

**Winthrop University  
Academic Council**

April 6, 2018

2 PM

MacFeat Conference Room B

Kristen Abernathy*	Arts & Sciences
Abbigail Armstrong*	Education
Bettie Parsons Barger	Education
Leslie Bickford	Arts and Sciences
Alice Burmeister	Visual & Performing Arts
Jennifer Disney	Arts and Sciences
Marguerite Doman	Business Administration
Chad Dresbach	Visual & Performing Arts
Chlotia Garrison	Business Administration
Laura Glasscock*	Arts and Sciences
Adam Glover	Arts and Sciences
Christian Gratton	Arts and Sciences
Shawwna Helf*	Education
Jo Koster*	Arts and Sciences
Alice McLaine	Education
Gale Teaster-Woods	Dacus Library
Will Thacker	Business Administration
Kristen Wonderlich	Visual & Performing Arts
TaDean Page*	CSL Student Representative
Gina Jones, Secretary	Registrar

Guests: Zach Abernathy, Marsha Bollinger, Tim Druke, Wanda Ebright, Steve Frankforter, Pat Guilbaud, Scott Huffmon, Gloria Jones, Greg Oakes, P. N. Saksena, Gary Stone, and Laura Ullrich.

The meeting called to order at 2:03 PM by Dr. Will Thacker, sitting in for Chair, Dr. Jo Koster.

I. **Minutes of the February meeting** --approved by e-mail.

II. **Chair's Remarks** --none

III. **Remarks from the Provost and Executive Vice President for Academic Affairs**

Mr. Tim Drueke said Dr. Boyd could not be here due to Board of Trustees meeting. There were no announcements.

IV. **Remarks from the President of the Council of Student Leaders (CSL):** Tadean Page

Mr. Page was unable to attend also because of the BOT meeting.

V. **Report from Standing Committees**

a. **Committee on University Curriculum (Will Thacker)**

*These 13 program change items (degree) were unanimously approved by Academic Council.*

Program	Department	Action
BS-CHEM-CHBU	Chemistry	<b>Modify program:</b> Remove ACS certification; Change concentration from 24 to 18 credits; Add QMTH 205 to concentration and remove CHEM 552, 552 or CHEM 500-level and ECON 216.
BA-IDVS	Interdisciplinary Studies	<b>Modify program:</b> Remove the requirement of an additional methods course and an international content course from the major.
BS-ATRN	Physical Education, Sport and Human Performance	<b>Modify program:</b> In the major, change SPMA 501 to EXSC 501; ATRN 303 and 304 may be taken instead of ATRN 301 and 302, respectively.
BS-EXSC	Physical Education, Sport and Human Performance	<b>Modify program:</b> Change EXSC 101 to 1 credit; Offer EXSC 493 as an option to EXSC 492; Change titles for EXSC 208 and 231 and require both these courses.
BS-BADM-ACCT	Accounting, Finance, & Economics	<b>Modify program:</b> In major core, change ACCT 351 to ACCT 551; In concentration, remove "One course from PHIL 230, 575 or MGMT 575" and change ACCT courses above 299 to 6 credits.

BS-BADM-FNAC	Accounting, Finance, & Economics	<b>Modify program:</b> Add ACCT 305 as a requirement in the Corporate Finance Track, making it 21 credits.
BS-CHEM-FORC	Chemistry	<b>Modify program:</b> Remove ACS certification; Change quantitative skills to “met in major” without specifying courses; In concentration, remove CHEM 551-552 or CHEM 500-level course and give students the option of CHEM 502-503 or CHEM 505-506.
BS-CHEM-ASCP	Chemistry	<b>Modify program:</b> In concentration, add CHEM 502-503 or CHEM 505-506 and remove the option for CHEM 500-level course.
BS-DIFD-DCOM	Computer Science and Quantitative Methods	<b>Modify program:</b> Change DIFD 211 to DIFD 311.
BS-DIFD-DMMD	Computer Science and Quantitative Methods	<b>Modify program:</b> Change DIFD 211 to DIFD 311.
BS-PHED-CERT	Physical Education, Sport and Human Performance	<b>Modify program:</b> Replace PESH 381 with PETE 390 in Intensive Writing, Clarify that BIOL 150/151 should be taken to meet Life Science requirement; Remove EDUC 220 from Education Core; In Major, add BIOL 213 and DANA 251, change PETE 202 to 502, change name/credits for PETE 234 and 248, remove PETE 247,270, 310 and PESH 381, add PETE 300 and 390, add one elective credit, clarify physical fitness requirements.
BS-CHEM-PHYS	Chemistry	<b>Modify program:</b> Remove ACS certification; Remove CHEM 552, 552 or CHEM 500-level from concentration.
BPS-PFST	Interdisciplinary Studies	<b>New program</b>

*These 3 program change items (minor) were unanimously approved by Academic Council.*

Program	Department	Action
Minor-DANC	Theatre and Dance	<b>Modify program:</b> Allow DCED courses to be included in electives.
Minor-RELG	Philosophy and Religious Studies	<b>Modify program:</b> Allow students to take RELG 313/314 instead of RELG 220.
Minor-THRT	Theatre and Dance	<b>Modify program:</b> Allow THED courses to be included in electives.

76 course actions were approved by CUC. These require no action by Academic Council. A list of these actions is provided in Appendix 1 to this agenda. Eight actions were taken at the College level that required no action by CUC.

**The 4 following program change items (degree/ minor) were approved by CUC after sufficient clarifications and then were *unanimously approved Academic Council*.**

Program	Department	Action
BA-THTR-CERT	Theatre and Dance	<b>Modify program:</b> Allow 3 Gen Ed Humanities and Arts credits to be met in major; Replace THRA 220 with THRA 255 and THRA 265 Insufficient justification for more than 2 major courses in Gen Ed group 2.
BS-DIFD-INMD	Computer Science and Quantitative Methods	<b>Modify program:</b> Change DIFD 211 to DIFD 311. Clean up renumbered courses required in program and corequisites.
BS-DIFD-WEBD	Computer Science and Quantitative Methods	<b>Modify program:</b> Change concentration name to “Web Application Development”; Change DIFD 211 to DIFD 311. Clean up renumbered courses required in program and prerequisites.
Minor-DIFD	Computer Science and Quantitative Methods	<b>Modify program:</b> Change DIFD 211 to DIFD 311. Clean up renumbered prerequisites.

**The following 3 program changes did not go forward, and thus not approved, as clarifications were not received by CUC.**

BFA-INDS	Design	<b>Modify program:</b> Reflect DESF 261 being renumbered at DESF 161; Clarify that major DESF/INDS courses may not be taken S/U; Courses required for Portfolio Review require C+ or better; Add DESF 189 and 300; Remove INDS 300. Needs Gen Ed justification; Clean up renumbered courses required in program and their prerequisites.
BFA-VCOM-GDES	Design	<b>Modify program:</b> Change VCOM 261 to DESF 161 in the technology requirement and the major; Clarify that major DESF/VCOM courses may not be taken S/U; Change designator/course number/title for VCOM 120, 150, 154, 222, 261, 300; Add DESF 189. Needs Gen Ed justification; Clean up renumbered courses required in program and prerequisites.
BFA-VCOM-ILUS	Design	<b>Modify program:</b> Change VCOM 261 to DESF 161 in the technology requirement and the major; Clarify that major DESF/VCOM courses may not be taken S/U; Change

		designator/course number/title for VCOM 120, 150, 154, 222, 261, 300; Add DESF 189. Needs Gen Ed justification; Clean up renumbered courses required in program and prerequisites.
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The following course item did not go forward, and thus not approved, as clarifications were not received by CUC.

Course	Title	Action
PHYS250	250. Matter and Energy (4:4:0).	<b>Modify course:</b> Change prerequisite to allow an S in addition to a C or above in the quantitative requirement. Issue with allowing an S to meet the pre-requisite but not a C-.

Dr. Disney asked about the PHYS course. Dr. Thacker indicated that the issue was that an S is a C- which was in conflict with the C requirement. Dr. Thacker had not heard anything back from the CHEM dept. chair.

b. General Education Committee (Will Thacker on behalf of Kristin Abernathy)

**1. First Certify**

*The following courses were approved unanimously by Academic Council:*

**GLOBAL**  
ARTH 357

**HISTORICAL**  
ARTH 357

**HUM/ARTS**  
ARTH 357

RELG 300 – the committee also approved the department’s request to make the inclusion retroactive to include this semester

Dr. Garrison asked why RELG 300 was approved retroactively. Ms. Jones thought that it had been submitted earlier and there were some issues that had to be dealt with, so the committee held it until those issues were resolved.

*The committee has received additional information for the following courses and they have now been approved:*

**CONSTITUTION**  
PLSC 309

**QUANTITATIVE**

QMTM 205

**2. The following courses were approved for recertification in the appropriate categories:**

**GLOBAL**

GEOG 101

**HUM/ARTS**

DANA 102

DANA 104

MUSA 111-112

MUSA 141-169

VPAS 115

**NATURAL SCIENCE**

PHYS 101

PHYS 105

**PHYSICAL ACTIVITY**

DANA 102

**SOCIAL SCIENCE**

GEOG 101

PSYC 101

*The committee has received additional information for the following courses and they have now been approved:*

**HUM/ARTS**

DANA 105

VCOM 151

**NATURAL SCIENCE**

BIOL 150

BIOL 151

CHEM 101

CHEM 105

CHEM 106/108

GEOL 110/113

PHYS 102

**SOCIAL SCIENCE**

ECON 103

SOCL 101

**TECHNOLOGY**

CSCI 101

CSCI 151

**3. The committee voted to deny recertification to the following course:**

**CONSTITUTION**

ECON 103 – concerns included the lack of instruction time dedicated to the constitutional topics required by state law and an omission of the Declaration of Independence and the Federalist Papers as course topics.

An appeal of this decision was made by Dr. Gary Stone, Chair of the Accounting, Economics and Finance department and Dr. Laura Ullrich, professor of Economics.

Dr. Stone stated he was surprised at the disapproval of the course. He and Dr. Ullrich met with Dr. Huffmon to discuss the Constitution requirement and afterwards, revised the syllabus. Dr. Abernathy stated she supported the changes.

Dr. Ullrich indicated that they had been using the documents for which there was a concern; they were just not mentioned in the syllabus. Dr. Ullrich looked again at the state law and inserted a Constitution and Declaration of Independence exam. She then talked about how important this course was to students since it is not for business majors. She said this was probably the only ECON course many students will ever take. The department takes the course very seriously. She then talked about some of the assignments in the class.

Dr. Disney spoke to how the Constitution requirement has been an issue over the years. She asked if Winthrop was in compliance. She read the first part of the law. She said there was a flaw in our recertification process. She thought the form for recertification itself was flawed. She shared her concerns with the task force looking at the Constitution requirement, but she never heard back from them. There is a disparity in syllabi across all courses in this area and there is no follow-up into looking at all those syllabi.

Dr. Disney also noted that the law says faculty must give instruction, but some syllabi only note that there are assignments, not faculty instruction on the required subjects. When we approve a course, we're approving the course, not the faculty. She asked, "Have the faculty received the appropriate training to teach these areas?"

Dr. Huffmon spoke to the technical issues on the document which had to do with faculty training. He noted that faculty who teach HMXP 102 have to go through training. Certifying an entire class is different from certifying the course. His concern was regarding adjuncts or new ECON faculty who have no training would teach this course.

Dr. Thacker noted that another member of Gen Ed pointed out the missing Constitution from the syllabus.

Dr. Ullrich said the course isn't taught by anyone outside their department. She also pointed out that some sport management courses are taught by education faculty.

Dr. Stone talked about the bigger picture, that it includes a broader perspective and doesn't think someone needs 18 hours in the area to teach it.

Dr. Ullrich expressed concern that no one came to her or Dr. Stone about the issues until a week after the Gen Ed vote.

Dr. Doman emphasized that this seems to be two issues and we should separate.

Dr. Grattan mentioned that we should consider that it's a 100-level course and there is no deep dive into the subject.

Dr. Jones spoke as overseer of the Gen Ed program. She said that there are certainly areas where change is needed. There is no single course that spends all its time on these topics. She asked that we consider that many folks who teach an intensive writing course do not have 18 hours in English. Our goal is to expose students to this curriculum. If they don't have a wide exposure, we've defeated general education.

Dr. Huffmon remarked that PLSC 201 is about American Government, and the literal documents take six weeks. With regard to writing, this is something the faculty put in. His argument goes back to what the law requires.

Dr. Jones asked if we were looking at the HIST course. It is up for recertification next year.

Dr. Saksena said he was not notified of the issues with this course.

Dr. Disney still has the concern about who is teaching the course.

Dr. Ullrich stated that as an economist, the subjects related to the Constitution requirement are taught not just in this one course.

Dr. Thacker clarified that the next vote would be to overturn the Gen Ed's committee decision.

*There was one descent but the motion passed.*

Dr. Disney said this was a welcomed discussion and Dr. Ullrich agreed that they would want to be a part of that.

#### **Additional GNED Business**

##### ***4. Substitute courses in the BPS program.***

The committee approved the request from the BPS Committee that students in the Bachelor of Professional Studies program be allowed to substitute PFST 301, 302, and 303 for HMXP 102 and CRTW 201. For supporting documents, please see Appendix 2.

*Approved unanimously by the Council.*

##### ***5. Constitution requirement subcommittee***



The committee received revised Constitution requirements and requested that further changes be made. They are waiting to hear back from the working group on the suggested revisions. (This matter will be taken up at the April 20, 2018 meeting of Academic Council.)

Dr. Wonderlich asked why it was eight pages and not word count.

Dr. Grattan asked what it meant by “actively recognize?” How is this assessed? Dr. Teaster said they would incorporate the information into a written assignment.

Dr. Disney inquired as to why it did not say that “*faculty* will give instruction.”

Dr. Teaster replied that when they were having discussion, they were trying to simplify and that instruction was implied. It was not to try to circumvent.

Dr. Huffmon asked that the committee reconvene and that they interview departments that teach the Constitution requirement and give feedback on the essentials that must be learned. He asked, “What constitutes the essentials?” Dr. Jones agreed.

Dr. Garrison stated she interviewed the ECON chair.

Mr. Drueke asked Dr. Disney to read the law again. He pointed out that this requirement could be applied to any student, including graduate and certificate-seeking students. He said there is a bill clarifying this. We’ve only ever dealt with it on the undergraduate level. He also questioned if a student graduated from a SC high school that they have met the requirement.

Dr. McLaine stated that different colleges do it differently.

Dr. Thacker talked about interpretation: college gives instruction and students must pass a test, but it doesn’t say students have to take a course.

Dr. Disney asked the committee what their process was in coming up with the Constitution requirements.

Dr. Garrison replied that they had reviewed the law and the current requirement, and questioned what they were trying to do. They looked at different courses, and the goal was not to certify any particular course. Individual assignments included talking with various departments.

Dr. Garrison talked with someone at the state level and further explained their process.

Dr. Thacker reviewed the options Academic Council had to vote on this matter. He pointed out that just because we started something this year, we don’t have to finish it this year. It can be amended; it can be passed or not. The motion is to approve as this came from a standing committee. He asked for further discussion. Dr. Teaster asked if this were not approved, could this be sent back to the original committee so that they wouldn’t be starting from scratch.

Dr. Thacker said yes.

There was a motion to send it back to the committee. There was discussion.

The motion passed unanimously.

**6. Oral Communications committee did not recommend any revisions (Appendix 3). There was no discussion and the motion passed unanimously.**

**7. CE Committee was just a report. (See appendix 4).**

## **VI. Old Business**

At this time there is no old business.

## **VII. New Business**

Dr. Gloria Jones expressed inconsistencies in the Plus/Minus (+/-) grading system. Instructors are not required to use it. She gave some examples of this.

She talked about retention impact and peer institution policies. She talked about how she loves rewarding students with a "Plus", but she has a problem punishing students with a "Minus." She said this was not to vote on today, but to take back to the departments for discussion. She indicated that Michelle Wolf, who deals with probation students or those who are in danger of their LIFE scholarship, tries really hard at intervention. She also mentioned that the state was looking at increasing the requirements to retain the scholarship (higher GPA).

Dr. McLaine asked how many students at other schools lose their scholarships. Dr. Jones didn't know and that information is not published.

Mr. Drueke talked about his research 12 years ago when faculty were considering Plus/Minus.

Dr. Jones asked who used Plus/Minus.

Dr. Disney said she thought it was unconscionable that our students have to compete with other college students who do have a plus only, but she also thinks this would lack integrity. [Clarification: Students do not compete; they either qualify or do not.]

Dr. Jones also pointed out that faculty get to decide their grading scale.

Dr. Disney says we should go back to straight grades.

There was discussion.

Dr. McLaine said it would be good to know retention at other institutions.

## **VIII. Announcement/ Adjournment**

The next meeting is **Friday April 20, 2018, 2 PM**, location TBA, to discuss the report of the ad hoc committee on the Constitution requirement and to hold elections for the 2018-19 academic year.

Dr. Jones announced that the last meeting of AC is also the same day as SOURCE.

Dr. Thacker adjourned the meeting at 4:03 PM.

***Respectfully submitted,***

Gina Jones, Secretary

**Appendix 2: Proposed General Education Core for Bachelor of Professional Studies Program**

<b>Overview of BPS Core Courses</b>			
<b>BPS Core Course Title</b>	<b>BPS Program Semester</b>	<b>Summary of Course Content/Goals</b>	<b>Gen Ed Core Alignment?</b>
<b>PFST301 – Introduction to Professional Studies</b>	<b>Year I (Fall)</b>	<ul style="list-style-type: none"> <li>• To analyze and understand academic culture and the principles of learning.</li> <li>• To practice self-reflection and analyze skills gained through prior learning.</li> <li>• To improve written communication skills, including documentation.</li> </ul>	<b>Yes – HMXP 102</b>
<b>PFST 302 – Diversity and Collaboration in the Workplace</b>	<b>Year I (Fall)</b>	<ul style="list-style-type: none"> <li>• To understand diversity in professional settings.</li> <li>• To increase awareness of multiple points of view.</li> <li>• To cultivate empathy and communication skills.</li> <li>• To develop leadership skills for application in diverse workplaces.</li> </ul>	<b>Yes – HMXP 102</b>
<b>PFST 303 – Applied Critical Thinking</b>	<b>Year I (Spring)</b>	<ul style="list-style-type: none"> <li>• To identify impediments to critical thinking.</li> <li>• To analyze texts and professional issues by applying the Elements of Reasoning.</li> <li>• To evaluate texts and professional issues using the Standards of Critical Thinking.</li> <li>• To improve written communication, including correct documentation.</li> </ul>	<b>Yes – CRTW 201</b>
<b>PFST 401 – Professional Identity and Leadership Development</b>	<b>Year 2 (Fall)</b>	<ul style="list-style-type: none"> <li>• To understand and analyze principles and practices of professional and personal development.</li> <li>• To research effective problem-solving and decision-making, including critical thinking.</li> <li>• To analyze personal and professional goals and objectives.</li> <li>• To study effective communication and conflict-resolution strategies.</li> </ul>	

<b>PFST 402 – Global Environments and Economies</b>	<b>Year 2 (Fall)</b>	<ul style="list-style-type: none"> <li>• To analyze principles for critically understanding the needs of global and diverse professional settings.</li> <li>• To develop skills to improve communication with diverse individuals, companies, leaders, and clients.</li> <li>• To develop analytical and communication skills to work in diverse contexts.</li> </ul>	
<b>PFST 495 – Capstone Seminar</b>	<b>Year 2 or 3 (Spring or Fall)</b>	<ul style="list-style-type: none"> <li>• To develop a major written report from initial proposal through final draft.</li> <li>• To apply critical thinking skills and reasoning to solve practical problems in professional settings or context.</li> <li>• To demonstrate effective communication skills through persuasive and analytical writing and oral presentations.</li> <li>• To create an effective and appealing résumé for use in the current job market.</li> </ul>	

## BPS Core Courses and Gen Ed Core Alignment

### **PFST 301 – Introduction to Professional Studies**

#### **Course Description:**

In this course, adult learners will be introduced to the BPS program and to Winthrop's academic culture. The course will provide students with a broad analytical perspective on the principles of learning, including Winthrop's University Level Competencies, in order to provide a context to evaluate their prior learning and work experience in reference to these principles. The course will emphasize recognition of blocks and lenses through which students may view education and learning and analytical skills such as critical reading and listening. Students will write argumentative and reflective papers synthesizing authors' arguments with their own experience and education and may choose to create a portfolio application for credit for prior learning. Though BPS students have already completed sixty hours at an accredited university, this first course in the BPS Core will allow them to reacquaint themselves with academic reading and communication and with thesis-driven argumentative writing related to challenging texts and applied to their past work experience.

#### **Possible Course Texts:**

- Plato's *Allegory of the Cave*
- Newman's "The Idea of a University"
- Bohm's "On Communication"
- Non-fiction prose texts on educational identity, the 21<sup>st</sup> century learner, or critical and creative thinking in the workplace such as *The Keys to Success: Building Analytical, Creative, and Practical Skills for College, Career, and Life* (Carter, Bishop, and Kravits)
- Possible texts on constructing and writing a PLA Portfolio
- "The Correct Use of Borrowed Information"
- "How to Read Critically"

#### **Possible Types of Course Assignments:**

- Concentration proposal, justification, and written report.
- Prior Learning Experience Portfolio consisting of an argumentative paper reflecting on the cognitive and academic skills attained in professional contexts and including concrete evidence to support claims
- Reflective and argumentative papers incorporating borrowed material and synthesizing multiple texts and perspectives
- Total word count for graded papers should meet or exceed word count for HMXP 102 (4500 words)

#### **Both PFST 301 and HMXP 201 Require:**

- Critical reading and analysis of mature prose texts
- Analysis and examination of prose texts addressing the self and education
- Analysis of the role of education and past experience in forming personal identity
- Argumentative and reflective writing
- The practice of both oral and written communication skills
- Thesis-driven writing that requires the correct use of borrowed information
- A minimum of 4500 words of graded writing

## **PSFT 302 – Diversity and Collaboration in the Workplace**

### **Course Description:**

In this course, students will be introduced to the systems and complexities of human interactions and leadership, including professional responsibilities related to leadership roles in organizations. Students will learn principles and best practices governing human interaction in professional settings. Ethical principles will be integrated with practical principles and practices, as these together foster strong professional organizations and positive community relationships. The course will focus on developing heightened awareness of others' perceptions and points of view and improving communication skills for application in diverse professional environments. Students will also examine leadership styles and learn to identify and appreciate social and cultural differences between peoples and cultures.

### **Possible Course Texts:**

- Mature, non-fiction prose texts on diversity and globalization in the workplace, such as Livermore, *Driven by Difference: How Great Companies Fuel Innovation through Diversity*; Brown, *Inclusion: Diversity, The New Workplace, & The Will to Change*; or Barak, *Managing Diversity: Toward a Globally Inclusive Workplace*
- Mature, non-fiction prose texts on leadership styles, personality types, and organizational operations in the workplace
- McIntosh, "White Privilege, Male Privilege"
- Bohm, "On Communication"
- Myers, "Ingroup and Outgroup"
- Donne, "Meditation 17"
- "The Correct Use of Borrowed Information"
- "How to Read Critically"
- "How to Listen Critically"
- Could assign Achebe, *Things Fall Apart*; Firoozeh Dumas, *Funny in Farsi*; Kidder, *Mountains Beyond Mountains*; or another multi-cultural text written from a Latin American or non-Western perspective

### **Possible Types of Course Assignments:**

- Reflective essays confronting positive and negative experiences with effective and ineffective leaders
- Thesis-driven essays analyzing leadership styles of contemporary and historical figures
- "Mock" evaluations derived from case-studies and role plays (with the student as both 'supervisor' and as 'subject') and presentation and critique of evaluation results
- Case study and role play activities or papers intended to build empathy and understanding of different points of view and perspective
- "VLOGs" or written journal entries authored by students reflecting on readings, experiences, encounters, or reactions to reading coming from the course
- Oral presentations
- Total word count for graded papers should meet or exceed word count for HMXF 102 (4500 words)

**Both PFST 302 and HMXP 201 Require:**

- Critical reading and analysis of mature prose texts
- Analysis and examination of texts addressing diversity in the workplace and leadership styles
- Analysis of diverse human perspectives and points of view
- Increased awareness of others' perceptions
- Increased self-awareness resulting from analysis of one's own attitudes and beliefs towards culture and diversity
- Reflective and argumentative writing incorporating borrowed material
- The practice of both oral and written communication
- A minimum of 4500 words of graded writing

**PSFT 303 – Applied Critical Thinking**

**Course Description:**

In this course, adult learners will learn a practical and transferable method of critical thinking developed by Dr. Richard Paul and promoted by the Foundation for Critical Thinking. This method emphasizes metacognitive self-reflection; provides students with a comprehensive and transferable system for analytical thinking and for the evaluation of the logic and effectiveness of reasoning; addresses the impediments to critical thinking; and cultivates critical thinking character traits such as intellectual humility, empathy, and fair-mindedness as they relate to professional contexts and settings. The course will include instruction in researched, argumentative writing and will culminate in a research paper addressing critical thinking or ethical decision-making in the workplace. Emphasis will be placed on incorporating and assessing the Elements of Reasoning and the Intellectual Standards in student work. The course goals and student learning outcomes for this course are almost identical to those of CRTW 201; however, the course content and analysis will focus on application in professional contexts and the assigned critical thinking text will be more rigorous and substantive.

**Possible Course Texts:**

- Richard Paul and Linda Elder's *Critical Thinking: Learn the Tools the Best Thinkers Use*, Concise Edition
- Non-fiction prose texts addressing critical thinking or ethical decision-making in the workplace, such as Nussbaum's *Creative Intelligence*, etc.
- Case studies of critical thinking failures or successes in professional settings.
- "The Correct Use of Borrowed Information"

**Possible Types of Course Assignments:**

- Thesis-driven academic papers integrating borrowed material and incorporating metacognitive reflection, analysis, and evaluation
- Formally assessed oral presentations
- Updated concentration proposal and justification
- Research paper incorporating secondary sources applying critical thinking strategies to a professional field or context
- Total word count for graded papers should meet or exceed word count for CRTW 201 (6000 words)

**Both PFST 303 and CRTW 201 Require:**

- Consideration of impediments to critical thinking



- Analysis and evaluation of mature prose texts and professional problems using the Elements of Reasoning and the Intellectual Standards
- Reflective and argumentative writing incorporating borrowed material
- Critical reading and analysis of mature prose texts
- Argumentative research paper analyzing a problem or issue from a professional context incorporating borrowed information and involving library research
- The practice of both oral and written communication
- A minimum of 6000 words of graded writing

In addition to completing **PFST 301, PFST 302, and PFST 303**, adult learners in the BPS Program will complete three additional Core courses: **PFST 401, Professional Identity and Leadership Development, PFST 402, Global Environments and Economies, and PFST 495, Capstone Seminar**. These courses are designed to strengthen both hard and soft skills, including decision-making, goal setting, synthesis of information, problem-solving, oral and written communication, critical and analytical thinking, interpersonal skills, global awareness, and lifelong learning. In addition, they address all four of Winthrop's University Level Competencies and are designed to fulfill the goals and student learning objectives of Winthrop's General Education Core.

### Winthrop University's ULCs

- **Competency 1: Winthrop graduates think critically and solve problems.**

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

- **Competency 2: Winthrop graduates are personally and socially responsible.**

Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

- **Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.**

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

- **Competency 4: Winthrop graduates communicate effectively.**

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

## BPS Core Courses and Gen Ed Core Alignment

BPS Core Course Title	BPS Program Semester	Course Goals	Course SLOs	Gen Ed Core Alignment
<p><b>Core I – PFST301 – Introduction to Professional Studies</b></p>	<p><b>Year I (Fall)</b></p>	<ol style="list-style-type: none"> <li>1. To introduce students to the Bachelor of Professional Studies degree program and to the Winthrop University academic culture and experience.</li> <li>2. To provide BPS students with an analytical perspective on the principles of learning as a working adult so that they can assess prior learning or experience in reference to those principles. To compare, contrast, and link prior professional experience with the principles of learning in an academic context.</li> <li>3. To use argumentative and reflective writing, the critical reading of mature prose texts, and research as means of general cognitive development and as activities which</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluate prior learning and prior experience with respect to critical thinking and academic standards and criteria.</li> <li>2. Communicate effectively in argumentative and reflective writing, including exhibiting recognition of blocks and lenses through which they view education and learning.</li> <li>3. Analyze and evaluate texts in relevant professional disciplines through the use of critical reading strategies.</li> <li>4. Recognize and use prewriting, organizing, drafting, and revising strategies.</li> <li>5. Apply feedback from the instructor, peers, and self-analysis to improve their writing.</li> <li>6. Evaluate, document, and incorporate source material accurately and appropriately according to “The Correct Use of Borrowed Information” and MLA documentation style.</li> <li>7. Construct a Prior Learning Assessment Portfolio including persuasive and analytical justifications, documentation of prior learning, and correctly-formatted</li> </ol>	<p><b>HMXP:</b> “This course explores the self and its relationship to education, to community, to the natural world, and to the sacred. Students will critically encounter challenging readings that will force them to examine life changing ideas about themselves.”</p> <p>The successful HMXP student will</p> <ul style="list-style-type: none"> <li>• Read and demonstrate a basic understanding of the central ideas of a variety of texts.</li> <li>• Compare, contrast, and link ideas from a variety of textual sources.</li> <li>• Use information from multiple viewpoints to form well-reasoned arguments and conclusions.</li> <li>• Demonstrate the impact of the perspectives of others on their own experience.</li> <li>• Create texts that demonstrate an appropriate sense of audience and occasion.</li> <li>• Demonstrate personal integrity by properly incorporating and citing borrowed material in written and oral expression.</li> </ul> <p><b>PFST 301 and HMXP Content Alignment:</b></p>

		<p>foster intellectual growth in an academic environment.</p> <ol style="list-style-type: none"> <li>4. To plan, organize, and develop persuasive written documents to be integrated into a BPS Prior Learning Portfolio.</li> <li>5. To develop clear communication by revising effectively through the complete rethinking, restructuring, and revision of written reports.</li> <li>6. To evaluate, document, and incorporate source material accurately and appropriately, according to "The Correct Use of Borrowed Information."</li> </ol>	<p>borrowed material.</p>	<p>Critical reading and analysis of mature prose texts; analysis and examination of prose texts covering the self and education; analysis of the role of education and past experience in forming personal identity; argumentative and reflective writing; oral and written communication skills; thesis-driven writing that requires the correct use of borrowed information.</p>
<p><b>Core II – PFST 302 – Diversity and Collaboration in the Workplace</b></p>	<p><b>Year I (Fall)</b></p>	<ol style="list-style-type: none"> <li>1. To introduce students to the systems and complexities of human interactions and leadership.</li> <li>2. To analyze diverse issues and experiences in professional settings.</li> <li>3. To examine hierarchical relations in many contexts and professional environments.</li> <li>4. To learn principles for</li> </ol>	<ol style="list-style-type: none"> <li>1. To demonstrate awareness of how leadership 'style' and practice varies across various contexts (formal v. informal; blue collar v. white collar; progressive v. stabilizing, etc.) and individuals.</li> <li>2. To distinguish among leadership 'styles' with focus on recognized 'effective' leaders in a variety of industries.</li> <li>3. To develop an empathy that promotes successful human interaction.</li> <li>4. To critically identify primary social and cultural differences between peoples and cultures, including: religious, economic, aspirational, etc.</li> </ol>	<p><b>HMXP:</b> "This course explores the self and its relationship to education, to community, to the natural world, and to the sacred. Students will critically encounter challenging readings that will force them to examine life changing ideas about themselves."</p> <p>The successful HMXP student will</p> <ul style="list-style-type: none"> <li>• Read and demonstrate a basic understanding of the central ideas of a variety of texts.</li> <li>• Compare, contrast, and link ideas from a variety of textual sources.</li> </ul>

		<p>critically understanding and evaluating both leadership activities and employee responsibilities within a given professional setting.</p> <ol style="list-style-type: none"> <li>5. To develop heightened awareness of others' perceptions and points of view and to increase intellectual empathy and emotional intelligence.</li> <li>6. To develop skills to improve communication with diverse individuals, companies, leaders, and clients.</li> <li>7. To assess one's attitudes and beliefs towards culture and diversity in a multicultural environment.</li> <li>8. To develop skills to work in diverse professional and social contexts.</li> </ol>		<ul style="list-style-type: none"> <li>• Use information from multiple viewpoints to form well-reasoned arguments and conclusions.</li> <li>• Demonstrate the impact of the perspectives of others on their own experience.</li> <li>• Create texts that demonstrate an appropriate sense of audience and occasion.</li> <li>• Demonstrate personal integrity by properly incorporating and citing borrowed material in written and oral expression.</li> </ul> <p><b>PFST 302 and HMXP Content Alignment:</b>  Analysis of diverse human perspectives and points of view, increased awareness of others' perceptions; increased self-awareness resulting from self-analysis of one's own attitudes and beliefs towards culture and diversity; oral and written communication skills.</p>
<b>Core III – PFST 303 – Applied</b>	<b>Year I (Spring)</b>	<ol style="list-style-type: none"> <li>1. To learn that the complex process of critical thinking is a part of all we do and</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Knowledge:</b> By the end of the semester, students will be able to <ol style="list-style-type: none"> <li>a. identify and define filters, barriers, and impediments to critical</li> </ol> </li> </ol>	<p><b>CRTW Course Goals:</b></p> <ol style="list-style-type: none"> <li>1. To learn that the complex process of critical thinking is a part of all we do and</li> </ol>

<p><b>Critical Thinking</b></p>		<p>that the process relies on such skills as observing, speaking, listening, reading, and writing.</p> <ol style="list-style-type: none"> <li>2. To use writing, reading, speaking, and critical thinking to foster general cognitive development and intellectual growth in both academic and professional environments.</li> <li>3. To recognize critical thinking and problem-solving strategies in different academic disciplines and to apply them in professional contexts.</li> <li>4. To evaluate arguments, evidence, and the contexts in which they appear.</li> <li>5. To prepare for writing by carefully analyzing evidence.</li> <li>6. To plan, organize, and develop essays based on introspection, general observation, deliberation, research, and the critical reading of mature prose texts drawn from varied disciplines and professional contexts.</li> <li>7. To learn to revise</li> </ol>	<p>thinking</p> <ol style="list-style-type: none"> <li>b. identify and define the elements of reasoning</li> <li>c. identify and define the standards of reasoning</li> <li>d. identify and define the character traits of a critical thinker</li> </ol> <ol style="list-style-type: none"> <li>2. <b>Skills:</b> By the end of the semester, students will be able to       <ol style="list-style-type: none"> <li>a. apply the elements of reasoning to analyze their own thinking and the thinking of others</li> <li>b. apply the standards of reasoning to analyze their own thinking and the thinking of others</li> <li>c. use critical reading strategies to analyze a variety of texts in professional contexts</li> <li>d. plan, draft, and revise critical writing in a variety of professional disciplines and fields</li> </ol> </li> <li>3. <b>Attitudes:</b> By the end of the semester, students will be able to       <ol style="list-style-type: none"> <li>a. recognize and appreciate the differences between critical and noncritical thinking in themselves, in others, and in professional organizational systems</li> <li>b. integrate critical thinking character traits into their academic and professional lives</li> <li>c. assess the degree to which they are applying critical thinking in professional contexts</li> </ol> </li> </ol>	<p>that the process relies on such skills as observing, speaking, listening, reading, and writing.</p> <ol style="list-style-type: none"> <li>2. To use writing, reading, speaking, and critical thinking to foster general cognitive development and intellectual growth in an academic environment.</li> <li>3. To recognize critical thinking and problem-solving strategies in different academic disciplines.</li> <li>4. To evaluate arguments, evidence, and the contexts in which they appear.</li> <li>5. To prepare for writing by carefully analyzing evidence.</li> <li>6. To plan, organize, and develop essays based on introspection, general observation, deliberation, research, and the critical reading of mature prose texts drawn from varied disciplines.</li> <li>7. To learn to revise effectively by completely rethinking, restructuring, and rewriting essays.</li> <li>8. To recognize individual writing voices and learn how those voices can be adapted to fit different audiences and rhetorical situations.</li> <li>9. To improve oral communication skills through classroom discussions and small group activities.</li> </ol> <p><b>Knowledge:</b> By the end of the semester, students will be able to</p> <ul style="list-style-type: none"> <li>• identify and define filters, barriers, and impediments to critical thinking</li> <li>• identify and define the elements of reasoning</li> <li>• identify and define the standards of reasoning</li> <li>• identify and define the character traits of a critical thinker</li> </ul>
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effectively by completely rethinking, restructuring, and rewriting essays.

8. To recognize individual writing voices and learn how those voices can be adapted to fit different audiences and rhetorical situations.

9. To improve oral communication skills through classroom discussions and small group activities.

**Skills:** By the end of the semester, students will be able to

- apply the elements of reasoning to analyze their own thinking and the thinking of others
- apply the standards of reasoning to analyze their own thinking and the thinking of others
- use critical reading strategies to analyze a variety of texts
- plan, draft, and revise critical writing in a variety of rhetorical contexts and disciplines
- effectively discuss their thinking and the thinking of others in a variety of oral forms (e.g., discussions, group presentations, etc.)

**Attitudes:** By the end of the semester, students will be able to

- recognize and appreciate the differences between critical and noncritical thinking in both themselves and others
- integrate critical thinking character traits into their academic and personal lives

**PFST 303 and CRTW Content Alignment:**  
Consideration of impediments to critical thinking; analysis and evaluation of mature prose texts and professional problems using the Elements of Reasoning and the Intellectual Standards; self-reflection and reflective writing; critical reading and analysis of mature prose texts; argumentative writing analyzing a problem or issue from a professional context incorporating borrowed information and involving library research; oral communication

				and graded presentation skills.
<b>CORE IV – PFST 401 – Professional Identity and Leadership Development</b>	<b>Year 2 (Fall)</b>	<ol style="list-style-type: none"> <li>1. To evaluate and understand the principles and practice of personal development.</li> <li>2. To identify the skills, knowledge, and abilities needed in a chosen profession or organization.</li> <li>3. To understand and develop the practices and value of good time management.</li> <li>4. To research the processes of problem-solving and decision making, to include critical thinking strategies, contingency plans, and methods of implementing and evaluating a solution.</li> <li>5. To analyze and use both qualitative and quantitative data to arrive at sound decisions.</li> <li>6. To evaluate effective verbal, written, and non-verbal communication practices in a professional environment.</li> <li>7. To analyze goals and objectives, including the range of tools and strategies for</li> </ol>	<ol style="list-style-type: none"> <li>1. Apply advanced organizational communication concepts and skills to academic and professional settings through appropriate written and verbal forms, technologies and media.</li> <li>2. Prioritize and manage resources effectively.</li> <li>3. Manage and resolve conflicts productively.</li> <li>4. Enhance professional and personal leadership skills.</li> <li>5. Demonstrate professional skills for success in competitive job markets and life-long career development.</li> <li>6. Appraise, develop, monitor, and revise a professional development plan.</li> </ol>	

		<p>achieving professional and personal goals and objectives.</p> <p>8. To determine strategies to resolve personal or interpersonal conflict, including an understanding of different personalities and how they react to conflict, the common causes of conflict, and the roles of assertiveness and co-operation in conflict resolution.</p> <p>9. To understand task delegation, including appropriate planning, identification of skills and strengths in others, and review and management of delegated tasks.</p> <p>10. To learn appropriate responses to feedback and constructive criticism and to develop an identity as a lifelong learner.</p>		
<p><b>Core V – PFST 402 – Global Environme nts and Economies</b></p>	<p><b>Year 2 (Fall)</b></p>	<p>1. To examine the implications of working in a complex global society and economy.</p> <p>2. To analyze global and diverse experiences with respect to gender, race,</p>	<p>1. Describe how professional organizations and institutions are affected by globalization.</p> <p>2. Differentiate the basic concepts of multiculturalism, sexual orientation, religion, gender, minority group, and components of culture affecting varied work environments.</p> <p>3. Recognize personal biases and stereotypes affecting one’s ability to</p>	



		<p>nationality, cultural customs, workplace norms, etc., in a domestic and global workplace.</p> <ol style="list-style-type: none"> <li>3. To examine ethnic and cross-cultural relations in global contexts and professional environments</li> <li>4. To learn principles for critically understanding and evaluating the global/diverse dimensions of the given professional setting.</li> <li>5. To develop an understanding and appreciation of the issues and needs of the populations served in different professional fields.</li> <li>6. To develop skills to improve communication with diverse individuals, companies, leaders, and clients.</li> <li>7. To assess one's attitudes and beliefs towards culture and diversity in a multicultural and global environment.</li> <li>8. To recognize and</li> </ol>	<p>effectively communicate in personal and professional contexts.</p> <ol style="list-style-type: none"> <li>4. Develop intellectual empathy and an awareness of multiple points of view.</li> <li>5. Analyze the ethical and legal implications of policies and practices relative to diverse populations through case studies and real life experiences.</li> </ol>	
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		<p>appreciate specific cultural, economic, and social knowledge into professional and social contexts.</p> <p>9. To develop skills to work in diverse contexts.</p>		
<p><b>Core VI – PFST 495 – Capstone Seminar</b></p>	<p><b>Year 2 or 3 (Spring or Fall)</b></p>	<ol style="list-style-type: none"> <li>1. To effectively demonstrate an understanding of the theories, methods, and practices employed in critical reading, listening, thinking, and writing in professional settings.</li> <li>2. To apply critical thinking skills and reasoning to solve practical problems in professional settings or context.</li> <li>3. To demonstrate effective communication skills through persuasive and analytical writing and oral presentations.</li> <li>4. To create an effective and appealing resume for use in the current job market.</li> <li>5. To apply time management skills to accomplish specific tasks.</li> </ol>	<ol style="list-style-type: none"> <li>1. Incorporate principles, theories, and tools learned in the BPS core courses in analytical problem-solving, argumentative writing, and research.</li> <li>2. Apply information, skills, and principles from BPS core courses to develop an independent research project in a specific profession or discipline.</li> <li>3. Research, synthesize, and analyze ideas from multiple sources and be able to apply these concepts to professional contexts and problems.</li> <li>4. Integrate borrowed material correctly and in accordance with academic standards.</li> <li>5. Communicate research findings effectively in a formal oral presentation addressed to an audience of students and faculty members.</li> </ol>	

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|  |  | <ol style="list-style-type: none"><li>6. To develop a major written report from initial proposal through final draft.</li><li>7. To identify weaknesses in their own writing and apply appropriate revision processes to strengthen communication.</li><li>8. To present an effective message that demonstrates audience analysis, appropriate organization and content, and clear and confident delivery, with command of verbal and nonverbal communication.</li><li>9. To apply ethical, critical, and professional principles to research, understand, and resolve their chosen issue.</li><li>10. To apply ethical principles and adhere to academic standards in the incorporation and documentation of borrowed material.</li></ol> |  |  |
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**PFST301: Introduction to Professional Studies**

Catalog description: This course introduces the adult student to the BPS degree program and helps them link prior learning and/experience with future career goals. The course also provides a broad and analytical perspective on the principles of learning as a working adult.

Goals for the course: The course is designed to improve students' understanding of the academic culture and experience, ability to reflect/analyze personal skills and knowledge based on prior learning, and written communication skills including documentation.

Justification: Course is part of core sequence for new Bachelor of Professional Studies degree. Once students complete both PFST301 (this course) and PFST302 (Diversity and Collaboration in the Workplace), they will have covered the equivalent of HMX102. The General Education Committee is being provided with additional documentation.

**PFST302: Diversity and Collaboration in the Workplace**

Catalog description: Students learn principles and best practices governing human interaction in professional settings. Ethical principles are integrated with practical principles and practices, as these together foster strong professional organizations and positive community relationships.

Goals for the course: Students will improve their understanding of diversity in professional settings, increase awareness of multiple points of view, cultivate empathy and communication skills, and develop leadership skills in diverse workplaces.

Justification: Course is part of core sequence for new Bachelor of Professional Studies degree. Once students complete both PFST301 and PFST302, they will have covered the equivalent of HMX102; General Education Committee is being provided with additional documentation.

**PFST303: Applied Critical Thinking**

Catalog description: Students build their critical thinking skills for application in academic and professional settings. Students learn a practical method of critical thought and analysis and develop written and spoken application of the method to understand and resolve practical real-world challenges and issues.

**PFST401: Professional Identity and Leadership Development**

Catalog description: Students in this course establish and develop a professional identity and refine professional skills for application in specific professional settings. Students will encounter complex and challenging professional problems and apply ethical principles and critical thinking strategies to resolve them.

Goals of the course: Understand the principles and practices of professional and personal development; research effective problem-solving and decision-making; analyze personal and professional goals and objectives; study effective communication and conflict-resolution strategies; learn effective leadership strategies for application in professional contexts.

Justification: Course is part of core sequence for new Bachelor of Professional Studies degree.

**PFST402: Global Environments and Economies**

Catalog description: This course introduces the student to the systems and complexities of the global economy and to the issues that these create for the working professional. The course reveals principles for critically understanding and evaluating the global dimensions of the given professional setting. Faculty-led study of professional settings abroad is an integral component of the course; other global experiences may be considered pending approval from the program.

Goals for the Course:

To learn principles for critical understanding of the needs of global and diverse professional settings

To develop skills to improve communication with diverse individuals, companies, leaders, and clients

To develop analytical and communication skills to work in diverse contexts

Justification: Course is part of core sequence for new Bachelor of Professional Studies degree.

PFST495: Professional Studies Capstone Seminar

Catalog description: Students draw upon the resources of their core and concentration coursework to conduct an independent research project or practical field study at their place of employment, at a community organization, or at Winthrop University on a contemporary work-related issue. The research or practical field study will allow students to work on a question or problem of their choice. Students will apply ethical, critical, and professional principles to research, understand, and resolve their chosen issue. Students will produce a formal academic paper that reflects a deep understanding of the topic selected and includes correctly-formatted borrowed material and will make a formal presentation of their work to an audience of students and faculty members.

Goals for the Course:

To develop a major written report from initial proposal through final draft.

To apply critical thinking skills and reasoning to solve practical problems in professional settings or context.

To demonstrate effective communication skills through persuasive and analytical writing and oral presentations.

To create an effective and appealing resume for use in the current job market.

Justification: Course is part of core sequence for new Bachelor of Professional Studies degree.

## **Appendix 3: Revised Oral Communication Requirements**

### **Report of the Ad Hoc Committee to Review the Oral Communication Requirement**

**Members:** Dr. Leslie Bickford, Dr. Kristen Wunderlich, Dr. Alice McLaine

**Charge:** Review the current Oral Communication inclusion criteria and their relationship to the Winthrop ULCs, consult as needed with relevant parties to acquire needed information, and submit a report including any suggested changes in the criteria to the General Education Curriculum Committee.

#### **Current Criteria for Inclusion**

Oral Communication courses are required to meet all of the following criteria. Briefly but clearly explain how the proposed course meets each criterion.

1. The course includes thorough instruction of oral communication skills appropriate to its discipline, including discussion of a variety of presentation styles, organizational techniques, and the use of appropriate visual aids in presentations.
2. The course includes multiple opportunities for students to demonstrate competence in oral communication. These opportunities could include the following: individual presentations, group presentations, speeches (informative or persuasive), debates (formal or informal), and participation in group work and class discussion.
3. The course includes criteria for evaluation, which must be provided to and discussed with students.
4. Evaluation in the course includes oral or written comments by the instructor, with specific instructions for improvement.
5. The course includes opportunities for student evaluation of self and peers.

#### **Recommendation:**

The committee reviewed the current criteria for inclusion as an Oral Communication course and their relationship to the Winthrop ULCs. The committee concluded that the current inclusion criteria are comprehensive and appropriate. The committee noted that the criteria are broad enough to allow a variety of courses to meet the criteria and comprehensive enough to ensure that students gain appropriate oral communication skills. The committee also noted that not every aspect of all Winthrop ULCs will be met in every oral communication course. The committee does not recommend any revisions at the present time.

Below is the evaluation of the committee regarding the relationship of the criteria for inclusion with the Winthrop ULCs:

**Competency 1: Winthrop graduates think critically and solve problems.**

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

Criteria 1. The course includes thorough instruction of oral communication skills appropriate to its discipline, including discussion of a variety of presentation styles, organizational techniques, and the use of appropriate visual aids in presentations.

*Professors would encourage the use of reasoning and evidence in developing an oral presentation on a particular topic. Students would be encouraged to utilize critical thinking in developing an oral presentation. Students would also carefully consider the types of visual aids that would most effectively represent the information.*

Criteria 2. The course includes multiple opportunities for students to demonstrate competence in oral communication. These opportunities could include the following: individual presentations, group presentations, speeches (informative or persuasive), debates (formal or informal), and participation in group work and class discussion.

*Different disciplines and topics lend themselves to a variety of presentation opportunities. The potential to incorporate debate and persuasion as a part of the critical thinking process as well as seeking out various viewpoints enhances students' ability to think critically.*

Criteria 3. The course includes criteria for evaluation, which must be provided to and discussed with students.

*Published criteria regarding evaluation encourage critical thinking in developing the oral presentation.*

Criteria 4. Evaluation in the course includes oral or written comments by the instructor, with specific instructions for improvement.

*Feedback from the instructor regarding the strength and logic of arguments as well as the technical aspects of the presentation helps students to develop critical thinking and the ability to perceive weaknesses in their own logic.*

Criteria 5. The course includes opportunities for student evaluation of self and peers.

*Self- and peer-evaluation provides another avenue for students to develop critical thinking skills and to become aware of strengths and weaknesses in the evidence being consulted.*

**Competency 2: Winthrop graduates are personally and socially responsible.**

Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

Criteria 1. The course includes thorough instruction of oral communication skills appropriate to its discipline, including discussion of a variety of presentation styles, organizational techniques, and the use of appropriate visual aids in presentations

*Professors engaging in such instruction would stress the importance of understanding and engaging one's audience, which helps students value integrity, perceive moral dimensions, take seriously the perspectives of others, and practice ethical reasoning. All of these foci would help foster the student to have a sense of responsibility to the broader community.*

Criteria 2. The course includes multiple opportunities for students to demonstrate competence in oral communication. These opportunities could include the following: individual presentations, group presentations, speeches (informative or persuasive), debates (formal or informal), and participation in group work and class discussion.

*Group presentations, speeches, debates, and participation in group work all focus students on taking the perspectives of others seriously. Individual presentations and speeches also require students to consider and take seriously the perspective of their audience. Students engaging in debate and rhetorical speeches and presentations must demonstrate that they value the integrity of their audience and the subject matter, must perceive the moral dimensions of the subject matter, and must practice ethical thinking in developing their rhetorical strategies.*

Criteria 3. The course includes criteria for evaluation, which must be provided to and discussed with students.

*Such criteria give students a clear vision of and pathway towards achieving excellence.*

Criteria 4. Evaluation in the course includes oral or written comments by the instructor, with specific instructions for improvement.

*Instruction for improvement helps students reflect on their own experiences and thinking.*

Criteria 5. The course includes opportunities for student evaluation of self and peers.

*These opportunities help students to think metacognitively about their own experiences and thinking. They also encourage students to value the integrity of their peers, take their peers' perspectives seriously, perceive moral dimensions, and practice ethical reasoning.*

**Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.**

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably



linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

Criteria 1. The course includes thorough instruction of oral communication skills appropriate to its discipline, including discussion of a variety of presentation styles, organizational techniques, and the use of appropriate visual aids in presentations.

*Consideration of the audience and the presentation style most appropriate for that audience during oral presentations encourage students to consider the social context of their topic.*

Criteria 2. The course includes multiple opportunities for students to demonstrate competence in oral communication. These opportunities could include the following: individual presentations, group presentations, speeches (informative or persuasive), debates (formal or informal), and participation in group work and class discussion.

*Group presentations, group work, and debates among students with differing backgrounds and experiences can foster future collaborative relationships. Allowing students to experience differences and similarities in the relative safety of the academic setting may enhance their tolerant attitude toward such collaborative relationships in the future*

Criteria 3. The course includes criteria for evaluation, which must be provided to and discussed with students.

*Evaluation criteria that encourage collaborative endeavors, where appropriate, will enhance recognition of diversity and interconnectedness.*

Criteria 4. Evaluation in the course includes oral or written comments by the instructor, with specific instructions for improvement.

*Instructor evaluation is always a critical component of any course. Where appropriate, comments regarding the way students include ULC 3 in their oral work can be valuable.*

Criteria 5. The course includes opportunities for student evaluation of self and peers.

*Self- and peer-evaluation provides a significant opportunity for reflection on diversity and how a particular topic or discipline can create collaborative opportunities for a diverse audience.*

#### **Competency 4: Winthrop graduates communicate effectively.**

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

Criteria 1. The course includes thorough instruction of oral communication skills appropriate to its discipline, including discussion of a variety of presentation styles, organizational techniques, and the use of appropriate visual aids in presentations.

*The assignments' variety encourages students to think in new ways about the environment and those around them and to share ideas in a myriad number of ways. This helps our students interact with the world with greater understanding of different types of learning and problem solving skills.*

Criteria 2. The course includes multiple opportunities for students to demonstrate competence in oral communication. These opportunities could include the following: individual presentations, group presentations, speeches (informative or persuasive), debates (formal or informal), and participation in group work and class discussion.

*The inclusion of many forms of student assignments provides ample opportunity for student development and critical thinking skills. This type of open assignment environment encourages understanding, adaptability, and versatility of our students.*

Criteria 3. The course includes criteria for evaluation, which must be provided to and discussed with students. Evaluations may include, but are not limited to, oral and written feedback by instructor as well as rubrics developed for both oral and written assignments.

*Providing objective and quantifiable standards regarding the grading of assignments is of paramount importance in aiding a students' development in such courses.*

Criteria 4. Evaluation in the course includes oral or written comments by the instructor, with specific instructions for improvement.

*Teacher evaluation provides an opportunity for self-evaluation for students and to improve skills of critical thinking and intellectual development.*

Criteria 5. The course includes opportunities for student evaluation of self and peers.

*The inclusion of peer editing provides an important learning opportunity as they critically think about their own intellectual development and, additionally, provides opportunity for additional input in regards to assignments. This step also creates a new way to encourage student participation in class.*

**Appendix 4: Report from the Cultural Events Committee for 2017-18**

March 27, 2018

General Education Committee:

Annual Report of the Cultural Events Committee, 2017-2018 Academic Year

The Cultural Events Committee considers and approves events which shall fulfill the cultural events requirement (and, as part of that charge, reviews student petitions for cultural event credits for off-campus events or when extenuating circumstances have prevented a student from receiving proper credit for an approved event). This committee is subordinate to the Academic Council and reports at least once annually to the General Education Curriculum Committee (<http://www2.winthrop.edu/public/policy/fullpolicy.aspx?pid=241> ).

To date, the Cultural Events Committee has so far considered 91 total Cultural Event Approval requests. The Committee has approved 85 of those requests. 32 of those requests were approved as Global Cultural Events. The Committee has also reviewed 27 student petitions, approving 24 of those petitions.

The committee has continued to refine the process through which it reviews applications, establishing a consistent schedule of twice-monthly, face-to-face meetings in which to consider applications and petitions. As part of this process, the Committee worked with faculty to better ensure the timely submission of applications; that collaborative effort continues to contribute to a substantial improvement of the work flow and efficiency of the committee and has helped ensure the integrity of the review process.

The Committee also continues to identify areas in its guidelines and practices that need updating and clarification, and it has initiated a conversation with the Chair of Academic Council about how to move forward procedurally to address those areas of concern.

On behalf of the Cultural Events Committee,

Michael Lipscomb, PhD  
Chair, Cultural Events Committee  
Professor of Political Science  
803 323 4666