

Academic Council Agenda
Friday, November 20, 2015
2:00 PM
Macfeat House

I. Approval of the Minutes for the Meeting of September 15, 2015 (pending electronic approval) (see attached)

II. Remarks from the Chair (Dave Pretty)

III. Remarks from the Executive Vice President and Provost (Debra Boyd)

IV. Committee Reports

A. CUC (Will Thacker) (see attached)

B. General Education (Lisa Harris) (see attached)

V. Remarks from Council of Student Leaders Chair (Ray McKetty)

VI. Old Business

VII. New Business

A. Reports on the General Education Working Group on the Writing in General Education Courses Requirement and the Honor Code and Pledge Subcommittee (Dr. Alice Burmeister)

B. Policy for Accelerated Graduate Programs (Combined and “4 + 1”) Proposal (Dr. Jack DeRochi and Dr. Jennie Rakestraw)

VIII. Announcements

IX. Adjournment

Academic Council Minutes September 25, 2015

Kristen Abernathy	Arts & Sciences
Abbigail Armstrong	Education
Adolphus Belk	Arts and Sciences
Leslie Bickford*	Arts and Sciences
Judy Brit	Education
Alice Burmeister	Visual & Performing Arts
Janice Chism	Arts and Sciences
Marguerite Doman	Business Administration
Chad Dresbach*	Visual & Performing Arts
Ronnie Faulkner*	Dacus Library
Lisa Harris	Education
Trent Kull*	Arts and Sciences
Stephanie Lawson*	Business Administration
Ray McKetty	CSL Student Representative
David Meeler	Arts and Sciences
Ron Parks*	Visual & Performing Arts
Dave Pretty, Chair	Arts and Sciences
Will Thacker	Business Administration
Gina Jones, Secretary	Registrar

*absent

Guests: John Byrd, Tim Drueke, Karen Kedrowski, Andrew Vorder Bruegge

Chair Dave Pretty began the meeting at 2:04 p.m.

I. Approval of the Minutes for the Meeting of April 17, 2015—unanimously approved

II. Remarks from the Chair.....Dave Pretty

Dr. Pretty welcomed new members and asked everyone to introduce themselves. He announced that there will be two working groups for general education. Criteria are being re-vetted with regards to writing and social studies. The academic integrity group will be heard from later in the meeting. He also stated that the Repeat Exemption working group will report at a later time as they have not met again (since last spring).

III. Remarks from the Executive Vice President and Provost.....Debra Boyd

Dr. Boyd thanked everyone for serving. It is important because the Council is folks who look at issues related to academic programs. A number of things are going on. Her job has changed which means she has an opportunity to collaborate with other areas of the institution. She feels this reinforces the importance of academics. She has four divisions that she will be paying attention to and that will be good for our students. She thinks we'll have more collaborative work groups. She is asking folks to

serve on the Gen Ed core committee. She will let us know when the group is together. The staff in her office are getting different assignments. There will be a report from the competitive compensation committee soon. She reminded everyone that we made a decision not to do something quick and dirty. It needs to be a process that goes on indefinitely. The goal is to make sure we understand this and this will be a multi-step process. We do have a little bit of money in the budget for compensation this year. It's important to get this line in the budget. The people working on this are being deliberative and thorough.

Dr. Boyd announced that the president has put together working groups for strategic planning. His sense was we don't need to reinvent the wheel. Each of these groups has a variety of people who aren't necessarily on other standing committees. She assured members they will have an opportunity along the way, just not at the beginning of the process. She asked everyone to encourage their colleagues not to fret that they are not on these working groups.

IV. Committee Reports

A. CUC..... Will Thacker

The following program change items (Degree) was approved by Academic Council:

Degree	Major	Conc.	Department	Action
BA	PSYC		Psychology	MODIFY PROGRAM: Allow a maximum of 3 semester hours for PSYC 471 and/or 472 toward the major and up to 6 semester hours of PSYC 471 and/or PSYC 472 towards the BA

Dr. Meeler asked how this change was different. Dr. Kedrowski explained that currently, only three hours can count in the degree. This will allow another three hours that can be applied toward the degree.

B. General Education.....Lisa Harris

The following courses were approved by Academic Council as new General Education Courses:

Courses: First Certify

Global:
HIST 549
GEOG303

Historical:
HIST 549

Humanities & Arts:
VPAS 115

Technology:
GEOG 320

Courses which were re-certified by the Gen Ed Committee:

Constitution:

EDUC 312/ HIST 312

Historical:

EDUC 312/ HIST 312

Humanities & Arts:

EDUC 312/ HIST 312

Global:

EDUC 315

GEOG 306

Social Science:

EDUC 315

V. Remarks from Council of Student Leaders Chair.....Ray McKetty

Ray introduced himself and stated he was excited to be here. He said it was cool to see the dedication the professors have for students.

VI. Old Business

A. Report of General Education Working Group on the Technology Requirement

Note: What follows is the version of the General Education Technology Requirement criteria as revised by the Technology Requirement Criteria Working Group in 2014-15. The descriptions of the proposed criteria presented here were edited for clarity and consistency by Janice Chism, Chair Academic Council, 2014-15, and Laura Glasscock, Chair General Education, 2014-15. These edits were submitted to the Working Group in April 2015 and accepted by that group as being in accord with the group's intentions. J.C. 9/10/15

The General Education Technology Requirement Criteria

There are 6 criteria involved in determining if a class fulfills the technology requirement for general education at Winthrop University. A class meeting the technology requirement must have technology as its primary educational focus and must include digital citizenship. The technology focus may be discipline specific. A class must meet a minimum of 2 of the 4 remaining requirements to meet the general education curriculum requirements.

The class must:

1. have technology as its primary educational focus.
2. must advance students' abilities to use, manage, and examine the impact of digital tools, digital information and digital operations as they relate to Digital Citizenship. Digital Citizenship encompasses areas such as: analyzing the appropriateness of online resources, impact of technology in a professional setting, ethical and responsible use of digital tools, Internet and digital safety, and management of one's professional and personal digital footprint.

(NOTE: Any class meeting the general education requirement must meet these 2 primary requirements and at least 2 of the remaining 4.)

3. advance students' ability to use current digital tools (e.g. software, hardware, technological infrastructure) while preparing them to stay current in the advances and changing landscape of digital tools.
4. advance students' understanding, and mastery of digital tools, information, and resources as applied to general or discipline specific research, project management, project development or evaluation.
5. advance students' ability to use, apply, and evaluate the impact of digital tools, digital operations, digital information and/or technological infrastructure for communication and collaboration.
6. advance the students' ability to apply digital tools, digital information, and digital operations in context as it relates to problem solving, decision making, creativity, design and critical thinking.

Members of the Academic Council had asked this to be tightened up. Dr. Chism stated these were the criteria but the group had some misunderstanding of some of the italicized wording [in the original document]. She worked with Dr. Marshall Jones to tidy up the language. Dr. Boyd asked for a summary the changes. Dr. Chism said that the previous requirements were based on technology from the 1990s and were prescriptive in what students need to know. We didn't want to tell students they had to know a specific platform. We wanted the requirements general enough to accommodate changing technology. The group added the idea of appropriate digital citizenship. Dr. Thacker indicated that there were seven criteria, but only two to four have to be met in a course. Dr. Chism responded that they left it open so that it could be discipline specific.

Dr. Meeler asked if there was any guidance for instructors about what should be the primary focus. Dr. Thacker said this should be found in the syllabus. This will get translated into the Gen Ed form by Dr. Gloria Jones.

Dr. Bird commented that one of the recommendations of the Gen Ed Committee was for this to be met in the major. He then asked if it could be reworded to say technology is "a" primary focus rather than (its)"the" primary focus?

Discussion ensued on biology courses currently meeting the technology requirement, but technology is not "the" primary focus. It is "a" focus. Dr. Meeler stated that this brings up whether we want courses to meet the requirement or programs of study to meet the requirement. Dr. Chism indicated that for biology, the technology is more integrated, and developing a new course specifically to meet the technology requirement would be a weird course.

Dr. Bird proposed for the members to think about any course that comes up: it meets the first two criteria and two of the other four. Does it do what we want? Dr. Boyd thinks students will see this as having to take a technology course. She doesn't think this is intended to be complicated. Dr. Thacker stated that he thinks we should allow for flexibility but ensure that more than half a class is related to technology. Dr. Kedrowski said there is motivation to develop courses because they can be used in the major. Dr. Chism said that one thing that is critical is that you don't want everyone to be taking a handful of courses.

Dr. Pretty asked Dr. Harris if she had a strong opinion on this. She said no, so she took over as chair for the remainder of the discussion.

Dr. Pretty said other general education courses, such as physical activity and quantitative, have primary goals. He welcomes the wording to reflect this.

Dr. Meeler indicated that gen ed should be integrated.

Dr. Vorder-Bruegge asked if everything has to be "primary?"

Dr. Pretty stated that there are a number of courses which have more than one primary focus. Dr. Bird indicated that if we are sticklers on something like this, we are producing hurdles for students. Dr. Chism pointed out that if we make it more prescriptive, then the Gen Ed Committee will have to figure out whether it is or isn't. Dr. Pretty stated he has seen this happen.

Dr. Thacker said he is swayed by decision to move to "a" primary focus. Dr. Meeler moved that we changed "its" to "a". There was further discussion.

Dr. Bird said there will be a form the committee will have to look at to determine the criteria. Dr. Boyd stated this comes to a level of confidence in our committee. Faculty who teach technology courses can weigh in on this. Are we contemplating the ability of transfer students to show competence or mastery? Dr. Pretty said there is not always going to be a technology person on the committee. Dr. Boyd said they can always ask.

The motion carried with one nay.

Dr. Thacker made a motion that we change "class" to "class or group of classes." Dr. Pretty asked for a friendly amendment to change that throughout the preamble and criteria. Dr. Doman was concerned that this would cause a watering down of the requirement. Dr. Meeler asked if we would need to change the requirement to zero-seven to accommodate groups of courses. Dr. Thacker indicated no, that we only have to put the minimum.

Dr. Vorder Bruegge said maybe we should table this until we can get the wording right. Dr. Thacker stated that this is unique in that technology is being encouraged to be met in the major. The oral requirement was mentioned as also being able to be met with a group of courses. Dr. Byrd said this goes back to the flexibility of the program. While these *can* be met in major, they don't have to be.

A vote was taken and the motion passed. Dr. Pretty then motioned to change "its" in the preamble to "a." The motion was approved.

Dr. Pretty made another motion to insert "recognizing that programs are encouraged to meet this requirement in the major" in the preamble before the third sentence. The motion was approved.

Dr. Britt commented about the word "digital" being used multiple times. Dr. Bird indicated he believed those were for emphasis. Dr. Thacker moved that we accept the criteria. This motion was also approved.

B. Report from the Working Group on Academic Integrity.....Adolphus Belk

In 2013-14, Dr. Belk sated that his group received a charge to look at the Burmeister report from 2003. They came up with an honor code and pledge and sent them to departments in 2014-15, and this is what came back:

HONOR CODE

As a member of the Winthrop community, I will exhibit honesty, integrity, and responsibility in all academic endeavors.

HONOR PLEDGE

I have exhibited honesty, integrity, and responsibility on this assignment, and have neither given nor received unauthorized assistance.

These were well received by the departments. These are back to Academic Council for consideration. Dr. Belk stated that he would like a web presence for this. It would let students know of the process. We haven't had discussion of what goes into that yet.

Dr. Burmeister asked if this would this be a tutorial or just informational. Dr. Belk said he had had some conversation with Dean Marlowe about this.

Dr. Burmeister also asked when students would sign this. Dr. Belk indicated this would be on assignments and tests. Dr. Chism inquired if these would be in the Student Handbook?

Dr. Thacker asked if we could vote on the actual code/pledge and come back at a later date to determine how to implement. He then motioned that we support this code and pledge.

Dr. Bird declared this is awesome and a great thing between students and faculty. Dr. Meeler motioned for friendly amendment to add "I" in the honor pledge in the second part of the sentence. Dr. Burmeister indicated a concern about how this is going to be implemented. Dr. Pretty said the charge had to begin somewhere. There will be an Academic Integrity Implementation working group. Mr. Drueke mentioned that from a practical standpoint, this honor pledge and code could not be voted on at Faculty Conference until there is discussion and an implementation plan.

The motion was approved.

Revised honors Pledge:

HONOR PLEDGE

I have exhibited honesty, integrity, and responsibility on this assignment, and I have neither given nor received unauthorized assistance.

Dr. Pretty suggested a subcommittee for implementation of the honor code/pledge. He asked Mr. MeKetty who agreed, and Dr. Burmeister volunteered. Dr. Doman and Dr. Abernathy volunteered also.

VII. New Business

A. General Education Working Groups on the Social Science Requirement and on the Writing in General Education Courses Requirement

Dr. Pretty met with [Sociology/Anthropology department chair] Jon Marx on this.

VIII. Announcements--none

IX. Adjournment

Adjourned at 3:53 PM

Respectfully Submitted,

Gina Jones, Secretary

Winthrop University
Committee on Undergraduate Curriculum
Minutes

The Committee on Undergraduate Curriculum met at 2:00pm on Friday, November 13th in the West Center Computer Lab. In attendance were committee members William Thacker, Clifton Calloway, Malayka Klimchak, Kristen Wonderlich, Kelly Costner, Tim Druke, Gina Jones and secretary, Jackie K. Brockington, Jr.

4 Program Change Items (Degree) recommended and forwarded to Academic Council for action:

Degree	Major	Conc.	Department	Action
BA	SCST	CSST	Interdisciplinary Studies	MODIFY PROGRAM: Remove HIST 590 from History Concentration; Increase required additional credits from 12 to 15 in the History Concentration; Include HIST 355A, 355B, and 554 and remove HIST 450H from approved courses within the History Concentration
BS	BADM	MKTG	Management and Marketing	MODIFY PROGRAM: Replace MKTG 481, MKTG 482 and MKTG 485 with MKTG 387, MKTG 385 and MKTG 485; Require 1 Course from MKTG 483, 485, or 581 and 1 Course from BADM 561 or VCOM 354 rather than 2 Courses from BADM 561, MKTG 382, MKTG 483, MKTG 491 and MKTG 581
BS	BADM		Management and Marketing	MODIFY PROGRAM: Require a minimum grade of C- for all Foundation Courses (CSCI 101, 101B, 101C, 101D, MATH 151 or 105 or 201, QMTH 205, 210, ECON 215, 216, ACCT 280 and 281
BS	BADM	SUBU	Management and Marketing	DROP PROGRAM

3 Program Change Items (Minor) recommended and forwarded to Academic Council for action:

Minor	Title	Department	Action
AAMS	African American Studies	Interdisciplinary Studies	MODIFY PROGRAM: Remove ARTH 281 and 381 from Minor Requirements; Add ARTH 351 to Minor Requirements

ENGL	English	English	MODIFY PROGRAM: Remove ENGL 201, 202, 205, 206, 207, 209 and 210 from Minor Requirements; Add/Require ENGE 519 to Minor Requirements
WRIT	Writing	English	MODIFY PROGRAM: Require 9-12 hours from WRIT 300, 350, 351, 500, 501, 502, ENGL 310, 317, 320, 321, 325, 328, 501, 504, 507, 510, 520, 530, 550 or ENGE 519 for the Creative Emphasis Option; Require 12-18 hours from WRIT 351, 366, 367, 465, 501, 502, 510, 511, ENGL 550, MCOM 226, 241, 260, 302, 341, 370, BADM 180, 411, MGMT 355, IMCO 105 or VCOM 261

36 Course Action Items approved at CUC Level but require no further action:

Subject	Course	Title	Department	Action
ARTA	595	Special Topics in Arts Administration	Visual and Performing Arts	NEW COURSE
ARTA	596	Special Topics in Arts Administration	Visual and Performing Arts	NEW COURSE
ARTA	597	Special Topics in Arts Administration	Visual and Performing Arts	NEW COURSE
BIOL	122	Bench to Bedside Two: Pre-Health Professionals Preparation	Biology	NEW COURSE
ECED	352	Teaching Social Studies in Early Childhood Education	Curriculum and Pedagogy	MODIFY COURSE: Change Corequisite from "ECED 350 & ECED 351." to "ECED 350, ECED 351 & ECED 392"
ECED	392	Field Experiences in Teaching Early Childhood Education	Curriculum and Pedagogy	MODIFY COURSE: Change Corequisites for the course from "EDUC 390 and ECED 391" to "ECED 350, ECED 351, ECED 352"; Add Methods of Evaluation and Goals for the course; Change Teaching Method to "Field Experience"
EDUC	395	Culturally Diverse Teaching Experiences in the Dominican Republic	Curriculum and Pedagogy	NEW COURSE

ELEM	362	Teaching Social Studies in the Elementary School	Curriculum and Pedagogy	MODIFY COURSE: Change Prerequisite from "Admission to Teacher Education. Constitution requirement and GEOG 101 with a grade of C or better." to "Admission to Teacher Education Program."; Change Corequisite from "ELEM 360 and ELEM 361" to "ELEM 360, ELEM 361, ELEM 392, READ 380"
ELEM	392	Field Experience in Teaching Grades K-12	Curriculum and Pedagogy	MODIFY COURSE: Add Prerequisite of "Admission to Teacher Education Program"; Change Corequisite from "EDUC 390 and ELEM 391." to "ELEM360, ELEM361, ELEM362"; Change Grade Basis from "SU" to "Regular"; Add Methods of Evaluation, and Goals for the Course
FREN	380	Introduction to Translation	World Languages and Cultures	NEW COURSE
FREN	385	Topics in French/Francophone Civilization and Culture	World Languages and Cultures	NEW COURSE
FREN	395	Topics in French/Francophone Literature	World Languages and Cultures	NEW COURSE
FREN	405	Topics in Advanced French Language	World Languages and Cultures	NEW COURSE
MGMT	330	Sustainable Business Practices	Management and Marketing	MODIFY COURSE: Change Prerequisite from "BADM 180 or MGMT 321 and ACCT 280. More than 54 hours and greater than 2.0 gpa" to "HMXP 102 with a C- or better. More than 54 hours and greater than 2.0 gpa" ; Change Course Designator from SUBU to MGMT;
MGMT	581	Marketing for Global Competiveness	Management and Marketing	MODIFY COURSE: Change Prerequisite from "MKTG 380." to "MKTG 380 or MKTG 680; for undergraduate students, a grade of C- or better in HMXP102"; Change Catalog Description and Add Goals for the Course
MKTG	381	Consumer Behavior	Management and Marketing	MODIFY COURSE: Change Prerequisite from "MKTG 380" to "MKTG 380 and a grade of C- or better in HMXP 102."; Change Catalog Description; Add Goals for the Course and Methods of Evaluation;

MKTG	385	Marketing Research	Management and Marketing	MODIFY COURSE: Change Prerequisite from "MKTG 380, QMTH 205, 210." to "MKTG 380, QMTH 205, 210, and a grade of C- or better in HMXP 102"; Change Course Number from 482 to 385; Change Catalog Description
MKTG	387	Promotion Management and Digital Marketing	Management and Marketing	MODIFY COURSE: Change Prerequisites from "MKTG 380." to "MKTG 380 and a grade of C- or better in HMXP 102"; Change Course Number from 481 to 387; Change Catalog Title, Catalog Description and Goals for the Course; Add Methods of Evaluation
MKTG	483	Sales and Relationship Marketing	Management and Marketing	MODIFY COURSE: Change Prerequisites from "MKTG 380." to "MKTG 380 and a grade of C- or better in HMXP 102"; Change Catalog Description; Add Methods of Evaluation
MKTG	485	Services Marketing	Management and Marketing	MODIFY COURSE: Change Prerequisites from "MKTG 380." to "MKTG 380 and a grade of C- or better in HMXP 102"; Change Course Number from 382 to 485; Change Course Title, Catalog Description; Add Goals and Methods of Evaluation for the Course
MKTG	489	Marketing Strategy	Management and Marketing	MODIFY COURSE: Change Prerequisite from "Senior standing is required and the following prerequisite courses must be completed: MKTG 381, MKTG482 and FINC 311." to "Senior standing is required and the following prerequisite courses must be completed: MKTG 381, MKTG482 and FINC 311. Grade of C- or better in HMXP."; Change Catalog Description and Add Methods of Evaluation
MUST	111	Music Theory I	Music	MODIFY COURSE: Remove Corequisite of MUST 113; Add Methods of Evaluation
MUST	121	Introduction to Music Technology	Music	MODIFY COURSE: Remove Corequisite of MUST 111; Add Exams to Methods of Evaluation
MUST	113	Aural Skills I	Music	MODIFY COURSE: Change Prerequisite from "Passing score on the Music Theory Entrance Examination or successful completion of MUST 101." to "Passing score on the Music Theory Entrance Examination or successful completion of MUST 103."; Remove Corequisite of MUST 111; Add Methods of Evaluation

PESH	115	Beginning Running	Physical Education, Sport and Human Performance	MODIFY COURSE: Change Course Number from 275 to 115
PESH	160	Global Games	Physical Education, Sport and Human Performance	NEW COURSE
PSYC	301	Research Statistics	Psychology	MODIFY COURSE: Change Prerequisites from "PSYC 101 and General Education Math requirement." to "PSYC 101 with a grade of C- or higher, and General Education Quantitative Skills requirement."; Add Goals for the Course and Methods of Evaluation
PSYC	302	Research II: Experimental Psychology	Psychology	MODIFY COURSE: Change Prerequisite from "PSYC 301." to PSYC 301 with grade of C- or higher."; Add Goals for the Course
PSYC	498	Senior Seminar in Psychology	Psychology	MODIFY COURSE: Change Prerequisites from "PSYC 101, 301, 302, and junior or senior standing as a psychology major." to "PSYC 101, 301, 302, each with grades of C- or higher, and junior or senior standing as a psychology major."; Add Methods of Evaluation
PSYC	400	History and Systems of Psychology	Psychology	MODIFY COURSE: Change Prerequisites from "PSYC 101, 301 and 302." to "PSYC 101, 301 and 302 with grades in each of C- or higher."; Add Goals for the Course and Methods of Evaluation
PSYC	463	Academic Internships in Psychology	Psychology	MODIFY COURSE: Change Prerequisites from "PSYC 101, PSYC 301, PSYC 302, and junior or senior status as psychology major, or permission of instructor." to "PSYC 101, PSYC 301, PSYC 302 with grades in each of C- or higher, junior or senior status as psychology major, and permission of instructor."
SPAN	380	Introduction to Translation	World Languages and Cultures	NEW COURSE

SPAN	385	Topics in Spanish/Hispanic Civilization and Culture	World Languages and Cultures	NEW COURSE
SPAN	395	Topics in Spanish/Hispanic Literature	World Languages and Cultures	NEW COURSE
SPAN	405	Topics in Advanced Spanish Language	World Languages and Cultures	NEW COURSE
WRIT	311	Topics in Writing and Rhetoric	English	NEW COURSE

4 Course Action Items were not approved at CUC Level*:

ECED	350	Teaching Mathematics in Early Childhood Education	Curriculum and Pedagogy	MODIFY COURSE: Change Prerequisite from "Admission Teacher Education and MATH 292" to "Admission to Teacher Education."; Change Corequisite from "ECED351 Teaching Science in Early Childhood Education, ECED352 Teaching Social Studies in Early Childhood Education" to "ECED 351,ECED 352,ECED 392"
ECED	351	Teaching Science in Early Childhood Education	Curriculum and Pedagogy	MODIFY COURSE: Change Prerequisite from "Admission to Teacher Education Program; BIOL 150/151, PHYS 250/251, GEOL 250/251"; Change Corequisite from "ECED 350, ECED 352" to "ECED 350, ECED 352, ECED 392"
ELEM	360	Teaching Mathematics in the Elementary School	Curriculum and Pedagogy	MODIFY COURSE: Change Prerequisite from "MATH 150, 291 and 292 with a grade of "C" or better. Admission to Teacher Education" to "Admission to Teacher Education"; Change Corequisite from "ELEM 361 and ELEM 362" to "ELEM 361, ELEM 362, ELEM 392, READ 380"
ELEM	361	Teaching Science in the Elementary School	Curriculum and Pedagogy	MODIFY COURSE: Change Prerequisites from "BIOL 105/151, PHYS 250/251, GEOL 250/251. Admission to Teacher Education." to "Admission to Teacher Education Program."; Change Corequisite from "ELEM 360 and ELEM 362." to "ELEM 360, ELEM 362, ELEM 392, READ 380"

***A request to modify and correct the current justification will be sent back to the college. If received prior to the next Academic Council Meeting, CUC Chair will bring these items up for discussion at that level. [See document immediately following—DP]**

The following 2 items were approved at the College Assembly Level and require no further action at the CUC Level. However, CUC Members noticed that the current Corequisites for this course includes EDCO 306 which will no longer be offered. CUC Chair will communicate these concerns directly with the College. A change in the Corequisites of a course must be approved at the CUC level.

Subject	Course	Title	Department	Action
DCED	343	Field Experience in Dance	Theatre and Dance	MODIFY COURSE: Change Catalog Title
THED	343	Field Experience in Theatre	Theatre and Dance	MODIFY COURSE: Change Catalog Title and Catalog Description

The following 2 items were approved at the College Assembly Level and require no further action:

Subject	Course	Title	Department	Action
HLTH	501	Substance Abuse	Physical Education, Sport and Human Performance	MODIFY COURSE: Change Catalog Title and Catalog Description; Add Goals for the Course and Methods of Evaluation
PESH	150	Martial Arts	Physical Education, Sport and Human Performance	MODIFY COURSE: Change Grade Basis from S/U to Regular

To: Academic Council

From: Will Thacker, Chair CUC

Date: Friday November 13

RE: Actions at November 13, 2015 CUC meeting

As well as the curricular actions we approved, there were some concerns that we placed on hold to give departments time to clarify and/or modify. It is our hope that appropriate actions can be taken in time to address them at the November 20 Academic Council meeting.

The courses and issues are:

Course	Issue
ECED 350: Teaching Mathematics in Early Childhood Education	The proposed changes remove all the MATH prerequisites. The committee was concerned about students taking this course without any math course. We understand that one of the goals of this modification was to make it more flexible and accessible to students (keeping in line with the new general education goals). We suggest the department consider some middle ground like a prerequisite of "Any general education MATH course".
ELEM 360: Teaching Mathematics in the Elementary School	Same as above
ECED 351: Teaching Science in Early Childhood Education	The same as above, but with removing the science prerequisites. We suggest changing the prerequisite to something like "any general education science course"
ELEM 361: Teaching Science in the Elementary School	Same as above
DCED 342: Field Experience in Dance	Proposed change does not remove the coreq. of EDCO 306 which is no longer in the teacher education program. This was discussed when the program was being changed last year and was supposed to be removed.
THED 343: Field Experience in Theatre	Same as above

- 1) The General Education Committee met on November 6, 2015 and approved the following courses:

Courses: First Certify

Oral:

NUTR 37

Courses: Recertification

Humanities/ Arts:

MUST 306
THRT 385
THRT 386
PHIL 315
PHIL 301
PHIL 303
PHIL 302
PHIL 390
RELG 390
RELG 314
RELG 313
RELG 317

Global:

MUST 307
MCOM 302
RELG 300
RELG 335
RELG 340

Historical:

MUST 305
THRT 385
THRT 386
PHIL 301
PHIL 302
RELG 313
RELG 314
RELG 320

Technology:

GEOG 308
GEOG 305

Oral:

SPED 391/ EDUC 401

Social Science:

LGST 300

- 2) The following courses were approved for recertification on the condition that they add ULCs to the syllabus, or that the ULCs on the syllabus match the ULCs submitted on the application:

Humanities/ Arts: PHIL 315

Global: RELG 335, RELG 340

Social Science: LGST 300

The following courses were approved for initial certification on the condition that they add ULCs to the syllabus, or that the ULCs on the syllabus match the ULCs submitted on the application:

Humanities/Arts: PHIL 340, PHIL 370

- 3) Additional information was requested for the recertification of BIOL 300/480 for the technology requirement.
- 4) Our next meeting is February 5 at 1:00 in Withers 205. Applications are due to the committee by January 29.

Policy for Accelerated Graduate Programs (Combined and “4 + 1”) Proposal

*Approved by ALC and Provost Boyd on August 31, 2015
Approved by Graduate Council October 30, 2015*

Context:

Currently, the Graduate Catalog states, “Winthrop seniors with an overall grade-point average at Winthrop of 3.0 or better may be permitted to take courses numbered 500-599 for graduate credit during their final semester of undergraduate work, provided the total course load (undergraduate and graduate) for that semester does not exceed 16 semester hours. The student may receive graduate credit for these courses only if the requirements for the baccalaureate degree are satisfactorily completed by the end of that same semester.”

In addition, graduate hours taken during the senior’s final semester may not be “double-counted” toward both the undergraduate and graduate degrees.

Given the evolution of accelerated programs, however, a number of schools across the country have created “combined” or “4+1” programs that allow undergraduate students to take graduate-level courses earlier in their undergraduate program of study, and, moreover, those students may count a limited number of those hours for both the undergraduate and graduate degrees.

Proposal:

Students enrolled in or intending to enroll in approved combined or 4+1 programs be eligible to enroll and pursue graduate work in specific 500-level courses, within the prescribed program of study, earlier in their undergraduate program. In addition, students may “double-count” and apply up to 9 hours of graduate level coursework toward both their undergraduate and graduate degrees.

Proposed Institutional Policies

Accelerated Programs

Winthrop offers a select number of “accelerated” programs that allow students to earn both an undergraduate and graduate degree in an accelerated time frame. For example, a student in an “accelerated” program may be able to complete both degrees within five years and take a slightly-reduced number of credit hours. Students should consult current undergraduate and graduate catalogs for more information regarding which programs are currently offered. When offered, these programs fall into one of the following categories:

4 + 1 Programs of Study

4 + 1 programs are institutionally-approved and highly-structured programs of study that allow students to earn both an undergraduate and graduate degree in five years (4 years as an undergraduate; 1 as a graduate). In these programs, a student will take specific upper-level undergraduate courses that 1) satisfy his or her undergraduate degree requirements and 2) prepare him or her to enroll in the required graduate courses immediately after completing his or her undergraduate degree and complete the graduate degree requirements in the prescribed efficient manner. A student in a 4+1 program will typically not take graduate courses for

graduate credit until he or she completes his or her undergraduate degree and is fully enrolled as a graduate student. To pursue a 4+1 program, a student must complete the *Intent to Pursue Combined or 4 +1 Degree Program of Study* form and be approved by the program director to pursue that specific program. Completion of the *Intent to Pursue Combined or 4 +1 Degree Program* form and of undergraduate review processes is not a guarantee of admission to the Graduate School.

Combined Programs

Combined programs are institutionally-approved and highly-structured programs of study that allow students to earn both an undergraduate and graduate degree in five years. In these programs, a student will take specific graduate-level courses for graduate credit while still enrolled as an undergraduate student, thus reducing the number of graduate courses required for the graduate degree after completing his or undergraduate degree.

To pursue a combined program, a student must complete the “*Intent to Pursue Combined or 4 +1 Degree Program of Study*” form and be approved by the program director to pursue that specific program. Completion of the *Intent to Pursue Combined or 4 +1 Degree Program* form and of undergraduate review processes is not a guarantee of admission to the Graduate School.

Proposed Catalog Language

Combined and “4 + 1” Programs of Study

Combined and “4 + 1” programs are specialized and coordinated programs of study allowing students to complete their undergraduate and graduate degrees in 5 years for a specific program of study. Consult undergraduate and graduate catalogs for a list of approved combined and 4+1 programs.

An undergraduate student pursuing a combined or 4+1 program may take graduate coursework (500-level only) for the program while still an undergraduate student. Undergraduate students intending to pursue a combined or “4+1” program must submit an *Intent to Pursue Combined or 4 + 1 Degree Program* form to signal intent and must complete program specific review processes no later than the fall of their senior year. Such processes are program specific, and students should contact the graduate director or program director as early as possible during their undergraduate curriculum to ensure they have adequate time to meet all review expectations and are eligible to enroll in graduate work as required by the program of study.

Full Admission to Graduate School

In order to be fully admitted to the Graduate School, students must meet all graduate program admission requirements as described in the graduate catalog. Students pursuing a combined or “4 + 1” program will not be fully admitted to the graduate school until all undergraduate degree requirements are met for his or her respective undergraduate degree. Completion of the *Intent to Pursue Combined or 4 + 1 Degree Program* form and undergraduate review processes is not a guarantee of admission to the Graduate School.

Maximum of 9 Credit Hours May Be Used for both Undergraduate and Graduate Degrees

Students enrolled in an identified combined or “4 + 1” program are permitted to use up to 9 credits of 500-level coursework to fulfill both undergraduate and graduate degree requirements.

Eligible coursework is determined by the program and indicated in the program of study. For courses to be applied to both programs, students must

- 1) have successfully completed 75 credit hours before taking each graduate course;
- 2) have successfully completed the program specific review process for undergraduates;
- 3) complete graduate-level coursework in each 500-level courses; and
- 4) earn a grade of B or better. Courses in which the student earns a B- or lower will not be counted towards the student's graduate degree requirements.

Awarding of Degrees in Combined and 4 + 1 Programs

Students pursuing combined or 4+1 programs will receive their undergraduate degree within one semester after completing all undergraduate requirements and at least one semester before the graduate degree is awarded. The time allowable between undergraduate and graduate degrees may vary by program. Students should consult the graduate catalog and contact the graduate school for specific admission requirements.