

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: **Winthrop University**

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.): **Adding a new Pre-Law Concentration to the existing major in Philosophy and Religion**

Current Name of Program (include degree designation and all concentrations, options, and tracks):

BA in Philosophy and Religion with concentration in Philosophy
BA in Philosophy and Religion with concentration in Religion
BA in Philosophy and Religion with concentration in Combined Philosophy and Religion

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

BA in Philosophy and Religion with concentration in Philosophy
BA in Philosophy and Religion with concentration in Religion
BA in Philosophy and Religion with concentration in Combined Philosophy and Religion
BA in Philosophy and Religion with concentration in Pre-Law

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes
☒ No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes
☒ No

Proposed Date of Implementation: Spring 2025

CIP Code: 38.9999

Current delivery site(s) and modes: Winthrop University Main Campus (51801) - traditional

Proposed delivery site(s) and modes: Winthrop University Main Campus - traditional

Program Contact Information (name, title, telephone number, and email address):

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Institutional Approvals and Dates of Approval:

Department Approval: **November 27, 2023**
College of Arts and Sciences Curriculum Committee approval: **December 5, 2023**
College of Arts and Sciences Faculty Assembly approval: **January 22, 2024**
Dean, College of Arts and Sciences approval: **January 22, 2024**
Committee on University Curriculum approval: **February 6, 2024**
Academic Council approval: **February 12, 2024**
Faculty Conference approval: **February 23, 2024**
Provost approval: **April 15, 2024**
President approval: **April 19, 2024**
Board of Trustees approval: **April 25, 2024**

Background Information

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

Winthrop University is proposing to modify the BA in Philosophy and Religious Studies by adding a fourth concentration – Pre-Law. We know that students can take any of several majors to prepare for success in Law School, but Philosophy provides arguably *better* preparation for Law School because it also teaches philosophical thinking, logical reasoning, and substantive courses in the law. The Pre-Law Concentration is narrowly targeted, allowing students to choose 3 of 6 substantive courses on the law taught in Philosophy and Political Science, 3 from each discipline.

The target audience includes incoming students and existing students. While we do not get a lot of incoming freshmen immediately declaring PHRL as a major, students choose PHRL after taking courses with faculty in the department. This concentration reflects the expressed interest of our students in going to law school. A majority of students in the Department of Political Science, Philosophy, Religion, and Legal Studies express a desire to go to law school. At the meet the majors event to start the academic year, 90% of the incoming class of Philosophy and Religion and Political Science majors have an interest in going to law school. With this significant interest, there is a need to provide students with more than just “Pre-Law Advising.” Students need an identifiable Pre-Law Curriculum, and they are asking for it, at the institutional level, as well as in the state and in the region. Most other existing programs in the state stop at “Pre-Law Advising.” USC, for example, identifies no “pre-law major,” but instead offers students an Office of Pre-Professional and Graduate Advising. The College of Charleston is the only other school in the state to offer a similar concentration in its Philosophy BA Program, referenced on page 6.

This new Pre-Law Concentration within the Philosophy BA Program is central to Winthrop’s institutional mission and strategic plan to become “a place where all prospective students can see themselves belonging and thriving and being transformed for success today and beyond.” It helps students identify as part of a Pre-Law community to which they belong and teach them the kind of philosophical thinking and logical reasoning they will use at Winthrop and beyond.

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

The decision was made to merge Philosophy and Religion with the Department of Political Science, a strong major on campus with several academic synergies between the two disciplines and two faculties. The goal of the newly identified Department of Political Science, Philosophy, Religion, and Legal Studies is to attract new majors, especially overcoming enrollment challenges in Philosophy and Religion, while better serving aspiring Pre-Law students in the department. At the start of every new school year, 90% of incoming students in the department identify as interested in going to law school. We want to capitalize on identifying a practical track within the Philosophy major that aligns with student interest. Moreover, Philosophy is uniquely suited as a discipline to teach reading case law and briefing cases because of its focus on logical reasoning. Creating well-trained students who can read, write, and think critically to get into law school, who also have a background in philosophical and logical thinking, will prepare a workforce of graduates ready for a variety of occupations in the state

and the region, not just as lawyers, but in the legal, criminal justice, administrative, governmental, non-profit advocacy, business, and educational professions.

Transfer and Articulation

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

There are no special agreements for this program. It will fall under the existing and any future institutional agreements with the SC Technical College System and campus specific agreements with the various two-year institutions.

Description of the Program

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2024	1	9	-	9	-	9
2025	2	11	-	11	-	11
2026	2	13	-	13	-	13
2027	3	16	-	16	-	16

Explain how the enrollment projections were calculated. **Estimates are based on existing numbers of majors with modest but consistent expectations of attracting new majors, with the hopeful projections of doubling the number of majors from 8 to 16 within three years.**

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

GENERAL EDUCATION		SEMESTER HOURS
ACAD 101	Principles of the Learning Academy	1
Shared Skills and Proficiencies		
Writing and Critical Thinking		
WRIT 101	Composition	3
HMXP 102	Human Experience	3
CRTW 201	Critical Reading, Thinking & Writing	3

Oral Communication	See approved list ; may be met with another requirement	0-3
Technology	See approved list	3
Intensive Writing	Met in major with PHIL/RELG 495	0
Founding Documents Requirement	See approved list ; may be met with another requirement	0-3
Physical Activity	See approved list ;	1
Thinking Critically Across Disciplines*		
Global Perspectives	See approved list ; could be met in major	0-3
Historical Perspectives	See approved list ; could be met in major	0-3
Introducing Students to Broad Disciplinary Perspectives*		
Social Science	See approved list ; must include 2 designators; could be met in major	0-6
Humanities and Arts	See approved list ; must include 2 designators; could be met in major	0-6
Quantitative Skills and Natural Science*	(3 courses)	9-12
Quantitative Skills	See approved list	(3-8)
Natural Science	See approved list ; must include one lab science. [If 2 courses taken, must be in 2 different groups: <i>Life, Physical, Earth</i>]	(3-8)
Subtotal		35-47
<i>*No more than two courses in the major may count toward requirements in these areas</i>		
Requirements in Major		12
PHIL 101 or RELG 101	Intro to Philosophy, Intro to Religious Studies	3

PHIL 220 or 225 or 371	Logic and Language, Symbolic Logic, LSAT Logic Puzzles & Arguments	3
PHIL/RELG 390	Philosophy of Religion	3
PHIL/RELG 495	Meth & Research in Philosophy/Religion	3
Select one concentration :		
Philosophy Concentration		18
PHIL courses above 299		12
PHIL or RELG electives		6
Religious Studies Concentration		18
RELG courses above 299		12
RELG or PHIL Electives		6
Combined Concentration		18
PHIL or RELG electives above 299		12
PHIL or RELG electives		6
PRE-LAW Concentration - Select 3 courses from the following:		9
PLSC 311	Constitutional Law: Criminal Civil Liberties	3
PLSC 312	Constitutional Law: Political Civil Liberties	3
PLSC 318	Constitutional Law: Civil Rights	3
PHIL 220	Logic and Language	3
PHIL 370	Concepts & Problems in the Law	3
PHIL 371	LSAT Logic Puzzles & Arguments	3
PHIL or RELG Electives		9

Foreign Language	3-8 ^
Minor	15-24
General Electives	14-37
Total	120

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
	PHIL370 – Concepts & Problems in the Law	PHIL220 – Logic & Language
	PHIL371 – LSAT Logic Puzzles & Arguments	
	PLSC 311 – Constitutional Law: Criminal Civil Liberties	
	PLSC 312 - Constitutional Law: Political Civil Liberties	
	PLSC 318 - Constitutional Law: Civil Rights	

New Courses

List and provide course descriptions for new courses.

The above existing core course and electives in PHIL and PLSC are designated for the Concentration. No new courses are being created for this new concentration.

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

We limited this list to those Philosophy degree programs with dedicated concentrations in Pre-Law or Legal Studies

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
BA and AB in Philosophy, concentration in Politics, Philosophy and Law	120	College of Charleston	The concentration is jointly administered by Philosophy and Political Science and contains a choice of a smaller set of law-focused classes like ours will.	The concentration is 18 credit hours in a 39+ credit major. Our concentration will be 9 credit hours within a 30-credit major.

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

This program modification builds on existing faculty and staff. No new faculty or staff are needed. The current Department of Political Science, Philosophy, Religion, and Legal Studies faculty can handle the anticipated new students and are already teaching these courses.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

Library Resources: No new resources needed.

Equipment: No new resources needed.

Facilities: No new resources needed.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain

☐ Yes

☒ No

While this program will not directly impact other programs, it may affect the Legal Studies minor. The BA in Philosophy and Religion requires students to complete a minor, with the new concentration in pre-law, some students may choose a different minor. The Legal Studies Minor is an interdisciplinary listing of dozens of courses across the university that touch at all on any aspect of the legal system. The Pre-Law Concentration will be housed within two majors, PLSC and PHIL, and is much more targeted, containing only 6 courses, three in each major, that focus exclusively on the law and preparation for law school. Students select 3 of these 6 courses.

Financial Support

Estimated Sources of Financing for the New Costs						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding	13,998	27,996	27,996	41,994	55,992	167,976
Program-Specific Fees						
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding						
Total	13,998	27,996	27,996	41,994	55,992	167,976
Estimated New Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Program Administration and Faculty and Staff Salaries						
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Institutional Overhead	5,599	11,198	11,198	16,798	22,397	67,190
Total	5,599	11,198	11,198	16,798	22,397	67,190
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	8,399	16,798	16,798	25,196	33,595	100,786

Budget Justification

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

Since all courses in the new concentration already exist and there is no need for new faculty, there are no new costs associated with this modification. The courses are already offered in the Legal Studies minor.

The new tuition revenue will come from the new students noted in the anticipated enrollment table who will be in the concentration.

Institutional overhead is calculated as 40% of tuition revenue and is the amount of tuition generally used for campus-wide operations such as facilities, utilities, administration, and library services.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Graduating Students show learning in the major.	Logic Construction: Graduating students construct strong arguments in philosophical or religious studies topics.	Assessment of logical argument construction in Capstone Research Paper (PHIL/RELG495)
Graduating Students show learning in the major.	Disciplinary Methodology: Graduating students apply methods of study and research appropriate to philosophy and religious studies.	Assessment of methods of study and research used in the Capstone Research Paper (PHIL/RELG495)
Graduating Students show learning in the Pre-Law Concentration.	Legal Thinking: Graduating students construct strong arguments in legal studies topics.	Assessment of logical argument construction in final project in Pre-Law Concentration course
Graduating Students show learning in the Pre-Law Concentration.	Pre-Law Application: Graduating students apply methods of study and research appropriate to legal studies.	Assessment of methods of study and research used in final project in Pre-Law Concentration course

Assessment Overview

Winthrop University executes an outcome-based programmatic assessment effort that allows for continuous improvement of academic programs, to include student learning outcomes. Part of a cyclical process, these assessment efforts are designed to determine the extent to which identified outcomes are met and findings used for continuous improvement efforts. The process of identifying outcomes, collecting and analyzing data, and using results for improvement of the academic programs support the assessment of the University's overall institutional effectiveness. The institution functions on the premise that assessment of academic programs maintains and strengthens the programs, while allowing the institution to achieve its stated outcomes.

The EDUCATE pillar of the University's strategic plan, *Winthrop: United in Excellence*, supports the assessment of academic programs; specifically by "advancing comprehensive student intellectual development" and through "innovate forward-looking academic programs." The process of student learning assessment, although focused at the program level, is informed by University structures and expectations.

Outcomes of individual academic programs are assessed through three major processes: (1) student learning outcomes assessment, focusing on what students know, think, and can do as a result of completing a program, (2) academic program review, a comprehensive evaluation of all areas of an academic program, including curriculum, faculty, students, and resources, and (3) professional accreditation review for specific disciplines. Assessment findings inform programmatic decisions, document student achievement, and improve the quality of learning for all students. The academic review system focuses on developing an institutional culture, with continual improvement at the core of assessment work.

Student Learning Outcome Assessment

Each academic program, within Winthrop University's five degree-granting colleges, is required to implement an annual assessment plan that clearly articulates student learning outcomes and program outcomes, identifies appropriate methodology, measures the extent to which students achieve the outcomes, analyzes the findings, and uses the results to make curricular and programmatic enhancements or adjustments.

Academic Program Review

In addition to annual program Assessment Reports, all academic programs are required to conduct an Academic Program Review (APR) on a regular cycle, generally every five to seven years. APRs are conducted as an institutional review for non-accredited programs or as a professional accreditation review for specific disciplines. The purpose of the Academic Program Review is to ensure that Winthrop University preserves its reputation for offering national-caliber academic programs consistent with emerging best practices and to affirm program priorities are aligned with and support achievement of Winthrop University's mission and strategic priorities. The review process provides the program with quantitative and qualitative analyses for demonstrating accountability and institutional effectiveness. Results are used to enhance program quality and inform resource allocations. The BA in Philosophy and Religious Studies is not accredited. It undergoes a two-year Self-Study and External Review Process every seven years, and is embarking on its next Self-Study in 2024-2025.

Employment Tracking

Due to the relationships developed between program faculty and students, employment plans and career opportunities are common discussion topics, particularly as students approach graduation. Faculty are also aware of students' post-graduation employment via social media. Additionally, Winthrop University administers an annual Graduating Senior Survey and a biannual Alumni Survey. These surveys provide data on where our students are employed and the type of positions held. The BA in Philosophy and Religious Studies is now administered in the Department of Political Science, Philosophy, Religion, and Legal Studies. The BA Program in Political Science has an Alumni Survey that has been sent to all of alumni to gather data on student employment and income over the last two self-study cycles. As the BA in Philosophy

and Religious Studies is about to embark on its Self-Study year in 2024-2025, a similar alumni survey will be implemented.

Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.

☐ Yes

☒ No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

☐ Yes

☒ No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

☐ Yes

☒ No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☐ Yes

☒ No