

University General Education Council
April 27, 2022, 3:30 – 5 p.m.
Adams Center Classroom

Present: K. Witemeyer, J. Smith, J. Jones, J. Prather, R. Ashlock, M. Straughn, M. Atkinson, D. Flanagan, S. Sanders, C. Flanders, L. Sharp-Penya, K. Jang

Absent: R. Rama, S. Talley, R. Brown

Ex-officio: C. Riley, E. Gumm, B. Smith (L. May, S. Macaluso were absent)

Guests: D. Counts, S. Self, B. Ries

The meeting began at 3:33 p.m.

- Call to order by J. Smith
- Prayer by J. Smith
- Minutes from 4/13/22

The minutes were accepted as approved with the correction on spelling of Rodney Ashlock's name on bottom of page two.

Action Item

1. AAS General Education Proposal - Revised

J. Smith - We had good discussion about this proposal in a previous meeting. The two primary questions raised then relate to the intent of the AAS and the vocational formation courses.

J. Smith - The revised proposal contains a memo with the executive summary of the degree and examples of the degree at other institutions. This shows state restrictions and the workforce focus of the degree.

R. Ashlock - Will we be looking at other associate's degrees such as an AAA? S. Self - We aren't looking at other applied associates degrees at this time. We don't see the AAA used in workforce settings very often. J. Smith - If there would be a different degree that comes forth, we would consider that separately, so what we decide today would not carry over to other associate's degrees.

C. Flanders - Where is the evidence for the total hours for these programs? S. Self - For the state, this is what is mandated. The law states they can't have more than 60 hours in the AAS unless there is a curricular need. And that need would have to come from the workforce side, not the gen ed side. The other associate's degrees in the state are very different with their 53 hours of general education. This is consistent for all state institutions in Texas. M. Straughn - The examples shown have more hours in general education, but those cover many science hours. I would love to see the resources for this.

J. Smith - It is good to keep in mind that we are not reviewing the content for the entire program. We are looking at the requirements for the general education component of the AAS degree in general, not specifically for Nursing, even though that is the first program we would expect to see.

R. Ashlock - Are you anticipating any impact on our residential program? We've seen trouble with our residential MFT program competing with the online MFT program, for example. S. Self - I don't have a forecast for any instance where we would implement this in West Texas. It could be used in the Dallas, Houston, or San Antonio markets. We do not plan to move into the Abilene market. J. Prather - We have residential students who come from those areas, though.

M. Straughn - For nursing, with this program, these students would have to retake many of their courses if continuing with the BSN. Cutting the gen ed in half of what we require for the BSN is concerning to ACU as a whole when we look at exam pass rates. General education is important for that. J. Smith - Regarding the retake issue, I'd like to have Chris Riley speak to that. C. Riley - As long as we follow our policy for course development, we can accept those courses. M. Straughn - But we have specific requirements for Nursing, so those might not meet our specific requirements. S. Self - When we spoke to the Board of Nursing, they were surprised by the idea that the courses would not be eligible to apply to a BSN. We aren't creating watered-down versions of these courses. We are providing college-level work. M. Straughn - If a student took a course without a lab, for example, that would be the courses that wouldn't count. They could transfer in the courses they took, but they don't automatically get credit for any prerequisites that they didn't take.

J. Jones - I like the way you laid out the vocational courses, but they don't seem to map to the same outcomes that we map our Bible courses to. How do you plan to address that? B. Ries - The intent for those three 1-hour courses is to orient students to the life and ministry of Jesus and God's work in the world and how that ties to healthcare. If the student persists to the RN to BSN program, they would count as a single Bible requirement but would not map to the same outcomes as the Bible general education for our residential students. They would have their own outcomes.

J. Prather - I mentioned last time that I'm concerned about the small number of Bible hours. It would be difficult to cover all the material you propose in 3 3-hour courses, and these are only 1-hour courses. The degree has about half of the hours of a bachelor's degree but only about 1/5 of the required Bible. B. Ries - The courses haven't been built yet, so it is hard to gauge at this point. The intent is to lay the groundwork and the frame for drawing students back to the biblical narrative in other courses. S. Self - While we only have 3 hours of measured instruction, we embed vocational formation into the entire curriculum. R. Ashlock - How are the sessions broken down? B. Ries - If you think of the sequencing for a 2-year degree, these sessions are used to show the sequencing. Each of those 1-hour credit courses are taken on their own. The sessions you see that are not bolded, those are where the students are not taking a course, but they have faith elements embedded into their other courses. C. Flanders - Can you show us where these

other elements are located? S. Self - You can see that on Page 2. It is embedded into all the courses in the curriculum.

J. Prather - What we are being asked to approve is an AAS curriculum that could set a precedent. There are a few things that I'm not willing to compromise on. I think there should be 6 hours of Bible at the least. Bible has a chaplaincy class that I think would fit very well with the mission of this program. I think we should require BIBL 101 and a course on Chaplaincy to address care and vocation. That's what I would like to see. Or any other lower-level Bible course.

R. Ashlock - If gen ed has an influence on the licensure exam, how does that impact our program? M. Straughn - The NCLEX exam is designed to test competency. We are judged solely on a student's first attempt result. We have to have an 80% pass rate. Data shows us that associate programs struggle with their pass rate. There are successful AASN programs, and those typically have more gen ed coursework. S. Scott - They don't have more gen ed. We might need to add more science courses, but that doesn't affect the gen ed. M. Straughn - Community colleges are wanting to offer BSNs now because of the trouble with passing after AASN. The student can retest, but our institution is only judged by their first attempt. The professional education standards are set forth by the Board of Nursing. If AASN and BSN students have to cover the same material to qualify for the exam, what is the difference in pass rate? It must be in the general education. J. Smith - I went to the Dallas College website, and they count 14 hours for general education.

J. Prather - We don't have to do everything. If there are things we can't do on-mission, I don't think we need to do them. S. Self - I appreciate you saying this. This is important to realize that we are not just looking to move into a different market, but we are helping people grow and support their families. It blesses communities and might be a way to share faith with people. J. Jones - What are we doing that other AAS programs aren't? If it is just to further their careers, they already have other places to do that. B. Ries - Our vocational formation is a spiritual connection, showing them how to tie their work to the life and mission of Jesus. We have a chance to reach out to populations that could not be served elsewhere.

J. Smith - We need to act in some way on this proposal — approve, amend, or table. To table the proposal means we aren't ready to make a decision, but we need to state what information we would need in order to move forward. C. Flanders - I can't vote on something that I've not yet seen. I would like to see more than a bulleted list about the courses and the menus. I would like to see examples of the integrated piece. What does that syllabus look like? M. Straughn - When other items are proposed, wouldn't the courses come back before this council? J. Smith - Since the Bible menu is a range and not a list of specified courses, new courses would not come before this council for approval. J. Prather - Would there be discipline-specific courses if we had other degrees come along? B. Ries - Yes, we could do that in the last of the three courses to address the specific needs of whatever population we were serving.

J. Smith - We've mentioned wanting to see more clarity on the integrated Bible curriculum. If the motion to table carries, I will follow up with council members to assemble a list of information requested to enable us to make a decision if the proposal is brought back forward.

Motion to table by R. Ashlock, seconded by D. Flanagan. 6 in favor; 4 opposed; motion passes. The proposal will be tabled.

Discussion Items

1. Guidelines for General Education Courses

J. Smith - These are the items that would apply to all of the gen ed menus. Most of our conversation last time focused on number 5. As presented at the moment, a course can appear on two menus for which an application is required. If the council desires something different, we can discuss that. J. Jones - The way this is addressed fits my committee's concerns.

Motion to approve as written by J. Jones; seconded by R. Ashlock; all in favor; motion passes.

2. Social & Behavioral Sciences Criteria

J. Smith - I used this as a template for a standardized format for our criteria. Our general format would follow this pattern. The first page would be fairly consistent among all of the menus, then it would shift into the specifics for the criteria. J. Jones - So a course would need to submit multiple applications to be on more than one menu, correct? J. Smith - Yes. J. Jones - I would like to see an indicator on the form of whether or not the course already appears on another menu. C. Flanders - That's a good idea. L. Sharp-Penya - For the science section, a number of their courses have prerequisites since there are sequenced courses. We looked at ways to adjust the wording there that would apply specifically to science courses. That would make it easier for the council to see at a glance and provide structure.

L. Sharp- Penya - Under relevant outcomes - the subject matter item - is that supposed to be an outcome? J. Smith - This was to demonstrate an engagement of content. L. Sharp-Penya - Is that not addressed earlier? J. Smith - They included it in the assessment rubric because they want it to be measured. It's beyond just the application. J. Smith - This is specific to social and behavioral science and does not need to be incorporated into the other criteria documents. R. Ashlock - I like the way that it is laid out.

J. Smith - My recommendation is to vote to approve the structure and content of social & behavioral sciences and content only of the other menus. I would like to share the applications with faculty by the end of finals week.

L. Sharp-Penya - I'm concerned about the content of the Social & Behavioral Sciences application. Adding extra criteria assessment concerns me. Those additional items were not voted on by faculty. We are already assessing content through the other outcomes that were approved by faculty. We don't need the content check.

Motion to approve the structure and content of Social & Behavioral Sciences application with the addition of the indicator of whether or not a course appears on another menu, plus a motion to approve the content of the other criteria menus with preserving the prerequisite tree for the science menu made by J. Jones; seconded by J. Prather; 9 in favor; 1 against; motion passes.

3. Arts & Humanities Criteria

See above.

4. Cultural Literacy Criteria

See above.

5. Life & Physical Sciences Criteria

See above.

The meeting adjourned at 4:59 p.m.

Note: The chair emailed council members to gather information about next steps for the AAS general education proposal, and council members' responses are attached to the minutes.

requests for AAS proposal

Jessica Smith <jes98k@acu.edu>

Thu, Apr 28, 2022 at 12:41 PM

To: Robert Brown <rlb16c@acu.edu>, Diana Flanagan <dlf09b@acu.edu>, Shelly Sanders <mrw95v@acu.edu>, Lynette Sharp Penya <penyal@acu.edu>, Rodney Ashlock <ashlockr@acu.edu>, Chris Flanders <clf03c@acu.edu>, James Prather <james.prather@acu.edu>, Jody Jones <jxj16c@acu.edu>, Kay Jang <khj15a@acu.edu>, Marcia Straughn <mlr02d@acu.edu>, Melissa Atkinson <melissa.atkinson@acu.edu>

Cc: Karen Witemeyer <kmw03d@acu.edu>

Hello, UGEC members —

Thank you for your diligent work yesterday and in each of the 11 meetings we've had this academic year. Academic council appointments are a significant service commitment. I appreciate your work, and I know that your colleagues do, too.

Since our agenda yesterday was so full, I wanted to follow up on my request yesterday that we provide a specific list of questions or issues that should be addressed as part of future discussion of establishing general education requirements for an AAS degree. You may respond to me directly (no need to reply all). I will compile your questions or requests and append that to the meeting minutes so that we will have a record of our path forward for this proposal.

All are welcome to share questions, but I'd like to specifically ask for feedback from those of you who voted in favor of tabling the discussion since you indicated that the purpose was to gather more information before deciding on the proposal. Please share your questions by **Monday**.

I'm grateful for your help in this important curriculum development process.

Jessica

Jessica Smith, Ph.D.
Associate Provost for Curriculum and Assessment
Abilene Christian University
325-674-2024

requests for AAS proposal

Lynette Sharp Peña <penyal@acu.edu>

Thu, Apr 28, 2022 at 1:59 PM

To: Jessica Smith <jes98k@acu.edu>

Jessica,

This is my rationale for voting to table the AAS proposal:

I was not convinced that having an AAS in nursing is a good fit for our institution. While the AAS is not specific to nursing, the example we were seeing in the proposal was. There seemed to be concern that the AAS in nursing would compete with our nursing program on campus and that it would not prepare students adequately to pass the NCLEX, which would reflect poorly on our institution. I was also concerned that we were voting for a concept that contained actual courses without a more developed idea of what the courses would be like. A preliminary syllabus would be helpful. In lieu of such, a letter of support for the quality of these courses from the Bible department would help. Additionally, there seemed to be a lot of questions council members had (some of which weren't articulated). I felt I needed to hear their questions and concerns. Having more information about fit, courses, and time to discuss and ask questions would help. I would also want to see a proposal that our own nursing program could support. I believe Dallas needs to collaborate with Dr. Straughn until they can draft a proposal that she would support. While this is a somewhat different situation than we have with cross-listing a course, I would expect the same level of support (or perhaps more) in this situation than we have with cross-listed courses.

Blessings,
Lynette

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Lynette Sharp Peña, Ph.D.
Professor of Communication
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[Click here](#) to book a virtual appointment with me.

requests for AAS proposal

Melissa Atkinson <melissa.atkinson@acu.edu>

Thu, Apr 28, 2022 at 2:06 PM

Reply-To: melissa.atkinson@acu.edu

To: Jessica Smith <jes98k@acu.edu>

Jessica,

I voted to table because I didn't want there to be a "no" vote on the proposal if the tabling didn't get approved. Maybe I should have abstained on the tabling vote.

I actually like the proposal. I am very familiar with the vocational formation aspects of online courses as they exist now and think it is important to integrate these concepts into online courses. I think the integration is more than adequate to make up for another 3 hours of Bible. I think the adding of BIBV courses might be helpful for all online students (if it were generic enough). Maybe some examples of vocational formation assignments/concepts that have already been done in existing courses might help.

I should have said something yesterday but wasn't sure quite how to say it.

I can see a little concern for the rigor of an AAS degree preparing for the NCLEX and how that could create "negative press" for ACU if students were not adequately prepared (as indicated by the chart). I think that's the only concern I would have, but I have faith in the program directors to create a program that would prepare the students more than adequately and also find excellent faculty to teach.

Another thing I thought of was that if this program is partnering with a hospital, wouldn't students be getting the necessary training at the hospital for the lab portion of their courses?

Melissa



Melissa Atkinson, MSLS, PhD

Director of Distance & Online Library Services

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ACU Box 29208

Abilene, TX 79699

On Thu, Apr 28, 2022 at 12:41 PM Jessica Smith <jes98k@acu.edu> wrote:

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requests for AAS proposal

Chris Flanders <clf03c@acu.edu>

Fri, Apr 29, 2022 at 11:03 AM

To: Jessica Smith <jes98k@acu.edu>

Cc: Robert Brown <rlb16c@acu.edu>, Diana Flanagan <dlf09b@acu.edu>, Shelly Sanders <mrw95v@acu.edu>, Lynette Sharp Penya <penyal@acu.edu>, Rodney Ashlock <ashlockr@acu.edu>, James Prather <james.prather@acu.edu>, Jody Jones <jxj16c@acu.edu>, Kay Jang <khj15a@acu.edu>, Marcia Straughn <mlr02d@acu.edu>, Melissa Atkinson <melissa.atkinson@acu.edu>, Karen Witemeyer <kmw03d@acu.edu>

Hi Jessica, despite your note about sending it only to you, I am replying to all. To be perfectly honest, with this particular proposal, I am extraordinarily low in trust and quite skeptical. I would like everyone on the committee to have a complete and unredacted version of my specific questions and requests.

My specific requests would be:

- In the "Executive Summary" of the proposal, the tacit argument seems to be (making clear and precise arguments would be appreciated! This is not the case in this proposal.) that *since* the AAS is "stackable" and many who take that degree could potentially move forward into a regular baccalaureate degree, having a lower threshold for gen ed is appropriate. This appears to me to be the unstated warrant for the specific proposal of 15 hrs. However, just a very brief bit of research online yields the information that in fact the AAS is generally considered a "terminal degree" for entry into the workforce and that most who take such a degree have no intent on transferring into another program or stacking the AAS so as to fold it into a longer degree. If this is the case (and it seems to be), then this argument fails. I would propose that such a set of conditions would in contrast provide the grounds for arguing for a *greater* amount of gen ed since it is likely the only time we might be connecting with these students. Again, speculation here as to intent could be mitigated if the proposal itself were clearer in its logic and argumentation. So, my request would be for this tacit argument to be made explicit and also for the proposal to include a hard definition of the AAS as it functions today, rather than the loose, speculative claim that currently exist in the proposal (e.g., "The AAS degree is, by design, stackable"- provide documentation for this instead of simply making an empty claim).
- Provide greater detail on the scope of content and activities for the non-credit-bearing components of the 10-item bulleted list. I like all of these. What, concretely, do they amount to?
- Provide a syllabus for the 1-credit vocational courses
- Broader and more rigorous benchmarking to counteract the "sleight of hand" that exists in the current proposal. That is, the proposal claims 15 hours of gen ed to be typical of similar AASN degrees, but then extends that globally to the proposal that would function for all future Applied Associates of Science degrees. This is sloppy at best, deceitful at worst. What about all the other AAS potential degrees (e.g., business admin, accounting, computer science, etc.)? We should be benchmarking against a broader range of degrees rather than a narrow, single discipline (Nursing). Also, we are neither a community college, a technical school, nor a professional school. We should, therefore, benchmark against other similar institutions, viz., liberal arts universities. What do such institutions require for general education? That would be a more proper benchmarking standard.

Thanks.

On Thu, Apr 28, 2022 at 12:41 PM Jessica Smith <jes98k@acu.edu> wrote:

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requests for AAS proposal

James Prather <james.prather@acu.edu>

Fri, Apr 29, 2022 at 11:55 AM

To: Chris Flanders <clf03c@acu.edu>

Cc: Jessica Smith <jes98k@acu.edu>, Robert Brown <rlb16c@acu.edu>, Diana Flanagan <dlf09b@acu.edu>, Shelly Sanders <mrw95v@acu.edu>, Lynette Sharp Penya <penyal@acu.edu>, Rodney Ashlock <ashlockr@acu.edu>, Jody Jones <jxj16c@acu.edu>, Kay Jang <khj15a@acu.edu>, Marcia Straughn <mlr02d@acu.edu>, Melissa Atkinson <melissa.atkinson@acu.edu>, Karen Witemeyer <kmw03d@acu.edu>

I would like to "second" all of Chris' requests and questions.

In addition, I would also like to see a proposal with 6 hours of Bible + the 3 1-hour BIBV courses (because I like the BIBV courses...it's just not enough). The lack of Bible in the proposal represents a drastic and historic departure from ACU's general education curriculum. Not only is this departure not defended in the proposal, it is unclear why ACU should be in a market where we cannot adequately leverage our unique identity. Otherwise, why not just go to a community college and save a ton of money? We should be leaning into our strengths, not moving away from them. Besides all of this, once we let this out the door, it will become the new standard for all future AAS degrees. The precedent we set here has long term effects, far beyond our own tenure at the university - one that I believe we will eventually regret.

James

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James Prather, Ph.D.
Assistant Professor of Computer Science
Abilene Christian University
<http://jamesprather.com/>

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requests for AAS proposal

Kay Jang <khj15a@acu.edu>

Fri, Apr 29, 2022 at 12:15 PM

To: James Prather <james.prather@acu.edu>

Cc: Chris Flanders <clf03c@acu.edu>, Jessica Smith <jes98k@acu.edu>, Robert Brown <rlb16c@acu.edu>, Diana Flanagan <dlf09b@acu.edu>, Shelly Sanders <mrw95v@acu.edu>, Lynette Sharp Penya <penyal@acu.edu>, Rodney Ashlock <ashlockr@acu.edu>, Jody Jones <jxj16c@acu.edu>, Marcia Straughn <mlr02d@acu.edu>, Melissa Atkinson <melissa.atkinson@acu.edu>, Karen Witemeyer <kmw03d@acu.edu>

I would like to see a more explicit description of how this program will address spirituality formation through an integrative approach and more compelling rationales for the current proposal by addressing the specific concerns that were shared during our last session.

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requests for AAS proposal

Rodney Ashlock <ashlockr@acu.edu>

Fri, Apr 29, 2022 at 3:37 PM

To: Lynette Sharp Penya <penyal@acu.edu>

Cc: Kay Jang <khj15a@acu.edu>, James Prather <james.prather@acu.edu>, Chris Flanders <clf03c@acu.edu>, Jessica Smith <jes98k@acu.edu>, Robert Brown <rlb16c@acu.edu>, Diana Flanagan <dlf09b@acu.edu>, Shelly Sanders <mrw95v@acu.edu>, Jody Jones <jxj16c@acu.edu>, Marcia Straughn <mlr02d@acu.edu>, Melissa Atkinson <melissa.atkinson@acu.edu>, Karen Witemeyer <kmw03d@acu.edu>

Lynette has expressed my concerns very well. Also concur with James and Chris.

I prefer the AS to the AAS. Appears to me to be better preparation for students to sit for the NCLEX. and more of who we are. Not sure I want to see us getting into the AAS business. Residentially we're moving toward R2 status and improving our academic profile, it seems like adding AASs goes against that grain.

I'd love to see more involvement from our nursing faculty and get their input. Not sure we've heard enough from them or drawn from their expertise. I know we're only voting for the gen ed piece, but the nursing faculty (I've talked to a few) express a great deal of concern about the AAS preparing students very well.

Rodney

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Rodney Ashlock, Ph.D.
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Abilene Christian University
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requests for AAS proposal

Diana Flanagan <dlf09b@acu.edu>

Sun, May 1, 2022 at 11:26 PM

To: Rodney Ashlock <ashlockr@acu.edu>

Cc: Lynette Sharp Penya <penyal@acu.edu>, Kay Jang <khj15a@acu.edu>, James Prather <james.prather@acu.edu>, Chris Flanders <clf03c@acu.edu>, Jessica Smith <jes98k@acu.edu>, Robert Brown <rlb16c@acu.edu>, Shelly Sanders <mrw95v@acu.edu>, Jody Jones <jxj16c@acu.edu>, Marcia Straughn <mlr02d@acu.edu>, Melissa Atkinson <melissa.atkinson@acu.edu>, Karen Witemeyer <kmw03d@acu.edu>

My concern with the AAS proposal that ACU Dallas has submitted is due to some inconsistencies.

1) Last semester, the UGEC had many discussions regarding the Bible requirement for ACU's main campus undergraduates. One of the arguments proposed for reducing the Bible requirement from 15 hours to 12 hours was that faculty were expected to integrate Christian/Biblical content into their courses. This argument was rejected by the committee. To now allow ACU Dallas to make the same argument for only requiring three hours of Vocational Formation courses for their Bible requirement since other content is being integrated into other courses seems inconsistent to me.

Bible should be included as part of the general education requirements for the AAS in addition to the vocation formation courses.

2) During the presentation of the proposal, it was suggested that the general education requirements had to be 15 hours. During the meeting, I did a quick Google search of AAS degrees in Texas. [Central Texas College](#) was at the top of the search list. On their general information page about the AAS is the following statement:

"Students must complete the specific degree requirements in the general education component, including a minimum of 15 semester credit hours.

- *ENGL 1301 and three semester hours of oral communications.*
- *Three semester hours of humanities or fine arts.*
- *Three semester hours of mathematics as required by specific program.*
- *Three semester hours of social or behavioral science.*
- *Three semester hours of computer instruction or successful competency challenge exam."*

The wording of their statement uses the language "minimum of 15 semester credit hours." I would like clarification regarding this point.

Another area of concern that I have is the development of a new online AAS degree which contains courses that are already offered at ACU's main campus. How involved in the course design are departments who are already teaching these courses with faculty with advanced degrees in the areas to ensure a consistent level of rigor? For instance, the Department of Biology offers Anatomy & Physiology I and II with labs and General Microbiology with lab which are required to be taken by ACU's pre-nursing students. Will they be contacted for input and approval? The same concern and question also applies to the vocational formation courses.

Finally, I feel that it is important for ACU Dallas to work with ACU's School of Nursing on the design of this particular degree to ensure that students are prepared in a way that will help them be successful on the NCLEX. As mentioned in the meeting, there is data that suggests that AAS degrees do not adequately prepare students for future success. I agree with Lynette and Rodney that there needs to be more involvement with faculty from our nursing school.

Diana Flanagan

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—

Diana L. Flanagan, Ph.D.

Assistant Professor of Biology

Assistant Director, Center for Pre-Health Professions

Abilene Christian University

AAS Question

Jody Jones <jxj16c@acu.edu>

Wed, May 4, 2022 at 10:41 AM

To: Jessica Smith <jes98k@acu.edu>

In that light-my request is we see a Gen Ed proposal for an AAS degree. Our task is to approve and assess general education--not majors within those degrees.

On Wed, May 4, 2022 at 10:37 AM Jessica Smith <jes98k@acu.edu> wrote:

Hi, Jody —

Yes, a new degree requires a faculty vote. The faculty of the campus that offers the degree would be the group included in that vote.

I appreciate that you're thinking along these lines. The UGEC vote is about the specifics of the general education component of the AAS. A separate vote will occur to review the program curriculum and degree itself. -j

Jessica Smith, Ph.D.
Associate Provost for Curriculum and Assessment
Abilene Christian University
325-674-2024

On Mon, May 2, 2022 at 10:51 AM Jody Jones <jxj16c@acu.edu> wrote:

This is procedural, not content or gen Ed. Since we do not currently have an AAS degree, would it require a vote of the full faculty?

Sent from my iPhone