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Undergraduate Curriculum Council Minutes

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2019 October 23 - Undergraduate Curriculum Council Minutes

University Governance, East Tennessee State University

Recommended Citation

Undergraduate Curriculum Committee
Meeting Notes
October 23, 2019

Members present Rhonda Brodrick, Michelle Chandley, Shirley Cherry, Jason Davis, Tom Donohoe, Julie Fox-Horton, Casey Gardner, Don Good, Marsh Grube, Dana Harrison, LaDonna Hutchins, Myra Jones, Scott Koterbay, Teresa Brooks-Taylor, Arpita Nandi, Evelyn Roach, Kimberly Sell, Melissa Shafer, Jennifer Young

Members absent   Tony Pittarese (travel)

Guests present   Jane Broderick, Katrina Heil

The UCC meeting was called to order at 2:05 p.m. by Shirley Cherry.

Old Business:

Kim Sell moved to approve the October 9, 2019 minutes. Julie Fox-Horton seconded. The motion passed with Shirley Cherry, Jason Davis, Teresa Brooks-Taylor, and Jennifer Young abstaining.

New Business

- Establish Minor – Minor in Allied Health
Shirley Cherry provided an overview of the proposal for the 18-credit minor. Potential students in Dental Hygiene, Cardiopulmonary Science, and Radiologic Science often must reapply for admission due to the competitive admission process. While waiting to reapply, the students often work toward a minor; they have expressed interest in an Allied Health minor. The proposal stipulates only one course can overlap between the major and minor curriculums.

Recommendations:
- Academic Justification – specify the names of the 3 programs in parenthesis after undergraduate programs of study (done)
- Discussion related to ALHE 4080 Leadership Capstone – Why is a capstone course listed for the minor? Shirley Cherry explained the department wanted to leave students in dental hygiene students with an option to take ALHE 4070 Leadership in Allied Health then follow this with ALHE 4080 Leadership Capstone; it is unlikely the Cardiopulmonary or Radiologic students will pursue the capstone course as an option

Primary Reviewers Scott Koterbay and Julie Fox-Horton had no additional comments related to the proposal. UCC members had no further comments/questions.

Kim Sell motioned to approve the proposal with the edits completed during the meeting. Jason Davis seconded. The motion passed unanimously.

Jane Broderick provided an overview of the proposed course which focuses on the philosophy and theory for childhood emergent inquiry.

Snapshot:
- Academic Justification – needs to explain why this course is needed in the curriculum; if it is in response to a recommendation from an accrediting organization this should be stated in the justification
- Course Identifiers: Subject – change to Early Childhood Education (done)

Syllabus:
- Academic Purpose and Goals – There is repetition in the goals. Move the last goal to first place then make goals more specific to the department
- Learning Outcomes
  - Outcome 1 – Needs to be more specific; consider adding "in early childhood" to the end of the goal
  - Outcomes 2 and 4 – Restate so these are more generalizable
- Assignments
  - Lack rigor to meet a 3000 level, 3 credit course; need to add assignments or make current assignments more substantive
  - Make sure there is no overlap between assignments for ECED 3170 and ECED 4170

Confirmation from Primary Reviewers Michelle Chandley and Scott Koterbay
- ✓ Course adds value to the education department and university
- ✖ Learning outcomes were evaluated to be of appropriate rigor for a 3000-level course
- ✖ Course is appropriate at 3000 level
- ✖ Credit hours are appropriate at 3

Similar revisions are needed for the other course proposals from Early Childhood Education:

- *ECED 3180 Observing with Intention from an Emergent Inquiry Perspective*
- *ECED 3190 Understanding, Creating, and Using Documentation from an Emergent Inquiry Perspective*
- *ECED 4170 Reggio Inspired Early Learning Environments*
- *ECED 4180 Working With Families and the Community from an Emergent Inquiry Perspective*
- *ECED 4190 Multi-Symbolic Representation with Young Children*

UCC members assigned to review the courses provided feedback to the originator by e-mail prior to the meeting. Discussion of individual courses was suspended. The proposals will be returned to the Jane Broderick for revision based on this feedback.

Jane Broderick provided an overview of the proposed minor which includes 6 courses focused on emergent inquiry, a highly recognized topic within the discipline. There is regional and national interest in pursuing this minor at ETSU.

Recommendations:
- Instructional Delivery Mode – Myra Jones stated the fully online (web) designation is problematic because the process to notify THEC and receive authorization for a fully online program has not been completed. The originator was directed to work with Myra Jones to complete the notification/authorization process.
- Academic Justification
  - Move the first paragraph to consequences
  - Delete the final paragraph – it is redundant
  - Remove "fully online" wording related to the minor
- The originator was asked whether lack of flexibility in terms of 6 specific courses composing the minor might create problems (i.e., backlog of students/delay in graduation if courses are not taught on a regular basis). Jane Broderick did not think this would be an issue.

Motion for the 6 ECED course and ECED Minor proposals: Jason Davis moved to return the proposals to the originator for revision. The proposals will return to the committee for 2ⁿᵈ review. Scott Koterbay seconded. The motion passed unanimously.

Shirley Cherry will e-mail Tony Pittarese about returning the ECED proposals to the originator for revision then follow-up with Jane Broderick. At the latest, the proposals will be returned on Monday, October 28, when Tony Pittarese returns to campus. Jane Broderick was asked to complete revisions within one week. Once the revisions are completed, Dr. Grube asked UCC members to review the same proposals they were assigned for today's meeting. UCC members are to notify Dr. Grube immediately if there are concerns about the revised proposals. The goal is for these proposals to undergo a 2ⁿᵈ review at the next UCC meeting on November 6.

Katrina Heil provided an overview of the proposed course which is designed to comply with recommendations from external program reviewers.

Confirmation from Primary Reviewers Kimberly Sell and Jason Davis
- ✓ Proposal is well written with alignment of outcomes, objectives, and assignments.
- ✓ Course adds value to the language department and university
- ✓ Learning outcomes were evaluated to be of appropriate rigor for a 4000-level course
- ✓ Course is appropriate at 4000 level
- ✓ Credit hours are appropriate at 3

Jason Davis motioned to approve the proposal as written. Kim Sell seconded. The motion passed unanimously.

This item was pulled from the agenda.

Other Discussion:

Academic Council Process Change: Use of the Consent Agenda for Some Academic Proposals - Marsh Grube provided an overview of the change in process which is designed to streamline the approval process.

- Less substantive curriculum proposals will be placed on the Academic Council Consent Agenda. When on this agenda, the proposal is not presented to the council. Council members review the proposal then validate the action of the UCC.
- If a member of Academic Council has concerns about a proposal on the consent agenda, the proposal is moved to the full agenda with a presentation required.
- Substantive proposals will remain on the full agenda.

What Form Do I Need? (see attached) UCC members provided feedback to Dr. Grube on the draft. Any additional feedback should be e-mailed to Dr. Grube.

A motion to adjourn was made at 3:40 p.m. by Scott Koterbay and seconded by Jason Davis. The committee unanimously approved the motion.

Respectfully submitted,

Rhonda Brodrick, UCC Secretary

Approved by UCC 11/13/19

Choose the form(s) needed for the requested actions. Sometimes a proposal may need more than one form. Consult college curriculum chairs or the Office of the Provost prior to starting proposals to see if more than one form is needed. Examples follow.

Ex: If the department wants to add new courses to a program of study, the following forms are required
- New Course Proposal
- Revise Curriculum: Non-Substantive **or** Substantive

Ex: If the department wants to add a new concentration to an existing program with new courses, the following forms may be required
- New or Modified Course Proposals
- Establish New Concentration in an Existing Program
- Revise Curriculum: Non-substantive **or** Revise Curriculum: Substantive (in case of others curricular components are affected)

Consult college curriculum chairs or the Office of the Provost prior to starting proposals to see if more than one form is needed.

This document is divided (blue shading) into categories: Course Actions, Program Actions (including THEC Proposals) and Other Actions

Course Action Forms	I want to
Establish Course	
Propose New Course	*Establish a required course or elective that will appear in the catalog(s).*
Propose Entrepreneurial Course	*Establish a self-supporting course for summer/winter terms. These courses are not listed in the catalog and may not be used as a substitution for a required course in a program of study.*
Propose Experimental Course	*Establish a course to access student interest, demand, appropriateness, and viability prior to establishing a new course that may not be used as a substitution for a required course in a program of study.*
Revise Current Course	
Revise Course: Editorial Change (minor)	*Revise items that do not substantively modify the course (e.g., title, catalog description, prerequisites).*
Revise Course: Substantive Modification (major)	*Revise items that substantively modify the course (e.g., credits, topics, learning outcomes)*
Inactivate Current Course	*Remove a currently approved course from course scheduling or publication in the catalogs.*
Reactivate Course	*Return a course previously inactivated available to scheduling and publication.*
Program Action Forms	What I want to do

Minor		
	Establish Minor	Establish a secondary area of study outside of the major program of study with a structured curriculum composed of at least 18 credits; 9 credits must be at the 3000-level or above.
	Revise Academic Minor	Update the program of study requirements for a minor.
Degree or Certificate		
	Letter of Notification (LON) for New Degree	Request development of a new academic degree or certificate with 24 credits or more.
	New Academic Program Proposal- NAPP (Degree or Certificate – 24 credits or more)	Propose a new degree/certificate and describe the proposed program of study and its implementation.
	Establish New Certificate 12-23 Credits	Design a new certificate requiring 12 to 23 credits.
	Change Program of Study Credits for Thesis/Dissertation	Increase the credits or establish variable credit for a thesis or dissertation in order for financial aid eligibility.
Concentration		
	Establish New Concentration in an Existing Program	Add ~~another~~ discipline concentration needed to offer coursework that pertain to areas of study within a degree program. *add, hymal*
Revise Currently Approved Program or Concentration		
	Revise Curriculum: Non-substantive	Revise when less than 18 credits for undergraduate or 9 credits for a graduate program are affected in the revision.
	Revise Curriculum: Substantive	Revise a degree or concentration when several revisions to a program of study are proposed or the program is substantially rearranged.
	Revise Advisor-Approved Electives	Provide an updated list of electives in the catalog to identify courses for which financial aid may be sought.
Articulation Agreement		
	Establish Articulation Agreement	Develop a formal agreement between two ETSU degree programs to integrate requirements for both degrees for which the student receives diplomas or ~~with~~ *between* ETSU and a program at another institution.
	Revise Articulation Agreement	Revise a current articulation agreement usually when one of the degree programs is revised and the revisions affect the curriculum of the agreement.
Program Policy		
	Establish Program Policy	Establish admissions, retention, or graduation policies related to pursing a degree.
	Revise Program Policy	Used to update an existing admissions, retention, or graduation policy.
THEC Proposals		
	Academic Program Consolidation	Used to propose a consolidation of existing undergraduate or graduate programs.
	Academic Program Modification	Modify an existing program when needing (1) to change or; add a program degree designation when the change involves a significant change curriculum shift in

Action	Description
	redefining the program's purpose, and (2) to establish a freestanding academic program from an existing concentration.
Inactivate or Reactivate Existing Academic Program or Concentration	*Evaluate the viability of a degree or concentration when a decision to terminate has not been made. In order to curtail student enrollment, the program needs to be inactivated. If not reactivated in three years, the program is automatically terminated.*
Terminate Academic Program or Concentration	*Removal of a low-producing (low enrollment or graduates) degree program that is no longer of interest to students.*
Change Name/Title of Academic Program or Concentration	*Better present the content of the degree or concentration or update the name/title using current discipline terminology.*
Change Instructional Delivery of Program	*Report program delivery mode change (traditional, hybrid, fully online) from the mode established when the program was first approved.*
Other Action Forms	
Establish Academic Unit	*N/A for faculty (initiated by provost)*
Establish Center or Institute	*Form an interdisciplinary center or institute to further research or service collaboration between disciplines and/or colleges.*
Establish College or School	*N/A for faculty (initiated by the president or provost)*
Establish Department or Division	*N/A for faculty (initiated by a college dean or provost)*