene shops, galleries, foundries, music and art studios, computer/technology center that all majors can use.
Participate in Academic Common Market programs, allowing out-of-state students to pursue degrees not available to them in their home state at Winthrop for in-state tuition rates.
Create satellite campus throughout our service area.
Offer competitive pricing for online programs.
Evaluate existing program names to ensure that they best reflect the course of study (specifically

Digital Information Design and Criminology).

Establish agreement with technical colleges to offer our Art Foundations program free or low cost.