ACADEMIC COUNCIL  
Texas Tech University  

Meeting of  
January 17, 2017  

Present: Cindy Akers, Ashlee Brown, Adrienne Carnes, Michael Carter for Pat McConnel, Todd Chambers, Claudia Cogliser, Victoria Coverstone, David Doerfert, Cathy Duran, Genevieve Durham DeCesaro, Keith Dye, Birgit Green, Jamie Hansard, Saif Haq, Melanie Hart, Lynn Huffman, Patrick Hughes, Jorge Iber, Darryl James, Michelle Kiser, Mitzi Lauderdale, Robin Lock, Justin Louder, Garrett McKinnon, Bill Pasewark, David Roach, Ben Sharp, Brian Steele, Rob Stewart chair, Kevin Stoker, Patricia Vitela, Janessa Walls, Vicki West, Aliza Wong  

Guests: Brenda Martinez, Kristina Mitchell  

ACTION ITEMS  
1. Remind department chairs/school directors to send strategic plan suggestions to Dr. Darryl James as soon as possible.  
2. Constitute working group to determine minimum hour requirements for CONCENTRATIONS at the undergraduate and master’s levels. Follow up required: if interested in serving on this working group, email Genevieve Durham DeCesaro on or before Friday, January 27, 2017.  
3. Inform faculty and staff in respective departments of decision to adopt the term “concentration” as it applies to specialized areas of study at the undergraduate and master’s levels, and “track” as it applies to specialized areas of study at the doctoral level (note that the Law school is exempt from the adopted terminology). Copy for the 2017-2018 catalog may keep the existing terminology, but new terminology must be in place for the 2018-2019 catalog and academic year. Please distribute attachment A to department chairs/school directors/degree program coordinators/advisers in your college.  
4. Constitute working group to discuss institutional policies and practices that may pose challenges to growing our transfer enrollment. Follow up required: if interested in serving on this working group, email Genevieve Durham DeCesaro on or before Friday, January 27, 2017.  
5. McKinnon will constitute focus group consisting of undergraduate and graduate students to review usability of online and printed catalog.  

MINUTES  
Stewart called the meeting to order and introduced the minutes from the December 2016 Academic Council meeting. With no corrections requested, the minutes were approved by acclamation.  

Durham DeCesaro summarized recent approvals by THECB, including the online B.S. in Wind Energy, a revised phase-out date for the B.S. in Zoology (which was being consolidated with the B.S. in Biology), a reduction in required semester credit hours for the
bachelor’s degree in Landscape Architecture (a move that would require approval by SACSCOC, as well, James noted), and a reduction in required semester credit hours for the B.S. in Electrical Engineering.

Stewart introduced a proposal to revise academic terminology utilized by the university. Durham DeCesaro noted that currently little differentiation is made between the terms “specialization,” “concentration,” and “track,” as all existed at both the undergraduate and graduate levels to describe various programs. She proposed four options:

1. Adopt the term “specialization” for undergraduate and master’s level programs, and reserve “track” exclusively for doctoral programs.
2. Adopt the term “concentration” for undergraduate and master’s level programs, and reserve “track” exclusively for doctoral programs.
3. Adopt the term “track” for all programs at all levels.
4. Make no changes and maintain the current ad hoc system.

Martinez noted that the functional necessity driving the change was to consistently produce accurate records for transcript purposes and to explain to outside entities what the terms denoted. She said that adopting consistent terminology would improve academic reporting, as well. A lengthy discussion ensued, highlights of which included:

- T. Chambers noted that some faculty had expressed concern regarding the limited number of choices available under the proposal.
- Doerfert said that consistency of terminology would make reviewing graduate programs easier. He also noted that the Graduate Council had set a requirement of 15 credit hours to earn a “track” within a doctoral program.
- Several people expressed concern with selecting terminology before the terms were defined in terms of minimums and commonality. Stewart responded that it was plausible to determine the terminology and maintain colloquial usage in non-official documents (diplomas and catalog copy the notable exceptions) until such time as the “official” terms could be defined in terms of hours. He also noted that a need existed to differentiate between minors and specializations/concentrations at the undergraduate level.

With the discussion largely concluded, Stewart called for a vote on selecting the terms “concentration” for undergraduate and master’s level programs and “track” for doctoral programs; 14 members voted in favor of this option. A second vote was held regarding the terms “specialization” and “track,” with this option receiving one vote. A third vote was held with regard to adopting “track” at the doctoral level and tabling the decision on undergraduate/master’s-level programs, with this option receiving zero votes. Finally, a vote was held with regard to maintaining the status quo, with this option receiving two votes. Thus, the Council voted to adopt the term “concentration” to refer to undergraduate and master’s level programs and “track” to refer to doctoral programs. Durham DeCesaro called for a working group to determine the minimum hours requirements for undergraduate concentrations and master’s concentrations, and also suggested that colleges and departments could delay full implementation of the new terms until the 2018-2019 catalog to allow time for the working group to submit its recommendations.
McKinnon submitted the course approvals. Huffman inquired about the duplication of course descriptions for MUTH 1305 and 1306, and Dye responded that an amended course description for MUTH 1306 would be created. With no other comments, the courses were approved by acclamation.

Carnes discussed a proposed name change for the Area of Marketing to the Area of Marketing and Supply Chain Management, a move that reflected the area’s recent addition of a degree in supply chain management. Doerfert motioned that the name change be approved, Akers seconded, and the motion was approved.

McKinnon discussed a proposal to modify the layout of online and printed catalogs to better illustrate the hierarchical arrangement of graduate programs, demonstrating how the revised online catalog would appear. After some discussion, Stewart directed McKinnon to form a usability group consisting of undergraduate and graduate students to identify strengths and weaknesses in the current online layout.

Stewart reminded faculty to make an effort to order textbooks for summer and fall classes in a timely fashion.

In other business:

- The online Masters of Public Administration degree, which had been tabled during the November Academic Council meeting, was reintroduced. New language composed in association with the Graduate School noted that the accrediting body for the degree encouraged instructors with M.P.A. degrees (but not necessarily terminal degrees) to instruct graduate-level courses, as quite often professionals with M.P.A. degrees would serve as instructors and provide real-world experience to students. T. Chambers moved to take the original proposal off the table, Roach seconded, and the motion was approved. T. Chambers then motioned to approve the degree as amended, Roach seconded, and the motion was approved.

- Martinez said the Registrar’s Office was forming a working group to review the process on transfer evaluations in an effort to increase the number of transfer students at the university. The group would specifically review how existing transfer acceptance methods might be impeding transfer enrollment, and make recommendations to streamline the process.

- Stewart reminded Council members that the deadline for small course reporting was January 25.

- James provided a brief update on SACSCOC consideration of accelerated bachelors-to-masters programs. He said that SACSCOC would consider requests, on a case by case basis, to justify current programs that fell short of the 30 SCH graduate hour level, but he said there would be no guarantee that body would act on those requests in a timely fashion.

- James also provided an update on the search for the Vice President of Research position, noting that a search firm had been hired as of January. He also provided an update on the search for the Provost position, noting that the list of potential
candidates had been pared to 54 with a shorter list “in the 20s” pending; he added that campus visits with finalists for the position would occur in February and March.

- Finally, James called for idea submissions regarding the university’s strategic plan, noting that only three reports had been submitted thus far.

With other business tended to, Stewart introduced a proposal to improve communication emanating from Academic Council and Associate Deans meetings. The immediate changes would consist of earlier release of the minutes from those meetings (ideally within one week of the meeting), as well as an attached list of action items to which members would need to attend. Other ideas under consideration included meetings at the chair level, mandatory orientation meetings for department chairs at least once or twice per year, and a “council” of department chairs. Durham DeCesaro added that the proposals were an effort to increase the dissemination of critical information to all faculty, and should assist Academic Council members, Associate Deans, and others with knowing to whom and when information should be passed along. Initial examples of changes would begin appearing at Academic Council meetings in the near future.

With no further business raised, Stewart adjourned the meeting.
ATTACHMENT A: Academic Program Terminology Plan

The purpose of standardizing our institutional use of terms associated with academic programs is to ensure that all programs of a similar nature are treated uniformly and offered the same opportunities and considerations across all academic areas.

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<tr>
<th>TERM</th>
<th>PROPOSED DESCRIPTION</th>
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| Major | A group of courses at the undergraduate or graduate level that constitute a primary program of study. At the undergraduate level, an academic major must contain a minimum of 24 upper division credit hours.  
   **Example:** BA in Dance. The degree is the BA; the major is Dance.  
   *Documented on the diploma and transcript.* |
| Minor | A group of courses that constitute a secondary program of study that is distinct, in subject area, from the primary program of study. Academic minors must contain a minimum of 18 credit hours (at least six upper division) for undergraduate degrees, six credit hours for master’s degrees, and 15 credit hours for doctoral degrees.  
   **Example:** BA in Dance, Minor in Chemistry. The degree is the BA; the major is Dance; the minor is Chemistry.  
   Three minors may be used to constitute an interdisciplinary major. In the case of an interdisciplinary major, one or more of the minors may be in the same or similar area of study as the title of the major.  
   **Examples:** Bachelor of General Studies in History, Chemistry, and English. The major is General Studies comprising three minors in History, Chemistry, and English. Also, Bachelor of Human Sciences in Human Sciences, RHIM, and Chemistry. The major is Human Sciences comprising three minors in Human Sciences, RHIM, and Chemistry.  
   *Documented on the transcript.* |
| Track | A group of courses that constitute a distinction within a major at the doctoral level.  
   **Example:** PhD in Fine Arts, tracks in Arts Administration, Design, and Playwriting.  
   *Documented on the transcript. Any academic program may submit a request to the Office of the Provost to have one or more tracks printed on the diploma. The form for the request will be available on TTU’s Commencement website.* |
Concentration

A group of courses that constitute a distinction within a major at the undergraduate and master’s levels. The concentration allows the student to complete the major with a specialized academic focus.

**Example:** BFA in Theatre Arts with a Concentration in Acting; BFA in Theatre Arts with a Concentration in Design; BFA in Theatre Arts with a Concentration in Musical Theatre. MA in Languages & Cultures with a Concentration in German; MA in Languages & Cultures with a Concentration in Applied Linguistics.

Regardless of concentration, the number of credit hours required to complete the degree should not change. This is because the required minimum semester credit hours for the degree awarded is based on the major only, not the concentration.

**Example:** student graduates with a BFA in Theatre Arts, not a BFA in Musical Theatre; student graduates with a MA in Languages & Cultures, not an MA in German.

Concentrations are only available to students enrolled in the home major.

**Example:** A student in RHIM may not enroll in a concentration in Musical Theatre.

*Documented on the transcript. Any academic program may submit a request to the Office of the Provost to have a concentration printed on the diploma. The form for the request will be available on TTU’s Commencement website.*

The types of academic programs listed above are available only to degree-seeking students enrolled in degree-granting programs. The program type below is available to degree-seeking and non-degree-seeking students.

<table>
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<tr>
<th>Certificate</th>
<th>A group of courses that constitute an area of study that can be completed with or without an accompanying degree.</th>
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<tbody>
<tr>
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<td>For degree-seeking students: Certificate will be awarded at the time degree is awarded: <em>documented on the transcript.</em></td>
</tr>
<tr>
<td></td>
<td>For non-degree-seeking students: Certificate will be awarded when coursework is complete: <em>documented on the transcript.</em></td>
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