

University General Education Council
August 6, 2020, 2:30 p.m. – 4:00 p.m.
Virtual Meeting via Zoom

Present: K. Witemeyer, J. Smith, R. Rama, S. Talley, C. Flanders, R. Ashlock, C. Flanagan, K. Jang, J. Prather, D. Flanagan, M. Ice, R. Brown,

Absent: K. Wick, M. Straughn, R. Green,

Ex-officios: S. Jones, C. Riley

Guests: B. Ries, M. Phillips, M. Hope, S. Lee, S. Self, D. Counts, D. Kennamer, E. Gumm

The meeting began at 3:33 p.m.

- Call to order by J. Smith
- Prayer by J. Smith
- Minutes from 4/22/20

Motion to approve minutes by J. Prather; seconded by S. Talley; 9 in favor; 1 abstention motion passes.

Action Items

1. APCO 491 - Capstone

J. Prather – The proposals are bulleted out with outcomes and criteria, so is this a bare minimum scenario or a checklist? J. Smith – Every capstone is different because every discipline is different. If the course meets the criteria, we are good to approve it as a capstone. Some capstone courses are more integrated, some are more content-focused. We are just deciding if the criteria have been met.

D. Counts – We have three assignments in APCO 491, including a research paper over the e-portfolio that they will be creating over the course of their entire program. The third assignment is a faith and vocation assignment. Through these assignments, they will be integrating all their coursework and experiences across the program and creating a bridge to their careers. The e-portfolio will be something they can use to gain employment. How can we expand our knowledge and broaden it to make it attractive to other audiences? How do we integrate this with our faith and the idea of calling?

J. Prather – I didn't see enough information about how the faith & vocation paper will be done. What resources will they use, how will they prepare for this? I think the student population regarding faith might be different in Dallas than the typical student in Abilene. D. Counts – Ben is creating course curriculum in each of our programs that deal with faith and vocation. It's going to take delicacy and conversations. This won't be the first time the students are considering this. They will be getting it all along the way.

B. Ries – My position focuses on how to foster place and calling in the world with our students. How do they understand their place in the world through their work and other areas? I work with curricular and co-curricular activities with our adult learners. All of our undergrad courses have a spiritual formation unit. Students are introduced to 4 elements of spiritual formation. They are invited into a practice of presence in each of their courses. The assignment is only graded for being on-topic, and they keep their reflective essays throughout their experience. They also address stories of meaning. They will be very familiar with the faith and vocation elements. J. Prather – I'm really impressed. You've solved my problems. S. Lee – As you see these courses, Ben is involved in developing this assignment in all the capstone courses. He works with the program director to capture the elements of their discipline. R. Ashlock – I have a personal testimony in developing a course for Dallas and have worked with Ben. He does excellent work and is very intentional in developing this element.

C. Flanders – In looking at the outcome that addresses thinking critically, globally, and missionally, there is not much guidance on how to demonstrate these elements. Thinking critically is covered on all of these proposals, yet thinking globally and missionally is not adequately addressed on many. We don't have a commonly held definition of these ideas, so we have no way of holding these courses accountable to those outcomes. J. Smith – I would invite the council, if you have specific questions, ask those so the program director can explain their positions. We've been working with this outcome for the past ten years and have approved courses without a deeper definition. If we decide that, moving forward, we need to give more definition to these terms, that is within our purview to do so. C. Flanders – I can't assess something if I can't define it. J. Smith – That is a well-taken point. People were concerned about the differences across disciplines, so these were developed to be broad goals that the courses should aim toward.

Motion to approve by R. Ashlock; seconded by D. Flanagan; 9 in favor; 1 opposed; motion passes.

2. LEAD 491 – Capstone & Writing-Intensive

D. Counts – Organizational leadership is a new undergraduate program that pulls from different fields such as management, psychology, and communication, and then there are four key leadership courses. In their paper, students will analyze an organization based on all they've learned over the course of the program. There is also a discussion board where they will upload their resume to show how their skills have developed over time. They will also have the faith and vocation assignment similar to what we described in the previous course. This addresses thinking globally because it asks students to look beyond their own point of view. The missional component is addressed by the faith and vocation assignment. And the paper tackles the critical thinking elements.

Motion to approve by J. Prather; seconded by S. Talley; 9 in favor; 1 opposed; motion passes.

3. BCSO 491 – Capstone & Writing-Intensive

B. Ries – This is for the BS in Christian Service and Formation degree. The program was designed with three lanes: how does one read scripture, culture, and internal experience. Students will pull together assignments from throughout the program and narrate their experience as well as write a paper. R. Ashlock – How do you envision your internships working for your students? There could be a wide variety of experiences for your population. B. Ries – Ministry context doesn't necessarily mean a paid position with a church. Some are looking for lay ministry opportunities. We anticipate being adaptable and creative for how students define ministry fields. Some people might be in full-time work outside of their studies. R. Ashlock – We have to be creative with our students as well.

Motion to approve by C. Flanders ; seconded by R. Ashlock; all in favor; motion passes.

4. INTG 420 – Capstone & Writing-Intensive

S. Self – This capstone course is unique in that this is the only common course students in the INTG program take. We are not treating this as a degree completion exercise but a focus on "interdisciplinarity." We will explore a real-world interdisciplinary problem and how to solve it. We will also examine how interdisciplinary perspectives aid the process. The spiritual formation component is focused in the discussion elements of the course. They reflect on their experiences in other courses as well as their rule of vocation, how they plan to live out the glory of God in all aspects of their life. We also ask them to explore elements of their experiences across the program and their developing skill set. This will be tailored to their individual disciplines. D. Flanagan – what is the writing component? S. Self – It is the research report, over 2000 words.

Motion to approve by S. Talley; seconded by R. Brown; 9 in favor; 1 opposed; motion passes.

5. HCAD 491 – Capstone & Writing-Intensive

M. Hope – This is for the Healthcare Administration program. This was developed to help students develop their healthcare skills in leadership, ethics, and community aspects. We also look at the Christian worldview within this industry. We wanted to focus on the culminating experience to demonstrate mastery of learning and preparation for career. There is an extensive research project tailored to their professional interests. They will be sharing with their classmates through a discussion board. They will post a video presentation at the end of the course as well. The reflective essay brings in the faith and vocation aspect. Students will reflect on their personal journey. There is also a case-study analysis piece that focuses on skill development. They will do this through discussion boards to allow them to be exposed to other perspectives. Their final write-up of this case study will be their writing-intensive piece of the course. They will also apply for a job as part of the final assignment.

K. Jang – what is the difference between case study and research project? M. Hope – In the research paper, the topic will be chosen by the students as something that is important to them. Can they develop a research question and find sources to support? There will be a research component to the case study, but it is more of practical application piece where student apply the skills learned over the course of the program.

C. Flanders – When you do discuss the global side of things, you mention that the student *might* think globally, but there is nothing to *make* the students think outside their box. M. Hope – I agree that having a definition of these terms from the outset would have been helpful. I interpreted globally to refer to a broad perspective within the discipline.

Motion to approve by R. Brown; seconded by S. Talley; 9 in favor; 1 opposed; motion passes.

6. MGMO 438 – Capstone & Writing-Intensive

M. Phillips – When we looked at moving the current Abilene capstone course to Dallas, we knew that the course needed to be rebuilt and streamlined. So we used this opportunity to do that. We took aspects from management strategy as well as international business, since that is becoming more and more relevant today. We also layered on top of that writing assignments and reflections. We have a bit of an advantage about addressing global issues with that international focus. Resume development will be part of this course as well.

K. Jang – Global organizations and foreign market – with those two terms, is there a difference there? M. Phillips – The terminology in our field gets muddy. We used to think that global business was American companies selling overseas. But we also use it to talk about companies that are based across multiple countries. You have customers and competitors across the world. Some of the ways that business is done in other countries will seem strange to our students. We want them to get a sense of how culture influences business. Also how other countries view Americans and how that impacts business.

M. Phillips – This is the capstone for both the Marketing and Management programs in Dallas.

Motion to approve by J. Prather; seconded by C. Flanders; all in favor; motion passes.

The meeting adjourned at 4:01 p.m.