

Abilene Undergraduate Academic Council
December 7, 2022
3:30 p.m. – 5:00 p.m.
Adams Center Classroom

Present: K. Witemeyer, J. Smith, M. Long, D. Mayhall, J.D. Wallace, K. Cha, R. Jessup, D. Kneip, A. Sutherlin

Absent: T. Womble, J. Drachenberg

Ex-officios: L. Merchant, S. Hamm, E. Gumm (S. Jones were absent)

Guests: L. Sharp-Penya, L. Lemley, S. Macaluso, D. Kennamar, S. Ritchie

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 11.2.22

With no corrections mentioned, the minutes were considered approved.

Information Items

4. ENGR 350 – Revise Description
5. CS 230 – Change Course Terms
6. CS 330 – Change Course Terms
7. CS 330 – Revise Prerequisites
8. CS 332 – Change Course Terms
9. CS 352 – Change Course Terms
10. DET 210 – Change Course Terms
11. DET 230 – Change Course Terms
12. DET 315 – Change Course Terms
13. IT 310 - Revise Prerequisites
14. CS Minor – Revise Course Selection
15. EDUC 211 – Revise Description & Prerequisites

16. SPED 371 – Revise Title & Description

17. IS 324 – Revise Prerequisites

Action Items

18. COMM 120 – New Course – Introduction to Public Speaking

J. Smith - This is the course that will fulfill our oral communication requirement for our new general education. L. Lemley - COMM 211 had been created for the CORE. Some of the assignments were geared toward those requirements. It was intended to be very rhetoric-focused. It was higher-level than most public speaking courses. Now that CORE is not our focus, we don't need the same level of intensity. Many high schools are not requiring public speaking any longer, so students have even less foundation. This felt like the right time to bring this from a 200-level course back down to a 100-level course. There are no longer prerequisites. We don't assume that students are coming in with a certain set of knowledge. Assignments have been adjusted. Shorter speeches with less required research. The grading rubrics are adjusted as well. We considered the syllabi from competitive universities and made ours similar. S. Ritchie - We have taught this as a special topics pilot. Last spring, we had many seniors who took it to repeat unsuccessful attempts at COMM 211. That gave us a good comparison. We want to give students an opportunity to learn and not fear the course. A lot of what I heard was that they liked this course better than 211. We've had more freshmen this fall in the course. It's been a very enjoyable class. All 20 students have been retained with good attendance. We form community, give support, and reduce the fear of public speaking. We give them opportunities to explore their own areas of interest and research. They don't feel the heavy burden that they used to experience. Changing some of the weight of the course has made it more approachable and enjoyable for students.

J. Smith - All of our students will be required to take this course as part of the general education. Within gen ed, all of the communication courses were mapped to outcome A - communicate clearly. Together with ENGL 111 and 112, they as a group will meet all outcomes associated with that.

D. Kneip - How does this work with transfer courses? And I noticed a single textbook. L. Lemley - We changed the book for the course and it is pretty common to only have one text. S. Ritchie - This 100-level course is more compatible with the Texas Common Course system - especially Speech 1315. K. Cha - I see COMM 140 on the syllabus. L. Lemley - That was our special topics course number that we used for the pilot. We can revise that number. S. Hamm - I appreciate the syllabus from a freshman point of view. This will help their transition.

J. Smith - I have one question on the competencies, the scholarly information still shows up in the first competency. L. Lemley - Much of this comes from the definition of a scholarly source. We want to teach students how to find credible sources. This is more of an A-level achievement than a C-level requirement. J. Smith - That makes sense, but I

wonder if it needs to be stated in the competency. S. Ritchie - We do teach this scholarly element. We staircase the learning for students. If we need to take it out of the competencies, we can, but we do teach it at a broad level and without the same stringent grading. J. D. Wallace - Scholarly sources are much more accessible than they used to be. It is easier to find them now. J. Smith - If I were to make a recommendation, I would maybe drop the “scholarly” piece and just leave it with “credible.” D. Kneip - I’m curious about the weighting of different speeches. L. Lemley - We build in difficulty, length, and number of resources as the semester progresses. L. Sharp-Penya - It reflects our desire for students to have reduced stress, so we start with a speech that is not weighted as heavily. L. Lemley - This is their first chance to get feedback and build on that. D. Kneip - I would agree to take out the words “and scholarly” from the first competency. L. Lemley - I do see that under the umbrella of “credible” is “scholarly.” So we aren’t losing anything.

Motion to approve as presented by D. Mayhall; seconded by J. D. Wallace; 6 in favor; 1 abstention; motion passes.

19. FAM 495 – Change to Variable Credit with Repeatable Option

L. Merchant - This is our field experience course. This change would allow our online program more time for students to get all the hours in since their courses are only 7 weeks long. Residential students will continue to take it for 3 hours. Online students will take it for fewer hours and repeat until the three hours are completed. D. Kneip - If it is repeatable, can that be abused? E. Gumm - The degree plan requires 3 hours, so however they divide it, it will work. There is also a limit of 3 hours that can be set in Banner as a maximum total hours including repeats. J. Smith - The faculty will have the flexibility to do what the students need.

20. FAM 497 – New Course – Child Life Practicum/Internship

L. Merchant - This is a solution for a problem for our graduates. They must be affiliated with a university to complete their internship. This course will allow them to continue their affiliation after their degree is completed. E. Gumm - We would treat them as special students, non-degree seeking, and have them enrolled separately. K. Cha - How does tuition work? Are they still charged for one hour? L. Merchant - Yes. R. Jessup - Is it possible to be zero? L. Merchant - Is zero an option? J. Smith - There is always an affordability question for our students. This still requires faculty involvement, though. We are still engaging and awarding credit. D. Kneip - Is there an academic component? L. Merchant - Yes. There are reflection papers and evaluations.

Motion to approve items 19-20 by A. Sutherlin; seconded by M. Long; all in favor; motion passes.

Meeting ended at 4:11 p.m.