

AGENDA (with additions)
ACADEMIC COUNCIL
Friday, April 10, 2009
Tillman 308, 2:00 pm

- I. Approval of the minutes from the February 20, 2009 (see attached)..... Beth Greene Costner
- II. Remarks from the Chair..... Beth Greene Costner
- III. Remarks from the Vice President for Academic Affairs Tom Moore
- IV. Honors Committee Kathy Lyon
(see attached report)
- V. Committee on Undergraduate Instruction Chad Dresbach
(see attached report)
- VI. General Education Committee..... Donna Nelson
(see attached report)
- VII. Ad Hoc Committee on Curriculum..... Beth Greene Costner
(see attached report)
- VIII. Unfinished Business
- IX. New Business
 - A. Curriculum from April 6th CUI meeting (report to follow next week)
- X. Announcements
- XI. Welcome 2009-2010 committee to select chair Beth Greene Costner
- XII. Adjournment

WINTHROP UNIVERSITY
ACADEMIC COUNCIL MINUTES
February 20, 2009

Academic Council met on Friday, February 20, 2009 at 2:00 p.m. in 308 Tillman Hall.

Members:

Beth Greene Costner	Mathematics	Chasta Parker	Chemistry
Chad Dresbach	Design	Hemant Patwardhan	Management and Marketing
Matthew Fike	English	Marilyn Smith*	Management and Marketing
Steve Frankforter	Management and Marketing	Julian Smith*	Biology
Susan Green	Center for Pedagogy	Sue Spencer	Center for Pedagogy
Mark Hamilton	Fine Arts	Gale Teaster	Library
Mel Horton*	Health and Physical Ed	Will Thacker	Computer Science
Kelly James	Sociology and Anthropology	Tatiana Sosa*	Council of Student Leaders
Mark Mitchell*	Center for Pedagogy	Tim Drueke	Registrar, Secretary
Donna Nelson	Psychology		

* Absent

Guests present: Debra Boyd, Cheryl Fortner-Wood, Tom Moore, and CSL representative: Joe Balasco.

The meeting was called to order at 2:01 p.m. by Chair Costner.

I. Minutes

The minutes of the January 16, 2009 meeting were approved by email.

II. Chair's Remarks

Chair Costner reminded everyone this is our second to the last meeting. At the next meeting in April we will include new members and elect the chair for next year.

III. Report from Vice President of Academic Affairs

Dr. Moore mentioned the President's email message regarding the financial situation and state budget process from earlier in the day.

IV. Committee Reports

A. Committee on Undergraduate Instruction

Chad Dresbach, Chair of the Committee on Undergraduate Instruction, presented items from the February 9, 2009 meeting.

COLLEGE OF ARTS AND SCIENCES

Department of Biology

Modify Bachelor of Science in Biology, Certification as a Secondary School Teacher to **delete** some required biology courses, allowing for some flexibility in an often very rigid course schedule. **(modify program)** **The council approved the change to the Biology (with Certification) major.**

Department of Chemistry, Physics and Geology

Modify Bachelor of Science in Chemistry, Forensics track to meet the new American Chemical Society curricular guidelines published in 2008. **(modify program)**

Drop Bachelor of Science in Chemistry, Dual Engineering **(drop program)**

Drop Bachelor of Science in Chemistry, Environmental Chemistry. **(drop program)**

The council approved the proposals from the Chemistry department.

Department of English

Modify Bachelor of Arts in English/Literature-Language track to offer more options (ARTH 175 & 176) to fulfill the history requirement in the major. **(modify program)**

Modify Bachelor of Science in Science Communication by replacing MCOM 340, which is no longer being offered by the Mass Communication department, and bringing the total number of MCOM hours required for the Science Communication major to the correct total of 9. Also, to delete BADM 411 and add MGMT 341 or 355 in the technology requirements in the major. **(modify program)**

The Council approved the changes to both majors from the English department.

Department of History

Modify Minor in International Area Studies to change title to International Studies, to remove the PLSC requirement and to allow for more flexibility in choosing courses best suited to individual student's areas of interest and major. **(modify program)** The council approved the change to the International Studies minor.

Department of Mass Communication

Modify Bachelor of Science in Integrated Marketing Communication to require MCOM 349 and 471.

(modify program) The council approved the modification to the Integrated Marketing Communication major.

Department of Mathematics

Modify the Bachelor of Arts in Mathematics by using a three course calculus sequence (rather than four) and by adding and deleting various other courses. **(modify program)**

Modify the Bachelor of Science in Mathematics by using a three course calculus sequence (rather than four) and by adding and deleting various other courses. **(modify program)**

Modify the Bachelor of Science in Mathematics/Certification as Secondary School Teacher by using a three course calculus sequence (rather than four) and by adding and deleting various other courses. (increases total hours from 127-134) **(modify program)**

Modify Bachelor of Arts in Mathematics/Certification as Secondary School Teacher by using a three course calculus sequence (rather than four) and by adding and deleting various other courses. (increases total hours from 124-126 to 124-130) **(modify program)**

The Council approved the changes in the Mathematics majors.

RILEY COLLEGE OF EDUCATION

Department of Curriculum and Instruction

Modify Bachelor of Science in Family and Consumer Sciences by adding admission requirements, stressing 2.25 gpa requirement, limiting certain FACS courses to majors who have a 2.25, and requiring a C or better in the professional courses. **(modify program)** The council approved the changes to the Family and Consumer Science major.

The following items did not require approval of the Council:

COLLEGE OF ARTS AND SCIENCES

Department of Chemistry, Physics, and Geology

Add CHEM 104 Chemistry and Problem-Solving Fundamentals (3). **(new course)**

Modify CHEM 108 General Chemistry Laboratory (1:1:3) to change prerequisite from CHEM 107 to CHEM 105 since 107 is being eliminated. **(modify course)**

Modify CHEM 301 Organic Chemistry I (4) to change credit hours to 4 and to delete CHEM 303 as a co-requisite. **(modify course)**

Drop CHEM 303 Organic Laboratory (1:0:3) **(drop course)**

Modify GEOL 113 Physical Geology Laboratory (1:0:3) to increase lab hours from 2 to 3. (course has been this way since 1980) **(modify course)**

Modify GEOL 401 South Carolina Natural History (3:0:6) to change credit, lecture and lab hours to 4:3:1 **(modify course)**

Modify PHYS 101 Everyday Physics (3) to delete the co-requisite of PHYS 102. **(modify course)**

Department of Mass Communications

Modify MCOM 260 Writing for Interactive Media (3:3:0.5) to change lecture and lab hours to (3:2:2) and to change prerequisites from "INFD 415 and INFD 322; senior standing" to "CSCI 101 and 101 A, B and C, 2.00 or higher GPA or written permission of department chair." **(modify course)**

Modify MCOM 495 Special Topics in Mass Communication (3) to change credit hours to 1, 2, or 3. **(modify course)**

Department of Mathematics

Modify CTQR 150 Quantitative Methods in Critical Thinking (3) to **change** designator to MATH and title to Introductory Discrete Mathematics. **(modify course)**

Modify MATH 101 Precalculus Mathematics I (3) to **change** title and content to Algebra and Trigonometry for Calculus and to **change** prerequisites **from** "Satisfactory score on Mathematics Department Placement Test" **to** "Satisfactory score on Mathematics Department Placement Test or a C or better in MATH 151." **(modify course)**

Drop MATH 101E Algebra and Precalculus Mathematics (3:3:3). **(drop course)**

Drop MATH 103 Algebra and Trigonometry (4). **(drop course)**

Modify MATH 104 Trigonometry for Calculus (1) to change co-requisites from "MATH 101 or MATH 201" to "MATH 201." **(modify co-requisites)**

Add MATH 151 Applied College Algebra (3) **(new course)**

Modify MATH 201 Calculus I (3) to **increase** credit hours to 4; to **change** prerequisites **from** "Math 101 or Math 101E or satisfactory score on math department placement test; Math 104 or satisfactory score on math department placement test" **to** "A grade of C or better in MATH 101 or satisfactory score on Mathematics Department Placement Test;" and to **change** the co-requisite **from** "Math 104 or satisfactory score on math department placement test" to "Math 104 or satisfactory score on Mathematics Department Placement Test. A grade of C or better in MATH 101 replaces these corequisites." **(modify course)**

Modify MATH 202 Calculus II (3) to **increase** credit hours to 4; to **change** prerequisites **from** "Math 201; Math 104 or satisfactory score on math department placement test" **to** "A grade of C or better in MATH 201 and either MATH 101 or a C or better in MATH 104 or satisfactory score on Mathematics Department Placement Test;" and to **change** corequisites **from** "MAED 200; Math 104 or satisfactory score on math department placement test" **to** "MAED 200." **(modify course)**

Modify MATH 202H CALCULUS II HONORS (3) to **increase** credit hours to 4; to **change** prerequisites **from** "AP AB 3 or higher or permission of math dept chair; MAED 200; Math 104 or satisfactory score on the math dept placement test" **to** "A score of 3 or higher on the AB Calculus Advanced Placement exam or permission of math dept chair;" and to **change** co-requisites **from** "MAED 200; Math 104 or satisfactory score on math department placement test" **to** "MAED 200." **(modify course)**

(modify course)

Modify MATH 261 Foundations of Discrete Mathematics (3) to change prerequisites from "MATH 101 or equivalent" to "MATH 101 or 151." **(modify course)**

Modify MATH 291 Basic Number Concepts for Teachers (3) to **add** a lab hour and to **change** prerequisites **from** "CTQR 150 with a grade of C or better. Restricted to Early Childhood, Elementary, and Special Education majors" **to** "MATH 150 with a grade of C or better. Restricted to Early Childhood, Elementary, Middle Level, and Special Education majors." **(modify course)**

Modify MATH 292 Number, Measurement, and Geometry Concepts for Teachers (3) to **add** a lab hour and to change prerequisites **from** "MATH 291 with a grade of C or better. Restricted to Early Childhood, Elementary, and Special Education majors" **to** "MATH 291 with a grade of C or better. Restricted to Early Childhood, Elementary, Middle Level, and Special Education majors." **(modify course)**

Add MATH 294 Basic Mathematical Concepts for Primary Teachers (3) **(new course)**

Modify MATH 301 Calculus III (3) to **increase** credit hours to 4, and to **change** prerequisites **from** "MATH 202 or MATH 202H; and MAED 200" **to** "A grade of C or better in MATH 202 or MATH 202H." **(modify course)**

Modify MATH 301H Calculus III Honors (3) to **increase** credit hours to 4, and to **change** prerequisites **from** "AP BC 3 or higher or MATH 202H; MAED 200" to "Permission of Department Chair." **(modify course)**

Drop MATH 302 Calculus IV (3). **(drop course)**

Add MATH 310 Mathematical Reasoning (3). **(new course)**

Add MATH 341 Statistical Methods (3). **(new course)**

Modify MATH 351 Introduction to Modern Algebra (3) to **change** prerequisites **from** "MATH 300 and MATH 301" **to** "MATH 301 and MATH 310." **(modify course)**

Modify MATH 355 Combinatoric Methods (3) to **change** prerequisites from "MATH 300" **to** "MATH 300 or permission of department chair" and to **include** basic ideas in the field of graph theory and will be added as a required course in all mathematics degree programs. **(modify course)**

Modify MATH 393 Algebra, Data Analysis, and Geometry Concepts for Teachers (3) to **add** a lab hour. **(modify course)**

Modify MATH 509 Real Analysis I (3) to **change** prerequisites **from** "MATH 522" **to** "MATH 301 and MATH 310." **(modify course)**

Modify MATH 541 Probability and Statistics I (3) to **change** prerequisites from "MATH 302" **to** "MATH 301 and MATH 341 or permission of department chair for MAT students." **(modify course)**

RILEY COLLEGE OF EDUCATION

Department of Health and Physical Education

Modify PHED 380 History of Sport (3) to delete pre-requisites. **(modify course)**

Modify PHED 384 Exercise Physiology (3:2) to **add** BIOL 308 as a pre-requisite or co-requisite and **delete** BIOL 305 and 306 as a co-requisite. **(modify course)**

Modify SPMA 392 Field Experiences in SPMA (3:0:3) to **change** lab hours from 3 to 8 and to **change** prerequisites **from** "Junior or Senior standing as a SPMA major, 2.00 or greater grade point average, grade of C or higher in SPMA 101, approval of the Sport Management Program coordinator" **to** "Junior or Senior standing as an admitted SPMA major, approval of the Sport Management Program coordinator." **(modify course)**

B. General Education

Donna Webster-Nelson presented two items from the General Education committee.

- Add the course MATH 150: *Introduction to Discrete Mathematics* to the list of courses meeting the Quantitative Reasoning requirements. **The Council approved the course for inclusion.**
- Add the course PHED 380: *History of Sport* to the list of courses meeting the Historical Perspective requirements. **The Council approved the course for inclusion.**

IV. Unfinished Business

A. Double major/dual degree issues

Kelly James presented the report from the Double major/Dual degree subcommittee. The committee (Kelly James, Mark Hamilton, Hemant Patwardhan, and Sue Spencer) visited with the student services offices, department chairs and others to identify potential issues in students completing double majors. The report identified possible issues as well as possible opportunities and combinations of programs that seem to fit.

During discussion the council addressed student needs, the expectations of dual degree versus double majors, continuing to develop interdisciplinary degrees and five years to Master's programs. The council accepted the report.

B. Maymester Course Load

The following motion regarding Maymester Course Load was presented from the Academic Leadership Council: Raise the maximum course load for summer session A (Maymester) from 4 credit hours to 6 credit hours. After brief discussion, the council approved the motion.

VI. New Business

None

VII. Announcements

- From the Registrar: March 11 will be the last day to withdraw from a full semester course. March 11 is also the last day to rescind the S/U for a full semester course.
- The next meeting will be on April 10, 2009.

Respectfully submitted,

Timothy A. Druke
Secretary

Committee on Undergraduate Instruction Minutes

CUI met at 11:15 am on March 23, 2009 in the West Center Computer lab.

In attendance: Chad Dresbach, Mel Horton, Steven Frankfurter, Chasta Parker, and secretary, Gina Jones.

Items recommended and forwarded to Academic Council for action: (All items found in the Curriculum Action System)

COLLEGE OF ARTS AND SCIENCES

Department of Chemistry, Geology, and Physics

Add Bachelor of Science in Chemistry, Business track to meet new ACS guidelines and to require a set of recommended courses for entry into subsequent MBA programs. **(new program)**

Department of English

Add minor in Medieval Studies. **(new program)**

Department of Human Nutrition (clean up from April 2008)

CHEM 301 and 303 were deleted from the Nutrition Science option in the Bachelor of Science in Human Nutrition. This was an error on the secretary's part as she misread the editorial marks. CHEM 301 and 303 should be reinstated as requirements.

COLLEGE OF BUSINESS

Department of Accounting, Finance & Economics

Modify Bachelor of Science in Business Administration with a concentration in Accounting to add ACCT 509 to the requirements. **(modify course)** *509 was previously an option. Changed from Choose two to chose one course from the following.*

Department of Computer Science & Quantitative Methods

Modify Bachelor of Science in Business Administration with a concentration in Computer Information Systems to reflect course renumbering and to **delete** CSCI 391 and **add** CSCI 293 and 295 as options in the programming languages requirement. **(modify program)** *Changes made to degree to reflect course changes.*

Modify Bachelor of Science in Computer Science to reflect Math department changes which includes reducing the amount of Additional Math and Science by three credit hours. **(modify program)** *Subtotal previously 12-15 should be 11-14.*

Bachelor of Science in Information Design corrected a typo. No action needed by CUI other than forwarding it on.

RILEY COLLEGE OF EDUCATION

Department of Health and Physical Education

Modify Bachelor of Science in Athletic Training to clarify changes in the admission and retention policies of the ATEP for the catalog. (There are no course changes.) **(modify program)** *Adds appeals process, specifies graduation requirements, and specifies requirements for continuing in program.*

Modify Bachelor of Science in Exercise Science to describe procedures for Junior level acceptance in the Exercise Science Program (EXSC), continuation in the program, graduation requirements, and appeals processes. These procedures need to be in place so they can be evaluated when the program applies for accreditation. (There are no course changes.)

(modify program) *Adds appeals process, specifies graduation requirements, and specifies requirements for continuing in program.*

Modify Bachelor of Science in Sport Management to include a new formalized admission process for acceptance into the SPMA major. **(modify program)**

Items approved by CUI—no action by Academic Council required

COLLEGE OF ARTS AND SCIENCES

Department of History

Add INAS 381 Exploring a Foreign Culture (1). **(new course)** *Option when students/faculty/staff participate and plan for study abroad.*

Department of Mathematics

Add MATH 400 Senior Seminar (2). **(new course)** *Capstone for students not completing certification program.*

COLLEGE OF BUSINESS

Department of Accounting, Finance & Economics

Modify ACCT 280 Accounting Information for Business Decisions (3) to **change** prerequisites from "MATH 101 or CTQR 150 and CSCI 101 and CSCI 101B and two of CSCI 101A, C or P" to "MATH 101, 105, 150 or 151 and CSCI 101 and CSCI 101B and two of CSCI 101A, C or P." **(modify course)** *Change to reflect previous changes in MATH courses*

Modify ACCT 309 Budgeting and Executive Control (3) to **change** title to Cost Accounting to align course name with existing content and with name used by all other SC universities for same type course. **(modify course)**

Add ECON 495 Research in Economics (1-3) **(new course)** *Allows difference between research in BADM & ECON.*

Department of Computer Science & Quantitative Methods

Modify CSCI 101A Using Microsoft Windows, Frontpage and Powerpoint(0.5:1) to remove the "Exam" (required) status since no final exam for this course will be given during final exam week. **(modify course)**

Modify CSCI 101B Using Microsoft Excel (0.5:1) to remove the "Exam" (required) status since no final exam for this course will be given during final exam week. **(modify course)**

Modify CSCI 101C Using Microsoft Access (0.5:1) to remove the "Exam" (required) status since no final exam for this course will be given during final exam week. **(modify course)**

Modify CSCI 101I Learning Adobe Illustrator (0.5:1) to remove the "Exam" (required) status since no final exam for this course will be given during final exam week. **(modify course)**

Modify CSCI 540 Web Application Design and Development (3) to **change** number to 441 and to **change** prerequisites from "CSCI271 or CSCI325" to "CSCI 241; or CSCI 297 and CSCI 355." **(prerequisite change and modify course)**. *Denotes sequence and level of course*

Modify CSCI 521 Introduction to Software Project Management (3) to **change** prerequisites from "CSCI 207 or 241, QMTH 205" to "Graduate standing or CSCI 475." **(modify course)** *Correcting issues missed due to previous curriculum action*

Modify INFD 141 Introduction to Web Application Design (3) to **change** designator to DIFD and to **change** prerequisites from "CSCI 101, 101A, 101P, & 101F" to "CSCI 151; or the combination of CSCI 101, 101A, and 101P; or permission of Instructor." **(prerequisite change)** *Not a new course. Changes prerequisites to match petitions that are many times approved and to open course as an option to other majors.*

Modify INFD 211 Communication Theory and the Internet (3) to **change** designator to DIFD and to **change** prerequisites from "CSCI 101 and CRTW 201 and sophomore standing" to "CSCI 151 or the combination of CSCI 101, CSCI 101A, and CSCI 101P" and to **add** the co-requisite of CRTW 201. **(prerequisite change and modify course)**. *Not a new course. Changes prerequisites to match petitions that are many times approved (including issues with sequencing) and to open course as an option to other majors.*

Modify INFD 322 Visual Design of Complex Systems (3:1:4) to **change** prerequisites from "INFD 211 or co-req of INFD 321" to "VCOM 262" and co-requisite of DIFD 321.**(prerequisite change)** *Not a new course. Changes prerequisites to match sequencing in program.*

Modify INFD 251 Information Design Seminar: Special Topics to **change** designator and number to DIFD 351. **(course number change)** *Not a new course. Changes course number to match sequencing in program.*

Modify INFD 415 Law and Ethics for Digital Media (3) to **change** designator to DIFD and to **change** prerequisites from "senior standing" to "DIFD322 or permission of instructor." **(prerequisite change)** *Not a new course.*

Modify QMTH 205 Applied Statistics I (3) to **change** prerequisites from "MATH 101 and CSCI 101 AND CSCI 101B (Using Microsoft Excel)" to "MATH 101, 105, 150 or 151 and CSCI 101 and CSCI 101B and two of CSCI 101A, C or P." **(prerequisite change)** *Change to reflect previous changes in MATH courses*

Committee on Undergraduate Instruction Minutes (Part two)

CUI met at 12:15 am on April 7, 2009 in the West Center Computer lab.

Items recommended and forwarded to Academic Council for action: (All items found in the Curriculum Action System)

COLLEGE OF BUSINESS

Department of Computer Science & Quantitative Methods

Modify Bachelor of Science in Digital Information Design/Web Application Design to drop ECON 103 as a required social science course. **(modify program)** *Facilitates choice*

RILEY COLLEGE OF EDUCATION

Department of Curriculum and Instruction

Modify Bachelor of Science in Special Education/Mental-Severe Disabilities to **drop** SPCH 351 and add SPED 515. (**modify program**) *Content already covered, adds needed experience without increasing hours*

Department of Health and Physical Education

Modify Bachelor of Science in Physical Education/ Certification to **reduce** elective activity credits by 1 since PHED 290 was increased from 2 to 3. (**modify program**) *Cleans up hour requirements based on previously approved action*

VISUAL AND PERFORMING ARTS

Department of Design

Modify Bachelor of Fine Arts/Visual Design: Illustration to **add** weight training, anatomy, and several new VCOM courses, and to increase hours from 124 to 125. (**modify program**) *Addressing changes in course offerings and needs of students pursuing advanced experiences. (Subtotal for general education requirements will be reviewed before catalog.)*

Items approved by CUI—no action by Academic Council required

COLLEGE OF ARTS AND SCIENCES

Department of Chemistry, Geology, and Physics

Modify CHEM 105 General Chemistry I (4) to change credits from 3 to 4. (**modify course**) *Increasing lecture hours in first level of chemistry.*

Drop CHEM 107 General Chemistry Laboratory (1:1:3). (**drop course**)

Department of Mathematics

Add MAED 400 (1) Assessment Capstone (**new course**) *Part of department assessment plan and is separated from MATH400 because cert programs have existing 2 credit capstone.*

COLLEGE OF BUSINESS

Department of Computer Science & Quantitative Methods

Modify CSCI 241 Client/Server Programming for the World Wide Web (4:3:2) to **change** title to Server-Side Programming for the World Wide Web and **change** description. (**modify course**) *Not a new course*

Modify CSCI 242 Client/Server Data Structures and Algorithms (3) to change title to Object-Oriented Programming for the World Wide Web and **change** description. (**modify course**) *Not a new course*

Modify CSCI 391 Programming in Visual Basic (1) to **change** number and title to 295 Programming in Visual Basic, and to **change** prerequisites from “CSCI 271 or 325 or permission of instructor” to “A grade of C or better in CSCI 208.” (**prerequisite change and modify course**).

Modify CSCI 327 Social Implications of Computing (3) to change prerequisites “Junior standing and either a BADM major or BADM/CIFS concentration or permission of the department chair” to “CRTW201, Junior Standing, and CSCI, DIFD, or BADM/CIFS major; or permission of the department chair.” (**prerequisite change**)

Modify CSCI 555 Database Processing (3:3:0) to **change** number to CSCI 355 to renumber it back to its appropriate level for undergraduate CSCI courses. (**modify course**)

Modify CSCI 371 Theoretical Foundations (3) to **change** prerequisites from “MATH 261, CSCI 208” to “MATH 261 or MATH 300, and either CSCI 271 or MATH 351.” (**prerequisite change**)

Modify CSCI 475. Software Engineering I (3) to **change** prerequisites from “CSCI 271, or 325, or 555” to “Six hours of CSCI or DIFD courses above 299.” (**prerequisite change**)

RILEY COLLEGE OF EDUCATION

Department of Curriculum and Instruction

Add SPED 515 (3) Consultation and Collaboration in Special and General Education (**new course**) *See program change*

VISUAL AND PERFORMING ARTS

Department of Design

Modify VCOM 120 (3:1:4) Design Drawing I to **refine** course description. (**modify course**)

Add VCOM 121 (3:1:4) Design Drawing II: Structure and Form (**new course**) *adds experience in advanced for majors*

Modify VCOM 151 (3:1:4) Design Fundamentals to correct lecture hours, exam offering, and terms offered. (**modify course**)

Add VCOM 220 (3:1:4) Illustration: The Figure (**new course**) *adds experience in advanced for majors*

Add VCOM 320 (3:1:4) Illustration: Comparative Anatomy (**new course**) *adds experience in advanced for majors*

Add VCOM 323 (3:1:4) Illustration: the Costumed Figure (**new course**) *adds experience in advanced for majors*
Modify VCOM 325 (3:1:4) Illustration: Portraiture to **change** title to Illustration II and to **change** prerequisites from “ARTT 300, VCOM 322” to “VCOM 300.” (**modify course**)
Add VCOM 420 (3:1:4) Illustration: Heroes and Antiheroes (**new course**) *adds experience in advanced for majors*
Add VCOM 423 (3:1:4) Illustration: Folk Tales and Children’s Literature (**new course**) *adds experience in advanced for majors*
Modify VCOM 424 (3:1:4) Illustration III to **change** title to Illustration: Sequential Storytelling and to **change** prerequisites from “VCOM 325” to “VCOM 300.” (**modify course**)
Add VCOM 425 (3:1:4) Illustration: Persuasion and Propaganda (**new course**) *adds experience in advanced for majors*
Add VCOM 427 (3:1:4) Illustration: Narrative and Editorial (**new course**) *adds experience in advanced for majors*

GENERAL EDUCATION COMMITTEE REPORT TO ACADEMIC COUNCIL

The General Education Committee met on March 27th, 2009. The following items were approved by the committee and need Academic Council approval:

1. A proposal to add CHEM 106, 108: *General Chemistry II with Lab* to the list of courses meeting the Natural Science (physical science) requirements. The committee was notified that CHEM 105 and 107 will no longer be part of the Touchstone program.
2. A proposal to add the course GEOL 360: *History of Life* to the list of courses meeting the Natural Science (earth science) requirements.

The committee was notified that several ARTH courses are to be dropped from the Touchstone program because they will no longer be part of the ARTH program. The relevant courses are ARTH 281, 282, 377, 378, 478, and 479.

The committee was notified that the ACAD Advisory Committee recently refined and updated the goals and objectives for ACAD 101. Committee members reviewed these changes and no concerns were raised.

Honors Committee Report to Academic Council April 10, 2009

The Honors Committee met one time during the 2008-09 academic year. Discussed at the meeting were the following:

- The chair reported that the Honors Program is specifically mentioned in the 2009 Vision of Distinction in three different locations.
- The chair also reported that the student organization, Winthrop University Honors Association (WUHA!) has been extremely active this year and has plans for the entire year in place for the students including fundraising for service learning projects, study halls and social activities.
- The application process for entering freshman honors students yielded an entering class of 59 students. Entering freshmen, like before, who have at least a 3.5 high school GPA and 27 ACT or 1200 SAT are invited to fill out an Honors Program Application and write a one page essay. Forty-two percent of these students were from out of state.
- The committee also discussed the 2007 Honors Program Self-Study recommendations particularly those items related to early advising, priority registration and recognition for honors students and honors graduates. Beginning fall 2008 the Honors Program Degree candidates are recognized with garnet cords at commencement.
- The committee discussed the Honors Committee 4th floor Courtyard proposal allowing upperclass Honors Program students to reside there. Effective fall 2009 this initiative is in place, and six students expressed interest in residing on the 4th floor Courtyard.
- Discussion is ongoing regarding a proposal “Medallion Scholars” submitted by the chair to look at the feasibility of offering Honors Program students the option of an individualized major.
- The committee also discussed the document “Winthrop University Honors Program Assessment Plan,” the rough draft of which is attached here.
- The chair also informed the committee of enrollments in courses for fall (238) and participants in honors housing (43). Sixteen students enrolled in regular sections of courses to be taken as honors contract

Since that meeting the chair would like to report to this body that enrollments for spring 2009 are 133 and the enrollment in contract honors courses is 29 (which is almost double the number for fall). The Honors Program also supported 15 students to attend the Southern Regional Honors Council Conference in St. Petersburg, FL from March 26 – 28. Fourteen of those students presented their research. The Honors Program Director and chair of this committee served as the Immediate Past President of the SRHC and a student, Lauren Bohn, served as the Student Representative to the Executive Committee. Lauren's term expired at the conference and another Winthrop student, Rachel Heidenberg, ran for that office and was elected to serve in that capacity for 2009-10.

Respectfully,

Kathy Lyon, Ph.D.
Chair, Honor Committee

Winthrop University Honors Program Assessment Plan

(Kathy Lyon, Honors Committee Chair, draft 11/08)

Mission Statement

Winthrop University's Honors Program is designed to enrich the college experience for highly talented and motivated students. Through interactions with outstanding faculty and peers, a vital community of scholars is created that embraces the pursuit of knowledge for the enhancement of intellectual and personal growth.

Student Assessment

Students wishing to receive an Honors Program Degree or Honors Program Degree with International Experience at Winthrop University will be assessed through their performance in the sequence of the Touchstone Core courses (HMXP102H and CRTW201H), honors symposia, service learning project and the Honors Thesis. Formal papers and presentations will be used to assess progress in the areas of Critical Thinking and Communication in each of the Touchstone Core courses. In the honors symposium courses required for an Honors Program Degree the student's progress in the areas of Critical Thinking and Communication will be assessed by examinations, presentations or projects. The service learning project will be assessed in the areas of Integrity/Values and Communication by participating in at least one service learning project and the completion of a written reflection of that activity. Finally, the Honors Thesis, a demanding and disciplinary/multidisciplinary capstone project will be used to assess overall achievement in four domains, Problem Solving, Critical Thinking, Communication and Project Management.

Student Learning Outcomes

Winthrop University Honors Program students should be able to perform the following objectives:

Problem Solving

- Evaluate the knowledge, concepts, techniques and methodology appropriate to the Honors Thesis
- Integrate complex information appropriate to the Honors Thesis
- Create and organize a high-quality research and/or creative capstone project in the appropriate disciplinary/multidisciplinary context appropriate to the Honors Thesis

Critical Thinking

- Demonstrate discipline-based/multidiscipline-based higher order thinking skills appropriate to the honors symposia, Touchstone Core and the Honors Thesis
- Evaluate credible evidence to support arguments appropriate to the honors symposia, Touchstone Core and the Honors Thesis
- Assess discipline-based/multidiscipline-based problems using strategies appropriate to the honors symposia, Touchstone Core and the Honors Thesis

Communication

- Communicate effectively in one-on-one or group contexts appropriate to the Touchstone Core and the Honors Thesis
- Express ideas and concepts precisely and persuasively in multiple formats appropriate to the Touchstone Core and the Honors Thesis
- Employ writing conventions suitable to the research method and/or creative process appropriate to the service learning project, honors symposia, Touchstone Core and the Honors Thesis

Integrity/Values

- Practice civic engagement and responsibility by completion of the service learning project

- Practice appropriate professional standards of behavior appropriate to the service learning project
- Practice appropriate standards related to respect for intellectual property appropriate to the service learning project

Project Management

- Demonstrate disciplined work habits appropriate to the Honors Thesis
- Design an argument or project appropriate to the Honors Thesis
- Defend or present the completed argument or project appropriate to the Honors Thesis

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Winthrop University Honors Program Assessment Plan
Student Learning Outcomes Scoring Rubric
(Kathy Lyon, Honors Committee Chair, draft 11/08)*

	Learning Outcome	Exceeded Expectations	Met Expectations	Failed to meet Expectations
Problem Solving	Appraise the knowledge, concepts, techniques, and methodology appropriate to the Honors Thesis	Review and evaluation demonstrated extensive breadth, highly selective quality and superb organization; methods were well developed or employed cutting edge disciplinary techniques or exceptional creative processes and exceeded the range necessary for the project	Review and evaluation was solid, appropriate and adequate for the task but not extensive and may have failed in spots; methods recognized traditional and accepted disciplinary techniques or creative processes	Review and evaluation of was incomplete, spotty, inconsistent and inadequate to the task; materials revealed haphazard disorganization; methods were pedestrian and barely up to disciplinary standards
	Identify major issues, debates, or approaches appropriate to the Honors Thesis	Major issues were addressed comprehensively, appropriately, and were judiciously chosen, and well suited to the task, revealing exceptional care in approaching the project	Major issues were adequate to task but sometimes not appropriate or complete, portions seemed off task	Major issues were absent, approaches were outside of the discipline, unacceptable, inappropriate and off task
	Synthesize complex information appropriate to the Honors Thesis	The information and synthesis displayed insight and thorough development of ideas, strong support, sophisticated writing, and mature thought	The information and synthesis displayed some consistency and depth as well as adequate support. The writing shows analytic skill, support, and convincing facility with major thoughts	The information presented lacks convincing support, no real analysis, little attempt to connect ideas, no real integration of ideas, no convincing ability to convey the argument or purpose
	Develop an argument or project and defend or present it appropriately in accordance with the methods of the Honors Thesis	Overall impact of the argument or project was comprehensive and deeply knowledgeable and thoughtful, the presentation revealed had clear depth and sophistication, the strategy was complex and rich	Overall impact of the argument or project was adequate and at times seemed comprehensive and mostly knowledgeable, the presentation was workmanlike and up to the task, but not overly impressive	Overall impact of the argument or project was incomplete, and inadequate, the presentation was flawed, poorly designed and unworkable
Critical Thinking	Exhibit discipline-based/multidiscipline-based higher order thinking skills appropriate to the honors symposia, Touchstone Core and the Honors Thesis	Applications revealed insight and thorough development of ideas with mature, rich, and sophisticated connections between ideas and/or concepts evident in analysis and/or synthesis over a wide range of topics and issues	Applications revealed some insight and some development of ideas with adequate connections drawn between ideas and/or concepts evident in analysis and/or synthesis over a sufficient range of topics and issues	Applications failed to reveal insight and development of ideas and/or lacked connections drawn between ideas and/or concepts; analysis and/or synthesis appeared weak, and the range of topics and issues insufficient
	Select and organize credible evidence to support converging arguments appropriate to the honors symposia, Touchstone Core and the Honors Thesis	Documents reflect clear and well-developed controlling ideas that are well supported by evidence that has been judiciously and appropriately selected, all woven properly together into strong and highly convincing arguments	Documents reflect mostly clear and adequate controlling ideas that are mostly supported by solid and appropriate evidence; the parts fit together properly enough to create a credible argument	Documents lack clear and controlling ideas or the ideas are not supported well by solid evidence; the evidence selected seems inadequate or off the point, the sum of the parts don't fit together well and don't establish a credible argument
	Evaluate discipline-based/multidiscipline-based problems using strategies appropriate to the honors symposia, Touchstone Core and the Honors Thesis	Strategies were sophisticated, professional, and well developed throughout; evaluation seemed exceptional and salutary	Strategies were sophisticated, professional, and well developed throughout; evaluation seemed exceptional and salutary	Strategies were inadequate and/or inappropriate; evaluation seemed lacking or rudimentary

	Learning Outcome	Exceeded Expectations	Met Expectations	Failed to meet Expectations
Communication	Communicate effectively in one-on-one or group contexts appropriate to the Touchstone Core and the Honors Thesis	Verbal communications were articulate, clear, concise and presented with poise and maturity in both one-on-one and group contexts; in one-on-one contexts superb listening and proper interpersonal skills were always in evidence; in group contexts superb listening skills as well as respect for differences in opinion and for others was always apparent	Verbal communications were sufficiently clear, articulate, and concise as well as presented appropriately in both one-on-one and group contexts; in one-on-one contexts good listening and interpersonal skills were mostly in evidence; in group contexts good listening skills as well as respect for differences in opinion and for others were predominant	Verbal communications were unclear clear and/or rambling and/or suffused with bad verbal habits in either one-on-one and group contexts; in one-on-one and/or group contexts listening and interpersonal skills were lacking; respect for differences in opinion and for others was not evident
	Express ideas and concepts precisely and persuasively in multiple formats appropriate to the Touchstone Core and the Honors Thesis	Ideas and concepts in documents and projects were consistently presented with precision, clarity, and thorough development so as to be very persuasive, and also appeared in multiple written and verbal formats of varying length and focus	Ideas and concepts in documents and projects were mostly presented with adequate precision, clarity, and enough development to be persuasive; not all written and/or verbal formats evinced consistent quality of focus and appropriate length	Ideas and concepts in documents and projects lacked precision, clarity, and development and were not persuasive; no range in written and/or verbal formats; quality, focus and appropriate length were lacking or ignored
	Employ writing conventions suitable to the research method and/or creative process appropriate to the service learning reflection, honors symposia, Touchstone Core and the Honors Thesis	Presentation of work was exceptional and very well organized and reflected a highly competent and professional level of writing standards and conventions; the work revealed great familiarity with the disciplinary standards and followed appropriate APA, MLA, etc. guidelines	Presentation of work was adequate and mostly well organized and/or reflected at least the minimal professional level of writing standards, formats, and conventions as presented in disciplinary guidelines	Presentation of work was inadequate, sloppy, disorganized, and/or failed to recognize or follow professional writing guideline standards, formats and conventions
Integrity/Ethics	Practice civic engagement through Honors-related service activities appropriate to the service learning project	Completed more than one service learning project and written reflections	Completed one service learning project and written reflect	Completed no service learning project and written reflection
	Practice appropriate professional standards of behavior appropriate to the service learning project and the Honors Thesis	Interactions and practices reflected thorough advance preparation; interpersonal behaviors were characterized by consistent maturity, grace, poise, and high personal standards	Interactions and practices reflected some preparation and were adequate to the task; interpersonal behaviors were characterized by flashes of maturity, grace, and poise, but were not of consistent quality	Interactions and practices reflected little preparation and were often inadequate and lacking; interpersonal behaviors were immature and awkward with little evidence of inward personal standards
	Practice appropriate standards related to respect for intellectual property appropriate to the service learning project and the Honors Thesis	Thoroughly professional and ethical behaviors were consistently in evidence; all appropriate boundaries related to property and persons were highly respected at all times	Professional and ethical behaviors were mostly in evidence; appropriate boundaries related to property and persons were mostly respected with only scattered and unintentional lapses evident	Professional and ethical behaviors were not in evidence; appropriate boundaries related to property and persons were not respected and/or acts of theft or fraud detected

	Learning Outcome	Exceeded Expectations	Met Expectations	Failed to meet Expectations
Project Management	Exhibit disciplined work habits as an individual appropriate to the Honors Thesis	Student kept all deadlines; material consistently presented in a professional and organized manner; no waiting until the last minute	Student missed a few deadlines; materials were adequately organized and mostly well presented; deadlines were at times an issue	Student missed most deadlines and waited until the last minute; presented materials were unorganized and sloppy; missed deadlines created issues for the instructor
	Apply discipline-based and/or cross-discipline-based knowledge to design a problem-solving strategy appropriate to the Honors Thesis	The problem-solving strategy reflected comprehensive and sophisticated familiarity with the discipline(s) and was well-thought out, complex, and very applicable	The problem-solving strategy was adequate for the task, reflected sufficient familiarity with the discipline(s), and was applicable and workmanlike, but not brilliant	The problem-solving strategy was inadequate for the task, revealed gaps in knowledge central to the discipline(s), or was not applicable or useful
	Conceive, plan, and execute a high-quality research and/or creative capstone project in the appropriate disciplinary or multidisciplinary context appropriate to the Honors Thesis	Conception and planning of the project evinced comprehensive, knowledgeable, and wide-ranging familiarity with the disciplinary/multidisciplinary context; the project itself was rich, complex, or cutting-edge and reflected obvious and thorough mastery of the central skills and behaviors of the discipline(s)	Conception and planning of the project was adequate to the task and covered the necessary areas within the disciplinary/ multidisciplinary context; the project itself was appropriate and reflected acceptable mastery of the central skills and behaviors of the discipline(s)	Conception and planning of the project was inadequate to the task with obvious omissions or holes within the disciplinary/ multidisciplinary context; the project itself was substandard and did not reflect acceptable mastery of the central skills and behaviors of the discipline(s)

*based on documents from the 2008 NCHC Faculty Institute on Evaluation and Assessment

Ad-Hoc Committee on Curriculum Issues Report to Academic Council

April 10, 2009

Membership: Chad Dresbach (Chair of CUI); Debra Mink (Chair of TEC); Donna Nelson (Chair of GEC); Beth Costner (Chair of AC); Tim Druke (Registrar)

Recommendation 7: Academic Council and Curriculum Approval

The Faculty Governance Review Committee recommends that Academic Council establish at its earliest convenience an ad hoc group to investigate the following issues in the curriculum approval process.

- The guidelines for which courses must go to the General Education Curriculum Committee and Teacher Education committees should be clarified.
- Guidelines for the approval of degree programs that involve courses in several colleges should be developed.
- A mechanism for submitting blanket petitions should, if possible, be incorporated into the online curriculum action process so that these don't get "lost in translation," as sometimes happens now.

Responses to Individual Action Items

The guidelines for which courses must go to the General Education Curriculum Committee and Teacher Education committees should be clarified.

Curriculum Actions Needing TEC Approval

Any curriculum action in the following categories must be forwarded to TEC for action.

- a) causing a change to a program requiring NCATE accreditation,
- b) affecting a required course in a program requiring NCATE accreditation, or
- c) causing a change to the MEd in Agency/Community Counseling, MEd in School Counseling, or BS in Family and Consumer Sciences programs or required courses

Representatives of colleges or departments with curriculum being considered by TEC are encouraged to attend TEC meetings to answer questions.

GEC/Touchstone Program Course Actions

A Touchstone Program (TP) Course Application must be completed for the following courses:

- New courses proposed for inclusion in the TP
- Existing courses proposed for inclusion in the TP that are not currently included
- Existing TP courses proposed for inclusion in a different/additional area
- Existing TP courses that have undergone a substantial change (e.g., to the course description)

Existing TP courses that have undergone a minor change (e.g., a change in the course number) should notify the General Education Committee through the Curriculum Action System for information purposes only. If additional information is required the chair of GEC will notify the faculty member initiating action.

A TP Course Recertification form must be completed every five years for all courses that are part of the Touchstone Program.

*Note in the proposed FC Bylaws **General Education Curriculum Committee** will replace GEC and the curriculum path for courses reviewed will be separated from the process that includes TEC and the new **University Curriculum Committee** (UCC). New courses and course changes requiring approval in the curriculum process should be approved before application to GECC is made.*

Guidelines for the approval of degree programs that involve courses in several colleges should be developed.

Curriculum for cross-college programs (degree programs housed in multiple colleges) should follow the general processes described below:

- A. Creation and/or modification of programs will move through the curriculum process of all participating departments and colleges simultaneously.
 - o The electronic process will move through the originating department and college with copies of curriculum action sent for review of other participating colleges.
 - o TEC and/or CUI (UCC in proposed FC Bylaws) will review actions after all participating colleges notify the chair(s) of TEC and/or CUI (UCC in proposed FC Bylaws) of action.
 - o If one or more participating colleges make changes and/or do not pass a curriculum action CUI will notify the initiating faculty member of the discrepancies and send the curriculum back to the originating department. CUI may choose to negotiate a compromise, but is not required to do so.
- B. Creation and/or modification of courses with designators associated with a single existing department/college should follow the established process with the addition of a notification to the faculty assemblies of participating colleges.
- C. Creation and/or modification of courses with designators associated with multiple departments/colleges will move through the curriculum process of all participating departments and colleges simultaneously.
 - o The electronic process will move through the originating college with copies of curriculum action sent for review of in participating colleges.
 - o TEC and/or CUI (UCC in proposed FC Bylaws) will review actions after all participating colleges notify the chair(s) of TEC and/or CUI (UCC in proposed FC Bylaws) of action.
 - o If one or more participating colleges make changes and/or do not pass a curriculum action CUI will notify the initiating faculty member of the discrepancies and send the curriculum back to the originating department. CUI may choose to negotiate a compromise, but is not required to do so.

Where appropriate, representatives from all participating departments/colleges are encouraged to attend all meeting where action is discussed.

It is the responsibility of initiating faculty/department to work with participating colleges to ensure all appropriate paperwork is shared and in turn monitor progress of curriculum to facilitate timely decisions.

A mechanism for submitting blanket petitions should, if possible, be incorporated into the online curriculum action process so that these don't get "lost in translation," as sometimes happens now.

The current blanket petition process should be revised in light of new features in the student information system and an ongoing need to share information more readily.

The following recommendations are made:

1. The blanket petition process at all levels should be transitioned to an electronic process to facilitate sharing of information across the colleges.
2. A searchable database of existing petitions should be made available to faculty for advising.
3. The ability to incorporate petitions into degree audits should be investigated as management systems are transitioning.

Additional Information from discussion

- A. The expedited curriculum process described in the proposed FC Bylaws should allow actions to navigate the system more quickly.
- B. A standardized rotation of meetings with the new calendar should help individual faculty, departments, and colleges better predict the movement of courses through the curriculum process.
- C. As previously discussed the proposed FC Bylaws include curriculum processes that separate the review of courses for the Touchstone Program from the curriculum action process. This will eliminate some existing delays in curriculum review. However, faculty should be aware that this change will delay decisions concerning TP inclusion until after general curriculum action is approved.
- D. An identified problem in the current process is the fact that the various curriculum committees involved have different requirements and processes. These differences perpetuate delays that could be avoided.
 - a. Curriculum reaches CUI with mistakes that should be addressed at earlier stages (such as lacking information or incorrect credit hours) which slows the curriculum process and can cause significant delay in curriculum approval.
 - b. Differing requirements and access to curriculum paperwork encourages lack of review.
 - i. All members of some committees have access to curriculum through the Curriculum Action System for review, yet others receive a PDF of the documentation that can be extremely cumbersome.
 - ii. GEC requires additional paperwork that has delayed courses. (Note: This is addressed by proposed curriculum process.)

Further recommendations for consideration by faculty and administration

- A. Move ALL committee actions to electronic/digital approvals.
- B. Move to an electronic catalog that would allow for a longer window for course action.
- C. Work to make information in Curriculum Action System (CAS) more accurate/user friendly.
 - a. Degree program documents included in CAS need significant revision.
 - b. Departmental review of course details included in CAS should be placed in a regular rotation.
 - c. Consider more standardized wording for pre- and co-requisites to facilitate catalog review and registration controls.
 - d. Clarify for faculty the way pre- and co-requisites entered into the CAS are used for registration controls.
 - e. Develop a digital-based, user friendly, attribute-driven CAS interface.