

**Academic Council
November 18, 2016 Minutes**

Kristen Abernathy	Arts & Sciences
Abbigail Armstrong*	Education
Bettie Parsons Barger*	Education
Leslie Bickford	Arts and Sciences
Alice Burmeister	Visual & Performing Arts
Marguerite Doman	Business Administration
Chad Dresbach*	Visual & Performing Arts
Ronnie Faulkner	Dacus Library
Adam Glover	Arts and Sciences
Christian Gratton	Arts and Sciences
Shawwna Helf*	Education
Jo Koster*	Arts and Sciences
Stephanie Lawson	Business Administration
David Meeler	Arts and Sciences
Ron Parks	Visual & Performing Arts
Dave Pretty, Chair	Arts and Sciences
Will Thacker	Business Administration
Elizabeth West	CSL Student Representative
Gina Jones, Secretary	Registrar

*Absent

Guests: Andrew Vorder Bruegge, Gregg Hecimovich, Tim Drueke, Karen Kedrowski, John Bird and Debra Boyd

I. Approval of the Minutes for the Meeting of September 23, 2016--approved

II. Remarks from the Chair (Dave Pretty)—none

III. Remarks from the Provost and Executive Vice President (Debra Boyd)

Dr. Boyd indicated that the Strategic Plan is in motion and that many of you are participating in a variety of ways. For the FY 2018 budget requests to the state, there are big categories: \$2.2 million in recurring funds to expand programming in a variety of disciplines, and that number includes \$600,000 for equipment. We've done a master lease over the years. That's great but it is short term. We need an on-going replacement system. Winthrop has also asked for some non-recurring requests to address infrastructure or the general work of the institution such as the electrical distribution system, WiFi updates, Physical Plant, Renovating Dalton and Sims, McLaurin, Rutledge, and the Conservatory. We've also requested \$55 million for a multi-media hub (aka, library).

Dr. Parks stated he would like a short conversation about the multi-media hub. Dr. Boyd talked about it housing a variety of things beyond a library—IT, student support services. It is the way things are being done now. Everything is interdisciplinary.

IV. Committee Reports

A. CUC (Will Thacker)

A concern was voiced about MUST 301 (Music Business and Entrepreneurship) regarding the relationship with the College of Business. Dr. Parks indicated that the dean (of Business) had cleared it. Dr. Lawson asked if the department chair (for Management and Marketing) had been notified. Dr. Thacker said he did not know with whom the dean

discussed this. With it being related to entrepreneurship, there could be collaboration. Dr. Parks agreed that the chair should be consulted. Dr. Thacker will follow-up.

Dr. Thacker noted a CUC member questioned the justification for this course. Dr. Parks explained that MTEC (Music Technology) is under the BA MUSC program for a number of reasons and not a stand-alone program.

The following **Proposals for Program Change (Degree)** were approved by AC and can be found on the Curriculum Action System:

Degree	Major	Conc	Dept	Action
BA	MATH		MATH	Modify program by removing MATH 351, 509, 541, 305, & 355; adding MATH 370, 311, 351, courses above 300 and courses above 500
BA	MATH	CSST	MATH	Modify program by removing MATH 351, 509, 541; adding MATH 351, MAED 393, and courses above 300; and updating core education courses.
BA	MUSC	TECH	MUSC	New program
BA	SCST	CSST	INDS	Modify program by removing HIST 555 from Europe category and adding to Asia, Africa, and Latin America category; removing A & B from HIST 355 and adding 590; correcting PSCY 313 to 213 (due to number change several years ago); adding capstone SCST 393; and updating core education courses. Also added requirement that SCST core and methods courses must have C-
BME	INST		MUSC	Modify program by removing MUSR 312.
BME	CHOR		MUSC	Modify program by removing MUSR 312.
BS	MATH		MATH	Modify program by removing MATH 305, 509, 541, 355, & 355; adding MATH 370, 311, and courses above 500.
BS	MATH	CSST	MATH	Modify program by removing MATH 305, 509, 541, 355, & 355; adding MATH 370, 311, courses above 500, and MAED 393; and updating core education courses.

The following **Proposals for Program Change (Minor & CERT)** were approved by AC and can be found on the Curriculum Action System:

Minor/CERT	Title	Department	Action
Minor-CAPE	Civic and Public Engagement	INTS	New minor
Certificate-CAPE	Civic and Public Engagement	INTS	New certificate

BA	ENGL	CSST	ENGL	Modify program by adding capstone and re-working ENGL courses to align with best practices of 21 st century and updating core education courses.
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For the BA ENGL-CSST, there was a question about ENGL 593. Dr. Hecimovich spoke to this. It has been changed to 393 because the College of Education requested it. Dr. Bickford said that 393 should be used instead of 593. Dr. Gratton asked if this would impact hours above 299. Dr. Bickford said she didn't think so, that Dr. Robert Prickett looked at this, and this was only a 1-hour course.

Program was approved with modification.

The following item was put on "hold" until further updates are made

Minor-ARTM	Arts Management		VPAS	New program	ARTM designator does not exist yet.
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B. General Education (Kristen Abernathy)

1. Courses

Courses: First Certify—*all approved by AC*

Global:

VPAS 397 approved

Humanities & Arts:

VPAS 397 approved

Natural Science:

GEOL 270X approved (Earth Science category)

Quantitative Skills:

MATH 112X approved

MATH 113X approved

Dr. Doman asked if the X course would have to come through again as a regular course. Dr. Abernathy said yes.

Courses: Recertification Applications

Global:

INGS 425 approved

Historical Perspectives:

ENGL 507 approved

Oral Communication:

EDUC 400 approved

EDUC 401 approved

2. Working Group on the GenEd Writing Requirement (Alice Burmeister)

The Council discussed the Gen Ed writing component.

Dr. Burmeister asked if there were any follow-up questions. The group wanted to clarify the confusing parts. She asked if there were any additional thoughts about how this would be available to faculty. How are they going to see this?

Dr. Abernathy stated the committee will talk to Gloria Jones about how to make the shared drive available and create a link on the application.

Dr. Vorder Bruegge asked about word count. Dr. Burmeister said the intent was to keep that ambiguous. Dr. Thacker noted the 8-page requirement or four writing assignments. The four writing assignments could be a lot different than eight pages.

Dr. Meeler indicated he gives a word-count for his assignments. Dr. Vorder Bruegge asked if there could be a notation of standard word count. Dr. Burmeister asked if this was putting a burden on the Gen Ed committee. Dr. Abernathy didn't think so.

Dr. Boyd asked Dr. Burmeister about the consequences in the classroom. How can this policy be enforced? Dr. Burmeister mentioned that the wording came from concerns about the writing component being a small percentage of the class. Thirty percent was given, but the Gen Ed Committee felt this might be unfair. It is better to say that the writing requirement should be a significant part of the class. In the end, it's up to the faculty member.

Dr. Boyd said this will require specific details on the syllabus because students need to be aware of the requirements.

Mr. Drueke clarified that the student must be successful in the writing component to be successful in the class and that must be clear on the syllabus.

Dr. Pretty asked if a percentage can be used with “OR” (Either 30% of grade or completed to pass the course). He thought a clearer benchmark may be advisable due to possibility of many student appeals.

Dr. Kedrowski asked, “Is the point that the student did not pass or that they have consequences from not doing the work?”

Dr. Bird commented that we should shift the focus from what courses are like to what is the student experience. We wanted to make sure that writing was central. We have a variety of courses in Gen Ed. For some disciplines, writing is not a problem. Some other disciplines are a little more difficult. We should trust the faculty.

Dr. Meeler asked if they were worried about students gaming the system. Dr. Thacker stated that no, it was about faculty gaming the system.

Dr. Lawson said it was a faculty issue, not a policy issue, and asked, “Do we write policies for the exception?”

Dr. Meeler said there should be a minimum bar.

Dr. Abernathy spoke about the inability to monitor what every instructor does in the classroom. (She gave an example of MATH 150.) She talked about the old and new policies.

Dr. Meeler asked, “Could a letter grade be used to define ‘significant?’” Dr. Abernathy noted that essay exams would be difficult to monitor this way.

Dr. Thacker brought up two issues: what faculty need to do to get course approved compared to what faculty need to have on the syllabus for student to be successful. We’re trying to be flexible to meet the spirit of the writing requirement even though we want it to be strong enough. What is wrong with the current language? “Legitimate effort” is what needs to be defined to Gen Ed committee. Legitimate effort can be a faculty member’s definition on the syllabus.

Dr. Bird asserted that we should focus on whether the course as designed meets the writing component, not what is happening in the classroom. All this does is up the bar for the committee to make a decision.

Dr. Faulkner asked for a vote. The question was called and received a “yes”.

The proposal passed unanimously.

(Proposed New) REQUIREMENTS FOR A GENERAL EDUCATION COURSE WITH A WRITING COMPONENT

A General Education course with a writing component will require either a single paper or combination of assignments consisting of eight (8) pages of evaluated writing or at least four (4) of the following types of **“Evaluated Assignments”**. The length of these assignments is left to the discretion of the instructor, as is the number from any single category; but the goal is to require significant writing opportunities. Consequences for not completing the writing component must be such that a student would not be able to receive a passing grade in the course without making a legitimate effort to complete the required written work. For example, an instructor could specify on the syllabus that “a genuine effort to complete the written work must be put forth in order to pass the course”, or the professor could require that the written work count for a significant percentage of the final course grade, in order to discourage the submission of inadequately-completed written work.

“Evaluated Assignments” include, but are not limited to, the following types of written work:

- Discipline specific papers/projects with sources
- Case studies
- Media writing
- Essays
- Abstracts
- Summaries
- Précis, Lab, and Business reports
- Annotated bibliographies
- Formal outlines
- Integrated essay exams
- Response papers/reflective writing (including journal entries)
- Book/article reviews
- Reviews of art exhibitions, performing arts events, and other public presentations
- Formal correspondence
- Surveys and questionnaires
- Electronic communication in online class discussion groups or online journals

In addition to the examples of formative assessment listed above, instructors are encouraged to include examples of “Non-evaluated Assignments” that serve to support the idea that writing is a process, and to supplement a student’s more formal evaluated work. One example of this would be requiring that students submit an outline and/or rough draft of a writing assignment prior to submission of the final draft.

“**Non-evaluated Assignments**” include, but are not limited to, the following types of written work:

- Note taking (from texts, class lectures, and observations)
- Interviews
- One-minute response papers
- Short answer questions
- Explanations of how a problem was solved
- Student-developed exam questions
- Rough drafts and outlines
- Electronic correspondence regarding assignments, course content, class meetings, etc.

V. Remarks from Council of Student Leaders Chair (Elisabeth West)

Miss West stated she was still looking into course evaluations and asked if anyone had feedback. No one did.

VI. Old Business—none

VII. New Business—none

VIII. Announcements—none

IX. Adjournment

Dr. Pretty adjourned the Council at 3:29 p.m.

Respectfully Submitted,
Gina Jones, Secretary