

**COLLEGE OF ARTS AND SCIENCES
FACULTY ASSEMBLY
AGENDA
January 11, 2019**

2:00 p.m.

Kinard 018

- I. Approval of minutes** from October 19, 2018
 - a. See [appendix 1](#) Dave Pretty

- II. CAS Committees**
 - a. Curriculum Committee Kathryn Kohl
 - i. See [appendix 2](#)
 - ii. Additional items held from August 2018 meeting: Modify MLAN 390 (including change to MLAN 590); modify MLAN 591S and create MLAN 591M to address changes in the Education Studies Minor requirements.

- III. Announcements**
 - a. Faculty travel and alumni engagement opportunities Adrienne McCormick

- IV. Dean’s Remarks** Adrienne McCormick

- V. Adjournment**

Note: Quorum (35% of full-time faculty) is 51 faculty members for Faculty Assembly. The minimum attendance to do business (20% of full-time faculty) is 29 faculty members.

Quorum (35% of graduate faculty) is 22 faculty members for Graduate Faculty Committee. The minimum attendance to do business (20% of graduate faculty) is 13 faculty members.

Appendix 1

**COLLEGE OF ARTS AND SCIENCES
FACULTY ASSEMBLY
AGENDA
October 19, 2018**

2:00 p.m.

Kinard 018

VI. Approval of minutes from August 31, 2018

- a. Dave Pretty
Dr. Dave Pretty noted that we have quorum and asked if there were any amendments to the notes. Hearing none, a motion to approve the minutes was made, and they were approved.

VII. Announcements

- a. Eagle Club..... Tommy Henry
Dr. Pretty noted that the representative of the Eagle Club was not in attendance. Therefore, there was no Eagle Club announcement.

- b. THINK college Debra Leach
Dr. Pretty introduced Dr. Debra Leach, who came to give an overview of THINK college. THINK college is one of hundreds of nation-wide programs for students with intellectual disabilities at the post-secondary level. THINK college is fully inclusive, so participants live on campus alongside their peers. They audit classes, and have jobs on and off campus. The program helps to facilitate students with peer mentor support. THINK college participants who audit classes actually do a lot of work and they are graded.

Coordinator Chauncey Metzelaars was introduced to provide an example: a student taking Botany, which is taught by Dr. Jennifer Schafer. Dr. Schafer emails the most relevant PowerPoint slides to the student and the mentor, and sends the quizzes to the mentor, who can work with the student to understand the material. Dr. Leach pointed out that some students need more modifications than others.

Dean Adrienne McCormick asked how faculty are brought up to speed if a THINK college student is in one of their classes. Ms. Metzelaars remarked that the students register for the class, and then they sound out information on the student to the professor including biography of the student and the procedures for a THINK college student auditing a course. Dr. Leach said that the peer mentor also works with the professor. Dr. Wanda Koszewski asked how to deal with a student with Asperger's who was not in the THINK college program. Without support and guidance, some students can be quite disruptive. Dr. Leach said that they were aware that there were other students out there who were not in the THINK college program, and they are looking at how to set up a separate program that might work with those students. There is also the Office of Accessibility, but Tina Vires is leaving. So once the new person is there, Dr. Leach plans to meet with that program to discuss ways to coordinate. Dr. Ginger Williams asked what is expected of a faculty member? Modified exams? Dr. Leach said that the professor can help, as in the example of the Botany class, and that Chauncey helps, too. They want to be as flexible and organic as possible. Dr. Joseph Prus from Psychology asked how successful the program was at getting placements on campus. Dr. Leach said that unpaid internships don't lead to employment, so they are working on getting paid internships. Graduate students can help as well. Dr. Gregory Oakes asked if every course was open to students. Were there prerequisites? Dr. Leach

said definitely not. They reach out to professors and find out if it is possible. Some students are able to take courses despite prerequisites.

- c. Hope Johnson from the library dropped off information on International Access Week, and you can pick up literature on this on the back table at the end of conference.

VIII. CAS Committees

- a. Curriculum Committee Kathryn Kohl

The president had not yet arrived, so Dr. Kohl presented on the Curriculum Committee prior to the presidential address.

- *Starting with biology, the first four courses (BIOL 220, Principles of Cell and Molecular Biology; BIOL 221, Principles in Ecology, Evolution and Biodiversity; BIOL 222, Principles of Cell and Molecular Biology, Laboratory; and BIOL 223, Principles in Ecology, Evolution, and Biodiversity, Laboratory) go together. The department is creating new intro bio courses paired with labs based on molecular and cellular biology and ecology, evolution and biodiversity. Then the department has a lab, SEA-PHAGES, which is part of the national HMMI program. Currently that course is called BIOL 203r. Since BIOL 203 is going away, there will be BIOL 270. Since the lab was only one credit hour, which seemed insufficient, BIOL 270 will be two credit hours, and BIOL 271 will be reduced from three credit hours to two credit hours. Between them, students still get four credit hours. BIOL 302 was offered as an X course, and the department would like to make this a permanent course offering. There was no discussion, and the changes were approved unanimously.*
- *Next were courses in Human Nutrition. They were removing a sentence from the course description on the first four courses (NUTR 528, Dietetic Internship Supervised Practice Experience I; NUTR 529, Dietetic Internship II: Supervised Practice Experience II; NUTR 530, Dietetic Internship III: Supervised Practice Experience III; NUTR 531, Dietetic Internship IV: Supervised Practice Experience IV). And two new courses in medical lactation were added (NUTR 535, Introduction to Medical Lactation; NUTR 536, Medical Lactation Therapy). There was no discussion and the changes were approved unanimously.*
- *In Interdisciplinary Studies, there was a course, ENVS 375, Field Studies in the Environment and ENVS 376, Field Studies in the Environment Lab, that was offered as a special topics and an X course, and they want it to be a regular course, and the Gerontology 340 (GRNT 340A, CCE Internship) this is an internship and asking that this be variable credit hours based on number of hours student is assigned. This is giving a formal number to this internship. There was no discussion and the changes were approved unanimously.*
- *In the Department of Sociology, Criminology & Anthropology, ANTH 101, Introduction to Human Diversity, is a foundational course for all upper levels of Anthropology. This is a modification because they are using an old CRN for a course that has not been taught that is relevant or a long time to teach a course. ANTH 316 was a special topics X course that they want to make a permanent offering. ANTH 345 is a field work course, and it is going from three credit hours to four credit hours because of the number of hours they are actually in the field. ANTH 540 is a change in the course title, replacing the word “human” with “cultural” so that it will now be Cultural Ecology. This is to reflect what other universities are doing and the strengths of the department. SOCL 213 (Social Inequalities) was a 300-level course, and it is being changed to a 200-level to make it a more intro-level course. SOCL 303 (Self and Society) reflects changes to the title and course description. SOCL 311 (Class, Status, and Power) will be a follow-up on*

the SOCL 213 intro class. SOCL 312 was an X topic and now will be regular, and they want to drop SOCL 320 (Sociology of Contemporary Africa) as the department no longer has that particular expertise. For SOCL 335, they are adding a short sentence to the course description. For SOCL 337 (Corrections) they are adding a prerequisite (SOCL 227), and they want to create a course, SOCL 341 (Ethnography and Fieldwork). They want to make SOCL 508 and SOCL 509 regular courses, and for SOCL 525 they are also adding SOCL 227 as a prerequisite. Dr. Siobhan Brownson asked if SOCL 509 might be cross listed with Gender Studies, and it is cross listed. A gentleman from Psychology, speaking quietly, asked about the change to ANTH 101 might cause changes to the prerequisites. Dr. Kohl said that her understanding was it should not because they did not have the 101 course before, and Dr. Jeannie Haubert confirmed that it was not an issue. Dr. Jo Koster asked about whether dropping a 300-level course would not cause problems with people needing courses above 299, and Dr. Haubert clarified that this was for students who have taken the course at the 300 level already. They will not drop the course immediately, so it will still count for those students who took it. There were no more questions and the changes were approved unanimously.

- *There were two program changes to the MS in Human Nutrition. Dr. Koster made a point of order that these were about a Master's programs at the undergraduate meeting, and Dr. Pretty acknowledged that we could skip them. Information on the blanket petitions was posted, and there were no questions. They approved one student petition.*

IX. Dean's Remarks Adrienne McCormick

a. Update on CAS role in advancing the Winthrop Plan

President Mahoney had not yet arrived, so Dean McCormick began her remarks.

- *Dean McCormick put up the CAS 2018-2019 Winthrop Plan SMART Goals. She provided an overview of what had been done up to this point, and noted that there were four SMART goals, and a fifth was added based on feedback. Dean McCormick also noted an update to the spreadsheet (looking at Goal, Metrics, Timeline, Proposed Action Items/processes already underway, Champions and resources needed, and added Mid-year update (January), End-of-year results (June). She went over the goals, which had been formed based on feedback. All of the goals are important, but they have not been ranked in a particular order.*
- *Goal 1: Being Student Ready. The idea is to assess best practices to make sure we are student ready. Then there are possible metrics: Updated degree info on DegreeWorks, create major maps, review of student services, collaborate with Dean of University College and provost, and retention and completion rates. We might try to set up an action group that could advise and explore what it would look like to do professional advising well. What would a professional advising model at Winthrop look like? CAS retention plan has been discussed. Other colleges have retention plans, too, and what would we do for CAS specifically. There are action items related to this that we've done well and things we can do. Increasing access to and use of student data is also a key point. Develop a better relationship with AAAS, and automate data sharing processes. Have that be routine to support chairs in their position. We need to look at student profile data as they are coming in. How to look at data in new ways. We had thought about establishing CAS Academic facilities planning group to advise on infrastructure needs, and this is already started.. Still waiting to hear from Bancroft and Dalton, and then we will have a team. Looking at how to coordinate. Need to have a group that lets us know is the space is adequate. Classroom inventory comes along with this idea. Already doubled advisor training sessions. Questions or feedback? None. We will send this out later so you can look at it closely.*
- *Goal Two: Telling our story. We will update digital and other marketing materials to 1) tell the story of our programs and institutional strengths and 2) increase enrollment in CAS*

programs. We want to be ready for the migration, and we want to increase our social media presence. We are developing new materials, and Dean McCormick is confident in this, but she needs content from faculty. We are working with a financial helper to align our budget with our priorities. Amanda Hackney moved to a different office. Dean McCormick had just mentioned a CAS marketing and events when the president arrived.

X. President's remarks Dan Mahony

- *Dr. Michael Lipscomb introduced President Mahony. He noted that the administration was working with faculty to create more lines of communication with faculty. In this vein, President Mahoney is visiting all the colleges. President Mahoney will answer questions about concerns raised at FCUP last year. The top three concerns are 1) faculty relief and support, 2) online certification concerns and process, and 3) work life balance – can faculty say no.*
- *President Mahoney started with a discussion of faculty relief and support. What can we do that has the most impact for least money based on feedback? The first issue was compensation, and to do this we will look at data (class and comp study). There are larger philosophical questions. One issue is that different colleges handle the same issue differently. Winthrop is small enough that we can probably significantly reduce unique practices. Will do data analysis and then do focus groups. What are the things that are of most concern? Questions: Dr. Greg Oakes—what is the timeline for the consultant? President Mahoney said the consultant won't be done until fall 2019. Faculty relief in the next month or so. Dr. Jennifer Disney asked about the idea that if department chairs work with deans and can work on, for example course reduction for faculty who do extra work, is that a part of the conversation.? President Mahoney said yes, this is one of the things on the list. Dr. Disney thought that some department chairs may be able to do better than others at compensating for time, so maybe some equilibrium. Does a one-size-fits-all policy always fit? President Mahoney noted that sometimes will have to accommodate differences. Dr. Lipscomb asked a clarifying question: Is that potential for that type of relief be done prior to compensation study. President Mahoney said we don't have to wait for meeting in 2019.*
- *The second issue of discussion was online certification. There are different ways to get certified online, and we are trying to get everybody certified by fall of 2019. President Mahony talked about how there is a two-course sequence to get certification but also helps you to develop a class. If you've been teaching class online already, then can get alternative certification. But want everyone to be able to teach online. Questions? Dr. Matt Hayes in Psychology asked: What are we doing with our students to make sure they are ready to engage in online courses? President Mahony said that students do seem to have an idea of how to access online courses that are available. His son took online courses in high school, for example. Dr. Katarina Moyon noted that the Office of Online Services has done some work on this. Dr. Hayes noted that some of his students can't use blackboard. President Mahoney said we should be offering online options that make sense, and students will have to be able to know how to take online classes if they want a degree, although some might not. Dr. Moyon noted that it is on Blackboard for them, but no teacher training with HMXP. Dr. Hayes expressed concern that students will think that they can get more out of it than they can. President Mahony pointed out that you can offer students help through monitoring how they are doing or through Math or Writing Center, but the students will still have to take advantage of those things. Dr. Lipscomb said maybe publicize. Maybe starter version? Dr. Hayes noted that some universities make students get certified to take course. Dr. Peter Judge asked if there is any course release to develop online course. It's a time commitment. President Mahony said that it is a time commitment, but it is also a time commitment to develop a course. We are trying to make it easier to develop online courses. Dr. Oakes—there was discussion of this in the work group. Professors develop courses, but we also want*

to make sure these online courses are solid. Dr. Lipscomb pointed out that it was brought up at FCUP and the chair of faculty conference. It was discussed with the president and the provost. Dr. Koster: Academic Counsel is going to take up a modification to the attendance policy to cover online and hybrid courses. Students have the sense that if they paid for an online course, they can do whatever they want. So this brings up the point about educating students—this needs to be addressed, too.

- *The third concern was finding balance at work, in particular whether faculty can say no to service obligations. President Mahony said saying no to requested service obligations is an issue to discuss, especially with assignments over the summer. He mentioned that, in his experience, no one has been denied tenure for saying no once or twice to a summer work, but there is a problem if a faculty member says no to everything. Even if untenured, it is OK to say no on occasion. Sometimes chairs can ask too much. Provost Debra Boyd and President Mahoney were talking about summer courses. As much as possible, the administration tries to put things in the semester. But other things like summer orientation have to be in summer, and need faculty help. President Mahoney gave an example of admitting people to a master's program in July, but that was something that faculty volunteered to do. But he says you can say no to summer. Questions? Dr. Ginger Williams asked about relief. What are some examples of relief? There was a brief discussion of an available list, and Dr. Lipscomb said he can send you the list that had examples. Some of the ideas were sabbatical for different groups of faculty (young and old worthy of sabbatical). Merit pay. Offering relief such as reductions of course load. Ask for a lot, and then negotiate it down. But Dr. Lipscomb can send a specific list. Dr. Disney: Numbers are down new freshman and retention. Departmental budgets are now 50% populated. Any sense for future? President Mahoney said that they are trying to avoid across the board cuts. Look at other areas where we can make reductions. President Mahoney said we didn't want to load full budget and then sweep money away. But some of this will come to pass soon (in the next few weeks). We're up 14 graduate students, but we are down 165 undergrad. Five year grad rate is at 60%, which is 6.9% better. Four year grad rate went up to. We are better at getting students through faster, but this negatively affects us. But there are good things to the information. Dr. Oakes: Along these lines, what is the bottom line? What is the sense of urgency? Is there a one-sentence general response? Are we just good? President Mahony said that generally we are definitely concerned when enrollment goes down. But, I feel confident that we will put things in place that will help in the long term. Online programs, for example, are working well. This will boost enrollment. Bachelors of Professional studies does this. Create destination programs like those mentioned. Students will look at Winthrop because programs like these when they wouldn't before. We might market them better, and this is part of the question moving forward. Get something here that you can't get at Clemson. The Winthrop Poll and Political Science at Winthrop, for example, might draw students. Do these things, I think enrollment will grow over time. Dr. Haubert (Sociology): are enrollment problems affecting admission standards? Does this have a ripple effect on retention? President Mahoney: Right now it does not. But, we still use SAT as line in sand. Our own math faculty mentioned that there are far better predictors. Looking at it holistically. Zach Abernathy did the work on this. Dean McCormick wanted to give a comment to destinations idea. First year Gen Ed experience, we in CAS do this well. Why aren't we known for this? Winthrop would be great at recruiting undecided students through GEN ED. President Mahoney agreed. We've done better job of this, especially with first year students.*

XI. Dean's Remarks Adrienne McCormick

a. Update on CAS role in advancing the Winthrop Plan, continued.

- *Goal Three: Supporting Faculty & Staff. 1 08 CAS wants to increase professional development support for faculty and staff including through travel funding. Part of the idea*

is reallocating in the college to give additional support. Prioritize what you are doing helps. We want to look at the number of faculty development opportunities on campus. We will have Center for Professional Excellence. Then there are other things that affect faculty work. The main idea is looking at the big picture of faculty development and identifying what affects this. What have we done so far? Bringing consultants. Faculty training. Digital humanities fellowship opportunities—digital liberal arts skills training. Becoming a sponsor will allow us to send faculty and graduate students to participate. Budget development in general and allocating resources for faculty development are important. Moving forward with making changes to what used to be TLC.

- *Goal Four: Offering Dynamic Programs. In this goal, Dean McCormick folded in previous goals that talked about increasing interdisciplinary collaborations and employability skills. This ties to supporting existing programs and making them more dynamic. CAS will support and update existing and propose new curricular and co-curricular programs that align with changing student access and labor market demands, and our commitment to produce informed and engaged citizens. Lots of conversations that Dean McCormick wants to continue what we've done, as we're doing a lot. She spoke about the NEH grant that was submitted. That was titled the Winthrop Experiential Learning Lab. It was about connecting faculty with the community toward collaboration. Example: Pitching information literacy theme, especially with Digital Literacy and Health career paths. We are working with SC League of Women Voters and the American Democracy Project. New ways to create new ways to promote existing programs through linked assignments between courses or team teaching. Dean mentioned Nicaragua ... Next. Support our core problems. If you have a new program idea, this is good. But we also want to support what we already have, too.*
- *Goal Five: Increasing Efficiency and Sustainability. CAS will increase efficiency and sustainability in processes related to college advisement, communication, record keeping, budgeting, and course scheduling. The idea is relief. We might have technology that will simplify things for us. There might be budget changes that will bring efficiencies. This might make things easier for us by cutting back repetition. Are we spinning our wheels or use technology to track information. Better communications from Deans office. There were no questions. Dean McCormick noted that this was a lot to accomplish in a few months.*
- *What does faculty see as order of operations for these goals? Dr. Haubert said that efficiencies should be first priority. Streamlining tasks of faculty and not duplicating, then faculty will have time for ideas and such. Dr. Prus from Psychology: when telling our story, we talk about funding. Private fundraising from foundations. His system has been ineffective and we've been inconsistent. We need some sustainability with this effort. Maybe improve on this? Dean McCormick said that she just met about this today and contacted chairs for feedback. Dean McCormick said that she told the foundation that she would be happy to be a resource and help raise awareness. Donors want to know the faculty contribution. Donors want to know that there will be a return on their investment. So Dean wants to know about all the funds we have in the college, so either she or we (departments) can get funders info that they want. Also just got back from College of Education ceremony and funders seated next to people who were funded. Students tell how much money meant to them. Do we do this? Dr. Williams said that we used to do that. But 8-9 years ago we stopped doing it. Dean McCormick said that about 80% are from individuals, and they tend to have relationship with institution. So need to keep up those relationships. Dr. Disney: The College of Education seem to do it better than we have done it. Dr. Robin Lammi (Chem) – telling story is important. How to reach out to all these groups and coordinate when we are sitting in our own offices and buildings? Dean McCormick said that we need synergy between offices and to avoid isolation. Dr. Koster said that when working on building synergy, one way is to remove barriers. When English tries to talk with alumni, other admin groups, such as the alumni office, block us from contacting them. They won't share emails*

and say that we aren't allowed to talk with our own alumni unless the exchange is vetted first. Wanda: The Foundation said they'd do all this stuff for us. It is frustrating working with them. They do have a lot of turnover over there. Having personal representatives to each college might be more effective. Dean McCormick said a first step might be for her to meet with them. Build those relationships. Dr. Frank Pullano said he remembers this type of exchange. In the past, donors have contacted faculty and the foundation said we can't talk to them. Dean McCormick noted that we have to be careful that we don't derail long conversations. Definitely talk to the department chair. Might be process that is complex to set up an new donation. But we want to build on those relationships. Dean McCormick said that she is just meeting people in the foundation. She will look at a way to insert this idea under Goal Five sustainability. Dean McCormick will incorporate a little more into this report based on what was just said, and then she will share it.

- *Dr. Pretty made final announcements. We will meet next on January 11th, and we will have grad faculty next. Motion to adjourn. So moved.*

Appendix 2

CAS Curriculum Committee Minutes

December 4, 2018 meeting

1. Course change proposals

- a. Department of Biology
 - i. Modify course: BIOL 213, Anatomy/Physiology I
 1. Changed prerequisites
 - ii. Modify course: BIOL 214, Anatomy/Physiology II
 1. Changed prerequisites
 - iii. Modify course: BIOL 300, Scientific Process in Biology
 1. Changed prerequisites
 - iv. Modify course: BIOL 303, Field Botany
 1. Added course goals
 2. Added prerequisites
 - v. Modify course: BIOL 304, Insect Field Studies
 1. Added course goals
 2. Added prerequisites
 - vi. Modify course: BIOL 307, Human Anatomy
 1. Changed prerequisites
 - vii. Modify course: BIOL 308, Human Physiology
 1. Changed prerequisites
 2. Will offer during summer term
 - viii. Modify course: BIOL 309, Economic Botany
 1. Changed prerequisites
 - ix. Modify course: BIOL 310, Microbiology
 1. Changed prerequisites
 - x. Modify course: BIOL 314, Animal-Plant Interactions
 1. Changed course number from 400 level due to the amount of work required
 2. Will study animal plant interacting ecologically as well as evolutionarily
 3. Changed course goals due to the new professor
 4. Changed prerequisites
 - xi. Modify course: BIOL 315, Cell Biology
 1. Changed prerequisites
 - xii. Modify course: BIOL 316, Principles of Human Genetics
 1. Changed prerequisites
 - xiii. Modify course: BIOL 317, Genetics
 1. Changed course goals
 2. Changed prerequisites
 - xiv. Modify course: BIOL 321, Microscopic Anatomy
 1. Changed prerequisites
 2. Added corequisites
 - xv. Modify course: BIOL 323, Tropical Watershed and Coastal Ecology
 1. Added course goals
 2. Added methods of evaluations
 3. Changed prerequisites
 - xvi. Modify course: BIOL 403, Ecology
 1. Changed catalog description to accommodate the teaching style of the new professor

- 2. Changed course goals to accommodate the teaching style of the new professor
- 3. Changed prerequisites
- xxvii. Modify course: BIOL 405, Freshwater Ecology
 - 1. Changed prerequisites
- xxviii. Modify course: BIOL 407, Environmental Biology
 - 1. Changed catalog description to accommodate students with / without background knowledge
 - 2. Changed course goals to accommodate students with / without background knowledge
 - 3. Changed prerequisites
- xix. Modify course: BIOL 422, Developmental Biology
 - 1. Changed course number
 - 2. Changed prerequisites
- xx. Modify course: BIOL 440, Readings in Biology
 - 1. Changed prerequisites
- xxi. Modify course: BIOL 450H, Honors: Select Topics in Biology
 - 1. Changed prerequisites
- xxii. Modify course: BIOL 471, Undergraduate Research in Biology
 - 1. Changed prerequisites
- xxiii. Modify course: BIOL 472, Undergraduate Research in Biology
 - 1. Changed prerequisites
 - 2. Changed catalog notes
- xxiv. Modify course: BIOL 480, Integration of Biological Principles
 - 1. Changed prerequisites
- xxv. Modify course: BIOL 491, Departmental Seminar
 - 1. Changed prerequisites
- xxvi. Modify course: BIOL 492, Departmental Seminar
 - 1. Changed prerequisites
- xxvii. Modify course: BIOL 505, Primate Biology
 - 1. Changed prerequisites
- xxviii. New course: BIOL 507, Advanced Environmental Biology
 - 1. The partner course for BIOL 407
 - 2. Environmental Studies 101 prerequisite is fine for BIOL 407 but why does it work for 507.
- xxix. Modify course: BIOL 508, Invertebrate Biology
 - 1. Changed prerequisites
- xxx. Modify course: BIOL 510, Vertebrate Natural History
 - 1. Changed prerequisites
- xxxi. Modify course: BIOL 511, Ornithology
 - 1. Changed prerequisites
- xxxii. Modify course: BIOL 513, Organic Evolution
 - 1. Changed prerequisites
- xxxiii. Modify course: BIOL 517, Human Genetics
 - 1. Added goals to the course
 - 2. Added methods of evaluation
 - 3. Added requirements for graduate students
 - 4. Changed prerequisites
- xxxiv. Modify course: BIOL 518, Animal Behavior
 - 1. Changed prerequisites
- xxxv. Modify course: BIOL 519, Mechanisms of Disease
 - 1. Changed prerequisites

- xxxvi. Modify course: BIOL 522, Immunology
 - 1. Changed prerequisites
- xxxvii. Modify course: BIOL 524, Advanced Botany
 - 1. Changed prerequisites
- xxxviii. Modify course: BIOL 525, Mycology
 - 1. Added goals to the course
 - 2. Added methods of evaluation
 - 3. Added requirements for graduate students
 - 4. Changed prerequisites
- xxxix. Modify course: BIOL 526, Applied Microbiology
 - 1. Added goals to the course
 - 2. Added methods of evaluation
 - 3. Added requirements for graduate students
 - 4. Changed prerequisites
- xl. Modify course: BIOL 528, Biology of Bone
 - 1. Changed prerequisites
- xli. Modify course: BIOL 529, Stem Cell Biology
 - 1. Changed prerequisites
- xl.ii. Modify course: BIOL 530, Current Methods in Microscopy
 - 1. Changed prerequisites
- xl.iii. Modify course: BIOL 539, Neuroscience and Disease
 - 1. Changed prerequisites
- xl. iv. Modify course: BIOL 540, Special Topics in Biology
 - 1. Changed prerequisites
- xl. v. Modify course: BIOL 551, Conservation Biology
 - 1. Changed prerequisites
- xl. vi. Modify course: BIOL 552A, Conservation Biology Practicum A: Travel Field Conservation Biology
 - 1. Changed catalog title to allow faculty to teach the course in multiple places
 - 2. Changed catalog description
 - 3. Changed goals for the course
 - 4. Removed exam
 - 5. May take the course more than once
 - 6. Changed prerequisites
 - 7. Added corequisites
 - 8. Added the use of the fee
- xl. vii. Modify course: BIOL 552B, Conservation Biology Practicum B: Field Conservation Biology in the Local Community
 - 1. Changed prerequisites
- xl. viii. Modify course: BIOL 555, Molecular Biology
 - 1. Changed prerequisites
- xl. ix. Modify course: BIOL 560, Bioinformatics
 - 1. Changed prerequisites
- 1. Modify course: BIOL 570, Introduction to Biological Statistics
 - 1. Changed catalog description in order to provide students will more research experience
 - 2. Changed goals for the course
 - 3. Removed ending term
 - 4. Changed prerequisites

All modifications and new courses approved with the exception of BIOL 507 (question about prerequisites).

- b. Department of Chemistry, Physics, & Geology
 - i. Modify course: CHEM 301, Organic Chemistry I
 - 1. Changed catalog description did not justify change of description of goals
 - 2. Changed goals for the course
 - 3. Course now offered in the summer
 - 4. Added methods of evaluation
 - ii. Modify course: CHEM 302, Organic Chemistry II
 - 1. Changed catalog description did not justify change of description of goals
 - 2. Changed goals for the course
 - 3. No longer offered as an independent study course
 - 4. Added methods of evaluation
 - 5. Course now offered in spring and fall
 - 6. Remove notes for catalog (offered in spring and fall)
 - iii. Modify course: CHEM 304, Organic Chemistry Laboratory
 - 1. Added catalog title
 - 2. Added catalog description
 - 3. Added goals for the course
 - 4. No longer offered as an independent study course
 - 5. Lab hours increased to 4 reflects a change approved several years ago
 - 6. Exam removed
 - 7. Now offered in the fall as well as the spring
 - 8. Added methods of examination
 - 9. Corequisite CHAM 302
 - 10. Remove notes for catalog (offered in spring and fall)
 - iv. Modify course: CHEM 310, Organic chemistry Essentials
 - 1. Changed catalog description no justification
 - 2. Added goals for the course
 - 3. No longer offered as an independent study course
 - 4. Added terms offered
 - 5. Added methods of evaluation
 - 6. Added terms offered
 - 7. Added grade requirement to the prerequisites
 - 8. Deleted corequisite CHEM 311 (lab course that is no longer offered)
 - 9. Student may not receive credit for CHEM 310 and 301 / 302
 - v. New course: GEOL 345, Geology of the Bahamas
 - 1. Adding a new course that ran as an X course in Fall 2017
 - 2. Why is it a S/U course?

Course modifications and new courses approved.

- c. Department of Interdisciplinary Studies
 - i. Modify course: GEOG 305, Introduction to Geographic Information Systems
 - 1. No longer cross listed with GEOL 305
 - 2. Streamlines curriculum for the Environment Program
 - ii. New course: GEOG 307, Geography of East Asia
 - 1. Adding a new course that ran as an X course
 - 2. Supported by the minor advisory committee
 - iii. New course: GEOG 309, Geography of World Events

1. Adding a new course that ran as an X course
- iv. Modify course: GEOG 315, Global Sustainable Development
 1. Changed course number
 2. Removed requirements for graduate students
 3. Removed the graduate status in hopes to attract more undergraduates in the course. Plans to make a new graduate level course.
- v. New course: GEOG 615, Global Sustainable Development
 1. Graduate version of GEOG 315
 2. No indication of the work required for graduate students

No discussion on course modifications or new courses. Changes were approved.

d. Department of Human Nutrition

- i. Modify course: NUTR 227, Medical Terminology
 1. Modified prerequisite because biology students need a medical terminology course for their careers
 2. Now offered in the summer
 3. Updated notes for the catalog
 4. Suggestion from committee: Add in new biology courses for prerequisite
- ii. New course: NUTR 590, Clinical Lactation Practicum
 1. Needed to complete the clinical hours required to sit for the IBCLC certifying examination
- iii. New course: NUTR 617, Advanced Medical Nutrition Therapy
 1. Faculty reexamined curriculum and decided an advanced medical nutrition therapy courses was missing
- iv. New course: NUTR 632, Orientation to Dietetic Internship and Practice
 1. Will help prepare the students for the professional practice experiences.
- v. New course: NUTR 690, Graduate Nutrition and Dietetic Practicum
 1. Graduate course equivalent of NUTR 490A

Course modifications and new courses approved.

e. Department of Philosophy & Religious Studies

- i. Modify course: PHIL 230, Contemporary Moral Problems
 1. Changed catalog title to better reflect current course practices
 2. Changed transcript title
 3. Changed catalog description
 4. Added goals for the course
 5. Removed seminar option
 6. No longer offered every fall
 7. Added methods of evaluation
 8. Removed catalog notes
- ii. Modify course: RELG 316, Early Christian Thought
 1. Changed catalog title to make transcript title
 2. Changed catalog description

Modifications were approved.

f. Department of World Languages & Cultures

- i. New course: SPAN 370, Latin American Poetry

1. Offered successfully as a special topics course, would like to make the course a permeate offering
- ii. New course: SPAN 371, Latin American Short Story
 1. Offered successfully as a special topics course, would like to make the course a permeate offering

New courses were approved.

2. Program change proposals

- a. Department of Chemistry, Physics, & Geology
 - i. Modify program: Minor-GEOL

No discussion, changes approved.

- b. Department of Interdisciplinary Studies
 - i. Modify program: BA-ENST
 - ii. Modify program: BS-ENSC

No discussion, changes approved.

- c. Department of Human Nutrition
 - i. New program: CERT-LACN
 - ii. New program: CERT-LACT
 - iii. New program: Micro-LACT will be deleted.

An undergraduate or graduate certificate is 12-18 hours. Hours will need to add up to the appropriate amount. Two of the new certificates were approved. The micro-certificate will be deleted due to requests from the department.

- d. Department of World Languages & Cultures
 - i. Modify program: BA-MLAN-FREN
 - ii. Modify program: BA-MLAN-CSFR

No discussion, changes approved.

3. Blanket Petitions

- a. Department of Chemistry, Physics, & Geology
 - i. For the MINOR-PHYS, in all catalogs, allow PHYS 351 or PHYS 352 to count as one of the 300-level classes required for the minor.

Approved.

- b. Department of English
 - i. For the BA-ENGL, in all catalogs, allow WRIT 300 (*Rhetorical Theory*) to count as a Frameworks course for the major.

Should not include all catalogs. Before 2017-2018 frameworks was not included in the catalogues.
Approved.

- c. Department of Mathematics

- i. For the BA-MATH and BS-MATH, in the 2015-16 catalog, allow senior math majors to count MATH 520 or MATH 513 in place of MATH 541.

Approved.

- d. Department of World Languages & Cultures

- i. For all majors with a foreign language requirement, in all catalogs, allow students who take MLAN 113X (*American Sign Language*) to receive credit for the second half of the foreign language proficiency requirement.

Approved.

- ii. For the MINOR-SPAN, in all previous catalogs, allow SPAN 280 to count toward the minor requirement of “six credit hours above 299”.

Approved.

4. Student Petitions

- a. One student petition was approved and one was denied.