

Winthrop University Faculty Conference Agenda

March 7, 2014

Kinard Auditorium

- I. Approval of minutes for October 4, 2013 Faculty Conference (attached)
- II. Report from the Chair—Board of Trustees Retreat John Bird
- III. Report from the Vice President for Academic Affairs/Provost Debra Boyd
- VI. Committee Reports
 - a. Faculty Personnel Committee (elections—ballot attached) Anna Sartin
 - b. Academic Council (materials attached) Jo Koster
 - c. Rules Committee (materials attached) Paula Mitchell
 - d. Academic Freedom and Tenure (resolution attached) Dave Pretty
 - e. Other committees
- VII. Unfinished Business
- VIII. New Business
- IX. Announcements
- X. Adjournment

Faculty Conference Membership (329) 35% = 115 20% = 66

Next meeting Friday, April 25, 2014 in Barnes Recital Hall (refreshments to follow)

Winthrop University Faculty Conference
22 November 2013
2:00 pm Dina's Place, DiGiorgio Campus Center
Quorum Not Reached

The meeting was commenced by Dr. Bird at 2:00.

I. There was a motion to proceed without a quorum (with 95 members in attendance); it passed.

II. Approval of minutes for August 16, 2013 Faculty Conference

The minutes were approved.

III. Report from the Chair, John Bird

a. The Board of Trustees met in the fall; Dr. Bird was excluded while they discussed the budget but invited back to the session as they discussed amendments to their bylaws.

b. Dr. Bird noted that full committee reports are available online.

IV. Report from the President, Jayne Marie Comstock

a. President Comstock introduced Dr. Danny Nicholson, the new Vice President of Institutional Advancement. Dr. Nicholson, the newest member of Winthrop's leadership team, has thirty years of experience in higher education, and will provide oversight, guidance, and leadership.

b. President Comstock discussed Winthrop's budget process. She noted that there is an administrative effort to organize budget information in ways that will make it easier to understand. She distributed a blank template document to the faculty and emphasized how one needs to understand the budget form before looking at numbers. Dr. Comstock explained the structure and use of the form, pointing out that it provides a new template for Winthrop, but that it is commonly used among university systems. Then, the president brought up the numbers in Winthrop's current budget (planned last year under the former president) on the overhead screen and showed them in the new template.

Greg Oakes: Is there a decrease in non-recurring state appropriations?

President Comstock noted that there is less available this year than before because we spent money on some one-time expenses. State appropriations typically fluctuate based on need. The president noted that 45% of the budget represents academic allocations of funds. She noted that this allocation should be largest portion of university expenses, and the percentage at other universities might be higher than 45%.

Jeff Sinn: What would you do differently?

Dr. Comstock noted that the people who built the current budget did so with the best of intentions and it is currently serving the university; currently her goal is to study it and to determine if "rolling forward" (repeating current expenses and allocations) is the right thing to do. Sometimes new allocations need to be made in order to better fund the mission, but she doesn't know yet what these are.

Kim Daily: Can we get further details about what income streams can be put towards what commitments?

Joe Rusinko: What about Foundation money and spending? Can we learn more about that?

President Comstock noted that further information on those topics can be found online; it is public information. She offered to explain how foundation dollars are invested at a future meeting. Dr. Comstock then explained that Kim Keel is bringing new oversight to the foundation these days and is doing an excellent job. The University is now paying salaries of advancement staff with a fundraising arm that will pay for itself. Winthrop is also designing a plan for how to fix overlapping connections between the university and the foundation by separating the payroll. The president also has plans to use foundation money to generate exciting new student scholarships.

The president then noted that the university does need to build reserves. Winthrop must increase student population; the revenue from tuition can fund raises in pay. One hundred new students could result in a 1% raise. Overall, Winthrop's student population must grow in order to change the budget picture.

V. Report from the Vice President for Academic Affairs/Provost, Debra Boyd

a. Provost Boyd reminded the faculty that exams *must* be held. Faculty must use exam periods appropriately, as they are important to students' intellectual development. Exams offer students the opportunity to exercise their minds; as Alexander Pope once wrote, "The sign of strength of mind is exercise, not rest."

b. Provost Boyd noted that Winthrop has finally gotten approval from SACS for a BA in individualized studies. This is a special program intended for some of the university's best students who have an idea of a problem they want to solve or an issue they'd like to address, and the university wants to help them design a program of study to address their specific intellectual goals. This option might be especially attractive to honors students. Faculty should contact Marsha Bollinger in order to learn more.

c. Applications are up by 10% thanks to the great work of those in admissions. Criteria have not changed; Winthrop is just looking for more excellent students. Admissions are up by 360 compared to the same time last year; in turn, last Saturday was one of the largest Preview

Days since 2009. The provost thanked the faculty for paying attention to the families that come to campus.

VI. Report on Textbooks and the University Bookstore, Frank Ardiolo and Leann Johnson

a. Follett gave a presentation of bookstore sales numbers that included a breakdown of sales. Winthrop supports a "healthy" bookstore, but, overall, fewer students are buying from school bookstores. Notably, increased sales means increased scholarships (10% of profits) for students. Faculty were presented with a booknow+ video. The video provided an overview of a soon-to-be-available program that can be used through blackboard. WU will be beta testing the program in February, and it will be available for summer and fall textbook adoptions. Guest speaker Jim Coat, a regional manager from Atlanta, discussed benefits and opportunities that arise with this new system. In the spring, there will be training and practice sessions for faculty.

Greg Oakes: Are all textbooks (anything with an ISBN number) available through this system?

Jim Coat: Yes.

Jo Koster: I saw that the demo showed an article from a journal was used... what about copyright issues?

Jim: We will work on that issue for you, if possible. We try to get approval for users. We'll be around in March to show you some more options.

VII. Report from Academic Council, Jo Koster

a. Academic Council follows strict procedures and meeting dates; the council needs to meet deadlines in order to get curriculum actions approved. This includes new courses submitted to the General Education Committee as well as courses that need to be recertified to serve as "global" components. Please be aware of these dates, all of which are posted online.

b. Dr. Koster presented a proposal to change the S/U Declaration date. This suggested change in date arises from the notion that students need more time to decide about the S/U option. Dr. Koster discussed the philosophy behind the S/U option (to let students try new courses that may not be within their field of expertise, to encourage experimentation and intellectual growth) and referenced a recent study/article on the topic from *The Chronicle of Higher Education*. Academic Council encourages faculty to discuss the philosophy of the S/U, and invites response and input from faculty to help shape the council's discussion of the issue. Currently the council is simply addressing the S/U Declaration date. Moving the S/U deadline to the time of the drop/add deadline would allow students and faculty to base this decision off of some graded material.

Michael Lipscomb: Could we adopt language to help students not disadvantage themselves?

Jeff Sinn: Is this letting students trick the system?

Dr. Koster responded that the goal of this change is to give students grades on which to base a decision.

Brad Tripp: Students are concerned with a lack of data; it is hard for them to determine how to proceed in a course.

Greg Oakes: Can we postpone this decision until we discuss the philosophy behind the S/U option?

John Bird: I think moving the date fits our stated goal and the goals of students who may be using the S/U option for GPA reasons.

Brad Tripp: It is a luxury for students to explore new intellectual fields. Many students don't have this opportunity because of major requirements.

Gloria Jones: There is a need for oversight of the option; some students S/U and can't graduate. A D allows a student to graduate, a U does not.

Greg Oakes: I move to postpone this vote (on the change of date) until our next Faculty Conference meeting on March 7.

The motion was seconded .

The vote was close, and there was a call for voters to raise their hands for counting. 32 supporting/31 opposing. The motion passed.

VIII. Report from University Priorities, Michael Lipscomb

a. There will be an upcoming proposal that a faculty member on the University Life Committee become an ex officio member of the University Priorities Committee. This will facilitate communication and action.

b. Dr. Lipscomb reviewed a list of the issues that have been brought to the attention of the committee.

c. Dr Lipscomb discussed the work of the committee. The committee discussed the goal of pay raises with the president; this was a very positive discussion. A discussion concerning Faculty Compression was also conducted with Provost Boyd; all are looking for ways to creatively address this issue. The committee discussed foundation issues with Kim Keel and specifically addressed Emeritus President DiGiorgio's compensation package. The committee is working on written report for university faculty to see so Faculty Conference will be aware of how specific questions are being addressed.

IX. Report from University Life, Jennifer Disney

a. Dr. Disney reviewed a list of the issues that have been brought to the attention of the committee.

b. Dr. Disney discussed the committee's process to address concerns. Queries are divided into two types of questions: questions that require one on one conversations to provide answers, and questions that require conferences with groups of individuals (health and safety, human resource policies). There will be a written report, as well as outcomes, presented at the next Faculty Conference meeting.

X. Unfinished Business

There was none.

XI. New Business

a. The Rules Committee presented their proposal to amend the Bylaws (Article 2, Section 3)

b. There was no discussion.

c. The motion passed.

d. President Comstock noted that the Board of Trustees is prepared to change the language of their Bylaws to be in line with those of the faculty.

XII. Announcements

a. Tim Drueke reminded faculty to pay attention to emails about grade deadlines, especially for students who are graduating.

b. Cheryl Fortner-Wood: The McNair Scholars Program received 86 submissions (to discover eligibility) and 39 complete applications. There are 9 slots in the program, and of those 9 slots, at least 2/3 must be low income *and* first-generation. The other three positions can be met by underrepresented populations. There were many who were deserving of this incredible opportunity, but only a few could make it into the program. Dr. Fortner-Wood thanked faculty for amazing letters and support of students. Please don't let the students who are disappointed let this define them.

c. John Holder was congratulated on the recent completion of his doctorate degree.

XIII. Adjournment

The meeting was adjourned at 4:00.

Respectfully submitted,

Casey A. Cothran

Next meeting March 7, 2014 -- 2:00 Kinard Auditorium

Faculty Conference Membership (329) 35% = 115 20% = 66

FACULTY ELECTIONS

March 2014

Membership in the Winthrop University Faculty Conference for at least one year is required for election to any Standing Committee. A member of a Standing Committee of Faculty Conference who has served a complete term may not succeed him/herself. Standing Committees are noted on the Ballot.

The Kerley method of voting is used to prevent ties and runoff elections.

Number your choices 1 (your first choice), 2, 3, etc. for every candidate on the ballot.

Example: In a race to elect 2 committee members

<u>3</u>	Candidate A	
<u>1</u>	Candidate B	Using check marks will <u>void</u>
<u>2</u>	Candidate C	<u>your ballot</u> for races with
<u>4</u>	Candidate D	more than two candidates.

Academic Council: 3 year staggered terms for members who may not serve more than two complete terms in succession; no person shall be eligible to serve as a voting member unless he/she has served 2 years as a faculty member immediately preceding service

Serving through Spring 2017 to replace Brad Tripp (Sociology and Anthropology)

_____ Abbigail Armstrong, College of Education (Department of Counseling,
Leadership, and Educational Studies)

_____ Dave Pretty, College of Arts and Sciences (Department of History)

_____ Bill Schulte, College of Arts and Sciences (Department of Mass
Communication)

_____ Sue Spencer, College of Education (Department of Counseling,
Leadership, and Educational Studies)

Academic Conduct: 1 one-year term and 1 two-year term for faculty members elected by Faculty Conference

2 seats - Serving through Spring 2015 to replace Amanda Hiner (English); serving through Spring 2016 to replace Jayne Maas (Accounting, Finance, and Economics)

_____ Meir Barak, College of Arts and Sciences (Department of Biology)

_____ Gwen Daley, College of Arts and Sciences (Department of Chemistry,
Physics, and Geology)

_____ Rebecca Evers, College of Education (Department of Counseling,
Leadership, and Educational Studies)

_____ Shawna Helf, College of Education (Department of Curriculum and
Pedagogy)

_____ Merry Sleight, College of Arts and Sciences (Department of Psychology)

Academic Freedom and Tenure: 3 year staggered terms for tenured faculty members elected by Faculty Conference

2 seats - Serving through Spring 2017 to replace Donna Nelson (Psychology) and Dave Pretty (History)

_____ Charlie Bowers, College of Education (Department of Physical
Education, Sport, and Human Performance)

_____ Carol Marchel, College of Education (Department of Curriculum and
Pedagogy)

_____ Dave Pretty, College of Arts and Sciences (Department of History)

_____ Guy Reel, College of Arts and Sciences (Department of Mass
Communication)

_____ Carol Shields, College of Education (Department of Curriculum and
Pedagogy)

DiGiorgio Student Union Advisory Board: 3 year staggered terms for faculty members elected by
Faculty Conference

Serving through Spring 2017 to replace Mark Lewis (Music)

_____ Abbigail Armstrong, College of Education (Department of Counseling,
Leadership, and Educational Studies)

_____ Connie Hale, College of Visual and Performing Arts (Department of Music)

_____ Debi Mink, College of Education (Department of Curriculum and Pedagogy)

_____ David Vawter, College of Education (Department of Counseling, Leadership, and Educational Studies)

Faculty Personnel: 3 year staggered terms for eight tenured faculty members; one faculty member elected by Faculty Conference

Serving through Spring 2017 to replace Donna Nelson (Psychology)

_____ Tomoko Deguchi, College of Visual and Performing Arts (Department of Music)

_____ Mark Dewalt, College of Education (Department of Counseling, Leadership, and Educational Studies)

_____ Rebecca Evers, College of Education (Department of Counseling,
Leadership, and Educational Studies)

_____ Sandra Neels, College of Visual and Performing Arts (Department of
Theatre and Dance)

Judicial Council: 2 year staggered terms for two faculty members elected by Faculty Conference

Serving through Spring 2016 to replace Matthew Manwarren (Music)

_____ Cynthia Forrst, College of Arts and Sciences (Department of Social
Work)

_____ Jayne Maas, College of Business Administration (Department of
Accounting, Finance, and Economics)

_____ Duane Neff, College of Arts and Sciences (Department of Social Work)

_____ Sandra Neels, College of Visual and Performing Arts (Department of
Theatre and Dance)

_____ Scot Rademaker, College of Education (Department of Curriculum and
Pedagogy)

_____ Bill Schulte, College of Arts and Sciences (Department of Mass
Communication)

Rules: 3 year staggered terms for six faculty members elected by Faculty Conference

2 seats - Serving through Spring 2017 to replace Marshall Jones (Counseling, Leadership, and Educational Studies) and Paula Mitchell (Biology)

_____ Abbigail Armstrong, College of Education (Department of
Counseling, Leadership, and Educational Studies)

_____ Meir Barak, College of Arts and Sciences (Department of Biology)

_____ Gwen Daley, College of Arts and Sciences (Department of Chemistry,
Physics, and Geology)

_____ Rebecca Evers, College of Education (Department of Counseling,
Leadership, and Educational Studies)

_____ Carol Shields, College of Education (Department of Curriculum and
Pedagogy)

Faculty Representative to Council of Student Leaders: 1 year term for one faculty member elected by Faculty Conference

Serving through Spring 2015 to replace Jennifer Belk (Design)

_____ Edward Lee, College of Arts and Sciences (Department of History)

TO: Faculty Conference
FROM: Academic Council
DATE: 28 February 2014
RE: Agenda Items for March 7, 2014, Faculty Conference Meeting

Academic Council met on Feb. 28, 2014, and brings the following materials forward to Faculty Conference.

Old Business

At the December meeting, Faculty Conference voted to postpone action on an Academic Council Motion to change the declaration date for the S/U option until Academic Council had also addressed the issue of the catalog language describing the S/U policy. We discussed this at length, and brings forward the following proposal for a vote:

Change the existing catalog language about the academic regulations for the Satisfactory/Unsatisfactory option (<https://www.winthrop.edu/majors/default.aspx?id=9242>) as follows:

Existing Language

Satisfactory/Unsatisfactory Option

Undergraduate students may elect to receive a satisfactory/unsatisfactory (S/U) grade on a total of four courses throughout their entire undergraduate curriculum, and are limited to electing no more than one S/U course per semester. (All summer sessions together are considered one semester.) A satisfactory/unsatisfactory grade, recorded as S or U, will not be counted in computing the student's grade-point average; however, credit will only be given for courses for which an S grade is earned. The purpose of this option is to allow the student an opportunity to explore areas of interest outside the major and outside required courses without jeopardizing the grade-point average. Students are discouraged from choosing the S/U option for required courses or for courses in the major. Students who are unclear about the appropriate application of the S/U option should consult their advisers. The four-course limit regarding the S/U option does not include those courses which are offered only on an S/U basis. A student must elect to utilize the S/U option within the first two weeks of a semester. A student may subsequently rescind the election of the S/U option by the course withdrawal deadline (60% of the instructional days in the semester for full-semester classes). A rescinded S/U will still count toward the maximum of four allowed.

Proposed Language (Effective with the 2014-2015 Catalog)

Satisfactory/Unsatisfactory Option

Undergraduate students may elect to receive a satisfactory/unsatisfactory (S/U) grade on a total of four courses throughout their entire undergraduate curriculum, and are limited to electing no more than one S/U course per semester. (All summer sessions together are considered one semester.) A satisfactory/unsatisfactory grade, recorded as S or U, will not be counted in computing the student's grade-point average; however, credit will only be given for courses for which an S grade is earned. The purpose of this option is to allow the student an opportunity to explore areas of interest outside the major and outside required courses without jeopardizing the grade-point average. Students are discouraged from choosing the S/U option for required courses or for courses in the major but are encouraged to use this option to explore areas of interest outside the major and outside required courses without jeopardizing the grade point average. Students who are unclear about the appropriate application of the S/U option should consult their advisers and the programs of study published in their catalogs.

The four-course limit regarding the S/U option does not include those courses which are offered only on an S/U basis. A student must elect to utilize the S/U option by the course withdrawal deadline (60% of the instructional days in the semester for full-semester classes).

This proposal would also change the language on the Records and Registration website (<http://www.winthrop.edu/recandreg/default.aspx?id=7434#SU>) to the following:

Satisfactory/Unsatisfactory Students may elect the S/U option on one class per semester, up to 4 in their undergraduate career. (Graduate students may not elect an S/U.) They may elect this option within the first two weeks of the fall and spring semesters (summer sessions are shorter—check registration calendar). Students may RESCIND the S/U on a course after the second week and up until the last day to withdraw from a class. If a student rescinds their S/U, it counts toward their maximum of 4. until the last day to withdraw from a class.

An S indicates a grade of C or higher (for Honors courses, a grade of B or higher). A U indicates a grade of C- or lower (for Honors, B-). Credit is not given for courses in which a U is earned.

Academic Council notes that the change in language affecting the rescheduling of the date for declaring the S/U option was endorsed unanimously in a resolution by the Council of Student Leaders.

New Business

A. Committee on University Curriculum

Degree
BS

Major
SCOM

Conc.

Department
English

Action
DROP PROGRAM

B. General Education Curriculum Committee

The following new courses were approved for inclusion in the General Education Program and require approval by Faculty Conference:

C.	PROGRAM	NUMBER	COURSE	CATEGORY	
	HONR	231H	The Culture of the Cold War	HISTORICAL	General Education Proposal
	HIST	212	U.S. History Since 1877	CONSTITUTIONAL	Academic Council received the report General Education Review Taskforce

of the

(attached) and, after discussion, voted to move it forward for initial presentation to Faculty Conference. This presentation is for *information purposes only*, so that faculty may have time to review, reflect on, and discuss it before it is presented for a vote at the April Faculty Conference meeting.

ADDENDA

Program Change Items Approved by Academic Council that require no further action:

Degree	Major	Conc.	Department	Action
BA	ENGL	WRIT	English	MODIFY PROGRAM: Add ENGL 291 to list of requirements in the major; Add WRIT 502 to list of approved courses required for the Elements of Writing, Rhetoric, Language, and Audience; Add WRIT 367 to list of approved courses required for either the Creative Writing or Writing for Business and Technology Options.
BA	ENGL	CSST	English	MODIFY

BME	CHOR		Music	MODIFY PROGRAM: Add MUSR 282, 290, 411, and 498 to list of required courses in the major
BME	INST		Music	MODIFY PROGRAM: Add MUSR 282, 290, 411, and 498 to list of required courses in the major
BS	CHEM	BIOC	Chemistry	MODIFY PROGRAM: Change requirement in the major from "3 Credits in BIOL 310 or 315" to "Three BIOL courses from BIOL 310, 315, 317 or 555"; Increase number of credits required from 13 to 20-21; Reduce number of general electives from 5-14 to 0-8
BS	NUTR	DIET	Human Nutrition	MODIFY PROGRAM: Increase Major minimum GPA to 3.0; Increase overall minimum GPA to 2.8; Increase Elective Hours from 3 to 6 to include ACCT 280 and HCMT 200 as
Minor LEAD	Title Leadership Studies		Department General Education	Action NEW MINOR

Program Change Items (Minor) Approved by Academic Council

Course Action Items approved at CUC Level but require no further action:

Subject	Course	Title	Department	Action
AAMS	302	Modern Civil Rights Movement	Interdisciplinary Studies	NEW COURSE

ARTH	343	High and Late Medieval Art	Fine Arts	MODIFY COURSE: Remove Prerequisite of ARTH 175 or permission of instructor; Add Methods of Evaluation
ARTH	344	Italian Renaissance Art	Fine Arts	MODIFY COURSE: Remove Prerequisite of ARTH 176 or permission of instructor; Add Methods of Evaluation
ARTH	345	Northern European Renaissance Art	Fine Arts	MODIFY COURSE: Remove Prerequisite of ARTH 176 or permission of instructor; Add Methods of Evaluation
ARTH	346	Baroque and Rococo Art	Fine Arts	MODIFY COURSE: Remove Prerequisite of ARTH 176 or permission of instructor; Add Methods of Evaluation
ARTH	347	Neoclassicism and Romantic Art	Fine Arts	MODIFY COURSE: Remove Prerequisite of ARTH 176 or permission of instructor; Add Methods of Evaluation
ARTH	452	Women in Art	Fine Arts	MODIFY COURSE: Add Prerequisite of "ARTH 176 or WMST 300 or permission of instructor"
BIOL	101	Human Biology	Biology	DROP COURSE
DCED	591	Principles of Teaching Dance	Theatre and Dance	NEW COURSE
DCED	592	Field Experience in Teaching Dance	Theatre and Dance	NEW COURSE
EDCO	306	Teaching Methods for Inclusive Classroom	Counseling, Leadership & Educational Studies	MODIFY COURSE: Change Prerequisite from "EDUC 202 or SPED 281, Admission to Teacher Education Program" to "Grade of C or better in EDUC 228

GEOG	302	Economic Geography	Interdisciplinary Studies	MODIFY COURSE: Change Prerequisite from "Sophomore status or permission of the instructor" to "GEOG 101, Sophomore status, or permission of instructor"; Add Methods of Evaluation; Remove Independent Study from Teaching Method;
GEOG	303	Geography of Africa	Interdisciplinary Studies	MODIFY COURSE: Change Prerequisite from "GEOG 101 or GEOG 103. Sophomore status or permission of the instructor" to "GEOG 101, Sophomore status, or permission of the instructor."; Add Cross listing of AAMS 303 to course; Add Methods of Evaluation and Goals to the course;
HIST	502	Social Movements in the United States Since the 1960s	History	NEW COURSE
LEAD	350	Contexts for Global Leadership	General Education	NEW COURSE
LEAD	351	Special Topics in Global Leadership	General Education	NEW COURSE
LEAD	465	Leadership & Communication	General Education	NEW COURSE
LEAD	476	Practice in Global Leadership	General Education	MODIFY COURSE: Change Prerequisites from "LEAD 175 or 120, LEAD 275" to "LEAD 175 or 120, LEAD 275, LEAD 350 and LEAD 465"; Change Catalog Title from "Leadership Lab" to "Practice in Global Leadership"; Change Catalog Description and Goals for the Course; Add Methods of Evaluation
LEAD	477	Leadership	General Education	MODIFY COURSE:

MCOM	446	Advanced Television Production	Mass Communication	MODIFY COURSE: Change Prerequisite from "C or better in MCOM 241, 325, and 346; 2.0 GPA and MCOM major status or written permission of department chair" to "C- or better in MCOM 241 and 325; 2.0 GPA and MCOM major status or permission of department chair"; Add Goals for the Course and Methods of Evaluation
MCOM	464	Mass Communication Practicum	Mass Communication	MODIFY COURSE: Change Prerequisite from "C- or better in MCOM 226 and 2.00 GPA and MCOM or IMCO major" to "C- or better in MCOM 241 and 2.00 GPA and MCOM or IMCO or DIFD major"
NUTR	421	Nutrition through the Life Span	Human Nutrition	MODIFY COURSE: Change Prerequisite from "NUTR 221 with a grade of C or higher, and BIOL 308" to "NUTR 221 with grade of C or higher"; Add "case studies" to Methods of Evaluation
PEAC	502	Historical and Cultural Study of Selected Social Movements in the United States Since the 1960s	Interdisciplinary Studies	NEW COURSE
PHED	150	Intro to Teaching P-12 Physical Education	PESH	MODIFY COURSE: Increase Credit Hours from 2 to 3; Change Catalog and Transcript Title; Change Course Description; Add Goals to the Course

SCWK	432	Social Work Intervention II	Social Work	MODIFY COURSE: Change Prerequisite from "SCWK 431, (May be taken concurrently). Social Work majors only." to "SCWK 430 (May be taken concurrently). Social Work majors only."
SCWK	433	Social Work Intervention III	Social Work	MODIFY COURSE: Change Prerequisite from "SCWK 431 (May be taken concurrently), SCWK 432 (May be taken concurrently)" to "SCWK 430 (May be taken concurrently)"
SCWK	443	Social Work Field Instruction	Social Work	MODIFY COURSE: Change Prerequisite from "SCWK 430, 431, 433, Social Work majors only" to "Students must have completed all general requirements and all social work major requirements through SCWK 433. Social Work majors only."
SCWK	463	Social Work Field Seminar	Social Work	MODIFY COURSE: Change Prerequisite from "SCWK 430, 431, 432, 433, Social Work majors only" to "Students must have completed all general education requirements and all social work requirements through SCWK 433. Social Work majors only"
SOCL	305	Marriage and the Family	Sociology and Anthropology	MODIFY COURSE: Change Prerequisite from "SOCL 101 or SOCL 201 or

The following items were approved at the College Assembly Level and require no further action:

Subject	Course	Title	Department	Action
MDST	305	Research in Medieval Studies	Interdisciplinary Studies	MODIFY COURSE: Change Goals for the Course; Add

The following courses were recertified by the General Education Curriculum Committee:

GENERAL EDUCATION REVISION PROPOSAL

February 28, 2014

Overview

The American Association of Colleges and Universities defines “general education” as

part of a liberal education curriculum that is shared by all students. It provides broad exposure

PROGRAM	NUMBER	COURSE	CATEGORY
CSCI	207 & 327	Introduction to Computer Science I	TECH
CSCI	208	Introduction to Computer Science II	L/L/S
ITAL	299	General Italian Elective	L/L/S
FREN	201	Intermediate French I	L/L/S
FREN	202	Intermediate French II	L/L/S
FREN	210	Special Topics in Language and Culture	L/L/S
FREN	250	Intermediate Conversation and Culture	L/L/S
FREN	280	The French Film	L/L/S
FREN	299	General French Elective	L/L/S
SPAN	201	Intermediate Spanish I	L/L/S
SPAN	202	Intermediate Spanish II	L/L/S
SPAN	210	Special Topics in Language and Culture	L/L/S
SPAN	225	Spanish Composition	L/L/S
SPAN	250	Intermediate Conversation and Culture	L/L/S
SPAN	280	The Spanish Film	L/L/S
SPAN	299	General Spanish Elective	L/L/S
CHIN	201	Intermediate Chinese	L/L/S
CHIN	202	Intermediate Chinese	L/L/S
CHIN	299	General Chinese Elective	L/L/S
GERM	201	Intermediate German I	L/L/S
GERM	202	Intermediate German II	L/L/S
GERM	210	Special Topics in Language and Culture	L/L/S
GERM	250	Introduction to German Literature and Composition	L/L/S
GERM	280	The German Film	L/L/S
GERM	299	General German	L/L/S

to multiple disciplines and forms the basis for developing essential intellectual, civic, and practical capacities. General education can take many forms, and increasingly includes introductory, advanced, and integrative forms of learning.

Winthrop University's General Education Program has for many years been committed to these principles. In 2012, three of the University's faculty governance bodies—the General Education Curriculum Committee, the Committee on University Curriculum, and the Academic Council raised the issue of whether Winthrop's General Education program, ten years after its inception, continued to meet these standards. In response, Dr. Debra Boyd, Vice-President for Academic Affairs, convened an appointed committee of faculty and staff with deep expertise in both the broad university curriculum and the particular requirements of the General Education program. The Committee began work in May 2013, and was constituted of

- Gloria Jones, Chair (University College)
- John Bird (CAS, Faculty Conference)
- Alice Burmeister (CVPA)
- Gina Jones (Registrar)
- Malayka Klimchak (College of Business)
- Jo Koster (CAS, Academic Council/CUI)
- Frank Pullano (CAS, LEAP)
- Marilyn Sarow (CAS, Academic Affairs)
- Gale Teaster-Woods (Library)
- Will Thacker (COB, GNED)
- Jonatha Vare (COE)

Data Set

Academic Affairs provided the Committee with copies of the General Education requirements of every undergraduate major according to the *2012-13 Undergraduate Catalog*. Subsequently, members of the Committee requested and received Enrollment Data from AAAS to allow us to analyze more closely the demands of General Education. This information was incorporated into a spreadsheet by Dr. Koster and was circulated to the Committee for its use. Dr. Sarow provided information about General Education requirements at other state institutions, our peer institutions, and our aspirational peers, as well as information about total number of hours to complete degrees at these colleges. Ms. Teaster-Woods provided information on the Constitution requirement and how it is implemented at other state colleges.

Charge to the Committee

- Examine the current general education program holistically and at the individual program level to identify and then reduce barriers for students who transfer into Winthrop and for Winthrop students who change majors.

- Identify and address “major creep” — majors and programs specifying particular courses to fulfill general education requirements, a prescription that limits flexibility for students, may cause issues for transfer students, and frequently delays graduation.
- Consider ways in which we might reduce the size of our general education program without undermining the “broad exposure to multiple disciplines.”

Additional Opportunities

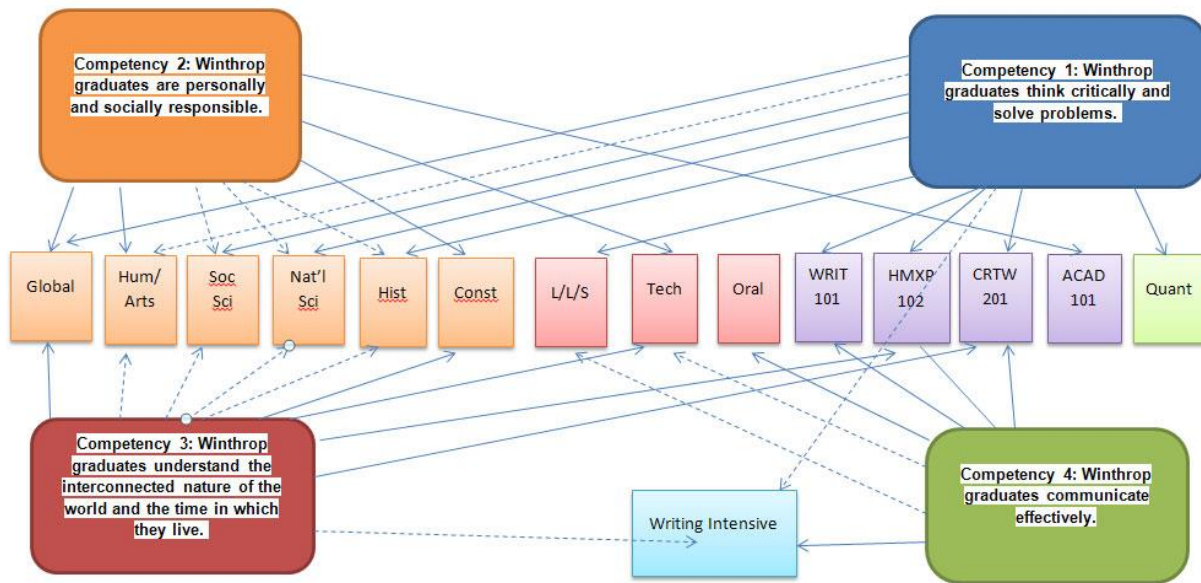
1. Create an updated definition of general education.
2. Determine how well the current general education program aligns with the ULCs.
3. Revert to the original name of our general education program—Winthrop University’s General Education Program—to ensure that current faculty and students, as well as transfer students, understand the terminology.
4. Move to reduce the **minimum** number of hours required for graduation from 124 to 120, a number that is in line with most of our peer institutions and many institutions nationally.

Actions

In the course of multiple meetings, the Committee attempted to address each of these charges and opportunities. Our actions are as follows:

1. We drafted a definition of general education: **General Education builds a broad knowledge base, develops critical thinking skills, fosters innovation, and prepares students to become responsible, informed, and effective citizens in a changing and complex world.**
2. We mapped the ULCs to GNED and determined that there was an appropriate “fit” that justified retaining (mostly) our current categories.

Mapping the ULCs to the General Education Program



3. We developed a spreadsheet of all GNED requirements in all academic majors and interviewed relevant departments to identify the reasons why some majors partially or completely restricted student choice in certain areas (e.g. for licensure, accreditation, or advising purposes)
4. We developed a set of seven guiding principles to preserve the integrity of our General Education program, to provide for flexibility for transfer students and students who change majors, and to encourage student critical thinking when choosing courses. They are the following:
 - I. Majors should specify specific courses in general education categories only if they are bound by accreditation or an outside agency.
 - II. Majors may **recommend** a specific course for discipline or pedagogical reasons, but they must accept other courses that have been approved for our general education program if students take them (or have previously taken them).
 - III. If a student changes majors, he or she may use previously-taken courses to satisfy general education requirements, except in the case of accreditation issues.
 - IV. Majors are **encouraged** to fulfill the writing intensive, technology, and oral proficiency requirements within the major. We realize that this will not be possible in all majors.
 - V. There should be a two course limit on how much of general education can be met within the major; departments should be asked to make changes in their programs to avoid exceeding that limit. (See 4.a. in Recommendations)

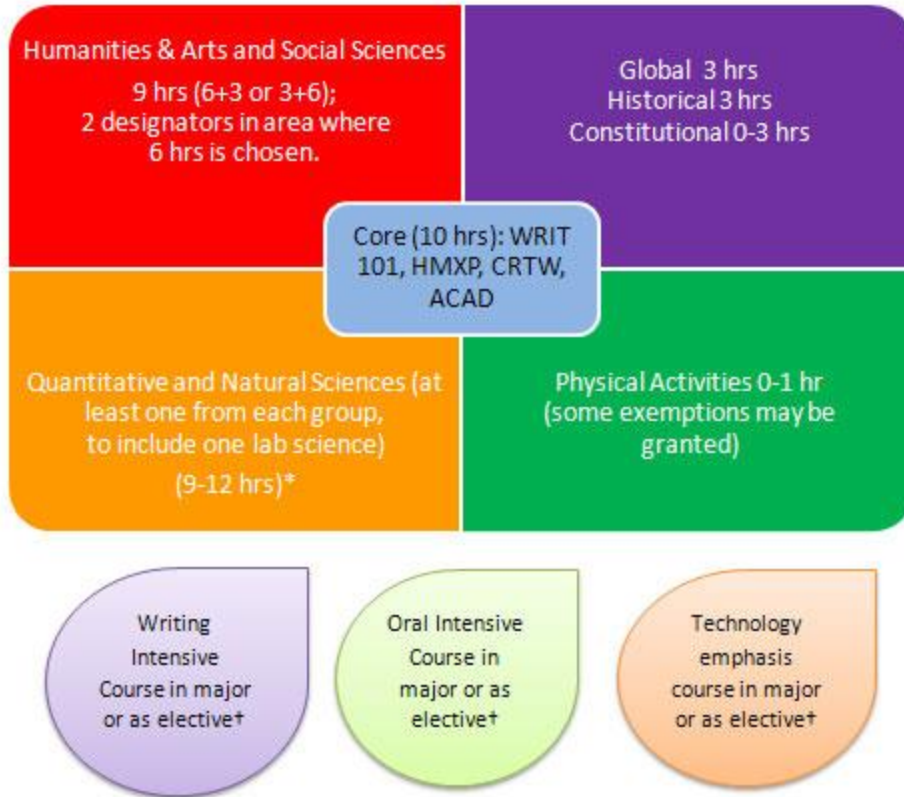
- VI. Overall, to fulfill general education requirements, we should try to focus on competencies rather than specific courses as much as possible.
- VII. Majors should not be so rigid in the way they interface with general education that students can't complete the major within four years if they do not start in the major from the first semester, accreditation requirements notwithstanding.

RECOMMENDATIONS

Based on all our discussions and deliberations, we propose the following:

- 1. We recommend that we change the name of our general education program from the Touchstone Program back to the General Education Program. Faculty, current students, and incoming students are confused by the current terminology.**
- 2. We recommend that we move to reduce the minimum number of hours required for graduation from 124 to 120, a number that is in line with most of our peer institutions and many institutions nationally.**
- 3. We recommend that Majors and programs re-examine their programs of study in relation to general education.**
 - a. Majors and programs should follow the seven general education principles to make changes in requirements.
 - b. We must all work together to provide our students a clear and workable plan.
 - c. While some programs will have to move requirements now met in General Education courses into their majors under the new program, we encourage them not to try to recoup all the hours saved in a reduced General Education program into their majors. Rather they should regard any increased number of hours in the major that results from this revision as a temporary state that may be addressed by further curriculum realignment.
- 4. We recommend that Winthrop adopt a modified version of our current General Education program that reduces the overall number of hours from 46-58 hours to 35-50 hours.** This modified program adds one hour in Physical Activities (which may be waived for certain groups of students), deletes the Logic/Language/Semiotics requirement, moves the Quantitative requirement into a new grouping, and reduces the number of hours in Social Sciences, Humanities and Arts, and potentially in Natural Sciences. (NB: SACS minimum is 30 hours)
 - a. Winthrop should allow students to apply two courses (usually 6 hours) from their major designators to General Education (e.g. "double-dipping"), exclusive of Writing Intensive, Oral Intensive, and Technology, which should be met in the major, if possible.
 - b. Winthrop should not restrict the number of hours in a student's minor that can be used to meet General Education requirements.

**Proposed Model for Winthrop GNED:
not counting Writing Intensive, Oral Intensive, or Technology (total: 35-50)**



Majors may specify particular courses in General Education categories only if they are bound by accreditation requirements or an outside agency.

Students will be allowed to use 2 courses (usually 6 hrs) [not including Writing, Oral, or Technology requirements] in their major designators to fulfill General Education requirements ("double-dipping").

†Programs will be strongly encouraged to have Writing Intensive, Oral Intensive, and Technology fulfilled in the major (though not necessarily in the major designator). We recognize that this will not be possible in all majors. These hours do not count toward the 6 hr double-dipping restriction.

*Quantitative and Natural Science courses, including labs, vary from 3-4 hours. Thus students might take a 4 hr math course and 7 hrs in science, or 7 hrs in math and a 3 hr science lab, or two 3-hr math courses and a 4 hour lab, or other combinations to meet these requirements.

Appendix 1: Catalogue Sheets

Current Program (2012-13 Catalogue)

ACAD 101 (required of first-time freshmen only)	0-1
Critical Skills	
Writing and Critical Thinking	
WRIT 101 (A grade of C- or better is required)	3
CRTW 201 (A grade of C- or better in HMXP is pre-req)	3
Oral Communication (may be met in major)*	0-3
Technology (may be met in major)*	0-3
Intensive Writing (may be met in major)*	0-3
Logic/Language/Semiotics	6
Quantitative Skills	3
Skills for a Common Experience & Thinking Across Disciplines	
HMXP 102 (A grade of C- or better in WRIT 101 is pre-req)	3
Global Perspectives	3
Historical Perspectives	3
Constitution Requirement	0-3
Developing Critical Skills and Applying them to Disciplines	
Social Science, Humanities and Arts	15
Social Science (at least two designators)	6-9
Humanities & Arts (at least two designators)	6-9
Natural Science (one each from 2 of 3 groups; one must be a lab)	7
TOTAL:	46-58

Proposed Program (2015-16 Catalogue)

ACAD 101 (required of first-time freshmen only) 0-1

Critical Skills

Writing and Critical Thinking

WRIT 101 (A grade of C- or better is required) 3

CRTW 201 (A grade of C- or better in HMXP is pre-req) 3

Oral Communication (may be met in major)* 0-3

Technology (may be met in major)* 0-3

Intensive Writing (may be met in major)* 0-3

~~Logic/Language/Semiotics 6~~

~~Quantitative Skills 3~~

Skills for a Common Experience & Thinking Across Disciplines

HMXP 102 (A grade of C- or better in WRIT 101 is pre-req) 3

Global Perspectives 3

Historical Perspectives 3

Constitution Requirement 0-3

Physical Activities 0-1

Developing Critical Skills and Applying them to Disciplines)

Social Science, Humanities and Arts 9

Social Science (at least two designators) 3-6

Humanities & Arts (at least two designators) 3-6

Quantitative Skills and Natural Science (one each from 2 of 3 groups; one must be a lab) 9-12

Quantitative 3-8

Natural Science (if two courses taken, one must be a lab) 3-8

TOTAL: 35-50

APPENDIX 2
Some Definitions

TERMINOLOGY

1. Core Courses: 10 hours of the following courses:

ACAD 101: Academy 101: Principles of the Learning Academy

Description: This course introduces first-year students to the concepts, resources, and skills necessary for successful higher learning and facilitates the student's adjustment to and engagement in the learning academy. Notes: Offered in fall and spring. 1.0 Credit Hours

WRIT 101: Composition

Description: Introduces students to college-level, thesis-driven, research-based writing. Focus on planning, organizing, and developing persuasive essays through the critical reading of mature prose texts. Emphasis on mastery of MLA documentation format and proper integration of source material. Notes: Offered in fall and spring. A grade of C- or better is required. 3.0 Credit Hours

HMXP 102: Human Experience 102: The Human Experience: Who Am I?

Description: Students will find academic engagement and intellectual challenge through their own written and oral responses to mature interdisciplinary readings--readings that explore the "self" in five thought-provoking contexts. Notes: A grade of C- or better is required in HMXP 102. Offered in fall, spring and summer. Prerequisites: WRIT 101 with a grade of C- or better. 3.0 Credit Hours

CRTW 201: Critical Reading, Thinking, and Writing

Description: Examines the language of critical thinking and argumentation and focuses on the connection between writing and critical thinking, using critical reading and thinking as springboards for researched, argumentative writing assignments. Notes: A grade of C- or better is required in CRTW 201. Offered in fall, spring and summer. Prerequisites: WRIT 101 and HMXP 102 with grades of C- or better in both. 2.0 Credit Hours

2. General Education: Builds a broad knowledge base, develops critical thinking skills, fosters innovation, and prepares students to become responsible, informed, and effective citizens in a changing and complex world. (revised definition of Gen Ed Task Force)
3. General Education Program: Program whose semester hours must be distributed in accordance with the General Education Distribution Requirements and the Core Courses. [Link to current degree requirements.](#) (Leave out Touchstone; change everything to General Education Program.)
4. MAJOR: The courses in a student's required program of study, exclusive of General Education courses. These courses may not all have the same designators, but they all count toward calculation of a student's grade point average.

University Rules Committee

The University Rules Committee proposes a revision to the Faculty Conference Bylaws, Article VIII, Sections 7 & 8. Any proposed amendment to the bylaws must first be brought to the Faculty Conference for a vote to place it on the agenda of the next meeting; we are therefore asking for a vote to place the amendment on the agenda for the April 25 meeting. The existing wording of Article VIII, Section 7 and Article VIII, Section 8 is given below, followed by the proposed revised wording, with changes in boldface.

Existing wording:

Section 7. University Life. This committee shall be responsible for examining issues submitted by faculty members that affect the conduct of university life, and shall address these issues by communicating directly with appropriate administrators and members of the University faculty and staff to understand the issue more fully and to facilitate a resolution to the concern as needed. The committee shall report its findings, and the status of issues to Faculty Conference, to the Committee on University Priorities, and to the President at least once each semester.

The committee shall consist of nine members: two members elected from each of the degree-granting colleges and one member elected from the Library faculty. At least one member elected from each of the degree-granting colleges and the member elected from the Library faculty shall be tenured. The Chair of the committee shall attend open meetings of the appropriate committee of the Board of Trustees.

Section 8. University Priorities. This committee shall be responsible for meeting at least once per semester with the President and the other Executive Officers of the University to provide a faculty perspective on admissions policy, planning, objective setting, and resource allocation, as well as other areas that are important to the university's future.

The committee shall consist of eight members: one member elected from each of the degree-granting colleges, one member elected from the Library faculty, one member elected from the faculty of University College, and one member elected by the Graduate Faculty Assembly. All members of this committee shall be tenured. The Chair of the Faculty Conference shall serve as an ex officio member with vote. The Chair of the committee shall attend open meetings of the Finance Committee of the Board of Trustees

Proposed revised wording:

Section 7. University Life. This committee shall be responsible for examining issues submitted by faculty members that affect the conduct of university life, and shall address these issues by communicating directly with appropriate administrators and members of the University faculty and staff to understand the issue more fully and to facilitate a resolution to the concern as needed. The committee shall report its findings, and the status of issues to Faculty Conference, to the Committee on University Priorities, and to the President at least once each semester.

The committee shall consist of nine members: two members elected from each of the degree-granting colleges and one member elected from the Library faculty. At least one member elected from each of the degree-granting colleges and the member elected from the Library faculty shall be tenured. The Chair of the committee shall attend open meetings of the appropriate committee of the Board of Trustees. **The Chair of the committee shall serve as an ex officio, nonvoting member of the Faculty Committee on University Priorities.**

Section 8 University Priorities. This committee shall be responsible for meeting at least once per semester with the President and the other Executive Officers of the University to provide a faculty perspective on admissions policy, planning, objective setting, and resource allocation, as well as other areas that are important to the university's future.

The committee shall consist of **nine** members: one member elected from each of the degree-granting colleges, one member elected from the Library faculty, one member elected from the faculty of University College, and one member elected by the Graduate Faculty Assembly. All **voting** members of this committee shall be tenured. The Chair of the Faculty Conference shall serve as an ex officio member with vote. **The Chair of the Faculty Committee on University Life shall serve as an ex officio member without a vote.** The Chair of the committee shall attend open meetings of the Finance Committee of the Board of Trustees.

Justification and explanation:

These changes in the by-laws will place the Chair of the Committee on University Life as a non-voting, ex-officio member of the Committee on University Priorities. This request comes unanimously from the Committee on University Priorities with the unanimous support of the Committee on University Life. Given the overlapping charge of these committees, this change will facilitate coordination between the two committees as they respond to faculty concerns. The stipulation of *non-voting* member, coupled with the wording change for all *voting* members of University Priorities to be tenured, is considered necessary by the Rules Committee because the current by-laws state that all members of University Priorities must be tenured, whereas not all members of University Life need be tenured. It is conceivable that a non-tenured chair of University Life could be elected, which would violate the by-laws as currently written. The proposed changes in the by-laws have been unanimously approved by the Rules Committee.

Academic Freedom and Tenure

Proposed resolution, to be sent to the South Carolina Legislature, in response to recent attacks on academic freedom:

“The Winthrop University Faculty Conference unequivocally defends academic freedom as essential to higher education. This freedom, and the occasional controversies it can generate, is fundamental to the pursuit of truth and knowledge in all disciplines. Legislative efforts attempting to influence or limit curricular decisions at any institution are a threat to academic freedom at all academic institutions.”