Abbigail Armstrong	Education
Adolphus Belk	Arts and Sciences
Judy Brit	Education
Janice Chism, Chair	Arts and Sciences
Ian Deas*	CSL Student Representative
Tomoko Deguchi	Visual & Performing Arts
Marguerite Doman	Business Administration
Laura Glasscock	Arts and Sciences
Lisa Harris	Education
Trent Kull*	Arts and Sciences
Stephanie Lawson*	Business Administration
David Meeler	Arts and Sciences
Marge Moody*	Visual & Performing Arts
Ron Parks*	Visual & Performing Arts
Dave Pretty	Arts and Sciences
Spiro Shetuni*	Dacus Library
Will Thacker	Business Administration
Ginger Williams*	Arts and Sciences
Gina Jones, Secretary	Registrar

*absent

Guests: Andrew Vorder-Bruegge, Janet Wojcik, Alice McLaine, Dan Drane, Chad Dresbach (new member), Jarvais Jackson, John Bird, Kristen Abernathy (new member), Pam Wash, Marshall Jones, Karen Kedrowski, and Jennie Rakestraw

I. Approval of the Minutes for the Meeting of Feb. 17, 2015 − minutes approved via email

II. Remarks from the Chair (Janice Chism)

Dr. Chism sensed a growing frustration about the increasing amount of time spent in non-teaching activities. This isn't an objection to participating in shared governance. It is about doing things that normally administrative assistants used to do. It is something we might want to think about. Also, she is frustrated with the double booking of meetings. (Today, Graduate Faculty Assembly and AC .) She welcomed new members and thanked Dr. Glasscock and Dr. Thacker for their work, as well as Ms. Jones and those who served on various working groups.

III. Remarks from the President/ Provost (Debra Boyd)

Dr. Boyd could not be with us today due to a meeting with a legislator.

IV. Committee Reports
A. CUC (Will Thacker)

Dr. Thacker talked about the Gen Ed ranges (0-3, science and quantitative requirements). One college only wanted to put in minimum hours. We need to be consistence. The Gen Ed task force discussed this. Why say 9-12 when 9 is sufficient? CUC members asked Dr. Thacker to bring this forward.

Dr. Pretty called for consistency and truth in ranges. He asked, "Is part of the concern that a student may have to petition because of the upper number?"

Dr. Deguchi said there are variations in the Gen Ed but the minimum is the minimum. If you follow the requirements, you can meet the minimum.

Dr. Belk said that people will make assumptions. If the system we have now works, we shouldn't change it.

Dr. Chism commented that if we have a range up in the particulars, it creates a range at the bottom.

Ms. Jones pointed out that this is only for degree programs that don't have electives because you can massage the elective range to accommodate the minimum hours.

Mr. Dresbach stated that he can see both sides. Transparency is good. He suggested adding the word "minimum." Dr. Meeler said we should be more up front about what is happening.

Dr. Deguchi asked how a maximum is determined. Ms. Jones spoke again to the electives for BA degrees where there is not an issue.

Dr. Thacker thinks that Winthrop students will find a way to meet the minimum and show others how to do this.

Dr. Chism voiced concerned about time and urged a vote. Dr. Pretty suggested we keep the range. There was unanimous approval.

Dr. Thacker presented the degree program changes. He suggested taking the program changes as a group except for Athletic Training as it is a special case.

The following 21 Proposals for Program Change (Degree) were approved unanimously by Academic Council and can be found on the Curriculum Action System.

Degree	Major	Conc.	Department	Action
BA	ARTS	CERT	Fine Arts	**MODIFY PROGRAM:** Reduce total hours required for degree from 129 to 120; Change General Education to meet new requirements (See Attached Template); Reduce total hours required in the major from 100 to 97; Add ARTH 175, 176 and 348 to list of courses required in major; Remove EDCO 203, 306 and 351 from list of courses required major; Remove General Electives
BA	DANC	CERT	Theatre and Dance	**MODIFY PROGRAM**: Reduce total hours required for degree from 124 to 120; Change General Education to meet new requirements (See Attached Template); Reduce total hours required in the major from 82 to 80; Add DCED 343 to list of required courses in the major; Remove EDCO 203, 306 and 351 from list of courses required in the major; Increase General Elective range from 1-4 to 3-9
BA	THTR	CERT	Theatre and Dance	**MODIFY PROGRAM**: Reduce total hours required for degree from 124 to 120; Change General Education to meet new requirements (See Attached Template); Reduce number of credits required in major from 83 to 82; Add THED 343 and THRA 360 to list of courses required in the major; Remove THRA 378, 379, EDCO 203, 306 and 351 from list of courses required in the major
BA	THTR	MUST	Theatre and Dance	**MODIFY PROGRAM**: Reduce total hours required for degree from 124 to 120; Change General Education to meet new requirements; Change minimum grade required for courses in the major from "C" to "C-"; Increase number of credits required for MUSA 101D from 2 to 4; Require MUST 101, 103 and MUSA 11A; Include MUSA 101D in approved courses in Vocal Ensembles; Decrease General Elective range from 32-35 to 5-20

BM	MPER	COMP	Music	**MODIFY PROGRAM**: Change program title from Bachelor of Music in Performance with a Concentration in Composition to Bachelor of Music in Composition; Reduce total hours required for degree from 135 to 120; Change General Education to meet new requirements (See Attached); Reduce total hours required in the major from 91 to 83; Remove 6 hours of MUSA/MUST electives from major requirements; Add MUSR 282, 212, 312, 412, and 498 to required courses in the major; Increase General Elective range from 0-4 to 0-5.
BS	ATRN		Physical Education, Sport and Human Performance	**MODIFY PROGRAM**: Reduce total hours required for degree from 127-128 to 125-126; Change General Education to meet new requirements (See Attached Template); Reduce total hours required in the major from 81 to 80; Add PESH 242, 102, 201, 381, EXSC 382, 384, 385, 465, 480, 401, NUTR 221 and SPMA 501 to list of courses required in the major; Remove PHED 242, 267, 361, 381, 382, 384, 385, 465, 510, 525, 548, NUTR 520, EXSC 485 and 511 from list of required courses in the major
BS	EXSC		Physical Education, Sport and Human Performance	**MODIFY PROGRAM**: Reduce total hours required for degree from 127 to 120; Change General Education to meet new requirements (See Attached Template); Reduce total hours required in the major from 87 to 74; Add EXSC 208 ,382, 384, 385, 401, 465, 480, 481, 492, 494, 496, PESH 102, 201, 242, 381 and SPMA 501 to list of required courses in the major; Remove EXSC 495, PHED 208, 242, 267, 361, 381, 382, 384, 385, 465, 480, 481 and NUTR 520 from list of courses required in the major.
BFA	VCOM	GDES	Design	**MODIFY PROGRAM**: Reduce total hours required for degree from 124 to 120; Change General Education to meet new requirements (See Attached Template); Reduce number of credits required in major from 89 to 83; Remove ARTH 175, 176, and FINC 101 from list of courses required in the major; Add FINC 211 and VCOM 444 to list of courses required in the major; Require a minimum grade of "C+" for VCOM 300; Reduce number of general electives from 6 to 0-8
BFA	VCOM	ILUS	Design	**MODIFY PROGRAM**: Reduce total hours required for degree from 125 to 120; Change General Education to meet new requirements (See Attached Template); Reduce number of credits required in major from 93 to 86; Remove ARTH 175, 176, FINC 211, and PHED 267 from list of courses required in major; Add FINC 211 to list of courses required in the major; Require a minimum grade of "C+" for VCOM 300; Reduce number of general electives from 3 to 0-5

BME	CHOR		Music	**MODIFY PROGRAM**: Reduce total hours required for degree from 135 to 124; Change General Education to meet new requirements; Reduce number of credits required in major from 82 to 79; Add MUST 593, MUSR 312 and 412 to list of courses in the major; Remove EDCO 203, 306, 351 and MUSR 411 from list of courses required in the major
BME	INST		Music	**MODIFY PROGRAM**: Reduce total hours required for degree from 135 to 125; Change General Education to meet new requirements (See Attached Template); Reduce number of credits required in major 78 to 77; Require MUST 341 for major; Add MUST 593, MUSR 312 and 412 to list of courses in the major; Remove EDCO 203, 306, 351 and MUSR 411 from list of courses required in the major
BS	ECED		Curriculum and Instruction	**MODIFY PROGRAM**: Reduce total hours required for degree from 126 to 123; Change General Education to meet new requirements; Increase number of credits required in major from 83 to 98; Add MATH 150, 291, 292, 293, 393, VPAS 320, BIOL 150, 151, EDCO 350, ECED 392, and ELEM 392 to list of required courses in the major; Remove EDCO 203, 306 and SPED 510 from list of required courses in the major; Change course titles for EDCO 201 and 202
BS	ELEM		Curriculum and Instruction	**MODIFY PROGRAM**: Reduce total hours required for degree from 126 to 123; Change General Education to meet new requirements; Increase number of credits required in major from 80 to 93; Add MATH 150, 291, 292, 293, BIOL 150, 151, VPAS 320, EDUC 350, ELEM 392, and ECED 392 to list of required courses in the major; Remove EDCO 203, 306 and SPED 510 from list of required courses in the major;
BS	FMCS		Counseling, Leadership and Educational Studies	**MODIFY PROGRAM**: Reduce total hours required for degree from 124 to 120; Change General Education to meet new requirements; Require either SPED 561 or 510 in the Early Childhood Studies Concentration
BS	PHED	CERT	Physical Education, Sport and Human Performance	**MODIFY PROGRAM**: Reduce total hours required for degree from 127 to 120; Change General Education to meet new requirements; Add READ 151, 346, and EDUC 220 and Remove EDCO 203, 306, 351, HLTH 300, PHED 247, and 594 from list of courses required in the major; Change designators to reflect PESH, PETE and EXSC

BS	SPED	LDED	Counseling, Leadership and Educational Studies	**MODIFY PROGRAM**: Reduce total hours required for degree from 128 to 121; Change General Education to meet new requirements ; Increase number of credits required in major from 79 to 91; Add MATH 150, 291, 292, 293 and VPAS 320 to list of required courses in the major; Remove EDCO 203 from list of required courses in major; Change title for EDCO 201
BS	SPED	MDSD	Counseling, Leadership and Educational Studies	**MODIFY PROGRAM**: Reduce total hours required for degree from 128 to 121; Change General Education to meet new requirements; Increase number of credits required in major from 79 to 91; Add MATH 150, 291, 292, 393 and VPAS 320 to list of required courses in the major; Remove EDCO 203 from list of required courses in major; Change title for EDCO 201
BS	MLED	ELA	Counseling, Leadership and Educational Studies	**MODIFY PROGRAM**: Reduce total hours required for degree from 124 to 120; Change General Education to meet new requirements ; Remove EDCO 203, 306, 351, MLED 305, 315, 325, and 392 from Professional Education Sequence in the major; Add READ 151, 346, MLED 101, 300, 310, 331, 390, and 405 to Professional Education Sequence in the major; **English Language Arts and Mathematics Concentration:** Remove ENGL 208, 211, READ 321, 461, MATH 101, 104, 202, MAED 200, 301, and 300; **English Language Arts and Science Concentration:** Remove ENGL 208, 211, READ 321, and 461; Replace BIOL 150/151, 205, 206, CHEM 105, CHEM 106/108, PHYS 201, 202, GEOL 110/113, 210/211, CHEM 104, PHYS 201, 253 with "15 credits in Sciences (to include at least three designators from BIOL, CHEM, GEOL, PHYS in overall program)"; **English Language Arts and Social Studies Concentration:** Remove ENGL 208, 211, READ 321 and 461; Replace HIST 111, 112, 211, 212, PLSC 201, 202, ECON 215, GEOG 101, HIST 113, SOCL 101, 201, ANTH 201, 203 with "12 Credits in Social Studies (to include at least 3 designators from ANTH, ECON, HIST, PLSC, SOCL in overall program"

BS	MLED	MATH	Counseling, Leadership and Educational Studies	**MODIFY PROGRAM**: Reduce total hours range required for degree from 127-133 to 120-124; Change General Education to meet new requirements (See Attached Template); Remove EDCO 203, 306, 351, MLED 305, 315, 325, and 392 from Professional Education Sequence in the major; Add READ 151, 346, MLED 101, 300, 310, 331, 390, and 405 to Professional Education Sequence in the major; **English Language Arts and Mathematics Concentration:** Remove ENGL 208, 211, READ 321, 461, MATH 101, MAED 200, 301, and 300; **Mathematics and Science Concentration:** Remove MATH 101, 104, 202, MAED 200, 301, and 300; Replace BIOL 150/151, 205, 206, CHEM 105, CHEM 106/108, PHYS 201, 202, GEOL 110/113, 210/211, CHEM 104, PHYS 201, 253 with "15 credits in Sciences (to include at least three designators from BIOL, CHEM, GEOL, PHYS in overall program)"; **Mathematics and Social Studies Concentration:** Remove MATH 101, 104, 202, MAED 200, 301, 300; Replace HIST 111, 112, 211, 212, PLSC 201, 202, ECON 215, GEOG 101, HIST 113, SOCL 101, 201, ANTH 201, 203 with "12 Credits in Social Studies (to include at least 3 designators from ANTH, ECON, HIST, PLSC, SOCL in overall program"
BS	MLED	SC	Counseling, Leadership and Educational Studies	**MODIFY PROGRAM**: Reduce total hours required for degree from 127 to 120; Change General Education to meet new requirements; Remove EDCO 203, 306, 351, MLED 305, 315, 325, and 392 from Professional Education Sequence in the major; Add READ 151, 346, MLED 101, 300, 310, 331, 390, and 405 to Professional Education Sequence in the major; **English Language Arts and Science Concentration:** Remove ENGL 208, 211, READ 321, and 461; Replace BIOL 150/151, 205, 206, CHEM 105, CHEM 106/108, PHYS 201, 202, GEOL 110/113, 210/211, CHEM 104, PHYS 201, 253 with "15 credits in Sciences (to include at least three designators from BIOL, CHEM, GEOL, PHYS in overall program)"; **Mathematics and Science Concentration:** Remove MATH 101, 104, 202, MAED 200, 301, and 300; Replace BIOL 150/151, 205, 206, CHEM 105, CHEM 106/108, PHYS 201, 202, GEOL 110/113, 210/211, CHEM 104, PHYS 201, 253 with "15 credits in Sciences (to include at least three designators from BIOL, CHEM, GEOL, PHYS in overall program)"; **Science and Social Studies Concentration:** Replace BIOL 150/151, 205, 206, CHEM 105, CHEM 106/108, PHYS 201, 202, GEOL 110/113, 210/211, CHEM 104, PHYS 201, 253 with "15 credits in Sciences (to include at least three designators from BIOL, CHEM, GEOL, PHYS in overall program)"; Replace HIST 111, 112, 211, 212, PLSC 201, 202, ECON 215, GEOG 101, HIST 113, SOCL 101, 201, ANTH 201, 203 with "12 Credits in Social Studies (to include at least 3 designators from ANTH, ECON, HIST, PLSC, SOCL in overall program"

BS	MLED	SS	Counseling, Leadership and Educational Studies	**MODIFY PROGRAM**: Reduce total hours required for degree from 127 to 120; Change General Education to meet new requirements; Remove EDCO 203, 306, 351, MLED 305, 315, 325, and 392 from Professional Education Sequence in the major; Add READ 151, 346, MLED 101, 300, 310, 331, 390, and 405 to Professional Education Sequence in the major; **English Language Arts and Science Concentration:** Remove ENGL 208, 211, READ 321, and 461; Replace BIOL 150/151, 205, 206, CHEM 105, CHEM 106/108, PHYS 201, 202, GEOL 110/113, 210/211, CHEM 104, PHYS 201, 253 with "15 credits in Sciences (to include at least three designators from BIOL, CHEM, GEOL, PHYS in overall program)"; **Mathematics and Science Concentration:** Remove MATH 101, 104, 202, MAED 200, 301, and 300; Replace BIOL 150/151, 205, 206, CHEM 105, CHEM 106/108, PHYS 201, 202, GEOL 110/113, 210/211, CHEM 104, PHYS 201, 253 with "15 credits in Sciences (to include at least three designators from BIOL, CHEM, GEOL, PHYS in overall program)"; **Science and Social Studies Concentration:** Replace BIOL 150/151, 205, 206, CHEM 105, CHEM 106/108, PHYS 201, 202, GEOL 110/113, 210/211, CHEM 104, PHYS 201, 253 with "15 credits in Sciences (to include at least three designators from BIOL, CHEM, GEOL, PHYS in overall program)"; Replace HIST 111, 112, 211, 212, PLSC 201, 202, ECON 215, GEOG 101, HIST 113, SOCL 101, 201, ANTH 201, 203 with "12 Credits in Social Studies (to include at least 3 designators from ANTH, ECON, HIST, PLSC, SOCL in overall program"

Dr. Thacker explained that one of the programs reviewed, the BS in Athletic Training, was approved with modifications. CUC believed that the initially submitted program met the spirit of the General Education program and the guiding principles even though the program did not meet the various rules implemented to fulfill the General Education program.

Specifically, Athletic Training majors are required to take NUTR 221 (a general education non-lab science). Additionally, these majors will be required to take an additional non-life science. The most appropriate science for this major is chemistry. However, students must take two additional chemistry courses before they can register for a chemistry course with a lab. (This natural science general education requirement could be met with geology or possibly anthropology; areas not as appropriate for these majors).

So, the "sticking point" for this program is the requirement of a general education approved *lab* science. This major also requires BIOL 307 and BIOL 308, both lab sciences, but not approved in the general education program. (They were previously approved, but the class size increased to a point that it was determined that the general education writing requirement for general education courses could not be adequately met.) Along with the additional BIOL courses, the major requires the following courses that have a science component (although not approved as general education courses): PHED 382 Kinesiology, PHED 384/385 Exercise Physiology & Lab, ATRN 350/351 Therapeutic Modalities & Lab and ATRN 510 Pharmacology & Drug Education.

CUC felt that requiring these majors to take an additional, somewhat less appropriate, lab science, was excessive. However, many of the CUC members did not feel that we could approve the desired program since it only met the spirit of the General Education Program and not the rules of the program.

1. Can AC approve the desired program?
2. Does CUC have the authority to have approved the desired program?

Dr. Pretty asked if the department had tried to get a Gen Ed science approval for one of their lab courses. Dr. Thacker indicated that the Gen Ed committee had denied it. Dr. Glasscock spoke to this. The Gen Ed Committee felt this was an application of science rather than supplying a broader scientific perspective as is required for Gen Ed science courses and only their majors would take it.

Dr. Meeler asked which chemistry they wanted. Dr. McLaine responded that CHEM 106-108 is the best course which requires a pre-requisite that isn't a Gen Ed.

Dr. McLaine offered further explanation. When BIOL 307-308 was removed as a Gen Ed science, the department started talking about this situation.   It was suggested that they put forward one of their lab courses. With the broad Gen Ed definition, this course wouldn't have flown anyway. It seems a logical approach so that students don't have to petition.

Dr. Bird stated that as a member of the Gen Ed working group, we were trying to reduce barriers. This is a program that seems to uphold the spirit of the intention, and to make a specification to the letter would actually create more hurdles.

Dr. Chism commented that the Biology department took the writing component out of the lab (BIOL 307-308), but students were still getting all of the content of what was a Gen Ed course.

Dr. Rakestraw remarked that if the students are getting what they need from Gen Ed, but not getting the Gen Ed credit, shouldn't it count?

Dr. Meeler asked if this set a precedent.

Mr. Drueke replied that it would, but it would still have to be approved by AC and Faculty Conference . The way the new Gen Ed is written, Athletic Training would still not meet the requirement because both science courses are life sciences.

Dr. Belk stated this is something we should do.
Dr. Chism asked if a blanket petition would work.

Mr. Drueke said that approving the program with these justifications would make it specific to just this program.

Dr. Thacker asked that we approved the modified a program so they would not have to take an additional Gen Ed science.

The BS-ATRN program was approved unanimously in the form in which the department originally submitted it.

Dr. Chism indicated that it was good that CUC brought this issue to AC.

B. General Education (Laura Glasscock)
1. New Certifications
   Approved:
Oral	EDUC 400*	
	EDUC 401*	

   Denied:
Natural Science	PHED 384/385
	GEOL360
Humanities and Arts	VPAS 115

2. Recertifications
   Approved:
Humanities and Arts	DANT 201
	DANT 298
	FREN 250
	GERM 250
	SPAN 250
Social Science	ECON 215
	HCMT 200
Constitution	HIST 211
	HIST 212
Historical	HIST 211
	HIST 212
Natural Science	BIOL 203/204

BIOL206H

NUTR 221

V. Remarks from Council of Student Leaders Chair (Ian Deas)

Mr. Deas was unable to attend due to the Board of Trustees meeting. Vice President Jarvais Jackson spoke in his stead. He reported that 25 students represented Winthrop at the state house in March to talk to legislators about Winthrop and how much they love Winthrop, but not to ask for anything. Also, last week a new president and vice president were elected.

VI. Old Business

A. Report of General Education Working Group on the Technology Requirement

Dr. Glasscock went over the technology requirement. (See addendum at end of this document.)

Mr. Dresbach read the proposal and asked how it went with the current requirement. Does this replace or enhance? Dr. Jones said it would replace the current requirement. Mr. Dresbach asked if the requirement could be met over multiple classes or just one class. Dr. Meeler asked if a half credit class could meet the requirement. Dr. Jones responded that this would be a Gen Ed and AC question. Dr. Chism commented that if it's met in the major, it could be 0-3.

Dr. Bird noted that the Gen Ed Working Group approved that this could be met in major.

Dr. Chism commented that this proposal is just for the criteria by which the courses will be evaluated.

Dr. Thacker stated that currently, there are courses that taken independently, do not meet the criteria. A little wording here may need to be added. Dr. Chism agreed we can put in a statement .

Dr. Meeler asked if the current courses would be up for recertification next year. Dr. Glasscock said the current list would be grandfathered in.

Dr. Thacker questioned number **3** [*advance students' ability to use current digital tools (e.g. software, hardware, technological infrastructure) while preparing them to stay current in the advances and changing landscape of digital tools*] and how it was different from number **4** [*advance students' use of digital tools (e.g. software and hardware), information, and resources for student research, analysis, and creation*]. Dr. Jones spoke to the ISTE standards and current tools. "So current is a moving target?" asked Dr. Thacker. Dr. Jones responded,

"Yes."

Dr. Vorder Bruegge asked if a department was going to have to prove all three, or just one [regarding #4]? Dr. Chism stated that this is a working document, so we can change it. We can add an "or". We were not going to wordsmith it here right now. Let her know, and she and Dr. Glasscock will work with Dr. Jones on this. We want this document to be clear.

Dr. Meeler asked, "How do you measure future digital tools?" Dr. Jones responded that we want students to be proactive with technology, not reactive. There are places you can go to find what the trends are, what's going to be happening in a year or two. It was also discussed that we change the name of the Technology Requirement to the "Digital Technology" Requirement and this was approved.

Dr. Chism indicated we will table this and work on the language.

VII. New Business
  A. *Proposed cycle for review of General Education Requirement Criteria*

Cycle Year	1	2	3	4	5	6	7	8
Academic Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Requirement to be reviewed	writing requirement in general education courses	Historical	Oral Communication	Humanities/ Arts	Global	Intensive Writing	Quantitative	Activities
Requirement to be reviewed	Social Sciences	Natural Sciences	constitution	Technology*				Technology
Notes	Task Force will begin review of Gen Ed Core Requirements			Technology to be reviewed on a 4 yr cycle				

Minimally, we should be reviewing criteria for Gen Ed every 8 years. This is for assessment purposes.

Dr. Meeler asked if there was a reason why the core was not on this list. Dr. Chism indicated that this was studied independently. Dr. Meeler said he thinks it should be cyclically as well. Dr. Thacker mentioned that this schedule is to review criteria, not requirements, and the core are required courses.

The Council approved this cycle.

B. Procedure for approving exceptions to the General Education Activity Requirement

Dr. Dan Drane indicated that there were some low impact activity courses to accommodate most students. He also said the PESH department would create new courses for various levels. He said he is accommodating students currently. The decision by the council is that students who fall through the cracks can petition.

C. New Business

Dr. Thacker [as CUC chair) indicated that Sport Management did not submit a program change. Ms. Jones indicated she had tweaked the Gen Ed and sent a copy to the department chair, Dr. Dan Drane. Dr. Drane was present and indicated his program director and faculty were ok with the changes. Dr. Chism asked if AC we're ok withe these changes. The program was approved with one dissension.

VIII. Election of Chair for 2015-16

Dave Pretty was the only nomination and was voted in by accolade.

IX. Announcements--none

X. Adjournment

Dr. Chism adjourned the meeting at 4 pm.

Respectfully Submitted,

Gina Jones, Secretary

Addendum

Winthrop University General Education Technology Requirements Proposal

Background and Rationale
National technology standards for K-12 schools exist. US public schools universally use the ISTE Standards (http://www.iste.org/standards/standards-for-students) as guidelines and standards for using technology in classrooms (See Appendix One for the current standards). US students are exposed to these standards both explicitly and tacitly. The committee conducted research to see if a comparable set of standards for higher education existed and found none. Individual universities have their own standards for technology in general education classes. Some are quite specific and granular, much like our current standards. Others are broad and focus less on learning hardware and software skills and concepts and more on how to use them within academic contexts.
Educational Testing Services (ETS) offers the "iSkills Assessment" which is a standardized test designed as an "… outcomes-based assessment that measures the ability to think critically in a digital environment through a range of real-world tasks."
General information about the test is here:
https://www.ets.org/iskills/about
And the specific content covered is here:
https://www.ets.org/iskills/about/content/

This test can be used as a measurement for a "test out" option for a general education requirement. While the committee notes that this test exists, we are not recommending its use. The committee discussed the possibility of providing for a "test out" option for the technology requirement as well as the possibility of creating Winthrop-specific technology instruction, perhaps offered online during the summer before a freshman entered Winthrop. While we discussed the idea of a test out option and creating such a curriculum, we recognized it to be beyond the scope of our charge, though we do note it here as a possible future initiative.
In discussions with teachers and administrators in area secondary schools, our feeder system if you will, we learned that most k-12 school systems provide a basic foundation in the use of technology. Students are taught a productivity suite, such as Microsoft Office, and use media development tools, such as digital video and audio editors. Many schools are using Learning Management Systems (LMS) in their classes. For point of reference, Blackboard is an LMS.

While we recognize it is hard to generalize about an entire incoming freshman class, it may be assumed that the majority of students entering Winthrop University would have exposure to most common types of digital tools, (such as desktop and laptop computers, tablets and mobile phones), digital operations (such as creating, modifying, and saving a variety of digital documents) and online operations (such as Internet searching, digital communication and collaboration). Students from US public schools would have been exposed to the ISTE Standards (http://www.iste.org/standards/standards-for-students) both explicitly and tacitly. In US schools, these standards are the framework for integrating technology into instruction and are integrated into multiple subject areas in schools. For students who may not have these skills, or who may choose a structured technology experience (such as non-traditional students or students who may have had a secondary education

experience that did not provide these experiences), Winthrop offers an excellent sequence in Computer Science. While we recognize we don't select classes to meet the requirements, we feel strongly that the full semester CSCI 101 class and the three five week courses such as CSCI 101A, 101B and 101C could be used as a possible way to meet the requirement.

It is the opinion of the committee that Winthrop University general education standards for the technology requirement would expand upon the existing knowledge base and skill level of the incoming student's experience with the ISTE Standards. Our proposal is to move from a granular, hardware and software specific statement of requirements, such as the one that currently exists, to one that allows for a broader definition of technology competency. It is also the opinion of the committee that it be possible for a student to meet their general education technology requirement within a proposed field of study. The committee recognizes that if a student does not understand technological tools, principles, processes, ethics, and advancements within a discipline then they may have a difficult time finding work. While this has historically been considered "double dipping," the committee is of the opinion that opening up the option of meeting this general education requirement within a discipline will be in the best interest of the student. Additionally it may help advance our goal of making our overall general education requirement more manageable for students.

The following 6 criteria are intended to be broad in scope to allow for the inevitable change in digital operations and capabilities and the language that is used to describe them.

The General Education Technology Requirements

There are 6 criteria involved in determining if a class fulfills the technology requirement for general education at Winthrop University. A class meeting the technology requirement must have technology as its primary educational focus and must include digital citizenship. The technology focus may be discipline specific. A class must meet a minimum of 2 of the 4 remaining requirements to meet the general education curriculum requirements.

The class must:

1. have technology as its primary educational focus.

   This may be a general focus or discipline specific focus on technology.

2. must advance students' abilities to use, manage, and examine the impact of digital tools, digital information and digital operations as they relate to Digital Citizenship

   It must advance the student's understanding of and practical skills in areas such as: analyzing the appropriateness of online resources, impact of technology on a professional setting, ethical and responsible use of digital tools, Internet and digital safety, and management of one's professional and personal digital footprint in either a general or discipline specific manner.

   (NOTE: Any class meeting the general education requirement must meet these 2 primary requirements and at least 2 of the remaining 4.)

3. advance students' ability to use current digital tools (e.g. software, hardware, technological infrastructure) while preparing them to stay current in the advances and changing landscape of digital tools.

It must advance student mastery, management and examination of current and future digital tools (e.g. hardware and software, technological infrastructure, digital information) in either a general or discipline specific manner.

4. advance students' use of digital tools (e.g. software and hardware), information, and resources for student research, analysis, and creation.
   It must advance students' understanding and mastery of digital tools, information, and resources as applied to general or discipline specific research, project management, project development or evaluation and selection of appropriate resources.

5. advance students' ability to use and evaluate the impact of digital tools, digital operations, digital information and/or technological infrastructure for communication and collaboration.
   It must advance the students' *understanding, selection and application of appropriate tools, and resources for communication and collaboration in a general or discipline specific manner.*

6. advance the students' ability to apply digital tools, digital tools, digital operations, digital information and/or technological infrastructure as they relate to problem solving and critical thinking.
   It must advance the students' *ability to apply digital tools, digital information, and digital operations in context as it relates to problem solving, decision making, creativity, design and critical thinking in a general or discipline specific manner.*

The ISTE Standards
1. Creativity and innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
   a. Apply existing knowledge to generate new ideas, products, or processes
   b. Create original works as a means of personal or group expression
   c. Use models and simulations to explore complex systems and issues
   d. Identify trends and forecast possibilities
2. Communication and collaboration
Students use digital media and environments to communicate and work collaboratively, including
at a distance, to support individual learning and to the learning of others.
   a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
   b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
   c. Develop cultural understanding and global awareness by engaging with learners of other cultures
   d. Contribute to project teams to produce original works or solve problems
3. Research and information fluency
Students apply digital tools to gather, evaluate, use information.
   a. Plan strategies to guide inquiry
   b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
   c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

d. Process data and report results

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

      a. Identify and define authentic problems and significant questions for investigation

      b. Plan and manage activities to develop a solution or complete a project

      c. Collect and analyze data to identify solutions and/or make informed decisions

      d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

      a. Advocate and practice safe, legal, and responsible use of information and technology

      b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

      c. Demonstrate personal responsibility for lifelong learning

      d. Exhibit leadership for digital citizenship

6. Technology operations and concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations.

      a. Understand and use technology systems

      b. Select and use applications effectively and productively

      c. Troubleshoot systems and applications

      d. Transfer current knowledge to learning of new technologies