

Academic Council Agenda
Friday, September 23, 2016
2:00 PM
Macfeat House

- I. Approval of the Minutes for the Meeting of April 15, 2016 (see below)
- II. Remarks from the Chair (Dave Pretty)
- III. Remarks from the Provost and Executive Vice President (Debra Boyd)
- IV. New Business (Part I)
 - A. Proposed changes to the definition of a cultural event (Mike Lipscomb)
- V. Committee Reports
 - A. CUC (Will Thacker) (see below)
 - B. General Education (Kristen Abernathy) (see below)
 - C. Working Group on the GenEd Writing Requirement (Alice Burmeister)
- VI. Remarks from Council of Student Leaders Chair (Elisabeth West)
- VII. Old Business
- VIII. New Business (Part II)
- IX. Announcements
- X. Adjournment

Academic Council Minutes Friday, April 15, 2016

Kristen Abernathy	Arts & Sciences
Abbigail Armstrong	Education
Adolphus Belk	Arts and Sciences
Leslie Bickford	Arts and Sciences
Alice Burmeister	Visual & Performing Arts
Janice Chism	Arts and Sciences
Marguerite Doman	Business Administration
Chad Dresbach	Visual & Performing Arts
Ronnie Faulkner*	Dacus Library
Lisa Harris	Education
Stephanie Lawson	Business Administration
Ray McKetty	CSL Student Representative
David Meeler	Arts and Sciences
Ron Parks	Visual & Performing Arts
Dave Pretty, Chair	Arts and Sciences
Will Thacker	Business Administration
Gina Jones, Secretary	Registrar

*absent

Guests: Debra Boyd, Tim Druke, Jo Koster, Andrew Vorder-Bruegge, Adam Glover, Elizabeth West (student), Kelly Costner, Karen Kedrowski, and Ray McKetty

I. Approval of the Minutes for the Meeting of February 19, 2016 --approved via email

II. Remarks from the Chair (Dave Pretty)

Dr. Pretty called the meeting to order at 2:06 PM. He thanked everyone for being here and for all the work that was done. He especially thanked Will Thacker as chair of CUC and Lisa Harris as chair of Gen Ed. Those going off the Council are Lisa Harris, Adolphus Belk, and Janice Chism. He also welcomed new chair of the Council of Student Leaders, Beth West.

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

Dr. Boyd extended thanks to the members. The work you do ranges from huge to super huge. We are moving into year number five of SACS reaffirmation. Some of you have been invited to certain committees. This is in essence everything except a site visit. There are lots of standards, including federal ones. This is important for federal financial aid. It also helps us see where we are as an institution. It does seem to land on top of everything else you are doing. The report itself will be presented next March. This means our QEP, Global Learning, will be coming to a close. Dr. Boyd asked the Council to be thinking about a new QEP. What is something we are doing reasonably well that we can move to the next level? Regarding commencement, she reminded everyone that there are three—two on Saturday. The morning one starts an hour earlier (10 AM) and this is so we have time to set up for the second ceremony. An email will be sent out soon that students can wear any type of stole. There was much discussion, but the President decided to allow students to identify with their co-curricular work.

We have a faculty conference scheduled April 22 and this is the same day that SOURCE (Showcase of Undergraduate Research and Creative Endeavors) is going on. She hopes you take time to ask students about their work.

Dr. Thacker asked about the stoles. Debra clarified that these did include Fraternities and Sororities, and hats still may not be decorated.

IV. Committee Reports

A. CUC (Will Thacker)

BOTH THE CHAIR OF CUC AND THE CHAIR OF AC WOULD LIKE TO DRAW PEOPLE'S ATTENTION TO THE ADDITIONAL ITEMS FOR DISCUSSION ON PAGE 4 BELOW. THIS INCLUDES ALL AC MEMBERS, DEANS, AND CHAIRS.

Dr. Thacker reported that CUC had an active meeting last Friday. The course issues have been resolved and do not require AC vote, but if anyone would like to discuss, we may. There were no questions.

Mr. Drueke pointed out that the "new" programs of BS-BADM MKTA and HRMA are the 4+1 programs for undergraduates going into the graduate program and shows the courses that will be double-counted. He also noted that the BS-SPED is not new but the department is merely dropping the concentrations.

Programs were unanimously approved.

Dr. Thacker talked of the minor changes to several minors and asked for questions.

Changes to the minors were unanimously approved.

Dr. Thacker thanked the committee for the time spent on curriculum. He talked about the distribution of curriculum action. April is not the best time to put through actions. People have been scrambling to resolve issues. To deal with this, he would like to propose swapping Gen Ed and CUC meetings so that CUC would have two weeks to work on issues. Mr. Deueke said we could take a look at this. He wants to look at bylaws to make sure this can be done.

Other issues include non-adherence to justification. Better justifications are needed related to what the actual change is. Also, the assessment report area needs clarification and we will work to title the box appropriately. Dr. Thacker asked Mr. Drueke about the 0-credit research courses and whether ALC had discussed this. He said ALC was still discussing. Dr. Thacker and others in CUC were confused about these research courses when other for-credit courses existed. Dr. Parks asked if there could be standard justifications, maybe a drop-down box. Mr. Drueke said we'd take a look, but the current system is 12 years old and has limitations.

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

Degree	Major	Conc.	Department	Action
BS	BADM	MKTA	Management and Marketing	NEW PROGRAM
BA	MCOM		Mass Communication	MODIFY PROGRAM: Remove MCOM 342 and Add MCOM 330 to list of required courses for the Journalism Interest
BA	ENGL	CSST	English	MODIFY PROGRAM: Add READ 331 and READ 346 to list of courses required in the major; Remove ENGL 300, EDCO 203, 306 and 351 from list of courses required in the major; Reduce General Electives range from 0-14 to 0-11; Change Intensive Writing Requirement from ENGL 300 to WRIT 350
BA	MATH	CSST	Mathematics	MODIFY PROGRAM: Add READ 331 and READ 346 to list of courses required in the major; Remove EDCO 203, 306 and 351 from list of courses required in the major; Require a minimum grade of C- for MAED 391

BA	MLAN	SPAN	World Languages and Cultures	MODIFY PROGRAM: Add SPAN 306, 313, 351, 380, 385, 395, and 405 as approved options to meet major requirements
BA	SCST	CSST	Interdisciplinary Studies	MODIFY PROGRAM: Increase total hours required for the program from 120 to 124; Add READ 331 and 346 to list of courses required for the major; Remove EDCO 203, 306 and 351 from list of courses required in the major
BS	BIOL	CSST	Biology	MODIFY PROGRAM: Increase total hour range required for the program from 131-141 to 135-145; Add READ 331 and 346 to list of courses required for the major; Add EDUC 401 and 402 to list of courses required for the major; Remove EDCO 203, 306 and 351 from list of courses required in the major
BS	BADM	GBUS	Management and Marketing	DROP PROGRAM
BS	BADM	MGMT	Management and Marketing	MODIFY COURSE: Remove MGMT 325 and 322 as individual required course in the major; Add MGMT 322, 325, and 330 to list of optional courses to meet major requirement; Add requirement of "Two additional courses over 299 from the following designators: ACCT, BADM, CSCI, ECON, ENTR, FINC, HCMT, MGMT, MKTG, QMTH" to the major
BS	BADM	MKTG	Management and Marketing	MODIFY PROGRAM: Add QMTH 310 to list of optional courses to meet major requirement
BS	MATH		Mathematics	MODIFY PROGRAM: Change minimum grade requirement for MATH 201 and 202 from a "C" to "C-"
BS	MATH	CSST	Mathematics	MODIFY PROGRAM: Increase total hour range required for the program from 128-137 to 132-141; Add READ 331 and READ 346 to list of courses required in the major; Remove EDCO 203, 306 and 351 from list of courses required in the major; Require a minimum grade of C- for MAED 391
BS	SPMA		Physical Education, Sport and Human Performance	MODIFY PROGRAM: Remove ACCT 280, BADM 510, FINC 410, MGMT 422, MKTG 380, MKTG 483, PHED 381, SPMA 525, SPMA 235, SPMA 425, and SPMA 501 from list of courses required in the major; Add SPMA 240, 245, 325, 390, 410, 490, 520, 525 and 530 to list of courses required in major; Add CSCI 101F to list of optional courses used to complete Technology Requirement
BS	BADM	HRMA	Management and Marketing	NEW PROGRAM
BS	SPED	SPED	Counseling, Leadership & Educational Studies	NEW PROGRAM

The following 5 Proposals for Program Change (Minor) can be found on the Curriculum Action System:

Minor	Title	Department	Action
CBLN	Community-based Learning	Interdisciplinary Studies	NEW PROGRAM
DIFD	Digital Information Design	Computer Science and Quantitative Methods	NEW PROGRAM
ENGL	English	English	MODIFY PROGRAM: Remove ENGL 300 as an individual course requirement; Require 3 hours in ENGL above 499; Allow ENGE 519 to count as an option in completing minor requirement; Limit 3 hours of ENGL 200 to meet minor requirement.
HDFS	Human Development and Family Studies	Counseling, Leadership & Educational Studies	MODIFY PROGRAM: Change title from "Family and Consumer Sciences" to "Human Development and Family Studies"; Change course requirements to include HDFS 101, 350, 450, 501, 502 and 2 Courses from FACS 211, NUTR 221, PSYC 206 and SOCL 305
MKTG	Marketing	Management and Marketing	MODIFY PROGRAM: Change minor requirements to include 15 hours in MKTG 380, MKTG 381 and three of the following: MKTG 387, 385, 483, 485 or 581; Change Computer Proficiency to CSCI 101 and 101B, 101D.

Other issues CUC presented to Academic Council.

1. Please try not to wait until the last cycle for most of the curriculum issues. Here is our workload distribution.
 - a. September meeting: 1 item
 - b. November meeting: 13 items
 - c. Feb. meeting: 107 items
 - d. April meeting 208 items
2. Waiting until the last minute does not give a department much time to fix problems (12 issues that could not be rectified by the CUC meeting)
3. We will be paying more attention and enforcing the justification box (ex. A justification of "catalog review" when changes as significant as prerequisite changes will not be accepted).
4. The assessment support details will be changed to indicate that what is desired is assessment that supports the change or addition or drop (not how the course will be assessed during the semester), and it will be seriously considered when reviewing proposals.
5. There was a lot of discussion about having 0-3 credit courses for "Directed Student Research" when another course "Undergraduate Research" exists. The justification "to track faculty effort in undergraduate research" does not appear to justify an additional course in undergraduate research.

B. General Education (Lisa Harris)

Recertifications do not require vote by AC.

The only thing needing a vote is MATH 111X. This class deals with the revised quantitative requirement.

MATH111X Explanation for certifying an X course: This is on its way through curriculum action to be a regular course but they want to offer it in the fall. It won't make it all the way through the system by then but they want to be sure the students who take it in the fall get GENED credit.)

Course was approved unanimously.

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

The group has not yet finished a draft. They are stuck on one issue--what we mean by "significant writing opportunity" in the course. One writing component that isn't talked about is the percentage of the writing that contributes to the student's grade. Do we need to designate a range of percentages? They would like feedback. Dr. Janice Chism mentioned that she has seen syllabi where writing is a small part. There is no incentive for the student to write if they can still make an A in the class.

Dr. Burmeister pointed out that this was supposed to be *evaluated* writing. Dr. Belk asked about the page requirement. Dr. Burmeister read the requirement and said there was ambiguity. Dr. Chism said it should be significant without it being blown off.

Dr. Harris stated that the majority of the Gen Ed Committee's issues surrounded ULC's and if it met the writing component.

Dr. Boyd said we should try to establish qualitative and quantitative measures. If we are committed to this as a University Level Competency, it needs to be measured.

V. Remarks from Council of Student Leaders Chair (Ray McKetty)

Mr. McKetty re-introduced new CSL chair, Beth West. On behalf of students, he thanked everyone for their continued service to the university. No one knows the work we do behind the scenes. He and the CSL worked with Dr. Boyd and Dr. Mahoney on students being able to wear stoles.

VI. Old Business--none

VII. New Business

A. Proposal for a Standing Committee on University Academic Integrity (Alice Burmeister) (see below)

Dr. Burmeister indicated this is part of an ongoing conversation. She just came from a meeting with Ms. Bethany Marlowe's (Dean of Students) academic integrity committee and got some helpful information. There is a feeling among others that one initiative is going to have a major impact. Academic Integrity is an important issue, and research has shown that honor codes are ineffective unless there is already a culture of AI. Their proposal comes out of a desire of making AI an ongoing and central issue.

Dr. Thacker asked if it was proper to suggest this as the next QEP. Dr. Burmeister said she thought about that but isn't sure that it's something we're doing well yet.

Dr. Bickford suggested that someone from University College be on the committee.

Dr. Parks suggested an online component for ACAD. Dr. Burmeister said this would be good for new freshmen, and there is current software available, but they're expensive and we could probably do this in-house. We also need to make sure there is awareness and education for faculty.

Dr. Harris encouraged the group to also include a graduate faculty member to this committee as this is not just an undergraduate issue. Faculty buy-in is most important of all.

Another idea is that this would be on annual reports, such as how you support AI in your classroom, or training that you've attended on the issue.

There was no motion, just a conversation.

B. Other new business: comes from the College of Business regarding requiring C- or better in the Business requirements. This comment was left off in the CAS for the 2014-15, and subsequently was not approved at the various levels. Dr. Thacker, as CUC chair, did not feel comfortable addressing the issue retroactively and therefore

brought it to this body. Dr. Meeler asked about a blanket petition. Dr. Thacker said this is usually for allowing a student to do less than the requirement, not more. Dr. Parks is concerned about the precedent. Dr. Chism agreed. Dr. Parks said we could approve but make clear that we are not setting a precedent. Dr. Pretty asked if there was a motion. There was and it was seconded. Dr. Pretty asked for a vote. The motion failed unanimously.

The second order of business is the same for the 2015-16 catalog. The motion also failed unanimously

VIII. Announcements

none

IX. Recognition of Outgoing and Incoming Members

Dr. Pretty recognized new members: Jo Koster and Adam Glover. Dr. Doman is returning for another term of service.

X. Election of Chair

Dr. Burmeister nominated Dave Pretty to be chair again. There were no further nominations. Dr. Pretty asked Dr. Thacker to remain as chair of CUC.

XI. Adjournment

Dr. Pretty adjourned the meeting at 3:32 PM.

Respectfully Submitted,
Gina Jones, Secretary

General Education Committee Minutes
April 1, 2016

I. Recertifications - Passed

HPER

AAMS300

PHED380 (pending addition of ULCs to syllabus)

MDST300

HIST350 (pending addition of all ULC verbiage for applicable ULCs to syllabus)

HIST315 (pending addition of all ULC verbiage for applicable ULCs to syllabus)

HIST345 (pending addition of all ULC verbiage for applicable ULCs to syllabus)

HIST351 (pending addition of all ULC verbiage for applicable ULCs to syllabus)

HIST344 (pending addition of all ULC verbiage for applicable ULCs to syllabus)

HIST352 (pending addition of all ULC verbiage for applicable ULCs to syllabus)

GLOB

HIST345 (pending addition of all ULC verbiage for applicable ULCs to syllabus, and adding link to Global Events or a list)

HIST351 (pending addition of all ULC verbiage for applicable ULCs to syllabus)

HIST344 (pending addition of all ULC verbiage for applicable ULCs to syllabus)

FREN302 (pending addition of a link to the Global Events calendar or a list of Global Events on the syllabus)

GERM301 (pending addition of a link to the Global Events calendar or a list of Global Events on the syllabus)

HART

PLSC356

MDST300

ORAL

ECED352

CSCI327 (pending addition of all ULC verbiage for applicable ULCs to syllabus)

CONST

PLSC356

TECH

EDCO305

CSCI327/CSCI207 (pending addition of all ULC verbiage for applicable ULCs to syllabus)

II. First Certify

III. Denied Recertification

Global: FREN301

Oral: ELEM362

Technology: WRIT367

Natural Science: ANTH315, ANTH345

IV. Writing Requirement Task Force

The Task Force is still working and will be sending out a draft of their work to the gen ed committee for comment. They would like to get feedback from other parties as well. This includes faculty who teach approved gen ed courses that include the writing requirement.

Proposal to create a Standing Committee on University Academic Integrity under the authority of Academic Council that would be made up of the following eight (8) individuals:

Dean of Students (ex-officio)

Assistant Vice-President for Academic Affairs (ex-officio)

President of the CSL

A full-time tenure track faculty member from each of the four colleges (Arts & Sciences, Business Administration, Education, and Visual and Performing Arts), and a full-time faculty or staff member from Dacus Library, all of whom would be appointed by the Chair of Academic Council

The charge to this standing committee will be to propose and develop initiatives designed to help create and maintain a culture of academic integrity in the Winthrop University community. This will include:

- 1). Evaluating the effectiveness of university policies and current practices related to academic integrity, and proposing changes and improvements to these practices/policies where needed;**
- 2). Developing training sessions and other support resources for full-time and adjunct faculty members to assist them in dealing with the challenges of maintaining standards of academic integrity for our current generation of tech savvy digital native students, as well as for themselves as scholars and educators; and**
- 3). Developing training sessions and support resources for students to help them understand what academic integrity is and why it is important. In particular, students will be encouraged to understand how honoring Winthrop's standards of academic integrity will help them to be more successful, both as Winthrop students, and in their future lives after graduation.**

Date: September 19, 2016
 To: Academic Council
 From: Committee on Undergraduate Curriculum Chair, Will Thacker
 Subject: CUC Meeting-September 16, 2016

AGENDA

The following 8 Proposals for Course Action were approved by CUC and can be found on the Curriculum Action System: (Do NOT require action from AC)

Subject	Course	Title	Department	Action
ARTH	450	Honors: Selected Topics in Art History	Fine Arts	MODIFY COURSE: Change Prerequisite from "Permission of the Chair, Department of Art & Design." to "Permission of the Chair, Department of Fine Arts."; Change Catalog Description; Add Goals for the Course and Methods of Evaluation
ARTS	281	Computer Imaging	Fine Arts	MODIFY COURSE: Change Prerequisite from "Foundation Portfolio Review or permission of Area Coordinator." to "ARTS 101"; Change Catalog Description; Add Goals for the Course and Methods of Evaluation
EDCO	305	Technology in the Inclusive Classroom	Counseling, Leadership and Educational Studies	MODIFY COURSE: Change Prerequisite from "Grade of C or better in EDUC 220 or PHED 590. Admission to Teacher Education Program." to "Grade of C or better in EDUC 220. Admission to Teacher Education Program."; Change Catalog Title and Teaching Method
ENGL	203	Major British Authors	English	MODIFY COURSE: Add Prerequisite of "WRIT 101 with a grade of C- or better."; Change Catalog Description; Add Method of Evaluation
ENGL	333	Global Narratives	English	MODIFY COURSE: Allow for concurrent enrollment for the course and the prerequisite of WRIT 101; Add Corequisite of WRIT 101
READ	290	Children's Literature	Curriculum and Pedagogy	MODIFY COURSE: Change Prerequisite from "WRIT 101, READ 150 (Foundations of Language and Literacy)" to "WRIT 101"
VCOM	259	Introduction to Graphic Design	Design	MODIFY COURSE: Change Prerequisite from VCOM 154 and VCOM 258 to VCOM 154; Change Catalog Description; Add Methods of Evaluation
VCOM	262	Introduction to Web Design	Design	MODIFY COURSE: Change Prerequisite from "VCOM 261; or CSCI101F and DIFD 141; or permission of program coordinator." to "VCOM 261; or permission of program coordinator."; Add Methods of Evaluation

The following 2 COURSE PROPOSALS were not approved:

NUTR	370	Food and Nutrition in Cultural Perspective	Human Nutrition	MODIFY COURSE: Add Corequisite of CRTW 201; Add Methods of Evaluation	Application pulled by department
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VCOM	575	Data Visualization	Design	NEW COURSE	Course not yet approved at the graduate level
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The following 3 Proposals for Program Change (Degree) were approved by CUC and can be found on the Curriculum Action System: (Require an AC vote)

Degree	Major	Conc.	Department	Action
BA	ENGL	WRIT	English	DROP PROGRAM
BA	ENGL	LLAN	English	DROP PROGRAM
BA	ENGL		English	NEW PROGRAM

The following 18 items were approved at the College Assembly Level and require no further action. They were also reviewed by CUC and no issues were found: (No AC action required)

Subject	Course	Title	Department	Action
ARTH	175	Introduction to Art History from Prehistory	Fine Arts	MODIFY COURSE: Add Goals for the Course and Methods of Evaluation
ARTH	176	Introduction to Art History from Renaissance	Fine Arts	MODIFY COURSE: Add Goals for the Course and Methods of Evaluation
ARTH	341	Art of Ancient Greece and Rome	Fine Arts	MODIFY COURSE: Change Goals for the Course
ARTH	342	Early Medieval Art	Fine Arts	MODIFY COURSE: Change Catalog Description
ARTH	453	Art of the Book	Fine Arts	MODIFY COURSE: Update Course Description and Goals for the Course
ARTH	480	Special Topics in Art	Fine Arts	MODIFY COURSE: Add Goals for the Course and Methods of Evaluation
ARTH	485	Special Topics in Non-Western Art	Fine Arts	MODIFY COURSE: Add Catalog Description, Goals for the Course and Methods of Evaluation
ARTS	305	Introduction to Photography	Fine Arts	MODIFY COURSE: Change Catalog Description; Add Goals for the Course and Methods of Evaluation
ARTS	311	Photo Communication	Fine Arts	MODIFY COURSE: Change Catalog Description; Add Goals for the Course and Methods of Evaluation
ARTS	351	Ceramics I	Fine Arts	MODIFY COURSE: Add Goals for the Course and Methods of Evaluation
ARTS	354	Introduction to Jewelry and Metals for non-ART Majors	Fine Arts	MODIFY COURSE: Change Catalog Description; Add Goals for the Course and Methods of Evaluation
ARTS	364	Digital Photography	Fine Arts	MODIFY COURSE: Add Goals for the Course and Methods of Evaluation
ARTT	298	Art Appreciation	Fine Arts	MODIFY COURSE: Add Goals for the Course and Methods of Evaluation
MATH	150	Introductory Discrete Mathematics	Mathematics	MODIFY COURSE: Add Method of Evaluation

MUSA	161	Winthrop Chamber Orchestra	Music	MODIFY COURSE: Change Course Title, Catalog Description and Goals for the Course; Add Methods of Evaluation
PESH	115	Beginning Running	Physical Education, Sport and Human Performance	MODIFY COURSE: General Education Committee approval request
SPED	281	Introduction to Special Education	Counseling, Leadership and Educational Studies	MODIFY COURSE: Change Catalog Title and Catalog Description; Add Goals for the Course and Methods of Evaluation
VCOM	374	History of Graphic Design and Illustration	Design	MODIFY COURSE: Remove Cross Listing of ARTH 374
WRIT	502	Cyber Rhetoric	English	MODIFY COURSE: Change Catalog Title and Catalog Description

General Education Committee Minutes
September 9, 2016
Kinard 015

- Approved minutes from April 1, 2016 meeting
- Approved revised application for course inclusion as writing intensive:

Winthrop University New and Renewal
Writing Intensive Course Application

Nominated courses must be numbered higher than 299. They may have prerequisites or other enrollment restrictions. Each approved writing intensive course will be reviewed every four years by the Writing Intensive Committee. Departments must initiate the review by submitting updated documents by the end of the seventh semester following course approval. If a course is taught in multiple sections, each section must meet the guidelines. However, only one course application must be submitted for such a course. This application must document the writing intensive components and other requested information common to all sections of the course.

Recommendations by the Writing Intensive Committee
Passed by Academic Council, Date???

1. We recommend that students be encouraged to take writing intensive courses within their majors or minors if at all possible, and in cognate areas if not. Since many departments are concerned with the number of hours of General Education courses their majors take, we encourage all departments to review their courses numbered above 299 to see which ones are now or can become writing intensive.
2. We recommend that faculty development resources be made available to help instructors who wish to make their courses writing intensive (perhaps in conjunction with the faculty development supporting the writing component for General Education courses).
3. We encourage instructors of writing intensive courses to examine the three categories of writing assignments described in the Writing Component for General Education courses and to select assignments for their own courses that complement and build on these types of writing, as appropriate to the discipline.
4. We recommend that enrollment in writing intensive courses continue to be capped at 20 students to allow faculty members sufficient opportunity to respond to students' writing. In some situations, however, it may be acceptable to have a larger enrollment if additional faculty resources (e.g., graduate teaching assistant) are provided for the course. Such arrangements must be clearly spelled out on the course application.
5. We recommend that a clear and consistent procedure be developed with the Office of Records and Registration to remind departments when courses need to be submitted for re-approval.

Directions:

Submit one copy of the following required documentation with appropriate signatures to the Chair of the Writing Intensive Committee:

1. A completed Writing Intensive Course Application with all requested information listed – the course application must include signatures from the department or division chair and the school's dean.
2. A course syllabus (*submit only one representative syllabus if a course has multiple sections*).

Course Designator and Number (must be 299 or higher):

Course Title:

Credit Hours:

Effective Semester:

Please explain how this writing course meets the following requirements. The goal of the course should be to provide students with thorough instruction on writing appropriate to the discipline, including discussion of writing styles, formats, and forms of evidence.

1. Title of **REQUIRED** supplementary writing text such as a style manual, research writing guide, or other sources appropriate to the discipline (*this may be a text or online resources, but must be listed in the course syllabus as required*):
2. The course should review documentation and other aspects of research writing appropriate to the discipline. In conjunction with utilizing the above text/resource listed in number one above, how does the course meet these goals?
3. The course should require a total of 4,000 or more words (16 pages typed, assuming 250 words to a typed page) to be written by students. How many typed pages are written in this course?
4. The number and length of individual assignments is left to the discretion of the instructor, but the use of multiple in-class and out-of-class writing assignments is encouraged. Explain both the writing assignments in the course and also the instructional techniques used to teach writing skills in these assignments.
5. Responses to papers should include detailed written comments by the instructor with specific suggestions for improvement. Additionally, a peer review process is encouraged in writing intensive courses. Please discuss methods of feedback and grading in this proposed course. (Also, please explain if less than 100% of grading is not completed by the course's instructor.)
6. There should be a required revision of at least one substantive assignment for assessment by the instructor. Please discuss the role of revision in the course.
7. The course should promote discussion, possibly in coordination with library workshops, of library research techniques and/or electronic database research techniques appropriate to the discipline. How does this course teach research techniques?
8. Enrollment must be capped at 20 students, unless specific assistance to handle the writing instruction for larger class sizes is provided. **What is the cap for this course?** (*if enrollment will exceed the mandated cap of 20 students, explain what specific assistance will be provided to handle writing instruction for larger class sizes*)

Submit one copy of the application (with appropriate signatures) to the Chair of the Writing Intensive Committee along with a course syllabus (*submit only one representative syllabus if a course has multiple sections*).

Recommended for approval by:

Note: In signing, the chair affirms that he/she has ascertained that the course – if taught in multiple sections – meets the guidelines and that all instructors agree that the attached description and syllabus are typical.

Department or Division Chair Signature

Date

Dean Signature

Date

Approved by:

Chair, Writing Intensive Committee Signature

FROM MICHAEL LIPSCOMB, CHAIR OF THE CULTURAL EVENTS COMMITTEE

1) To the best of my knowledge, this recorded charge stands as the governing bylaws for our work on the CE Committee.

As the language below indicates, and as established by the practiced norms of the Cultural Events Committee over the last decade, we currently require a *faculty* moderator to ensure “a discussion of a broad spectrum of viewpoints” as a requirement for granting cultural event status to proposed events that address potentially controversial issues. The Cultural Events Committee reached a consensus that there are often cases where qualified staff persons or administrators should be allowed to serve as moderators for these kinds of discussions.

Here is the current language (<http://www.winthrop.edu/culturalevents/default.aspx?id=34441>):

3. A topic that relates to culture, the arts, world culture(s), or societal concerns. Topics of scientific, business, sports, or mathematical nature must show their relation to broader cultural or societal concerns. Topics in potentially controversial subject areas (such as politics and/or religion) must allow for a discussion of a broad spectrum of viewpoints. These discussions should be under faculty direction or have guidance of a faculty member with expertise in the area. In general, programs and performances by, or specifically designed for, children (below college age) will not be approved as cultural events. All events selected as approved cultural events should be under the sponsorship of a faculty member, administrator, or a related organization(s) (e.g., student organization, university department, etc.).

The Cultural Events Committee suggests recasting the language to read

3. A topic that relates to culture, the arts, world culture(s), or societal concerns. Topics of scientific, business, sports, or mathematical nature must show their relation to broader cultural or societal concerns. Topics in potentially controversial subject areas (such as politics and/or religion) must allow for a discussion of a broad spectrum of viewpoints. These discussions should be under faculty direction or have guidance of a faculty member or a qualified staff person with expertise in the area. The determination of whether or not a staff member has the requisite expertise for a given event will be solely at the discretion of the Cultural Events Committee. In general, programs and performances by, or specifically designed for, children (below college age) will not be approved as cultural events. All events selected as approved cultural events should be under the sponsorship of a faculty member, administrator, or a related organization(s) (e.g., student organization, university department, etc.).

2) To the best of my knowledge, this recorded charge stands as the governing bylaws for our work on the CE Committee.

This change reflects a concern about the fairness of the current language we use to award credits for out-of-country cultural experience, and the change being suggested reflects a consensus of the Cultural Events Committee.

Here is the existing language (from <https://www.winthrop.edu/culturalevents/default.aspx?id=34440>):

Submitting Petitions Related to Travel Experiences

Cultural events credit may be obtained for travel within the United States or to a foreign country.

- **Travel within the United States** receiving credit should include a major cultural component (such as visiting museums or historical sites with museums). A trip to Yellowstone Park or a cruise to the Bahamas, while it would be an interesting experience, might not qualify as a cultural event.
- **Foreign travel** could include "semester abroad" experiences. One or more credits may be granted for such travel experiences or in cases where the student has visited multiple countries. **Please Note:** each country visited will receive one cultural event credit.

Our committee proposes changing the language of the second bullet point to say

- **Foreign travel** could include "semester abroad" experiences. One or more credits may be granted for such travel experiences or in cases where the student has visited multiple countries. **if credit is being sought simply for**

traveling in foreign countries, students may receive no more than one cultural event credit per country. Students, however, may seek more than one credit per country for specific cultural experiences; in such cases, the same criteria used to determine cultural event credit for experiences within the United States will be applied.

Let me know if you have any questions or need more information.