

**Academic Council
February 8, 2019 Minutes**

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|-----------------------|----------------------------|
| Kristen Abernathy | Arts & Sciences |
| Bettie Parsons Barger | Education |
| DeAnn Brame | Library |
| Alice Burmeister* | Visual & Performing Arts |
| Kelly Costner | Education |
| Jennifer Disney | Arts and Sciences |
| Marguerite Doman | Business Administration |
| Chlotia Garrison | Business Administration |
| Laura Glasscock | Arts and Sciences |
| Adam Glover | Arts and Sciences |
| Matt Hayes | Arts and Sciences |
| Shawna Helf | Education |
| Jo Koster | Arts and Sciences |
| Alice McLaine* | Education |
| Jason Tselentis | Visual & Performing Arts |
| Michael Whitney | Business Administration |
| Kristen Wonderlich | Visual & Performing Arts |
| Ximena Perez-Valzco* | CSL Student Representative |
| Gina Jones, Secretary | Registrar |

Guests: Steve Frankforter, Jeff Bellantoni, Pam Wash, and Greg Oakes.

Chair, Dr. Jo Koster called the meeting to order at 2:03 p.m.

I. Minutes of the November 2018 and January 2019 meetings, approved by e-mail

II. Chair's Remarks (Jo Koster)

Dr. Koster welcomed everyone. She indicated that Dr. Boyd was under the weather but shared that Academic Affairs is looking at the language regarding attendance. We'll get updates on Gen Ed today and things going on at the state legislature. Council of Student Leaders President, Ximena Perez-Valzco, could not be here today as she was participating in provost airport interviews.

III. Report from Standing Committees

a. Committee on University Curriculum (Laura Glasscock)

The following programs were approved by the Council.

| Program | Department | Action |
|---------------------|--|----------------------|
| BA-ARTS-CERT | BA in ART with Certification | Modify program |
| BA-ENST | BA IN ENVIRONMENTAL STUDIES | Modify program |
| BA-MLAN-FREN | BA IN MODERN LANGUAGES/FRENCH OPTION | Modify program |
| BA-MUSC-COMP | Music BM Music Comp | Modify Program |
| BM-MUSC-MPER | Music BM Music Performance | Modify Program |
| BS-BADM-MKTG | BS IN BUSINESS ADMINISTRATION/MARKETING(dept management marketing) | Modify concentration |
| BS-BADM | BS IN BUSINESS ADMINISTRATION/NO OPTION | Modify program |
| BS-CSCI | BS IN COMPUTER SCIENCE | Modify program |
| BS-ENSC | BS IN ENVIRONMENTAL SCIENCES | Modify program |
| BS-HDFS | BS In Human Development & Family Studies | Modify program |
| BS-MLED | BS in MLED-ONE | New concentration |
| BS-DIFD-WEBD | BS Info Design - Web App Development | Modify program |

Dr. Costner asked about the MLED program regarding MLED 101 being removed. This gave students information about the major. Dr. Barger said that the information was embedded in other courses.

Dr. Pam Wash corroborated this and indicated the 101 course was a problem with transfer students, so instructors thought it was best to move that information to other courses.

Dr. Koster said these were good questions to ask.

CUC requested revisions which have not occurred for this program change, so Council did not vote on it.

| | | |
|---------------|---|----------------------|
| BS-BADM-MGMT* | BS IN BUSINESS ADMINISTRATION/MGMT-HOSP | Modify concentration |
|---------------|---|----------------------|

The following minors and certificates were approved by the Council:

| Program | Department | Action |
|------------|--|--------------------------------|
| CERT-BUSA | Certificate in Business Analytics | New certificate program |
| MINOR-EDUC | Educational Studies | Modify minor |
| Minor-GEOL | Minor in Geology | Modify minor |
| Minor-MGMT | Minor in Management | New minor |
| CERT-LACT | Undergraduate Certificate in Lactation | New certificate program |

b. General Education Committee (Kristin Abernathy)

1. Recertifications

The following courses were approved for recertification in the appropriate categories:

HISTORICAL

ENGL 203 – Major British Authors

ENGL 211 – Major American Authors

NATURAL SCIENCE

ANTH 220 – Introduction to Archaeology

ANTH 315 - Forensic Anthropology*

*Although ANTH 315 was previously offered as a Natural Science course, there was a several semester lapse in inclusion.

Academic Council approved this course for inclusion.

QUANTITATIVE

MATH 201/201H – Calculus I/Calculus I Honors

MATH 202/202H – Calculus II/Calculus II Honors

SOCIAL

ANTH 201 – Introduction to Cultural Anthropology

ANTH 203 – Introduction to Language and Culture

SOCL 201 – Principles of Sociology

The committee has requested modifications to syllabi for the following courses; these courses have not yet been approved for recertification:

HISTORICAL

INDS 272 – Interior Design and Architectural History II

2. First Certify

The following courses were approved for inclusion in the appropriate categories by Academic Council:

HISTORICAL

ENGL 208 – Foundations of World Literature to 1700

HUMANITIES & ARTS

DESF 120 – Design Drawing

SPAN 372 – Latin American Women Writers

VCOM 354 – Basic Design Applications

ORAL

CHEM 552 - Research

c. Additional GNED Business

Reports on Component reviews

-- Humanities and Arts Requirement:

On behalf of Dr. Alice Burmeister, Dr. Koster indicated that it recommends no changes to the existing component description.

--Technology Requirement: Mr. Jason Tslentis reported on his committee's research and they will be meeting again.

-- Constitution Requirement: Laura Glasscock

Subcommittee reports: "Our committee met with Gary Stone, Michael Lipscomb, Laura Ullrich, Dave Pretty, Pamela Edwards, and Danko Tarabar in December to work on this document. We discussed the criteria for inclusion and the group came to an agreement on the instruction points for this requirement. We generated this draft based on this discussion and recirculated it for their review. The draft that is attached is the updated version based on their comments."

Dr. Garrison spoke with instructors from each of the current constitutional courses and Appendix A (on page 9) shows what they all agreed to.

Dr. Koster indicated that there is a bill going through the senate making it a requirement for all college students to take three hours of American government and specified content. (See Appendix B)

Dr. Abernathy indicated that syllabi should indicate that the topics are being covered.

Dr. Oakes asked about the membership of the committee. Dr. Koster gave him the member list.

Dr. Glover indicated the instructors were committed to syllabi with the appropriate information.

Dr. Koster stated there was an article in the paper reporting that Coastal was the only school that had the requirement. She said Dr. Boyd had contacted them about a correction saying we had the requirement as well.

The Council approved the new requirements for Constitution.

Dr. Koster thanked the subcommittees for their good work.

VI. Old Business

A. Cultural Events Committee (Michael Lipscomb)

1) Regarding the statement on student conduct (that could be read before CE events), reading the statement should be optional.

2) Regarding the number of CE credits that can be earned by performing/participating in any CVPA Cultural Event, the limit should be 10 credits (this was based on the input of CVPA representatives on the CE Committee).

B. Proposals for Improving Student Success and Persistence (Jo Koster, Kristen Abernathy, Adam Glover)

Dr. Koster indicated she was in the process of getting more data. The consensus was that there were three areas needed:

1. High impact advising

Greg Oakes clarified about the ACAD instructors having access to freshman final grades. Dr. Koster said we need to talk more with Leah Kendall [Director of FYE]. Dr. Jones noted that currently, ACAD students must print out their interim grades and take to their ACAD instructor so there is opportunity for counseling. The extra \$250 is so that the ACAD instructor can also counsel them in their second semester.

The College of Arts and Sciences has had more focused discussion on professional advising as a way of addresses weakness in advising area. If we go forward, there may be other developments.

Dr. Koster talked about the AC discussion last month. She is glad to know this is perking in ASC. Mr. Tselentis asked how this would set up students for self-assessment for future semesters. Dr. Jones talked about the challenges current students face. If we can get them a toolkit, it would help in future semesters.

Dr. Disney asked about any discussion of paying the peer mentors. Dr. Koster asked what they're getting paid now. Dr. Jones said that some students felt having older students in the classroom is helpful as they can give advice that instructors can't get across to students...\$400 is all PMs get.

Dr. Disney noted that different groups were coming up with the same strategies. Everyone is thinking about retention plans for the college.

“The Pullano Principle” refers to registration in the fall, not spring. Dr. Disney said we need to take that LEAP model and provide it to all freshmen. Every department should identify their best advisors as part of this retention team.

Dr. Koster mentioned that Georgia State hired professional advisors, costing \$2 million and recouped lost tuition within one year. [This was brought to light by Dr. Gloria Jones in the January meeting.]

Dr. Garrison asked about Peer Mentors--if they are PMs for another class after ACAD. Dr. Jones indicated no.

2. *Change the S/U Culture*

How do we take the information about student success and gpas and help advise students?

Dr. Koster asked if the group had captured enough info in the cultural change section. There was no discussion.

There was discussion of examining pre-reqs. Encourage a careful rethinking of pre and co-reqs.

Regarding the agenda with the S/U proposal, Dr. Koster admitted they made up these numbers. Dr. Jones and the Registrar pointed out some problems with this.

Propose a change to the S/U policy that allows students to use two S/U grades in their first 45 hours. (This should apply to traditional freshmen and those that bring in credit but are still ‘learning to do college’.) Specifically,

- *Students with up to 45 hours can use one S/U grade per semester (total of two). We’re not recommending two S/U’s in one semester because if students get two U’s in the first semester, they have trouble successfully making up the 30 hours needed to maintain the LIFE scholarship.*
- *Students with 46-60 hours can use their third S/U grade.*
- *Students with 61-90 hours can use their fourth S/U grade.*
- *Students with 90+ hours can use a fifth and final S/U grade.*

This adds one more S/U (total of 5). We recommend that this be tried for 3 years so that we can collect data on it.

Dr. Disney asked about the restriction and whether it was beneficial. Both Dr. Jones and Ms. Jones said no. Dr. Jones pointed out that LEAP students were allowed an extra S/U. Dr. Disney said if we want to extend the model of success to all students, then we should allow three in the FR year, not just up the total. Ms. Jones explained the process of LeAP students getting extra S/U in first semester. (Dr. Pullano makes request directly to Office of Records and Registration.)

Dr. Abernathy expressed concern about having nine hours of possible U's and that could make students load up in the spring or have to go to summer school. She wouldn't know what to do with a student in that situation.

Dr. Doman said it was working with LEAP students and Dr. Jones noted that it was because of intrusive advising. Dr. Doman said that both are needed.

Ms. Jones asked which option is best: Five S/Us overall, or just allowing FR to take two in one semester. Dr. Oakes asked if Ms. Jones had data on how many students use all S/Us. She did not have this information.

Dr. Barger indicated students do seem to be aware of how many S/Us they can use. Dr. Wonderlich said maybe this could be incorporated into the ACAD class. Dr. Jones said they're already planning this.

Dr. Jones said we need to specify "first-time freshmen" as students do come in with lots of transfer credit.

Dr. Garrison asked what kind of manual process this would be. Ms. Jones said it's already a manual process. Requiring an advisor's signature for the second S/U would require R&R staff to determine if the student was a first-year freshman and ensure that there are no other S/Us being applied.

Dr. Abernathy wondered if we need to approve the second S/U as this would be more work for the Records and Registration office. She also express concern with enforcing the signature.

Dr. Disney asked, "Should be do this the way Frank did, by having advisors request the S/U for the student?"

Dr. Hayes clarified about interim grade discussion with instructor. It seems like there is already a mechanism in place and he worries about putting more burden on student and Records and Registration office.

Dr. Koster asked, "Since we do have that mechanism, are we in agreement that the advisor signature is not needed for the second S/U?" There was no dissent.

Dr. Koster talked about PESH faculty discussion (from the slide)

■ *Alice McLaine for the PESH faculty:*

- *It is essential to include students in the conversation to get more insights into decisions to stay at or leave Winthrop.*
- *Explore greater use of an ACAD 102 course for struggling students*
- *Provide significant opportunities in the freshman year for students to network with and connect to their major (program), department, and college. Since so many students are immersed in general education, they don't always develop a strong connection with the thing that brought them to Winthrop.*
- *Explore making HMXP organized by major or department to help develop those connections.*

Kelly Costner said we need a way to bring students together before the programmatic course requirements.

HMXP organized by major/dept. could be explored. It helps build community. Dr. Koster encouraged discussion about these ideas.

Dr. Wonderlich mentioned ACAD for majors and questioned the use of HMXP. Dr. Koster responded that this was in the email from Dr. McLaine.

Dr. Jones talked about the logistics of major-based ACAD or HMXP courses.

Dr. Doman thought of HMXP as a broadening of perspectives and wondered if having the same majors [in the class] would achieve this.

Dr. Koster said that obviously we haven't solved all the problems, but we have some good recommendations to take to Faculty Conference. She said she was going to present some of the data from the January meeting.

Dr. Doman asked what the final proposal was.

Dr. Koster summarized: increasing the number of S/Us to five, with first-time freshmen being able to use two in their first semester and intentional advising.

VII. New Business

Dr. Garrison asked about the General Education language regarding the writing requirement. "Can the four evaluated writing assignments be of any length?"

Dr. Abernathy replied that one of the concerns the GE committee had was the writing evaluations. She confirmed that the writing assignments can be of any length.

Dr. Jones noted that we accept transfer credit from other institutions for these courses for which we have no idea whether they have writing requirement.

Dr. Disney talked about the bill going through the senate is moving in the right direction.

Dr. Jones asked that everyone take under consideration that the Pullano Principle starts in June. Right now we build schedules, we don't advise. To change culture, that we need to do, is in particular with 100-200 level courses. If we don't save spaces in April, freshmen will have fewer options. We don't want to load them up with three difficult courses because they need a full schedule. If we don't start this culture change before, it won't make much difference what we do at mid-semester.

VIII. Announcements/ Adjournment

The final meeting is Friday April 5, 2 PM, MacFeat. Elections for Chair will be held at that meeting.

Dr. Koster gave an update on Will Thacker.

Chair Koster adjourned the meeting at 3:31 P.m.

Respectfully submitted,

Gina Jones, Secretary

Appendix A:

Current Constitution Requirement Language:

1. Students read, write, and speak standard English on topics related to the essentials of the United States Constitution, the Declaration of Independence and the Federalist Papers.
2. Students understand American institutions and ideals and appreciate how their culture is influenced by these factors.
3. Students understand how their roles in school, work and community involvement are impacted by the structures and ideas emanating from the Constitution, Declaration of Independence, and the Federalist Papers.
4. Students recognize problems and issues that confront citizens.
5. Students are able to analyze and effectively choose among the choices available to citizens confronting problems and issues.
6. Students understand their civic responsibilities.
7. Constitution Component courses must include a writing component: a single paper or combination of assignments totaling eight pages of evaluated writing or at least four evaluated writing assignments. How will the proposed course meet this requirement?

Proposed and GNED Approved Changes:

Winthrop University Constitution Component

Learning Objectives Related to the Constitution Requirement:

The objectives for this requirement are to ensure students demonstrate competency in their understanding of the principles and applications of the U.S. Constitution (as mandated by Section 59-29-120 of the South Carolina Code of Laws) and to promote civic engagement.

The South Carolina Code provides that all schools supported by public funds “shall provide instruction in the essentials of the United States Constitution, the Declaration of Independence, and the Federalist Papers, including the study of and devotion to American institutions and ideals”. Courses that satisfy this requirement should address the following:

- The social and political contexts in which the Constitution, the Declaration of Independence, and the Federalist Papers were written and evolved.
- The continuing relevance of how the Federalist Papers set the terms of ongoing debate about the Constitution (e.g. how judges determine the Constitutionality of specific laws) and how it has been interpreted and has evolved.

ULC’s satisfied by this requirement:

- Competency 1: Winthrop graduates think critically and solve problems.
- Competency 2: Winthrop graduates are personally and socially responsible.
- Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.

Criteria for Inclusion

Courses that satisfy the Constitution Requirement should provide, but are not limited to, instruction in the following areas:

1. Declaration of Independence

- a. Locke and the Enlightenment

2. Federalist Papers

- a. #10

- b. #51

3. Constitution

- a. Articles of the Confederation

- b. Clauses

- a. Supremacy Clause
- b. Necessary and Proper Clause
- c. Federalism
- d. Commerce Clause
- e. Full Faith and Credit
- f. 3/5 Compromise (Enslavement)

- c. Bill of Rights and other Amendments

- d. Electoral College

4. Constitution Requirement courses must include a writing component of a single paper or combination of assignments totaling eight pages of evaluated writing or at least four evaluated writing assignments.

5. Students should be able to recognize problems and issues confronting citizens, effectively make informed decisions about the choices available to citizens, and demonstrate an understanding of their civic responsibilities.

Appendix B

January 24, 2019

S. 35

Introduced by Senators Grooms and Campsen

S. Printed 1/24/19--S.

[SEC 1/25/19 11:46 AM]

Read the first time January 8, 2019.

THE COMMITTEE ON EDUCATION

To whom was referred a Bill (S. 35) to enact the "Reinforcing College Education on America's Constitutional Heritage Act" or the "Reach Act", to amend Section 59-29-120(A), etc., respectfully

REPORT:

That they have duly and carefully considered the same and recommend that the same do pass with amendment:

Amend the bill, as and if amended, by striking all after the enacting words and inserting:

/ SECTION 1. This act is known and may be cited as the "Reinforcing College Education on America's Constitutional Heritage Act" or the "REACH Act".

SECTION 2. Section 59-29-120(A) of the 1976 Code is amended to read:

"Section 59-29-120. (A)(1) All public high schools, colleges, and universities in this State that are sustained or in any manner supported by public funds shall must give instruction in the essentials of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, and the Federalist Papers, including the study of and devotion to American institutions and ideals, ~~and no~~. No student in any such school, college, or university may receive a certificate of graduation without previously passing a satisfactory examination upon the provisions and principles of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, and the Federalist Papers, ~~and, if a citizen of the United States, satisfying the examining power of his loyalty thereto.~~"

SECTION 3. Section 59-29-130 of the 1976 Code is amended to read:

"Section 59-29-130. (A) ~~The instruction provided for in Section 59-29-120 shall be given for at least one year of the high school, college and university grades, respectively.~~ All public institutions of higher learning, as defined in Section 59-103-5, and private institutions of higher learning must provide instruction in the essentials of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, and the Federalist Papers, including the study of American institutions and ideals. No public or private institution of higher learning may grant a certificate of graduation for any

baccalaureate degree program to any student unless he successfully completes the requirements described in subsection (B).

(B)(1) Each public and private institution of higher learning must require each undergraduate student, except a student eligible for the exemption provided in subsection (B)(2), to complete no fewer than three semester credit hours, or their equivalent, in the subject of American government. Each undergraduate student must be required to:

(a) read the United States Constitution in its entirety;

(b) read the Declaration of Independence in its entirety;

(c) read the Emancipation Proclamation in its entirety;

(d) read a minimum of five essays in their entirety from the Federalist Papers as selected by an instructor; and

(e) pass a comprehensive examination, testing for student proficiency in the provisions and principles of the United States Constitution, the Declaration of Independence, the Emancipation Proclamation, and the Federalist Papers.

(2) A public or private institution of higher learning may exempt a student who has completed three semester credit hours, or their equivalent, in an Advanced Placement or dual-credit course with a passing grade in the subject of American government, provided that the completed three semester credit hours, or their equivalent, in an Advanced Placement or dual-credit course satisfy the requirements of subsection (B)(1).

(C) Public or private institutions of higher learning must ensure that the requirements of this section are incorporated into the degree requirements of all undergraduate degree programs in a manner that:

(1) does not add to the total number of credit hours for any degree; and

(2) does not conflict with any school accreditation process.

(D) The board of trustees of a public or private institution of higher learning must ensure the public or private institution of higher learning's compliance with all provisions of this section. The board must annually collect the information necessary to ensure that the public or private institution of higher learning is in compliance with this section. Such information must be reported annually to the Chairman of the House Ways and Means Committee, the Chairman of the House Education and Public Works Committee, the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, and the Chairman of the Commission on Higher Education."

SECTION 4. 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.

SECTION 5. 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.

SECTION 6. Section 59-29-130 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.

SECTION 7. This act takes effect one year after approval by the Governor. /

Renumber sections to conform.

Amend title to conform.

GREG HEMBREE for Committee