

**MINUTES
COLLEGE OF ARTS AND SCIENCES
FACULTY ASSEMBLY
March 25, 2016**

2:00 p.m.

Kinard Auditorium

I. Approval of Minutes:

Dr. Michael Lipsomb called the meeting to order and called for a motion to approve the minutes of the February 11, 2016, meeting. The minutes were approved unanimously with no additions or corrections.

II. Report from CAS committees

a. Curriculum Committee

1. Dr. Wendy Sellers presented the following course changes that were reviewed and approved:

- i. New course: BIOL 271, SEA-PHAGE Bioinformatics.
- ii. Modify course: BIOL 528, Biology of Bone.
- iii. Modify course: BIOL 529, Stem Cell Biology.
- iv. New course: ENGE 510, Topics in English Education.
- v. Modify course: ENGL 203, Major British Authors.
- vi. Modify course: ENGL 208, Foundations of World Literature.
- vii. Modify course: ENGL 211, Major American Authors.
- viii. Modify course: ENGL 211H, Major American Authors.
- ix. Modify course: ENGL 300, Approaches to Literature.
- x. Modify course: ENGL 305, Shakespeare.
- xi. Modify course: ENGL 305H, Shakespeare.
- xii. Modify course: ENGL 311, Special Types of Literature.
- xiii. Modify course: ENGL 317, The Short Story.
- xiv. Modify course: ENGL 321, Recurrent Themes in Literature.
- xv. Modify course: ENGL 323, The Nineteenth-Century American Novel.
- xvi. Modify course: ENGL 324, The Twentieth-Century American Novel.
- xvii. Modify course: ENGL 333, Global Narratives.
- xviii. Drop course: ENGL 380H, Literature of Science.
- xix. Modify course: ENGL 431, Academic Internship in English.
- xx. Modify course: ENGL 432, Academic Internship in English.
- xxi. Modify course: ENGL 433, Academic Internship in English.
- xxii. New course: ENGL 473, Undergraduate Research in English.
- xxiii. Modify course: ENGL 491, Departmental Seminar.
- xxiv. Modify course: ENGL 501, Modern British Poetry.
- xxv. Modify course: ENGL 504, Modern American Poetry.
- xxvi. Modify course: ENGL 505, American Romanticism.

- xxvii. Modify course: ENGL 507, History and Development of Modern English.
- xxviii. Modify course: ENGL 513, Milton.
- xxix. Modify course: ENGL 515, Southern Literature.
- xxx. Modify course: ENGL 520, 17th-Century English Literature.
- xxxi. Modify course: ENGL 521, Restoration and 18th-Century English Literature.
- xxxii. Modify course: ENGL 525, Studies in Irish Literature.
- xxxiii. Modify course: ENGL 527, English Romantic Poetry and Prose.
- xxxiv. Modify course: ENGL 528, The African-American Novel.
- xxxv. Modify course: ENGL 529, 20th-Century American Fiction and Drama.
- xxxvi. Modify course: ENGL 600, Introduction to English Studies.
- xxxvii. Modify course: ENGL 602, Critical Theory.
- xxxviii. Modify course: ENGL 611, Late 19th-Century American Literature.
- xxxix. Modify course: ENGL 612, 20th-Century British Fiction and Drama.
 - xl. New course: ENGL 619, Seminar in Contemporary Literature.
 - xli. New course: ENGL 621, New Directions in English Studies.
 - xlii. Modify course: WRIT 300, Rhetorical Theory.
 - xliii. Modify course: WRIT 307, Fiction Writing.
 - xliv. Modify course: WRIT 350, Introduction to Composition Theory and Pedagogy.
 - xlv. Modify course: WRIT 431, Academic Internship in Writing.
 - xlvi. Modify course: WRIT 432, Academic Internship in Writing.
 - xlvii. Modify course: WRIT 433, Academic Internship in Writing.
- xlvi. Modify course: WRIT 501, Writing for New Media.
- xlix. Modify course: WRIT 502, Digital English Studies: Literature, Rhetoric, and Technology.
 - i. Modify course: WRIT 507, Short Story Writing.
 - ii. Modify course: WRIT 530, Script Writing.
 - iii. Modify course: GEOG 471, Research in Geography.
 - iiii. Modify course: MAED 299, General Mathematics Education Elective.
 - lv. Modify course: MAED 391, Principles of Teaching Mathematics.
 - lv. Modify course: MAED 400, Assessment Capstone.
 - lvi. Modify course: MAED 599, General Mathematics Education Elective.
 - lvii. Modify course: MAED 699, General Mathematics Education Elective.
 - lviii. Modify course: MATH 101, Algebra and Trigonometry for Calculus.
 - lix. Modify course: MATH 105H, Applied Calculus.
 - lx. Modify course: MATH 141, Finite Probability and Statistics.
 - lxi. Modify course: MATH 150, Introductory Discrete Mathematics.
 - lxii. Modify course: MATH 201, Calculus I.
 - lxiii. Modify course: MATH 202H, Calculus II.
 - lxiv. Modify course: MATH 291, Basic Number Concepts for Teachers.
 - lxv. Modify course: MATH 292, Number, Measurement, and Geometry Concepts for Teachers.
 - lxvi. Modify course: MATH 301, Calculus III.
 - lxvii. Modify course: MATH 301H, Calculus III.

- lxviii. Modify course: MATH 303, Advanced Mathematical Problem Solving.
- lxix. Modify course: MATH 355, Combinatorics.
- lxx. Modify course: MATH 393, Algebra, Data Analysis, and Geometry Concepts for Teachers.
- lxxi. Modify course: MATH 400, Senior Seminar.
- lxxii. New course: MATH 470, Directed Student Research in Mathematics.
- lxxiii. New course: MATH 470H, Honors Directed Student Research in Mathematics.
- lxxiv. Modify course: MATH 551, Algebraic Structures.
- lxxv. Modify course: MATH 599, General Mathematics Elective.
- lxxvi. Modify course: MATH 699, General Mathematics Elective.
- lxxvii. New course: MCOM 330, Convergent Journalism
- lxxviii. Modify course: MCOM 441, Multimedia Reporting of Public Issues.
- lxxix. New course: NUTR 400, Undergraduate Research in Dietetics.
- lxxx. New course: NUTR 500, Research in Dietetics.
- lxxxii. New course: NUTR 601, Graduate Research in Dietetics.
- lxxxii. Modify course: PHIL 312, Theories of Knowledge and Reality.
- lxxxiii. Modify course: PHIL 315, Developments in Moral Philosophy.
- lxxxiv. Modify course: PHIL 340, Environmental Ethics.
- lxxxv. Modify course: PHIL 350, Special Topics in Philosophy.
- lxxxvi. Modify course: PHIL 370, Concepts and Problems in Law.
- lxxxvii. Modify course: PHIL 390, Philosophy of Religion.
- lxxxviii. Modify course: PHIL 495, Senior Seminar on Methods and Research in Philosophy.
- lxxxix. Modify course: PHIL 575, Business Ethics.
 - xc. Modify course: RELG 316, Christian Thought from Origins to the Reformation
 - xc. Modify course: RELG 317, Modern Christian Thought
 - xcii. Modify course: RELG 335, Buddhism.
 - xciii. Modify course: RELG 340, Hinduism.
 - xciv. Modify course: RELG 350, Special Topics in Religious Studies.
 - xcv. Modify course: RELG 360, Psychology of Religion.
 - xcvi. Modify course: RELG 390, Philosophy of Religion.
 - xcvii. Modify course: RELG 495, Senior Seminar on Methods and Research in Religious Studies.
 - xcviii. Modify course: PSYC 101, General Psychology.
 - xcix. Modify course: PSYC 206, Developmental Psychology.
 - c. Modify course: PSYC 302, Research II: Experimental Psychology.
 - ci. Modify course: PSYC 409, Principles of Learning.
 - cii. New course: PSYC 471A, Undergraduate Research in Psychology.
 - Modify course: NUTR 427
 - Modify course: NUTR 428

2. The following program changes were approved:

- a. Modify program: BS-BIOL-CSST. Adjust course list to align with COE changes, and correct mathematical error.
- b. Modify program: ENGL minor. Remove ENGL 300, and add ENGL 200 and a course above 499.
- c. Modify program: BA-ENGL-CSST. Adjust courses to align with COE changes.
- d. Modify program: BA-SCST-CSST. Adjust course list to align with COE changes.
- e. New program: Minor in Community-based Learning.
- f. Modify program: BA-MCOM. Include the newly created converged media course (MCOM 330), and drop MCOM 342.
- g. Modify program: BA-MATH-CSST and BS-MATH-CSST. Changes to the Math Education certificate program to bring the curricula in line with new changes through the College of Education.

3. The following blanket petitions were presented for informational purposes.

- a. For the Biology major, in all previous catalogs, allow BIOL 333x “Marine Ecology” to count toward Area A of the major’s requirements.
- b. For the BA in English, in the current catalog and all previous catalogs, students may count ENGL 311 when offered as “Writing Biography” either in the “Elements of Writing, Language, and Audience” string, the “Creative Writing” string, or the “Writing for Business and Technology” string.
- c. For the Writing minor, in the current catalog and all previous catalogs, students may count ENGL 311 when offered as “Writing Biography” either in the “Elements of Writing, Language, and Audience” area, the “Creative Emphasis” area, or the “Professional Emphasis” area.
- d. For the LLAN track, in the current catalog and all previous catalogs back to the 2012-13 year, replace the wording about WRIT elective hours with the following: “3 hours of WRIT elective numbered above 299”.
- e. For the BA in French and French Teacher Education, in the current catalog and all previous catalogs, allow FREN 360 “Exploring Paris” to satisfy the major requirement ordinarily satisfied by FREN 302.

4. The committee reported that it approved sixteen student petitions.

b. Nominating and Rules Committee

1. Dr. Catherine Change and Dr. Lipsomb presented the following proposal on electronic voting, a procedure that would be followed only on special occasions. This proposal was presented in order to have it placed on the agenda at the next meeting in the fall.

Electronic Voting: Proposed Addition to CAS Faculty Assembly Bylaws

Purpose of the Proposal

The purpose of this proposal is to allow CAS Faculty Assembly members to vote electronically on curriculum action **that has been approved by the Curriculum and Nominating and Rules committees and is being presented to the CAS Faculty Assembly.**

While CAS Faculty Assembly meetings will remain the preferred place to hold discussion and vote on curriculum action, this addition to the bylaws would allow CAS Faculty Assembly members to review and vote on curriculum action during “down-time” where CAS Faculty Assembly is not scheduled to meet but action is required in extraordinary circumstances, such as unexpected deadlines and cancellations of scheduled meetings.

The overall goal is to allow curriculum action to pass through the system more expeditiously. Having the option for electronic voting allows us to accomplish this goal.

Proposed Addition to CAS Faculty Assembly Bylaws (to be voted on by CAS Faculty Assembly—August 2016)

This addition could be added as Section 6 of Article V of the CAS Faculty Assembly Bylaws which meetings of Faculty Assembly.

“Curriculum action requiring a vote from the CAS Faculty Assembly may be placed in extraordinary circumstances on an electronic voting forum. This action may be taken only with the full agreement of the chair of CAS Faculty Assembly, the majority of the CAS Curriculum Committee, and the majority of the CAS Nominating and Rules Committee; these last-named committees may themselves vote this permission electronically. Curriculum placed on the electronic forum may be voted on electronically if no recommendation for further discussion is registered within 7 days of initial posting to the online forum. Any recommendation for further discussion would cause the curriculum item to be placed on the agenda of the next CAS Faculty Assembly meeting where the matter would be discussed and voted on by members. Actions involving graduate courses or programs may undergo the same process with the Graduate Faculty Committee, but the permission of the Chair of the Graduate Faculty Committee will also be required.

Guidelines for Electronic Voting An item may be placed on the electronic forum for a vote after it has received approval from **the necessary parties.** An email notification will be sent to all CAS Faculty Assembly members with a link to the

online forum and summary of information regarding the curriculum item requiring a vote.

1. Voting members will have 7 days to review the curriculum item and supporting documentation.
2. During the 7-day period, any member may post a clarification question. Clarification questions posted to the forum will be answered by a designated person associated with the curriculum item.
3. Any CAS Faculty Assembly member may vote to open the item for further discussion if they have more extensive questions or concerns. This action would remove the curriculum item from the electronic forum and place it on the agenda of the next scheduled CAS Faculty Assembly.
4. After 7 days, the CAS Faculty Assembly chair will open a motion to approve. At this time, members may vote freely on the curriculum item.
5. Electronic voting options are yes/no/abstention. Members will have 7 days to vote on the motion. At least 15 percent of the Faculty Assembly (or, in appropriate circumstances, Graduate Faculty Committee) membership must actively participate for the vote to be considered valid; otherwise the item will be placed on the agenda for the next scheduled CAS Faculty Assembly.
6. The CAS Faculty Assembly secretary shall announce the results and declare the thread of "motions" closed. The secretary shall compile and maintain the complete thread of the motion.
7. The chair of CAS Faculty Assembly will have final discretion in deciding whether a vote will be held electronically or whether the issue should be scheduled for the next CAS Faculty Assembly meeting.

2. 2016-17 committee elections

Elections were to be done electronically via a Qualtrics survey, which was sent to Winthrop email accounts. A correction was made to the spelling of Dr. Gwen Daley's name; The survey was to close at 5 p.m. March 28.

III. Old Business

None.

IV. New Business

a. Adult and Continuing Education Program

Drs. Greg Oakes, Jack DeRochi and Pat Guilbaud led a discussion of happenings in continuing education in the college, university, and around the country. Many of the programs will involve faculty. Dr. Guilbaud presented information regarding trends and statistics concerning adult education. Dr. DeRochi said Winthrop should have been serving the community of adult learners for at least the past 20 years. Winthrop has 336 undergraduate adult

learners, including 50 veterans. The university seeks to strengthen ties to employers, business and community organizations in Rock Hill, Fort Mill, Lancaster and the Tri-County region. The school created the position of Director of Adult Programs to meet the needs of adult learners. Programs will be built over time and the institution is behind these changes. Dr. Guilbaud discussed changes in higher education, including a rise in post-traditional learners. Adult participation in higher education is 46 percent of U.S. population; there is a decline in those meeting the definition of the “traditional” college student. The presentation may be viewed [here](#). Implementation of CPE is ongoing. Questions included concerns about faculty loads, roles and rewards, and how rigorous these programs will be. Dr. DeRochi said departments may talk about incentives and benefits in participating in the programs; the rigorousness of a particular course will depend on its purpose – whether it is offered for mostly pleasure or for certification purposes, for example.

V. Announcements

1. Dr. Robin Lammi announced the upcoming SOURCE conference and encouraged faculty to attend if possible. The conference received well over 200 abstracts this year.

2. The Graduate Faculty Assembly meeting was to immediately follow the CAS Faculty Assembly.

VI. Dean’s Remarks

Dr. Karen Kedrowski yielded the floor to Tina Vires, Director of the Office of Disability Services, who spoke on accessibility awareness and explained various aspects of determining accommodations for disabilities. She also discussed Test Center policies, assistance animals and the use of assistive technology. The full presentation may be [viewed here](#).

Dr. Kedrowski began her announcements by noting that a Biology team was selected to participate in a STEM education summer workshop funded by the National Science Foundation. The workshop will be in Spartanburg in June.

She also said, a local Boy Scout, Don Barnes, has completed the first Eagle Scout project on campus, a carnivorous plant garden adjacent to Dalton Hall. She encouraged those interested to stop by and take a look at it. This is the first of what the University hopes will be many such Eagle Scout projects; six more are in the works.

Winthrop’s Model U.N., celebrating its 40th anniversary, has raised more than \$14,000 in pledges and gifts as a result of its reunion last night. She also thanked faculty for its patience during the presidential campaign, which saw more than 20,000 visitors, many from out of state, to Winthrop in anticipation of the presidential primaries. Winthrop hosted 10 presidential candidates.

She announced:

*Dr. Casey Cothran (English) edited *New Perspectives on Detective Fiction: Mystery Magnified*. The book is published by Taylor & Francis and was published in October.

*In November, Dr. Eddie Lee (History) was reelected to another term as of Mayor of York. He has also been named President of the South Carolina Association of Regional Councils. This organization is a trade association of ten local councils of governments (COGs).

*Five Winthrop students presented their summer research at the University of North Carolina-Greensboro's Undergraduate Conference on Mathematics and Statistics; 14 attended. Stephen Steward received one of three awards for Best Undergraduate Research Presentation.

*Winthrop University was recognized by "Academic Minute" as the South Carolina institution that had the most faculty featured on their program. Academic Minute did this when it reached all 50 states. At the time, six Winthrop faculty had been featured and all were from Arts & Sciences.

*A list has been compiled of the courses to be included in an accumulated compensation plan and instructors of those courses for Fall and Spring. She said we are now in the process of developing the spreadsheet for posting so everyone who wants to know can know who's on the queue and how they are placed. It is hoped this will be out before May 15, certainly by August 15.

*The Undergraduate Research Committee has been asked to work on proposed bylaws for the year. They have and this draft is before the Nomination and Rules Committee. There will be no vote on them this year, but can start the process next year. They will be in effect immediately upon passage. She offered her thanks to Dr. Nick Grossoehme and the committee for their work on these bylaws.

*10 faculty searches were approved for this round in the College of Arts & Sciences. This brings a three-year running total of 29 faculty searches or hires in three years. Three are complete as of this moment. Officials are working on updating search committee processes and instituting formalized and regularized training sessions.

*The University is conducting a search for a Director of SPAR. She said she pushed hard for this position as did many of you elsewhere on campus. This position has also been significantly reshaped based upon your feedback to Academic Affairs.

*Perhaps most exciting, she said, the college is starting the process of requesting fall searches in the Spring. The goal is to be able to launch searches right away in August so the college is part of the initial hiring wave and not coming along after the competition. She has been having conversations about what replacement faculty should look like. In the past, the feeling may have been to replace "like with like." She wants faculty and chairs to think about that. What are the needs of the discipline? What does the student of the 21st Century need? How can we see the vacancy as an opportunity to perhaps do something different? She encouraged conversations about this. Another emphasis concerning searches will be much more intentional about diversity, given that faculty is about 95 percent white. She noted news of student protests in various locales, and that there is a disconnect between the diversity of the country, the diversity of student bodies and the diversity of

faculty. She said she knows we embrace the value of diversity, so in order to live it, we will make sure it is an important and intentional part of our searches. A question was raised about how it could be made more important; Dr. Kedrowski mentioned that there is a strategic committee working on this very issue to make recommendations for the president. She noted that on search committees she has served on, they knew diversity was important but the committees did not have specific training on things to do to encourage diversity in candidates, or on where to advertise, for example. In terms of what is being done differently, the College bought a block of ads, and purchased the additional diversity block. Have also been working on job vacancy notices and will continue to do so, about how to communicate to candidates that we want a diverse school but also that we are a diverse and welcoming community already. Also, she said the creation in the College of a diversity committee group is sought, in order to ensure search committees include diversity advocates. The College of Education already does this.

*On scholarships: Dr. Mahony mentioned at faculty conference that the Foundation's earnings were not what they had hoped. A number of endowed funds are "under water" – meaning they are below the endowed gift amount. So the number of scholarships we have to give has been reduced. We ended up with an "OK" number of scholarships this year. It is anticipated that things will be better next year and hope to be back up to the usual number of scholarships given out.

*It is the "Season of Celebration." There will be three commencement ceremonies this spring; the graduate commencement on Thursday evening and two undergraduate commencements on Saturday. Each will have a portion of President Mahony's investiture ceremony (which will be much pared down from the last one; for example, there will be no delegates from other institutions):

- Arts & Sciences and Visual and Performing Arts will be at 10 a.m. in the Coliseum.
- Business and Education will be at 3 p.m. in the Coliseum.

Academic Affairs is encouraging faculty to attend and participate in both commencements in order to witness the investiture ceremony in its entirety. The provost will provide free lunch somewhere on the Farm grounds so faculty don't have to fight traffic to leave the Coliseum and fight traffic to return to the Coliseum. Another ice cream social will be held for graduating students (December, May and August) April 26 (Study Day) in the afternoon. Location and exact time TBA .

There will also be the end of year picnic, Friday, April 29. Again, time and location are TBA.

*Strategic planning is happening. The president has said publicly that he will release the strategic plan when it is complete in the next few weeks.

Dr. Lipscomb announced that a Graduate Faculty Committee meeting would follow the Faculty Assembly

VII. Adjournment.

3:57 p.m.

Continuing and Professional Education at

Winthrop University

*3/25 CAS Faculty
Assembly*

*J. DeRochi, P. Guilbaud
and G. Oakes*

Overview of CPD at Winthrop (Jack)

Winthrop University has historically been solely focused on traditional-aged undergraduate students. Currently, our Total number of undergraduate adult learners at Winthrop currently stands at 336, including 50 veterans.

As the public comprehensive university in this area, Winthrop is committed to placing renewed and re-imagined intentional focus on serving the post-traditional learners in our community.

Winthrop also seeks to strengthen its ties with employers, businesses, and community organizations in Rock Hill, Forth Mill, Lancaster and tri-county region.

Winthrop created a new position of Director of Adult Programs in order to facilitate the strategic development of academic credit and non-credit program offerings and delivery approaches to meet the needs of adult learners, working professionals and employers.

Based on collaborations across campus, Winthrop is revising essential institutional policies and administrative systems in order to support the implementation of quality continuing and professional education offerings that align with the University's mission and goals.

Changes in Higher Education (Pat)

Declining “Traditional” college student	Fewer than 3 million of the 17+ million students enrolled today fit the mold of 18---22 year---old, full---time, undergraduate, residing on campus only. This equates to 16% of the higher education population in the US.
Rise of Post---Traditional college student	40% of today’s students study part---time, 40% attend two---year; institutions; 40% are aged 25 or older; 58% are aged 22 or older.
Adult Participation in Higher Ed	46% (92 million) of US adult population (2010); As many as 37 million more adults are interested but unable to participate.
New Entrants	Private and for---profit higher education providers have entered into the market and developing programs and delivery approaches that are more responsive than traditional institutions to adult learner needs and interests.

P. Stokes, Hidden in Plain Sight: Adult Learners Forge a New Tradition in Higher Education, US Department of Education, 2006

E. Chao, Adult Learners in Higher Education: Barriers to Success and Strategies to Improve Results U.S. Department of Labor, 2007

S. Pelletier, Success for Adult Students, Public Purpose, American Association of State Colleges and Universities, 2010

Changing in the US Workforce (Pat)

Great need in practically all industries across the country for highly skilled, educated, and tech---savvy workers; High school education is not enough.

Technology, cultural shifts and changing demographics combine to create new career fields

Shortage of applicants with the education and skill to perform the jobs employers available Employees juggling work and family responsibilities have little time to spare

New emphasis by employers on supporting and retaining current workforce – Professional development is a key component of benefit package offered

National Center for Education Statistics reports only half of all adult students seeking a bachelor's degree will complete their program.

Post---Traditional Learners Need

Modular, easy---to---access instruction;

Blended academic and occupational curricula;

Progressive credentialing of knowledge and skills (sub---degree level);

Financial, academic, and career advising

Public policy that reflects the complex task of balancing life, work, and education.

L. Soares. Post---traditional Learners and the Transformation of Postsecondary Education: A Manifesto for College Leaders, American Council on Education, 2013

IMPLEMENTATION MODEL (PAT)

Assessment

- Inventory and Strategic Scans
- Gap Analyses: Supply, Demand, and Institutional

CE Focus: *Strategic and Operational Plans*

Phase I –Pilot

- Launch select number of CE offerings
- Assess and evaluate CE operations

Institutional Readiness

Phase II - -- Advanced:

- Expand the number of offerings
- Measure CE Operations & Programs

New Program Development

Phase III – Full--- Scale

- Fine---tune CE Operations
- Implement a broad mix of CE Offerings

Innovation and Promotion

Dates: Summer 15 – Spring 16

Summer – early Fall 16

Late fall 16 – Summer 17

Fall 17 and beyond

CPE focus at CAS (Greg)

Current and Near Term Opportunities (non---credit)

- Continuing Professional Development (CPD): CE credits for teachers, healthcare professionals, managers, engineers, etc. (24---36 hours)
- Human and Career Development (HCD): professional/technical training for general audiences – career changers, professionals, lifelong learners (12---18 hrs.)
- Personal Enrichment Programming (PEP): lectures, workshops, short---courses, field activities – arts, languages, history, wellness, writing, gardening, etc. (4---8 hrs)
- Non---Credit Certificate (NCC): certification of completion of comprehensive overview or review of a subject, discipline – diversity awareness, social media, e.g. (36+ hrs.)

Update on Preliminary work with Pat

- Non---Credit Programs
- Prior Learning Assessment (PLA)

Looking Ahead

- Degree Completion Programs
- Concentrations e.g., RN to BSN

Questions?

What you can do

- If you are interested developing your own, contact Greg Oakes at oakesm@winthrop.edu or x3041, or Pat Guilbaud at guilbaudp@winthrop.edu or x4785.
- **NB:** A further presentation of policy details is planned for a Dean's Council meeting soon.

Accessibility Awareness

Office of Disability Services
First Floor Crawford, Suite 6
Winthrop University

Determining Accommoda/ons

Engaging the Interactive Process

The Office of Civil Rights (OCR) requires disability services personnel to engage in an interactive process to determine if reasonable accommodations are warranted. Includes:

1. Never say never
2. Always – Case---by---case
3. Student self---report
4. History of accommodations
5. Supportive documentation

These items help provide a nexus between accommodations and their potential for mitigating effects of the disability.

Reasonable

A “reasonable accommodation” includes any auxiliary aids and services, which do not fundamentally alter the nature of a program or course and do not create an undue burden upon the college.

Accommodations may be provided to an individual with a disability who, with reasonable accommodations, can meet the essential program or course requirements.

Three ways to accommodate:

1. Reasonable accommodation
2. Provision of auxiliary aids and services
3. Alteration to policy/procedure*

Notification

Accommoda/on Le:er

Accommodations are not retroactive; therefore, the student, whenever possible, should notify the instructor in advance, or as soon as possible, of necessary accommodations. The student is responsible for any missed work and class information. The Office of Disability Services is responsible for verifying the need for any accommodations.

Accommodation Letter (continued...)

The following accommodations have been approved:

- (Accommodations listed here)

These accommodations will be reviewed periodically to ensure appropriateness, but no later than the end of the semester (Spring 2016).

It is the student's responsibility to notify you that this letter will be in your email. Please note that information about disabilities and accommodations is protected under FERPA and should be handled with confidentiality.

Fundamental Altera/on

Accommodation letter states: Please contact Disability Services, 803/323-3290, if you believe an accommodation will potentially result in a fundamental alteration of an academic requirement, or for assistance providing accommodations.

CPR – extreme example

OCR: Process should cover the following areas...

1. Is the decision made by a group of people who are trained, knowledgeable and experienced in the subject area?
2. Have the decision makers considered any reasonable alternatives as essential requirements?
3. Did the conclusion result from a careful, thoughtful, and rational review of the program requirements?

Because something has “always been that way” does not equate to a fundamental alteration. ☹☹

Common Accommodations

Access

Accommodations help to provide ACCESS, which LEVELS the learning field, but is never an advantage...

- ** Distraction---reduced environment*
- ** Resources for assistance*
- ** Assistive Technology*
- ** Extended time/testing accommodations*
- ** Modified attendance/deadlines*
- ** Service and Emotional Support Animals*

Auxiliary Aids and Services

Assistive Technology

- **taped texts**
- **note-takers**
- **interpreters**
- **readers**
- **videotext displays**
- **television enlargers**
- **talking calculators**
- **electronic readers**
- **Braille calculators, printers, or typewriters**
- **recorders**
- **telephone handset**
- **closed caption decoders**
- **open and closed captioning**
- **voice synthesizers**
- **specialized gym equipment**
- **calculators or keyboards with large buttons**
- **reaching device for library use**
- **raised-line drawing kits**
- **assistive listening devices**
- **assistive listening systems**
- **telecommunications devices for deaf persons.**

Extended Time

Visualize – Average to above average IQ, but slow processing speed

The duration of 'thinking' time is known as processing

speed, and is closely associated with

attention.*

(Everyone has two hours and no one EVER takes that long....)

*http://www.headstrongbrain.com/FAQ/~Q5---182/What_is_processing_Speed

Test Center Info

1. **Test Date/Time range:** _____ (e.g. “09/10/11” or “by 5:00 pm 09/10/11”). *Students are expected to test at the same time as the class unless there is an academic---related scheduling conflict.*

2. **Standard Test Time:** Please indicate the amount of time the students in your class will be given to complete the exam: _____ minutes/hours. Please indicate the total amount of time given after which you will collect exams, ***whether or not*** all students have finished.

Disability services staff will adjust for extended time accommodations

Test Center Info

3. Test Delivery Method: ****We do not accept or administer tests delivered by the student.**

- __ Professor will deliver the test to 210 Crawford in a sealed envelope.
- __ Professor will e---mail the test to testcenter@winthrop.edu
- __ This test is online. Venue:
- Is this test password protected? __No __Yes
- If yes, password:
- Is this test timed? __No __Yes
- Will it time itself out? __No __Yes --- After how long? _____

Note: If timed, did you allow for the student's extended time accommodation? The Test Center cannot set online test parameters.

4. If there are questions during the test, how may we contact you?

Cell: _____ Call? _____ Text? Other _____

Test Center Info

5. Test Return Method: We will scan & email the completed test to _____@winthrop.edu. If you require the hard copy of your test, you may arrange to pick it up in 210 Crawford. After two weeks, or at your request, it will be shredded. (PLEASE NOTE: Due to personnel/time constraints, we are no longer able to hand---deliver tests. Specific circumstances will be considered on a case---by---case basis.)

6. Please indicate the items (if any) allowed for test

- NONE (Please mark this if nothing is allowed)
- Textbook Formula sheet
- Test Center calculator (non---programmable)
- Scratch paper
- Notes/note cards (specify # _____ size _____ Front or F/B _____
Handwritten or typed _____)
- Scantron provided by instructor Other _____

Recording Devices

May be a reasonable accommodation for students with disabilities who are auditory learners:

- Consider an individual with severe dyslexia, who may find reading any material (such as another student's notes) quite a challenging endeavor. Students with visual impairments, slow processing speed disorders, and some other differing abilities may also need to record classes.
- Increases student independence
- Sign statement acknowledging responsibility and NOT to be shared

Modifica/on....should condi/on warrant

**Modification of course attendance requirements,
assignment deadlines, and exam dates, *should
condition warrant***

Crohn's Disease --- an inflammatory bowel disease (IBD). It causes inflammation of the lining of your digestive tract, which can lead to abdominal pain, severe diarrhea, fatigue, ...*

* <http://www.mayoclinic.org/diseases---conditions/crohns---disease/basics/definition/CON---20032061>

Consider...

Some of the things to consider when extending accommodations related to attendance and due dates include:

- Is the student doing adequate work/showing appropriate knowledge of material?
- Are assignments being completed? (even if late)
- Is there a component to the course that would render absences a fundamental alteration, for which a reasonable alternative may not be provided?



Animals on

Campus

Service Dogs



Emo&onal Support Animals (ESAs)



How to tell the difference...

Service animals will (almost) always be dogs and are permitted almost anywhere it's owner is permitted. If not sure, one may legally ask ONLY two questions:

1. Is this a service dog with you because of a disability? (If "no," then further questions may be asked.)
2. If "yes" --- What task is it trained to perform? (No demos may be requested.)

But, what if....?

Winthrop University policy takes a non-issue approach to service and approved emotional support animals on campus. We may insist any animal be removed if:

****** Disruptive

****** Out of the owner's control

Additionally, we work to resolve allergy and phobia issues on an as-needed, case-by-case basis.

When not to accommodate

There are three reasons to legally deny an accommodation:

1. Is the accommodation a fundamental alteration of course requirements? (be able to defend rationale)
2. Would the accommodation constitute an undue burden? (*Rare* --- cost may not always be a factor; consider interpreters)
3. Does the accommodation result in a direct threat?

I think a student may have a

disability... What can I do?

“I notice you have been struggling with....”

“Has this always been a struggle for you?”

The student may divulge information about receiving accommodations, then refer to ODS.

Perhaps its an ongoing struggle, but student says s/he has never been tested. Please contact us, we may be able to help provide resources for a formal evaluation.