

University General Education Council
September 9, 2020, 3:30 p.m. – 5:00 p.m.
Virtual Meeting via Zoom

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

Absent: K. Wick

Ex-officios: S. Jones, C. Riley

Guests: J. Halbert, M. Maxwell, C. Ruot, A. Haugen, J. Feliciano, D. Kennamer, E. Gumm

The meeting began at 3:32 p.m.

- Call to order by J. Smith
- Prayer by J. Smith
- Minutes from 8/6/20

Motion to approve minutes by R. Brown; seconded by C. Flanagan; 9 in favor; 1 abstained motion passes.

Action Items

1. DMED 481 - Capstone

J. Smith – We will consider these two DMED courses together as fulfilling the capstone requirements.

M. Maxwell – DMED 481 is the three-hour course that will tackle the faith and vocation assignment as well as the portfolio assignment. DMED 491 is a one-hour course that will handle the research component. Students will also present and defend their portfolio in 491. You can see how these courses meet the capstone criteria in the document.

K. Jang – Under research assignment, you instruct students to cite several "creative" sources. Yet in the assignment you list "critical" sources, so I'm wondering what the creative and critical sources are and how they meet the requirements. M. Maxwell – Creative sources would be artists within the field. Critical sources would be more academic, historical sources. K. Jang – So do they cite both? M. Maxwell – I would love for them to cite both, yes.

J. Smith – Both courses will come together to form the capstone experience.

Motion to approve items 1 and 2 as a combined capstone experience by R. Brown; seconded by D. Flanagan; all in favor; motion passes.

2. DMED 491 – Capstone

See above

3. HHP 491 – Capstone

C. Ruot – This course pulls together previous skills and information learned throughout the entire curriculum. Habits of the mind are addressed by a resume/cover letter to assess what they've learned over their time. Integrative thinking is also addressed by three faith and vocation assignments. They will reflect on readings as well as write a culminating paper analyzing the impact of different worldviews in their profession—science and faith. The research side will be addressed by a scaffolded research project spread out over four weeks. This will include training a client. This culminates in a paper and video presentation of their project and demonstrations. The mission component will be addressed with some of the readings as well as the project in addressing the relationship between personal beliefs and professional practices.

K. Jang – This is a new degree to me, can you explain more about the degree? C. Ruot – This degree is a cross-disciplinary degree between preventative health/wellness and human performance such as athlete and tactical populations. We are looking at making an impact on society by encouraging better health in exercise and nutrition as well as bringing the best out in high performance populations. There are a lot of applied sciences such as in kinesiology involved as well as nutrition and psychology. This would be a good fit for student who want to pursue careers in coaching, personal training, and other health-rated fields. We are also offering certifications as part of this degree so they will be qualified to practice in the field upon graduation.

R. Green – I see the syllabus is similar in formatting to others from Dallas. The scoring seems to be the same in all areas. Does that structure limit your course design? C. Ruot – No. It lends itself to accomplishing the objectives. It is fairly common among online programs.

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

4. ITA 491 – Capstone & Writing-Intensive

J. Feliciano – The program touches on software, database, networking, cybersecurity. It gives students a great background for the IT field. This will be the last course that the students take. We had a different course in the degree plan initially, but as we built the program, we decided that this course lent itself much better to our students' needs. This allows them to work directly with a professor to research an area of interest to them. It is also a writing-intensive course as they analyze emergent technologies. The goal is to identify issues that organizations might face and research ways to help solve the

problem or improve user experience. Their final project consists of culminating that research and presenting it in a professional proposal.

R. Brown – You don't directly address the missional component, but I do see that you have a faith and vocation assignment. Is that what you intended? J. Feliciano – Yes. We can present that better.

K. Jang – I wonder if the ethical issues need to be addressed more intentionally. That could be more explicit. J. Feliciano – There is an ethical component in the course itself when we are looking at adopting and implementing these new technologies. There are a lot of challenges in working with change.

Motion to approve by M. Straughn with amendment to add clarity to the missional aspect as discussed, pertaining to the faith and vocation assignment; seconded by R. Brown; 8 in favor; 3 opposed; motion passes.

The meeting adjourned at 4:19 p.m.