

University Undergraduate Academic Council
April 15, 2020
3:30 p.m. – 5:00 p.m.
Virtual Zoom Meeting

Present: K. Witemeyer, J. Smith, B. Burton, M. Daugherity, D. Mayhall, M. Delony, R. Ashlock, P. Roggendorff, D. McAnulty, S. Hamm, K. Hatfield

Absent: None

Ex-officios: M. Long, M. McCallon, V. McCracken, B. Fang, E. Gumm

Guests: J. Shewmaker, L. Austin, S. Jones, L. Chrane, K. Cukrowski, L. Merchant, D. Kennamer, K. Elliott, J. Camp, D. Morrison, L. Lemley, R. Morgan, D. Williams

The meeting began at 3:30 p.m.

1. Call to order by J. Smith.
2. Prayer by J. Smith.
3. Approval of the minutes from 4.1.20

Motion to approve the minutes by M. Daugherity; seconded by R. Ashlock; all in favor; motion passes.

Program Reviews:

4. Bible, Missions, & Ministry

R. Ashlock – The lack of diversity in our faculty is one thing we noticed as a place for improvement. There is also a challenge with being very dependent upon adjuncts for meeting the needs of students. Having such a variety of faculty skills and backgrounds is challenging. K. Cukrowski – We are one of the largest departments with all of the general education requirements for all students. Adjuncts are necessary because of this. M. Delony – I was impressed with the number of students you are teaching as well as the scholarship and service your faculty produce on top of your teaching loads. My question is about demographics. I've noticed more students who lack basic Bible knowledge. How do you plan to help these students? R. Ashlock – We are having to think about diversity in the areas of church/unchurch students. International students as well as US students unfamiliar with the Bible. It's a challenge to meet their needs while not boring the student raised in church. We are looking at possibly creating a new first class to introduce to the Bible and Christian faith before jumping into textual studies. There would be a Bible component, a Jesus component, but maybe a different approach to who we are at ACU and what it means to be a Christian. M. Delony – I saw

that you are working to decrease class size. I will root for more faculty to help with this. R. Ashlock – Not just more faculty, but more faculty who represent diversity. M. Delony – I loved your focus on missions and children and family ministry. Especially in missions, that could be a place to bring in diversity. Can you talk about your goals with the reflection piece? R. Ashlock – It's about spiritual formation, not just academic work. We want our ministry students not only to learn content but be shaped into the image of Christ themselves.

5. Marriage & Family Studies

L. Merchant – We have amazing faculty who engage students well, they emphasize research, they adopt innovative teaching practices, and they've adjusted the curriculum to prepare students to sit for two different national certifications. We need a new faculty member. We've lost a part-time faculty member and added six new courses which means we have to rely on adjunct faculty. K. Cukrowski – Adjuncts are teaching core classes in the major which can cause consistency challenges. This department has really upped their game academically. There is lots of undergraduate research. P. Roggendorff – I was impressed by the national growth projections for this discipline. There has been significant program revision. That should translate into a recruitment tool. The need for additional faculty is key to feed this growth. How many majors and minors are there? Has there been growth in the program since it had changed? L. Merchant – We are holding steady. Sixty-three majors. The changes are still very new. As the word gets out and we start emphasizing recruiting, we are hopeful those numbers will grow. We've started meeting with the recruiters to identify buzz words when talking with students so they can help talk up the program. We want to grow from the outside, but we tend to get students from within ACU changing to our major. We do hope to add a diverse faculty member. P. Roggendorff – The Association for Child Life Specialists – where are you at with accreditation? And how does that compare with other Christian universities? L. Merchant – We have two certifications. We are a pre-approved program for Child Life Educators. We are also a member of the Association for Child Life Specialists. It's not an accreditation, but they outline the needed courses, and we now offer all ten of those courses. We are the only school in Texas that offers all ten of these courses. Nationally, we are the only Christian-based program to offer all ten. Our program is already well-respected in the child life community. Our students every year get placements at internships sites, and that is rare among other institutions.

6. Communication Sciences & Disorders

L. Austin – We can see that our undergraduate program has room to grow. We've been at a very stable level over the years, but we want to intensify our efforts for recruiting and retention. We also are working on an integrated program for a 3+2 program to feed our graduate program. We have strong faculty effort in mentoring students. J. Shewmaker – This is a strong program, visible in student feedback as well as meeting standards. There is also a great level of innovation and creativity with this faculty. They have a high standard of excellence. They push themselves as well as their students. M. Daugherty – There are a lot of great things going on. The accelerated masters is great, the Maker lab making toys for children in Uganda, the mentorship of students. One

unique opportunity is the communication disorders clinic on campus. How do you balance faculty load between staffing the clinic and teaching courses? L. Austin – We use our clinic as an observation center for our students where our graduate students are working. We also provide simulated programs. We rely on our clinical supervisors to do the debriefing. These are also part-time faculty. L. Chrane – We have newly introduced the paired-clinician experience, pairing an undergraduate and graduate student together. This allows a leadership component for the graduate students and observation for the undergraduate students. We provide services to students with autism. This is in great demand by our undergraduate students. J. Smith – Your program was a bit above 100 students five years ago and is now around 85. Was there something that you could identify as a contributing factor to the decrease? L. Austin – Nothing specific, other than the challenges that have faced the university as a whole. We are hoping that the accelerated master's program will be a draw to attract more students moving forward. L. Chrane – Students really need a master's degree. There is a license option for students with bachelor degrees that we are looking at preparing students for as well.

7. Kinesiology & Nutrition

S. Jones – We have increased our number of students over the last five years. We grew by 50 students but have lost 4 faculty members. The occupational handbook shows that most of our concentrations have increased job outlook. We do tend to keep our students. Prospective students want to be pre-PT, and if that doesn't work out, they still stay within our department. Our students are well-prepared in leadership and service and professional practice. They get a lot of opportunities to do these things in their classes. We are looking at ways to better measure things in our department. J. Shewmaker – We need some specialists to round out the faculty. They are a pre-professional, clinical program, not just a service program teaching PEAC courses. D. McNulty – I was impressed by the breadth of your programs with great flexibility to meet the student needs. I appreciate the applied side, all the experiential learning. You've been creative there. Graduate school acceptance rate was impressive for such competitive fields. K. Hatfield – There is a high emphasis for encouraging students to attend conferences. Is funding an issue? Have students missed out because of that? You do not currently have accreditation status. Are you planning to achieve that in the future? What is required? S. Jones – We have gotten better over the years at helping students attend conferences. We had about ten students attend this past year. We try to help them with the hotel and meal costs. We have a kinesiology club and a nutrition club that help raise funds for these trips. Accreditation – there is not a pre-PT, pre-OT, or pre-AT accreditation. We are talking about investigating accreditation for Sports & Recreation Management. D. McNulty – You talk about having students who are role models, living healthy lifestyles, but I don't see a measure for that. How do you foster that? S. Jones – We do fitness assessments in our lab courses. So it is measured there to some degree. It occurs in our nutrition courses as well, such a diet analyses, etc. D. McNulty – How many students are going to graduate school and participating in undergraduate research? S. Jones – We don't have stats on that, but we are encouraging our students as well as our faculty to be more involved there. We involved students this last year in those endeavors. But that is one area where we can improve. J. Shewmaker – That is why we

need additional faculty because their teaching load is so heavy. There is little time for research.

Information Items:

8. SOCI 442 - Revise Title, Description, and Content
9. ENGL 262 – Revise Description
10. ENGL 263 – Revise Description
11. ENGL 301– Revise Title, Description, Prerequisites, and Content
12. ENGL 362 – Revise Description
13. ENGL 363 – Revise Description
14. ENGL 499 – Revise Description
15. English Minor – Revise Course Selection

Action Items

16. HIST 301 – New Course

K. Elliott – This is a public history internship course. We were finding that students were having a wide-variety of experiences in their internships. It was not consistent. We wanted a course in place with clear guidelines in terms of hours and approved sites.

17. HIST 334 – New Course

K. Elliott – Historical Perspectives on Gender and Sexualities – We taught this as a special topics course as part of a move to incorporate greater diversity and inclusion in our department. It can provide preparation for graduate school and attract students from outside the major that are interested in the content. Two-thirds of the students in the special topics course were from outside our program. R. Ashlock – Have you anticipated possible backlash from parents who hear about this course or watchdog groups? K. Elliott – Yes. During the first teaching of the course, there was no backlash. We did have a call with a concerned parent who saw the course advertised on myACU. Our position is that our students need to be equipped to have these conversations when they go out into the world. They will be exposed to this in graduate school. It may come up again in the future, but I feel we have a pretty strong foundation in preparing our students for the broader scholarly community.

18. HIST 370 – New Course

R. Morgan – Latin American Studies – From Incan times moving forward. This will focus on cultural development as well.

Motion to approve items 16-18 by D. McNulty; seconded by M. Delony; all in favor; motion passes.

19. Latin American Studies Minor

R. Morgan – We are looking to create minors to attract students where we have seen interest. This is very interdisciplinary. There are literature courses and courses from other disciplines. There are six departments represented so far. E. Gumm – Is that last list inclusive with the two asterisks? R. Morgan – We are giving options for cultural context courses instead of courses that specifically target Latin American content. The note is just to explain that.

Motion to approve items 16-19 by D. McNulty; seconded by S. Hamm; all in favor; motion passes.

20. SOCI 370 – New Course

Tabled

21. SOCI 450 – New Course

Tabled

22. SOCI 495 – Close Course

Tabled

23. SOCI 498 – Revise Description & Content; Add Capstone Designation

Tabled

24. SOCI – Revision of Major

Tabled

25. ENGL 112 – Revise Title, Description, Content (Implications for University Requirements Menu)

Tabled

26. ENGL 235 – New Course

Tabled

27. ENGL 271 – New Course

Tabled

28. ENGL 275 – New Course

Tabled

29. ENGL (BA) – Revision of Major

Tabled

30. French Minor – Close Minor

Tabled

Meeting ended at 4:59 p.m.