

University Undergraduate Academic Council
November 4, 2015, 3:30 p.m. – 5:00 p.m.
Adams Center Conference Room

Present: S. Lewis, S. Stewart, I. Shepherd, J. Reese, C. Pruett, S. Jones, G. Powell, C. Bacon

Absent: S. Wages, V. Williams

Ex-officios: W. Paris, E. Gumm (P. Vardiman, B. Fang, and J. Weaver were not present)

Guests: Dana Pemberton, Lynette Sharp-Penya, David Kneip, Mike Wiggins, Robert Green

The meeting began at 3:32 p.m.

I. Call to order by S. Lewis.

II. Prayer by S. Jones.

III. Approval of the minutes from 9.16.15

S. Lewis - Request to make the elective language in the General Education proposal more specific and protective of the intent so it won't be co-opted into a degree plan. S. Jones - Add language to the catalog. S. Lewis - Logical place but not sure that is where people would look for it. Perhaps the UUAC Blog. J. Reese - Academic Advising Forums. L. Sharp-Penya - Can we say in the catalog - Free Elective (Student's Choice). J. Reese - Add "not major requirement" to help define the term because a student could choose to use it as a major requirement. E. Gumm - Currently the catalog reads in the next to last block in University Requirement - Choose any 3 hours from the menu above. I suggest we add an additional block that says - Choose an additional 3 hours from any course not required for your major. S. Lewis - Should we add "or minor?" D. Pemberton - minors are electives. We should not have minors included in that definition.

Motion to approve the minutes as they stand by S. Jones; seconded by J. Reese; 6 in favor; 1 abstention; motion passes.

Information Items:

IV. EDUC 490 – Course Prerequisites

C. Bacon - Question about whether or not the change to the prerequisite is really more of a policy change. D. Pemberton – It's a clarification of the policy already in place. Original language states a student can take no others courses in the major. We want to clarify it to say no other courses at all. C. Bacon - I saw it as a change. We don't tell students that they can't have a full-time job and take 3 hours. I understand it is ill-advised. D. Pemberton - Advisors need to know that students can't save a night class to

take while student teaching, for example. We want them to be focused, minimize the stress. Jobs they may take is not within our control. Course policy *is* in our control. We can make an occasional exception, but we want the policy to be stated so there's no expectation of exceptions. S. Lewis – Perhaps we should change language to sound more like a prerequisite than a co-requisite – A student must complete all other coursework before enrolling in the class. J. Reese - If we know there are going to be exceptions, the language “may not” is misleading. E. Gumm – To further refine the language, we could change "enrolling in the class" to "during the student teaching experience" so January short courses would not be excluded. S. Lewis - Dana will work on wording and resubmit.

V. MATH 185 – Update Course Description

No discussion.

VI. MATH 186 – Update Course Description

No discussion.

VII. MATH 397 – Change Prerequisites

No discussion.

Action Items:

VIII. Teacher Education Admission – Change Admission Requirement

D. Pemberton - There has to be a basic skills assessment for teacher candidates. THEA went away. We moved to COMPASS as well as using ACT/SAT exceptions recommended by the state. COMPASS availability is a problem now as well. Our GPA requirement is 2.7. It is rare for a student with the needed GPA to not have test scores meeting the state standards. For those few who don't meet the test score requirements, we want to use completion of CORE Math/English with C or better as the standard. Dual Credit is not ideal, but we can't control that. C. Pruett - Would you see any change with the current students. D. Pemberton - No. In 90% or more of the cases, if they have the GPA, they have the other requirements. S. Lewis - Can we take out CORE language and substitute University Requirements? D. Pemberton – Yes.

Motion to approve by C. Bacon; seconded by C. Pruett; 7 in favor (unanimous); motion passes.

IX. EC-6 Certification Degree Plans – Revision of a Major

D. Pemberton – We're trying to build in more flexibility to these degrees and be more transfer friendly as well as make it easier for students in these programs to study abroad. We've had a pilot period with the new testing requirements for all subjects (Core Subjects Exam). In the past we've had trouble with social science subjects. More

recently, however, our students performed well, giving us a chance to broaden our options, adding Economics and Global Studies to the accepted social studies menu options. C. Pruett - I appreciate your hard work and your dedication to study abroad. S. Lewis – There is so much more room to breathe in this degree program. C. Bacon - Are we going to have students go out to teach without taking a Government course? D. Pemberton – The same could be said with Econ. They teach that, too. We have less math, science, and social studies content than other teacher education programs because we have extra Bible requirements. We don't have the same flexibility with the 15 hour Bible sequence. Strong students will study before they teach. We can't cover every single subject. We try to get them to think about history in meaningful ways so they are prepared. We'd have to have a 150-hour degree to fit everything in. We will have 5 hours of elective in E-6, none in Middle School.

Motion to approve by C. Pruett; seconded by S. Stewart; 7 in favor (unanimous); motion passes.

X. Closing IDHS High School English Language Arts Degree

D. Pemberton – We currently have two degrees at ACU to certify in High School English. The one housed in Language & Literature requires foreign language, the one in Teacher Education does not. We don't see the need to offer two different degrees for the same certification. Student who struggle tend to choose the one without the foreign language component. We want stronger students. Therefore we suggest closing the weaker program.

Motion to approve by J. Reese; seconded by S. Jones; 7 in favor (unanimous); motion passes.

XI. Teacher Education: Writing Intensive Course Change

S. Lewis interrupts to inform D. Pemberton that Laura Carroll makes decisions on writing intensive courses, not the UUAC. It simply goes to catalog with recommendation from L. Carroll. So we don't need to discuss in this meeting.

No motion.

XII. ART 494 – New Course: Senior Exhibit

S. Lewis - This brings something into the catalog that completes the Art degree plans proposed last year, correct? M. Wiggins - One more course to come. Art Theory. ART 425.

S. Lewis - This is senior exhibition. Where does this fit in the degree plan? R. Green - This is a capstone course for Painting, Photography, and Sculpture concentrations. It comes in the fall of the senior year, building on the history of art courses preceding it. S. Lewis - Learning Outcomes? R. Green - These are learning objectives we put in place a year ago and are outlined in the proposal. This class does require defense of the

exhibition and the capstone paper. G. Powell - Do they write this paper before, during, or after the exhibit? R. Green - The paper can be started early and will come to fruition after the exhibition has been put up. Defending is not a new thing for them. Critiques are regular part of the process, defending their work in front of students and faculty. The paper content can be done as the work is being produced. Defense statement could come later. M. Wiggins - Students come into this course with a body of work. It is just being continued through this course. J. Reese - Is this the portfolio? M. Wiggins - Yes. R. Green - They will have the portfolio and it will be geared toward their career as well. S. Jones - What about the faith component? R. Green - That is addressed in a different course.

Motion to approve by J. Reese; seconded by S. Jones; 7 in favor (unanimous); motion passes.

XIII. BIBM 404 – New Course: Worship Leading

S. Lewis - Where does this fit in degree plan? What are the learning objectives? D. Kneip – It fits in three places: as an upper-division Bible selection for any undergraduate student; a departmental elective for all Bible majors; however, it is mostly geared toward students in the Worship Ministry track, which is a Bible degree combined with a music minor. It is specifically focused on worship. It is a very skills-based course and required for all Worship ministry leaders. J. Reese - The Worship track does require a music minor. S. Lewis - Competencies? D. Kneip - Refer to the new course proposal. Four books will be read - four papers in relation to these books. We don't want stagnation with church leaders. They need to be open to new ideas. We will have class discussions so they can learn from one another. They need to be able to give and receive feedback well, also. No matter what they are doing, people will be asking questions and expressing opinions. Students will plan three worship experiences during the course of the semester. S. Lewis - I noticed that you listed all your guest speakers - Do they participate in the feedback? D. Kneip - They are invited to stay and contribute, but they are not required to stay and give feedback. The students will not only be planning services but conducting them, too. S. Lewis - Rubric? D. Kneip - I plan to work on it during this next semester. J. Reese - He's good at making them. S. Jones - Each of these four papers - are they the same or different? D. Kneip - They are each about 5 pages, 1 is personal reflection, 2 are book reviews, 1 is a place for them to write their own perspective and respond to the different authors of the book. C. Pruett - Because this course focuses on leading a community of faith, help me understand how students learn to be culturally sensitive to their heritage and diversity of the audience. D. Kneip - That comes very early in the semester, and is why we start with the book that we do. *Worship Matters* – The author begins with the character/heart/mind of the worship leader - how you interact with people. Concludes the book by shifting the focus to others you would relate to - minister, worship team, congregants. Relationship and communication are key points throughout. We press the students to get out of their comfort zone and to do research to learn how to conduct a service for a group different from what they are used to. G. Powell - Final exam session - is it required? D. Kneip - It is required as our last class period. Traditional exams don't seem to fit the nature of the course. You come to lead your worship experience or participate and give feedback, and turn in the final

paper. G. Powell - How many students? D. Kneip - We imagine capping at 20. We expect it to consistently be around 10-15. We don't want it to be too big for logistics. G. Powell - Is it possible to take this course with no musical talent? D. Kneip - yes - because they are always working in teams. Almost never is a worship leader in charge of the entire service - singing, speaking, etc. People serve where their talents lie.

Motion to approve by G. Powell; seconded by C. Bacon; 7 in favor (unanimous); motion passes.

XIV. TTUHSC School of Pharmacy

S. Lewis - I've been working with Cynthia Powell and Diana Flanagan with TTU. We've had a lot of back-and-forth. We are looking to add the School of Pharmacy to the list of approved schools in the health professions cooperative degree. We currently have dental schools and medical schools. Students take 3 years of courses here, move to their professional school for 4th year, the courses they take that year apply back to their degree requirements to complete their degree with Biology and Chemistry courses. This is a change of policy since we are adding an approved school.

Motion to approve by S. Stewart; seconded by J. Reese; 7 in favor (unanimous); motion passes.

XV. Accelerated MSSW Degree Program

S. Lewis - We approved something similar to this in the spring with Psychology. This is not new ground. W. Paris - This is pretty straight forward program but different from the programs that give a graduate degree in one year. This is for non-social work students who are considering changing their major but are unable to do so and complete necessary coursework for the degree without adding a 5th year of undergraduate study or for those from different disciplines who wish to pursue a graduate degree in social work. They can take graduate courses as electives while completing their current non-social work degree. This would only be allowed for students with a 3.5 GPA or higher. S. Stewart - How many of those who come to you do you think would meet the requirements? W. Paris - Only about half would meet the GPA requirements, but we want the exceptional students. E. Gumm - Is there capacity in your MSSW program currently? W. Paris - We are at full faculty for the first time in years and should be able to double our numbers of students and still fall within acceptable parameters for our accreditation. E. Gumm - Clarification of language regarding a degree being awarded upon completion 128 hours. We need to nuance that to include language reflecting completion of degree requirements. C. Bacon - What are the majors that most commonly pursue this? W. Paris - Bible, Nursing, Sciences, etc. We only have 18 courses available now, but curricular changes are coming to add 6 more hours. J. Reese - That 3.5 is a very strident number. Could you consider probation? W. Paris - With other programs, if you have under a 3.0 going into graduate school, we require the GRE. C. Bacon - What about a student that has a horrible semester then straightens out and can't get that GPA up? W. Paris - I have seen poor students pick social work because they think it is easy. We can write to the Dean and ask for an exception in rare cases of talented students that

don't quite reach that 3.5 threshold. S. Lewis - Does anyone even have 24 hours open in a degree plan? Students are bringing in more hours, they have room in their block, taking courses above their 128 hours. It does limit the number of graduate hours they can take in a semester. I would suggest that we add (p. 3) "up to" 24 "up to" 6 "up to" 9. It is not required that you take this maximum, but it is possible. This is a little different than psychology since they were working within their own major. This is essentially a vote for all degrees and policy. W. Paris - We are not asking them to change their major. S. Stewart - But I can foresee students changing to an interdisciplinary degree to have more room for the electives they need. S. Lewis - Who is advising the students? W. Paris - There are not a large number of elective hours that juniors and seniors have room for in their programs. The 24 hours is the most they could possibly bring. Most would only have room for 6-9. S. Jones - Is it more appropriate for graduate classes to be 500 level instead of 600? W. Paris - All our graduate courses are 600 level

Motion to approve by C. Pruett; seconded by C. Bacon; 3 in favor; 0 opposed; 4 abstentions; motion is tabled.

I. Shepherd made the motion to table; S. Stewart seconded - 5 in favor; 2 opposed. Tabled for more time to consider, not an indication of lack of favor. Members just wanted more time to consider ramifications of proposal.

Meeting ended at 5:01 p.m.