Undergraduate Curriculum Committee Minutes

September 11, 2019

PLEASE NOTE: All proposals approved by the Undergraduate Curriculum Committee are sent to the Provost for final approval.

ALL PROPOSALS WERE CONSIDERED THROUGH THE ONLINE VOTING PROCESS. NO FACE-TO-FACE MEETING.

Members Voting Online: Dr. Janet Ratliff, Dr. Daryl Privott, Dr. Mark Graves, Dr. Dirk Grupe, Dr. Nilesh Joshi, Dr. Morgan Getchell, Ms. Pam Colyer, Mr. Connor Tilford.

Dr. Daryl Privott (first responder) made the motion to accept all online proposals.

Members Absent: Ms. Lori Ann Dobson, Dr. Flint Harrelson, Dr. Sara Lindsey

Committee Actions:

Minutes of May 8, 2019 – Approved
Minor Revision of an Existing Course:
  UTCH 300 Classroom Interactions – Approved
  UTCH 350 Project-Based Instruction – Approved

Next meeting: October 9, 2019
October 11, 2018

Curriculum Committees:

MSUTeach is requesting a minor change to UTCH 300 Classroom Interactions and UTCH 350 Problem-based Instruction. The change is to restrict these courses to students admitted to the Teacher Education Program. We originally followed the UTeach Model of Teacher Education Program entry just prior to UTCH 450 Apprentice Teaching. Approval of this change will:

1) facilitate the administrative process for entry into Teacher Education Program by becoming more closely aligned with the timing of TEP of students in other Teacher preparation programs at MSU and
2) allows MSUTeach students an opportunity to apply for certain scholarships that are limited to Teacher Education Program students.

Thank you for consideration of this minor course change.

Regards,

Edna

Edna O. Schack, Ed.D.
Professor, Mathematics Education
Co-Director, MSUTeach
304 Ginger Hall, Morehead State University
Morehead, KY 40351
e.schack@moreheadstate.edu
606-356-3619 (m)
COURSE
Minor Revision to an Existing Course
Undergraduate Curriculum Routing Form
Revised January 2018

<table>
<thead>
<tr>
<th>Course (as listed in current catalog)</th>
<th>UTCH 300 - Classroom Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department (as listed in current catalog)</td>
<td>Middle Grades and Secondary Education</td>
</tr>
<tr>
<td>College (as listed in current catalog)</td>
<td>College of Education</td>
</tr>
</tbody>
</table>

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator’s responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.

Departmental Curriculum Committee

( ) Approved ( ) Disapproved 22 April 19

Department Chair or Associate Dean (Sign and Print)

April D. Miller

( ) Approved ( ) Disapproved 4/22/19

College Curriculum Committee (Sign and Print)

( ) Approved ( ) Disapproved 4/23/19

Dean (Sign and Print)

Chris T. Miller

( ) Approved ( ) Disapproved 3/19

Teacher Ed. Council (if the course is required in any secondary education program) (Sign and Print)

( ) Approved ( ) Disapproved 3/19

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

Laurie L. Couch ( ) Approved ( ) Disapproved 9/9/19

Undergraduate Curriculum Committee (Sign and Print)

Laurie L. Couch

( ) Approved ( ) Disapproved 9/9/19

Vice President for Academic Affairs (Sign and Print)

Laurie L. Couch

( ) Approved ( ) Disapproved 9/9/19
**COVER SHEET**

This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

<table>
<thead>
<tr>
<th>Course: (as listed in current catalog)</th>
<th>UTCH 300 - Classroom Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department:</strong> (as listed in current catalog)</td>
<td>Middle Grades and Secondary Education</td>
</tr>
<tr>
<td>College: (as listed in current catalog)</td>
<td>College of Education</td>
</tr>
</tbody>
</table>

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

*Please note: it is the initiator’s responsibility to track a proposal through the approval process.*

The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.

The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.

---

**Initiator**

- The curriculum proposal form has not been altered (formatting, font, etc.).
- Grammar, spelling, punctuation, sentence structure, etc. is accurate.
- The course title, department, and college names correspond to the current catalog.
- Course teaching workload, formula, and semesters taught are specified.
- The impacted departments, programs, the individuals notified, and the method of notification are listed.

Impact is defined as any program or department that requires the course, offers the course as an elective, offers a similar course, has an equated course, has the course listed as a co-requisite or pre-requisite, shares staff and/or resources.

- Responses are complete and applicable for each question.
- The entire proposal is saved as one Word document.

---

**Department Curriculum Committee Chair**

- The curriculum proposal form has not been altered (formatting, font, etc.).
- Grammar, spelling, punctuation, sentence structure, etc. is accurate.
- The course title, department, and college names correspond to the current catalog.
- Course teaching workload, formula, and semesters taught are specified.
- The impacted departments, programs, the individuals notified, and the method of notification are listed.

**My signature verifies that I have reviewed the proposal and it is ready to go to the next level.**

---

**Originator (Sign and Print)**

**Approval Date**

---

**Department Curriculum Committee Chair (Sign and Print)**

**Approval Date**
COURSE
Minor Revision to an Existing Course

Use this outline to report a minor modification of a previously approved course and to equate a current course with a new course. Minor revisions include title, prefix, course number, catalog course description, and admission requirements (test scores, pre-requisites, or co-requisites). *Minor changes do not modify course content or the course formula.* If the course content or formula is to be modified, use the New Course or Major Revision to Existing Course Form. Terms offered should be consistent with the curriculum map.

### I. COURSE

<table>
<thead>
<tr>
<th>Current Course Name:</th>
<th>Course prefix (Example: ENG)</th>
<th>Number (Example: 100)</th>
<th>Title (Example: Writing I)</th>
<th>Faculty Load</th>
<th>Formula (Example: 3-0-3)</th>
<th>Intended Terms Offered (Example: Fall/Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTCH 300</td>
<td>Classroom Interactions</td>
<td>3</td>
<td>2-2-3</td>
<td>Fall/Spring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed Course Name:</th>
<th>Course prefix (Example: ENG)</th>
<th>Number (Example: 100)</th>
<th>Title (Example: Writing I)</th>
<th>Faculty Load</th>
<th>Formula (Example: 3-0-3)</th>
<th>Intended Terms Offered (Example: Fall/Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTCH 300</td>
<td>Classroom Interactions</td>
<td>3</td>
<td>2-2-3</td>
<td>Fall/Spring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### II. EXPLANATION

**A.** Describe the change and justify what this proposal is requesting; what are you doing and why are you doing it? Content will be listed at the end of the document.

Add as a prerequisite, students must be admitted to the Teacher Education Program.

**B.** List all other departments and programs that could be impacted by this proposal. For example, any department or program that:

- requires the course
- offers the course as an elective
- offers a similar course
- has an equated course
- has the course listed as a co-requisite or pre-requisite
- shares staff and/or resources

Department of Mathematics and Physics, Program: Mathematics Area MSU Teach Track, Program: Mathematics Major MSU Teach Track and Program: Physics Area MSU Teach Track
Department of Earth and Space Sciences, Program: Earth Systems Science Area MSU Teach Track
Department of Biology and Chemistry, Program: Biological Sciences Area MSU Teach Track and Program: Chemistry Area MSU Teach Track

**C.** Explain the potential impact on the other departments and programs.

There will be little to no impact on these departments and programs because the MSU Teach program advisors have been encouraging students enrolled in this course be admitted to the Teacher Education Program.

The content departments, MaPH, BIOC, and ESS, have been made aware of this requirement.

**D.** List each of the individuals in the other departments and programs notified by the proposing department and define the method of contact (e-mail, phone conversation, etc.)

All below contacted by email:

Dr. April Miller, Chair Department Middle Grades and Secondary Education and Early Childhood,
III. ADDITIONAL INFORMATION

A. If this is a change that effects the current MSU Undergraduate Catalog content, please provide the copy that is to appear in the next catalog revision.

UTC 300: Classroom Interactions

(2-2-3) Classroom Interactions continues the process of preparing you to teach mathematics, science, and engineering by providing opportunities to apply theories of learning developed in Knowing and Learning in instructional settings. You will design and implement instructional activities informed by your own understanding of what it means to know and learn mathematics and science, and then evaluate the outcomes of those activities on the basis of student artifacts (i.e., what students say, do, or create). An important focus of the course is on building your awareness and understanding of equity issues and their effects on student learning. Providing accommodations to meet the needs of all students is the heart of good teaching. Classroom Interactions is centered on a close examination of the interplay between teachers, students, content, and the world beyond schools, and how such interactions enable students to develop deep conceptual understanding. You will learn how content and pedagogy combine to make effective teaching.

Prerequisites: UTC 100, UTC 150, UTC 200, UTC 250, and admission to the Teacher Education Program

Please insert (paste) any supporting documentation here. If you have no supporting information, please remove this section from your proposal.
Minor Revision to an Existing Course
Undergraduate Curriculum Routing Form
Revised January 2018

<table>
<thead>
<tr>
<th>Course (as listed in current catalog)</th>
<th>UTCH 350 - Project-Based Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department (as listed in current catalog)</td>
<td>Middle Grades and Secondary Education</td>
</tr>
<tr>
<td>College (as listed in current catalog)</td>
<td>College of Education</td>
</tr>
</tbody>
</table>

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator’s responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.

Departmental Curriculum Committee

( ) Approved ( ) Disapproved 2/22/19

Department Chair or Associate Dean (Sign and Print)

( ) Approved ( ) Disapproved 4/22/19

College Curriculum Committee (Sign and Print)

( ) Approved ( ) Disapproved 4/23/19

Dean (Sign and Print)

( ) Approved ( ) Disapproved 4/23/19

Teacher Ed. Council (if the course is required in any secondary education program) (Sign and Print)

( ) Approved ( ) Disapproved 5/2/19

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

Undergraduate Curriculum Committee (Sign and Print)

( ) Approved ( ) Disapproved 9/9/19

Vice President for Academic Affairs (Sign and Print)

( ) Approved ( ) Disapproved 9/9/19
COVER SHEET

This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

<table>
<thead>
<tr>
<th>Course: (as listed in current catalog)</th>
<th>UTCH 350 - Project-Based Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: (as listed in current catalog)</td>
<td>Middle Grades and Secondary Education</td>
</tr>
<tr>
<td>College: (as listed in current catalog)</td>
<td>College of Education</td>
</tr>
</tbody>
</table>

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator’s responsibility to track a proposal through the approval process.

The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.

The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.

Initiator

☐ The curriculum proposal form has not been altered (formatting, font, etc.).
☐ Grammar, spelling, punctuation, sentence structure, etc. is accurate.
☐ The course title, department, and college names correspond to the current catalog.
☐ Course teaching workload, formula, and semesters taught are specified.
☐ The impacted departments, programs, the individuals notified, and the method of notification are listed.

Impact is defined as any program or department that requires the course, offers the course as an elective, offers a similar course, has an equated course, has the course listed as a co-requisite or pre-requisite, shares staff and/or resources.

☐ Responses are complete and applicable for each question.
☐ The entire proposal is saved as one Word document.

Department Curriculum Committee Chair

☐ The curriculum proposal form has not been altered (formatting, font, etc.).
☐ Grammar, spelling, punctuation, sentence structure, etc. is accurate.
☐ The course title, department, and college names correspond to the current catalog.
☐ Course teaching workload, formula, and semesters taught are specified.
☐ The impacted departments, programs, the individuals notified, and the method of notification are listed.

Impact is defined as any program or department that requires the course, offers the course as an elective, offers a similar course, has an equated course, has the course listed as a co-requisite or pre-requisite, shares staff and/or resources.

☐ Responses are complete and applicable for each question.
☐ The entire proposal is saved as one Word document.

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.

Originator (Sign and Print) 10.2018

Department Curriculum Committee Chair (Sign and Print) 19.11.2018
Use this outline to report a minor modification of a previously approved course and to equate a current course with a new course. Minor revisions include title, prefix, course number, catalog course description, and admission requirements (test scores, pre-requisites, or co-requisites). Minor changes do not modify course content or the course formula. If the course content or formula is to be modified, use the New Course or Major Revision to Existing Course Form. Terms offered should be consistent with the curriculum map.

I. COURSE

<table>
<thead>
<tr>
<th>Current Course Name: (as listed in the current catalog)</th>
<th>Proposed Course Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course prefix (Example: ENG)</td>
<td>Course prefix (Example: ENG)</td>
</tr>
<tr>
<td>Number (Example: 100)</td>
<td>Number (Example: 100)</td>
</tr>
<tr>
<td>Title (Example: Writing I)</td>
<td>Title (Example: Writing I)</td>
</tr>
<tr>
<td>Faculty Load</td>
<td>Faculty Load</td>
</tr>
<tr>
<td>Formula (Example: 3-0-3)</td>
<td>Formula (Example: 3-0-3)</td>
</tr>
<tr>
<td>Intended Terms Offered (Example: Fall/Spring)</td>
<td>Intended Terms Offered (Example: Fall/Spring)</td>
</tr>
<tr>
<td>UTCH 350 Project-Based Instruction</td>
<td>UTCH 350 Project-Based Instruction</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2-2-3</td>
<td>2-2-3</td>
</tr>
<tr>
<td>Fall/Spring</td>
<td>Fall/Spring</td>
</tr>
</tbody>
</table>

II. EXPLANATION

A. Describe the change and justify what this proposal is requesting; what are you doing and why are you doing it? Content will be listed at the end of the document. Add as a prerequisite, students must be admitted to the Teacher Education Program.

B. List all other departments and programs that could be impacted by this proposal. For example, any department or program that:
   a. requires the course
   b. offers the course as an elective
   c. offers a similar course
   d. has an equated course
   e. has the course listed as a co-requisite or pre-requisite
   f. shares staff and/or resources

Department of Mathematics and Physics, Program: Mathematics Area MSUTeach Track, Mathematics Major MSUTeach Track, and Program: Physics Area MSUTeach Track
Department of Earth and Space Sciences, Program: Earth Systems Science Area MSUTeach Track
Department of Biology and Chemistry, Program: Biological Sciences Area MSUTeach Track and Program: Chemistry Area MSUTeach Track

C. Explain the potential impact on the other departments and programs.

There will be little to no impact on these departments and programs because the MSUTeach program advisors have recommended students enrolled in this course be admitted to the Teacher Education Program.

The content departments, MaPH, BIOC, and ESS, have been made aware of this requirement.

D. List each of the individuals in the other departments and programs notified by the proposing department and define the method of contact (e-mail, phone conversation, etc.)

All below contacted by email:
Dr. April Miller, Chair Department Middle Grades and Secondary Education and Early Childhood, Elementary
III. ADDITIONAL INFORMATION

A. If this is a change that affects the current MSU Undergraduate Catalog content, please provide the copy that is to appear in the next catalog revision.

UTCH 350 - Project-Based Instruction

(2-2-3) PBI is based on the premise that project-based instruction engages learners in exploring authentic, important, and meaningful questions of real concern to secondary students. Project-based instruction promotes equitable and diverse participation and engages high school students in learning. Students design full units of connected lessons - a skill that is required in Apprentice Teaching. Students synthesize a number of the major principles and themes of the MSU Teach program as they develop an intellectually challenging project-based instructional unit. This course initially provides for student experiencing PBI as a student through a unit project in which the students develop usable materials to explore special populations and how to accommodate such populations in the classroom. PBI incorporates a variety of instructional approaches, focusing on differentiating between project-based instruction and other instructional methods.

Prerequisites: UTCH 200, UTCH 300, and admission to the Teacher Education Program

Please insert (paste) any supporting documentation here. If you have no supporting information, please remove this section from your proposal.