

**Academic Council Minutes
2/28/2014**

Christopher Aubrie	CSL Student Representative
Adolphus Belk	Arts and Sciences
Judy Brit	Education
Janice Chism	Arts and Sciences
Tomoko Deguchi	Visual & Performing Arts
Marguerite Doman	Business Administration
Laura Glasscock	Arts and Sciences
Lisa Harris	Education
Jennifer Jordan*	Education
Jo Koster, Chair	Arts and Sciences
Trent Kull	Arts and Sciences
Willis Lewis*	Business Administration
Marge Moody	Visual & Performing Arts
Ron Parks	Visual & Performing Arts
Spiro Shetuni*	Dacus Library
Will Thacker	Business Administration
Brad Tripp	Arts and Sciences
Ginger Williams*	Arts and Sciences
Gina Jones, Secretary	Registrar

*absent

Guests: Debra Boyd, David Wohl, Gale Teaster-Woods, Gloria Jones, John Bird, Tim Drueke, Sean Blackburn, Karen Kedrowski, Stephanie Milling, and Malayka Klimchak

- I. Welcome** **Jo Koster**
 Dr. Koster called the meeting to order at 2:02 p.m. She reminded everyone that elections will be taken up in the April meeting and to be thinking about nominations.
- II. Approval of Minutes** **Approved by email**
- III. Provost's comments** **Debra Boyd**
 Dr. Boyd indicated she will save comments for the business agenda.
- IV. Committee Reports**
A. Committee on Undergraduate Curriculum **Will Thacker**

The following items were approved by the Council and 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 PROGRAM: Add ENGL 291 to list of requirements in the major

BA	ENGL	LLAN	English	MODIFY PROGRAM: Add ENGL 291 to list of requirements in the major; Add ENGL 307, 507, WRIT 366, 367, and 502 to list of approved courses required for the major
BA	MUSC		Music	MODIFY PROGRAM: Add MUSR 498 to list of required courses
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 approved courses; Remove ACCT 280 as individual course requirement
BS	IMCO		Mass Communication	MODIFY PROGRAM: Change Technology Requirement to CSCI 101, 101B, 101C and 101 F or N; Add MCOM 101 to list of excluded MCOM electives; Add MGMT 341 to list of required courses in the major; Add MKTG 382 to list of approved options for requirements in major; Remove "Choose one from ENGL 502, GEOG 303, 304, 306, HIST 308, 501, 509, 521, 552, 553, 560, 561, PLSC 315, 317, 551, PSYC 320, RELG 300, SOCL 313, 314, 320" from list of requirements in major; Increase electives range from 8-18 to 11-21

Minor	Title	Department	Action
LEAD	Leadership Studies	General Education	NEW MINOR

Dr. Parks asked about the 16 hours in the new LEAD minor. Ms. Jones noted that 15 hours is the minimum, so that number is OK.

Ms. Moody asked about the courses. Dr. Thacker indicated those are listed further in the CUC minutes. Some LEAD courses already exist for the Distinction in Leadership program which is being ended. LEAD 465 will be cross-listed with WRIT 465.

The following item was approved by the Council and will be forwarded to Faculty Conference for approval:

Degree	Major	Department	Action
BS	SCOM	English	DROP PROGRAM

B. General Education Committee

Brad Tripp

The following items were approved by the Council as new courses in the Gen Ed list:

PROGRAM	NUMBER	COURSE	CATEGORY
HONR	231H	The Culture of the Cold War	HISTORICAL
HIST	212	U.S. History Since 1877	CONSTITUTIONAL

IV. Report from Council of Student Leaders Chair

Chris Aubrie

Mr. Aubrie stated that student allocations of over \$25,000 given out and they still have a little more to give out.

The Garnet and Gold Gala on February 15th was a big success. 250 students attended, more than last year.

On February 22nd the Council of Student Leaders and the Office of Student Activities partnered to host the first LIFT Conference: Leadership Institute for First Timers. 275 students attended and in the future CSL hopes to host York Tech and possibly Clinton College.

S/U Resolution- CSL created and unanimously passed a resolution in favor of extending the deadline.

The annual Student Body elections are coming up in April. Interest meetings are taking place this week and next. Campaigning will be the two weeks after Spring Break with voting to follow April 3-5.

CSL had Chief Zebedis came to speak about safety issues.

The CSL Student Services Survey is currently being conducted.

CSL will be passing out wrist bands at athletic events to promote school pride.

Mr. Aubrie is meeting with Mr. J. P. McKee regarding the CSL budget to understand where the money goes and how it is allocated.

Dr. Koster indicated that she appreciated the CSL involvement with S/U policy recommendation.

V. Old Business

A. S/U Policy Language

Lisa Harris

Dr. Harris stated that the sub-committee recommended striking the philosophy regarding the S/U. The other recommendation is to require department chair approval.

Everyone was ok with original recommendation.

The rationale for striking philosophy is that students are not using it for this purpose. Dr. Harris said that we didn't want to add language regarding using the S/U for saving the gpa. Dr. Koster asked Ms. Moody

(a member of the petitions committee) if this would help the Undergraduate Petitions Committee. Ms. Moody did not feel like she could respond on that committee's behalf.

Dr. Harris felt like changing the date would make for fewer petitions.

Mr. Aubrie said the gpa aspect was important, that he has used it himself.

Mr. Drueke said this is common, but what we want to avoid is endorsing that.

Dr. Parks asked if there was a consideration of changing the word "Purpose" to "Encouraging" the exploration of other courses? Dr. Harris said they did not consider it.

Dr. Belk said he liked the suggestion, but there is something noble about leaving language encouraging the use.

Dr. Doman pointed out the discouraging in the major.

Ms. Moody spoke about the department chair approval recommendation would give the students the ability to discuss whether it is good idea.

Dr. Tripp noted that at the last Faculty Conference, the objection was using the S/U for grade protection.

Dr. Harris pointed out that it's gpa protection no matter what.

Dr. Koster said if we are crafting catalog language for faculty, we're not helping students.

Dr. Tripp advocated Adolphus' suggestion of using "encourage" within the description.

Should it be "discourage" then "encourage"? Ms. Jones suggested the "encourage" before "discourage" to promote positive behavior first. The decision was made to use the "discourage" statement first.

Recommendation #3: Requiring department chair's approval.

Dr. Thacker indicated that the University of South Carolina allows 8 S/U's and requires dean approval.

Departments should control what courses are taken on the S/u basis. Dr. Deguchi indicated that Music already puts a restriction on music courses, so departmental approval is not needed.

Dr. Parks asked about advisor input.

Dr. Belk clarified the recommendations and how they will go to Faculty Conference.

Dr. Koster stated we would take these individually.

Dr. Wohl pointed out that there is a danger of different chairs rendering different decisions. He thinks we may cause more problems with petitions.

Dr. Deguchi agreed with Dr. Wohl. It would open a can of worms.

Mr. Aubrie said the advisor knows the student best.

Dr. Chism thinks this is a burden on chairs. Small departments might be able to handle this. She is reluctant to have advisors do this. They can give advice but let the student make the choice. They are adults. Why should we stop them from this?

Dr. Boyd agreed. If we have a policy to elect the S/U, we should not prevent them from doing so. They are adults and will make good decisions or bad decisions.

Dr. Belk said he could be swayed either way, but he has concerns about advisor approval because new advisors still have a lot to learn.

Dr. Parks suggested a middle ground about students required to see the advisor.

Mr. Drueke indicated that the language is already there.

Dr. Doman said to let the departments decide.

Dr. Thacker asked about students who change majors. What if a course is taken S/U and the student then changes to that major? Ms. Jones said the student could petition the college or department.

Dr. Milling is concerned about a form being move from one place to another. It is the student's responsibility. A statement can be placed in the catalog.

Dr. Wohl said if it's a student option, it's a student option.

Dr. Bird reminded them that students can withdraw from classes without permission.

Dr. Parks said after hearing discussion, he now feels that students should have this responsibility.

Is this the consensus: to strike approval of advisor?

Dr. Thacker said we'd be the only college in state that didn't require approval.

Dr. Parks said he couldn't imagine any more work put on his chair.

Dr. Koster called for a vote. The majority voted not to approve Recommendation #3.

Recommendation#4 is to introduce motions separately.

Ms. Moody said at the last Faculty Conference people were unhappy with the philosophy, so it makes sense to talk about that first.

Dr. Jones thanked the task force for their work.

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 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

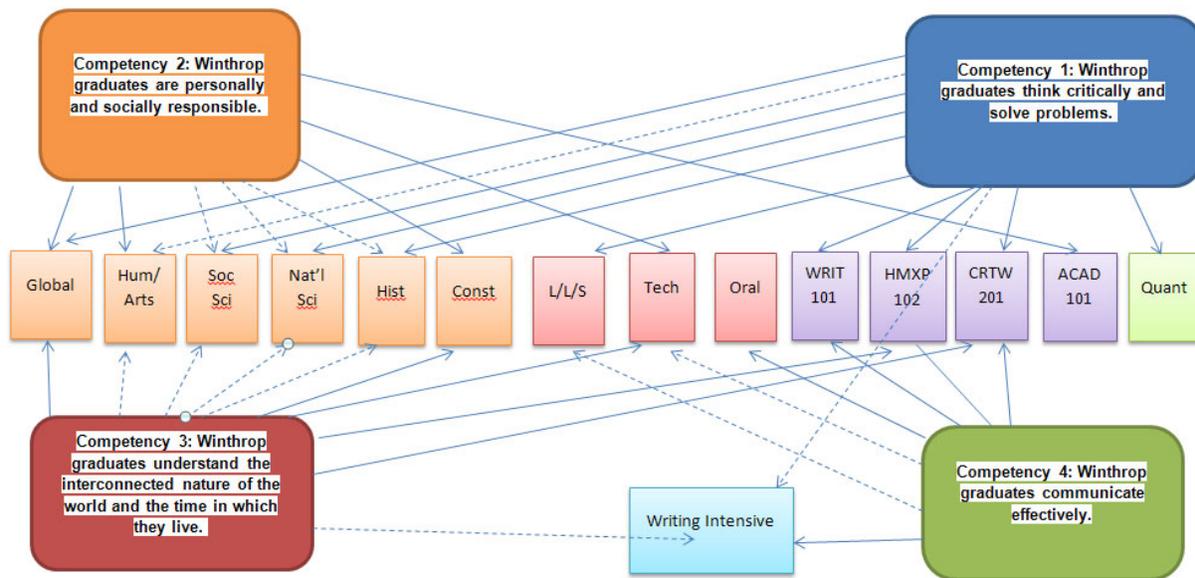
1. Create an updated definition of general education.
2. Determine how well the current general education program aligns with the ULCs.
3. Revert to the original name of our general education program—Winthrop University’s General Education Program—to ensure that current faculty and students, as well 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.

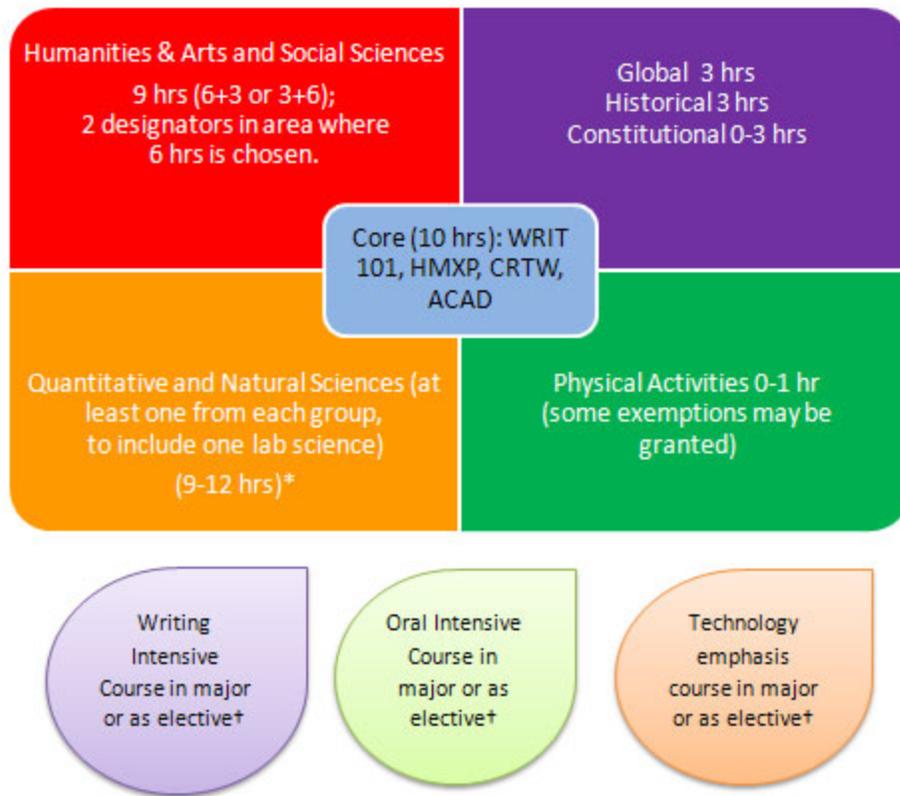
- VII. Majors should not be so rigid in the way they interface with general education that students can't complete the major within four years if they do not start in the major from the first semester, accreditation requirements notwithstanding.

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)	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) 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 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. 3.0 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.

It was agreed to discuss each recommendation individually.

#1--Changing name of Gen Ed program from ***Touchstone Program*** back to ***General Education Program***. Everyone agreed this was a good idea because of the confusion it creates.

#2--Reducing the number of hours from 124 to 120.

Dr. Jones indicated that Coastal, USC, James Madison, and most NC state universities require 120 for BA's. This doesn't mean everyone needs to start cutting.

Dr. Belk asked about the impact on minors. Dr. Wohl indicated they are looking at cutting any minor over 18 back to 18.

#3-Reexamining programs of study in relation to general education

#4-Reducing GE hours from 46-58 to 35-50, which includes the removal of Logic/Language/Semiotics.

Dr. Jones stated that the Activity requirement makes a philosophical statement about health and well-being. Student athletes who complete one year of practice and participation would be exempt. Students with physical disabilities would also be exempt.

Mr. Drueke asked if dance classes would also count. Dr. Jones said, "Yes."

Dr. Koster indicated that we are the only school in the state that designates a course for the constitution requirement.

Dr. Bird, a member of the Task Force, admitted he first thought we were watering down the new GEN Ed. He has since changed his mind given that SACS only requires 30. He thinks our current program is too big and having more choice for the students will make them more well-rounded.

Dr. Jones asserted that transfer students will benefit from this. Some programs will have more specifications than others due to accreditation issues.

Dr. Koster said this is going to be less painful than originally thought.

Dr. Parks asked about the BME and whether this would require adding courses and increasing hours. This will not be taken well by faculty. Dr. Wohl said they would have to sit down and look more closely at those programs. Dr. Parks said there is already a recruiting problem because of these issues.

Dr. Belk talked about being at the bottom of the top 10 institutions of our kind. This new general education recommendation can help us move further up the list. It is not onerous and fits with what we do well.

Ms. Moody stated that the Logic/Language/Semiotics deletion is problematic. She asked if Dr. Jones could explain more about the deletion.

Dr. Jones answered that there were never guidelines or student learning outcomes for this area. When courses came forward, there were no criteria for inclusion.

Dr. Koster indicated that LLS was a compromise category for people unhappy with the Gen Ed. Courses included in this area can be counted in other areas.

Mr. Aubrie asked about timeline for implementation. Dr. Koster responded, "2015-16 catalog."

Dr. Thacker stated that LLS was a way to have less change going from the old gen ed to the current gen ed.

Dr. Chism (regarding LLS) said there was an attempt to get students to take a language and reduce petitions for non-native speakers.

Dr. Koster asked if we should vote today or delay vote until Tuesday for our extra meeting.

Dr. Jones suggested an email vote. Dr. Koster said she had to send agenda to Faculty Conference.

The consensus was to introduce the recommendations to Faculty Conference and that discussion can still be continued at the next Academic Council meeting.

Mr. Drueke said some amendments could be introduced at Faculty Conference.

Dr. Parks asked if they should take this back to their departments?

Dr. Koster said, "Yes."

There was unanimous approval to send forth to Faculty Conference.

VI. New Business—none

VII. Announcements

Dr. Bird talked about the College of Charleston and USC-Upstate losing funding over books being required that legislature thought were promoting the gay lifestyle.

Dr. Boyd said that some see this is a shot across the bow. We take seriously academic freedom and should be ready to voice that. It is a cautionary tale.

She also thanked the task force for their hard work. She thinks it was a sensible and focused approach. It makes general education a clear part of the programs the students take here.

Dr. Jones indicated Winthrop was safe with our upcoming common book (in reference to the legislature's action).

Dr. Koster reminded everyone that the next meeting is April 18.

The meeting adjourned at 3:52 p.m.

Respectfully Submitted,



Gina Jones, Secretary