

University Undergraduate Academic Council
February 2, 2022
3:30 p.m. – 5:00 p.m.
Virtual Meeting via Zoom

Present: K. Witemeyer, J. Smith, G. Broderick, D. Mayhall, J.D. Wallace, K. Cha, D. Kneip, A. Sutherlin, M. Long, S. Martinez

Absent: R. Jessup

Ex-officios: L. Merchant, S. Jones, E. Gumm (B. Fang was absent)

Guests: J. Carpenter, C. Van Meter, R. Hunter, K. Jernigan, A. Boone (for Berlin Fang), S. Moore, T. Womble, C. Riley, T. Naldoza

The meeting began at 3:32 p.m.

1. Call to order by J. Smith.
2. Prayer by J. Smith.
3. Approval of the minutes from 1.19.22

Motion to approve the minutes by D. Kneip; seconded by G. Broderick; 6 in favor; 1 abstention; motion passes.

Information Items

4. BIOL 403 – Change Course Terms and Prerequisites/Corequisites
5. BIOL 404 - Change Course Terms and Prerequisites/Corequisites
6. ENGL 222 – Revise Course Description

Action Items

7. AENV 110 – Remove Lab Component

K. Jernigan – This course is an introduction course for all of our majors. Each week has 2 lecture sections and 2 lab sections. Four contact hours but only 3 credit hours. This course hasn't been revamped since the early 2000's. I co-teach this course. We do some basics, career opportunities, etc., but the lab activities are not consistent with the other labs in our department. Most of it is computer or group work that could be done in a different context. We would like to drop the lab component for the fall. We plan to eventually break this into two seminar style introduction courses. This will provide our pre-vet students with more flexibility with their labs. D. Kneip – Does the change in the

hours change because of how it is listed in the description? J. Smith – We might clarify that here. E. Gumm – That would be a good idea to gain clarity so we can change that in the catalog. J. Smith – So we would change that to 3 lecture hours, 0 lab hours, and 3 credit hours.

8. AENV 381 – New Course – International Applications in Ag & Env Sci

D. Kneip – This is connected with WAM and has a prerequisite of the World Wide Witness course. Is there any kind of contingency if a student can't take the WWW course? J. Carpenter – We have had this situation arise with students who had a time conflict with the BMIS course. We worked with the instructor to arrange an alternate time so they were able to take the course. We have also had students take the BMIS course and then were not able to go on the trip. The instructor will allow them to remain in the course. D. Kneip – It's a great course and can be used as an upper-level Bible course. K. Cha – All of your majors have to take this course? J. Carpenter – They must take one of the three options. So not everyone will take this course.

9. AENV 399 – New Course – Research in Ag & Env Sci

J. Carpenter – This will be available for variable credit, so students can break the 3 hours into pieces to be more manageable.

Motion to approve items 7-9 by D. Kneip; seconded by K. Cha; all in favor; motion passes.

10. AGRB – Add Experiential Learning Menu

J. Carpenter – We think of our department as being very hands-on as a whole, but we feel that experiential learning is an essential component of what our students should be doing. We have an internship, but not very many students do an internship. We would like our majors to incorporate a required experiential learning menu that will include options for the internship, a research course, and a study abroad course through WAM. We took a missions group down last year and will do it again in May. We plan to make this a regular offering. A. Sutherlin – Do you anticipate difficulty finding opportunities for all of your students? J. Carpenter – We don't feel that it is an issue. We have a small department and can find placements for everyone. If we grow, it may become an issue, but we are looking at alternate funding for the study abroad experience. We have an endowment that can offer scholarships to 2-3 students. Our grant with WAM might be able to expand beyond our 5 years as well.

11. ANSC - Add Experiential Learning Menu

See discussion above.

12. ENVR - Add Experiential Learning Menu

See discussion above.

Motion to approve items 10-12 by D. Mayhall; seconded by M. Long; all in favor; motion passes.

13. BS-BIOL – Add BIOL 403 to Diversity Menu

R. Hunter – This is a simple change. This course was previously an elective. However, it is a diversity course. Many of our students are required to take a diversity course, so we would like to add this to our diversity menu. It covers the diversity of creatures that live in the ocean. So this change will move it from an elective to a menu in the degree plan.

14. BA-BIOL – Add BIOL 403 & 404 to Biology Selection Menu

See discussion above.

15. BS-BIOT - Add BIOL 403 & 404 to Biology Selection Menu

See discussion above.

Motion to approve items 13-15 by J. Wallace; seconded by D. Kneip; all in favor; motion passes.

16. ENGL 228 – New Course – Contemporary British Literature

T. Womble – This is a sophomore level course. This will offer more variety. British literature is a wide spectrum. It is a challenge to get 20th and 21st century literature covered in our survey courses because there just isn't time. This would fit really well with an Oxford study abroad experience as well. It is a new distinction to be more specific with the content.

17. ENGL 273 – New Course – African-American Literature

S. Moore – This is at the sophomore level. This course will provide diversity to our sophomore literature offerings. The diversity council made a note that many students signed a petition last year in favor of having an African-American literature course

18. ENGL 373 – New Course – African-American Literature

S. Moore – This is the upper-level version of ENGL 273. This would provide exposure for our majors. This will help prepare our students for graduate school and work places.

J. Smith – Since these are proposed as both introductory and upper-level – what is the difference between the 200-level and the 300 or 400-level? Can students take both? S. Moore – At the sophomore level, it is a broad survey. They will read and critique the literature. In the upper-level courses, we will go more in-depth. In the upper-level courses students will do critical presentations and research to allow them to go deeper. J. Smith – Is there a way to convey that more clearly in the name of the course and in the outcomes to distinguish the two? ENGL 273 and 373 are proposed with the same title and outcomes. S. Moore – There will be some overlap with content between the two, but the upper-level course will expose students to the full work instead of a sampling of the text. D. Kneip – I would not be as concerned with the similarities in outcomes since the measurements are different. But does it matter that the 2 courses have the exact same name? J. Smith – I can see students being interested in both courses. E. Gumm – Since they have distinct numbers, it won't cause a problem in Banner. However, on a transcript they will look the same and institutions may not recognize the difference. This might cause confusion for students, too. For clarity, modifying the course title would be helpful. D. Mayhall – Maybe use words like "survey" or "analysis." D. Kneip – I see some 300-level courses with the word "advanced." Maybe we can add that. S. Moore – We do have ENGL 263 and 363 with the same title. T. Womble – I can see how the duplicate names are confusing. I don't like advanced, but perhaps "Studies in" African-American Lit.

K. Cha – This is a great opportunity for our students to be exposed to these topics. Will students be exposed to any African-American literature in the regular courses? We had the same issue with our courses in Bible since most of our texts are from white authors. S. Moore – We have been very conscientious to challenge our instructors to use diverse writers, especially in American Literature.

J. Smith – We should clarify what name to use as we move forward. G. Broderick – I don't have a problem with the name being the same. A. Sutherlin – I think something to set them apart would make it easier for students to understand the difference. M. Long – I would agree. I review a lot of graduate level transcripts, and I wonder why students seem to take the same course twice. J. Wallace – I think it would be good for marketing to students, too, to have a differentiated name. J. Smith – Would taking the "Studies in" approach be a better way to approach this? Or do you feel strongly about one of the other. S. Moore – I would be ok with "Survey of" and "Studies in". I would like to survey our faculty, however. T. Womble – I feel that since you developed these courses, that our faculty would support whatever choice you make. S. Moore – Let's move forward with the courses as they are now, then I can visit with our faculty and if we decide on a change, we can bring that forward later.

19. ENGL 498 – New Course – 21st Century British Literature

T. Womble – This is an upper-level version of the ENGL 228 course. We wanted to focus on current authors within the scope of British literature. This will be more focused than

the sophomore course. J. Wallace – What is the differentiation between upper and lower-level versions? T. Womble – The upper level has a different scope of texts, focused on contemporary works. In our field, it is common to read the same work multiple times. However, the way students are asked to engage with the text are very different. The authors might overlap, but the texts themselves would differ. J. Wallace – We had to make strong distinctions with our courses since we started seeing too much overlap. Might be something to plan ahead for. T. Womble – A sophomore level measure might be a reading quiz. An upper-level measure would be a reading response with critical processing. The length of reading would be longer and engagement would be more in-depth.

J. Smith – There are similarities in the outcomes, but as long as the engagement is different, that should be all right. J. Smith – Do you plan to update degree plans to incorporate these courses? T. Womble – That was an oversight on our part. We have already submitted a proposal to CAS to add these two new upper-level courses to the Literature menu on the BA English degree.

Motion to approve items 16-19 by K. Cha; seconded by G. Broderick; all in favor; motion passes.

20. Nursing Course Withdrawal Policy

C. Van Meter – We would like to implement a withdrawal limit so that students can only withdraw once from an NURS course. Students who tend to withdraw multiple times do not perform well in the program overall. There is an increasing financial burden on the student and it compromises test integrity. Other nursing programs have similar limitations. This does not include medical withdrawals or special circumstances. It applies to our traditional nursing students, not to our RN to BSN students in Dallas. T. Naldoza – The pass rate of our nursing certification exam is around 80%. This reflects students who withdraw frequently. The only time that passing rates count for us is the first time the student takes the exam. I have a student who has taken the exam 4 times and hasn't passed. It is better for the students to learn that they are not a good fit earlier in the college career. Our nursing program can be shut down if our pass rate falls beneath 80%.

E. Gumm – I want to be cautious with this spreading to other departments. The registrar's office cannot enforce this. Your department is policing this correct? COBA has a repeat policy at the course level, not the student level. T. Naldoza – Our advisor is aware of this policy. We have to keep track of our students. If they fail or withdraw, we make notes. J. Smith – Students are not in NURS classes until they are done with everything else. By the time we are enforcing this, they are purely in NURS courses and it would only affect NURS courses. E. Gumm – We are relying on the advisor to not sign a withdrawal form for a student for more than one course. T. Naldoza – We work closely with Janelle who is our advisor. J. Wallace – Students that withdrawal multiple times do not tend to be successful. I've seen this firsthand in education. We aren't trying to harm students, here. T. Naldoza – We are in charge of protecting the public. We care about

these students as people, but we need a policy to help us encourage students to look at other majors. J. Smith – We typically do not place limits like this on students because we like to give them a second chance. However, the connection to licensure and public safety makes this appropriate. G. Broderick – Would there be any exceptions? C. Van Meter – We would consider individual cases as needed. T. Naldoza – Medical withdrawal would be an exception. There is an appeal process with Chelsea's committee.

Motion to approve by G. Broderick; seconded by M. Long; all in favor; motion passes.

Meeting ended at 4:58 p.m.