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2015 April 8 - Undergraduate Curriculum Council Minutes

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**Undergraduate Curriculum Committee
Meeting Notes
April 8, 2015**

Members present: Mark Baumgartner, Rhonda Brodrick, T. Jason Davis, Julie Fox-Horton, Marsh Grube, Bill Hemphill, LaDonna Hutchins, Billie Lancaster, Jill LeRoy-Frazier, Shawna Lichtenwalner, Jessica Miller, Effiong Otukonyong, Kim Sell

Guests present: Chris Ayres, Rosemary Geiken, Ardis Nelson

The meeting was called to order at 2:05 pm by Chair Jill LeRoy-Frazier.

Old Business

Mark Baumgartner moved to approve the minutes from the March 25, 2015 meeting and was seconded by Kim Sell. The motion passed unanimously.

Actions by chair on behalf of committee since 3/25/2015: Approved TBR proposal for joint engineering program with TTU; approved MUSC 4600; returned ARTA 4607, SPAN 4137, and SPAN 4147 for UCC-recommended edits

New Business

- *Substantial Course Modification: SPAN 4137 Applied Spanish: Translation and Community Outreach*
http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=10&Instance=8130

Snapshot:

- Catalog description: Remove “and is designated as Writing Intensive (IWRT)”

Syllabus:

- Catalog description: Remove “and is designated as Writing Intensive (IWRT)”
- Major assignments: Edit Correcte to “Corrected”

Mark Baumgartner moved to accept the proposal with edits noted then return to the chair for approval. T. Jason Davis seconded. The committee unanimously approved the motion.

- *Substantial Course Modification: SPAN 4147 Applied Spanish: Interpretation and Community Outreach*

http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=10&Instance=8131

Snapshot and Syllabus:

- Catalog description: Remove “and is designated as Intensive Oral Communication (ICOM)”

Bill Hemphill moved to accept the proposal with edits noted then return to the chair for approval. Shawna Lichtenwalner seconded. The committee unanimously approved the motion.

- *New Course Proposal: ECED 2125 Infant and Toddler Care*

http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=6&Instance=8253

Rosemary Geiken provided an overview of the proposal.

Snapshot:

- Course number 2120 is already in use. Change to ECED 2125
- Catalog description: Edit to “A study of the care and education of infants and toddlers ages birth to three in group settings and examination of issues related to working with infants/toddlers and their families in a responsive environment that meets the needs of the whole child. Field experience is required.”

Syllabus:

- Purpose and goals: Rewrite goals to describe how this course will enhance the department’s curriculum. Items currently listed as goals can be moved to learning outcomes section (see next recommendation).
- Learning outcomes: Replace some of the “describe” and “identify” outcomes with higher level verbs.
- Grading scale: Edit to F = below 60

Shawna Lichtenwalner moved to return the proposal to the originator for changes with revised proposal returning to the UCC committee for approval at the next meeting in 2 weeks. Kim Sell seconded. The committee unanimously approved the motion.

- *Non-substantive Curriculum Change: Update ECDV minor*

http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=17&Instance=7772

Rosemary Geiken provided an overview of the proposal.

Recommendations:

- Existing approved curriculum as shown in catalog: Change to "Electives 0 – 9 Credit Hours"
- Proposed curriculum revision with changes in bold
 - Early Childhood Development Major Requirements
 - Change to "30 Credit Hours"
 - Correct course addition: Change ECED 2120 to "ECED 2125" then add "(3 credits)"
 - Early Childhood Development Concentration (ECEG): 24 Credit Hours
 - Committee confirmed FTFD 4535 Field Studies (3 credits) will be deleted.
 - Committee confirmed ECED 2180 Foundations of Language and Literacy (3 credits) will be added.
 - Electives: Change to "3-6 Credit Hours"
- Proposed Implementation Term: Change to "Fall 2016"

Mark Baumgartner moved to return the proposal to the originator for changes with revised proposal returning to the UCC committee for approval at the next meeting in 2 weeks. Shawna Lichtenwalner seconded. The committee unanimously approved the motion.

- *New Course Proposal: PHED 2316 Self-Defense for Women*

http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=6&Instance=8068

Charis Ayers provided an overview of the course.

Snapshot:

- Rationale for proposal: Revise to explain why the proposed course supports program improvement and why the course is needed for educational purposes

Syllabus:

- Purpose and goals: Revise to describe the department/faculty purpose in creating and offering the course. Remove the final sentence "It is expected that . . . the student:"
- Major assignments:
 - Active Participation and Attendance
 - Second paragraph, sentence 3: Change days to "day"

- Second paragraph, final two sentences: consider revising to remove ambiguity by clarifying for students under what circumstances they will be dropped or receive an F.
 - Reaction Paper, Item 5, Sentence 6 (Papers will be graded on . . .)
 - Consider clarifying what constitutes a “major” grammar or spelling error
- Grading Scale: Change F to “Below 60%” and “Below 120 points”
- Ground Rules: Remove “without actual notice if circumstances so warrant” from the first sentence.

The above recommendations were provided to the originator prior to the meeting. Chris Ayers presented to committee members proposed revisions based on the recommendations outlined above (see Attachment A).

T. Jason Davis recommended acceptance of the proposal with the changes presented by Chris Ayers and return of the proposal to the chair for approval. Kim Sell seconded. The committee unanimously approved the motion.

- *New Course Proposal: PHED 2523 Fundamentals of Fly Fishing*

http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=6&Instance=8072

Snapshot:

- Catalog description: Remove “This course is” then edit to make the description more concise.

Syllabus:

- Purpose and goals: Revise to explain why the proposed course supports program improvement and why the course is needed for educational purposes
- Learning Outcomes: Consider breaking them down to smaller groups of activities. Edit so that all of the verbs are not “demonstrate.”
- Major Assignments/Grade Assignments: Establish a clear link between each major assignment and its associated grade assignment.
- Grading Scale: Change F to “below 60%” and “below 600 pts”
- Attendance: Revise to reflect department attendance policy
- Ground Rules: Remove “without actual notice if circumstances so warrant” from the first sentence.

The above recommendations were provided to the originator prior to the meeting. Chris Ayers presented to committee members proposed revisions based on the recommendations outlined above (see Attachment B).

T. Jason Davis recommended acceptance of the proposal with the changes presented by Chris Ayers and return of the proposal to the chair for approval. Shawna Lichtenwalner seconded. The committee unanimously approved the motion.

Other Business:

- UCC will meet in the Graduate Conference Room again on April 22, 2015.
- Jill LeRoy-Frazier reminded committee members a chair and secretary for 2015-2016 would need to be elected at next meeting.

A motion to adjourn was made at 3:15 p.m. by T. Jason Davis and seconded by Shawna Lichtenwalner. The committee unanimously approved the motion.

Respectfully submitted,

Rhonda Brodrick
UCC Secretary

Approved by UCC 4/22/15

Attachment A
Proposed Revisions to PHED 2316
Self Defense for Women

Rationale

ETSU currently offers the courses Mixed Martial Arts and Karate but does not offer a course specifically addressing self-defense for females. Over 200,000 people each year are raped/sexually assaulted in the United and roughly 80% are under the age of 30. The ETSU campus and surrounding area is not exempt from these statistics. This course will afford women the opportunity to not only feel safer but to also be safer. At the time of the development of this course ETSU Women's Studies contacted the Department of Kinesiology, Sport and Recreation Management expressing their desire and support for a Self Defense for Women course on the ETSU campus.

Syllabus

Purpose and Goals

This course is intended to provide women with basic self-defense and to develop and enhance the options of self-defense, so they may become viable considerations to the woman who is attacked. This can help provide a safer environment for females on the ETSU campus and in other settings.

Goals

- To increase the options and choices that female students have in any given situation, including situations where we are at risk of violence.
- To introduce female students to Base Component Techniques/Strategies in the R.A.D. for Women Program.
- To provide female students with knowledge and skills that can empower them to feel more secure on campus and other environments.
- To provide female students with a course that gives women the ability to defend themselves, boosting their confidence levels.

Changes to Major Assignments

Active Participation and Attendance (Changes highlighted)

The participation grade is based upon effort/intensity, the students' willingness to diligently practice skills and concepts discussed in class, and oral contribution. The maximum score a student can earn for the participation grade is also directly influenced by attendance in class. Attendance and participation in an activity class count toward your final grade. *As our class progresses each week with new skills and information, attendance is very important.*

Participation points are earned by attending and participating in each class. Students who meet these criteria will earn 5 points for attending each class. Students who miss the first **day** of class **will** be dropped from the class. Students that miss two classes or more **will** receive an “F” for the semester.

Changes to Reaction Papers **(Word “major” removed from ...as well as any major grammar...)**

Each reaction paper should be AT LEAST 2 pages in length 3 being max. A title page is NOT needed for your reaction papers. Reaction papers should be typed in 12 point font or smaller, double spaced with 1-inch margins. Papers will be graded on quality of content as well as any grammar and spelling errors. Students should proof read their work before submitting it for grading. Papers not meeting these specifications may lose up to 5 points.

Changes Other Ground Rules **(Removed “without actual notice”)**

While the provisions of this syllabus are as accurate and complete as possible, **your instructor reserves the right to change any provision herein if circumstances so warrant.** Every effort will be made to keep you advised of such changes and information about such changes will be available from your instructor. It is your responsibility to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

Grading Scale (Changed “Under” to Below)

GRADING: Grading will be based on the percentage of the final number of points earned out of the total possible points.

A	93% - 100%	186pts - 200pts
A-	90% - 92%	180pts - 185pts
B+	87% - 89%	174pts - 179pts
B	83% - 86%	166pts - 173pts
B-	80% - 82%	160pts - 165pts
C+	77% - 79%	154pts - 159pts
C	73% - 76%	146pts - 153pts
C-	70% - 72%	140pts - 145pts
D+	67% - 69%	134pts - 139pts
D	63% - 66%	126pts - 133pts
D-	60% - 62%	120pts - 125pts
F	Below 60%	Below 120pts

Attachment B
Proposed Revisions to PHED 2523
Fundamentals of Fly Fishing

Catalog Description (Shortened)

An introduction to fly fishing with particular emphasis upon fly casting. Students are required to purchase a fishing license with a trout stamp for excursions to the river. The class will visit local tail waters during two weekends of the semester to test their fly fishing skills.

Purpose (Change Highlighted)

The purpose of this course is to provide students with an opportunity to learn a popular outdoor recreational activity. The East Tennessee region is nationally known for its trophy rainbow and brown trout fishing and this course provides both knowledge and skills to be able to take advantage of the surrounding natural environment. Addition of this course will expand the activity course offerings providing another lifetime activity.

Learning Outcomes

At the completion of this course, the student is expected to:

- demonstrate how to assemble and disassemble fly tackle.
- demonstrate knowledge of specific knots and when to use them.
- demonstrate acquired fly casting skills to include the pickup, roll cast, back cast, forward cast, false cast, shooting the line, hauling the line, and presenting the fly.
- demonstrate knowledge of natural foods in local trout fisheries, the various fly patterns associated with those foods, and when/how to use each pattern.
- demonstrate knowledge of river water safety rules and manners.
- demonstrate knowledge of fly fishing equipment and river fishing tactics.

Major Assignments (Modified to align with Grade Assignment)

A schedule of assigned textbook readings will be given to students at the beginning of the semester along with an assigned list of websites/YouTube videos. These assignments will be used to guide classroom instruction and demonstrations on fly casting techniques and knot tying. Knowledge and understanding will be assessed through two written exams. Classroom time will be provided for students to learn, practice, master and be assessed on casting techniques and knot tying. All students are expected to participate in two river excursions during two weekends of the semester or as arranged by the instructor.

Grading Scale ("less than" changed to Below)

A 92% - 100%	920pts – 1000pts
A- 90% - 91.9%	900pts – 919pts
B+ 87% - 89.9%	870pts – 899pts
B 82% - 86.9%	839pts – 869pts
B- 80% - 81.9%	800pts – 819pts

C+ 77% - 79.9%	770pts – 799pts
C 72% - 76.9%	720pts – 769pts
C- 70% - 71.9%	700pts – 719pts
D+ 67% - 69.9%	670pts – 699pts
D 62% - 66.9%	620pts – 669pts
D- 60% - 61.9%	600pts – 619pts
F Below 60%	Below 600pts

Attendance Policy (Modified)

Attendance is required. The Department of Kinesiology, Sport and Recreation Management Active Lifestyles and Wellness Program has a **no excused absence** policy. Students who 20% of the scheduled class periods will receive an “F” for the class in accordance with this policy.