

**Winthrop University Faculty Conference**  
**January 30, 2009**  
**2:00 pm Barnes Recital Hall**

**I. Approval of minutes from October 10, 2008 Faculty Conference and from December 18, 2008 Special Meeting**

At 2:05 p.m., Dr. Fortner-Wood called the meeting to order. The minutes from both the October 10, 2008 Faculty Conference and the December 18, 2008 special meeting were approved unanimously.

**II. Report from the President**

Because the President had to leave at 3:00 for an important conference call, Dr. Fortner-Wood rearranged the schedule for him to speak next and present a budget update.

Noting that we are living in unprecedented times, the President explained several points:

- The President stressed that what has been unusual about this economic situation is not only its nature and scope but also its speed, reminding the faculty of the September \$700,000 reduction, the October \$3.4 million reduction, and the December \$1.6 million reduction. Given the speed, normal timetables are not in effect.
- The President noted that in his years at Winthrop, state support has declined from providing 44% of our revenue to about 14%. Current projected 2009 revenue notes that about 50% would come from student tuition, approximately 62 million dollars, with only about 16.6 million dollars coming from the state. Given this reliance on student fees and tuition, the President has been stressing with the General Assembly that we need marketplace capability.
- The President next noted the categories in which money is spent: 73% Personnel and Benefits; 15% Services/Supplies; 8% Scholarships/Waivers; and 4% Utilities. The President explained that we are limited in how much we can operate within non-salary areas.

The President next reviewed national, state, and campus perspectives, again stressing the dynamic and unpredictable nature of this economic situation. Nationally, some federal state stabilization funds are on the horizon, but we cannot yet count on that.

In terms of the state, some opposition to the federal bill exists because it would only be for two years; however, Winthrop's position is that two years would allow the state time to revamp the state's flawed state tax structure as it relies on the more volatile sales tax than the more stable property taxes.

Winthrop and other higher education groups have made presentations to the House already, with the Senate presentation to come. Winthrop has asked the House Ways and Means Committee for authority to make cuts at the campus level rather than have cuts ordered from Columbia. Winthrop also asked for market flexibility on tuition, using the Higher Education Price Index (HEPI), arguing that local control is best.

Also, Winthrop asked for continuing authority to use furloughs to avoid RIFs. Winthrop

has also asked for the return of PASCAL funds, for an early decision to give us time to plan, and for an inclusion of the library. The next expected actions are that the Board of Economic Advisers will meet and make recommendations to the State Budget and Control Board. (The January report was inconclusive because all holiday sales information was not yet in.) The group will meet in February. In May, information from March and April tourism will also be examined.

He noted that there is a compounding effect at work as well, given that whatever the General Assembly determines the state budget for next year will be added to next year. In other words, \$4.7 million will continue into next year, and perhaps more. If money were to come, the first priority would be rebating the furlough money. The President stressed that the priority remains to focus on the quality of the student campus experience, to provide a safe and secure campus, and to retain/recruit a high-achieving student body in the future.

At the campus level, promotions, the library collection, professional travel, Research Council grants, and normal occasional academic expenses (such as a repair budget) have been maintained. The President does not see ahead invocation of a state-governed RIF process or a declaration of financial exigency; these processes, being externally-driven, would threaten the nature and character of Winthrop as a learning community. The President noted that suggestions could be directed to the Money Matters page. He also stressed that the Board of Trustees wants to respond to the serious circumstances of the present in ways to that do not compromise Winthrop's identity or future. The President encouraged faculty to submit suggestions, ask for clarifications, recognize the trustees' commitment to maintaining our nature and character in face of current demands, and to recognize it's a time when we're all sacrificing in ways unimaginable just six months ago.

The President then responded to questions about furloughs and state/local control, vacancy savings through prioritized searches, the suggestion of a four-day week, and faculty involvement in investigating some of these budgetary issues. The President noted the involvement of faculty in developing ideas for helping non-tenured faculty.

### **III. Report from the Chair**

Dr. Fortner-Wood reported that at the November 7 Board of Trustees meeting, three resolutions passed unanimously: 1) the Vision of Distinction, 2) the Performance Objectives for State Agency Head, and 3) the partial state appropriation reduction adjustment. Dr. Fortner-Wood stressed that the Board is very interested in faculty perspectives.

She also shared a follow-up to the December 18 special meeting, noting that the budget has been placed in the library and that there are multiple mechanisms to get answers to questions about the budget. She responded to concerns about meeting the scholarship needs of our junior faculty with a professional development group looking for viable ways to support non-tenured faculty. Three core groups will look at bringing conferences here, supporting individual research programs, and sharing our expertise on campus. In

response to the question of whether a change in base salary is expected next year, the answer is not at this time.

Dr. Fortner-Wood also shared that she had participated in a meeting of chairs of South Carolina faculty senates and conferences. The goal of the meeting was to talk about whether or not the group wanted to become a formal entity; during the conversation, the participants discussed some of what was happening at other institutions. Dr. Fortner-Wood shared that Winthrop's faculty have had significant access and information about the economic situation, especially when compared to other institutions. She closed by thanking Karen Kedrowski, Jennifer McDaniel-Milliken, and Dwight Dimaculangan for their work on bringing forth the items for today under "New Business."

#### **IV. Report from the Vice President for Academic Affairs**

Dr. Moore reported that a delay of SACS had been requested and denied. He explained that Pat Graham, Marilyn Sarow, and Karen Jones would be facilitating the SACS work, with key pieces being documentation of institutional effectiveness as well as the Quality Enhancement Plan (QEP). In response to the President's comments, Dr. Moore stressed that a high priority among the Executive Officers is how we maintain the character and nature of the university. He announced that the Executive Officers would be meeting February 12 in anticipation of the Board of Trustees retreat at the end of February. He also thanked the Faculty Governance Review Committee for its work, and he closed by noting his pride of how we live this institution into being every day.

#### **V. Committee Reports**

Dr. Fortner-Wood began with an item left over from the last meeting: the proposal to add ANTH 203: *Introduction to Language and Culture* to the list of courses meeting the Global Experience and Social Sciences requirements. This proposal was approved.

Beth Costner, **Chair of Academic Council**, noted that they met on Friday, November 14, 2008 in Tillman 308 at 2:00 pm **The following items were approved by CUI and presented to AC with no action required or taken. AC presented them to FC where no action was taken.**

#### **COLLEGE OF ARTS AND SCIENCES**

#### **Department of Sociology and Anthropology**

**Modify** ANTH 220 (3) Introduction to Archaeology to change course content and change from biological science to earth science. (**modify course**)

**Add** ANTH 302 (3) Anthropological Theory. (**new course**) *Supports mission statement of department.*

**Add** ANTH 401 (3) Independent Study in Anthropology. (**new course**) *Allows for more in depth study of a topic in Anthropology.*

**Add** ANTH 463 (1) Academic Internship in Anthropology. (**new course**) *In response to student requests and interests.*

**Add** ANTH 464 (2) Academic Internship in Anthropology. (**new course**) *In response to student requests and interests.*

**Add** ANTH 503 A, B (1) (3) Service-Learning in Anthropology. (**new course**)

*Supports desire of department for more service learning opportunities.*

**Modify** SOCL 463 Academic Internship in Sociology (3) to change credit hours from 3 to 1. (**modify course**) *Coupled with addition of 464 allows for more flexibility and management of Internships.*

**Add** SOCL 464 (2) Academic Internship in Sociology. (**new course**) *Supports efforts to restructure internships above.*

**Modify** SOCL 498 (1) Senior Seminar in Sociology to change course number to 598 and to change prerequisites from “Completion of 21 semester hours in SOCL” to “Completion of 21 semester hours in SOCL. Undergraduate Sociology Majors. A grade of C or better in SOCL 516”. (**modify course**) *Change in number emphasizes sequencing and scheduling in last semester of program. Not available to grad students.*

**Modify** SOCL 502 (3) Social Theory to change course number to 302 and to change teaching method from Independent Study to Lecture. (**modify course**) *Better sequencing of courses and effort to better integrate direction of department.*

**Add** SOCL 503A, B (1) (3) Service-Learning in Sociology. (**new course**)

*Supports desire of department for more service learning opportunities.*

**Add** SOCL 505A, B (1) (3) Service-Learning in Criminology. (**new course**)

*Supports desire of department for more service learning opportunities.*

## RILEY COLLEGE OF EDUCATION

### Department of Curriculum and Instruction

**Add** TESL 570 (3) Linguistics for Teachers of English Language Learners. (**new course**) *Part of an add-on certification in TESOL*

**Add** TESL 580 (3) Principles of Teaching Grammar to At-Risk Students and English Language Learners. (**new course**) *Part of an add-on certification in TESOL*

**Add** TESL 592 (3:1:2) ESOL Practicum: Working with English Language Learners. (**new course**) *Part of an add-on certification in TESOL*

### Department of Health and Physical Education

**Modify** ATRN 561 (2) Advanced Emergency Care to change course number to ATRN 361. (**modify course**) No longer to be offered for Grad credit.

The General Education Committee met on October 30, 2008 and approved the following items. They were then approved by AC on November 14th and were presented to FC for approval.

1. A proposal to move the course ANTH 220: *Introduction to Archaeology* from the list of life science courses to the list of earth science courses meeting the Natural Science requirements.
2. A proposal to add the course GEOL 225X: *Fundamentals of Soil Science* to the list of courses meeting the Natural Science requirements.
3. A proposal to add the course PHIL 575: *Business Ethics* (cross-listed with MGMT 575) to the list of courses meeting the Humanities and Arts requirements.

All three items were approved unanimously.

Dr. Costner reported that AC met on Friday, January 16, 2009 in Tillman 308 at 2:00 pm.  
**The following items were approved by CUI and presented to AC were they were approved. AC presented them to FC for action.**

## **COLLEGE OF ARTS AND SCIENCES**

### **Department of Political Science**

**Modify** BA in Political Science to make room for the experiential learning requirement. (**modify major**)

**Modify** BA in Political Science/Public Policy & Administration to make room for the experiential learning requirement. (**modify major**)

**Modify** BA in Political Science/Certification as Secondary School Teacher for Social Studies to make room for the experiential learning requirement. (**modify major**)

### **Department of Sociology and Anthropology**

**Add** concentration in Anthropology as an option for the BA in Sociology degree. (**new program**)

**Modify** the BA in Sociology degree in order to incorporate more anthropology courses, to accommodate the number change of SOCL 502 to 302 and require it to be taken earlier in the major, to require a grade of C in the introductory SOCL courses, and to increase the number and quality of internships and co-ops. (**modify major**)

**Modify** the BA in Sociology with a concentration in Criminology in order to incorporate more anthropology courses, to accommodate the number change of SOCL 502 to 302 and require it to be taken earlier in the major, to require a C in the introductory SOCL courses, to drop the PLSC 310 requirement, and to increase the number and quality of internships and co-ops. (**modify major**)

**Modify** minor in Anthropology to include ANTH 302 as a required course and to include ANTH 220, ANTH 340, ANTH 462, and ANTH 463 as options for fulfilling course requirements. (**modify minor**)

**Modify** minor in Sociology to include internship and co-op as options for fulfilling course requirements. (**modify minor**)

## **COLLEGE OF BUSINESS ADMINISTRATION**

### **Department of Computer Science & Quantitative Methods**

**Modify** BS in Info Design - Interactive Media to **drop** ARTH 175, VCOM 251, and VCOM 258 from program and **add** VCOM 150, 151, and 154 (same number of credit hours). These changes reflect the program modifications of the Visual Communication Design program in Graphic Design. VCOM 251 and VCOM 258 no longer exist as they appear in the Interactive Media track. Ancient Art History ARTH 175 is not required for DIFD majors general education requirements nor is it a prerequisite for Modern Art History. (**modify major**)

**Change in program name** from Information Design to Digital Information Design

**All of these items passed unanimously.**

**The following items were approved by CUI and presented to AC with no action required. AC presented them to FC where no action was required nor taken.**

**COLLEGE OF ARTS AND SCIENCES**

**Department of Human Nutrition**

**Modify** NUTR 370 (3) Cultural Foods to change title to "Food and Nutrition in Cultural Perspective." It more adequately describes course content. (**modify course**)

**Modify** NUTR 480 (3) Dietetics Management to change title to " Nutrition Education Theory & Practice. Title change identifies changes in and expansion of scope of the course to include nutrition diagnosis and nutrition care process including evidence-based professional practice. (**modify course**)

**Modify** NUTR 523 (3) Food Science Principles to change chemistry pre-requisite from "CHEM 310 and 311" to "CHEM 106/108 or equivalent." (**modify course**)

**Department of International Area Studies**

**Add** INAS 275 Culture of the American South (3) to provide a course for international students that introduces them to the culture of the region where they find themselves. (**new course**)

**Department of Political Science**

**Add** PLSC 470 (0) Experiential Learning in Political Science. (**new**)

**Department of Psychology**

**Modify** PSYC198(1) Psychology as a Discipline and Profession to delete PSYC 101 as a prerequisite. (**modify course**)

**Modify** PSYC 510 (3) Behavior Analysis and Behavior Change to **change** prerequisites from "PSYC 101" to "PSYC 101, SPED 210, or permission of instructor." (**modify course**)

**Department of Sociology and Anthropology**

**Add** ANTH 471 (1) Undergraduate Research in Anthropology. (**new course**)

**Add** ANTH 472 (2) Undergraduate Research in Anthropology. (**new course**)

**Add** SOCL 401 (3) Independent Study in Sociology. (**new course**)

**Add** SOCL 471 (1) Undergraduate Research in Sociology. (**new course**)

**Add** SOCL 472 (2) Undergraduate Research in Sociology. (**new course**)

**COLLEGE OF BUSINESS ADMINISTRATION**

**Department of Accounting, Finance and Economics**

**Modify** ACCT 280 (3) Accounting Information for Business Decisions I by updating description to more clearly align courses with those taught in other state of SC universities. (**modify course**)

**Modify** ACCT 281 (3) Accounting Information for Business Decisions II by updating description to more clearly align courses with those taught in other state of SC universities. (**modify course**)

**Modify** ACCT 505 (3) Advanced Accounting Topics by changing title to Intermediate Accounting III and updating description to more clearly align courses with those taught in other state of SC universities. (**modify course**)

**Drop** ACCT 510 (3) Advanced Cost. Course is duplicated at the graduate level and sufficient material is taught at the undergraduate level with other courses. (**drop course**)

**Modify** ECON 103 (3) Introduction to Political Economy by updating description to more accurately represent course content. (**modify course**)

**Modify** ECON 345 (3) Labor Economics by updating description to more accurately represent course content. (**modify course**)

**Modify** FINC 512 (3) Financial Investments Management by changing title **to** Investments and updating both the course description after review by finance faculty. (**modify course**)

**Department of Management and Marketing**

**Drop** BADM 503 (3) Commercial Law. Course has not been taught in 15 to 20 years and has been removed from curricula some time ago. (**drop course**)

**RILEY COLLEGE OF EDUCATION**

**Center of Pedagogy**

**Modify** EDUC 210 (3) Psychology of the Learner I by adding wording that reflects increased field hours linked to course and makes clear to students that they will be completing service learning hours. (**modify course**)

**Drop** EDUC 210E (0) Psychology of the Learner I Practicum Elementary. The purpose of this registration was for student field hour sign-up. This will now be completed in EDUC 210 class. (**delete course**)

**Drop** EDUC 210M (0) Psychology of the Learner I Practicum Middle School. The purpose of this registration was for student field hour sign-up. This will now be completed in EDUC 210 class. (**delete course**)

**Drop** EDUC 210S (0) Psychology of the Learner I Practicum Secondary. The purpose of this registration was for student field hour sign-up. This will now be completed in EDUC 210 class. (**delete course**)

**Department of Curriculum and Instruction**

**Modify** FACS 502 (3) Family Resource Management to restrict to Family and Consumer Sciences majors in good standing. (**modify course**)

**Modify** SPED 582 (3) Mental Retardation to **change** title to Intellectual Disabilities: Characteristics and Needs in order to reflect current practice in the field. Will no longer be an Intensive Writing course. (**modify course**)

**Department of Health and Physical Education**

**Modify** PHED 290 (2) Assessment in Physical Education to **change** credit hours **to** 3 and to **add** prerequisite of "must be a physical education teacher certification major to take this course." (**modify course**)

**Modify** PHED 382 (3:2:2) Kinesiology to **change** prerequisites **from** BIOL 305-306 **to** BIOL 307. (**modify course**)

**Modify** PHED 384 (3:2) Exercise Physiology to **add** prerequisite and/or co-requisite of BIOL 308 to replace co-requisite of BIOL 305 or BIOL 306. (**modify course**)

**Modify** SPMA 392 (3:0:3) Field Experiences in SPMA to **change** prerequisites **from** "Junior or Senior standing as a SPMA major, 2.00 or greater grade point average, grade of C or higher in SPMA 101, approval of the Sport Management Program coordinator" **to** "Junior or Senior standing as an admitted SPMA major, approval of the Sport Management Program coordinator." (**modify course**)

**Modify** SPMA 398 (1:1:0) Seminar in Sport Management to **change** prerequisites **from** “Junior standing as a Sport Management major, Grade of C or higher in SPMA 101, good academic standing, minimum 2.00 GPA, and approval of sport management program coordinator” **to** “Junior standing as a Sport Management major, Grade of C or higher in SPMA 101 and approval of sport management program coordinator.” (**modify course**)

**Modify** SPMA 425 (3:3:0) Current Issues in Sport to **change** title **to** Global and Behavioral Perspectives in Sport. (**modify course**)

**Modify** SPMA 493 (12) Internship in Sport Management to **change** prerequisites **from** “Grade of C or higher in SPMA 392 and SPMA 398, Junior or Senior standing as a sport management major, minimum 2.0 GPA, approval of the Sport Management Program Coordinator. Course must be completed with a C or better” **to** “Grade of C or higher in SPMA 392 and SPMA 398, Junior or Senior standing as an SPMA major, and approval of the Sport Management Program Coordinator.” (**modify course**)

The General Education Committee met on December 4, 2008 and approved the following items. They were then approved by AC on January 16th and were presented to FC for approval.

1. A proposal to add the course GEOG 500: *Global Environment and Sustainable Development* to the list of courses meeting the Oral Communication requirements.
2. A proposal to add the course MGMT 575: *Business Ethics* (cross-listed with PHIL 575) to the list of courses meeting the Humanities and Arts requirements.
3. A proposal to add the course PHYS 101: *Everyday Physics* to the list of courses meeting the Natural Sciences requirements.

**All of these items passed unanimously.**

The General Education Committee also made a special report to AC at its January meeting and the following information was shared with FC for its information. In cooperation with University College, the General Education committee is participating in a process to modify the General Education Application Form, develop a system for recertifying general education courses, and establish a process for collecting course-specific assessment data. More information will be forthcoming; however, efforts are specifically focused on refining information gathered to better reflect the general education goals and various requirements courses satisfy as part of The Touchstone Program.

Given the time, Dr. Fortner-Wood adjusted the agenda to move next to the Faculty Governance Review Committee information (under Item VI “New Business”) so that Tom Polaski, Co-Chair of the committee, could present the recommendations. Dr. Polaski explained that the FRGC was presenting the following recommendations for Faculty Conference approval; once approved, a subcommittee of FRGC will draft bylaws. A preliminary set of bylaws will be presented in March, and a final version will be presented in April. (Note: During the discussion, Dr. Costner took over facilitating the discussion when Dr. Polaski had to leave the meeting).

### **Recommendation 1: The Committee on University Life**

The Faculty Concerns Committee should be replaced by a new standing committee of Faculty Conference: the Committee on University Life. This new committee will have nine members: two elected from each degree-granting college and one elected from the library. At least one member from each degree-granting college and the member from the library shall be tenured. The committee will examine concerns submitted by faculty members that affect the conduct of university life, and shall have the capacity to address these concerns by communicating directly with the appropriate administrator or staff member to resolve a given problem. The committee will report the concerns received, its findings and its solutions to Faculty Conference, to the Committee on University Priorities (see Recommendation 2), and to the President once each semester.

### **Recommendation 2: The Committee on University Priorities**

The Budget Priorities Committee, Admissions Advisory Committee, and the Financial Exigency Committee should be replaced by a new standing committee of Faculty Conference: the Committee on University Priorities. This committee will have seven elected members: one elected from each academic unit, one from the University College Faculty, and one from the Graduate Faculty Assembly. The Chair of Faculty Conference will serve as an ex-officio member. All members of this committee shall be tenured. Committee terms would be long enough to ensure ongoing dialogue with the Executive Officers and terms would be staggered. This committee will meet three or four times each year with the Executive Officers of the University to provide a combined faculty perspective on strategic planning, admissions policy, and budgeting, as well as other areas of common concern. If this committee deems that a financial exigency is imminent, it shall communicate this information to the Faculty Conference and to the administration promptly.

If a financial exigency is deemed by the President to exist or to be imminent, two untenured members of Faculty Conference will be added to the Committee by the Faculty Conference to serve until the end of the exigency. The Committee will participate in the deliberations relative to the emergency which take place above the level of the major academic divisions, including those relating to how academic programs and teaching service areas at Winthrop University will be affected.

### **Recommendation 3: The General Education Curriculum Committee**

The General Education Committee and the Intensive Writing/Oral Communications Committee should be replaced by a new standing committee of Academic Council: the General Education Curriculum Committee (GECC). This committee will have twelve members: three members elected by the faculty of the College of Arts and Sciences, one member elected by the faculties of each of the other degree-granting colleges and the library, a chair appointed by the Chair of Academic Council from among the members of Academic Council, the Dean of University College, the Director of Freshman Writing, and the Registrar or his/her designate. A final member with expertise in writing shall be appointed by the Dean of University College. Note that the elected membership of this

new committee is separate from Academic Council membership. The chair of this committee, the Dean of University College, the Director of Freshman Writing, and the Registrar or his/her designate will be ex-officio members.

This committee will review all courses proposed for meeting a general education requirement and for recommending changes in general education requirements and means for implementing those changes. In addition, the committee will review all courses which have been previously designated as meeting one of the core skill areas within the General Education program to ensure that the courses continue to meet the criteria for inclusion in designated area. This committee should develop a schedule to ensure that each of these courses is reviewed every five years.

#### **Recommendation 4: The Committee on University Curriculum**

The Committee on Undergraduate Instruction should be replaced by a new standing committee of Faculty Conference: the Committee on University Curriculum. The Committee on University Curriculum will have six members, one member elected from each of the four degree-granting colleges, one from the Graduate Faculty Assembly, and a chair appointed by the Chair of Academic Council from among the members of Academic Council. All elected members shall have served three years as a full-time faculty member immediately preceding election. The members elected from the four degree-granting colleges shall serve as ex-officio members of their college curriculum committees; the member from the Graduate Faculty Assembly shall serve as an ex-officio member of Graduate Council. Members of this committee will serve three-year terms (staggered so that not all the members turn over in the same year). The Registrar or his/her designate will be an ex-officio member of the committee. The chair of this committee shall be an ex-officio member of the committee. Note that the elected membership of this new committee is separate from Academic Council membership, although the committee will continue to report to Faculty Conference through Academic Council.

The Committee on University Curriculum will be the “last stop” for routine curricular actions that affect individual courses since it can see and respond to questions, conflicts, etc. (See Tables 1 and 2). It will publish curriculum changes in a timely fashion so that, as in the current system, any faculty member who wishes may ask questions and raise concerns about the committee’s actions. Faculty would have seven calendar days after a decision is published to ask for clarifications and/or to place a curriculum change on the agenda of the Academic Council for their discussion.

Academic Council will become the “last stop” for curriculum actions that affect undergraduate programs, majors, and minors (See Tables 1 and 2). Faculty would have seven calendar days after a decision is published to ask for clarifications and/or to place a curriculum change on the agenda of the Faculty Conference for their discussion.

Faculty Conference will remain the “last stop” for curriculum actions that affect undergraduate degree programs and degrees offered (See Tables 1 and 2).

Graduate Council and Graduate Faculty Assembly will continue to review curriculum actions that affect only graduate programs.

### **Process for Approving Matters Relating ONLY to Undergraduate Curriculum**

<b>Curriculum Action</b>	<b>College Assembly Votes</b>	<b>TEC/GECC Votes</b>	<b>CUC Votes**</b>	<b>AC Votes**</b>	<b>FC Votes</b>
Rename or change course description	Yes	No; sent forward for information only*	No; sent forward for information only*	No*	No*
Add, drop or change a pre-requisite	Yes	Yes	Yes	No*	No*
Add, drop or renumber a course	Yes	No; sent forward for information only	†Yes, to prevent duplication	No*	No*
Add or change requirements for a minor	Yes	No; sent forward for information only*	Yes	No*	No*
Add or drop a minor	Yes	No; sent forward for information only*	Yes	Yes	No*
Change graduation requirements in a major (no change in overall # of hours)	Yes	If applicable	Yes	Yes	No*
Add , change or drop a designator	Yes	If applicable	Sent forward for information only*†	Sent forward for information only*†	Sent forward for information only*†
Change # of hours needed to complete a degree program	Yes	If applicable	Yes	Yes	Yes
Add or drop a degree program	Yes	If applicable	Yes	Yes	Yes

\*As in the current system, any member of Academic Council or Faculty Conference may ask to have a discussion of any particular curriculum action put on the agenda for full discussion. Faculty will have seven calendar days to make this request so that the process is not unduly slowed.

\*\* All curricular items (including those sent forward for information only) will be reported to the faculty by CUC. All curricular items discussed by AC will be reported to the faculty by AC.

†Registrar's office will research the change and make it immediately in the computer system rather than delaying implementation.

**Process for Approving Courses Open to BOTH UNDERGRADUATE and GRADUATE STUDENTS**

		<b>Simultaneously,</b>		<b>If either group disagrees, the proposal is denied. If both groups agree, then it goes forward to CUC (through committee if necessary), and</b>			
<b>Curriculum Action</b>	<b>College Assembly Votes</b>	<b>Graduate Council Votes</b>	<b>TEC/GECC Committees Vote</b>	<b>CUI Votes**</b>	<b>AC Votes</b>	<b>FC and GFA Vote</b>	
Rename or change course description	Yes	Yes	Sent forward for information only*	Sent forward for information only*	No*	No*	
Add, drop or change a pre-requisite	Yes	Yes	Yes	Yes	No*	No*	
Add, drop or renumber a course	Yes	Yes	†Sent forward for information only*	Yes, to prevent duplication	No*	No*	

\* As in the current system, any member of Academic Council or Faculty Conference may ask to have a discussion of any particular curriculum action put on the agenda for full discussion. Faculty will have seven calendar days to make this request so that the process is not unduly slowed.

\*\* All curricular items (including those sent forward for information only) will be reported to the faculty by CUC. All curricular items discussed by AC will be reported to the faculty by AC.

†Registrar's office will research the change and make it immediately in the computer system rather than delaying implementation.

## Proposal for Courses Enrolling GRADUATE STUDENTS ONLY

<b>Curriculum Action</b>	<b>College Assembly Votes on Change</b>	<b>Graduate Council Votes on Change and Reports to the Faculty</b>	<b>Graduate Faculty Assembly Votes on Change</b>
Rename or change course description	Yes	Sent forward for information only*	Sent forward for information only*
Add, drop or change a pre-requisite	Yes	Sent forward for information only*	Sent forward for information only*
Add, drop or renumber a course	Yes	† Sent forward for information only*	Sent forward for information only*
Change graduation requirements in a degree program (no change in overall # of hours)	Yes	Yes	Sent forward for information only*
Add , change or drop a designator	Yes	† Sent forward for information only Yes	† Sent forward for information only Yes
Change # of hours needed to complete a degree program	Yes	Yes	Yes
Add or drop a degree program	Yes	Yes	Yes

\* As in the current system, any member of Graduate Council or Graduate Faculty Assembly may ask to have a discussion of any particular curriculum action put on the agenda for full discussion. Faculty will have seven calendar days to make this request so that the process is not unduly slowed.

†Registrar's office will research the change and make it immediately in the computer system rather than delaying implementation.

### **Recommendation 5: The Undergraduate Petitions Committee**

The description of the Undergraduate Petitions Committee's report should be clarified in the Faculty Manual by adding language such as "The committee report to Academic Council shall include, but not be limited to, a summary of undergraduate petitions giving the type of petitions, the number denied, the number approved, and the number approved on appeal."

### **Recommendations 6-7:**

#### **Further Review of Governance Issues**

The following two recommendations seek to deal with issues that arose during the committee's work that either do not require changes to the Faculty Conference By-Laws or were felt to be best sent to Academic Council for their deliberation. Should either of these recommendations be approved, it would go into effect immediately.

### **Recommendation 6: The Ad Hoc Committee on Faculty Roles and Rewards**

The Faculty Governance Review Committee recognizes that the proposals from the committee relating to the roles and rewards of faculty will require work beyond the life of the committee, and are tied to an ongoing discussion with the Executive Officers. To continue these discussions with more emphasis, the Faculty Governance Review Committee recommends that the Faculty Conference form an ad hoc committee on Faculty Roles and Rewards as soon as possible. This committee should be appointed by the Chair of Faculty Conference, the Chair of Graduate Faculty Assembly, and the Chair of the University Personnel Committee. The committee should contain at least one faculty member from each major academic unit, at least one department chair, at least one Dean, and at least one untenured faculty member. The committee would elect its own chair. Issues it should study include but are not limited to the following:

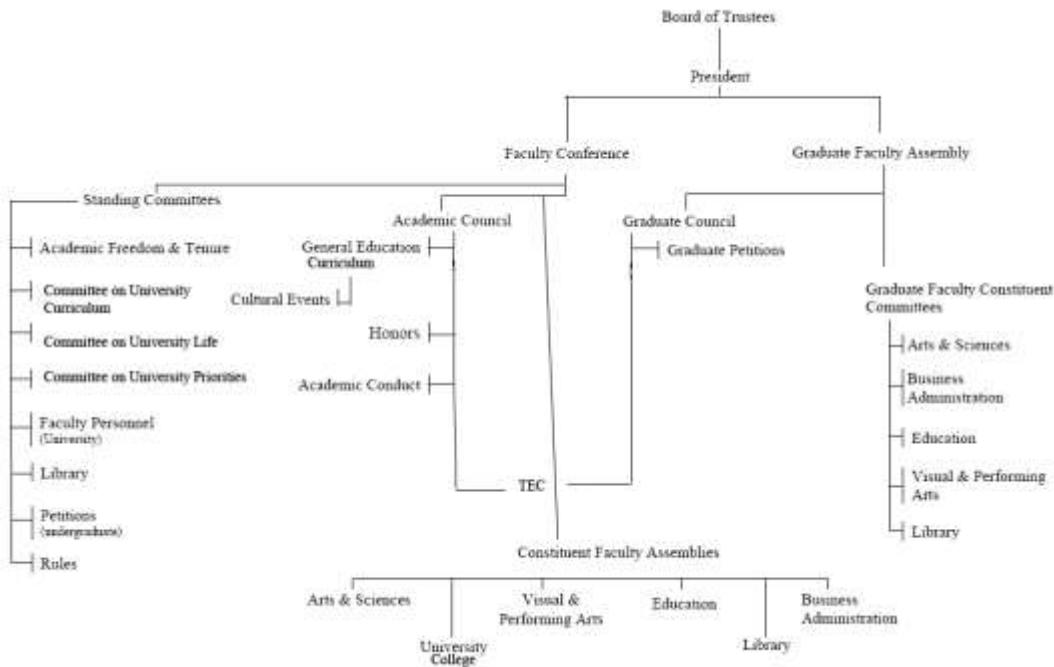
- The annual review for tenured faculty should be studied to determine the best use of faculty and administrative time. Both short and long forms for reporting faculty activity should be considered.
- Developing a consistent annual report schedule across campus should be considered.
- The timeline for review of tenure and promotion portfolios should be restructured to provide more time for college level review and to allow faculty to find out about tenure and promotion decisions before the end of the spring semester.
- To better distinguish service, the differences between Academic Responsibility and Professional Stewardship should be more clearly defined.
- The ideas of academic responsibility and professional stewardship should be incorporated into the descriptions of tenure, promotion to associate professor, and promotion to professor.
- The expectations for tenure, promotion to associate professor, and promotion to professor should be better distinguished. The service expectations outside of the department for junior faculty should be reduced, thus encouraging sustained involvement of faculty at the level of associate professor and professor.
- The constitution of the college representation on the Faculty Personnel Committee should be studied, as the various colleges have different requirements for service on this committee.
- Because non-tenured and part-time faculty are essential to the mission of the University, the extent to which part-time faculty are covered by the Faculty Manual should be studied.

### **Recommendation 7: Academic Council and Curriculum Approval**

The Faculty Governance Review Committee recommends that Academic Council establish at its earliest convenience an ad hoc group to investigate the following issues in the curriculum approval process.

- The guidelines for which courses must go to the General Education Curriculum Committee and Teacher Education committees should be clarified.
- Guidelines for the approval of degree programs that involve courses in several colleges should be developed.
- A mechanism for submitting blanket petitions should, if possible, be incorporated into the online curriculum action process so that these don't get "lost in translation," as sometimes happens now.

## To replace Figure VII in the current *Faculty Manual*



After some discussion of concerns in regards to the first two recommendations, recommendations 1 and 2 passed with a majority, while recommendations 3 to 7 were approved unanimously.

At the conclusion of this report from New Business, the agenda returned to its original order, with Antje Mays, **Chair of Budget Priorities**, next reporting that the current budget is in the library. She has also developed a website with budget information: <http://faculty.winthrop.edu/maysa/lca/bpc>

Jennifer McDaniel-Milliken, **Chair of the Library Committee**, next reported and shared concerns about PASCAL. She also encouraged faculty to continue to use Turn It In because of continuing concerns about plagiarism as well as a goal of improving the information literacy of our students.

Karen Jones, Pat Graham, and Marilyn Sarow next presented information about SACS. They explained the purpose and importance of SACS as well as the four phases of the SACS Reaffirmation process: Readiness Audit, Compliance Report, the Quality Enhancement Plan (QEP), and the QEP Implementation and Five-Year Report. Moreover, they reviewed the roles and responsibilities of the office of Accreditation, Accountability, and Academic Services as well as shared a timeline for SACS Reaffirmation.

Tim Drueke, Registrar, next spoke about **TALONS** with full use being anticipated for Fall 2010. Dr. Fortner-Wood reminded faculty that training in computer labs would be taking place.

## **VII. New Business**

Four items were presented:

1) The following resolution to restore funding for PASCAL was presented:

**Purpose:** To support the restoration of funding to PASCAL by the South Carolina General Assembly

**Whereas**, PASCAL is a statewide library consortium consisting of 60 academic libraries of which Winthrop University is one, and

**Whereas**, PASCAL's funding is supported by the member colleges and the S.C. General Assembly, and

**Whereas**, the state funding for PASCAL was decreased by 90% from nearly 2 million dollars to \$200,000 compared to the average budget cut of 3% to all state budgets, and

**Whereas**, this decrease in funding necessitates PASCAL to cut a number of its databases, decrease frequency of deliveries, and greatly increase dues and fees to member institutions, and

**Whereas**, the cost of maintaining licenses for content currently provided by PASCAL for member institutions would be severely detrimental, and

**Whereas**, without restored funding, PASCAL will cease to exist in 2009-2010, and

**Whereas**, The South Carolina Commission for Higher Education has identified PASCAL as "the best current example for sharing inter-institutional costs for technology on South Carolina" and appealed for the \$2.3 million dollars to fund PASCAL, and

**Whereas**, the presidents of South Carolina's colleges and universities are on record as advocating a return of funding to PASCAL to support the infrastructure necessary to keep South Carolina competitive with other states' similar collaborative digital resource capacities and to help fuel the state's economic engine,

**Whereas**, The General Assembly of South Carolina has the authority to reinstate the \$2.3 million funding for PASCAL,

**Whereas**, Winthrop University uses vital information and resources passed through PASCAL, receiving an estimated \$400,000 in PASCAL resources for only \$6,000 in membership dues, therefore,

**Be it enacted**, by the Winthrop University Faculty Conference the following:

**That**, the Winthrop University Faculty Conference strongly appeals to the South Carolina General Assembly to fund PASCAL at the \$2.3 million recommended amount.

**It passed unanimously.**

2) A second resolution to survey the faculty about budget priorities was presented:

**Resolution to Survey on Funding Preferences and Priorities**

**Whereas** Winthrop University faces an unprecedented financial challenges, and these challenges are likely to continue beyond fiscal year 2010, and

**Whereas**, according to the *Faculty Manual*, the jurisdiction of the Winthrop University Faculty Conference includes the University's "academic programs, policies and regulations," and

**Whereas** Winthrop University's academic programs have been, and will continue to be, affected by the budgetary decisions that the administration, the state legislature and the governor will make in the coming weeks, and

**Whereas** the Winthrop University Faculty Conference seeks to support and advise the administration as it makes difficult decisions in the current climate, and

**Whereas** the Winthrop University Faculty Conference wishes to inform its representative to the Board of Trustees, the members of the Budget and Priorities Committee and the Financial Exigency Committee, and any other faculty members who may be consulted by the administration, of the budgetary preferences and priorities of the Faculty Conference, and

**Whereas** Winthrop University faculty are concerned that Winthrop University staff have no governing body whereby they can collectively support and advise the administration on budgetary matters,

**Therefore be it resolved** that the Winthrop University Faculty Conference, under the leadership of the Faculty Conference Chair and those individuals with whom she may confer, conduct surveys of Winthrop University faculty and staff to determine their funding preferences and priorities, and

**Be it further resolved** that these surveys shall be conducted within one month of the date when this resolution is enacted, and

***Be it further resolved*** that the Chair of Faculty Conference shall communicate the results of these surveys to the President, the Board of Trustees, and all other members of the administration who are involved in budgetary decisions.

**It passed unanimously.**

3) Dwight Dimaculangan presented the following proposal:

1. Create the Faculty Leadership Committee, which will allow greater communication between committees/faculty groups, the administration, and the Board of Trustees. In the future members of this committee could be incorporated into the Committee on University Priorities. This committee would be comprised of the following:
  - Chair of Faculty Conference
  - Chair of Graduate Faculty Assembly
  - Chair (or committee representative) of Academic Council
  - Chair (or committee representative) of Graduate Council
  - Chair (or committee representative) of Budget Priorities
  - Chair (or committee representative) of Financial Exigency
  - Chair (or committee representative) of Faculty Concerns
2. Have members of Faculty Leadership Committee attend the Board of Trustees meetings (See table below). By attending these meetings the leadership of key committees/faculty groups will have a greater understanding of the decisions made by the Administration and the Board. Although the Faculty Conference is represented at the Board of Trustees meetings by the Chair of the Faculty Conference, he/she is not able to attend all of the Board committee meetings (i.e. Academic Affairs, Finance, and University Relations) that occur simultaneously: the faculty representative is only present at the Academic Affairs meeting. Although the entire Board reconvenes to re-cap the discussions and recommendations of the committees, there is no faculty representation in the other meetings where a significant amount of work and discussion occurs.

**Justification:** Attendance at the Board of Trustees meetings by more members of the faculty leadership will allow a greater number of faculty access to important policy discussions that occur during the meetings, and it will provide greater opportunities for the faculty perspective to be heard by the Board. It will also help the Faculty Conference Chair represent the faculty, since that person can rely on other members of the Leadership Committee to obtain and understand the information provided to and generated by the Board. Ultimately it will allow for more complete and timelier information to be provided to the faculty and the Committee on University Priorities.

Attendance by faculty leadership at the Board of Trustees meetings

Board Subcommittees	Under Current Faculty Governance Structure	Under Proposed Faculty Governance Structure
Academic Affairs	Chair of Faculty Conference Chair of Graduate Faculty Assembly	Chair of Faculty Conference Chair of Graduate Faculty Assembly
Finance	Chair of Budget Priorities Chair of Financial Exigency	Chair of University Priorities
University Relations	Chair of Faculty Concerns	Chair of University Life

Committee descriptions are from the administrative structure webpage (<http://www.winthrop.edu/trustees/committees.htm>).

Academic Affairs Committee: provides general oversight for all matters related to academic program proposals; academic program reviews; curricular matters; accreditation matters; and admissions and student recruitment.

Finance Committee: provides general oversight of the finances of the University, including the annual audit of the University, as well as the oversight of routine physical plant matters.

University Relations Committee: provides general oversight for all matters related to student life; intercollegiate athletics; and alumni relations. It also considers matters relating to fundraising for the University

**During the discussion, a motion was approved to continue business without a quorum present. After much discussion, the resolution to create an ad hoc committee of Faculty Leadership Committee to attend open trustees meetings passed with a majority.**

4) A fourth motion asking the President to make a detailed budget presentation in the future was made; **however, the motion failed.**

## **IX. Announcements**

Registrar's reminders included February 2 being the last day to apply for August or December 2009 graduation without late fee penalty. Also, March 11 is the last day to withdraw from a full semester course as well as the last day to rescind the S/U option.

The Student Excellence, Engagement, and Development (SEED) conference will be held Saturday, March 14, 2009, 8:30-4:00 with registration and breakout session proposals online at [www.winthrop.edu/corecommitments](http://www.winthrop.edu/corecommitments).

A Graduate Faculty Assembly meeting would follow today's Faculty Conference.

The next Faculty Conference meeting will be March 6, 2009.

**X. Adjournment**

The meeting adjourned at approximately 5:30 p.m.

Respectfully submitted,  
Kelly L. Richardson  
(substituting for Lynn DeNoia)

Report  
ACADEMIC COUNCIL

Academic Council met on Friday, February 20, 2009 at 2:00 pm

**The following items were recommended by CUI, approved unanimously by Academic Council, and are now forwarded to FC for action:**

**COLLEGE OF ARTS AND SCIENCES**

**Department of Biology**

**Modify** Bachelor of Science in Biology, Certification as a Secondary School Teacher to **delete** 8 hours of required biology courses, add 4 credit hours of BIO electives allowing for some flexibility in an often very rigid course schedule, and making changes to reflect course actions from other departments. (**modify program**)

**Department of Chemistry, Geology, and Physics**

**Modify** Bachelor of Science in Chemistry, Forensics track to meet the new American Chemical Society curricular guidelines published in 2008. (**modify program**)

**Drop** Bachelor of Science in Chemistry, Dual Engineering (**drop program**) Note: students still have options to pursue careers in engineering through other tracks.

**Drop** Bachelor of Science in Chemistry, Environmental Chemistry. (**drop program**) Note: students have environmental studies opportunities through other degree programs.

**Department of English**

**Modify** Bachelor of Arts in English/Literature-Language track to offer more options (ARTH 175 & 176) to fulfill the history requirement. (**modify program**)

**Modify** Bachelor of Science in Science Communication by replacing MCOM 340, which is no longer being offered by the Mass Communication department, and bringing the total number of MCOM hours required for the Science Communication major to the correct total of 9. Also, to delete BADM 411 and add MGMT 341 or 355 in the technology requirements for the major. (**modify program**)

Note: University technology requirement is met by other courses on the approved list.

**Department of History**

**Modify** Minor in International Area Studies to change title to International Studies, and to allow more flexibility in choosing courses best suited to individual students' areas of interest and major within a set of parameters that result in a well-rounded experience. (**modify program**)

**Department of Mass Communication**

**Modify** Bachelor of Science in Integrated Marketing Communication to require MCOM 349 and 471. (**modify program**) Note no change in required hours.

**Department of Mathematics**

**Modify** the Bachelor of Arts in Mathematics by using a three-course calculus sequence (rather than four) and by adding and deleting various other courses. (**modify program**)

**Modify** the Bachelor of Science in Mathematics by using a three-course calculus sequence (rather than four) and by adding and deleting various other courses. (**modify program**)

**Modify** the Bachelor of Science in Mathematics/Certification as Secondary School Teacher by **using** a three-course calculus sequence (rather than four) and by **adding** and **deleting** various other courses. (increases total hours from 127-134) (**modify program**)

**Modify** Bachelor of Arts in Mathematics/Certification as Secondary School Teacher by **using** a three-course calculus sequence (rather than four) and by **adding** and **deleting** various other courses. (increases total hours from 124-126 to 124-130) (**modify program**)

**RILEY COLLEGE OF EDUCATION**

**Department of Curriculum and Instruction**

**Modify** Bachelor of Science in Family and Consumer Sciences by adding admission requirements, stressing 2.25 gpa requirement, limiting certain FACS courses to majors who have a 2.25, and requiring a C or better in the professional courses. (**modify program**)

**The following items were approved by CUI, forwarded to AC where no action was taken, and are no forwarded to FC – no action required**

## COLLEGE OF ARTS AND SCIENCES

### Department of Chemistry, Geology, and Physics

**Add** CHEM 104 Chemistry and Problem-Solving Fundamentals (3). (**new course**)

**Modify** CHEM 108 General Chemistry Laboratory (1:1:3) to change prerequisite from CHEM 107 to CHEM 105. (**modify course**)

**Modify** CHEM 301 Organic Chemistry I (4) to change credit hours to 4 and to delete CHEM 303 as a co-requisite. (**modify course**)

**Drop** CHEM 303 Organic Laboratory (1:0:3) (**drop course**)

**Modify** GEOL 113 Physical Geology Laboratory (1:0:3) to increase lab hours from 2 to 3. (course has been this way since 1980) (**modify course**)

**Modify** GEOL 401 South Carolina Natural History (3:0:6) to change credit, lecture and lab hours to 4:3:3 (**modify course**)

**Modify** PHYS 101 Everyday Physics (3) to **delete** the co-requisite of PHYS 102. (**modify course**)

### Department of Mass Communications

**Modify** MCOM 260 Writing for Interactive Media (3:3:0.5) to **change** lecture and lab hours to (3:2:2) and to **change** prerequisites **from** “INFD 415 and INFD 322; senior standing” **to** “CSCI 101 and 101 A, B and C, 2.00 or higher GPA or written permission of department chair.” (**modify course**)

**Modify** MCOM 495 Special Topics in Mass Communication (3) to **change** credit hours **to** 1, 2, or 3. (**modify course**)

### Department of Mathematics

**Modify** CTQR 150 Quantitative Methods in Critical Thinking (3) to **change** designator to MATH and title to Introductory Discrete Mathematics. (**modify course**)

**Modify** MATH 101 Precalculus Mathematics I (3) to **change** title and content to Algebra and Trigonometry for Calculus and to **change** prerequisites **from** “Satisfactory score on Mathematics Department Placement Test” **to** “Satisfactory score on Mathematics Department Placement Test or a C or better in MATH 151.” (**modify course**)

**Drop** MATH 101E Algebra and Precalculus Mathematics (3:3:3). (**drop course**)

**Drop** MATH 103 Algebra and Trigonometry (4). (**drop course**)

**Modify** MATH 104 Trigonometry for Calculus (1) to change co-requisites from “MATH 101 or MATH 201” **to** “MATH 201.” (**modify co-requisites**)

**Add** MATH 151 Applied College Algebra (3) (**new course**)

**Modify** MATH 201 Calculus I (3) to **increase** credit hours to 4; to **change** prerequisites **from** “Math 101 or Math 101E or satisfactory score on math department placement test; Math 104 or satisfactory score on math department placement test” **to** “A grade of C or better in MATH 101 or satisfactory score on Mathematics Department Placement Test;” and to **change** the co-requisite **from** “Math 104 or satisfactory score on math department placement test” **to** “Math 104 or satisfactory score on Mathematics Department Placement Test. A grade of C or better in MATH 101 replaces these co-requisites.” (**modify course**)

**Modify** MATH 202 Calculus II (3) to **increase** credit hours to 4; to **change** prerequisites **from** “Math 201; Math 104 or satisfactory score on math department placement test” **to** “A grade of C or better in MATH 201 and either MATH 101 or a C or better in MATH 104 or satisfactory score on Mathematics Department Placement Test;” and to **change** co-requisites **from** “MAED 200; Math 104 or satisfactory score on math department placement test” **to** “MAED 200.” (**modify course**)

**Modify** MATH 202H CALCULUS II HONORS (3) to **increase** credit hours to 4; to **change** prerequisites **from** “AP AB 3 or higher or permission of math dept chair; MAED 200; Math 104 or satisfactory score on the math dept placement test” **to** “A score of 3 or higher on the AB Calculus Advanced Placement exam or permission of math dept chair;” and to **change** co-requisites **from** “MAED 200; Math 104 or satisfactory score on math department placement test” **to** “MAED 200.” (**modify course**)

**Modify** MATH 261 Foundations of Discrete Mathematics (3) to change prerequisites from “MATH 101 or equivalent” **to** “MATH 101 or 151.” (**modify course**)

**Modify** MATH 291 Basic Number Concepts for Teachers (3) to **add** a lab hour and to **change** prerequisites **from** "CTQR 150 with a grade of C or better. Restricted to Early Childhood, Elementary, and Special Education majors" **to** "MATH 150 with a grade of C or better. Restricted to Early Childhood, Elementary, Middle Level, and Special Education majors." **(modify course)**

**Modify** MATH 292 Number, Measurement, and Geometry Concepts for Teachers (3) to **add** a lab hour and to change prerequisites **from** "MATH 291 with a grade of C or better. Restricted to Early Childhood, Elementary, and Special Education majors" **to** "MATH 291 with a grade of C or better. Restricted to Early Childhood, Elementary, Middle Level, and Special Education majors." **(modify course)**

**Add** MATH 294 Basic Mathematical Concepts for Primary Teachers (3) **(new course)**

**Modify** MATH 301 Calculus III (3) to **increase** credit hours to 4, and to **change** prerequisites **from** "MATH 202 or MATH 202H; and MAED 200" **to** "A grade of C or better in MATH 202 or MATH 202H." **(modify course)**

**Modify** MATH 301H Calculus III Honors (3) to **increase** credit hours to 4, and to **change** prerequisites **from** "AP BC 3 or higher or MATH 202H; MAED 200" **to** "Permission of Department Chair." **(modify course)**

**Drop** MATH 302 Calculus IV (3). **(drop course)**

**Add** MATH 310 Mathematical Reasoning (3). **(new course)**

**Add** MATH 341 Statistical Methods (3). **(new course)**

**Modify** MATH 351 Introduction to Modern Algebra (3) to **change** prerequisites **from** "MATH 300 and MATH 301" **to** "MATH 301 and MATH 310." **(modify course)**

**Modify** MATH 355 Combinatorial Methods (3) to **change** prerequisites from "MATH 300" **to** "MATH 300 or permission of department chair" and to **include** basic ideas in the field of graph theory and will be added as a required course in all mathematics degree programs. **(modify course)**

**Modify** MATH 393 Algebra, Data Analysis, and Geometry Concepts for Teachers (3) to **add** a lab hour. **(modify course)**

**Modify** MATH 509 Real Analysis I (3) to **change** prerequisites **from** "MATH 522" **to** "MATH 301 and MATH 310." **(modify course)**

**Modify** MATH 541 Probability and Statistics I (3) to **change** prerequisites from "MATH 302" **to** "MATH 301 and MATH 341 or permission of department chair for MAT students." **(modify course)**

## RILEY COLLEGE OF EDUCATION

### Department of Health and Physical Education

**Modify** PHED 380 History of Sport (3) to delete pre-requisites and to request to meet Historical Perspectives requirement. **(modify course)**

**Modify** PHED 384 Exercise Physiology (3:2) to **add** BIOL 308 as a pre-requisite or co-requisite and **delete** BIOL 305 and 306 as a co-requisite. **(modify course)**

**Modify** SPMA 392 Field Experiences in SPMA (3:0:3) to **change** lab hours from 3 to 8 and to **change** prerequisites **from** "Junior or Senior standing as a SPMA major, 2.00 or greater grade point average, grade of C or higher in SPMA 101, approval of the Sport Management Program coordinator" **to** "Junior or Senior standing as an admitted SPMA major, approval of the Sport Management Program coordinator." **(modify course)**

The following items were recommended by Gen Ed Committee, approved unanimously by Academic Council, and are now forwarded to FC for action:

1. A proposal to add the course MATH 150: *Introduction to Discrete Mathematics* to the list of courses meeting the Quantitative Reasoning requirements.
2. A proposal to add the course PHED 380: *History of Sport* to the list of courses meeting the Historical Perspective requirements.

**The following motion was present to AC by the Academic Leadership, approved by a majority vote of Academic Council, and is now forwarded to FC for action:**

To raise the maximum course load for summer session A (Maymester) from 4 credit hours to 6 credit hours. Over the past two summers students have been allowed to take 6 hours. This would make the new limit permanent.

**A subcommittee from AC has examined the possibilities and limitations of double majors at Winthrop across colleges; the following represents a summary of their finding and some suggestions for future actions.**

**Findings:**

1. Although there are no specific Winthrop rules that prevent students from choosing to pursue double majors there was discussion that:
  - a. In some cases encouraging students to pursue a graduate degree might be more beneficial.
  - b. Some degrees prescribe general education requirements in such a way that they are not as easily compatible with other degree programs.
  - c. The differences between dual degree requirements (154 hours) and double majors (124 hours) may prevent some students from choosing a BS and BA option.
2. Several departments/programs on campus are already working on double major programs (such as Exercise Science and Nutrition or Biology; Computer Science and Mathematics; Social Work and Human Resources track)

**Looking Forward:**

1. "Five-years to a Masters" programs would make students more marketable and allow for more opportunities.
2. Additional cross-departmental programs that could be designed to offer students a more diverse range of degree programs with existing resources.
3. Flexible degree options could create a unique Winthrop experience that would be attractive to prospective students—a design your own program option.
4. The distinctions between double majors, dual degrees, and a second undergraduate degree need to be better defined.
  - a. Dual degrees could be defined as two degrees sought simultaneously at Winthrop (BS in Mathematics and BA in Economics) with a minimum graduation requirement set at 124 hours.
  - b. The 154 hour rule could be used in cases of a second undergraduate degree.