

Winthrop University
 Committee on Undergraduate Curriculum
 Minutes

The Committee on Undergraduate Curriculum met remotely on Friday, September 17, 2021. Participating were committee members Stacy Martin, Jo Koster, Min Mize, Justin Isenhour, and Paul Wiegand. Also attending were Alice McLaine, Tim Druke, Gina Jones, and secretary, Kara Traverse.

These 1 program change items (degree) recommended and forwarded to Academic Council for action:

Program		Department	Action
BS-BADM-ECON	BS IN BUSINESS ADMINISTRATION/ECONOMICS	Accounting, Finance, and Economics	Modify concentration: Add ECON 415 as an alternative to ECON 315

The following 18 course action items were approved at CUC Level and require no further action:

Course	Title	Action
ARTS536	Advanced Printmaking	Modify course: Update catalog description and teaching method; change prerequisite from ARTS 437 to “ARTS 437 Intermediate Printmaking. 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; or students enrolled in the MFA in Studio Art.”
ECON331	331. Economics of Governance and Public Policy (3:3:0).	Modify course: Change course title from Public Finance; Change prerequisite from ECON 215 to “ECON 215 or ECON 103. All ECON courses numbered above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a C- or better in HMXP 102.”
ECON345	345. Economics of Labor, Family and Diversity (3:3:0).	Modify course: Change course title from Labor Economics; Change prerequisite from ECON 215 to “ECON 215 or ECON 103.”
ECON347	Economics Seminar	Modify course: Change course title from Seminar on Economic Issues; Change prerequisite from “ECON 215 and ECON 216. All ECON courses numbered above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a C- or better in HMXP 102” to “ECON 103 or ECON 215. All ECON courses numbered

		above 299 have a prerequisite of junior status, an overall GPA of at least 2.00 and a C- or better in HMXP 102.”
ECON348	Economics of Poverty and Inequality	Modify course: X course becoming a permanent course.
ECON357	357. International Economic Development (3:3:0)	Modify course: Change course title from “Development Economics;” Update catalog description; Change prerequisite from “ECON 215 and ECON 216, junior status, an overall GPA of at least 2.00 and a C- or better in HMXP 102” to “ECON 103 or ECON 215 an overall GPA of at least 2.00 and a C- or better in HMXP 102.”
ECON415	415. Case Studies in Economics (3:3:0).	Modify course: Change course title from Managerial Economics; Change prerequisite from “ECON 215 and either QMTH 210 or MATH 105 or MATH 201” to “ECON 215 and either QMTH 210 or MATH 105 or MATH 201. All ECON courses numbered above 299 have a prerequisite of junior status, an overall GPA of at least 2.00, and a C- or better in HMXP 102.”
EDUC521	Introduction to Project Based Learning	Modify course: Renumber from EDUC 621.
EDUC522	Applications of Project Based Learning in Curriculum and Instruction	Modify course: Renumber from EDUC 622; Change prerequisite from EDUC 621 to EDUC 521; Add corequisite of EDUC 523.
EDUC523	Practicum in Project Based Learning	Modify course: Renumber from EDUC 523; Update lecture/lab hours; Change prerequisite from “EDCI601; and EDCI 602 or EDUC 622” to EDUC 521; Add corequisite of EDUC 522.
ENTR374	374. Strategic Entrepreneurial Growth (3:3:0).	Modify course: Change prerequisite from ENTR 373 to “ENTR 373 and ACCT 280. All ENTR courses have a prerequisite of junior status, an overall GPA of at least 2.0, and a C- or better in HMXP 102.”
LTEC550	LTEC 550: Introduction to Instructional Design and Assessment for Online Learning	Modify course: Renumber from EDUC 651; Change course title from Connecting Curriculum and Technology; Update catalog description; Update teaching method; Update terms offered; Add prerequisite “Teacher Education Majors: Admission to Teacher Education, For Non Teacher Education Majors: 60 completed hours with a minimum GPA of 3.0 OR Graduate Status.”
LTEC551	Online Teaching	Modify course: Renumber from EDUC 643; Change course title from Educational Technology Planning and Evaluation;” Update catalog description; Add prerequisite “Teacher Education Majors: Admission to Teacher Education; For Non Teacher Education

		Majors: 60 completed hours with a minimum GPA of 3.0 OR Graduate Status.”
LTEC552	Teaching with Learning Management Systems	Modify course: Renumber from EDUC 644; Change course title from Strategies for Effective Application of Assis; Update catalog description and terms offered; Add prerequisite “Teacher Education Majors: Admission to Teacher Education; For Non Teacher Education Majors: 60 completed hours with a minimum GPA of 3.0 OR Graduate Status.”
LTEC553	Differentiation in Online Learning	New course
LTEC555	Special Topics in Learning Design and Technology	Modify course: Renumber from LTEC 651; Add prerequisite “Teacher Education Majors: Admission to Teacher Education; For Non Teacher Education Majors: 60 completed hours with a minimum GPA of 3.0 OR Graduate Status”
MKTG491	491. Internship in Marketing (3).	Modify course: Update terms offered; Change prerequisite from “2.5 GPA and must have completed MKTG 381 and an additional Marketing option course. For Business Majors only” to “2.5 GPA and must have completed MKTG 380 and an additional course in the marketing concentration. For Business Majors only.”
WMST540	Environmental Justice	Modify course: Change course title from Human Ecology; Update catalog description, teaching method, and course notes; Change prerequisite from “ANTH 201 or ANTH 202; or BIOL 203/204; or WMST 300; or permission of the instructor” to “ANTH 201; or permission of the instructor; or graduate status.”

The following 7 course action items were approved at College Assembly Level and require no further action:

Course	Title	Action
ECON306	306. Applied Econometrics (3:3:0)	Modify course: Change course title from Econometrics; Update terms offered.
ECON335	335. Monetary Economics (3:3:0).	Modify course: Change course title from Money and Banking.
ECON343	343. The Economics of the Environment, Climate and	Modify course: Change course title from Environmental Economics; Update catalog description and terms offered.

	Sustainability (3:3:0).	
ENTR373	373. Introduction to Entrepreneurship (3:3:0).	Modify course: Update catalog description.
ENTR579	579. Business Plan Development (3:3:0).	Modify course: Update catalog description and terms offered
NUTR427	427. Medical Nutrition Therapy I	Modify course: Update terms offered
NUTR428	428. Community and Cultural Nutrition (3).	Modify course: Update terms offered

**Academic Council
September 24, 2021
General Education Assessment Committee**

PROPOSAL 1:

The General Education Assessment Committee moves that assessment of components of the General Education Program occur over a three-year cycle, beginning in AY 2021-2022.

OVERALL RATIONALE

Winthrop University has collected data related to components of the “Core” of the General Education Program for several years. Winthrop must now move beyond assessment of the Core and demonstrate a coherent, multi-year plan to address assessment of all components of the General Education Program. It is essential that this data collection begin in the Fall 2021 in order to prepare for the SACSCOC Site Visit in March 2022. A three-year cycle, beginning in the 2021-2022 academic year and to be repeated every three years, gives Winthrop time to organize and implement a reasonable assessment of the GE Program.

PROPOSAL 2:

The General Education Assessment Committee moves that the 3-year cycle of assessment of ACAD 101, Oral Communication, Quantitative Skills, and Founding Documents begin in AY 2021-2022.

Rationale for components assessed in AY 2021-2022 (and every three years)

Year	Components	Rationale
AY 2021- 2022	ACAD 101	ACAD 101 is a component of the Core, but was not assessed until the 2020-2021 academic year. An additional year of assessment data will be useful in contributing to the overall assessment of the Core as well as providing data to inform future revisions to the course curriculum
	Oral Communication	Oral Communication currently has a well-developed Student Learning Outcome (SLO) tied to Competency 4 and in a good position for assessment.
	Quantitative Skills	Quantitative Skills also has well-developed SLOs that recently went through the component review process in the 2019-2020 academic year.
	Founding Documents	Founding Documents is a component with very few approved courses and SLOs specifically tied to mandates through the State of South Carolina. The State of South Carolina recently updated the language related to Founding Documents (previously called “Constitution”) and courses are in a good position for assessment.

Academic Council
September 24, 2021
General Education Assessment Committee

PROPOSAL 3:

The General Education Assessment Committee moves that the 3-year cycle of assessment of Social Sciences, Intensive Writing, Historical Perspectives, and Global Perspectives begin in AY 2022-2023.

Rationale for components assessed in AY 2022-2023 (and every three years)

AY 2022-2023	Social Sciences	Social Sciences recently went through the component review cycle (2020-2021) and has updated SLOS.
	Intensive Writing	Intensive Writing also recently went through the component review cycle (2020-2021).
	Historical Perspectives	Both components fall under the “Thinking Critically across Disciplines” area of focus and there is some overlap in terms of approved courses.
	Global Perspectives	

PROPOSAL 4:

The General Education Assessment Committee moves that the 3-year cycle of assessment of the Core (ACAD 101 + Critical Thinking and Writing), Physical Activity, Technology, Natural Sciences, and Humanities and Arts occur begin in AY 2023-2024.

Rationale for components assessed in AY 2023-2024 (and every three years)

AY 2023-2024	The Core	The Core has been assessed over multiple years, and thus giving these courses a break until the final year of the three-year cycle seems reasonable. Assessment of the Core will also require little in the way of new preparation.
	Physical Activity	While a component review of Physical Activity occurred in 2019-202, courses in the component never went through the initial course inclusion process. Pushing back assessment to Year 3 gives courses in this component (currently all courses in DANA and 100-level courses in PESH) additional time to work with the General Education Assessment Committee in developing assessment of SLOs.
	Natural Sciences	Natural Sciences currently has seven SLOS, of which SLO #1 is required and each course must include four, additional SLOs. This creates a problem in terms of assessment of common SLOs. By pushing back assessment of the Natural Sciences component to the third year, programs have an opportunity to work together and in partnership with the General Education Committee in developing a smaller, more manageable core set of SLOs.
	Technology	Technology has two required SLOs and thus additional work should be minimal. There are also fewer, approved courses in the Technology component, thus creating space for work on the final component...
	Humanities and Arts	Well, we have to assess it at some point. 😊

**Academic Council
September 24, 2021
General Education Committee-ULCs Proposal**

PROPOSAL 1:

The General Education Committee moves that each component of the General Education Program be tied to at least one common ULC.

RATIONALE

Currently there is no consistency in terms of linkages of General Education components to ULCs. For most components, it is up to the individual course designer which ULC is met, despite language to the contrary in the *2021-2022 Undergraduate Catalog*. This creates a significant challenge in assessment of the General Education Curriculum. Assessment of the GE Curriculum, as defined by SACSCOC in Standard 8.2.b states that assessment be tied to Student Learning Outcomes. In order to demonstrate a coherent curriculum, it is essential to align each component to a common ULC and then a common set of SLOs that can be used to measure student outcomes tied to the course components and course components tied to ULCs.

During the summer of 2021, the GE Program Director, Dr. Wendy Sellers, created a spreadsheet of all components of the GE Program, all courses aligned with each component, and all ULCs currently included in each course of each component. The results of this spreadsheet clearly showed trends in terms of common ULC(s) that have already naturally aligned with each component.

Two additional points:

- Nothing about this organization in any way replaces the existing SLOs for each component. Assessment occurs at the level of SLOs. This plan simply creates a seamless alignment for assessment.
- Nothing about this proposal in any way means that courses cannot be tied to additional ULCs. This proposal simply aligns each component to a common SLO for assessment.

The 2021-2022 Undergraduate Catalog (p.16) currently states that ULCs are developed as follows:

ULC 1	ULC 2	ULC 3	ULC 4
Writing and Critical Thinking	Writing and Critical Thinking		Writing and Critical Thinking
Oral Communication			Oral Communication
Technology	Technology		Technology
Intensive Writing	Intensive Writing	Intensive Writing	Intensive Writing
Constitution	Constitution	Constitution	Constitution
Global Perspectives	Global Perspectives	Global Perspectives	Global Perspectives
Historical Perspectives	Historical Perspectives	Historical Perspectives	Historical Perspectives
Social Sciences	Social Sciences	Social Sciences	Social Sciences
Humanities and Arts	Humanities and Arts	Humanities and Arts	Humanities and Arts
Natural Sciences	Natural Sciences	Natural Sciences	Natural Sciences
Quantitative Skills	Quantitative Skills	Quantitative Skills	Quantitative Skills

Academic Council
September 24, 2021
General Education Committee-ULCs Proposal

PROPOSAL 2:

The General Education Committee moves that Writing/Critical Thinking, Technology, Quantitative Skills, and Natural Sciences align with ULC 1.

ULC 1: Winthrop graduates think critically and solve problems.

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

Rationale of components aligned with ULC 1

Component	Rationale
Writing/Crit. Thinking	This portion of the “Core” is linked to all ULCS.
Technology	<p>The following, two required SLOs align with ULC 1:</p> <ul style="list-style-type: none"> • Students will demonstrate technical skills —such as computing, digital tools, digital information, and digital operations, among others—as they relate to Digital Citizenship. (Digital Citizenship includes analyzing the appropriateness of online resources, assessing the positive and/or negative impact(s) of technology, using digitaltools in ethical and responsible ways, internet and digital safety and security, and management of one’s professional and personal digital footprint.) • Students will show an understanding and ability to think computationally. (formulate a problem, find a solution (orsolutions) to the problem, express it in such a way that humans or machines can understand the solution.)
Quantitative Skills	<p>The current SLOs align with ULC 1:</p> <ul style="list-style-type: none"> • Students will interpret mathematical models (formulas, graphs, tables, and schematics) to describe the behavior of a system and draw inferences from them. • Students will communicate mathematical information symbolically, visually, numerically, or verbally. • 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. • Students will think critically to estimate and check answers to problems using mathematics in order to determine reasonableness, identify alternatives, and select optimal results
Natural Science	Of the approved courses in Natural Science with an accompanying lab (a requirement in the GE Program), 100% are currently aligned with ULC 1.

**Academic Council
September 24, 2021
General Education Committee-ULCs Proposal**

PROPOSAL 3:

The General Education Committee moves that Writing/Critical Thinking, ACAD 101, Founding Documents, and Physical Activity align with ULC 2.

ULC 2: Winthrop graduates are personally and socially responsible.

Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

Rationale of components aligned with ULC 2

Component	Rationale
Writing/Crit. Thinking	This portion of the “Core” is linked to all ULCS.
ACAD 101	ACAD is already aligned with ULC 2 and the SLOS reflect this: <ul style="list-style-type: none"> • Understand their responsibilities within the classroom and at the university • Understand support services and learning opportunities develop a sense of community and connection to the university • Develop successful academic skills and attitudes • Connect personal and social responsibility to their own academic efforts.
Founding Documents	This component is required by the State of South Carolina. The emphasis on understanding the “major events and turning points” of American history as well as documents related to the African American Freedom Struggle align with the description of ULC 2 regarding “sense of responsibility to the broader community
Physical Activity	The current SLO (revised and approved in AY 2019-2020) aligns with ULC 2: <ul style="list-style-type: none"> • Students will demonstrate appropriate and safe physical requirements specific to the course that will enable them to identify the connection between physical activity and personal health.

**Academic Council
September 24, 2021
General Education Committee-ULCs Proposal**

PROPOSAL 4:

The General Education Committee moves that Writing/Critical Thinking, Global Perspectives, Historical Perspectives, and Social Sciences align with ULC 3.

ULC 3: Winthrop graduates understand the interconnected nature of the world and time in which they live.

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

Rationale of components aligned with ULC 3

Component	Rationale
Writing/Crit. Thinking	This portion of the “Core” is linked to all ULCS.
Global Perspectives	The description of ULC 3 includes language around “global contexts” of their disciplines and aligns with the Global Perspectives. Additionally, the first SLO associated with Global Perspectives aligns with ULC 3: <ul style="list-style-type: none"> • Students will explore societies and cultures outside the dominant historical and cultural experience of the United States.
Historical Perspectives	The description of ULC 3 includes language around “historical contexts” of their disciplines and aligns with courses approved in Historical Perspectives. Additionally, the following SLOs associated with Historical Perspectives align with ULC 3: <ul style="list-style-type: none"> • Students will examine knowledge or ideas from a historical perspective • Students will demonstrate their ability to think historically by identifying sound and unsound historical reasoning • Students will analyze diverse cultures, aesthetic, and/or intellectual viewpoints and milieus.
Social Sciences	The description of ULC 3 includes language around “social contexts” of their disciplines and aligns with courses approved in Social Sciences. Additionally, the following SLOs associated with Social Sciences aligns with ULC 3: <ul style="list-style-type: none"> • Identify social science methods of inquiry that reflect appropriate ethical considerations and social and cultural context.

Academic Council
September 24, 2021
General Education Committee-ULCs Proposal

PROPOSAL 5:

The General Education Committee moves that Writing/Critical Thinking, Oral Communication, Intensive Writing, and Humanities/Arts align with ULC 4.

ULC 4: Winthrop graduates communicate effectively.

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

Rationale of components aligned with ULC 4

Component	Rationale
Writing/Crit. Thinking	This portion of the “Core” is linked to all ULCS.
Oral Communication	Self explanatory
Intensive Writing	Self explanatory
Humanities and Arts	The description of ULC 4 includes the following “create texts-including but not limited to written, oral, and visual presentations-that convey content effectively” that most reasonably aligns with the wide variety of approved courses in this component (including, but not limited to, dance, music, art, English, history, modern languages, peace studies, philosophy, religion, theater, and design.

Academic Council
September 24, 2021
General Education Committee-SLO Proposed Amendments-AY 2021-2022

PROPOSAL 1:

The General Education Committee moves that assessment of Founding Documents be tied to the following revisions in the SLOs (per SC REACH Act, Section 2.A.(a)(i-v)):

- Students will identify the social and political contexts of the Founding Documents (United States Constitution, Declaration of Independence, and Emancipation Proclamation) and at least five essays of the Federalist Papers.
- Students will discuss one or more documents that are foundational to the African American Freedom struggle.

OVERALL RATIONALE

Section 59-29-120 of the Code of Laws of South Carolina, 1976, was amended by the General Assembly and signed into law by the Governor of South Carolina in April 2021. The amendments include specified language relating to which Founding Documents must be included as well as additional inclusion of documents that are foundational to the African American Freedom struggle.

PROPOSAL 2:

The General Education Committee moves that assessment of Oral Communication be tied to the following, existing SLOs:

- Students will demonstrate oral communication skills appropriate to the discipline, including discussion of a variety of presentation styles, organizational techniques, and the use of appropriate visual aids in presentations.
- Students will show competence in oral communication. These opportunities could include the following: individual presentations, group presentations, speeches (informative or persuasive), debates (formal or informal), and participation in group work and class discussion.

OVERALL RATIONALE

Currently, Oral Communication has five approved SLOs (see below), but only two are actually measurable outcomes. The SLOS tied to Oral Communication will eventually be reviewed as part of a more thorough component review. For now, however, assessment of the first two SLOs is reasonable.

- Students will demonstrate oral communication skills appropriate to the discipline, including discussion of a variety of presentation styles, organizational techniques, and the use of appropriate visual aids in presentations.
 - Students will show competence in oral communication. These opportunities could include the following: individual presentations, group presentations, speeches (informative or persuasive), debates (formal or informal), and participation in group work and class discussion.
 - Students will receive criteria for evaluation, which must be provided and discussed with students.
 - Students will receive oral or written comments by the instructor, with specific instructions for improvement.
 - The course includes opportunities for student evaluation of self and peers.
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*No revisions of SLOs for assessment in ACAD 101 or Quantitative Skills are needed at this time.

South Carolina General Assembly
124th Session, 2021-2022

A26, R38, S38

STATUS INFORMATION

General Bill

Sponsors: Senators Grooms, Rice, Hembree, Verdin, Kimbrell, Corbin, Loftis, Campsen, Bennett and Young

Document Path: I:\s-res\lkg\005rein.kmm.lkg.docx

Companion/Similar bill(s): 3338

Introduced in the Senate on January 12, 2021

Introduced in the House on March 4, 2021

Last Amended on April 15, 2021

Passed by the General Assembly on April 22, 2021

Governor's Action: April 28, 2021, Signed

Summary: Reinforcing College Education on America's Constitutional Heritage Act (REACH Act)

HISTORY OF LEGISLATIVE ACTIONS

Date	Body	Action Description with journal page number
12/9/2020	Senate	Prefiled
12/9/2020	Senate	Referred to Committee on Education
1/12/2021	Senate	Introduced and read first time (Senate Journal-page 108)
1/12/2021	Senate	Referred to Committee on Education (Senate Journal-page 108)
2/24/2021	Senate	Committee report: Favorable with amendment Education (Senate Journal-page 10)
2/25/2021		Scrivener's error corrected
3/2/2021	Senate	Committee Amendment Adopted (Senate Journal-page 43)
3/2/2021	Senate	Read second time (Senate Journal-page 43)
3/2/2021	Senate	Roll call Ayes-45 Nays-0 (Senate Journal-page 43)
3/3/2021	Senate	Read third time and sent to House (Senate Journal-page 17)
3/4/2021	House	Introduced and read first time (House Journal-page 3)
3/4/2021	House	Referred to Committee on Education and Public Works (House Journal-page 3)
4/7/2021	House	Committee report: Favorable Education and Public Works (House Journal-page 25)
4/13/2021	House	Debate adjourned until Wed., 4-14-21 (House Journal-page 17)
4/14/2021	House	Amended (House Journal-page 13)
4/14/2021	House	Debate adjourned until Thur., 4-15-21 (House Journal-page 18)
4/15/2021	House	Amended (House Journal-page 9)
4/15/2021	House	Read second time (House Journal-page 9)
4/15/2021	House	Roll call Yeas-91 Nays-12 (House Journal-page 12)
4/20/2021	House	Read third time and returned to Senate with amendments (House Journal-page 6)
4/22/2021	Senate	Concurred in House amendment and enrolled (Senate Journal-page 96)
4/22/2021	Senate	Roll call Ayes-41 Nays-0 (Senate Journal-page 96)
4/28/2021		Ratified R 38
4/28/2021		Signed By Governor
4/30/2021		Effective date See Act for Effective Date
4/30/2021		Act No. 26

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VERSIONS OF THIS BILL

[12/9/2020](#)

[2/24/2021](#)

[2/25/2021](#)

[3/2/2021](#)

[4/7/2021](#)

[4/14/2021](#)

[4/15/2021](#)

(A26, R38, S38)

AN ACT TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, SO AS TO ENACT THE “REINFORCING COLLEGE EDUCATION ON AMERICA’S CONSTITUTIONAL HERITAGE ACT” OR THE “REACH ACT”; TO AMEND SECTION 59-29-120, RELATING TO THE STUDY OF THE UNITED STATES CONSTITUTION REQUIRED FOR GRADUATION, SO AS TO PROVIDE PUBLIC HIGH SCHOOLS SHALL PROVIDE INSTRUCTION CONCERNING THE UNITED STATES CONSTITUTION, THE DECLARATION OF INDEPENDENCE, THE EMANCIPATION PROCLAMATION, AND THE FEDERALIST PAPERS TO EACH STUDENT FOR AT LEAST ONE YEAR; TO AMEND SECTION 59-29-130, RELATING TO THE DURATION OF INSTRUCTION IN THE ESSENTIALS OF THE UNITED STATES CONSTITUTION, SO AS TO PROVIDE PUBLIC INSTITUTIONS OF HIGHER LEARNING SHALL REQUIRE STUDENTS TO COMPLETE AT LEAST THREE CREDIT HOURS OF INSTRUCTION THAT PROVIDES A COMPREHENSIVE OVERVIEW OF THE MAJOR EVENTS AND TURNING POINTS OF AMERICAN HISTORY AND GOVERNMENT, TO INCLUDE SPECIFIC REQUIREMENTS FOR SUCH INSTRUCTION, TO PROVIDE PUBLIC INSTITUTIONS OF HIGHER LEARNING MAY NOT GRANT CERTIFICATES OF GRADUATION FOR BACCALAUREATE DEGREE PROGRAMS TO STUDENTS WHO FAIL TO SUCCESSFULLY COMPLETE THIS INSTRUCTION REQUIREMENT, TO PROVIDE EXEMPTIONS, TO PROVIDE RELATED IMPLEMENTATION REQUIREMENTS OF THE GOVERNING BOARDS OF PUBLIC INSTITUTIONS OF HIGHER LEARNING, TO PROVIDE RELATED OVERSIGHT AND COMPLIANCE REPORTING REQUIREMENTS OF THE COMMISSION OF HIGHER EDUCATION, AND TO SPECIFY THE STUDENTS TO WHICH THESE PROVISIONS APPLY; TO REPEAL SECTION 59-29-140 RELATING TO THE ENFORCEMENT OF THE PROGRAM OF STUDY OF THE UNITED STATES CONSTITUTION BY THE STATE SUPERINTENDENT OF EDUCATION; AND TO MAKE THE PROVISIONS OF THIS ACT EFFECTIVE BEGINNING WITH THE 2021-2022 SCHOOL YEAR.

Be it enacted by the General Assembly of the State of South Carolina:

Public high schools, required instruction

SECTION 1. Section 59-29-120(A) of the 1976 Code is amended to read:

“(A) All public high schools must give instruction in the essentials of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, and the Federalist Papers. No student in any such school may receive a certificate of graduation without previously passing a course that includes instruction in the provisions and principles of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, and the Federalist Papers.”

Public institutions of higher learning, required instruction, applicability

SECTION 2. A. Section 59-29-130 of the 1976 Code is amended to read:

“Section 59-29-130. (A)(1)(a) A public institution of higher learning, as defined in Section 59-103-5, that offers classes which may fulfill general education or liberal arts requirements shall require each undergraduate student, except a student eligible for the exemption provided in item (2), to complete no fewer than three semester credit hours or their equivalent in American history, American government, or another equivalent course of instruction that provides a comprehensive overview of the major events and turning points of American history and government which includes, at a minimum, reading:

- (i) the United States Constitution in its entirety;
- (ii) the Declaration of Independence in its entirety;
- (iii) the Emancipation Proclamation in its entirety;
- (iv) a minimum of five essays in their entirety from the Federalist Papers as selected by an instructor; and
- (v) one or more documents that are foundational to the African American Freedom struggle.

(b) No public institution of higher learning may grant a certificate of graduation for a baccalaureate degree program to a student unless he successfully completes the requirements of this subsection.

(2) A public institution of higher learning may exempt a student who has completed three semester credit hours, or their equivalent, in an Advanced Placement, International Baccalaureate (IB), or dual-credit course with a passing grade in the subject of American government or American history, provided the completed three semester credit hours,

or their equivalent, in an Advanced Placement, International Baccalaureate, or dual-credit course must satisfy the requirements of item (1).

(B) The board of trustees of a public institution of higher learning shall ensure that the requirements of this section are incorporated into the degree requirements of all undergraduate degree programs in a manner that does not:

- (1) add to the total number of credit hours for any degree; and
- (2) conflict with any school accreditation process.

(C) The Commission on Higher Education shall ensure the compliance of each public institution of higher learning with all provisions of this section. The commission annually shall collect information necessary to ensure that a public institution of higher learning is in compliance with this section. This information annually must be reported to the Chairman of the House of Representatives Ways and Means Committee, the Chairman of the House of Representatives Education and Public Works Committee, the Chairman of the Senate Finance Committee, and the Chairman of the Senate Education Committee.”

B. Section 59-29-130, as amended by this act, applies to the first incoming undergraduate freshman class entering a public institution of higher learning after the effective date of this act and each subsequent undergraduate class thereafter. Nothing contained in Section 59-29-130 may be construed to prevent an undergraduate student enrolled in a public institution of higher learning on the effective date of this act from receiving a certificate of graduation.

Repeal

SECTION 3. Section 59-29-140 of the 1976 Code, relating to the enforcement of the program of study of the United States Constitution by the State Superintendent, is repealed.

Severability

SECTION 4. If any section, subsection, paragraph, subparagraph, sentence, clause, phrase, or word of this act is for any reason held to be unconstitutional or invalid, then such holding shall not affect the constitutionality or validity of the remaining portions of this act, the General Assembly hereby declaring that it would have passed this act and each and every section, subsection, paragraph, subparagraph, sentence, clause, phrase, and word thereof, irrespective of the fact that

any one or more other sections, subsections, paragraphs, subparagraphs, sentences, clauses, phrases, or words hereof may be declared to be unconstitutional, invalid, or otherwise ineffective.

Time effective

SECTION 5. This act takes effect beginning with the 2021-2022 School Year.

Ratified the 28th day of April, 2021.

Approved the 28th day of April, 2021.

Full Degree Transfer Proposal

A taskforce examining transfer processes formally began work in the 2020-2021 academic year. The goal of the group was to examine work that had already been started with our closest technical school partner York Technical College (YTC). However, this work has the potential to benefit transfer students from a variety of SC two-year institutions. The group was comprised of Winthrop and YTC faculty, staff, and administrators.

The group collectively accomplished a number of first level steps in making Winthrop more transfer friendly while making more transparent the opportunities that exist under current policies and expectations. Examining <https://www.winthrop.edu/admissions/transfer/pathways.aspx> will allow for an exploration of pathways into a variety of majors, co-branding of our work, and general information on transfer. Although the pathways are a significant step forward with the possibility of further expansion, one of the most valuable aspects of the work was the space to share across institutions processes, needs, ideas, and goals.

With the current (and future) pathways as an important first step, the subcommittee on policies presents a proposal for a Full Degree Transfer Policy. Such a policy is not unique in high education, but allows students holding an Associate of Arts or Associate of Science degree the ability to waive the vast majority of requirements in the general education program without the need for a course-by-course comparison.

Full Degree Transfer Policy

General Education coursework provides opportunities for students to 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. Transfer students with an Associate of Arts or Associate of Science degree from an accredited two-year institution in South Carolina are eligible to automatically waive most requirements of the General Education Program at Winthrop University. There a small number of Winthrop specific experiences and state specific guidelines that may or may not be included in the associate degree, but are required to earn a Winthrop degree.

General expectations for the Associate of Arts or Associate of Science degree from an accredited two-year institution in South Carolina.

1. Degree must include at least 60 credits of degree-level coursework. ~~Please note that students may transfer a maximum of 65 credits from a two-year institution.~~ [Removed due to clarification of current policy.]
2. Degree must include at least 6 credits of composition or writing intensive coursework (typically ENG 101 and ENG 102).

Winthrop specific requirements that may or may not be fulfilled in the full-degree transfer.

3. All graduates must earn credit for a course that meets the SC State Constitution Requirement outlined in the REACH Act. This may occur through transfer credits or an approved Winthrop course (example courses include HIS 201, HIS 202, and PSC 201)
4. A third writing intensive course for the core-writing requirement at Winthrop. Most transfer students will meet this expectation through HXCT 301: Human Experience and Critical Thinking taken while in residence at Winthrop.

5. Only courses in which a grade of C- or better was earned will count toward the total number of hours required for graduation from Winthrop.
6. All degree specific requirements must be met regardless of connection to general education.

Grade Policies for Transfer

Category	Inst	Quotes from website	Full degree transfer
C- or better implied	USC - C	<p>USC will grant the credit shown on this guide unless a course violates USC's transfer policies. Final credit awards may be different than what appears on the TPG if:</p> <ol style="list-style-type: none"> 1. The course is taken before high school graduation; 2. The course earns a grade of lower than C-; 3. A lab science or foreign language course is taken online or in any form other than face-to-face classroom instruction; 4. The course is taken through 'study abroad'; 5. The course repeats credit from another college course, or from an AP or IB exam. https://camel2.usc.edu/TPG/DispWrngCal.aspx 	Could not find reference
C or better	Clemson	<p>Generally, transfer credits are applicable toward degree requirements if the courses taken are:</p> <ul style="list-style-type: none"> • Earned at a school accredited by a regional accreditation association, such as the Southern Association of Colleges and Schools. • Similar in description to the corresponding course at Clemson. • Required or permitted as an elective in a student's curriculum. • Graded at least one letter grade above minimum passing mark, usually a C or better. • Not a duplication of credits already earned. <p>https://www.clemson.edu/admissions/undergraduate-admissions/course-transfer-information.html</p>	Could not find reference

Category	Inst	Quotes from website	Full degree transfer
C or better	CofC	<p>A course from another institution is eligible to be evaluated for transfer credit when the course is:</p> <ul style="list-style-type: none"> • earned at a school accredited by a regional accreditation association • graded at least a "C" (2.000 on a 4.000 scale) • not a duplication of credits already earned https://transfer.cofc.edu/transfer-credit/ <p>The maximum number of transfer credits acceptable toward a College of Charleston A.B., B.A., B.G.S., or B.S. degree is ninety (90) credit hours, including all credits earned by examination (e.g. Advanced Placement, International Baccalaureate, etc.). The maximum number of transfer credits that may be applied to the requirements for a College of Charleston B.P.S. degree is eighty-seven (87) credit hours, including all credits earned by examination. For students admitted or readmitted prior to fall 2020, the maximum number of transfer hours earned at a two-year institution that may be applied to the requirements for all College of Charleston bachelor's degrees is sixty (60) credit hours. For students admitted or readmitted fall 2020 forward, the maximum number of transfer hours earned at a two-year institution that may be applied to the requirements for all College of Charleston bachelor's degrees is sixty-six (66) credit hours.</p> <p>https://transfer.cofc.edu/transfer-credit/index.php</p>	No info found
C- or better	Coastal	<p>If a course does not transfer to the University, it is typically for one of the following reasons:</p> <ul style="list-style-type: none"> • The course was not completed at a regionally accredited institution. • The grade earned was lower than a C- • The course was developmental or technical in nature. • Coastal Carolina University does not offer a similar course or our course is offered at a higher level. <p>https://www.coastal.edu/admissions/transfer/transfercred/</p>	<p>Transfer Students with an Earned A.A., A.S., B.A., or B.S Degree, or International B.S. or B.A., or International Master's Degree (with 150 hours)</p> <p>A student will be exempt from having to meet core curriculum requirements if the student is accepted to the University with an earned Associate of Arts, Associate of Science, Baccalaureate of Arts, or Baccalaureate of Science degree from a regionally accredited college or university in the U.S., with a baccalaureate degree from an accredited international institution of higher education, or with a master's degree (that requires at least 150 equivalent U.S. credit hours to complete) from an accredited international institution of higher education.</p> <p>https://www.coastal.edu/info/students/corecurriculum/transferstudents/</p>

Category	Inst	Quotes from website	Full degree transfer
C or better	Lander	<p>Minimum Grade: Students must have a 2.0 (C) grade point average for all courses earned to transfer.</p> <p>Credits (Min/Max): An evaluation of credits accepted by transfer to the University will be posted to each students account. Applicability of those credits toward a degree program is determined by the department in which the students is enrolled.</p> <p>Transfer Policy Document: Transfer Regs.docx</p> <p>Please review the transfer credit guidelines below:</p> <p>A maximum of 64 semester hours of transfer work from regionally accredited community colleges may apply toward graduation requirements at Lander.</p> <p>For an individual course to be considered as transfer credit, a grade of “C” or better must be attained.</p> <p>No credit is awarded for developmental courses. It is important to note that even though a course may be acceptable as a transfer course, it may not be applicable to a specific Lander major, program or degree.</p> <p>It is important to note that even though a course may be acceptable as a transfer course, it may not be applicable to a specific Lander major, program or degree.</p> https://www.lander.edu/admissions/undergraduate/transfer-students	No info found
C or better	Anderson	<p>Anderson University accepts credit for transferable courses successfully completed (grade of C or higher) at a regionally accredited college or university. All courses accepted for transfer will be entered on the academic transcript. Transfer work will not be computed in the GPA. It is the responsibility of the student to have all official transcripts sent to Anderson University for evaluation.</p> https://andersonuniversity.edu/academics/registrar/transferring-to-au	Has bridge but no mention of FDT

Category	Inst	Quotes from website	Full degree transfer
C or better	USC – Upstate	<p>Transferring Credit from an Accredited Institution</p> <p>For the purposes of admission, a transfer grade-point average is calculated using all credits attempted and all grades earned in college-level courses at other institutions. In addition, transfer credits to USC Upstate must be for academic courses completed with grades of “C” or better from regionally accredited institutions. The number of credits acceptable to the University and the number that may apply toward a particular degree may differ. These credits and grades will also be included in calculating honors for graduation from the University. Colleges within the University have the right to consider all attempted college-level work in determining admission to particular programs and/or advancement into upper-division or professional-level courses. Exemption credit or acceptance of transfer credit by another college has no bearing on the evaluation of transfer credit at the University.</p> <p>https://www.uscupstate.edu/admissions-and-financial-aid/transfer/</p>	No mention
C or better	Gardner Webb	<p>Credit may be transferred only for courses in which the student has earned a C (2.0) or better. The student must meet graduation requirements for the total number of hours required. https://gardner-webb.edu/admissions-aid/transfer-students/transfer-credit</p> <p>What is the maximum number of credits I can transfer to GWU? Students transferring from accredited two-year colleges may transfer up to 64 semester hours. An additional 64 semester hours must be taken on the senior college level, with the final 32 semester hours for graduation taken at Gardner-Webb. Community college graduates with an Associate of Arts or Associate of Sciences degree from a North Carolina community college should see the Comprehensive Articulation Agreement.</p> <p>https://gardner-webb.edu/admissions-aid/transfer-students/transfer-students-faqs/</p>	No information found

Category	Inst	Quotes from website	Full degree transfer
C or better	UNC – G	<p>Community college graduates of the Associate in Arts or Associate in Science degree programs who have earned 60 semester hours in approved transfer courses with a grade of “C” or better will receive at least 60 semester hours of academic credit upon admission to UNC Greensboro. A student who completes the Associate in Arts or Associate in Science degree prior to transfer to UNC Greensboro will have fulfilled the university's lower-division general education requirements, but not intermediate-level general education requirements like the College of Arts and Sciences' foreign language requirement.</p> <p>Transfer credit to be awarded is determined by the quality as well as the quantity of the student’s previous college work. Course work completed with a grade of C-, D+, D, or D- will not transfer. Transfer courses are evaluated on a course-by-course basis.</p> <p>https://catalog.uncg.edu/academic-regulations-policies/undergraduate-policies/course-credit-regulations-limits/</p>	<p>In general students working toward two-year Associate in Arts or Associate in Science degree will find that most of their credits translate to meet general education requirements. Some of UNCG’s four year degrees, especially STEM-related degrees, may require that certain pre-requisite courses are completed at UNCG. In these cases, transfer classes can count toward elective credit.</p> <p>The best way to plan ahead for transfer to UNCG is for the student to reach out directly to an advisor in their intended major to ensure their course selection puts them on the most efficient path to a four-year degree.</p> <p>If an advisor is not available, students can refer to a set of degree plans we have made available for most of our majors.</p> <p>https://admissions.uncg.edu/apply/transfer/</p>

Category	Inst	Quotes from website	Full degree transfer
C or better	USC – A	<p>☒ UNC Asheville accepts transfer credit for undergraduate courses that are completed with a grade of C or better at regionally accredited institutions and that are compatible with UNC Asheville’s programs. Transfer credit earned 10 or more years ago is evaluated on a case-by-case basis.</p> <p>☒ Regionally accredited institutions are those that have been fully accredited by the appropriate regional Association of Colleges and Schools – Middle States, North Central, New England, Northwest, Southern or Western.</p> <p>☒ Only courses similar to those offered at UNC Asheville are accepted. Examples of coursework that is generally not accepted include technical/vocational areas such as dentistry, drafting, electronics, horticulture, interior design, nursing, and recreation.</p> <p>☒ If you took a course on a Pass/Fail or Satisfactory/Unsatisfactory basis, we will award transfer credit only if your transcript specifically states that the passing or satisfactory grade represents a grade of C or better. https://registrar.unca.edu/transfer-students/</p> <p>Two Year College Transfers Students transferring from a 2-year institution must complete a minimum of 60 semester hours at UNC Asheville. Students transferring with credit from more than one institution must complete at least 60 semester hours from 4-year institutions regardless of the amount of credit transferred from the 2-year school(s).</p> <p>North Carolina Community College Transfers Please note, the following Liberal Arts Core requirements are not covered by the CAA:</p> <p>Upper level Humanities (HUM 324 and HUM 414) Diversity Intensive requirement 2nd Language requirement (*Frequently students have credit that counts for this.) https://registrar.unca.edu/transfer-students/</p>	Nothing found

Category	Inst	Quotes from website	Full degree transfer
C or better	UNC – C	<ul style="list-style-type: none"> A 2.0 GPA does not guarantee admission; having a higher GPA makes you more competitive. Some majors are more competitive and have additional requirements. View major-specific requirements here. Transferable courses must be college-level, be taken at a regionally accredited college or university, and have a grade of C or higher. Please utilize the Transfer Credit Advisor for a list of courses that have previously transferred from your institution. Course equivalency lists are not exhaustive for any school except North Carolina community colleges https://admissions.charlotte.edu/transfers/transfer-requirements 	<p>Requirements: 2.0 cumulative college GPA for all courses college-level courses Student must be in good standing and eligible to return to the last school attended *Associate of Applied Science degrees are not transferable unless part of an approved program.</p> <p>Students transferring from outside of North Carolina Associate degrees earned at out-of-state schools are not guaranteed to transfer. We will evaluate your Associate degree and all transfer credit once you submit your application, application fee, and all transcripts. If your Associate degree does not transfer, you must meet the general transfer requirements.</p> <p>Transferable courses and equivalencies: Transferable courses must be college-level and have a grade of C or higher. Please utilize the Transfer Credit Advisor for a list of courses that have previously transferred from your institution. Course equivalency lists are not exhaustive for any school except North Carolina community colleges.</p> <p>Baccalaureate Degree Plans: Consult the Baccalaureate Degree Plan when planning your coursework at the community college. https://admissions.charlotte.edu/transfers/transfer-requirements/transfer-associates-degree</p>
C or better	Francis Marion	<p>Evaluation of Transfer Credits</p> <p>Once all your transcripts are in and you are accepted, your academic credits will be evaluated by the Registrar's Office. A copy of your evaluation will be mailed both to you and to your academic advisor. Courses in which you have earned a grade of C or higher are considered for transfer credit. FMU does not transfer grades, only credits; therefore, you will enter FMU without a grade point average. No credit will be transferred for correspondence courses taught on a pass/fail or satisfactory/unsatisfactory grading scale. Your class standing is determined as follows: <i>This was accessible once I explored agreements for YTC through SC TRAC.</i></p>	With AA and As automatic acceptance

Proposed Policy on Academic Forgiveness for Admission and Readmission

Current policy at Winthrop allows a returning Winthrop student to use academic forgiveness to remove the negative impact of old Winthrop coursework from their Winthrop GPA. In essence there is a chance to wipe the slate clean. It is important to note the original policy has limitations for the students in terms of consideration for academic honors, some financial aid considerations, and availability of repeat exemptions. These remain in the current policy.

The purpose of the revised policy is to expand forgiveness to admission decisions when academic work from another institution that is five or more years old might prevent enrollment due to GPA considerations.

The subcommittee on policies from the transfer working group presents a proposal for an expanded Academic Forgiveness Policy.

Academic Forgiveness Policy

At the time of admission or readmission to Winthrop, a student may choose to evoke the “academic forgiveness policy” for coursework taken five or more years previously at Winthrop or another institution [a.k.a. exempted coursework].

Under this policy the following allowances are made for exempted coursework.

- The GPA required for admission to the institution will exclude exempted coursework. In other words, performance five or more years before application to Winthrop can be removed from the calculation of the admission GPA if such coursework is negatively impacting the applicant’s overall GPA.
- Exempted coursework is treated as transfer credit for purposes of granting credit toward graduation and degree requirements. As with all transfer credit, the exempted coursework is not used in computing the student’s Winthrop grade-point average. However, all exempted coursework and the grades earned remain on the student’s official transcript and are counted in computing eligibility for academic honors.

Limitations related to this policy include:

- This policy does not supersede degree specific requirements, such as, considerations associated with the age of coursework and requirements per regulations set by the program or external body.
- Students seeking financial aid must meet all stated guidelines and policies, such as but not limited to, degree progress and policies on repeated coursework.
- Repeat exemptions used during the exempted coursework will be used to determine available remaining exemptions.

The student must exercise or waive the “academic forgiveness” option by the end of the first week of the second semester in which they were admitted or readmitted to Winthrop

University. Students who have already utilized all their repeat exemptions do not receive additional repeat exemptions.