

# Winthrop University – Academic Council

Friday, February 11, 2022, 2:00pm

Virtual Meeting via Zoom

## Minutes

First Name	Last Name	College/Department
Kori	Bloomquist	CAS
Chen	Chen	CAS
Jimmy	Cheng	CBA
Marguerite	Doman	CBA
Adam	Glover	CAS
Erin*	Hamel	COE
Jessie	Hamm	CAS
Hye-Sung *	Kim	CAS
Stacy	Martin	COE
Jeff	McEvoy	CVPA
Alice	McLaine	COE
Jeremy	Mims	CVPA
Douglas	Presley	CVPA
Wendy	Sellers	CAS
Mike	Sickels	CAS
Danko	Tarabar	CBA
Cody	Walters	Dacus Library
Gina	Jones	Rec and Reg
Erin*	Emiroglu	Student

Absent\*

**Guests:** Leigh Poole, Tim Druke, Beth Costner, Jennifer Jordan, Jeff Bellantoni, Greg Oakes, Adrienne McCormick, P.N. Saksena, Takita Sumter

### I. Minutes from January 28, 2022 meeting – approved in advance via email

### II. Remarks from the Chair (Alice McLaine)

Dr. McLaine thanked everyone for all their hard work. She said to expect more items in the April meeting, including curriculum. She addressed all the curriculum actions that came in this time and wanted to assure everyone that we only vote on the programs. We should still keep an eye on courses, and if there was something in a course action, we can read it [in the CAS]. She'll be working on how to address our role.

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

Dr. McCormick spoke about the budget—we have been planning for worst-case scenarios, but our projections have been adjusted: \$5.9 million down from \$6.69 million. She said faculty recommendations have caused them to take a closer look. The presidential candidates had different takes on this process. She was glad we took the time to have the conversation in January. We want to make sure we're protecting vital programs.

Regarding program work there are possibilities with creating new ones in the doctoral/professional areas. The Commission on Higher Education has not articulated the policy

framework for which we could go forward. At this point, there has been analysis of whether it makes sense for Winthrop to move in this direction.

The February 25th Faculty Conference will have more information on the budget and we'll probably be hearing about a president.

#### IV. **Remarks from the President of the Council of Student Leaders (Erin Emiroglu)**

Ms. Emiroglu was not in attendance.

#### V. **Reports from Standing Committees** Appendix A

##### A. **Committee on University Curriculum (Stacy Martin)**

Appropriate curriculum materials are accessible for review on the Curriculum Application System.

There was no discussion. *Voting done via Qualtrics, and all items were approved.*

##### B. **General Education Curriculum Committee (Danko Tarabar)** Appendix B

Proposal to edit selected SLOs for general education courses to facilitate assessment of those SLOs. [Support materials are located on the Academic Council One Drive]

The SLOs were updated to use verbs which allowed the SLO to be assessable.

Dr. McLaine clarified that all SLOs are assessed. *Voting done via Qualtrics, and all items were approved.*

#### VI. **New Business**

##### A. **Proposal regarding relieving 2<sup>nd</sup> baccalaureate students** of requirement to meet Winthrop University general education requirements. (Tim Drueke)

Mr. Drueke indicated there had been a conversation about second baccalaureates, both taken at Winthrop and elsewhere. This is coming to the forefront with the nutrition program. This is also a follow-up to the associate's programs being full transferable [from SC Technical Colleges]. This update will allow students who have a degree elsewhere to have their Gen Ed waived, thus not having to take HMXP and CRTW.

Dr. McCormick said the language suggests cultural events may still be required by students who complete the degree elsewhere.

Mr. Drueke stated that we've never required CEs for those students.

Dr. Martin made a motion to accept; Dr. Glover seconded.

Dr. Sumter asked about the dean determining the course required. Mr. Drueke indicated that this is usually delegated to Academic Student Services. Dr. Sumter said the departments do work with student services.

Dr. McCormick said the policy should be as clear and streamlined as possible.

Mr. Drueke updated the language. (Adjustments shown in Appendix C.)

Dr. Sumter asked about 500-level courses.

Due to the wordsmithing involved, Dr. McLaine suggested bringing it back to the AC at the next meeting.

Dr. Martin withdrew her motion.

**VII. Announcements and Adjournment**

- A. Next meeting, April 8, 2022
  
- B. Dr. Tarabar announced that the Gen Ed Committee will be accepting new courses for Gen Ed by March 1. Applications should go directly to Dr. Wendy Sellers. Dr. Sellers indicated that it was a new form and she wanted to walk people through that. The March 1 deadline is because the Gen Ed committee meets in March and it needs to get through the faculty governance process.
  
- C. The Registrar reminded everyone that interim grading starts next Friday.

Adjourned at 2:42 PM.

Respectfully Submitted,  
Gina Jones, Secretary

## Committee on Undergraduate Curriculum Minutes

The Committee on Undergraduate Curriculum met remotely on Friday, February 4, 2022. Participating were committee members Stacy Martin, Jo Koster, Justin Isenhour, Min Mize, Kori Bloomquist, and Paul Wiegand. Also attending were Alice McLaine, Tim Drueke, Gina Jones, and Kara Traverse.

### These 20 program change items (degree) w Academic Council for action:

Program	Title	Action
BA-ARTH	BA in ART HISTORY	<b>Modify program:</b> Update ARTH175 with proposed name change; Remove VCOM374, ARTH350, ARTH354, ARTH355, ARTH356 and ARTH453 as options in the major.
BA-DANC	BA in DANCE	<b>Modify program:</b> Change DANA185 requirement from zero to 2 credits, and change requirement from 6 to 4 semesters; Add two credits of DANA385; Remove THRT115; Add THRT115A and THRT115C; Remove major elective requirement.
BA-DANCE-CERT	BA in DANCE with Certification	<b>Modify program: Modify program:</b> Change DANA185 requirement from zero to 1.5 credits, and change requirement from 6 to 3 semesters; Add one credit of DANA385; Renumber DANT205 to 300 and DANT432 to 332; Remove THRT115; Add THRT115A and THRT115C.
BA-MUSC-COMU	BA in Music, Commercial Music	<b>New concentration</b>
BA-SOCL	BA IN SOCIOLOGY	<b>Modify program:</b> Edit note to reflect that students may now SU SOCL316 and ANTH/SOCL302; Change requirement for SOCL316 and ANTH/SOCL305 to C- or better; Remove note indicating which semesters majors should take certain classes.
BA-SOCL-CRIM	BA IN SOCIOLOGY WITH CRIMINOLOGY OPTION	<b>Modify program:</b> Edit note to reflect that students may now SU SOCL316 and ANTH/SOCL302; Change requirement for SOCL316 and ANTH/SOCL305 to C- or better; Remove note indicating which semesters majors should take certain classes.
BA-THTR-DTEC	BA in THEATRE w/DESIGN & TECHNICAL CONC	<b>Modify program:</b> Remove THRT115; Add THRT115A, THRT115B and THRT115C; Change THRA 180 from zero to 1 credit; Add THRT395 and THRT472; Remove major elective requirement.
BA-THTR-PERF	BA in THEATRE w/Performance Concentration	<b>Modify program:</b> Remove THRT115; Add THRT115A, THRT115B and THRT115C; Change THRA 180 from zero to 1 credit.
BA-THTR-MUST	BA in Theatre: Musical Theatre Concentration	<b>Modify program:</b> Remove THRT115; Add THRT115A, THRT115B and THRT115C; Change THRA 180 from zero to 1 credit; Change note after dance requirement from "Above dance requirement UNLESS minoring or double-majoring in Dance, then any 10 credits from THRA, THRT, DANA, DANT, THED, DCED, MUSA, MUST, VPAS" to "If student is minoring or double majoring in DANCE, 10 DANA CREDITS in the MINOR may be replaced with any 10 credits from ARTM, DANA, DANT, DCED, THRA, THED, THRT, MUSA, MUST, MUTC, or VPAS."

Program	Title	Action
BA-THTR-CERT	BA in THEATRE with Certification	<b>Modify program:</b> Remove THRT115; Add THRT115A, THRT115B and THRT115C; Change THRA 180 from zero to 1 credit; Remove THRA330.
BA-SOCL-ANTH	BA-SOC-ANTH	<b>Modify program:</b> Edit note to reflect that students may now SU SOCL316 and ANTH/SOCL302; Change requirement for SOCL316 and ANTH/SOCL305 to C- or better; Remove note indicating which semesters majors should take certain classes.
BFA-ARTS	BFA in ART with Single/Dual Discipline	<b>Modify program:</b> Update ARTH175 with proposed name change; Add expanded media as a discipline option; Edit Approved ARTS electives to remove ARTS342, 442, 325, ARTH453, 482 and add ARTS 342, 442, 424, and 560.
BM-MUSC-COMP	BM-Music-Composition	<b>Modify program:</b> Replace MUST531 and 532 with MUTC201 and 202.
BS-BIOL-BMRS	BS BIOL - Biomedical Research	<b>Modify program:</b> Change minimum hours in BIOL from 42 to 44; Add BIOL390 and 490 to major requirements, remove BIOL491 and 492; Add BIOL517, 526, 529, 532, 539 to options to BIOL519, 522, 530, 555 or 560; Add note that if BIOL321 is chosen in major requirements, select one course from Area C; Add BIOL307, 308 and remove BIOL526 from Area C; Remove BIOL 307, 308, and 539 from Area D; Remove Physics II requirement (PHYS 202 or 212).
BS-BIOL	BS IN BIOLOGY	<b>Modify program:</b> Change minimum hours in BIOL from 42 to 44; Add BIOL390 and 490 to major requirements, remove BIOL491 and 492; Add BIOL310, 311, and 526 to Area B; Add BIOL 307, 308 and remove BIOL 310, 311, 526 from Area C; Remove BIOL 307, 308 from Area D; Reduce Mathematics and Science Electives from 13 to 11 credits.
BS-BIOL-MTEC	BS IN BIOLOGY W/CERT MEDICAL TECHNOLOGY	<b>Modify program:</b> Change minimum hours in BIOL from 42 to 44; Add BIOL390 and 490 to major requirements, remove BIOL491 and 492; Add BIOL311 and 526 to Area B; Add BIOL 307, 308 and remove BIOL311, 526 from Area C; Remove BIOL 307, 308 from Area D; Reduce Mathematics and Science Electives from 5 to 3 credits.
BS-BIOL-CSST	BS IN BIOLOGY/LICENSURE SEC SCHOOL TEACH	<b>Modify program:</b> In major requirements, add BIOL390 and 490 and remove BIOL491 and 492; Remove BIOL310, 311 and 526 as options in take 3-4 credits of "BIOL 303, 304, 305, 306, 309, 310, 311, 505, 508, 510, 511, 518, 524, 525, 526;" Remove Math and Science elective requirement.
BS-NUTR-DIET	BS IN HUMAN NUTRITION/DIETETICS	<b>Modify program:</b> Add NUTR 222, 223, and BIOL 311 to major requirements; Remove NUTR 221 and BIOL 310 from major requirements.
BA-SOCL-INEQ	Concentration in Social Inequalities	<b>Modify program:</b> Edit note to reflect that students may now SU SOCL316 and ANTH/SOCL302; Change requirement for SOCL316 and ANTH/SOCL305 to C- or better; Remove note indicating which semester majors should take certain classes.
BS-BIOL-CNSV	Conservation Biology Track	<b>Modify program:</b> Change minimum hours in BIOL from 42 to 44; Add BIOL390, 490, and 551 to major

Program	Title	Action
		<p>requirements, remove BIOL491, 492, and 552 (A or B); Add requirement "Select courses from among the following to total 3 hours in Conservation Experiential Learning: BIOL 371, 450H, 461, 463, 471, 552A or 552B;" Add BIOL310, 311, and 526 to Area B; Add BIOL 307, 308 and remove BIOL 310, 311, 526 from Area C; Remove BIOL 307, 308 from Area D; Reduce Mathematics and Science Electives from 13 to 11 credits.</p>

## SLOs-Phase 3b (AY 2022-2023)

Component	Student Learning Outcomes (SLOs)	Assessment Year
Social Sciences	<ul style="list-style-type: none"> <li>Students will identify social science methods of inquiry that reflect appropriate ethical considerations and social and cultural context.</li> <li>Students will communicate conceptual, philosophical, and theoretical ideas and concepts using the language of the social sciences.</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify social science methods of inquiry that reflect appropriate ethical considerations and social and cultural context.</li> <li>Students will communicate conceptual, philosophical, and theoretical ideas and concepts using the language of the social sciences.</li> </ul>
Global Perspectives	<ul style="list-style-type: none"> <li>Students will explore societies and cultures outside the dominant historical and cultural experience of the United States.</li> <li>Students will describe the development and functioning of the modern world.</li> <li>Students will identify relevant connections between course material and a global cultural event.</li> </ul>	<ul style="list-style-type: none"> <li>Students will <b>describe</b> societies and cultures outside the dominant historical and cultural experience of the United States.</li> <li>Students will <b>describe</b> the development and functioning of the modern world from a global perspective.</li> <li>Students will <b>identify</b> relevant connections between course material and a global cultural event.</li> </ul>
Historical Perspectives	<ul style="list-style-type: none"> <li>Students will examine knowledge or ideas from a historical perspective.</li> <li>Students will demonstrate their ability to think historically by identifying sound and unsound historical reasoning.</li> <li>Students will investigate how historical change occurs and be able to identify causes that contribute to change.</li> <li>Students will analyze diverse cultures, aesthetics, and/or intellectual viewpoints and milieus.</li> </ul>	<ul style="list-style-type: none"> <li>Students will <b>analyze</b> knowledge or ideas from a historical perspective.</li> <li>Students will investigate how historical change occurs and be able to identify causes that contribute to change.</li> </ul>
Intensive Writing	<ul style="list-style-type: none"> <li>Students will demonstrate competency in written communication through completion of one of more written assignments totaling 4,000 words of more.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate competency in written communication through completion of one of more written assignments totaling 4,000 words of more.</li> </ul>

### SLOs-Phase 3c (AY 2023-2024)

Component	Student Learning Outcomes (SLOs)	Assessment Year
Technology	<ul style="list-style-type: none"> <li>• Students will demonstrate technical skills as they relate to digital citizenship.</li> <li>• Students will show an understanding and ability to think computationally.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate technical skills as they relate to digital citizenship.</li> <li>• Students will show an understanding and ability to think computationally.</li> </ul>
Natural Science	<ul style="list-style-type: none"> <li>• Students will be conversant with a few fundamental concepts from among the three main areas of natural science, including earth, life, and physical sciences.</li> <li>• Students will be able to apply the scientific methodologies of inquiry.</li> <li>• Students will be able to discuss the strengths and limitations of science.</li> <li>• Students will be able to demonstrate an understanding of the history of scientific discovery.</li> <li>• Students will be able to discuss the social and ethical contexts within which science operates.</li> <li>• Students will be able to communicate about scientific subjects including (lab courses only) the defense of conclusions based on one's own observations.</li> <li>• Students will be able to discuss the application of scientific knowledge to the social sciences and to nonscientific disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be conversant with a few fundamental concepts from natural science, including earth, life, and/or physical sciences.</li> </ul>
Physical Activity	<ul style="list-style-type: none"> <li>• Students will identify appropriate and safe physical activity requirements specific to the course that will enable them to identify the connection between physical activity and overall health.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify appropriate and safe physical activity requirements specific to the course that will enable them to identify the connection between physical activity and overall health.</li> </ul>
Humanities/Arts	<p>Students must demonstrate one of the following:</p> <ul style="list-style-type: none"> <li>• Students will demonstrate a recognition of and appreciation for diversity in people, or ideas, or institutions, or moral codes, or ethical principles.</li> <li>• Students will examine a complex issue, subject, or matter in relations to a cultural, societal, linguistic, historical, or artistic perspective as appropriate to the discipline.</li> <li>• Student will address how a particular community is shaped by multiple contexts (values, attitudes, beliefs, and habits/practices.)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will describe diversity in people, or ideas, or institutions, or moral codes, or ethical principles.</li> <li>• Students will analyze a complex issue, subject, or matter in relations to a cultural, societal, linguistic, historical, or artistic perspective as appropriate to the discipline.</li> </ul>

#### Second Baccalaureate Degree

Requirements for completing a second baccalaureate degree are:



1. Meet all the **major** requirements for the second degree **as determined by the Department Chair and Student Services Office in the college of the major.**
2. Complete a minimum of 30 hours in residence beyond requirements for the first degree.

Cultural Events are not required for **any** second degree.

~~Students completing their second undergraduate degree after having completed their first degree at Winthrop do not have to complete a minor if seeking a BA degree.~~

**The completed general education requirements that met the first baccalaureate degree will meet the general education requirements for the second baccalaureate degree. Students may still need to complete course prerequisites if not completed in the first degree.**

Students wishing to complete a second degree concurrently with their first undergraduate degree must meet all requirements for the second degree and complete 30 credit hours beyond the requirements for the first degree (minimum 150 hours).

**Rationale for change to the policy:**

Some students who pursue a second baccalaureate degree will have a prior degree from a previous institution. Those degree programs already included the completion of a general education program. The current policy allows the college to specify the courses needed to complete the second degree. Usually, this would include any missing general education courses – specifically HMXP and CRTW, and sometimes a physical activity course. Most students pursuing a second degree are changing careers and likely need at least 30 hours already. Additional general education courses create additional time to degree and cost for the student.