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Undergraduate Curriculum Committee
Minutes, December 2, 2009

The meeting was called to order by chair, Alison Deadman at 2:00 pm with the following voting members present: Alison Deadman, Keith Green, Steve Ellwanger, Allan Forsman, Debbie Dotson, Amy Swango-Wilson, Kathy Campbell, Wesley Buerkle, Mel Page, Jill LeRoy-Frazier, and Angela Radford Lewis.

The following guests attended: Deborah Harley, and Rande Sanderbeck.

Agenda Items:

1. Approval of minutes. Motion by Buerkle to accept minutes as written, seconded by Page, and passed by acclaim.

2. Report of actions by the chair on behalf of the committee.

a. Returned for revision and reconsideration by the committee

• **TBR Proposals**

- Establish minor in Family Studies

• **Substantial Course Modification**

• **New Courses**

b. Returned for minor revision (approval pending these changes)

• **TBR Proposals**

• **Non-Substantive Curriculum Modification**

- Speech Minor

• **New Courses**

- SPCH 2325 Speech and Debate Team
- HDAL 4267/5267 Strategies of Personal Development and Effectiveness
- HDAL 4277/5277 Foundations of 21st-Century Leadership

c. Approved

• **TBR Proposals**

- New concentration in chemical physics
 - Terminate theater concentration within the Speech degree
 - Establish a new concentration in International Organizational Leadership in the B.S. in Professional Studies.
- **Non-substantive curriculum change**
 - Speech Minor
- **New Courses**
 - SPCH 2325 Speech and Debate Team
 - HDAL 4267/5267 Strategies of Personal Development and Effectiveness
 - HDAL 4277/5277 Foundations of 21st-Century Leadership
 - DANC 3510 Dance History

3. Proposals to be considered:

The following are some issues and concerns that the committee would like Dr. Harley to address when revising the leadership minor and related courses. These concerns include (but are not necessarily limited to): The concept of a 5-week, 15 hour (1 credit) class. Do the upper division courses need prerequisites? The amount of work students are required to do for these one-credit classes – some of the upper division classes seemed to be demanding far more than the “two-hours preparation for every one-hour in class,” that is the standard for upper-division undergraduate classes. The overall structure of the minor – what will students come away with (a little bit of everything and nothing much of anything?). The reliance on courses taught by other departments and offered infrequently (will students actually be able to complete the minor in the allotted time?). The omission of some courses that seemed to be an obvious “fit” for the program, e.g. African American History.

Some general (editorial) observations that need to be addressed on most/all of the course proposals:

- Credit hours (maximum) should be n/a
- Course Description – should be in the present tense
- Proposed implementation term needs updating
- Course Goals should reflect what the course achieves (rather than student learning objectives)

- Major Assignments should be a description of the major assignments in the class, as you might include on a syllabus handed out to students.
- Grade Assignment lists the major assignments described in the Major Assignments section and indicates the points/percentage that each assignment will be awarded.

Non substantive Curriculum Change: Minor in Leadership Studies--Debbie Dotson & Steve Ellwanger
http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_4a_6&FormID=17&Instance=3554

1. Summary of Actions—Add punctuation so that the summary will be easier to read. Move the last sentence of the summary to the Rational for Proposal section.
2. List newly created ETSU courses for this curriculum change—Should HDAL 4137/5137 Grant/Project Management have a prerequisite of a grant writing course?
3. List newly created ETSU courses for this curriculum change—Change teamwork to teamwork (HDAL 4147/5147)
4. Insert proposed curriculum revision with changes in bold—It was suggested that the proposal places too heavy an emphasis on HDAL courses (the minor seemed to offer a more interdisciplinary approach when offered through ELPA). Could several of these 1 hr. classes with related topics be merged into a single 3-hour class?

Page made a motion to return all of the 1 hr. class proposals along with the proposal for the Leadership minor so the department can reconsider how best to structure the minor. Seconded by Lewis and passed by acclaim.

- Associated Course Proposals:
- *Substantial Course Modification ELPA/MGMT 4460 (to become HDAL/MGMT 4467/5467) Leadership Studies [Note: this is referenced in the TBR proposal as HDAL/MGMT 4460]--Mel Page & Jill LeRoy-Frazier*
http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=10&Instance=2869
 1. Proposed Prerequisites—Move “Successful completion of 60 credit hours” to the Proposed Catalog Description.
 2. Major Assignments—Need to clarify the assignments. Also need to clarify the relationship between the class activities and the grade assignment.
 3. Grade Assignment—Need to clarify the differences between the Undergraduate Grades and the Graduate Grades.

Swango-Wilson made a motion to accept pending editorial changes. Seconded by LeRoy-Frazier and passed (two opposed).

- *New Course HDAL 3010 Leadership from a Multicultural Approach –Jill LeRoy-Frazier and Mel Page*
http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=6&Instance=2903
 1. Prerequisites—Should students be required to take their social justice and/or diversity electives first?

2. Major Assignments—Assignments need to be clarified so that students can understand them.
3. Bibliography—Change “civic” to “civil” in the Young book so that subtitle reads, “the civil rights movement and the transformation of America.”
4. Several committee members mentioned that this course tries to cover too much material and requires a lot of work for a 1 hr credit course that is to be completed in 5 weeks. Members also suggested that the 1 credit hour might suggest to students that the topic is not very important. It was suggested that the creator might want to consider whether this course should be a 3 hour course (or even develop leadership from a multicultural approach as a second minor).

Page made a motion to send the proposal back to be revised. Seconded by Green and passed by acclaim.

- *New Course HDAL 4137/5137 Grant/Project management--Keith Green & Allan Forsman*
http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No delID=5_2a&FormID=6&Instance=2888

Page made a motion to return all of the 1 hr. class proposals along with the proposal for the Leadership minor so the department can reconsider how best to structure the minor. Seconded by Lewis and passed by acclaim.

- *New Course HDAL 4157/5157 Change Strategy--Allan Forsman & Keith Green*
http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No delID=5_2a&FormID=6&Instance=2886

Page made a motion to return all of the 1 hr. class proposals along with the proposal for the Leadership minor so the department can reconsider how best to structure the minor. Seconded by Lewis and passed by acclaim.

- *New Course HDAL 4147/5147 Dynamics of Teamwork--John Vaglia & Amy Swango-Wilson*
http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No delID=5_2a&FormID=6&Instance=2851

Page made a motion to return all of the 1 hr. class proposals along with the proposal for the Leadership minor so the department can reconsider how best to structure the minor. Seconded by Lewis and passed by acclaim.

- *New Course HDAL 2100 Introduction to Leadership Effectiveness-- Amy Swango-Wilson & John Vaglia*
http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No delID=5_2a&FormID=6&Instance=2884

1. Rationale for Proposal—Use the first 3 sentences from the “Purpose and Goals” section for the rationale.
2. Course Description—Omit the last sentence.
3. Purpose and Goals—Omit first 3 sentences and use the last sentence as the purpose.
4. Grade Assignment—Might want to make the Reflective Journal entries 3 points each (for a total of 21 points) and subtract a point from another grade.
5. Required Textbook(s)—The 15th edition (2004) is available.

Page made a motion to return all of the 1 hr. class proposals along with the proposal for the Leadership minor so the department can reconsider how best to structure the minor. Seconded by Lewis and passed by acclaim.

- *New Course HDAL 2110 Leadership in Community Organizations--Mike Stoots & Wesley Buerkle*

http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=6&Instance=2872

Page made a motion to return all of the 1 hr. class proposals along with the proposal for the Leadership minor so the department can reconsider how best to structure the minor. Seconded by Lewis and passed by acclaim.

- *New Course: HDAL 3320 History and Development of Nonprofit and Philanthropic Organizations--Kathy Campbell & Angela Lewis*

http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=6&Instance=2870

1. Rationale for Proposal—Would be stronger if rewritten to emphasize the positive impact course will have on the students.
2. Prerequisites—Move to the “Course Description.”
3. Course Description—Omit “The course is comprised...” from the first sentence and replace with “The study...” Omit the last 2 sentences.
4. Purpose and Goals—Merge first 2 sentences by adding the phrase “by providing information on” after entry level positions and deleting the phrase “Students will explore” (first 3 words of the second sentence).
5. Learning Outcomes—Change the verbs on the 1st and 13th goals so that the outcomes are measurable.
6. Grades only need to be listed once.
7. Grade Assignment--Omit “item #1” and “item #5” from the Grades section since item numbers are not used anywhere else in the document.

Page made a motion to accept pending editorial changes. Seconded by Ellwanger and passed by acclaim.

- b. *Substantial Course Modification MUSC 2690 Percussion Methods-- Angela Lewis & Kathy Campbell*

http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=10&Instance=3462

1. Snapshot—Remove “-1” from “Course approved for Honors?”
2. Purpose and Goals—Delete the phrase “develop the understanding of” in the first sentence and replace with “introduce.”
3. Purpose and Goals—Begin the second sentence with “Goals:”
4. Grading Scale—Add “%” after each number range.
5. Required Textbook(s)—There is a second edition of the text (2000) available.

Page made a motion to accept pending editorial changes. Seconded by Forsman and passed by acclaim.

4. Other Business.

5. Adjournment.

A motion was made by Lewis at 3:45 to adjourn, seconded by LeRoy-Frazier with all in favor.

Respectfully submitted by Kathy Campbell