

Undergraduate Curriculum Committee, January 26, 2011
2:00pm, B & F Conference Room, Dossett Hall Room 202

Attendance

Members Present: Kathy Campbell, Ellen Drummond, Mel Page, Debbie Dotson, Jill LeRoy-Frazier, Jason Davis, Leslie Adebonojo, Todd Emma, Alison Deadman, Keith Green

Visitors: Tim Dills (representing proposals the originator of which is Dr. Phil Miller).

1. **Approval of the minutes from December 8, 2010:** Kathy Campbell commended approval of the minutes. Motion to accept made by Debbie Dotson, Seconded by (?) Jason Davis, Minutes were approved by unanimous vote.

2. **Report of actions by the chair on behalf of the committee** (Per Agenda)

a. **Returned for revision and reconsideration by the committee**

TBR Proposal—

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

Substantial Course Modification—

Non-Substantive Curriculum Change—

New Course—GEOL 3500 (Volcanology)

c. **Tabled**

d. **Approved**

New Course Proposals—ARTA 2072 (Introduction to Fibers)
GEOL 3000 (Volcanology)

TBR Proposal—Removal of portfolio requirement for BA in Foreign Languages

Substantial Course Modifications—

In addition: PSCI 3440 was certified by the chair

Two non-substantive curriculum changes, PSCI major and PSCI minor, were approved by the chair on behalf of the committee per instructions agreed upon in the last meeting.

3. **Proposals to be considered**

a. (2:05-2:25 pm) Non-Substantive Curriculum Change: Management Minor (Phillip Miller) **Alison Deadman & Shawna Lichtenwalner**
http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=17&Instance=4394

Tim Dills represented this proposal. The proposal was reviewed for committee by Alison Deadman and Shawna Lichtenwalner.

MGNT 4010 has not been offered in the recent past, and is regarded as a now-redundant requirement. Rationale for the proposal are regarded by the committee reviewers as adequate and to the point. Deadman commended the proposal for the committee's approval without specific editorial changes.

Motion to accept the proposal as it is made by Deadman, Seconded, Debbie Dotson. Approved by unanimous vote

4. Old Business

Definition of a credit hour

Sense of the discussion: A draft of a definition of a credit hour, in anticipation of the requirement of regional accreditation requirements was discussed. The issue is, essentially, how to extend a longstanding and 'traditional' definition of a credit hour for work denoted by a credit hour earned through conventional 'classroom' pedagogy to 'non-traditional' (read web-based and web-assisted) pedagogy where students do not spend an equivalent amount of time 'in class', in the physical company of the instructor of record.

The Draft Definition, presented by Marsh Grube, read as follows:

A credit hour is a unit of value given to academic courses. Credit hours awarded for a course, regardless of course delivery method, are determined by sound practice. Faculty determine the number of credit hours to be awarded for a course by evaluating (a) course content, (b) expected learning outcomes, (b) whether it is a lower or upper division undergraduate course or at graduate level of instruction, (c) mode of instruction, (d) total amount of time requirements the student is expected to invest in the course over a term. Time requirements quantitatively reflect instruction, the amount of time spent in class, and the amount of time anticipated to be required for outside work pertaining to the course. Traditionally, a credit hour for a standard on-ground course is represented by the expectation of 750 in-class minutes of instruction in a term with an expected two hours of out-of-class work for each hour spent in class. Other modes of delivery require peer judgment as to the credit-hour equivalency in determining how factors associated with the mode of delivery would equate to the standard when determining course credit-hours. Faculty curriculum review committees consider these factors when applying the credit-hour standard for course proposals.

The committee expressed strong support of the 'traditional' definition of a credit hour as awarded for courses taught by means of conventional pedagogy, though not without questions and dissent from Jason Davis and Todd Emma. Per recommendation of the committee, the draft would be amended to read as follows (altered language is underlined):

A credit hour is a unit of value given to academic courses. Credit hours awarded for a course, regardless of course delivery method, are determined by discipline-specific best practices. Faculty determine the

number of credit hours to be awarded for a course by evaluating (a) course content, (b) expected learning outcomes, (c) mode of instruction, (d) total amount of time requirements the student is expected to invest in the course over a term. Time requirements quantitatively reflect instruction, the amount of time spent in class, and the amount of time anticipated to be required for outside work pertaining to the course. Traditionally, a credit hour for a standard on-ground course is represented by the expectation of 750 in-class minutes of instruction in a term with an expected two hours of out-of-class work for each hour spent in class. Other modes of delivery require peer judgment as to the credit-hour equivalency in determining how factors associated with the content and learning outcomes would equate to the standard according to a sense of discipline-specific best practices, when determining course credit-hours. Faculty curriculum review committees consider these factors when applying the credit-hour standard for course proposals.

5. **Adjournment** Motion to adjourn by Green, second by Emma, Unanimous vote to adjourn at 3:10pm.