

Winthrop University—Academic Council

Friday, February 14, 2020 2:00pm
G02 Owens Hall
Minutes

Kelly	Costner	COE
Kristen	Abernathy	CAS
DeAnn	Brame	Library
Alice	Burmeister	CVPA
Jennifer	Disney	CAS
Laura	Glasscock	CAS
Erin	Hamel	COE
Matthew	Hayes	CAS
Dustin	Hoffman	CAS
Alice	McLaine	COE
Wendy	Sellers	CAS
Larry	Stevens	CBA
Danko	Tarabar	CBA
Jason	Tselentis*	CVPA
Michael	Whitney	CBA
Brad	Witzel	COE
Kristen	Wonderlich	CVPA
Gina	Jones	Rec and Reg
Imani	Belton*	Student

Guests: Tim Drueke, Dan Gordon, Adolphus Belk, Kristi Schoepfer, Geoff Morrow, Gloria Jones, Kevin Ming, P.N. Saksena, Abbigail Armstrong, Takita Sumter, Robin Lammi, Bill Schulte

I. Minutes from the Friday, November 15, 2019 meeting –*unanimously approved*

II. Remarks from the Chair (Kelly Costner)

Dr. Costner indicated that the student representative, Imani Belton, was not able to attend. She will be invited to attend faculty conference to give a report.

Dr. Costner spoke about the work session in January. A good number attended of members attended. Most of the 55 items in Academic Regulations and Degree Requirements sections of catalog have been reviewed by two small groups and comments/edits were aggregated into one document for each category.

III. Remarks from the Provost and Executive Vice President for Academic Affairs (Adrienne McCormick)

Dr. McCormick spoke about key activities in the Provost's office:

1. WIG (Wildly Important Goal—increase retention). We will be monitoring fall to spring retention and analyzing GPA data. At the moment, we're at 86.8% retention from fall to spring.
2. We have several searches going on: Vice Provost for Student Success, Vice Provost for Institution Research, Dean of the Library, 20 faculty, and 6 staff.
3. A full-time LEAP support position was been requested and approved.
4. The policy review is in full swing.

Dr. Kristen Abernathy asked for clarification on the retention number. 80.9% to 82% was the goal.

Dr. McCormick spoke about the College of Arts and Sciences Sociology WIG of improving GPAs in the major.

Dr. Adolpus Belk asked about the LEAP person, whether it would be faculty or staff. Dr. McCormick indicated it would be staff as it would report to the new Director of Advising in University College.

5. Pre tenure review committee completed survey and is refining next step suggestions.
 6. Academic Master planning—not quite underway, but Dr. McCormick attended AASCU sessions last weekend. It is not just a program development plan. She will share the process plan after the arrival of Interim President Hynd.
- Dr. Takita Sumter spoke about changing advising process that helped the SOCL dept. WIG.

IV. Reports from Standing Committees

A. Committee on University Curriculum (Laura Glasscock)

Program Changes:

Program	Title	Action
BA-MLAN-FREN	BA IN MODERN LANGUAGES/FRENCH OPTION	Modify program: Add FREN 112 as an alternative to FREN 102.
BA-MLAN-SPAN	BA IN MODERN LANGUAGES/SPANISH OPTION	Modify program: Add SPAN 112 as an alternative to SPANs 102.
BS-BIOL-BMRS	BS BIOL - Biomedical Research	Modify program: Requirements in major: Add note students are encouraged to take BIOL 270/271; Remove BIOL 422 as an alternative to BIOL 310; Replace CHEM 523/525 with BIOL 530; Add a requirement of BIOL 307, 308 or 321; Students must now select one course from Area A and one additional from Areas A, B, or C; Add BIOL 301 to Area A, BIOL 305 and 306 to Area C, BIOL 371, 450H, 460, 471 and 472 to Area D; Delete note that students must select at least one 500-level BIOL course; Note that a maximum of six hours of credit for research may be used toward the total 42 hours of BIOL courses required for the BS degree. Required Math and Science Courses: Remove CHEM 106; Add Biochemistry and Physics requirements; Allow MATH 105 as an alternative to MATH 201; Add a Statistics requirements; Delete MATH electives, Area E, and Required Ethics Course.

BS-BIOL	BS IN BIOLOGY	Modify program: Add BIOL 301 to Area A, BIOL 305 and 306 to Area C, BIOL 371, 460 and 472 to Area D; Remove CHEM 106; Include CHEM 104 and GEOG 308 in Area E; Note that a maximum of six hours of credit for research may be used toward the total 42 hours of BIOL courses required for the BS degree.
BS-BIOL-MTEC	BS IN BIOLOGY W/CERT MEDICAL TECHNOLOGY	Modify program: Remove note that Area B and C are satisfied by required program and that at least one course must include a lab; Add BIOL 301 to Area A, BIOL 305 and 306 to Area C, BIOL 371, 460 and 472 to Area D; Delete note that students must select at least one 500-level BIOL course; Remove CHEM 106; Include CHEM 104 and GEOG 308 in Area E; Note that a maximum of six hours of credit for research may be used toward the total 42 hours of BIOL courses required for the BS degree.
BS-BADM-ACCT	BS IN BUSINESS ADMINISTRATION/ACCOUNTING	Modify program: Replace ACCT 525 with ACCT 520 in the concentration.
BS-BADM-CIFS	BS IN BUSINESS ADMINISTRATION/INFO SYSTE	Modify program: Add CSCI 210 in the concentration; Add CSCI 290 as an option to CSCI 293, 295, 297, or 392 in the concentration.
BS-HDFS	BS In Human Development & Family Studies	Modify program: Adding HDFS 370 and 490 (490 is an option to SOCL 305) to the Professional Course Sequence; Drop HLTH 501 from the Child and Adolescent Studies concentration; Drop SCWK 533 from the Child and Family Services concentration

BS-DIFD-DCOM	BS in Info Design - Digital Commerce	Modify program: Remove DIFD 141 from the major core; Change VCOM 261 to DESF 161; Change MGMT 341 to MGMT 220.
BS-DIFD-DMMD	BS in Info Design - Digital Mass Media	Modify program: Change VCOM 261 to DESF 161; Add MCOM 390 and 493 to "Choose 2..." in the concentration.
BS-DIFD-INMD	BS in Info Design - Interactive Media	Modify program: Remove DIFD 141 from the major core; Change VCOM 120, 150, 154 to DESF 120, 150, 154; Add VCOM 453 and 392 to "Choose 2..." in the concentration.
BS-DIFD-WEBD	BS Info Design - Web App Development	Modify program: Remove DIFD 141 from the major core. 151
BS-BIOL-CNSV	BS IN BIOLOGY Conservation Biology Track	Modify program: Remove BIOL 316 and 507 from requirements in the major; Remove note that Area A is satisfied by required program and that at least one course must include a lab; Add BIOL 301 to Area A, BIOL 305 and 306 to Area C, BIOL 371, 460 and 472 to Area D; Delete note that students must select at least one 500-level BIOL course; Remove CHEM 106; Include CHEM 104 and GEOG 308 in Area E; Note that a maximum of six hours of credit for research may be used toward the total 42 hours of BIOL courses required for the BS degree.

Program	Title	Action
CERT-RISK	Certificate in Risk Assurance	Modify certificate: Replace ACCT 525 with ACCT 520.
Minor-BIOL	Minor in Biology	Modify minor: Specify that minor should include BIOL 220/222 (or 270) and 221/223 (or 271).
Minor-NUTR	Minor in Human Nutrition	Modify minor: Replace CHEM 105, 106, 107, 108 or equivalent courses with CHEM 101 or CHEM 104 or CHEM 105.
Minor-PHRL	Minor in Philosophy and Religion	Modify minor: Add RELG 313 or 314 as an alternative to PHIL 220 or 225 or 371 or RELG 220.
MINOR-RISK	Minor in Risk Assurance	Modify minor: Replace ACCT 525 with ACCT 520.
Minor-THTR	Minor in Theatre	Modify minor: Remove THRA 180 (zero-credit hour class).

Dr. Michael Whitney pointed out the DIFD programs should read as "removed 151", not 141. (This was corrected in the screenshots above.)

All program changes were approved.

ARTH 480 has now added WRIT 101 or 12 EHRS. Dr. Whitney questioned the pre-reqs. Dr. Burmeister talked about the different special topics that could be included, such as experiential learning. The instructor can also require an extra pre-req depending on the topic.

Course was approved.

PLSC 319. The justification for the pre-req removal was that the pre-req content is now included within the course.

Course was approved.

SPMA courses—since SPMA 101 requires C, then course cannot be taken for S/U credit.

Dr. Schoepfer spoke to her faculty not wanting their majors to have a class accepted under the 2.0 when they require 2.5.

Dr. Gloria Jones noted that some instructors do not use the plus/minus system. Dr. Schoepfer agreed but said that was another conversation. Sport Management faculty are concerned with students not having the C-level content going into higher-level courses.

Dr. Schoepfer wants to talk with her faculty more before making a decision.

No action was taken on these courses.

READ 590—Dr. Kavin Ming made some clarifications. There was a question about the Gen Ed attribute since 290 is an approved Humanities & Arts Gen Ed course. Dr. Ming said that would be requested at a later time.

Course was approved.

B. General Education Committee (Alice McLaine)

1. Committee actions

- a. New course: CSCI 329, Race, Gender, Class, and Computing was **approved.**

2. Additional GNED Business--Component reviews

- a. Physical Activity
- b. Quantitative Skills
- c. Development of procedural guidelines

Dr. McLaine talked about the one change the Gen Ed Committee recommended for the Physical Activity component as well as the updates to the Student Learning Outcomes for the Quantitative Skills component.

*The quantitative skills competency is met by a course in which students have opportunities to apply mathematical concepts, problem solving skills, and quantitative reasoning to answer questions about our world and/or other disciplines. **Quantitative Skills** courses are required to incorporate all of the following Student Learning Outcomes (SLOs).*

1. *Students will interpret mathematical models (formulas, graphs, tables, and schematics) to describe the behavior of a system and draw inferences from them.*
2. *Students will **communicate** mathematical information symbolically, visually, numerically, or verbally.*
3. *Students will recognize situations where quantitative methods can be used to model and solve problems, and employ appropriate tools from algebra, geometry, or statistics in formulating, analyzing and solving those problems.*
4. *Students will **think critically** to estimate and check answers to problems using mathematics in order to determine reasonableness, identify alternatives, and select optimal results.*

Physical Activity—the only change was to #1:

Students will demonstrative appropriate and safe physical activity requirements specific to the course that will enable them to identify the connection between physical activity and overall health.

Dr. Costner noted that the goals were that the SLOs were related to the ULCs, and he thinks these have done this. Dr. Dan Gordon (Chair, Department of Theatre and Dance) said he was comfortable with the new language for Physical Activity.

These changes were approved for both Physical Activity and Quantitative Skills.

Dr. Costner stated that the creation of procedural guidelines for the component reviews would be the next step.

V. **Old Business—none**

VI. **New Business**

A. General Education Assessment Committee—report from ad hoc working group (Alice Burmeister, Jennifer Disney, Wendy Sellers, Gloria Jones)

Dr. Gloria Jones thanked the other ad-hoc members for their work. She talked about the make-up of this committee. They decided they would assess the core courses every two years, then work on ULCs one-by-one each year. Dr. Jones said this was a wonderful learning experience for the committee members.

Dr. McCormick asked, “What’s the difference between the assessment of the ULCs and the component reviews?”

Dr. Jones replied that any course that applies to Gen Ed has to demonstrate at least one ULC and how it does that.

Dr. McCormick also asked if the Assessment committee should also review the components of the Gen Ed be rather than the regular Gen Ed committee, indicating a possible duplication of effort. She also asked if every course will be assessed.

Dr. Jones replied that not every course could be assessed because the list changes.

Dr. Disney clarified the difference between the committees was that one is assessing criteria for inclusion, while the other is assessing the quality of the work.

Dr. Sellers stated that she saw the assessment committee as closing the loop.

“If students are achieving the ULCs, it’s not just in the Gen Ed,” noted Dr. McCormick. She went on to say that SACS will want to know how we’re achieving those ULCs, and we’ll need to show data that show the SLOs are linked to the ULCs.

Dr. McCormick recommended Director of Assessment be an ex-officio member of this committee, and said we need to see a proposed rotation cycle and how this is being done. Dr. Disney proposed an amendment: to remove the rest of the sentence after “on a rotating basis” and to add Director of Assessment as an ex officio member.

There was further discussion. *The motion was approved as amended.*

B. Review of Bylaws—update from ad hoc working group (Alice Burmeister, Jennifer Disney, Wendy Sellers, Gloria Jones)

Dr. Burmeister listed items that this group will be looking at:

1. The multiple committees that are under the AC umbrella but which don't report regularly or perhaps do so only once per year—should that change?
2. Identifying areas in the Bylaws for which we need to develop something like an operational manual.
3. Completing a general review of AC's Bylaws to see where our current operations differ from the intent of the Bylaws—do we need to return to the original intent of some of the Bylaws, or revise the Bylaws if the original intent has become impractical?
4. Should we have a chair and chair-elect structure for AC?
5. Should we redefine memberships of groups under the AC umbrella to include more student voice/participation?

We asked for additional suggestions, but people said they needed to think about it and see the tasks in writing before they could provide any further ideas of items to consider.

Mr. Drueke reminded everyone that these bylaws are a subset of Faculty Conference and have to go through appropriate reviews and cycles.

C. Research or Creative Scholarship course attribute

The CAS Student Research Committee—with support from the University-wide Director of Undergraduate Research—will put forward a new “Research or Creative Scholarship” course attribute to be considered at the April 3 meeting of AC.

Dr. Disney spoke about the need for this. The Director of Undergraduate Research, Dr. Robin Lammi and William Schulte (Mass Communications) will develop characteristics/criteria that would be applied to courses.

Dr. Lammi indicated that departments would determine which courses would carry the attribute. Mr. Drueke said that this would be part of building the schedule.

Dr. Glasscock asked if the courses would always have this attribute or if it would be semester by semester. Dr. Lammi replied it would be semester by semester unless otherwise established by the department.

Dr. Costner indicated the Council would vote at the April 3 meeting.

D. Transfer Credit Policies from the CAS working group.

Dr. Disney talked about being tasked with looking at transfer credit policies. They understand there are some obstacles that TR students face. They made a list of challenges and are asking AC to look at what can we do improve our TR credit policy. One item discussed was the relationship between 4-year and 2-year colleges, such as students with an associate's degree meeting all Gen Ed requirements. She maintained that this was a preliminary report. She recommended the formation of a sub-committee of Academic Council.

Dr. Costner said the work we're doing on academic policies would fall into this.

Dr. Jones said that research was previously done that indicated that what we thought were barriers were not really barriers. One thing had to do with the timeline to which transfer courses were articulated and the communication about the articulation. Admissions has added a link to transfer articulation on their website and were in on this conversation.

E. AC support of Recruitment and Retention goal: Comprehensive review of Academic Regulations and Degree Requirements—next step: survey for sorting priorities

Dr. Costner noted that the policy categories include 1. policy change should be considered; 2. formatting improvements needed; 3. edit/reword for clarity; and 4. no change. He also mentioned there are 55 total policies being looked at. The next step is a survey for all AC members in order to sort the priorities.

Mr. Drueke noted the Admissions Office work with EAB and some legislative requirements that might occur.

There was more discussion on the transfer credit policy. Dr. Abernathy said the Gen Ed Core committee looked at this related to the Gen Ed core. She will bring to the April 3 meeting.

VII. Announcements/ Adjournment

Dr. McLaine reminded folks of the next date for the Gen Ed meeting and the deadline for submission.

The meeting adjourned at 4:26 PM.

Respectfully submitted,
Gina Jones, Secretary

Addendum: Transfer Credit Policies

Report on Transfer Credit Policies CAS Transfer Credit Policies Work Group

In the fall of 2019, a group of Department Chairs and administrative staff in the College of Arts and Sciences was tasked with investigating Winthrop's transfer credit policies. We found several challenges that transfer students to Winthrop face which need further study. These challenges are listed and described below. We were further tasked with producing suggested solutions to these challenges that ought to be investigated more fully under the authority of Academic Council. These suggestions for study, along with links to data sources that we found helpful in our rudimentary investigation, are also listed and described below. We also include our own evaluation of priority.

Challenges

1. Existing pages on Winthrop's website relating to transfer credit are not easy to interpret or navigate. Reports from College staff and anecdotal evidence from transfer students indicate that the online help given to prospective Winthrop transfer students is inadequate and confusing, especially as compared to our peer institutions.

Suggestions: Evaluate our online transfer look-up system for ease of use, completeness, and accuracy. Amend or develop as needed.

Notes and Data: We found it helpful to compare Winthrop's efforts with other institutions (e.g., USC's transfer tools and equivalency table). Exploring the SC-TRAC system is also helpful. We have also heard that Access and Enrollment Management may be working with EAB to develop an online transfer portal. Such a portal holds the promise to greatly improve this area. This recommendation is similar to Recommendation G in the General Education Core Review Committee Report, hereafter called the "Core Report."

Priority: High

2. Pre-requisite requirements for upper division courses include courses that may delay transfer students' progress.

Suggestion: Departments should review pre-requisites to upper division courses for unnecessary barriers; in particular, using courses in the General Education Core (WRIT101, HMX102, and CRTW201) as prerequisites. Departments should consider the accessibility of courses to transfer students when assigning prerequisites

Notes and Data: This suggestion is part of Recommendation D in the Core Report. We understand that this review can be mandated by College Deans, so no Academic Council action may be needed.

Priority: High

3. Transfer students with a complete Associate in Arts (AA) or Associate in Science (AS) specifically designed to transfer to senior institutions still must have their transcripts evaluated course by course. This process slows down approval versus other institutions, may cost Winthrop transfer students. In particular, HMX102 and CRTW201 may impede graduation and transfer progress, as they cannot be transferred to Winthrop, and may deter students from attending Winthrop. Failure to accept these AA and AS degrees in their entirety for general education may inhibit transfer.

Suggestions: Consider accepting the complete AA and AS degrees with College Transfer from all South Carolina Technical Colleges in lieu of Winthrop's general education program. We realize that this suggestion will require many questions to be answered, and we have already thought of several:

- How many students currently matriculate at Winthrop with an AA or AS degree with College Transfer? How many of these are from York Technical College?
- How many more students holding an AA or AS degree with College Transfer would enroll at Winthrop if this change were made?
- How many student credit hours does Winthrop stand to lose should this change be made?
- What is the “general education program” that would be satisfied by the AA or AS degree? Does it include the General Education Core? Does it include the foreign language requirement in the College of Arts and Sciences?
- To what extent do HMXP102 and CTRW201 impede transfer degree completion? The Core Report did not find such impedance, but this finding should be reviewed.
- To what extent does failure to accept AA and AS degrees with College Transfer in lieu of the general education program inhibit transfer applications?

These are not easy questions, and many more could be developed around this suggestion.

Notes and Data: Many states, including North Carolina, have such agreements between their Technical Colleges and senior institutions. See below for some resources that we found helpful in our work.

Priority: High

4. Not all courses from four-year accredited institutions transfer. For example, nursing and engineering courses from Clemson are not accepted for credit at Winthrop because their subject matter is not found in a Winthrop degree program. Competing institutions claim to accept all courses, although in practice there are limitations to these guarantees.

Suggestions: Consider establishing as policy and publicly declaring acceptance of all non-remedial transfer credit from four-year regionally accredited institutions with a grade of C- or higher; in some cases, credit will be awarded in the form of general elective credit.

Notes and Data: New courses in Professional Studies (PFST199, PFST299, and PFST399) are now available to use for transfer credit, and three SC Technical College courses have been approved for this transfer. See Challenge 7 below.

Priority: Medium

5. The “75 hour rule” is not fully enforced but remains a potential obstacle for transfer students. This rule stipulates that students should successfully complete the General Education Core by the time they have completed 75 earned hours. If not, students may be limited to a maximum course load of 12 hours per semester and may not be permitted to enroll in courses above 299 until they have satisfied these requirements. A transfer student bringing in a large amount of credit could be penalized unnecessarily until completing the General Education Core, which could take three semesters.

Suggestions: Consider waiving the “75 hour rule” for transfer students coming to Winthrop with more than 60 earned credit hours, and review the value of this rule for all students.

Notes and Data: The first portion of our suggestion is Recommendation E in the Core Report.

Priority: Medium

6. Not all appropriate courses from South Carolina Technical Colleges transfer. As noted above, these courses may not be accepted for credit at Winthrop because their subject matter is not found in a Winthrop degree program. Competing institutions also claim to accept these courses.

Suggestions: Consider accepting non-transfer degrees or coursework wherever appropriate, and develop articulation agreements with Associate in Applied Science (AAS) degree programs wherever possible.

Notes and Data: Data concerning transfer of courses in AAS programs into nearby institutions is available from Scott Amundsen. As of now, three courses transfer now from SC Technical Colleges as PFST 299 and are listed on the [SC Technical College Articulation Table](#): BIO 375 (Human Pathophysiology), CUL 230 (Therapeutic Nutrition), and HIM 200 (Fundamentals of Data Analytics and Reporting). Additional courses are under review for next year.

Priority: Medium

7. Transfer students presenting military credit for courses are assessed more conservatively than other forms of transfer credit. Winthrop is like most schools in this regard, but some schools have been granting more military transfer credit recently. For example, the College of Charleston has just started granting transfer credit from the Joint Service Transcript (JST). Military and veteran students may earn up to 30 transfer credit hours from their JST. Only courses which have American Council on Education (ACE) course recommendations are eligible for evaluation. Most courses will transfer as elective credits. By comparison, Winthrop takes only 10 or so credit hours of such credit.

Suggestions: Review the extent of military transfer credit; follow Charleston's lead if warranted.

Notes and Data: This change could be useful in the new Bachelor of Professional Studies (BPS) program, which has 32 credit hours of electives.

Priority: Medium

Transfer Agreement Resources

Here is some information on the AA/AS transfer agreements. The work group found the Education Northwest report to be especially helpful.

Two good documents on the issue

In 2016, Education Northwest produced a qualitative study investigating the issue of credit mobility in 10 states: California, Florida, Georgia, Kentucky, New York, North Carolina, Ohio, Tennessee, Texas, and Washington. In this report, Georgia, Florida, Tennessee, and Kentucky are described as “2+2” schools. In these states, policies guarantee the transfer and application of general education and pre-major or prerequisite course credits across institutions in a system and ensure transfer students can seamlessly enter university ready for upper-division major coursework.

<https://educationnorthwest.org/sites/default/files/resources/credit-transfer-study-report.pdf>

The Education Commission of the States (ECS) has a summary of transfer and articulation agreements organized by state. The listings demonstrate the complexity of the issue. For example, South Carolina listed as transferring the entire AA/AS degree in this report, but no mention of additional general education courses being required.

<http://ecs.force.com/mbdata/mbprofallrta?Rep=TA18STA>

Information from individual states

The work group also examined some state-specific information. Some of the language can be complicated, but from what we can tell North Carolina, Florida, Georgia, Kentucky and Tennessee all have agreements in which the general education is met and the student is major-ready once completing a college transfer associate’s program.

Florida: The articulation agreement guarantees the 36-hour general education block of credit earned at any public college or university will be accepted in total by any other public institution in Florida and no further courses will be required to meet the general education component.

Georgia: This policy ensures students who transfer between TCSG and USG institutions will not be required to repeat the course work approved for transfer that was successfully completed at another institution. USG institutions and TCSG institutions will accept general education courses for transfer between their respective institutions articulated in the Academic and Student Affairs Handbook. Courses will only be accepted from institutions accredited by the SACSCOC.

Kentucky: Universities will recognize the completion of AA/AS transfer degrees (meeting all required transfer components) by admitting students to junior level standing and accepting the corresponding general education credits as meeting institution-wide lower-division general education requirements at the receiving institution. Students are encouraged to complete an AA/AS prior to transferring.

North Carolina: The North Carolina [Comprehensive Articulation Agreement \(CAA\)](#) is a statewide agreement governing the transfer of credits between NC community colleges and NC public universities and has as its objective the smooth transfer of students. The CAA provides certain assurances to the transferring student; for example, the CAA assures admission to one of the 16 UNC institutions (Transfer Assured Admissions Policy), and enables NC community college graduates of two-year Associate in Arts and Associate in Science degree programs who are admitted to constituent institutions of the university of NC to transfer with junior status.

Tennessee: We cannot find the specific language, but the link below describes specific advising to maximize transfer. Tennessee is listed as a 2+2 state in the Education Northwest article.

<https://www.tntransferpathway.org/>

Virginia: The transfer agreements between the senior colleges and the community college system may be examined at this link:

<https://www.vccs.edu/students/transfers/>