

**Academic Council Agenda  
Friday, April 7, 2017  
2:00 PM  
Macfeat House**

Kristen Abernathy	Arts & Sciences
Abbigail Armstrong	Education
Bettie Parsons Barger	Education
Leslie Bickford	Arts and Sciences
Alice Burmeister	Visual & Performing Arts
Marguerite Doman	Business Administration
Chad Dresbach	Visual & Performing Arts
Ronnie Faulkner	Dacus Library
Adam Glover*	Arts and Sciences
Christian Gratton	Arts and Sciences
Shawwna Helf	Education
Jo Koster	Arts and Sciences
Stephanie Lawson	Business Administration
David Meeler*	Arts and Sciences
Ron Parks	Visual & Performing Arts
Dave Pretty, Chair	Arts and Sciences
Will Thacker	Business Administration
Elizabeth West * (Tadean Page, VP, attended in her place)	CSL Student Representative
Gina Jones, Secretary	Registrar

\*absent

Guests: Jack DeRochi, Tim Drueke, Andrew Vorder Bruegge, Melissa Carsten, Michael Lipscomb

The meeting was called to order by Chair Pretty at 2:05 p.m.

**I. Approval of the Minutes for the Meeting of February 10, 2017--approved**

**II. Remarks from the Chair**

Dr. Pretty thanked everyone for making this the least painful year of his tenure.

**III. Remarks from the Provost and Executive Vice President**

Dr. Boyd could not attend, but Assistant VP Tim Drueke thanked everyone for their work. He hoped to see everyone at commencement.

**IV. Committee Reports**

*A. CUC (Will Thacker)*

Dr. Thacker pointed out that MGMA was the combined program. Dr. Lawson reminded everyone that students have to apply and be approved into the graduate program before taking the cross-over courses.

Dr. Derochi talked about the policy regarding these combined programs.

Dr. Lawson asked about the IMCO programs removing ACCT 280. Dr. Koster spoke to this.

All programs were approved.

Program	Department	Action
BS-BADM-MGMA	Management and Marketing	<b>Establish 4+1 alternate pathway</b>
BA-PLSC	Political Science	<b>Modify program:</b> Change “C or better requirement” for PLSC 201 to “C- or better”
BA-PSYC	Psychology	<b>Modify program:</b> Add departmental assessment courses (PSYC 104/404); Offer PSYC 408 as a core class instead of PSYC 508
BA-THTR-PERF	Theatre and Dance	<b>Modify program:</b> 3 credits Hum & Arts met with DANA, other three hours cannot be theatre or dance; Add THRA 121; Remove THRA 220; Add THRA 255 and 265; Require 3 courses dance technique
BA-THTR-MUST	Theatre and Dance	<b>Modify program:</b> Remove THRA 160; Remove THRA 220; Add THRA 255 and 265; Remove THRA 371; Remove dance electives and add dance requirement for students not minoring or double-majoring in dance (those students can take an additional 9 credits theatre or dance); Remove THRA 421 and 4211; Replace MUSA 111a with MUSA 180
BFA-INDS	Design	<b>Modify program:</b> Change Technology requirement, Global and Historical Perspectives, and Humanities & Arts; Add professional experience requirement; Add ARTH 176, DESF 113, 120, 150, 154, 222, 261, INDS 172, and 225 to major; Remove INDS 111, 271, 313, 323, 325 and VCOM 120 from major; Rename/change credits for INDS 326, 353, 357, 453, 455, 488
BS-EXSC	Physical Education, Sport and Human Performance.	<b>Modify program:</b> Change name of EXSC 480; Change SPMA 501 to EXSC 501; Add BIOL 213/214 as anatomy and physiology options
BS-CHEM-BIOC	Chemistry	<b>Modify program:</b> Add BIOL 316 to Biochemistry degree track
BS-CSCI	Computer Science and Quantitative Methods	<b>Modify program:</b> Remove CSCI 211; CSCI 2271 & 311 change to 4 credit hours; Instead of CSCI 411, choose one of CSCI 411 or 446; Also choose one of CSCI 411, 466, 355, 370; 6 hours CSCI electives above 299; Remove CSCI 291, 292 as options from “Two of...”
BS-NUTR-DIET	Human Nutrition	<b>Modify program:</b> Replace BIOL 308 with BIOL 213/214; Add ACCT 280 and HLTH 300 as DPD electives; Change DPD electives from 3 to 6
BS-DIFD-DCOM	Computer Science and Quantitative Methods	<b>Modify program:</b> Remove DIFD 351
BS-DIFD-DMMD	Computer Science and Quantitative Methods	<b>Modify program:</b> Remove DIFD 351; Add MCOM 325, 341, 379, 425, 464 as electives to concentration; Remove MCOM 345 as elective from concentration
BS-DIFD-INMD	Computer Science and Quantitative Methods	<b>Modify program:</b> Remove DIFD 351; Add VCOM 578 to concentration
BS-IMCO	Mass Communication	<b>Modify program:</b> Remove CSCI 101D&F; Remove ACCT 280; Add MCOM 226; CSCI 101D is a prerequisite for MGMT 341
BS-DIFD-WEBD	Computer Science and Quantitative Methods	<b>Modify program:</b> Remove DIFD 351

The following four items were not approved by CUC at their meeting. A request for clarification was sent to the departments. ENGL 308 still had some issues but the other three courses have now been approved through CUC. All other courses were for information only and there was no discussion.

Course	Title	Department	Action
ENGL308	World Literature After 1700	English	<b>Modify course: Change how many times student can receive credit for this course</b> from 1 to 2
EXSC382	Biomechanics	Physical Education, Sport and Human Performance.	<b>Modify course: Change Prerequisite</b> from “BIOL 307” to “BIOL 213 or BIOL 307, PESH 102”; <b>Remove corequisite</b> BIOL 307
INDS485	Portfolio Preparation (1:0:2)	Design	<b>Modify course: Remove Prerequisite</b> from “INDS 455, INDS 487”
INDS488	Senior Thesis (3:6)	Design	<b>Modify course: Change Prerequisite</b> from “INDS 455, INDS 487, INDS 485 (pre- or co-requisite)” to “INDS 487, WRIT 465”; <b>Remove corequisite</b> “INDS 485”

### ***B. General Education (Kristen Abernathy)***

Dr. Koster asked about MATH 111.

[All new certifications were approved.](#)

#### **Courses: New Certifications**

##### Constitution:

PLSC 390

##### Global:

*Approved*

FREN 201

GERM 201

SPAN 201

##### *Denied*

MLAN301X

##### Historical:

*Approved*

INDS 272

##### Humanities and Arts:

*Approved*

ENGL 550

FREN 395

SPAN 395

##### Natural Science:

*Approved*

GEOL 207

##### Oral:

*Approved*

GERM 313

Quantitative:

Approved

MATH 101

MATH 114X

MATH 141

MATH 202

**Note:** MATH 111 will also be offered as a quantitative course beginning next fall. This course was a modification of MATH 111x/113x, which were both approved by Gen Ed, and no changes were made (besides the 'x' being dropped) so it was not put forth before the committee as a new course. It will appear for the committee's review as part of the recertification process next academic year.

**Old Business**

- We received approval on a policy change proposal to the Committee on University Petitions that would allow the Registrar to review student petitions concerning a lapse in course inclusion in the General Education Program. We now bring this proposed change to Academic Council on behalf of the General Education Committee, with the support of the Committee on University Petitions. (See Appendix 1)

**New Business**

- We approved DESF 261 as a Technology course and DESF 222 as a Humanities & Arts course within the General Education program. (See Appendix 2)
- We approved the proposal from the Ad-Hoc Committee on Revising the General Science Requirement. (See Appendix 3)
- We approved the proposal from the Ad-Hoc Committee on Revising the Historical Perspectives Requirement. (See Appendix 4)

**Appendix 1:**

**General Appeal Procedure (current)**

The General Appeal Procedure applies to students who are seeking variations from General Education requirements and other university-wide academic regulations. The policy, which is found in the Winthrop University Undergraduate Catalog, 2009-10, page 10, reads as follows:

Any undergraduate student may appeal for variations in the general education requirements and other university-wide academic regulations by submitting a typed petition to the Committee on Undergraduate Petitions.

Petitions must be accompanied by supporting statements or other documentary evidence which the student judges pertinent to the petition. Petitions should be addressed to the Committee on Undergraduate Petitions, in care of the Registrar, and should include the student's name, student number, address, major, class, telephone number, and name of adviser. A petition form is available in the Office of Records and Registration.

To be considered at a regular monthly meeting, petitions must be received by the Registrar at least one week prior to the published meeting date of the Petitions Committee.

The Registrar forwards the petitions, along with any supporting documents, to the Undergraduate Petitions Committee and relays to the student the decisions reached by the Committee.

**General Appeal Procedure (proposed)**

The General Appeal Procedure applies to students who are seeking variations from General Education requirements and other university-wide academic regulations. The policy, which is found in the Winthrop University Undergraduate Catalog, 2009-10, page 10, reads as follows:

Any undergraduate student may appeal for variations in the general education requirements and other university-wide academic regulations by submitting a typed petition to the Committee on Undergraduate Petitions.

Petitions must be accompanied by supporting statements or other documentary evidence which the student judges pertinent to the petition. Petitions should be addressed to the Committee on Undergraduate Petitions, in care of the Registrar, and should include the student's name, student number, address, major, class, telephone number, and name of adviser. A petition form is available in the Office of Records and Registration.

To be considered at a regular monthly meeting, petitions must be received by the Registrar at least one week prior to the published meeting date of the Petitions Committee.

For petitions concerning a lapse in course inclusion within the General Education Program, the Registrar reserves the right to review the petition and relay the decision to the student and the Undergraduate Petitions Committee. For all other petitions, the Registrar forwards the petitions, along with any supporting documents, to the Undergraduate Petitions Committee and relays to the student the decisions reached by the Committee.

The policy change was unanimously approved.

## Appendix 2

TO: Winthrop University General Education Committee  
% Dr. Kristen Abernathy, Committee Chair, 2016-17  
FM: Chad Dresbach, Chair, Dept. of Design  
CC: Dr. William Thacker, Committee Chair, CUC, 2016-17  
RE: new DESF Designator  
Date: 9/12/17

Dr. Abernathy,

Thanks to both you and Dr. Thacker for entertaining my concerns and for providing some avenue of remedy for the situation I laid out for you.

To briefly recap: there are several VCOM courses that are currently approved as meeting the General Education requirements for certain categories; the ones I am concerned with here include VCOM261 (Technology) and VCOM 222 (Humanities & Arts). The Interior Design program is in the process of undergoing some curricular and program modifications; ideally, what will result from this is that the INDS and the VCOM degree programs will collaborate on the 1<sup>st</sup> 3 semesters of a series of developmental coursework for students, a “common foundation” that will apply to both degrees. With that in mind, there was identified the need to remove ‘apparent ownership’ of a course as not being the aegis of any one discipline. It was decided that a new designator would be initiated for these courses – DESF (DESign Foundations). So the modified INDS program proposal for the INDS program will include two courses, DESF 261 and DESF 222 as part of this common experience.

Those two ‘new’ courses aren’t actually ‘new’, but are a retitling/redesignation of the existing VCOM sections of those courses. In this modification NONE of the projects, procedures, goals, objectives, descriptions, outcomes will be changed. This extends to the vital elements in place that allowed these courses to be accepted into the General Education program. These are the same content and sequence as has existed in the VCOM versions; the classes are equivalent (I’ve used the term ‘clones’). Transplanted from apparent ‘VCOM ownership’ to a ‘neutral’ designator.

With this said, this communication is intended to give notice to the General Education Committee that this ‘conversion’ is happening, and to request from the Gen. Ed. Committee that the status of being accepted as meeting the respective categories can be extended to include these DESF courses. If this extension is granted, I would suspect those courses would follow the ‘normal’ schedule for recertification as the existing VCOM courses do.

After the suggestion of both you and Dr. Thacker, it is hoped this memo, as a record, should be sufficient to allow this operation, and that further submission of materials (a re-proposal packet) can be avoided. If you and your committee could kindly consider this request it would be appreciated. Also: I stand ready to answer any further questions or issues your committee may identify as being pertinent to this consideration.

Yours, etc.



DESF courses mirroring INDS/VCOM courses and gen ed status-Mr. Dresbach explained that these are the exact same courses. All were approved.

### Appendix 3

**To:** The General Education Committee  
**From:** The Ad Hoc Committee to Review the Natural Science Requirement  
**Date:** February 7, 2017  
**Subject:** Revisions to the General Education Natural Science Requirement

Our committee has been discussing the General Education Natural Science requirement since last October. After considerable interaction and revision regarding the specific language used, we propose the following changes to the language in the 2016-17 *Undergraduate Catalog* under “Degree Requirements,” p. 15:

**Goal Five: To understand scientific knowledge in terms of its methods or acquisition, its specific quantitative nature, and its dynamic and contingent character.**

To achieve this goal, students should:

1. Study **important concepts and** areas of science that may affect everyday life;
2. Identify and develop hypotheses, design studies, and collect data in light of these hypotheses;
3. Take accurate measurements and make detailed observations to reach valid empirical conclusions;
4. Understand how scientific theories change over time; **and**
- 5. Recognize reputable sources of scientific information.**

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The committee then reviewed the language used in the application to nominate courses for the General Education Science requirement. Again, after extended discussion, we recommend the following changes. Our comments on how these objectives fit with the University Learning Competencies (ULCs) are indicated in green.

**Learning Objectives (from the online application on the University College website)**

**No one course can meet all of these objectives simultaneously. However, to be considered for this category, at least three items from items 2-7 in the following list of objectives must be met in the course and clearly specified on the syllabus.**

1. Students will be conversant with **a few** fundamental concepts from among the three main areas of natural science, including earth, life, and physical science. **(Committee comment: The wording ‘a few’ seemed extremely vague and imprecise to us so we removed it.)**
2. Students will be able to apply the scientific methods of inquiry. **(Committee comment: Specifically addresses ULC 1 in terms of collecting and using evidence to solve problems.)**
3. Students will be able to **identify and discuss** the strengths and limitations of science, **including sources of reputable scientific information.** **(Committee comment: Also addresses ULC 1 on critical thinking and seeking out and assessing relevant information.)**
4. Students will be able to demonstrate an understanding of the history of scientific discovery.
5. Students will be able to discuss the social and ethical contexts within which science operates. **(Committee comment: Addresses ULC 2 in reference to social responsibility and integrity.)**
6. Students will be able to communicate about scientific subjects including (lab courses only) the defense of conclusions based upon one’s own observations. **(Committee comment: Addresses both ULC 4 on effective communication and ULC 1 on the use of reliable evidence.)**
7. Students will be able to discuss the application of scientific knowledge to the social sciences and to nonscientific disciplines. **(Committee comment: Addresses ULC 3 on interconnectedness.)**

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Based on our recommendations above, the committee suggests the following revisions to the criteria for inclusion on the application and recertification forms:

**Criteria for Inclusion** (again from the application form):

“Natural Science Component courses are required to meet each of the following criteria. Briefly but clearly explain how the proposed course meets each criterion.

1. **All** included courses must explicitly support the first learning objective identified above: ‘Students will be conversant with fundamental concepts from among the three main areas of natural science, including earth, life, and physical science.’ Clearly confirm that the proposed course supports this objective **and identify the fundamental concepts in question.**
  2. Included courses must explicitly support **at least three** additional learning objectives listed above (among objectives 2 through 7). Clearly identify the objectives supported by the proposed course **and the means by which meeting these objectives will be assessed.**
  3. Natural Sciences 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 assignments **as defined by Faculty Conference on Dec. 2, 2016.** How will the proposed course meet this requirement?”
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**Final comment:** The committee notes that currently we can find no one place on the Winthrop website where all these components are published together; a faculty member interested in nominating a course must go to the Catalog, the University College website, and to an online application form that prevents cutting and pasting to gather all the information needed to consider nominating a course. We respectfully suggest that a central site or document that contains all the relevant components, their goals, their SLOs, and the questions asked for approval be created and made available to faculty. If such a site already exists, we respectfully request that its location be made known more clearly to faculty.

**Respectfully submitted,**

**Keith Benson**

**David Brown**

**Christian Grattan**

**Jo Koster, Chair**

**Cynthia Tant**

## Appendix 4

General Education Committee

Kristin Abernathy, Chair

The General Education Working Group on the Historical Perspectives Requirement has completed its work and is pleased to send the following draft to the General Education Committee.

Please do not hesitate to contact me for any further information.

Dave Pretty, Chair

For Marguerite Doman, Margaret Gilliken, Karen Stock, David Vawter

1. Must clearly demonstrate throughout the course that historical perspective is its primary focus
2. Enable students to demonstrate an understanding of history that emphasizes
  1. the dynamics of **cause and effect** in historical events and concepts
  2. the ways that **change and continuity** influence human experience
  3. the **historical significance** of people, places, events, and concepts, including **diverse** cultures, intellectual **viewpoints, and aesthetic milieus**
3. Enable students to recognize that different conceptions of historical events and concepts exist. This must include:
  1. an understanding of how **interpretations** of history have changed over time
  2. an understanding of how **sources** are employed and interpreted in different contexts to develop an understanding of history
  3. an ability to recognize sound and unsound **historical reasoning**
4. Include a writing component that requires either a single paper or combination of assignments consisting of eight (8) pages of evaluated writing (normally two thousand [2000] words) or at least four (4) evaluated assignments. The writing component should be weighted enough that a student would not be able to receive a passing grade in the course without making a legitimate effort to complete the required written work.

Dr. Abernathy met with Dean Gloria Jones regarding the Gen Ed website and where to find the most up-to-date requirements.

Dr. Pretty asked Dr. Koster about adding a preamble to the science requirement about science being the primary focus. Dr. Koster was agreeable.

Historical Perspective requirement—Dr. Thacker questioned the formatting between the science and historical requirements with the differences in learning objectives and “criteria for inclusion.”

Dr. Doman noted that the NS require 3 of the 4 learning objectives. With HIST, there’s nothing you can omit.

We can add learning objectives to the form, according to Dr. Abernathy’s conversation with Dr. Jones.

[All changes were approved.](#)

### ***C. Honor Code Implementation Committee (Alice Burmeister)***

The committee met last Tuesday to discuss recommendations for implementing honor code & pledge. The committee felt that implementing these would not be appropriate without other initiatives. They proposed a standing committee created by Academic Council. Since the proposal did not come ahead of time, Dr. Burmeister suggested it be discussed in the fall. She talked about several other things in the proposal.

*The Honor Code and Honor Pledge Subcommittee of Academic Council met on April 4<sup>th</sup>, 2017, to discuss possible recommendations for implementing the Honor Code and Honor Pledge approved by Academic Council last year (in September 2015). The subcommittee members included faculty members Alice Burmeister, Marguerite Doman, and Kristen Abernathy, as well as Beth West (CSL President), and Bethany Marlowe (ex-officio). Dr. Abernathy was unable to attend the meeting, but was sent a copy of this report and gave her approval of its content. While brainstorming possible strategies for implementing the Honor Code and Honor Pledge, the subcommittee members came to the conclusion that implementing either an Honor Code and/or an Honor Pledge on its own, without the development of accompanying initiatives designed to support their implementation, would not be sufficient to create an expectation of academic integrity across the campus community. We therefore recommend the creation of a Standing Committee on Academic Integrity under the authority of Faculty Conference to consider the implementation of an Honor Code and/or Honor Pledge, in addition to related supporting activities of the kind described in the proposal below.*

#### ***Proposal to create a Standing Committee on Academic Integrity, under the authority of Faculty Conference:***

*We propose the creation of a Standing Committee on Academic Integrity, to be made up of the following individuals: One faculty member from each of the four colleges (Arts & Sciences, Business Administration, Education, and Visual and Performing Arts) and a faculty member from Dacus Library; the Dean of Students (ex-officio); and the President of the Council of Student Leaders. The charge of this standing committee would be to propose and develop initiatives designed to help create and maintain an expectation of academic integrity in the Winthrop University community. This would include: 1). Evaluating the effectiveness of university policies and current practices related to academic integrity, and proposing changes and improvements to these practices/policies where needed; 2). Developing training sessions and other support resources for full-time and adjunct faculty members to assist them in dealing with the challenges of maintaining standards of academic integrity for our current generation of millennial digital native students, as well as for themselves as scholars and educators; and 3). Developing training sessions and support resources for students to help them understand what academic integrity is and why it is important. In particular, students will be encouraged to understand how honoring Winthrop's standards of academic integrity will help them to be more successful, both as Winthrop students, and in their future lives after graduation.*

Dr. Pretty asked if she thought there were any issues with their proposal. She knew of none.

Dr. Koster asked if the new committee would come from AC. Dr. Burmeister said, "Not necessarily." Dr. Koster asked if this subcommittee should be under AC or Faculty Conference? Dr. Burmeister thought AC. Dr. Koster thought that under FC it would have more authority.

Mr. Drueke agreed with it being under FC.

Dr. Pretty said the chair could come from AC.

Dr. DeRochi talked about how the committee would operate and which body would be best for it to be under.

Dr. Burmeister said it would make sense to be under FC.

Dr. Koster stated that we should present it at the first FC so we can get it going.

There was discussion about violations and where they would go: Dean of Students, the Academic Integrity committee, a student committee (since the honor code would be student owned).

Mr. Drueke commented that there is a judicial council and asked if there would be overlap there. There should be discussion at the senior administrative level.

Dr. Koster said we need to move this forward.

Dr. Derochi suggested that we should charge this group to forward the AIC's proposal to approve that the chair of FC nominate a committee to look at this.

Dr. Doman expressed a concern that the new committee may drop the issue. Dr. Koster replied that she feels there are enough faculty who think this is important that this would not be dropped.

[The motion was approved unanimously.](#)

## **V. Remarks from Council of Student Leaders Chair (Elisabeth West)**

TaDean Page, VP, stood in for Ms. West. He introduced himself and asked if professors were aware of cost when picking out books for courses. The response was that they may know a base cost, but instructors do not know the bookstore mark up.

Mr. Page talked about the course surveys and asked about giving the students who dropped the course the survey as well. There are a variety of reasons for students withdrawing. An exit survey out of the department might be helpful.

## **VI. Old Business--none**

## **VII. New Business**

### ***Revision to Accelerated Programs Policy (Jack DeRochi)***

The revision makes the policy more understandable. It's three policies in one to make it more accurately align with what we do.

Dr. Koster asked about the add/drop period. Ms. Jones clarified that this is the first week of classes.

Dr. Vorder Bruegge asked about students getting some graduate courses waived if they take certain undergraduate courses.

Mr. Drueke said the idea was that in the Educational Studies minor, students would take a 500-level instead of a 300-level for EDUC classes.

Dr. Koster motioned to accept the revised policy. It was seconded.

Dr. Thacker asked how this had to do with UG curriculum. Dr. DeRochi said because it had to do with 500-level courses. Dr. Thacker said the UG students would be doing more work for their UG degree.

[The motion passed unanimously.](#)

## **Proposed new language for policies related to**

- 1) Accelerated Graduate Programs**
  - 2) Undergraduates taking graduate-level coursework**
  - 3) Transfer Credit**
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## **I. ACCELERATED PROGRAMS DEFINITION**

### ***Accelerated Programs***

Winthrop offers a select number of accelerated programs that allow students to earn both a bachelor's and a master's degree in a shortened period of time. For example, a student in an accelerated program may be able to complete both degrees within five years and take a slightly reduced number of credit hours. Students should consult current undergraduate and graduate catalogs for more information regarding which accelerated programs are currently offered. When offered, these programs fall into one of the following categories:

#### ***4 + 1 Programs of Study***

4 + 1 programs are institutionally-approved and highly-structured programs of study for Winthrop University students to earn both a bachelor's and master's degree in five years (4 years as an undergraduate student; 1 as a graduate student). In these programs, the undergraduate curriculum is intentionally designed to include specific pre-requisite courses required to pursue a 1-year master's degree program at Winthrop. A student will take specific upper-level undergraduate courses that 1) satisfy the undergraduate degree requirements and 2) prepare the student to enroll in the required graduate courses immediately upon undergraduate degree completion and complete the graduate degree in the prescribed efficient manner.

#### ***Combined Bachelor's/Master's Programs of Study***

Combined bachelor's/master's programs are institutionally-approved and highly-structured programs of study designed for Winthrop University students to earn both a bachelor's and master's degree in five years. In these programs, a student will take specific graduate-level courses for graduate credit while still enrolled as an undergraduate student, thus reducing the number of graduate courses required for the graduate degree upon undergraduate degree completion.

#### ***Full Admission to Graduate School***

Students must meet all graduate program admission requirements, as described in the Graduate Catalog, to be fully admitted to the Graduate School. Students pursuing a Combined Bachelor's/Master's or 4 + 1 program will not be fully admitted to the Graduate School until all undergraduate degree requirements are met. Completion of the *Intent to Pursue Combined Degrees*

Program form and undergraduate review processes is not a guarantee of admission to the Graduate School. (See policy on “Undergraduate Students Taking Graduate-Level Coursework.”)

### ***Awarding of Degrees in Combined Bachelor’s/Master’s and 4 + 1 Programs***

Students pursuing Combined or 4+1 programs will be awarded their bachelor’s degree within one semester of completing all undergraduate requirements and at least one semester before the master’s degree is awarded. The time allowable between undergraduate and graduate degrees may vary by program. Students should consult the Graduate Catalog or contact the Graduate School for specific admission requirements.

## **II. UNDERGRADUATE STUDENTS TAKING GRADUATE-LEVEL COURSEWORK**

### ***Winthrop Seniors***

Winthrop seniors with an overall Winthrop GPA of 3.0 or higher may be permitted to take courses numbered 500-599 for graduate credit during their final semester of undergraduate work, provided the total course load (undergraduate and graduate) for that semester does not exceed 16 hours. Students may receive graduate credit for these courses only if the requirements for the undergraduate degree are satisfactorily completed by the end of that semester. Winthrop seniors with a GPA of 3.0 seeking to pursue graduate-level coursework during their final semester must:

- Complete the *Request to Take Course for Graduate Credit* form through the Office of Records and Registration (126 Tillman) no later than the add/drop deadline.

Undergraduate students who wish to take courses for graduate credit must receive specific approval from the academic dean of the college in which they are majoring.

Senior business students in their final term may take one 600-level business class if the student meets the following conditions:

1. Admitted to any Winthrop MBA program;
2. Limited to one 600-level business course;
3. A 3.0 undergraduate grade-point average; and
4. Limited to maximum load of 16 semester hours.

### ***Undergraduate Students Pursuing Combined Bachelor’s/Master’s Programs***

Undergraduate students who are pursuing Combined Bachelor’s/Master’s Programs of Study may qualify to take up to 9 hours of graduate 500-level coursework at Winthrop and apply those hours to the undergraduate degree. To qualify for graduate-level coursework in a combined bachelor’s/master’s program, an undergraduate must:

- Complete the *Request to Take Course for Graduate Credit* form through the Office of Records and Registration (126 Tillman) no later than the add/drop deadline;
- Submit an *Intent to Pursue Combined Degrees Program* form with the appropriate graduate program office (by that program’s posted deadline) and have it approved by the specific graduate program director;
- Maintain at least a 3.0 GPA as an undergraduate; and
- Successfully complete 75 credit hours before taking each graduate course.

## ***III. TRANSFER CREDIT POLICY***

Winthrop may credit 9 semester hours of graduate work from another regionally accredited graduate institution **or graduate work completed as an undergraduate at Winthrop toward a graduate degree**, upon recommendation of the appropriate advisor and academic dean. An additional 3 semester hours may be transferred from another regionally accredited graduate institution, at the discretion of the advisor and academic dean.

**Students in a Winthrop combined bachelor’s/master’s program may apply a maximum of 9 graduate credit hours taken while an undergraduate to the graduate degree, providing a grade of B or better was earned in each course. All classes taken for graduate credit while an undergraduate at Winthrop will apply towards the graduate GPA, but may not apply toward the graduate program of study.**

Transfer of credit must be approved in writing by the student’s advisor and academic dean for inclusion in the student’s official program of study, and the course level must be verified by the Office of Records and Registration. After a student has entered a graduate program at Winthrop, permission from the student’s advisor and academic dean is required prior to enrolling in the transfer course(s). Approval to Transfer Graduate Credit forms are available online at [www.winthrop.edu/graduateschool/forms](http://www.winthrop.edu/graduateschool/forms). Official copies of transcripts must be submitted and evaluated before any transfer credit may be officially accepted. Certain courses submitted for transfer may not be considered equivalent to specified requirements, although course titles may be the same.

A graduate student may not transfer credit taken at another institution while he or she is on academic probation at Winthrop or is ineligible to return to Winthrop. Credit earned at another institution by a graduate student in good standing may be transferred if:

1. A grade of B or better has been earned in the course; or
2. A grade of S is earned; the granting institution is regionally accredited and would allow the course to be used in one of its graduate degrees.

Transfer credits are not used in computing the student's cumulative GPA.

Extension courses offered by accredited graduate institutions are subject to approval of the student's advisor and academic dean. Correspondence courses are not accepted for graduate credit. Transfer credit is subject to all Catalog regulations pertaining to graduate degree courses, including the 6 year time limit.

It is the student's responsibility to have an official transcript of the transfer credits forwarded to the Office of Records and Registration, 126 Tillman Hall, Winthrop University, Rock Hill, SC 29733, no later than four days prior to the expected graduation date. Transfer credits taken during the final semester of a program may delay graduation and certification approval until official transcripts have been received by the Office of Records and Registration.

Reviewed by: \_\_\_\_\_

Review date: \_\_\_\_\_

## **VIII. Announcements--none**

## **IX. Introduction of Incoming Members**

Dr. Pretty thanked the members who were rotating off (Stephanie Lawson, Dave Pretty, and David Meeler.) New members are Jennifer Disney (ASC), Laura Glasscock (ASC), and Kristen Wonderlich (VPA). Abigail Armstrong (EDU) was re-elected.

## **X. Election of New Chair**

Dr. Thacker nominated Jo Koster. There were no other nominations. [She was unanimously elected.](#)

Dr. Koster then asked Dr. Thacker and Dr. Abernathy to stay on in their respective chair roles. They agreed.

## **XI. Adjournment**

The meeting was adjourned at 3:24 p.m.

Respectfully submitted,  
*Gina Jones, Secretary*