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Undergraduate Curriculum Council Minutes

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**Undergraduate Curriculum Committee
Minutes for April 24, 2013
President's Conference Room, 2nd-floor - Dossett Hall**

Members in Attendance: Carrie Oliveira, Eileen Cress, Jason Davis, Mike Stoots, Jill LeRoy-Frazier, Suzanne Smith, Angela Lewis, Shawna Lichtenwalner, Marsh Grube, Rene Palumbo

Visitors: Evelyn Roach, Billie Lancaster, Dean Ishay, Steve Cockerham, Cecil Blankenship.

Call for Approval of Minutes – April 10, 2013 Carrie Oliveira made a motion to approve the minutes; Jill Le-Roy Frazier seconded. Motion passed unanimously.

Overview of work done and work to come

Chair approved:

- New Course: SPED 4367/5367 – Systematic Instruction for Functional and Academic Programming
- New Course: SPED 4767/5767 – Advanced Strategies for Behavioral Interventions
- New Course: COBH 4850 -
- Non-Substantive Curriculum Change: Dance Minor

Outstanding Proposals – Proposals returned to originators for recommended changes:

- New Course: ARTA 4147/5147 – Historic Painting Techniques
- New Course: PHIL 3060 – Philosophy of Science
- New Course: PHIL 3070 – Metaphysics and Epistemology
- Substantial Course Modification: MATH 2090
- Non-Substantive Curriculum Change: Music Minor
- B.S. in Public Health TBR and Curriculum proposals

**Substantial Course Modification: INTD 2115 – Computer Apps & Making:
Studio III**

Snapshot:

The main purpose of reworking the class is to align with best practices (this is the main reason for the changing the course and might be moved toward the beginning of the section. This is a minor thing but might strengthen your rationale).

Rationale: make the fact that you are adjusting to adhere best practices in order to receive accreditation.

Transcript title, check length may need to be shortened.

Current course title: Presentations is misspelled.

Query: is there too much of a change between the existing course and the proposed course? You could, but do not have to, include a bit more from the old course description in the new description to clarify the areas of the course that remain constant.

Syllabus:

The major assignment section could be reworded for clarity (some of the terminology is vague, but if it is specific jargon to the field and can be understood by the students that is fine).

Under #1, just say “email exercises”

#6: “presentation” and “solution” are misspelled.

Double Check Grading Scale: C needs to start with 559, not 560.

Major Assignments: Remove “hand in just what was asked for and you will receive a C.

Jason Davis moved that we approve with minor editorial revision, to be returned to the Chair for final approval. Eileen Cress seconded. Motion passed unanimously.

Substantial Course Modification: INTD 3115 – Commercial Studio I: Studio V

Snapshot:

Catalog Description- *Experience in solving small to medium commercial design problems applying 2D/3D software, building codes, and federal regulations.* Could rearrange it to say:

Applies 2D/3D software, building codes, and federal regulation to solve small to medium commercial design problems.

Transcript title is not listed on the Snapshot. Should not read false.

Syllabus:

Course topics- might spell out FF&E since I don’t know what that is

Learning Outcomes-

First bullet- ☐ *investigation* of contemporary issues affecting interior design. **Change to “Investigate contemporary issues...”**

2nd and third have demonstrate understanding which is difficult to measure. I realize that these come from the accrediting body but may be more appropriately stated : rephrase to:

- ☐ apply theories of human behavior to design projects.
- ☐ apply universal design concepts to design projects.

If you can apply concepts is it inherent that you understand the concept?

Major Assignment: eliminate “collect student email”
“Assignment is misspelled”

Under Grade Assignment: Does Ten Code refer to Tennessee Building code- if so I would spell that out or is it 10 assignments?

Grading Scale- Grades of A contain all of the requirements for that project AND be of superior quality and quantity. I would change to read **Grades of A contain all required elements for the project and are . . .**

Remove “hand in just what was asked for and you will receive a C.”

Other information: Third sentence currently reads proper itites” should read “proper authorities”

Jill Le-Roy Frazier moved that we accept the proposal pending minor edits, to be returned to the Chair for final approval. Carrie Oliviera seconded. Motion passed unanimously.

Substantial Course Modification: INTD 3215 – Commercial Design: Studio VI

Snapshot: Catalog Description change to Applies evidence-based design principles . . . “

Syllabus

Major Course Topics. The language of this section appears to be a discussion of the two major assignments that students will be required to complete in this course. Instead of listing course assignments here, it is preferred that a list of major course topics, separated by semicolons, is provided.

Under Learning Outcomes/Objectives:

First Learning Objective: delete “demonstrate understanding of” and change to “apply”

Second bullet: rephrase to “implement evidence based design” because “research” is not a Learning Outomce.

The 4th bulleted outcome : engage in learning experiences **in** that result in (We suggest that you remove the highlighted "in".

Last bullet: remove “effectively”

Under Major Assignments:

Eliminate “collection of student email addresses into groups.”

Grading Scale: remove “hand in just what was asked for and you will receive a C.”

Eliminate passage reading “Curving of the final grade can be in a positive or negative direction” as it is too much information.

Eileen Cress moved to approve the course with minor edits, to be returned to the Chair for final approval. Suzanne Smith seconded. Motion passed unanimously.

Substantial Course Modification: INTD 4205 – Directed Study

Snapshot:

*Increased contact hours allow students a deeper experience in **an** professional setting--*
change the “an” to “a.”

The International option needs to be vetted to International Studies.

Also, as the international experience would require students to enroll in another course, so the experience couldn’t count in both places. Also problematic is the fact that those international studies courses are three credit hours and this course is four credit hours, so that a substitution would not be possible.

Eliminate explicit indication of the experience being “International”; instead, they could do it through the Directed Studio and simply do that experience internationally.

Thus, the possibility of doing the International experience needs to be eliminated from this proposal.

Question: how do you ensure that the Internship and the Directed Studio provide equivalent experience?

Catalog Description: required hours (240) need to be listed in the Catalog description, but leave the rest of the Catalog Description alone. Also, project-based needs to be hyphenated.

Course title needs to be changed.

Rationale here is designed is to change the credit hours and the catalog description. Delete “allow for options to fulfill a student’s learning objectives presently not available in the existing curriculum” and delete “approved options”.

Implementation term needs to get changed to Summer 2014.

Syllabus:

Learning Outcomes: I realize these come from an accrediting body but could some of the words be changed? For example, could **engage to contemporary issues** be changed to engage in contemporary issues? Also, there is no verb in the bullet **awareness of the nature and value of integrated design practices**.

Grading scale: I would rephrase this sentence to be more grammatically correct and read better.-
Grades of A contain all of the requirements for that project AND be of superior quality and quantity.

Eliminate the International experience and the studio from the syllabus.

Goals:

Stem: The goals of the course are to help students:

First bullet: change “improve thinking, problem solving, and decision making skills”

Second bullet: change “promote” to “develop”

Third bullet: okay

Fourth bullet: change plural to singular

Fifth bullet: develop a clear understanding

Major Course Topics needs to be revised to read 240 hours of supervised experience.

Learning Outcomes:

Second bullet: delete

THE REST OF THE LEARNING OUTCOMES NEED TO BE ASSESSED

Motion to

NOTE: the Catalog deadline has been missed and the program will not be enacted until Fall 2014 without the Provost’s permission

Suzanne Smith moved that we Return course for edits to be returned to the committee for the next meeting. Carrie Olivera seconded. Motion passed unanimously.

New Course: INTD 4225 – Sustainable Design Seminar

Originator: Dennis Isham

Snapshot:

Rationale: last sentence . . . false parallelism, revise to “and to establish a philosophical viewpoint”

Change repeatable for credit to “NO”

Syllabus:

Purpose: false parallelism in last part; revise to “and establish a philosophical viewpoint”

Purpose: take phrase “in the basic understanding of sustainable concepts and move it to after “address weaknesses”.

Also, there should be an apostrophe after seniors, (i.e. senior’s)

Second sentence there should be an “in” in front of “which”

How do these goals pertain to the specific topic of the course? Make these more specific.

Learning Outcomes: “compltion” needs to be “completion”

Jill Le-Roy Frazier moved that we return the proposal for changes to come back to the committee for review. Jason Davis seconded. Motion passed unanimously.

TBR Proposal – B.S. in Interior Design

Originator: Dennis Isham

Rationale: need and impact are unclear. Be more specific. Dean has already revised satisfactorily and will update it in the system.

Change course title on Directed Study.

Transition plan needs further explication. For INTD 4224 rephrase to by not offering INTD 4225.

Carrie Oliveira moves that the proposal be tabled so that the recommended changes can be made; to be returned in time for the next meeting. Jill Le-Roy Frazier seconded. Motion passed unanimously.

Site-based and Electronic Delivery proposal – B.S. in Human Services

Approval Snapshot:

Provision for Academic Advising

Question: is it feasible to have a faculty advisor for all students? Be sure you can live up to this plan of action. (Does not need changing, it is just something to think about).

All software that is currently offered to on-ground students can be offered to online students.

Learning Outcomes:

How are you going to ensure that the students enrolled are the students taking the exams?

Also, need to re-examine PIE to make sure that your pre and post assessments for on-ground and online courses are equivalent. Doing so can clarify this section.

Student Retention:

Report will analyze the comparison between on-campus and online classes. (Revisit)

TBR Proposal:

Question: putting the minor in Family Studies is also getting put online. Further clarify that this degree requires a minor and that in order to facilitate exclusively online degree students successful completion of the program the minor in Family Studies will be available online.

Eliminate reference to the minor here; simply mention elsewhere that the Family Studies minor is available online.

Consistently hyphenate on-ground.

Purpose: strike “will”

Revisit Need section.

Under Impact show evidence that the need for the online major is out there.

Entire proposal needs to be cleaned up to remove repetitiveness. Length of proposal needs to be reduced by about half.

Suzanne Smith moved that the proposal be returned for further revision, to be returned in time for the next meeting. Shawna Lichtenwalner seconded. Motion passed unanimously.

Motion to adjourn was made by Shawna Lichtenwalner and seconded by Jill Le-Roy Frazier. Motion passed unanimously.

