

East Tennessee State University

Digital Commons @ East Tennessee State University

Undergraduate Curriculum Council Minutes

11-13-2019

2019 November 13 - Undergraduate Curriculum Council Minutes

University Governance, East Tennessee State University

Follow this and additional works at: <https://dc.etsu.edu/ucc-minutes>



Part of the [Higher Education Commons](#)

Recommended Citation

University Governance, East Tennessee State University, "2019 November 13 - Undergraduate Curriculum Council Minutes" (2019). *Undergraduate Curriculum Council Minutes*. 164.
<https://dc.etsu.edu/ucc-minutes/164>

This Minutes is brought to you for free and open access by Digital Commons @ East Tennessee State University. It has been accepted for inclusion in Undergraduate Curriculum Council Minutes by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact digilib@etsu.edu.

**Undergraduate Curriculum Committee
Meeting Notes
November 13, 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, Tony Pittarese, Teresa Brooks-Taylor, Evelyn Roach, Kimberly Sell, Melissa Shafer, Jennifer Young

Members absent Scott Koterbay, Arpita Nandi

Guests present Jane Broderick, Michael Burford, Andrea Clements, Laura Dower, Travis Graves, T. Alan Holmes, Andrew Howell, Greta Marek, Mary Mullins, Ryan Nivens, Melessia Webb

The UCC meeting was called to order at 2 p.m. by Tony Pittarese.

Old Business:

Kim Sell moved to approve the October 23, 2019 minutes. Jason Davis seconded. The motion passed unanimously.

Old Business

- ECED 3170 History and Theory of Early Childhood Emergent Inquiry (2nd Review)

Snapshot:

- Academic Justification was changed to include accrediting body as requested.

Syllabus:

- Academic Purpose and Goals – Delete Goal 1 (done)
- Learning outcomes were revised as requested.
- Assignments were revised to increase rigor to level appropriate for 3000 level course.

Confirmation from Primary Reviewers Michelle Chandley and Scott Koterbay (by e-mail)

- ✓ Revisions requested during initial review completed
- ✓ Course adds value to the education department and university
- ✓ Learning outcomes and assignments were evaluated to be of appropriate rigor for a 3000-level course
- ✓ Course is appropriate at 3000 level
- ✓ Credit hours are appropriate at 3

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

- ECED 3180 Observing with Intention from an Emergent Inquiry Perspective (2nd Review)

Syllabus:

- Academic Purpose and Goals – Change Goal 3 to read “To recognize children’s capacities across stages of development” (done)

Confirmation from Primary Reviewers Melissa Shafer and Dana Harrison

- ✓ Revisions requested during initial review completed
- ✓ Course adds value to the education department and university
- ✓ Learning outcomes and assignments were evaluated to be of appropriate rigor for a 3000-level course
- ✓ Course is appropriate at 3000 level
- ✓ Credit hours are appropriate at 3

Melissa Shaffer motioned to approve the proposal with the edits completed during the meeting. Dana Harrison seconded. The motion passed unanimously.

- ECED 3190 Understanding, Creating, and Using Documentation from an Emergent Inquiry Perspective (2nd Review)

Syllabus:

- Academic Purpose and Goals – Correct spelling of knowledge in Goal 2 (done)
- Learning Outcomes – Separate outcome 4 into two outcomes with one for student and one for teacher (done)

Confirmation from Primary Reviewers Jason Davis and Jennifer Young

- ✓ Revisions requested during initial review completed
- ✓ Course adds value to the education department and university
- ✓ Learning outcomes and assignments were evaluated to be of appropriate rigor for a 3000-level course
- ✓ Course is appropriate at 3000 level
- ✓ Credit hours are appropriate at 3

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

- ECED 4170 Reggio Inspired Early Learning Environments (2nd Review)

Snapshot:

- Subject – Change from Academic Affairs to Early Childhood Education (done)

Syllabus:

- Academic Purpose and Goals – correct spelling of physical in Goal 1 (done)

Confirmation from Primary Reviewers Teresa Brooks Taylor and Kimberly Sell

- ✓ Revisions requested during initial review completed
- ✓ Course adds value to the education department and university
- ✓ Learning outcomes and assignments were evaluated to be of appropriate rigor for a 4000-level course
- ✓ Course is appropriate at 4000 level
- ✓ Credit hours are appropriate at 3

Teresa Brooks-Taylor motioned to approve the proposal with the edits completed during the meeting. Kim Sell seconded. The motion passed unanimously.

- ECED 4180 Working With Families and the Community from an Emergent Inquiry Perspective (2nd Review)

Snapshot:

- Subject – Change from Academic Affairs to Early Childhood Education (done)
- Catalog Description
 - Catalog descriptions for ECED 4580 overlaps significantly with catalog description for ECED 4517
 - Revise to: Investigates relationships among school, family, and the community from an Emergent Inquiry perspective as they impact learning and development of children. This course focuses on ways to be inclusive and supportive of families and diversity and to work with community.

Confirmation from Primary Reviewers Jennifer Young and Dana Harrison

- ✓ Revisions requested during initial review completed
- ✓ Course adds value to the education department and university
- ✓ Learning outcomes and assignments were evaluated to be of appropriate rigor for a 4000-level course
- ✓ Course is appropriate at 4000 level
- ✓ Credit hours are appropriate at 3

Jennifer Young motioned to approve the proposal with the edits completed during the meeting. Dana Harrison seconded. The motion passed unanimously.

-ECED 4190 Multi-Symbolic Representation with Young Children (2nd Review)

Snapshot:

- Subject – Change from Academic Affairs to Early Childhood Education (done)

Confirmation from Primary Reviewers Michelle Chandley and Arpita Nandi (by e-mail)

- ✓ Course adds value to the education department and university
- ✓ Learning outcomes and assignments were evaluated to be of appropriate rigor for a 4000-level course

- ✓ Course is appropriate at 4000 level
- ✓ Credit hours are appropriate at 3

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

- Establish Minor – Early Childhood Emergent Inquiry (2nd Review)

Recommendations:

- Expected Learning Outcomes (Minor) – Correct spelling of experiences in Outcome 6 (done)
- Existing Course Information – remove information in this category (done)
- New Course Information – Change the catalog description for ECED 4180 to match the edits made earlier in this meeting (done)

Confirmation from Primary Reviewers Melissa Shafer and Arpita Nandi (by e-mail)

- ✓ Minor adds value to the education department and university
- ✓ Cogent set of courses
- ✓ Courses meet the learning outcomes established for the minor

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

New Business

- ARTA 3516 Woodworking Techniques

Travis Graves provided an overview of the new course proposal.

Snapshot:

- Contact Information for Similar Courses – Dr. Keith Johnson's e-mail confirmation of support is documented.

Syllabus:

- Academic Purpose and Goals
 - Purpose - Leave the first sentence and remove remaining information which is redundant from Academic Justification (done)
 - Goals – Rewrite from the department's perspective (How will this course enhance the curriculum? Why is the course needed?) – Julie Fox-Horton will work with originator to revise
- Learning Outcomes
 - Add the stem sentence back at the top of the table – At the conclusion of this course **Undergraduate Students** are expected to do the following.

- Change to present tense (done)

Confirmation from Primary Reviewers Shirley Cherry and Julie Fox-Horton

- ✓ Course adds value to the Art & Design department and university
- ✓ Learning outcomes and assignments were evaluated to be of appropriate rigor for a 3000-level course
- ✓ Course is appropriate at 3000 level
- ✓ Credit hours are appropriate at 3

Proposal Tabled – Tony Pittarese will return the proposal to the originator. Julie Fox-Horton and Shirley Cherry will work with Travis Graves to make the requested revisions. The proposal will return to the committee at the next meeting for a focused second review.

- CUAJ 4887/5887 Career and Technical Education Clinical Practice and Seminar

Ryan Nivens provided an overview of the proposal.

Snapshot:

- Academic Justification
 - Identify InTASC as New Teacher Assessment and Support Consortium (done)
 - Remove last sentence related to reducing credit hours (done)
- Course Repeatable for Credit – Marked yes with 2 credits indicated
 - In discussing this designation, it was indicated students would take the 1 credit course one semester and meet part of the learning outcomes/complete part of the assignments then return for a second semester to repeat the 1 credit course to meet the remaining learning out comes and complete the remaining assignments. UCC Members questioned whether this was appropriate (Are two - 1 credit hour courses needed? Is one – 2 credit hour course needed?) Students should not be splitting learning outcomes for 1 course across 2 semesters. Ryan Nivens will discuss this with the originator.

Syllabus:

- Learning Outcomes – currently written as assignments; revise to reflect what the department/faculty expect students to accomplish by completing this course.

Confirmation from Primary Reviewers Shirley Cherry and Teresa Brooks Taylor

- ✓ Course adds value to the education department and university
- ✓ Learning outcomes and assignments were evaluated to be of appropriate rigor for a 4000-level course
- ✓ Course is appropriate at 4000 level
- ✓ Credit hours are appropriate at 1

Proposal Tabled – Tony Pittarese will return the proposal to the originator. Shirley Cherry will work with Karin Keith to make the requested revisions to the learning outcomes and to clarify the course repeatable for credit issue. The proposal will return to the committee at the next meeting for a focused second review.

- Establish Program Policy – Nursing - Progression

Laura Dower provided an overview of the proposal.

Recommendations: None from primary reviewers Don Good and Jason Davis; None from the committee

Jason Davis moved to accept the proposal as written. Don Good seconded. The motion passed unanimously.

- Revise Course: Substantial Modification PSYC 3300 Psychology of Women

Andrea Clements provided an overview of the proposal which seeks to broaden the course from women to the broader categories of gender and sexuality.

Syllabus:

- Academic Purpose and Goals – Add “to” in the first sentence (done)
- Grading Scale – change F to read below 60% (done)
- Academic misconduct – remove extra period in first sentence (done)

Confirmation from Primary Reviewer Julie Fox-Horton and Scott Koterbay (via e-mail)

- ✓ Course adds value to the psychology department and university
- ✓ Learning outcomes and assignments were evaluated to be of appropriate rigor for a 3000-level course
- ✓ Course is appropriate at 3000 level
- ✓ Credit hours are appropriate at 3

Julie Fox-Horton motioned to approve the proposal with the edits completed during the meeting. Shirley Cherry seconded. The motion passed unanimously.

- SOWK 4337/5337 Family Violence

Michael Burford provided an overview of the proposal.

Snapshot:

- Catalog Description – Remove sentence “Attention is given . . .” (done)

Syllabus:

- Learning Outcomes – Committee questioned whether 14 learning outcomes is appropriate but no revisions were requested.

Confirmation from Primary Reviewers Kim Sell and Don Good

- ✓ Course adds value to the social work 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

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

Other Discussion: None

A motion to adjourn was made at 3:45 p.m. by Jason Davis and seconded by Kim Sell. The committee unanimously approved the motion.

Respectfully submitted,

Rhonda Brodrick, UCC Secretary

Approved by UCC 12/11/19