

University Undergraduate Academic Council
November 1, 2017
3:30 p.m. – 5:00 p.m.
CEHS Dean's Conference Room

Present: S. Lewis, S. Stewart, D. Williams, C. Bacon, M. Daugherty, R. Ashlock, Karen Witemeyer

Absent: I. Shepherd, S. Hamm, P. Roggendorff, M. Delony

Ex-officios: E. Gumm, T. Head (B. Fang was not present)

Guests: Tom Milholland, Jessica Smith, Suzie Macaluso, Bruce Scott, Melissa Long, Amy Boone, Sheila Jones

The meeting began at 3:34 p.m.

- I. Call to order by S. Lewis.
- II. Prayer by S. Lewis.
- III. Approval of the minutes from 5.10.17 was postponed until the next meeting since so few returning members were able to attend this session.

Information Items:

- IV. Sociology Course Term Adjustment
- V. BIBM 429 – Prerequisite and Description Change
- VI. MATH 237 – Description Change
- VII. MATH 238 – Description Change

As these were information only, there was no discussion.

Action Items:

- VIII. SOCI 438 – New Course

S. Macaluso – This is Political Sociology, a course widely taught across the country in the field of sociology. We've taught it in special topics as well as in a guided study in Washington, DC as part of the inauguration experience. This takes a sociological look at politics. Aside from the institution of government, it also examines power dynamics in

general. No prerequisites. It would be a nice addition to our menu of options in the Sociology major and minor. This would be a course that would easily transfer to other schools, as well. The learning objectives are reflected in the application. This is a dynamic course that will reflect current events. R. Ashlock – Is there much overlap with Political Science? S. Macaluso – There are significant distinctions. J. Smith – Neal Coates did not have any problem with offering this course. R. Ashlock – What about load? S. Macaluso – It is a January short course, so I can teach it, but there is also room for adjuncts to come alongside. We are not committed to only offering it in Washington, DC, we want more flexibility than that, but we want it to be a regular option.

Motion to approve by S. Stewart; seconded by C. Bacon; all in favor; motion passes.

IX. Close Media Studies Minor

C. Bacon – For the past several years, we've had four minors in our department. Media studies was the most generic, and after reviewing it, we decided it was so generic it doesn't really add much benefit to the students. We are revising one of our other minors so that we will have 3 minors that match the names of our three majors. We have one student currently enrolled in the Media Studies Minor that we can teach out.

Motion to approve by R. Ashlock; seconded by S. Stewart; all in favor; motion passes.

X. New Program – Integrated Pre-Athletic Training and Master of Athletic Training (3+2)

S. Lewis – The MAT is an approved master's degree that we already have in place. June of 2018 will see the enrollment of the first students. Dr. Long has great expertise. Today we are considering the integrated nature of a pre-athletic training program for undergraduates and how that would blend with this master's program that already exists.

M. Long – KNAT is our undergraduate degree, but it only allows our students to pursue athletic training in the state of Texas. We want to equip our students to have a career anywhere in the country. We first discussed having a certified undergrad program, but the certifying body decided only to certify at the master's level. So we decided to start a master's program. We want to help our students get everything they need in five years while utilizing block tuition to help reduce student debt. We propose a new KATP track to replace the current KNAT track. S. Lewis – I didn't think KGEN was the best fit because not all those students would be interested in pursuing a master's degree.

M. Long - If this track is approved, we will do a teach-out track for the KNAT students.
T. Milholland – We have to receive permission to close a program from SACS. We will

need to specify the teach-out plan for each individual student. S. Jones – Not all the current KNAT students will want to move over. M. Long – I have mentored the students and have a good feel for which ones would like to continue on to the master's program.

C. Bacon – What happens if a student decides not to pursue the master's degree after being in the program? M. Long - If after 3 years, they decide not to pursue the MAT, we have a way to move them to a different track and have a plan for them to be able to graduate in four years with a kinesiology degree. S. Jones – I would like to go on record to show my full support of this program.

S. Lewis – Can you show us where the transition lies from undergraduate to graduate? M. Long – All the prerequisites we make them take are what every MAT program requires, so even if they choose to go elsewhere, they have their prerequisites out of the way. They have to apply to our program at the end of their sophomore year. By junior year, they will know if they have been accepted. They have to carry a 3.0 GPA. June of their junior year is when the graduate courses begin. This pairs well with our Division 1 athletic program, and ACU has agreed to be one of our clinical sites. Students will be starting their fourth year at ACU, but they will be enrolled in the graduate program. B. Scott – The stand-alone master's students start at the same time in June. M. Long – Yes. We will really be able to build quality students. S. Lewis – When will they earn their undergraduate degree? M. Long – In May of their fourth year.

S. Stewart – So how many hours are double dipping? M. Long – None of the courses are duplicated. T. Milholland – We are required to have 150 hours for both degrees. This program has 159. S. Lewis – It is the same model we use for medical school. After students attend their first year of medical school, they transfer in the graduate hours to complete their undergraduate degree for ACU. R. Ashlock – Graduate hours are counting as electives in the undergraduate degree. S. Stewart – The most we've ever allowed to count toward undergrad is 12, I believe. S. Lewis – In Bible we've allowed a maximum of 24 hours. E. Gumm – There are plenty of hours since the masters has 55 hours. So if we count the master's degree as 30 hours for the 3+2 students, that separates it out. For regular entry students – they get a 55 hour program.

T. Head – Can these younger students handle a full course load of graduate-level courses? M. Long – It's not hard when you are passionate about it. It's not just reading; it's active, hands-on practice. It reinforces the learning. It's 2-3 courses per semester, with labs and fieldwork experience added in. We do get transfer students, but they still have to take all our prerequisites, so that slows the advancement somewhat. We have to look at each student on a case-by-case basis to make sure they are ready.

R. Ashlock – Finances look good? M. Long – Yes. I already have approval for my next faculty member. And we have another slated for the following June. Our accrediting body requires at least two. T. Milholland – We are still waiting for official SACS approval.

Motion to approve by C. Bacon; seconded by D. Williams; all in favor; motion passes.

XI. Separate Composite Interdisciplinary and Liberal Studies degree plan into two separate majors

S. Lewis – This is probably one of the most confusing parts of the catalog. The CIND does offer opportunities for high-achieving students to customize their degree. And this proposal looks at separating out the Liberal Studies into its own major. J. Smith – The CAS oversees all the CIND degrees for the university. As I began to work with students and advisors, what we came to see is that departments have made more and more specific degree requirements and university requirements that include capstones and writing-intensive courses. Many of our students have to have capstone requirements waived because they don't meet any of the prerequisites for any department's capstone course. I've benchmarked with other universities and found the predominant approach was either to take multiple concentrations/minors or have a free for all. Most universities have this as an honor's college responsibility and saved for top tier students. At ACU, many of the students utilizing these programs were lower level students trying to do the minimum to get out with a degree. They remain undeclared until they are forced into CIND.

The other side is the LIBS program that seems to be leftover from the old Applied Studies program from about a decade ago. This proposal takes advantage of minors that already exist. This allows many options for students to draw from. These are approved programs that departments have vetted. It wouldn't require departmental approval for every student since these minors are already approved. This gives us a better chance to meet the university requirements. Most minors have a capstone and/or writing-intensive course already included in their requirements.

This will simplify the advising and approval process. These are students without a home. They have no college or department. We want to give them a place where they belong. It is a good option for students coming in undeclared. I've talked to a number of the chairs and faculty directly, and I feel like I have a grasp on their concerns and have even addressed some of them.

S. Lewis – The approval chart only has revision of a major listed, however, this is also adding a new major. We can take these two items together or separately.

S. Stewart – Does this eliminate the rescue factor? Our teacher education candidates who can't pass their certification exam need a way to get a degree. J. Smith – The ability to have a rescue degree is being abused by a large number of students. There are those who go in without a plan and just start accumulating hours. There are others pursuing a path and are unable to meet the GPA requirements. It is a rare student who is only lacking one requirement. C. Bacon – I'm in favor of the LIBS plan. But is there still a rescue option? I didn't really hear an answer to that question. J. Smith – We have language in the CIND section for rare exceptions. S. Stewart – Sometimes it's no fault of the student in a situation where they are not permitted to student teach. J. Smith – They

would need to apply for CIND and explain their situation. B. Scott – They have taken their capstone and everything else, they are 6 hours shy of graduation – and if they don't pass their exam and are not allowed to student teach, they need a way to get a degree. J. Smith – That is why we have the rare exception language in the CIND program.

R. Ashlock – Can a student take a writing-intensive course in one minor and capstone in another? J. Smith – Yes. E. Gumm – As a point of clarification, they are not getting a liberal studies degree with three minors included on their transcript. They are using the minors as curricular guidelines only. B. Scott – If they do the LIBS upfront, since we don't have minors in our college for the most part, if a student took education classes, could they still be in LIBS since our courses wouldn't fit into any minor? Would LIBS students be able to take courses in our college? J. Smith – We would handle it like any substitution/waiver procedure. I would be fine approving a block of education courses for one of the fields but *after* the student completes those hours. They would probably be better suited for CIND. M. Daugherty – I think this is a great solution to a big problem.

Motion to approve by M. Daugherty; seconded by S. Stewart; all in favor; motion passes.

Meeting ended at 4:52 p.m.