Winthrop University—Academic Council
Friday, April 2, 2021, 2:00pm, via Zoom

First Name	Last Name	College/Department
Kelly	Costner	COE
Kristen	Abernathy	CAS
Kori	Bloomquist	CAS
DeAnn	Brame	Library
Alice	Burmeister	CVPA
Marguerite	Doman	COB
Erin	Hamel	COE
Jessie	Hamm	CAS
Matthew	Hayes	CAS
Dustin	Hoffman*	CAS
Stacy	Martin	COE
Alice	McLaine	COE
Wendy	Sellers*	CAS
Danko	Tarabar	CBA
Jason	Tselentis	CVPA
Jesse	Weser	CVPA
Michael	Whitney	CBA
Gina	Jones	Rec and Reg
Brandon	Jackson	Student

*Absent

Guests: Tim Drueke, Paul Wiegand, Jamie Cooper, Beth Costner, Mary Ann Steinberg, Greg Oakes, Hye-Sung Kim, Jeff Bellantoni , Katarina Moyon, Kyle Sweeney, Marsha Bollinger, Megan Schramm-Possinger, P.N. Saksena, Stephanie Nielsen, Yuanshan Cheng (Jimmy), Adrienne McCormick, Gerry Derksen, Adolphus Belk, Tracy Griggs, Minnie Mize, Richard Ilson

I. **Minutes** from Feb 12, 2021—*approved in advance via email*

II. **Remarks from the Chair** (Kelly Costner)

Welcome to newly elected members (terms beginning 2021-2022):

Incoming member	Member type	To replace
Jimmy Cheng	Elected by CBA	Michael Whitney
Adam Glover	Elected by CAS	Kristen Abernathy
Mike Sickels	Elected by CAS	Matt Hayes
Jeff McEvoy	Elected by CVPA	Alice Burmeister
Hye-Sung Kim	Elected by FC	Kelly Costner
tba	*Elected by Dacus Lib*	DeAnn Brame
tba	*Appointed by VPAA/Pres*	Jason Tselentis

III. **Remarks from the Provost and Executive Vice President for Academic Affairs** (Adrienne McCormick)
Academic Master Plan (Appendix A)
Mr. Tselentis asked if other factors were being considered in terms on program elimination.
Dr. McCormick stated that the program would have three years to transform. It's not just cost, and deans/chairs are adding qualitative information.
Dr. Oakes asked about the cost in terms of program as opposed to department.

Dr. McCormick said we only have our costs by department, not by program. Eventually, that will be parceled out to the program level.

Dr. Bloomquist asked to what extent departments have been collaborative in the discussion of new programs.

Dr. McCormick indicated that the information from EAB was just put out there on March 25. Some things have come up in discussion. We have had conversations in different ways.

IV. **Remarks from the President of the Council of Student Leaders (CSL)** (Brandon Jackson)

Mr. Jackson indicated that the CSL had been reaching out to students about how they feel coming back in the fall. They just completed officer elections and the new leader is Erin Emiroglu.

Dr. Costner thanked Mr. Jackson for his service.

V. **Reports from Committees**

a. ***Committee on University Curriculum (Alice McLaine)*** (Appendix B)

Mr. Drueke explained the dropping of the accelerated concentrations options. With the revamping of the MBA, there was no longer a six-credit overlap.

Dr. Michael Whitney questioned the BS-DIFD-INMD change. He thought that was from a previous action. Ms. Jones clarified that it was to adjust the choice of courses in the groups.

All program changes were approved.

b. ***General Education Curriculum Committee (DeAnn Brame)*** (Appendix C)

All three new certifications were approved.

Writing intensive courses were added to the report. Traditionally, the IW Committee is a sub-committee of Gen Ed and did not report to AC. Mr. Drueke noted that historically the IWC had been its own committee. He said the policy didn't indicate that courses did not need further approval beyond that committee.

Dr. McCormick added that given the conversations about Gen Ed assessment and ensuring student learning outcomes are being met, that we have a robust process in place.

Kristen Abernathy brought up the IWR policy which said their approvals are forwarded to departments, Registrar, and Gen Ed committee as information only.

Dr. Brame also mentioned the revised review schedule and component review schedule. Dr. Costner said this schedule was based on the number of courses in those areas. Dr. Brame confirmed.

Dr. Brame talked about component reviews. The committee voted on a new version of student learning outcome #1 for Global. Mr. Tselentis asked about assessment of the Global Perspective.

Dr. McCormick said this does need clarification.

Mr. Teslentis indicated that he liked the interconnectivity language.

Dr. Cooper stated we should look at this as what is an outcome vs. what is an activity.

Dr. McCormick noted that it's about how we connect the dots and mentioned ULCs. She suggested a little more work on the proposal.

Dr. McLaine stated that if this component review committee looked at the definition of Global then she thought we needed to look at Winthrop's definition.

Dr. Brame said the Global definition came from the GLI (Global Learning Initiative-our QEP from the last SACS review). Dr. McCormick suggested an update of the GLI definition.

Dr. Brame said if there needs to be revisions to the Global Component definition, then they need to align with the GLI definition.

The Writing Intensive Component Review was discussed. Dr. McCormick asked about the supplementary writing texts. Dr. Brame said there was no proposed change by the Gen Ed Committee and it had agreed with the Component Review committee.

Dr. Abernathy talked about how the component reviews came to be. With this formal committee, there can now be more structure.

This component changes were approved.

The Gen Ed Committee recommended a cap lowering; however, Dr. McCormick didn't think this was under the purview of the Gen Ed committee. Mr. Drueke said that was an administrative decision. Dr. Brame said this was a recommendation. Dr. Abernathy said the survey indicated faculty would like the cap lowered. Dr. Brame asked of this should be removed, and Mr. Drueke suggested removing "must ." Progression toward degree must be taken into consideration.
Mr. Tselentis suggested using "should" and "17-20." Dr. Brame was ok with that.

Dr. Bellantoni asked, "If there were cap limitations on these courses, how will this spill over into other courses?" He said this is an internal determination.

It was suggested that removing the cap reference opens the door to other things that could not be approved logistically. Dr. Brame stated that they will withdraw this suggestion.

The proposed change to the Social Science Component   (which needs to be updated in the GE report) should read "Students will apply concepts, theories, and/or methods of inquiry that reflect ethical considerations and social and cultural context."

Dr. Abernathy stated that "apply" indicated a higher level of learning than "identify." Dr. Doman said this was a clearer action word.

Dr. Tarabar asked if adding "appropriate" into "apply appropriate social science methods..." would work.

Dr. Hayes said these are not research methods courses and questioned the word "apply."

Dr. Brame suggested we keep it as "identify" as it might be easier to assess.

Dr. Scramm-Possinger indicated that "apply" would not make it harder to assess.

The proposal is now, "Students will apply social science concepts, theories, and/or appropriate methods of inquiry that reflect ethical considerations and social and cultural context."

Academic Council approved on this change.

c.   ***General Education Assessment Committee (Jason Tselentis)*** (Appendix D)
Dr. Abernathy asked if it was likely the committee they might adopt language back to Academic Council. Ms. Tselentis said their charge was looking at the courses and the activity and how they can be improved, but they're not looking at criteria of inclusion.
Dr. Scramm-Possinger said there does need to be coordination between the Gen Ed committees. Everyone needs to work in parallel.

a. ***Cultural Events Committee*** (Appendix E)
   Proposal to waive 6 Cultural Event credits for Aug 2021 Graduates (same as already approved for May 2021 Graduates)
   This was approved unanimously.

d. ***Annual Reports from other committees—as available*** (Appendix F)

II. **Old/Ongoing Business**

Policy/Regulations Review: *Academic Regulations* and *Degree Requirements* (Appendix G)
Dr. Costner talked about the different groupings. He felt like these needed action. He mentioned that some of these had language hard to understand, but that we're getting a new curriculum/catalog system which will alleviate some of these problems. Another ide , especially in group C, is looking at how we think about transfers from two-year colleges.   He suggested that maybe we say if a student has an associate's degree, that the Gen Ed is accepted. Another idea is to have a total review of Gen Ed and start fresh.

Mr. Drueke spoke about the new curriculum management system. He did indicate that the first stage would be event and course scheduling. The catalog would be last, hopefully in time for the next catalog publication. Representatives from all areas (faculty/student services/student) may be included. We'll have end-user reviews.

Dr. Costner asked for two-year discussion. Dr. Oakes talked about a recommendation sent to AC last year which got interrupted by COVID. He reminded everyone of a timeline and some urgency in addressing this item in part of increasing transfer pathways. He hoped that this should be taken separately than the broader General Ed program.

Dr. Beth Costner is also on the transfer pathways group and spoke to the associate's degree challenge in that community/technical colleges do not require the Constitution requirement.

Mr. Drueke said that the way the law is written says all degrees have to have this component (technically includes Master's and Doctoral programs). He indicated that schools aren't really doing this (graduate programs). He didn't know what technical schools were doing it, except that York Tech was. Dr. McCormick indicated that the new bill suggests that all institutions of higher ed have a three-credit hour requirement.

III. **New Business**

a. ***SU proposal from Student Success and Retention Workgroup***
Dr. Abernathy supported and made the motion for students to use up to 2 of their 5 total S/Us for the Spring 2021 semester. Dr. McLaine seconded the motion.
The motion passed.

b. ***Election of Chair for 2021-2023***
Alice McLaine was nominated. She was unanimously approved.

IV. **Announcements**

Recognitions/Appreciation: Dr. Costner thanked everyone for their service.

V. **Adjournment**

Meeting adjourned at 5:20 p.m.

Respectfully submitted,
Gina Jones, Secretary

Winthrop University

Provost Report for Academic Council

April 2, 2021

New Program Outlook

Future Ready:

Winthrop University Academic Master Plan 2020-2025

Program Portfolio Health

Guided Program Pathways

Future Ready Graduates

Enrich our academic program mix by developing new and innovative programs and by **refining existing academic programs** to meet the emerging needs and interests of diverse student populations and the community.

- **Winthrop Plan Goal 1.2**

Develop new programs and enhance current ones that have the potential to be national models.

- **Winthrop Plan Goal 2.1**

2016-2020 Program Profile

WINTHROP UNIVERSITY

2016 Program Mix Report:

1. Cybersecurity
2. Data Science
3. Professional Studies
4. Tracks and certificates in:
   - Financial Planning
   - Hospitality
   - Craft Brewing
   - Human Lactation
   - Media & Digital Arts: Film

Launched online graduate suite:

1. MA in Arts Administration
2. Master of Business Admin
3. M.Ed. in Spec Ed Intervention
4. Master of Social Work

Also launched:

1. Applied Software Development

Decisions streamlining program profile:

1. Merging Master of Music programs
2. Phasing out 2 BFAs
3. Suspended MA in Art Education
4. Suspended MA in Spanish
5. Suspended MEd in Middle Level Ed
6. Suspended MEd in Teacher Ldrship
7. Eliminated BS in Science Comm.
8. Eliminated concentrations in:
   - Poli Sci: Public Policy Admin
   - English: Writing, Lit and Lang
   - Business: General, Sustainable

* We also provide program productivity reports to CHE every other year, with rationales to continue programs that fall below 12.5 undergraduates enrolled and 6 graduate students and/or with completions below 8 UG and 3 GR /yr (if we do not plan to eliminate them).

Program Portfolio Health

Winthrop Program Profile

Review of our program profile positions us competitively relative to our peers in student-to-program ratios. <u>We have a history of committing to offer only those programs we can accredit and deliver with high quality</u>.

Institution	Under-graduate programs	UG Enroll-ment Fall 2019	Student to Program Ratio - HC	UG FTE Fall 2019	Student to Program Ratio - FTE	Masters Degree Pro-grams	Special-ist Degree Pro-grams	Graduate Enroll-ment Fall 2019	Student to Program Ratio - HC	Graduate FTE Fall 2019	Student to Program Ratio - FTE
Winthrop	**46**	**4764**	**103.6**	**4525**	**98.4**	**22**	**2**	**1101**	**45.9**	**557**	**23.2**
The Citadel	29	2923	100.8	3200	110.3	26	2	844	30.1	446	15.9
College of Charleston	62	9600	154.8	9164	147.8	22		945	43.0	412	18.7
Coastal Carolina	93	9760	104.9	9531	102.5	26	2	724	25.9	383	13.7
Francis Marion	34	3800	111.8	3114	91.6	8	1	440	48.9	302	33.6
Lander	33	3144	95.3	3052	92.5	7		82	11.7	45	6.4
SC State	57	2155	37.8	2080	36.5	9	1	324	32.4	185	18.5
USC Aiken	30	3252	108.4	2798	93.3	3		468	156.0	184	61.3
USC Beaufort	17	2112	124.2	1929	113.5	1		7	7.0	4	4.0
USC Upstate	35	5853	167.2	5041	144.0	5		455	91.0	194	38.8

Program Portfolio Health

Undergraduate: four peers have lower student-to-program FTE ratios; five higher
Graduate: six peers have lower student-to-program FTE ratios; three higher
We took this snapshot in fall 2020 using fall 2019 data. CHE does not provide longitudinal comparison data on program change over time. We are checking to see if they can provide us with some comparison points.

College Profile Data Dashboard

Sample provided is College of Business. We used similar data for all colleges, organized by departments (with cost data). Program data was shared for enrollment, completion, and SCH columns only.

College of Business Admin. Department Name	Majors	3 yr. % chng	5 yr. % chng	Degrees granted (19-20)	New students (F20)	FY retention (F19-F20)	All retention (F19-F20)	4-yr Grad Rate	6-yr Grad Rate	Total SCH (AY19-20)	Maj SCH (AY19-20)	SCH/FTE	Student/Faculty ratio	Fac reas sign ed CH	Fac FTE 3 yr. % change	Fac FTE 5 yr. % change	Instruction Personnel Cost (includes benefits) (IPC)	IPC / SCH	Operating and admin cost (includes benefits) (OAC)	OAC / SCH
Accounting, Finance, and Economics	271	-8%	-20%	79	71	72.2%	86.7%	45.8%	50.0%	6633	7420	220	15.1	9	-2%	-13%	$2,006,779	$303	$108,117	$16
Computer Science & Quantitative Methods	202	7%	10%	34	63	67.9%	78.5%	36.1%	50.0%	5798	5628	315	21.4	21	-7%	-7%	$1,127,764	$195	$36,236	$6
Management & Marketing	402	-12%	-15%	122	99	68.6%	82.0%	51.4%	60.8%	9415	11717	257	17.6	21	-7%	-5%	$2,627,117	$279	$123,280	$13

Program Portfolio Health

- Deans and Chairs made initial recommendations to sustain, grow, transform, or eliminate programs (and concentrations within programs) in March 2021.
- Program health metrics will be reviewed annually by deans.
- Programs requiring transformation will be on a 3-year plan to improve productivity before being considered for elimination from the profile.

Initial Findings:

After reviewing 46 undergraduate programs, 24 total active and 4 suspended graduate programs, the deans find that:

<u>29 UG / 10 GR</u> programs are healthy and **should be sustained**

<u>12 UG / 5 GR</u>   programs have capacity to **grow** and **require investment**

 <u>4 UG / 9 GR</u>   programs will be **transformed** (some **on a 3-year plan)**

 <u>1 UG / 4 GR</u>   programs **will be eliminated** (BSAT and suspended programs)

 <u>2 UG / 4 GR</u>   concentrations **will be eliminated** (BSBA and MBA)

Action	UG programs	%	UG concentrations	GR programs	%	GR concentrations
Sustain	29	63 %		10	36 %	
Grow	12	26 %		5	18 %	
Transform	4	9 %		9	32 %	
Eliminate	1	2 %	2	4	14 %	4

Program Portfolio Health

Data review in March 2021:

Program	Enrolled	3 yr. % ⬇	IPC/SCH*	OAC/SCH**
Master of Music	0	100	$395	$93
BA in Philosophy and Religion	11	50	$240	$11
BA in Economics	19	27	$303	$16

*IPC/SCH: Instructional personnel cost per student credit hour produced
**OAC/SCH: Operating and administrative cost per student credit hour produced

- We continue to refine our use of the metrics to inform final decisions about eliminations and required improvement plans, to make sure we control for any anomalies in the data.
- We are working to code budget expense by program so that we have reliable data when we model the net cost of adding new programs as well as net savings from program eliminations Using enrollment declines of 25-40% in past 3 years and highest cost ratios ($200+ instructional personnel cost per student credit hour), **the programs above are examples of ones to watch.**
- Caveats:
    - We are merging three Master of Music programs. Two have zero enrollment; MM in Conducting has 2 students enrolled; 4 accepted students. 500-level courses enroll with undergraduate and graduate students, so program costs are shared.
    - Philosophy and Religion and Economics support general education and mission.
    - Economics home department instructional costs reflect salaries in accounting and finance (same department, different discipline) that drive up instructional cost.

Program Portfolio Health

WINTHROP UNIVERSITY

New program outlook:

We are using faculty expertise, current strength, EAB market scans, and regional economic growth areas to inform future directions, with particular emphasis on health, technology, and sport tourism industries.

New Program Outlook

Programs being discussed or developed

- BS in Public Health
- BA in Integrated Arts (completion)
- MSW – MBA

- 2nd suite online:
- MS Human Nutrition
- MS Sport & Fitness Admin
- MEd in Literacy

EAB Market Scans

- EAB market results:
  - Expand BSW
  - Statistics: BS, cert
  - Nursing: Online
  - Training & Dev: certificate
  - Healthcare Admin.

- Grad market results coming April 2021

Innovations in stackable credentials

- Colleges have added 10 graduate and undergraduate certificates
- COE adding SC Teacher Certification Endorsements
- Researching professional certifications

Guided Transfer Pathways:

We are working closely with York Technical College, Clinton College, and EAB research supports to ensure our pathways are seamless in order to increase enrollments and completions for all partner institutions.

Guided Program Pathways

York Tech to Winthrop

- 18 pathways, including:
- Applied Software Development
- Cybersecurity
- Computer Science
- Digital Info Design
- Educational Studies
- Elementary Ed
- Middle Level Ed

Clinton to Winthrop

- 2-4 pathways, exploring:
- Human Development and Family Studies
- Bachelor of Social Work
- Educational Studies
- Professional Studies
- Music

EAB supports

- Templates for program maps for all majors
- Development of meta-majors to increase degree velocity and reduce excess credits
- Meta-majors cluster programs into career fields

Four action areas for AMP:

Future Ready:
Winthrop University Academic Master Plan 2020-2025

New Program Outlook

Guided Program Pathways

Future Ready Graduates

Program Portfolio Health

Winthrop now has an innovative dashboard for annual program review with improved ability to analyze cost & revenue.

Winthrop's new program outlook will leverage faculty expertise and regional needs in tech, health, and sport tourism industries.
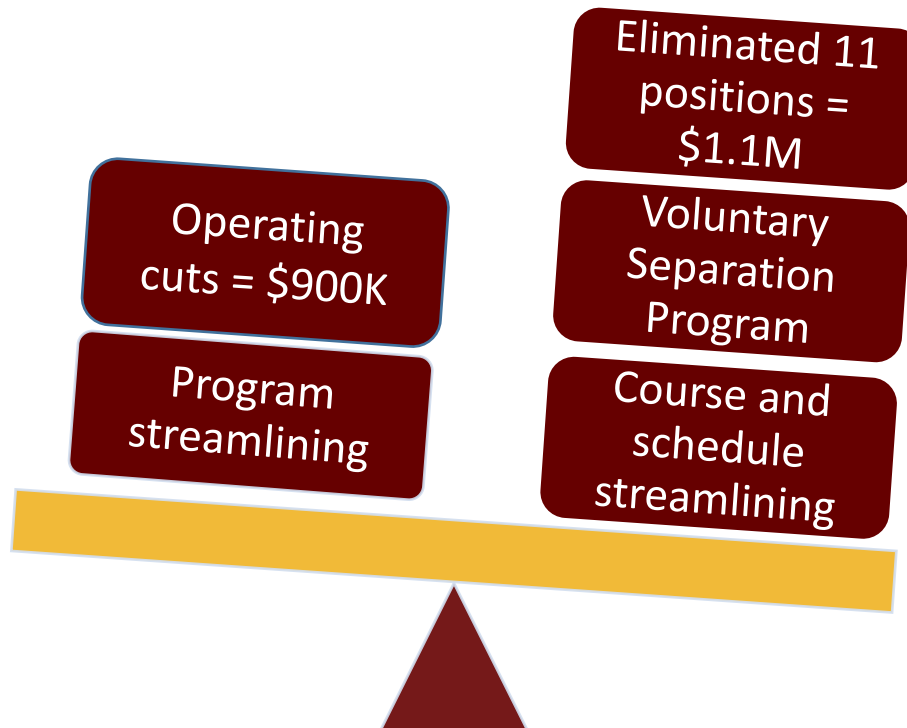
Winthrop is strengthening its transfer relationships to increase enrollments and completions at each institution.

Winthrop will ensure graduates are future ready by enhancing career readiness, active learning, and digital pedagogy and by improving our ULCs and gen ed program.
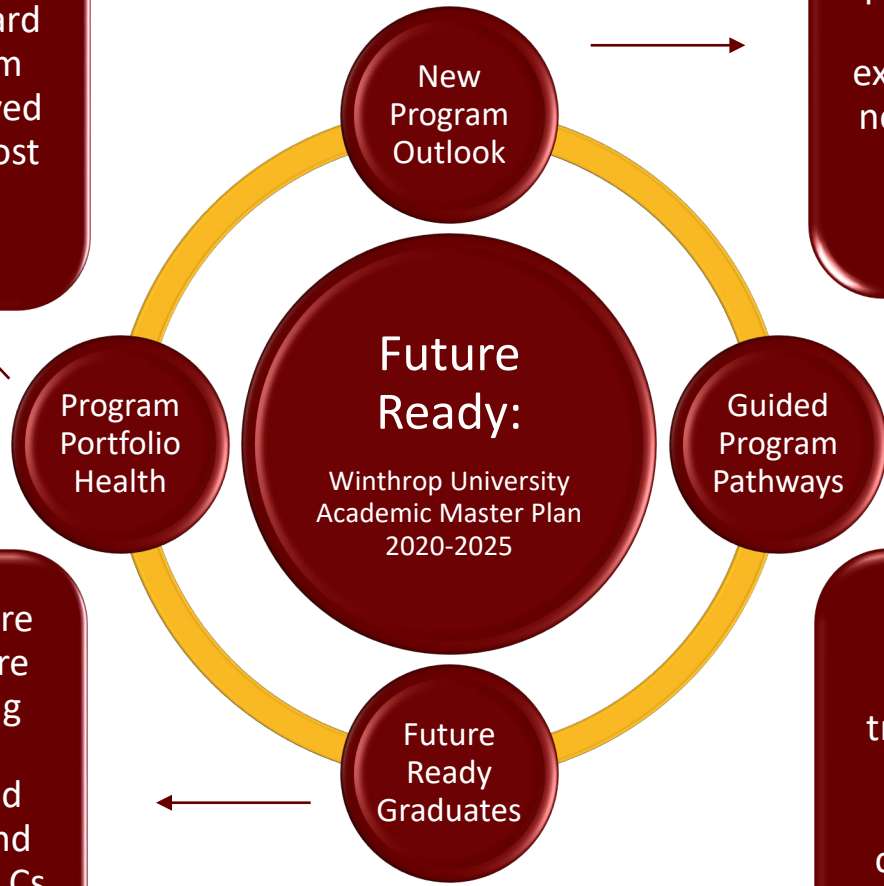
Academic Budget work:

Program, Operating, Personnel, and Scheduling Efficiencies

Eliminated 11 positions = $1.1M

Voluntary Separation Program

Operating cuts = $900K

Program streamlining

Course and schedule streamlining

- Non-renewal of Academic Affairs faculty, staff, and administrative positions through attrition and the hiring freeze has eliminated:

- 8 faculty

- 2 staff

- 1 administrator

- **11 total** with ongoing savings of **$1,105,100.**

- VSP applicants will provide additional ongoing salary savings

- Operating cuts of **$900K.**

- **Total: $2,105,00**

Continue to work on all strategic goals for the year:

- Completing Academic Master Plan by June 2021
- Continuing to increase retention rates
- Improving institutional Effectiveness, including meeting SACSCOC preparation and process improvement timelines
- Advancing diversity, equity, and inclusion goals
- Improving morale

and, as always,

- Navigating the twists and turns of the pandemic, including:
  - Planning in-person commencement ceremonies
  - Supporting return to work transitions
  - Building strong summer session enrollments
  - Preparing for what we hope will be a safe fall 2021 return

Questions?

Winthrop University
Committee on Undergraduate Curriculum
Minutes

The Committee on Undergraduate Curriculum met remotely on Friday, March 26, 2021. Participating were committee members Alice McLaine, Kristen Abernathy, Min Mize, Justin Isenhour, Kori Bloomquist, and Adriana Cordis. Also attending were Kelly Costner, Gina Jones, and secretary, Kara Traverse.

These 14 program change items (degree) recommended and forwarded to Academic Council for action:

Program	Title	Action
BS-BADM-MGMA	4+1 Management	**Drop 4+1 concentration option**
BS-BADM-MKTA	4+1 Marketing	**Drop 4+1 concentration option**
BS-BADM-FNAA	Accelerated BS – MBA – Finance	**New concentration code to add accelerated option to existing Finance concentration**
BA-ARTH	BA in ART HISTORY	**Modify degree program:** Remove ARTT 112 from major requirements; Update course titles for ARTH 346, 347, 357, and 450H.
BA-MLAN-FREN	BA IN MODERN LANGUAGES/FRENCH OPTION	**Modify degree program:** In required program in major, change FREN 250 to FREN 300; Remove Advanced Language requirement in major; Change FREN electives above 202 from 15 to 18.
BA-THTR-DTEC	BA in THEATRE w/DESIGN & TECHNICAL EMPHA	**Modify degree program:** Add THRT 442 as an alternative to THRT 386; Replace THRA 331 with THRA 262 in major requirements; Add ARTS 120 to major requirements; Note that students need 1-2 credits THRA 378 and 1-2 credits THRA 379 for a total of 3 credits.
BS-BIOL-BMRS	BS BIOL - Biomedical Research	**Modify degree program:** In the major under Select one course from Area A, change "may be satisfied by required program depending on course selections above" to "If BIOL 530 is chosen above, choose one additional course from either A, B, or C;" Add BIOL 340 and 542 to Area A; Add BIOL 532 to Area B; Add BIOL 275 to Area D.
BS-BIOL	BS IN BIOLOGY	**Modify degree program:** Add BIOL 340 and 542 to Area A; Add BIOL 532 to Area B; Add BIOL 311 to Area C; Add BIOL 275 to Area D: Remove QMTH 206 from Math and Science Electives.

Program	Title	Action
BS-BIOL-MTEC	BS IN BIOLOGY W/CERT MEDICAL TECHNOLOGY	**Modify degree program:** Add BIOL 340 and 542 to Area A; Add BIOL 532 to Area B; Add BIOL 311 to Area C; Add BIOL 275 to Area D.
BS-CSCI	BS IN COMPUTER SCIENCE	**Modify degree program:** Note that CSCI 350 does not count toward the major; "Add MAED 200 or MATH above 299 (except 314)" to Additional Math and Science Requirements in major; note that majors need a minimum of 15 credits of MATH or QMTH.
BS-DIFD-DMMD	BS in Info Design - Digital Mass Media	**Modify degree program:** In the DMMD concentration, under Choose 2…, add MCOM 230; change MCOM 341, 349, 370 to IMCO 341, 349, 370; and add IMCO 471.
BS-DIFD-INMD	BS in Info Design - Interactive Media	**Modify degree program:** Remove DIFD 151 from Information Design Core in major. **NOTE:** This change is approved by CUC with the understanding that the department plans to remove VCOM 578's prerequisite of VCOM 486, which is not required in the program.
BS-BIOL-CNSV	Conservation Biology Track	**Modify degree program:** Add BIOL 340 and 542 to Area A; Add BIOL 532 to Area B; Add BIOL 311 to Area C; Add BIOL 275 to Area D: Remove QMTH 206 from Math and Science Electives.
BS-BIOL-CSST	BS IN BIOLOGY/LICENSURE SEC SCHOOL TEACH	**Modify degree program:** In the major, add BIOL 340, 542, and 311 as options to fulfill required hours.

These 3 program change items (minor) recommended and forwarded to Academic Council for action:

Program	Title	Action
MINOR-CRJU	Criminal Justice Minor	**Modify minor:** Add SOCL 314 as an option under CRIM electives.
MINOR-CSCI	Minor in Computer Science	**Modify minor:** Add CSCI 210 as required course; Remove "7 additional hours of CSCI to include;" note that CSCI 327, 329 and 350 cannot fulfill minor requirements.
MINOR-OUTL	Outdoor Leadership	**Modify minor:** Remove PESH 125 from minor electives; Add PESH 167, 169, 171, 173, 176, and 201 to minor electives.

The following 25 course action items were approved at CUC Level and require no further action:

Course	Title	Action
ARTH300	Methods and Theories of Art History	**Modify course:** Renumber from ARTH451; Update catalog description; Add prerequisite of "ARTH 176 or permission of instructor;" Update terms offered.
ARTH343	High and Late Medieval Art	**Drop course**
ARTH345	Northern European Renaissance Art	**Drop course**
ARTH449H	Honors Thesis Preparation	**New course**
ARTH450	Honors: Selected Topics in Art History (3).	**Drop course**
ARTH450H	Honors Thesis in Art History	**Modify course:** Change title from "HONORS:SELECT TOP ART HISTORY;" Update catalog description and terms offered; Change number of times student can receive credit from 33 to 1; Add prerequisite "ARTH 449H or HONR 449H strongly recommended; permission of instructor."
ARTS334	Beginning Printmaking	**New course**
ARTS337	Intaglio Printmaking	**Modify course:** Change title from "Printmaking: Intaglio Printing;" Update catalog description, teaching method and terms offered; Add prerequisite "Completion of 12 hours."
ARTS436	Intermediate Printmaking	**Modify course:** Change title from "Printmaking: Lithography;" Update catalog description, teaching method and terms offered. Change how many times a student may receive credit from 1 to 2; Change prerequisite from "ARTS 336 or ARTS 337" to "ARTS 334(Beginning Printmaking), and two of the following: ARTS 335 (Screenprint), ARTS 336 (Relief) or ARTS 337 (Intaglio). All ARTS (3:7) numbered above 375 have a prerequisite of junior status and the successful completion of the specialization portfolio review or permission of the Chair of the Department of Fine Arts."
CSCI101M	Intro to the Macintosh Lab	**Drop course**
CSCI101S	Microsoft Excel Certification	**New course**

Course	Title	Action
CSCI243	Web Programming	**Modify course:** Update catalog description; Change prerequisite from "DIFD141 and CSCI207" to "(DIFD141 and CSCI207) or CSCI 208 or Permission of Instructor."
CSCI350	Programming for Business	**Modify course:** Renumber from CSCI250; Update prerequisite from "C- or better in CSCI 101, CSCI 101B or 101E; MATH 151, 101, 105, or 201; and MGMT 220" to "QMTH 205 and MGMT 220," Add note that course cannot count toward the CSCI and ASWD degrees.
CSCI460	Machine Learning	**New course**
CSCI477	Introduction to Software Project Management	**Modify course:** Renumber from CSCI 521; Update terms offered; Change prerequisite from "Graduate standing or CSCI 475" to "CSCI475."
MAED200	200. Introduction to Mathematica (1:1:0).	**Modify course:** Add prerequisite of MATH201.
NUTR321	Nutrition Metabolism	**Modify course:** Change prerequisite from "NUTR 221, CHEM 105" to "NUTR 221, CHEM 101 or CHEM 104 or CHEM 105;" Update terms offered.
PESH145	145. Pickleball	**Modify course:** X course becoming a permanent course.
PETE512	Skill Themes and Movement Concepts	**Drop course**
PETE566	Elementary Physical Education Teaching Methods	**Modify course:** Change prerequisite from "Admission to Teacher Education" to "Admission to Teacher Education. Students must provide evidence of current Adult & Pediatric First Aid/CPR/AED certification from an approved agency;" Update terms offered.
PHYS250	250. Matter and Energy (4:4:0).	**Modify course:** Change prerequisite from "Completion of General Education Quantitative Skills Requirement with a grade of C or above" to "Completion of General Education Quantitative Skills Requirement with a grade of S or C or above."
PLSC353	Conservative Political Thought	**New course**
SPMA250	Introduction to Business of eSports	**Modify course:** X course becoming a permanent course.
THRA360	Scene Design	**Modify course:** Change prerequisite from "THRT 110, 115, 210, THRA 120, 262, and 180 with a grade of C- or better in each course" to "THRT 110, 115, 210, THRA 120, 262, 180 and ARTS

Course	Title	Action
		120 with a grade of C- or better in each course."
THRA414	Musical Theatre Workshop	**Modify course:** Change the number of times a student may receive credit from 1 to 2; Change prerequisite from "THRA 220, musical theatre major or permission of department" to "THRA 320, musical theatre major or permission of department."

The following 14 course action items were approved at College Assembly Level and require no further action:

Course	Title	Action
ARTH346	Global Baroque	**Modify course:** Change title from "Baroque and Rococo Art;" Update catalog description.
ARTH347	Art in the Age of Revolution	**Modify course:** Change title from "Neoclassicism and Romantic Art;" Update catalog description.
ARTH357	Ancient Egyptian Art and Architecture	**Modify course:** Change title from "Egyptian Art;" Update catalog description; Add cross-listing of AAMS390.
ARTS335	Screenprint	**Modify course:** Change title from "Printmaking: Serigraphy/Screen Processes;" Update catalog description and terms offered.
ARTS336	Relief Printmaking	**Modify course:** Change title from "Printmaking: Relief;" Update catalog description, teaching method, and terms offered.
ARTT112	Introduction to Fine Arts	**Modify course:** Update catalog description.
DIFD322	User Experience Design	**Modify course:** Change title from "Visual Design of Complex Systems;" Update catalog description.
FREN360	Special Topics in French	**Modify course:** Change the number of times a student may receive credit from 2 to 4.
MUSA173	Beginning Steelband	**Modify course:** Change title from "Beginning Steel Drums."
MUSA179	Piano Class for Musical Theatre I	**Modify course:** Change title from "Piano Class for Musical Theatre."
MUSA180	Piano Class for Musical Theatre II	**Modify course:** Change title from "Piano Class for Musical Theatre."

Course	Title	Action
MUSA273	Advanced Steelband	**Modify course:** Change title from "Advanced Steel Drums."
MUTC121	Introduction to Music Technology (1:2)	**Modify course:** Change designator from MUST121.
SPAN360	Special Topics in Spanish	**Modify course:** Change the number of times a student may receive credit from 2 to 4.

Academic Year 2020-2021 Gen Ed Assessment

Overview for Academic Council

Authored 2021 March 25 by Jason Tselentis, Chair Gen. Ed. Assessment Committee

Committee Members

1. Jason Tselentis, CVPA, Gen. Ed. Assessment committee chair
2. Dr. Jamie Cooper, UC, Vice Provost and University College Dean
3. Dr. Megan Schramm-Possinger, Director of Student Success Analytics
4. Dr. Amanda Hiner, CAS, Director CRTW, Co-Director HMXP
5. Leah Lail, UC, ACAD, director FYE
6. Katarina Moyon, CAS, Co-Director HMXP
7. Dr. Kelly Richardson, CAS, Director of Composition
8. Cassandra Bell, CAS, Coordinator BIOL 150/151
9. Dr. Dennis Dotterer, COE
10. Dr. Anna Igou, CAS
11. Dr. Ian Pearson, CVPA
12. Dr. Brandon Ranallo-Benavidez, CAS
13. Dr. Paul Wiegand, CBA

Meetings, Fall 2020–Spring 2021

- 2020 October 9 a**ll hands**
- 2020 October 12 HMXP
- 2020 October 14 tech strategy, WOTC
- 2020 November 9 **all hands**
- 2020 November 12 BIOL, sciences
- 2020 December 11 **all hands**
- 2021 January 25 CRTW
- 2021 January 26 WRIT
- 2021 February 15
- 2021 March 12 **all hands**
- 2021 March 15 tech strategy, WOTC
- 2021 March 16 steering meeting with Provost
- 2021 March 19 tech strategy, WOTC
- 2021 March 26 **all hands**

At the conclusion of Spring 2021

- Review of CORE: WRIT, HMXP, CRTW; report of findings.
- WRIT, HMXP, CRTW share plan for AY21-22.
- Setting timeline for completion of full gen ed assessment plan by category.
- 3-year rotation: plan to cover CORE and other categories.
- Preparation for SACSCOC reaffirmation timeline & expectations.
- Business shall be concluded mid-May 2021, possible extension into Summer 2021 in preparation for Fall 2021 reporting.

Annual Report to Academic Council of the Cultural Events Committee, 2020-2021

Committee Members:
Terri Guidry, Chair; Assistant Professor of Management, College of Business Administration
Jamie S. Cooper, Ph.D., Vice Provost for Student Success and Dean of University College
Matthew Ferrell, Assistant Professor of Theatre and Dance, CVPA
Duha Hamed, Ph. D., Assistant Professor of Mathematics, College of Arts and Sciences
Stacy Payne Martin, Ed. D., Assistant Professor of Counseling Leadership, College of Education
Kelly Ozust, Assistant Professor of Theatre and Dance, CVPA
Ephraim Sommers, Ph.D. , Assistant Professor of English, College of Arts and Sciences
Michael Szeman, Cultural Events/Degree Progress Coordinator
Calvin Dash, Student Representative
Kayla Hugee, Student Representative

2020-2021 AY Meetings, Each at 11:00 a.m., virtually using Zoom

Tues., August 11	Tues., January 12
Tues., August 25	Tues., January 26
Tues., September 8	Tues., February 9
Tues., September 22	Tues., February 23
Tues., October 6	Tues., March 9
Tues., October 20	Tues., March 23
Tues., October 27	Tues., April 6 (planned)
Tues., November 17	Tues., April 20 (planned)
Tues., December 1	Thurs., May 6 (planned)
Thurs., December 17	

FALL 2020:
Total attendance at Cultural Events: **5,128**
Cultural Event Applications approved: **94**
Cultural Event Applications denied: **5**
Student Petitions approved: **72**
Student Petitions denied: **2**

SPRING 2021 (through March):
Total attendance at Cultural Events: **3,006**
Cultural Event Applications approved: **85**
Cultural Event Applications denied: **5**
Student Petitions approved: **197**
Student Petitions denied: **32**

- Created guidelines for virtual and hybrid cultural events
- Recommended to ALC that 6 cultural events be waived for May/August 2021 graduates
- Revised online instructions/essay prompt for students petitioning for cultural event credit
- Revised online instructions for cultural event applications and posted submission examples on the website
- Worked closely with representatives from Counseling Services to provide counseling support at events which may be emotionally triggering for students
- Encouraged timely submissions of applications for cultural event credit by sending reminders of deadlines and meeting dates via the WU Daily Digest
- Social media accounts are updated regularly with posts about upcoming cultural events

Next steps include transitioning to a new committee chair for 2021-2020 as well as continued revision of guidelines for approved cultural events, especially addressing the transition back to in person.

Terri Guidry
Chair, Cultural Events Committee
guidryt@winthrop.edu

Educator Preparation Committee, 2020-2021

Committee Members
Bettie Parsons Barger, Chair; Jared Androzzi, Cassie Bell, Beth Costner, Dena Dunlap, Sherry East, Wanda Ebright, Larry Fisher, LaTonja Gillespie, Margaret Gillikin, Jessica Hamm, Sarah Helms, Adam Keath, Rhonda Kelsey, Michell Livek Garner, Julia McCallum, Shea Nunn, Robert Prickett, Jennie Rakestraw, Martha Smith, Joy Stapleton

Subcommittees and Members
Appeals Subcommittee
Beth Costner, Joy Stapleton, Larry Fisher, Adam Keath, Julia McCallum, Jessica Hamm, Ronda Kelsey

Curriculum Subcommittee
Bettie Parsons Barger, Margaret Gillikin, Jared Androzzi, Cassie Bell, Michelle Livek Garner, Sarah Helms

Meeting Dates
- All meetings conducted virtually at 4:00 pm
- Meetings held on September 22, 2020, December 8, 2020, January 26, 2021, March 2, 2021

Summary
- 32 pieces of curriculum action were reviewed and voted on by the committee; action consisted of:
  - 4 additional courses,
  - 26 course modifications,
  - 2 courses dropped
- 5 program changes were reviewed and voted on by the committee; action consisted of:
  - 5 additional programs
  - 1 program modification

Future Directions/Next Steps
- In 2021-2022, we will review the policies that will be developed in spring 2021 in the ASPIRE Center for Excellence pilot study.
- This committee will continue to review curriculum action for Educator Preparation Programs

Academic Regulations from WU UG Catalog 2020-2021

	Regulation	Priority	Questions/Comments/Recommendations
AR3	**Academic Forgiveness** At the time of readmission to Winthrop, a student who has been absent for five calendar years or longer may choose to reenter under the **"academic forgiveness policy."** Under this policy, all courses previously taken at Winthrop University are treated as if they were transfer credit from another institution for purposes of granting credit toward graduation. As with transfer credit, these earlier courses are not used in computing the student's grade-point average. *However, all earlier courses and the grades earned remain on the student's official transcript and are counted in computing eligibility for academic honors.* The student must exercise or waive the "academic forgiveness" option by the end of the first week of the second semester he or she is readmitted to Winthrop University. Students who have already utilized all their repeat exemptions do not get additional repeat exemptions.	**2** *Address for 2022-2023 catalog*	Cum laude etc. punitive to deny – especially after significant time Agree not eligible for highest award at graduation (The first comment above refers to policies regarding "incompletes" that are rectified that same academic year.)

	Regulation	Priority	Questions/Comments/Recommendations
AR9	**Withdrawal From Courses** Students are expected to follow the courses of study selected at the beginning of the semester or summer term. There may be instances, however, when the student may need to withdraw from a course. The decision to withdraw from a course is the student's alone, but consultation with the adviser or Student Services Office and with the instructor is encouraged. Students may withdraw from a course online through the withdrawal period. Students who have registration holds due to a past due balance, immunization, or any other reason, will NOT be able to withdraw online, and it is their responsibility to complete a withdrawal form (signed only by the student) and submit it to the Office of Records and Registration by the appropriate withdrawal date. **The official date of withdrawal from a course is the date the withdrawal form is returned to the Registration Office with the signature of the student.** The form can be found on the Records and Registration web site under Online Forms. If the withdrawal is completed during the first 60% of the instructional days of a particular course, the grade of N is assigned, indicating that no credit is awarded. **Withdrawal from a course may not occur after 60% of the instructional days of the course have been completed,** unless documented extenuating circumstances should warrant withdrawal from the course with the assignment of an N grade. Documented extenuating circumstances include the following: death of an immediate family member; traumatic and unforeseen circumstances which are considered beyond a student's control; prolonged emotional instability, physical injury or illness which has resulted in the student's inability to complete academic responsibilities; or a change in nonacademic employment beyond the student's control. Documentation of such circumstances must be definitive and must be presented along with a request for withdrawal to the Registrar no later than the last day of classes for the course in question.	**1** *Address for 2021-2022 Catalog if possible*	Can the withdrawal window be extended to afford students and advisers more time to evaluate performance in the course? Maybe a little more time could help with retention. Has experience with later dates in Spring 2020 and Fall 2021 affected how we view this? Compare to *Withdrawal from Courses* in Policy Repository

	Regulation	Priority	Questions/Comments/Recommendations
AR11	**Class Attendance Policies** Students are expected to attend classes and should understand that they are responsible for the academic consequences of absence. The student is responsible for all requirements of the course regardless of absences. Instructors are obligated to provide makeup opportunities only for students who are absent with <mark>adequate cause</mark> such as incapacitating illness, death of an immediate family member, or service as an authorized representation of the university. The instructor will be responsible for judging the adequacy of cause for absence. The student is responsible for providing documentation certifying the legitimacy of the absence to his or her instructor in advance of such absences. In health-related or family emergency cases where advance notice is not possible, documentation should be provided to the instructor no later than the date the student returns to class. If the instructor denies the adequacy of cause, then the student can <mark>appeal the denial to the Provost for Academic Affairs, who will judge the adequacy of cause,</mark> and if found to be adequate, will require the instructor to provide a make-up opportunity. The instructor may establish the attendance requirements for the course. The following policy will be in effect unless the instructor specifies otherwise: if a student's absences in a course total 25 percent or more of the class meetings for the course, the student will receive a grade of N if the student withdraws from the course before the withdrawal deadline; after that date, unless warranted by documented extenuating circumstances as described in the previous section, a grade of F or U shall be assigned.	**1** *Address for 2021-2022 Catalog if possible*	? some <u>clarification</u> of what this means - Question regarding role of Dean of Students -Maybe clarifying when Dean of Students should be involved - For example a doctor note can easily be communicated with instructor, however if it is something more severe is for DOS This seems extreme, why not submit appeal to department chair? Where is the <mark>online attendance policy</mark>? <mark>Compare to *Student Class Attendance* in Policy Repository</mark>

	Regulation	Priority	Questions/Comments/Recommendations
AR16	**Satisfactory/Unsatisfactory Option** Undergraduate students may elect to receive a satisfactory/unsatisfactory (S/U) grade on a total of five courses throughout their entire undergraduate curriculum, and are limited to electing no more than one S/U course per semester, except in the case of first-time freshmen who may use two S/Us in their first semester. (All summer sessions together are considered one semester.) A satisfactory/unsatisfactory grade, recorded as S or U, will not be counted in computing the student's grade-point average; however, credit will only be given for courses for which an S grade is earned. The purpose of this option is to allow the student an opportunity to explore areas of interest outside the major and outside required courses without jeopardizing the grade-point average. Students are discouraged from choosing the S/U option for required courses or for courses in the major. Students who are unclear about the appropriate application of the S/U option should consult their advisers. The five-course limit regarding the S/U option does not include those courses which are offered only on an S/U basis. A student must elect to utilize the S/U option by the course withdrawal deadline.	**1** *Address for 2021-2022 Catalog if possible*	(Not in policy repository—need to enter based on changes here, if any) Might not be advisable for every major. Change based on proposal in AC on Fri Feb 12, 2021?

| AR22 | **Academic Eligibility (Probation and Suspension)** Students enrolled at Winthrop University must earn a minimum cumulative grade-point average of 2.00 in order to avoid being placed on academic probation (or suspension). The *first* semester a student's cumulative grade-point average falls below a 2.00, they are placed on academic probation. Students on academic probation may not enroll in more than 15 semester hours. A student who earns a semester grade-point average of 2.00 or higher will avoid academic suspension, but remain on probation, even if their cumulative grade-point average remains below a 2.00.   The student may continue enrollment on academic probation. The student is removed from academic probation at the close of a semester in which the cumulative grade-point average meets or exceeds 2.00. Undergraduate special students [non-degree seeking students] are not subject to academic eligibility while in this classification. Credit awarded by examination and hours earned with a grade of S are used in determining classification (e.g., undergraduate/graduate non-degree seeking student) but not in determining the grade-point average. A student's eligibility in a given semester cannot be influenced by the change of a grade awarded in any semester prior to the previous semester, except in the removal of an incomplete grade. When a student is on probation, a subsequent violation in the next fall or spring semester of enrollment results in a **first academic suspension** for the immediately succeeding regular academic semester and any intervening summer session. Students who are readmitted after suspension are readmitted on academic probation. Failure to meet the specified minimum cumulative grade-point average during this semester results in a **second suspension** for one calendar year. Readmission for a second time again places the student on academic probation. Failure to achieve the specified minimum cumulative grade-point average after the second suspension results in **permanent dismissal** from the University. Students enrolled in the summer session are not subject to probation or | **1** *Address for 2021-2022 Catalog if possible* | Only Suspension is included in Policy Repository

Needs clarity—possible revisions inserted

What is a "special student"? Not noted anywhere else in catalog. "All students who wish to take undergraduate or graduate courses but are not planning to earn a Winthrop degree are classified as non-degree or **special students**." - https://www.winthrop.edu/admissions/non-degree-seeking-students.aspx

We should just change it to non-degree seeking students

Clarification – after the second suspension, is the cumulative grade-point avg just for that semester or overall?

Side comment – harsh that credits cannot be earned while on suspension – see last sentence. |

	Regulation	Priority	Questions/Comments/Recommendations
	suspension at the end of the summer term, but students who are on probation may be returned to good standing. Credit earned at any other institution while a student is ineligible to enroll at Winthrop University cannot be applied to any degree at Winthrop University.		

AR29	**Transfer Credit**	**1**	
	Winthrop University, in general, accepts transfer course credit from other institutions of higher education under the following conditions:		
	1. The course work must have been taken at an institution that is accredited by the commission on colleges of a regional accreditation agency.		
	2. The subject matter and the level of the course must be appropriate to Winthrop's general education curriculum or the program into which the student is transferring.		Some degrees require C+ or greater. Have more language about "some programs"
	3. The grade that is received for the course must be at least a C- or a grade with a minimum level equivalent to a C-. Note, some programs require a C+ or greater.		
	The individual college at Winthrop makes the final determination of the applicability of the accepted credit to the student's degree program.	*Address for 2021-2022 Catalog if possible*	
	A transfer student must earn at least 25% of the semester hours of course credits at Winthrop to complete requirements for an undergraduate degree (30 hours in a 120-hour program). The degree must include 40 hours above the 299 level. Transfer credit is not used in computing a student's grade-point average at Winthrop. However, it is used in computing eligibility for academic honors and the LIFE Scholarship. Winthrop University will award 2 hours of credit (Physical Education Elective) for completion of Basic Training. In order to obtain credit, new students must submit a DD-214 form or DD-2586 form to the Office of Admissions.		URL to site page - I believe these are military forms that students must request from the military
	Currently enrolled students should submit the form to Records and Registration.		
	Students who have taken military course work, and who wish for that course work to be evaluated for transfer credit to Winthrop University, should request that an official transcript be mailed to the Office of Admissions (new students) or Records and Registration (continuing students). The office of student services in the applicable college will evaluate military credit using the current edition of the Guide to the		SC TRAC https://www.sctrac.org/ Winthrop Transfer https://www.winthrop.edu/admissions/transfer-admission-resource-page.aspx

	Regulation	Priority	Questions/Comments/Recommendations
	Evaluation of Educational Experiences in the Armed Forces. The academic college will make the final determination on the applicability of the acceptable credit to the student's degree program. Winthrop will consider professional certification using the recommendations of the <mark>American Council on Education's College Recommendation Service (CREDIT).</mark>		Still around? - I can't find anything current

AR35			
	Repeating a Course A student may repeat any course taken at Winthrop University or transferred to Winthrop for which he or she did not earn a grade of B or higher, or a grade of S. (This regulation does not apply to courses that may be repeated for additional credit.) Credit hours earned in a particular course taken at Winthrop will not be awarded more than one time, (unless the course has been approved for additional credit) and transfer credit for repeated courses will be forfeited. A student who enters Winthrop as a freshman is allowed a maximum of four repeated courses with grade exemption for any courses taken at Winthrop University for which he or she did not earn a grade of B or higher. Under this policy, the original grade earned in the course will be exempted from the calculation of the cumulative grade point average. Students who transfer to Winthrop with fewer than 40 semester hours of credit also are allowed the four course repeats with grade exemption; those with at least 40 and fewer than 70 hours are allowed three; those with at least 70 and fewer than 100 are allowed two; and those with 100 or more are allowed only one repeated course. The repeat exemptions will be automatically applied to courses as they are repeated up to the allowed number of repeat exemptions. Receiving a grade of U in a repeated course will not replace a previous attempt's grade, but will utilize one of the repeat exemptions. *Repeat exemptions only apply to courses taken and retaken at Winthrop. All courses and grades remain on the transcript.* Students electing academic forgiveness do not get additional repeat exemptions. For students receiving federal Financial Aid, the credit hours of the original course and the repeated course will both count in the student's attempted hours for calculation of percentage of hours earned (Satisfactory Academic Progress Standards for Financial Aid.)	**1** *Address for 2021-2022 Catalog if possible*	We're unclear what's meant here and why the transfer credit is being forfeited. Is this just saying Winthrop courses will be prioritized? Should this be bullet-pointed? clarification needed on how grade replacements for repeated courses that result in LOWER grades; e.g., i had a C the first time and a D the second time. Which grade - the highest or the most recent - is included in the grade calculation? Overall, we're struggling to understand the transfer policy. The transfer exemption policy seems to contradict itself. We've

	Regulation	Priority	Questions/Comments/Recommendations
			heard that the policy means you can't replace a grade with a transfer credit after you've started at Winthrop, but you CAN replace a grade you took at a previous institution with a course at Winthrop.

	Regulation	Priority	Questions/Comments/Recommendations
AR38	**Academic Honors** **President's List.** Each undergraduate student who completes a minimum of 12 semester hours of courses taken on a letter-grade basis (excluding S/U) during the fall or spring semester and earns a grade-point average of 4.00 is eligible for the President's List for that semester. A student may not have incomplete grades. **Dean's List.** Each undergraduate student who completes a minimum of 12 semester hours of courses taken on a letter-grade basis (excluding S/U) during the fall or spring semester and earns a grade-point average of at least 3.50 is eligible for the Dean's List for that semester. A student may not have incomplete grades. **Honor Graduates.** Any undergraduate student who completes degree requirements with a final grade-point average of 3.50 to 3.74 shall be granted a diploma **cum laude**; any undergraduate student who completes degree requirements with a final grade-point average of 3.75 to 3.89 shall be granted a diploma **magna cum laude**; any undergraduate student who completes degree requirements with a final grade-point average of 3.90 or higher shall be granted a diploma **summa cum laude**. Note: *In order for a student who has credits from another institution to receive a diploma cum laude, magna cum laude, or summa cum laude, it is necessary to have the required grade-point average on the work taken at Winthrop as well as the required grade-point average on the combination of Winthrop work, including courses lost due to utilization of academic forgiveness, and all work taken at other institutions. Coursework taken at other institutions cannot raise a graduate to a higher level of Academic Honors.* Students who complete degree requirements with a final grade point average of 3.75, earn a minimum of 48 quality hours (earned hours on a regular letter grade basis) at Winthrop University, and do not qualify for one of the categories above, will receive **Honors Recognition.**	**2** *Address for 2022-2023 catalog*	Make a list out of the "cum laude" distinctions. We're very confused by this part of the sentence. We suggest a much clearer explanation, such as saying something like "your GPA for honors status consideration is the lower of your two averages between Winthrop's GPA and your transfer GPA." That's not it, but something like that.

Degree Requirements from WU UG Catalog 2020-2021

	Requirement	Priority	Questions/Comments/Recommendations
DR2	**The General Education Program** In order to create an academic environment in which students use their talents to achieve excellence, take responsibility for the integrity and quality of their own work, and engage in meaningful practices that prepare them to fulfill their obligations as students in an academic community and as responsible global and local citizens, the faculty developed the distinctive General Education Program at Winthrop University. The General Education Program captures the dynamic quality of Winthrop's academic environment that provides students with a framework for learning and responsible decision-making that they will use throughout their lives. **The General Education Core** The General Education Core (ACAD 101, WRIT 101, HMXP 102, CRTW 201), collectively forms the basis of deeper learning and academic progress. The courses in the Core will acquaint students with academic writing and critical thinking and will build capacities that students will use throughout their university experience and their adult lives. ~~1) Beginning students should enroll in WRIT 101 during their first semester at Winthrop University and 2) should complete WRIT 101, HMXP 102, and CRTW 201 early in their academic careers. 3)~~ ==~~Students are encouraged/recommended to~~ should successfully complete these courses 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.== ==Students should enroll in WRIT 101 during their first semester at Winthrop University. In order to stay on track for degree completion, students are encouraged to successfully complete WRIT 101, HMXP 102, and CRTW 201 early in their academic careers.== **General Education Program Distribution Requirements** The General Education Program is based on three concepts: mastery of competencies, integration of experiences across disciplines, and exposure to a variety of intellectual and social perspective. The program is composed of three core areas: shared skills and proficiencies, thinking critically across disciplines, and introducing students to broad disciplinary perspective. Courses used to complete major or minor requirements may also be used to complete some General Education Program Distribution requirement. Students should see their degree program for specific course requirements.	**1** *Address for 2021-2022 Catalog if possible*	==Compare to *Writing Composition Requirement* in Policy Repository== Do we need the 75hr rule? How are transfer students negatively impacted by this rule? **Recommendation from Registrar:** One policy in particular that we cannot enforce is the 75-hour rule for the completion of the Gen Ed core. While the catalog says "may," this indicates it *could* happen when really it can't. Due to financial aid and degree progress implications, we could never limit the student in this way. This was a holdover from the old Gen Ed language during a time when it could most likely be enforced. I would like to propose that we eliminate the last line. ==Students should successfully complete these courses 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~~==

	Requirement	Priority	Questions/Comments/Recommendations
DR10	**Second Baccalaureate Degree** A graduate of the University may receive a second baccalaureate degree if it is in a different major by fulfilling the following conditions: 1. Meet all the requirements for the second degree.* 2. Complete a minimum of 30 hours in residence beyond requirements for the first degree. *The dean of the appropriate college will determine the courses required to complete the second degree. Cultural Events are not required for the second degree. Student completing their second undergraduate degree after having completed their first degree at Winthrop do not have to complete a minor if seeking a BA degree. Students wishing to complete a second degree concurrently with their first undergraduate degree must meet all requirements for the second degree **and** complete 30 credit hours beyond the requirements for the first degree.	**1** *Address for 2021-2022 Catalog if possible*	Course requirements are inconsistent under this model. Do we switch to considering GNED "met" if another UG degree is already in hand? If so, what does this imply for AA/AS or other 2yr degree in hand?

GNED Curriculum Committee   **Report from Fri March 5, 2021**

<h1 style="text-align:center;">General Education Courses</h1>

Re-certifications

Component(s)	Course	Title	Status
HPER	ARTH 358	Art and Architecture of the Islamic Worlds	Approved
HPER	HIST 333	Imperial China	Approved
HPER	HIST 335	Modern Japan	Approved
HPER	AAMS 300	Introduction to African American Studies	Approved
HPER	THRT 312	The History of Dress and Decor	Approved
HPER	THRT 385	Theatre History and Literature I	Approved
HPER	THRT 386	Theatre History II	Approved
HPER/HART	VCOM 374	History of Graphic Design & Illustration	Approved
HPER	RELG 320	Religion in America	Approved
HPER	FREN 385	Topics in French/Francophone Civilizations	Approved
HPER	HIST/PEACE 502	Social Movements in the United States Since the 1960s	Approved
HPER	MDST 300	Introduction to Medieval Studies	Approved
HPER/HART	PHIL 301	Ancient Greek Philosophy	Approved
SOCS	ANTH 301	Cross Cultural Perspectives	Approved
SOCS	ANTH 321	Cultures of Latin America	Approved
SOCS	ANTH 322	Ancient Civilizations of the Americas	Approved
SOCS	ANTH 324	Amerindian Warfare and Ritual Violence	Approved
SOCS	ANTH 326	Native Peoples and the Environment	Approved
SOCS	MCOM 495	African Americans in Media and Culture	Approved

New Certifications

Component	Course	Title	Status
HART	ARTS 307	Introduction to Interdisciplinary Studio	Approved
HART	ARTS 334	Beginning Printmaking	Approved
TECH	DIFD 141	Introduction to Web Application Design	Approved

Writing Intensive Committee

Re-certifications

Component	Course	Title	Status
WI	DANT386	Dance History Contemporary Eras	Approved
WI	THRT 386	Theater History and Literature II	Approved
WI	HIST 300	Historiography and Methodology	Approved
WI	MCOM 412	Ethics and Issues in Mas Communication	Approved
WI	MCOM 441	Multimedia Reporting of Public Institutions & Issues	Approved
WI	ARTH454	Contemporary Art and Criticism	Approved
WI	MUST306	History of Music from 1750-1900	Approved
WI	NUTR494	Seminar in Human Nutrition	Approved
WI	PSYC302	Research Methods in Psychology	Approved
WI	WRIT366	Technical Communication	Approved
WI	WRIT501	Writing for New Media	Approved
WI	SCWK330	Research Methods for Social Work	Approved
WI	MAED548	Secondary Mathematics Curriculum and Pedagogy Issues	Approved

New Certifications

Component	Course	Title	Status
WI	CSCI329	Race, Gender, Class, and Computing	Approved
WI	THRT 442	African American Theatre History	Approved
WI	IDVS390	Individualized Studies Methodology	Approved

Revised Review Schedule to include Writing Intensive

General Education and Writing Intensive: Calendar of Upcoming Recertifications

Academic Year	Recertifications	Component Reviews	Writing Intensive
2020-2021	300+ level courses in: • Natural Sciences • Social Sciences • Historical Perspectives • Quantitative	Social Sciences Writing Intensive Global Perspectives	
2021-2022	300+ level courses in: • Global • Oral • Technology • Humanities and Arts • Constitution	Natural Sciences Writing Component Historical Perspectives	Courses in the College of Business Administration (CBA) and the College of Education (COE)
2022-2023	100-level courses	Oral Communication Constitution	400-level courses in the College of Arts and Sciences (CAS)
2023-2024	200-level courses in: • Historical Perspectives • Social Sciences • Natural Science • Quantitative	Humanities and Arts Technology	500-level courses in the College of Arts and Sciences (CAS) AND Courses in College of Visual and Performing Arts (CVPA)
2024-2025	200-level courses in: • Global • Oral • Technology • Humanities and Arts • Constitution	Physical Activity Quantitative Skills	300-level courses in the College of Arts and Sciences (CAS)
2025-2026	300+ level courses in: • Natural Sciences • Social Sciences • Historical Perspectives • Quantitative	Social Sciences Writing Intensive Global Perspectives	Courses in the College of Business Administration and the College of Education

Academic Year	Recertifications	Component Reviews	Writing Intensive
2026-2027	300+ level courses in: • Global • Oral • Technology • Humanities and Arts • Constitution	Natural Sciences Writing Component Historical Perspectives	400-level courses in the College of Arts and Sciences
2027-2028	100-level courses	Oral Communication Constitution	500-level courses in the College of Arts and Sciences AND Courses in College of Visual and Performing Arts

Note: Courses for inclusion and recertification in the **Writing Intensive** category are reviewed by the **Writing Intensive Committee**. Writing Intensive courses are reviewed on a four-year cycle.

Component Reviews

Global

The review committee recommended changes to SLO 1.

Original Language	Review Committee Proposed Revision	GenEd Curriculum Committee Proposed Revision
Students will explore societies and cultures outside the dominant historical and cultural experience of the United States.	*Did not suggest textual changes.*	Students will explore societies and cultures outside their own cultural experience. Winthrop University defines "global" as "local, regional, national and/or international experiences that may differ from one's own culture."

Writing Intensive

Team Recommendations

With consideration to the feedback given on faculty and staff surveys, the team makes the following recommendations for the Writing Intensive inclusion criteria to be considered:

- lower the enrollment cap from 20 students to between 15 and 18
- revise the existing 4,000 word count so that the requirement can be determined for the context within which the writing is taking place (i.e., scientific, technical, or mathematical writing may deem a lower word count)
- encourage faculty to offer an on-line, free-of-charge resource for the required supplementary writing text whenever possible.

The review committee recommended changes to the following inclusion criterion.

Original Language	Review Committee Proposed Revision	GenEd Curriculum Committee Proposed Revision
Title of REQUIRED supplementary writing text such as a style manual, research writing guide, or other sources appropriate to the discipline (this may be a text or online resources, but must be listed in the course syllabus as required):	Title of REQUIRED supplementary writing text in electronic or hard copy format, such as a style manual, research writing guide, or other sources appropriate to the discipline. The text must be listed in the course syllabus as required. Faculty are encouraged to direct students to free-of-charge supplementary writing texts whenever possible.	
The course should require a total of 4,000 or more words (16 pages typed, assuming 250 words to a typed page) to be written by students. How many typed pages are written in this course?	As a rule, the course should require a total of 4,000 or more words (16 pages typed, assuming 250 words to a typed page) to be written by students across one or multiple writing assignments. For scientific, technical, or mathematical writing, a lower word count total may be considered. If less than 4,000 or more words are required, provide a rationale. How many typed pages are written in this course? If group writing projects/papers are required, they should be limited (making up no more than 50% of the course assignments) and a written explanation for how individual efforts	The course should require one or more assignments totaling ~~of~~ 4,000 words or more (16 pages typed, assuming 250 words to a typed page). These guidelines on word count/page length apply to written assignments produced by *each,* *individual student*. Group writing projects/papers included as writing-intensive assignments must clearly explain how each student will submit and be evaluated on *individual, written contribution(s), totaling 4,000 or more words/student*.

	will be effectively observed and graded must be provided.	
Enrollment must be capped at 20 students, unless specific assistance to handle the writing instruction for larger class sizes is provided. **What is the cap for this course?** (*if enrollment will exceed the mandated cap of 20 students, explain what specific assistance will be provided to handle writing instruction for larger class sizes*)	Enrollment must be capped at 17 students, unless specific assistance to handle the writing instruction for larger class sizes is provided. **What is the cap for this course?** (*if enrollment will exceed the mandated cap of 17 students, explain what specific assistance will be provided to handle writing instruction for larger class sizes*)	