

University General Education Council
April 24, 2019, 3:30 p.m. – 5:00 p.m.
Adams Center Classroom

Present: K. Witemeyer, J. Smith, D. Kneip, K. Tippens, M. Ice, C. Flanagan, L. McCurley, R. Green, B. Rix, M. Rogers, K. Wick

Absent: G. Brooks, D. Mendenhall, S. Talley

Ex-officios: C. Riley, V. McCracken (S. McDowell was absent)

Guests: J. Cope, S. Lee, E. Gumm

The meeting began at 3:31 p.m.

I. Call to order by J. Smith.

II. Prayer by D. Kneip.

III. Minutes from 3/27/19

Motion to approve minutes by D. Kneip; seconded by C. Flanagan; all in favor; motion passes.

Action Items

IV. CORE 115 – Revision of Content, Department of Record, Title, Description, and Prerequisites

J. Smith - This is an update to a menu we thinned down. Initially our CORE menu had several courses, then we trimmed it down to one - CORE 110. We developed CORE 115 for transfer students under the old multi-course system to take care of two courses in one (CORE 110 and 210). We are launching new undergraduate degrees through Dallas online that are aimed at an older audience with transfer hours. So now we are looking to repurpose this course to use in the online undergraduate programs. S. Lee - The purpose of this course is to welcome students into the program. It will be the first course they take online. It provides an introduction to critical thinking, scholarly reflection, and particular assignment types. The average age we are seeing in the first cohort is 38. Many are transfer students who are coming in with transfer credit. They need to think about how they learn and process information. Their patterns are very set. We need to help them step back and assess so they can be successful in their future courses. The text is very accessible, using real-world scenarios. There is an emphasis on using the library portal for research so they will have that basis of knowledge for their future courses.

J. Smith - We have a nice table to outline the changes to the course. They've included the outcomes to help us judge content. They are also removing the prerequisite of ENGL 112. The course is housed in the College of University Studies and they would like us to

move it to the College of Graduate and Professional Studies. UUAC will address that question. We are looking at the other items. D. Kneip - I like using this class as an introductory course. Are the students reading the entire book? S. Lee - Yes. There are 19 chapters. Each week would cover 2-3 chapters. D. Kneip - Some older students come in having done a lot of reflection already. Given that the class builds on reflection, do you have in view some sort of flexibility to adjust to your students' experience? S. Lee - I'm not sure how to tackle that at this point, but I think we will learn as we go and possibly make changes as we see how students respond to the material. With an online platform, the discussion boards are really important for building connection, so some level of reflection is essential.

J. Cope - There is a pretty significant spiritual/vocational formation element. They learn new vocabulary to help them adjust to the ACU culture. E. Gumm - As we discussed the new undergraduate online programs, we advocated for CORE 115 very strongly. I'm glad to see it have a new life as a starting point for students who have been out of college for a while. This will be an onramp for these students to engage in conversation with their cohort community. I think it is a better option than trying to make CORE 110 fit this different population.

J. Smith - How do you see your outcomes adjusting as the number of programs grow? S. Lee - As we grow programs, I see us grouping similar majors together to help us tackle those issues. Right now, we have resources built in that speak directly to our two majors, but we can broaden this as we grow. C. Flanagan - In looking at outcome #4 - it is rather specific to the Christian faith but the measures are more vague. Can you speak to how you plan to keep that element of Christian faith? The measure ask students to discuss their *influences*, not specifically faith-based. S. Lee - We know that not all of our students are coming from a Christian background. We want to allow and welcome students to answer the questions no matter their background. We would encourage them to look at it from a faith perspective but not require it.

M. Rogers - On the content, key additions listed are 1 and 5. What is the underlying change there? S. Lee - Those were not added out of the blue. They came from another version of a CORE 115 syllabus from another year. For us, those two are very key. The critical thinking of number 1 is vital, and the emphasis on empathy of number 5 is something we will be addressing throughout the course. M. Rogers - Will these students never take ENGL 112? S. Lee - No, they definitely will take it, we are just removing it as a prerequisite. K. Tippens - So that would broaden the range of abilities in the class. J. Smith - Even when we had it here, it was nearly impossible to enforce.

V. CORE 115 – Add to University Requirements Menu

J. Smith - This is asking to update the CORE section to a menu with CORE 115 as an option. CORE 110 will be the only option available to residential students. CORE 115 will be the only option available to the online undergraduate students. D. Kneip - This will

create questions for students when they see two options but don't know that only one is available to them depending on their program. Students might run to advisors with questions. Can we add a note to explain to the students which one they need? E. Gumm - We can add clarity to the course description but that doesn't address the issue of a student who just wants to do something different. We thought about leaving it off the menu and just scribe it in DegreeWorks, but that creates confusion as well for online students who look at the catalog. J. Smith - Another factor is how we are norming this. If we are creating a back-end solution, that tends to communicate that ACU Dallas students as not as important. D. Kneip - Can we call it CORE 110 and just teach it differently for Dallas? E. Gumm - We have assessments in place that wouldn't work. J. Smith - The courses are not equivalent. E. Gumm - You can't make curricular adjustment if there is a single course. S. Lee - When we build these sections, residential students will not show as an option, correct? E. Gumm - One thing to remember is that incoming students do not register themselves for Cornerstone. The broader answer, we are separating by campus code so students will only see the courses available to them by their campus codes or college codes. R. Green - If a student takes CORE 110 in residence then leaves school and comes back to the online program, they would have their CORE requirement taken yet by the description it sounds like you need them to take this course to help them adjust. S. Lee - In talking to their advisor, the student may choose to take this as an elective. There are some high-end technology requirements that students are exposed to in the first two courses that they wouldn't get otherwise, so we would encourage them to take it if possible. E. Gumm - It doesn't have to just be an elective, it would fulfill the University Requirements Selection to still count as part of their University Requirement hours. S. Lee - Yes. We will be strongly recommending our students take this course.

Motion to approve items IV and V by C. Flanagan; seconded by K. Wick; all in favor; motion passes.

The meeting adjourned at 4:25 p.m.