Academic Council Agenda
Friday, November 18, 2016
2:00 PM
Macfeat House

I. Approval of the Minutes for the Meeting of September 23, 2016 (see below)

II. Remarks from the Chair (Dave Pretty)

III. Remarks from the Provost and Executive Vice President (Debra Boyd)

IV. Committee Reports
      A. CUC (Will Thacker) (see below)
      B. General Education (Kristen Abernathy) (see below)
            i. Working Group on the GenEd Writing Requirement (Alice Burmeister) (see below)

V. Remarks from Council of Student Leaders Chair (Elisabeth West)

VI. Old Business

VII. New Business

VIII. Announcements

IX. Adjournment

Kristen Abernathy	Arts & Sciences
Abbigail Armstrong	Education
Bettie Parsons Barger*	Education
Leslie Bickford	Arts and Sciences
Alice Burmeister	Visual & Performing Arts
Marguerite Doman	Business Administration
Chad Dresbach*	Visual & Performing Arts
Ronnie Faulkner	Dacus Library
Adam Glover	Arts and Sciences
Christian Gratton	Arts and Sciences
Shawnna Helf	Education
Jo Koster	Arts and Sciences
Stephanie Lawson	Business Administration
David Meeler	Arts and Sciences
Ron Parks	Visual & Performing Arts
Dave Pretty, Chair	Arts and Sciences
Will Thacker	Business Administration
Elizabeth West	CSL Student Representative
Gina Jones, Secretary	Registrar

*Absent
Guests: Tim Drueke, Michael Lipscomb, Karen Kedrowski, John Bird and Debra Boyd

I. Approval of the Minutes for the Meeting of April 15, 2016—Approved unanimously

II. Remarks from the Chair (Dave Pretty)

Dave Pretty welcomed everyone and members introduced themselves.

III. Remarks from the Provost and Executive Vice President (Debra Boyd)
Dr. Boyd appreciated the willingness of everyone to serve on this important group. "Conversations about language are critical although they may be painful, but we want our policies to reflect our practice. Regarding the work of this group in relationship to the strategic plan that has been unveiled, there are a number of goals that affect the academic side of the institution. What does this mean? The work you're already doing has an impact. Faculty have already said these concepts are issues within programs. Faculty are working on this. We're very good at 'and' but in terms of resources, we have a perimeter. We'll need to do some reallocation. We will get new monies and some funds will be given to us for things we want to work on. As you are participating in conversations about these initiatives, think across colleges and divisions. How can we build across those borders? Think about ways to use our resources in new and different ways. If we are going to be good stewards of our resources, we can reach across to other departments—we don't have to reinvent the wheel. We've been successful in the past of making those connections. When we talk to the legislature, they ask us how many students are in a class. When we're asking to do something differently, they want to know the impact. What are we getting rid of? Some programs are more expensive than others. We really do need to respect the work that we all do and understand its complexities and not make assumptions on what should or shouldn't be done based on what our colleagues are doing in other areas. She stated that in the last staff conference Dr. Mahony answered a question regarding the feeling that other areas weren't doing as good a job as their area. He remarked that we all bring value to the institution and the mission and we need to work together. We can do things more efficiently if we work together. She wants this body to be asking the questions or things will remain the same. Take this role seriously-especially curriculum. So many things go on at here that affect academics: extra-curricular activities, workshops, in-

office. Her hope is that you will take an interest in and inquire about those things that are going on as they impact the academic program. Retention is everybody's job. It doesn't mean we give passing grades to get students through. It means we provide support and making sure that it's working. The strategic plan the president discussed--The metrics seem simple but relate to ten other data points that we'll be working on. If your department chair is not talking about these, then YOU start talking about them. Let me know if you would like to serve on any working group or if you have any questions. As we discuss implementation, we have to think, 'What comes first?' Thank you for the work that you do. If you need anything from my office, let me know."

Dr. Lawson, who is on the adult degree completion workgroup asked about accreditation issues as they work on degrees for adult learners. She stated that they have come up with ideas but are finding difficulty in finding information on accreditation.

Dr. Boyd said we have an Office of Assessment that can be a resource. She stressed that we should not allow the barriers to keep you from making recommendations. We bring in other expertise later.

Dr. Lawson also said she has felt limited in her discussions. Dr. Boyd mentioned this workgroup and the idea of business studies. "We can't call it that because the College of Business is not a separate entity for AACSB to accredit them. Anything with business in the title they will question it. This particular program will not be accredited by AACSB, so it will be titled something else." She continued, "If we think it's a good idea (good for our students), we'll figure out a way to do it."

IV. New Business (Part I)
A. Proposed changes to the definition of a cultural event (Mike Lipscomb)
The Cultural Event Committee saw the policy had some ambiguous language and wanted to clean it up. They also wanted to protect the integrity of events.
1. As the language below indicates, and as established by the practiced norms of the Cultural Events Committee over the last decade, we currently require a *faculty* moderator to ensure "a discussion of a broad spectrum of viewpoints" as a requirement for granting cultural event status to proposed events that address potentially controversial issues. The Cultural Events Committee reached a consensus that there are often cases where qualified staff persons or administrators should be allowed to serve as moderators for these kinds of discussions. The Cultural Events Committee suggested recasting the language to read:

"A topic that relates to culture, the arts, world culture(s), or societal concerns. Topics of scientific, business, sports, or mathematical nature must show their relation to broader cultural or societal concerns. Topics in potentially controversial subject areas (such as politics and/or religion) must allow for a discussion of a broad spectrum of viewpoints. These discussions should be under faculty direction or have guidance of a faculty member or a qualified staff person with expertise in the area. The determination of whether or not a staff member has the requisite expertise for a given event will be solely at the discretion of the Cultural Events Committee. In general, programs and performances by, or specifically designed for, children (below college age) will not be approved as cultural events. All events selected as approved cultural events should be under the sponsorship of a faculty member, administrator, or a related organization(s) (e.g., student organization, university department, etc.)."

This would enlarge the pool of people who could moderate a CE. Dr. Meeler asked if this would increase the power of committee. Dr. Lipscomb said in a way yes, that there are staff who have expertise (job, higher degree) in certain areas and would be good evidence of their ability to moderate. Dr. Parks suggested that faculty should be vetted as well. Dr. Meeler thinks this is too much power. Mr. Drueke said the committee has always had this power. The moderator is part of the event and therefore vetted by the committee.

Dr. Kedrowski noted that in her seeing multiple applications for CE's, there is a place to denote how this meets the qualifications of a CE. Dr. Lipscomb wants to make it easier for staff to participate.

Dr. Boyd said if the goal is to broaden the number of qualified individuals, we can change the form to indicate how the person is qualified. In practice it is already done, but change the language.

Dr. Parks said he is supportive of adding staff.

A friendly amendment changed wording to read:
A topic that relates to culture, the arts, world culture(s), or societal concerns. Topics of scientific, business, sports, or mathematical nature must show their relation to broader cultural or societal concerns. Topics in potentially controversial subject areas (such as politics and/or religion) must allow for a discussion of a broad spectrum of viewpoints. These discussions should ~~be under faculty direction or~~ have guidance of a faculty member **or** ~~a qualified~~ **staff person with demonstrable expertise in the area.** ~~The determination of whether or not a staff member has the requisite expertise for a given event will be solely at the discretion of the Cultural Events Committee.~~ In general, programs and performances by, or specifically designed for, children (below college age) will not be approved as cultural events. All events selected as approved cultural events should be under the sponsorship of a faculty member, administrator, or a related organization(s) (e.g., student organization, university department, etc.).

The question was called and voted yes.

The motion was unanimously approved.

2. Foreign travel.
This change reflects a concern about the fairness of the current language we use to award credits for out-of-country cultural experience, and the change being suggested reflects a consensus of the Cultural Events Committee. This was confusing as it indicated that travel to one country could only get one credit. But members wanted to ensure that students who did multiple experiences could get multiple events.
The committee would like the language to read:

- **Foreign travel** could include "semester abroad" experiences. One or more credits may be granted for such travel experiences or in cases where the student has visited multiple countries. **Please Note:** ~~each country visited will receive one cultural event credit.~~ If credit is being sought simply for traveling in foreign countries, students may receive no more than one cultural event credit per country. Students, however, may seek more than one credit per country for specific cultural experiences; in such cases, the same criteria used to determine cultural event credit for experiences within the United States will be applied.

A motion to change the wording was unanimously approved.

V. Committee Reports
   A. CUC (Will Thacker)

*The following **3 Proposals for Program Change (Degree)** were approved by CUC and can be found on the Curriculum Action System:*

Degree	Major	Conc.	Department	Action
BA	ENGL	WRIT	English	**DROP PROGRAM**
BA	ENGL	LLAN	English	**DROP PROGRAM**
BA	ENGL		English	**NEW PROGRAM**

Dr. Jo Koster summarized the changes in the new BA-ENGL program.

AC unanimously approved the changes.

There were eight course proposals approved by CUC which did not require action from Academic Council.

Dr. Burmeister asked about VCOM 374 not being cross-listed with ARTH 374, but there is an ARTH 349 which Dr. Burmeister said *was* the cross-listing. Mr. Dresbach is not here to ask. Dr. Thacker suggested she talk with him.

Dr. Thacker spoke to the justification and assessment boxes. The question, "Why are you doing this?" needs to be answered. Assessment is related to this, but it should refer to what assessment you used to trigger the desire for this change. Dr. Thacker said CUC was going to try to clean that up and make it more obvious.

> **B. General Education** (Kristen Abernathy)
There were no courses for review at the last meeting. Dr. Abernathy spoke of the Writing Intensive Committee course application. Dr. Pretty clarified that this was just legislating what is practice. Dr. Abernathy concurred.

Academic Council approved of the new application.

> **C. Working Group on the GenEd Writing Requirement** (Alice Burmeister)
The group has a proposal and she will send it out soon. It incorporates a lot of suggestions that came to them last year. Dr. Pretty asked what was changed. Dr. Burmeister stated that they were eliminating enumerated categories, but keeping the division between evaluated and non-evaluated writing; definition of significant writing by using a percentage (30%); and consequences for not completing writing component

Miss West commented that she thought this would create more stress for students.

Dr. Burmeister asked the members what they thought about the 30%. Dr. Parks said you could pass any course with a D.

VI. Remarks from Council of Student Leaders Chair (Elisabeth "Beth" West)
Miss West stated that course evaluations are not required when a student drops a course. She said there was a big source of data missing from this. Dr. Koster said this was interesting and stated there are studies that show evaluations are not helpful or accurate as they tend to be biased toward gender or personality of instructor. You are right to raise the question, but the evaluation of teaching is a bit iffy.
Dr. Abernathy commented that students who drop don't get all the info from the class, so that evaluation wouldn't be accurate. She also remarked that the math department does survey students who leave the major.

Mr. Drueke said he could talk with deans regarding an online survey.

Dr. Bird mentioned that students don't have to get signatures for withdrawing, so we miss that information.

Dr. Lawson said she agreed we are missing data. We already muddy the evaluation process and questions how we would implement. She asked, "What's the easiest way to get the data?"

Dr. Parks suggested a new field on the drop/add screen. Ms. Jones said that would have to be a few years out as we upgrade the current software.

Several members said that online course evaluations were down.

Miss West also questioned the pre-req for MATH 150 and 151 in that they are different between fall/spring and summer. Dr. Abernathy addressed this. This has to do with placement test scores and the student's major.

VII. Old Business
None

VIII. New Business (Part II)
Dr. Koster asked the Cultural Event committee to modify the Cultural Event request form to state the qualifications of the moderator.

The motion passed unanimously.

Dr. Thacker referenced the Intensive Writing form and the need for a signature and suggested that WU develop an

electronic signature. We could save money and time by doing this. He made a proposal to come up with a global way to do Electronic Signatures.

This was unanimously approved by the members.

IX. Announcements
Dr. Bird reminded the Council that Faculty Conference meets a week from today in Carroll Hall.

Ms. Jones reminded the Council of Interim grading coming up.

X. Adjournment
Dr. Pretty adjourned the meeting at 3:56 PM.

Respectfully Submitted,
Gina Jones, Secretary

Date: November 12, 2016
From: Committee on Undergraduate Curriculum
To: Academic Council
Subject: CUC Meeting- November 11, 2016 Results

Minutes

*The following **Proposals for Course Action** were approved by CUC, require no AC action, and can be found on the Curriculum Action System:*

Subject	Course	Title	Dept.	Action
BIOL	106	Environment and Man	BIOL	Drop course
BIOL	213	Anatomy/Physiology I	BIOL	New Course
BIOL	214	Anatomy/Physiology II	BIOL	New Course
BIOL	521	Cytogenetics	BIOL	Drop course
BIOL	557	Genetic Engineering	BIOL	Drop course
CAPE	101	Introduction to Civic and Public Engagement	INTS	New Course
CAPE	301	Academic Internship in Civic and Public Engagement	INTS	New Course
CAPE	302	Academic Internship in Civic and Public Engagement	INTS	New Course
CAPE	303	Academic Internship in Civic and Public Engagement	INTS	New Course
CAPE	350	Special Topics in Civic and Public Engagement	INTS	New Course
CAPE	400	Civic and Public Engagement Capstone	INTS	New Course
EDUC	191	Praxis Core Preparation	CUPD	New Course
ENGE	393	Seminar in English Education	ENGL	New Course
ENGE	593	Seminar in Secondary English Education	ENGL	New course
ENGL	494	Capstone Seminar in English	ENGL	New Course
LGST	550	Special Topics in Legal Studies	INDS	New course
MAED	391	Principles of Teaching Mathematics	MATH	**Change** pre-req **from** MATH 301 **to** MATH 201
MAED	393	Seminar in Mathematics Education	MATH	New Course
MAED	591	Principles of Teaching Mathematics	MATH	**Modify** course by updating catalog description and changing pre-req **from** MATH 301 **to** MATH 548
MATH	311	Real Analysis	MATH	**Renumber** from 509 to 311
MATH	370	Introduction to Mathematical Modeling	MATH	New Course
MATH	375	Optimization Techniques I	MATH	Drop course
MATH	395	History of Mathematics	MATH	**Renumber** from 595 to 395; **change** pre-req **from** MATH 300 **to** MATH 310
MATH	503	Vector Calculus	MATH	Drop course
MATH	505	Partial differential equations	MATH	New course
MATH	513	Complex Analysis	MATH	New course
MATH	522	Elements of Set Theory and Introduction	MATH	Drop course
MATH	541	Probability and Statistics	MATH	**Modify** course by dropping "I" from title, and updating catalog description, goals and pre-reqs.
MATH	542	Probability and Statistics II	MATH	Drop course
MATH	545	Statistical Theory and Methods	MATH	Drop course
MATH	575	Optimization Techniques II	MATH	Drop course

MCOM	241	Media Writing	MCOM	Change pre-reqs **from** MATH 105, 150, 151 or 201; B- or better in WRIT 101 and HMXP 102; 2.0 cumulative GPA **to** C+ or better in both WRIT 101 and HMXP 102; at least a 2.0 cumulative GPA.
MCOM	412	Ethics and Issues in Mass Communication	MCOM	Change pre-req **from** Senior standing and 2.0 GPA **to** 72 earned hours and 2.0 GPA.
MGMT	326	Sustainable Operations	MGMK	**Modify** pre-req to **add** "C- or better" for QMTH 210.
MKTG	381	Consumer Behavior	MGMK	**Modify** pre-req to **add** "C- or better" for MKTG 380.
MKTG	385	Marketing Research	MGMK	**Modify** pre-req to **add** "C- or better" for all courses listed and not just HMXP 102.
MKTG	387	Promotion Management and Digital Marketing	MGMK	**Modify** pre-req to **add** "C- or better" for MKTG 380.
MKTG	483	Sales and Relationship Marketing	MGMK	**Modify** pre-req to **add** "C- or better" for MKTG 380.
MKTG	485	Services Marketing	MGMK	**Modify** pre-req to **add** "C- or better" for MKTG 380.
MKTG	489	Marketing Strategy	MGMK	**Modify** pre-req to **add** "C- or better" for all courses listed and not just HMXP 102.
MTEC	201	Foundations of Music Technology	MUSC	New Course
MTEC	202	Recording and Audio Production	MUSC	New Course
MTEC	301	Sound Synthesis and Signal Processing	MUSC	New Course
MTEC	302	Sound Design and Digital Media	MUSC	New Course
MTEC	401	Music Technology Practicum-Capstone Project	MUSC	New Course
PEAC	370	Religion, Conflict, and Coexistence	PHRL	New course
PESH	110	Power Yoga	PESH	New Course (formerly offered as 110X)
PHIL	470	Undergraduate Research in Philosophy (0 credit)	PHRL	New Course
PHIL	471	Undergraduate Research in Philosophy (1 credit)	PHRL	New Course
PHIL	472	Undergraduate Research in Philosophy (2 credits)	PHRL	New Course
PHIL	473	Undergraduate Research in Philosophy (3 credits)	PHRL	New Course
READ	346	Content Area Reading and Writing	CUPD	Remove pre-req of READ 331
READ	370	Instructional Methods and Assessment I: Teaching Emergent, Beginning, and Struggling Readers and Writers.	CUPD	Change pre-req **from** READ 150 & Admission to Teacher Education **to** READ 330, Admission to Teacher Education
READ	380	Instructional Methods and Assessment II: Teaching Transitional, Intermediate, and Advanced Readers and Writers	CUPD	Change pre-req **from** READ 150 and full admission to Teacher Education **to** READ 330 and full admission to Teacher Education.
RELG	370	Religion, Conflict, and Coexistence	PHRL	New course
RELG	470	Undergraduate Research in Religion (0 credit)	PHRL	New Course
RELG	471	Undergraduate Research in Religion (1 credit)	PHRL	New Course

RELG	472	Undergraduate Research in Religion (2 credits)	PHRL	New Course
RELG	473	Undergraduate Research in Religion (3 credits)	PHRL	New Course
SOCL	470	Undergraduate Research in Sociology (0 credit)	SOCL	New Course
SPED	292	Intervention with Exceptional Children	CLES	Add pre-req of SPED 281
SCST	390	Princ of Teach Soc Studies I	INDS	Change title, update description, change pre-reqs.
SCST	393	Seminar in Social Studies Education	INDS	New course.

The following courses were put on "hold" awaiting more details.

MAED	593	Seminar in Mathematics Education	MATH	New Course
MUST	301	Music Business and Entrepreneurship	MUSC	New Course

The following **Proposals for Program Change (Degree)** were approved by CUC, need AC approval and can be found on the Curriculum Action System:

Degree	Major	Conc	Dept	Action
BA	MATH		MATH	**Modify** program by *removing* MATH 351, 509, 541, 305, & 355; *adding* MATH 370, 311, 351, courses above 300 and courses above 500
BA	MATH	CSST	MATH	**Modify** program by *removing* MATH 351, 509, 541; *adding* MATH 351, MAED 393, and courses above 300; and updating core education courses.
**BA	MUSC	TECH	MUSC	New program
BA	SCST	CSST	INDS	**Modify** program by removing HIST 555 from Europe category and adding to Asia, Africa, and Latin America category; removing A & B from HIST 355 and adding 590; correcting PSCY 313 to 213 (due to number change several years ago); adding capstone SCST 393; and updating core education courses. Also added requirement that SCST core and methods courses must have C-
BME	INST		MUSC	**Modify** program by *removing* MUSR 312.
BME	CHOR		MUSC	**Modify** program by *removing* MUSR 312.
BS	MATH		MATH	**Modify** program by *removing* MATH 305, 509, 541, 355, & 355; *adding* MATH 370, 311, and courses above 500.
BS	MATH	CSST	MATH	**Modify** program by *removing* MATH 305, 509, 541, 355, & 355; *adding* MATH 370, 311, courses above 500, and MAED 393; and updating core education courses.

** This program was passed at CUC with a 4-1 vote (minority opinion: Insufficient justification).

The following **Proposals for Program Change (Minor & CERT)** were approved by CUC, require AC approval and can be found on the Curriculum Action System:

Minor/CERT	Title	Department	Action
**Minor-CAPE	Civic and Public Engagement	INTS	New minor
Certificate-CAPE	Civic and Public Engagement	INTS	New certificate

** This program was passed at CUC with a 4-1 vote (minority opinion: Insufficient justification).

The following items were put on "hold" until further updates are made

BA	ENGL	CSST	ENGL	**Modify** program by adding capstone and re-working ENGL courses to align with best practices of 21st century and updating core education courses.	**Requires ENGE 593 which does not exist yet.**
Minor-ARTM	Arts Management		VPAS	New program	ARTM designator does not exist yet.

The following items were approved at the College Assembly Level and require no further action:

Subject	Course	Title	Department	Action
ATRN	202	Clinical Experience in Athletic Training I	PESH	Clarifying requirements
ATRN	301	Clinical Experience in Athletic Training II	PESH	Clarifying requirements
ATRN	401	Clinical Experience in Athletic Training IV	PESH	Clarifying requirements
ATRN	402	Clinical Experience in Athletic Training V	PESH	Clarifying requirements
EDCI	331	Teaching Elementary and Secondary Mathematics	CLES	Change term offered from spring to fall.
SPED	391	Assessment in Special Education (3).	CLES	Change term offered from spring to fall.
SPED	401	Professional Ethics in Special Education	CLES	Change grade mode **from** Regular **to** SU.
SPMA	381	History of Sport	PESH	**Modify** course by changing designator from PHED to SPMA.

In attendance: Kristen Abernathy, Catherine Chang, Ronnie Faulkner, Kelly Richardson, Meg Schriffen, Zach Abernathy, Will Thacker, Scot Rademaker, Gina Jones, and guests

Courses: First Certify
Global:
VPAS 397 approved

Humanities & Arts:
VPAS 397 approved

Natural Science:
GEOL 270X approved (Earth Science category)

Quantitative Skills:
MATH 112X approved
MATH 113X approved

Courses: Recertification Applications
Global:
INGS 425 approved

Historical Perspectives:
ENGL 507 approved

Oral Communication:
EDUC 400 approved
EDUC 401 approved

Old Business
We reviewed and discussed revisions to the proposed Writing Requirement Guidelines.

(Proposed New) REQUIREMENTS FOR A GENERAL EDUCATION COURSE WITH A WRITING COMPONENT

A General Education course with a writing component will require <u>either</u> a single paper or combination of assignments consisting of eight (8) pages of evaluated writing <u>or</u> at least four (4) of the following types of **"Evaluated Assignments"**. The length of these assignments is left to the discretion of the instructor, as is the number from any single category; <u>but the goal is to require significant writing opportunities</u>. Consequences for not completing the writing component must be such that a student would not be able to receive a passing grade in the course without making a legitimate effort to complete the required written work. For example, an instructor could specify on the syllabus that "a genuine effort to complete the written work must be put forth in order to pass the course", or the professor could require that the written work count for a significant percentage of the final course grade, in order to discourage the submission of inadequately-completed written work.

"Evaluated Assignments" include, but are not limited to, the following types of written work:

- Discipline specific papers/projects with sources
- Case studies
- Media writing
- Essays
- Abstracts
- Summaries
- Précis, Lab, and Business reports
- Annotated bibliographies
- Formal outlines
- Integrated essay exams
- Response papers/reflective writing (including journal entries)
- Book/article reviews
- Reviews of art exhibitions, performing arts events, and other public presentations
- Formal correspondence
- Surveys and questionnaires
- Electronic communication in online class discussion groups or online journals

In addition to the examples of formative assessment listed above, instructors are encouraged to include examples of "Non-evaluated Assignments" that serve to support the idea that writing is a process, and to supplement a student's more formal evaluated work. One example of this would be requiring that students submit an outline and/or rough draft of a writing assignment prior to submission of the final draft.

"Non-evaluated Assignments" include, but are not limited to, the following types of written work:

- Note taking (from texts, class lectures, and observations)
- Interviews
- One-minute response papers

- Short answer questions
- Explanations of how a problem was solved
- Student-developed exam questions
- Rough drafts and outlines
- Electronic correspondence regarding assignments, course content, class meetings, etc.