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Undergraduate Council Minutes of Meeting April 18, 2006

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The University of Tennessee, Knoxville
Undergraduate Council
Minutes of Meeting
April 18, 2006
2:00 p.m. – 8th Floor Board Room – Andy Holt Tower

MEMEBERS PRESENT: Bob Glenn, Lorri Glover, John Haas, Robert Heller, R.J. Hinde, Mary Holcomb, Laura Jolly, Mark Moon, Johnnie Mazingo, Bill Park, John Romeiser, Harold Roth, Rich Saudargas, Euridice Silva, Delores Smith, Rita Smith, Frank Spicuzza.

EX-OFFICIO MEMBERS PRESENT: Mary Lewnes Albrecht, Ruth Darling, George Hoemann, Sally McMillan, Masood Parang, Fred Pierce, Max Robinson.

The meeting was called to order at 2:00 p.m. by Laura Jolly, Chair.

Anne Mayhew, Vice Chancellor for Academic Affairs, thanked Laura Jolly for her dedication to the Undergraduate Council and for the excellent job she has done as Undergraduate Council Chair.

The [Minutes of the March 7, 2006 meeting](#) of the Undergraduate Council were approved.

- Committee Reports
 - Academic Policy Committee – L. Jolly for M. Holcomb (see page U1091)
 - Advising Committee – R. Darling
 - R. Darling reported on (1) the Advising Evaluation to be implemented in the fall, (2) the Early Alert Program, and (3) the formation of a campus affiliate of the National Academic Advising Association (NACADA).
 - Appeals Committee – D. Peccolo (see page U1092)
 - General Education Committee – L. Jolly
 - L. Jolly announced the deadline dates for course submissions (September 22 and February 2) and discussed the review cycle (to be implemented next year) for General Education courses.
 - Nominating Committee – R. Hinde
 - The committee's nominee for Undergraduate Council Chair was announced. John Romeiser was elected by acclamation.
- Student Success Center – R. Darling
 - R. Darling gave an update on the center and the programs and processes it oversees—Appeals, First-Year Studies, National Student Exchange, Learning Communities, African-American Achievers Scholarship, African-American Incentive Grant Program, and Thornton Athletics Student Life Center.
- Update on initiative to provide Web-based support for the General Education OC area – J. Haas (see pages U1093-U1099)
- 2006-2007 Undergraduate Council membership (see page U1100)
- 2006-2007 Curricular Submission Deadlines and Meeting Dates (see page U1101)
- Announcements and other business

The meeting was adjourned at 3:10 p.m.

Academic Policy Committee

The following is the approved University Honors Program text for 2006-07 Catalog (bullet #3) with the proposed change for the 2007-08 Catalog.

FROM:

Many academic departments have Honors programs. For specific requirements see individual program degree requirements.

TO:

Many academic departments have Honors programs. All of these programs require that at least 12 hours of honors courses be used in satisfaction of degree requirements and some departments may require more. A senior research project or thesis is a requirement and a cumulative GPA of at least 3.25 is required for award of the honors degree. For specific requirements see individual program degree requirements.

Effective: Fall 2007

Readmissions Recap Summer and Fall 2005

Total dismissals Spring 2005 = 532

Category	Number	Percent
Readmission Applications	136	
Readmitted	115	84.56%
Denied	21	15.44%
Readmitted Students	115	
Good Standing after Fall 05	14	12.17%
AR/PAD after Fall 05	40	34.78%
Total Successful	54	46.96%
Total Withdrawal 1 st Semester	7	6.09%
Re-dismissed	35	30.43%
Total Unsuccessful	42	36.52%
Did not Matriculate	19	16.52%
Total	115	100.00%

Enrollment by College

College	Total 2004-05 Enrollment	Dismissals Spring 05 n=532
Agriculture and Natural Resources	4.16%	6.02%
Architecture and Design	2.14%	0.19%
Arts and Sciences	35.79%	33.27%
University Undecided (not associated with any college)	15.48%	30.45%
Business Administration	14.71%	10.71%
Communication and Information	7.05%	5.26%
Education, Health, and Human Sciences	7.28%	4.51%
Engineering	9.18%	7.89%
Nursing	3.72%	1.50%
Social Work	0.50%	0.19%

**Rethinking Oral Communication
In the General Education Curriculum**

A Proposal

**School of Communication Studies
University of Tennessee
January 2006**

Rethinking Oral Communication In the General Education Curriculum

The current role of oral communication in the undergraduate experience is described in the Undergraduate Catalog. Specifically, the catalogue reports the following:

Communicating Orally (1 course): The ability to communicate one's ideas orally is as important as the ability to express them well in writing. The well-educated person should be able to speak in an informative and/or convincing manner to other individuals and to groups, both small and large. Being able to express one's thoughts clearly has always been a critical component of good citizenship. Students should be able to locate relevant information, evaluate its usefulness and quality, and incorporate the information logically and ethically in public address. (See Note 4.)

This requirement may be completed by (1) Completion of **Communication Studies 210** or **240** or (2) Completion of a course with an (OC) designation.

We seek to more fully integrate oral communication into the undergraduate experience. This new vision for oral communication will require a greater use of information technology as well as more extensive partnerships with other academic units. Simply put, our goal is to fully integrate oral communication into the undergraduate experience from orientation to graduation.

Our vision for the oral communication program is guided by several factors. First, the program must involve an on-going program of assessment in order to document program outcomes. Second, the revised program must have realistic funding expectations. Third, the learning outcomes must be superior to existing learning outcomes. Fourth, we believe that students should complete the oral communication course by their sophomore year. In the following narrative, we outline a vision for an oral communication program that includes timelines and cost estimates.

The program that we envision includes several component parts. The program components include:

- High School data collection
- Orientation assessment
- Orientation to oral communication
- Pre/post oral communication course assessment
- Oral communication on-line course learning modules
- Distribution of cohort data
- Resource materials for:
 - Students enrolled in any major program of study
 - Instructors of courses making use of oral communication assignments

The program will take approximately eighteen months to fully implement. As envisioned, the revised oral communication program will be fully implemented in the 2007 fall semester.

The tasks necessary to complete the plan fall into three areas: funding related tasks, content development tasks, and web page design and implementation tasks. Funding related tasks are already underway. The School of Communication Studies has partnered with the School of Information Sciences and the Department of Civil and Environmental Engineering to develop a funding proposal that has been submitted to the National Science Foundation (NSF) to fully fund the project. Moreover, we will continue to pursue other external funding sources (including development sources) for the proposed program. In the event that no external funding sources are available, we plan to move the program forward with the resources available within the University community. The costs reported in the following narrative provide an estimate of the resources needed to complete the project on campus without external funding.

The content development tasks are underway, and the initial pilot tests involving classroom use of on-line content will begin during the spring 2006 semester. The proposed on-line content will be completed and tested by August 1, 2007.

The web page design and implementation tasks are in the planning stages. We are working with several campus units (e.g., School of Information Sciences, Innovative Technology Center, etc.) to develop an action plan for this portion of the project.

Program Components

- **High School Data Collection.** We are gathering information from the state education department concerning communication coursework in state high schools. Specifically, we are gathering information on the type and number of communication courses that are required as well as elective course work. In addition, we are gathering information concerning the learning outcomes associated with these courses. Moreover, we will identify the extracurricular opportunities that concern oral communication (e.g., debate and forensics). Our goal in gathering this information is to better adapt the oral communication course(s) and course materials to student background and preparation.

Timeline: Data collection from appropriate state agencies will begin on 13 October 2005. It is anticipated that data collection will be completed 1 April 2006.

As part of the initial data collection process, we have contacted Dr. Gary L. Nixon, executive Director of the Tennessee State Board of Education. Our discussions with Dr. Nixon centered on the role of oral communication in the K-12 curriculum. The state of

Tennessee does not require instruction in oral communication (see <http://www.tennessee.gov/education/> for state-approved curriculum). However, speech courses may be taken as electives. We are working with Dr. Nixon to determine how many programs across the state offer speech courses.

Cost: No additional costs anticipated.

- **Orientation Assessment.** We plan to measure student's communication skills/knowledge during freshman orientation. Students will be emailed a message requesting that they complete the assessment measures along with the URL address for the assessment instruments. Thus, we do need to schedule blocks of time for diagnostic tests during the orientation sessions. The assessment program will be on-line and involve measures designed to capture abilities and predispositions (for a representative instrument, see the attached measure of communication apprehension) as well as measures designed to assess knowledge of effective interaction.

The data collected as part of the on-line assessment will be automatically placed in an SPSS file for analysis. The analysis will involve both descriptive statistics as well as inferential statistics to assess similarities and differences among members of the freshman class involving oral communication

The initial assessment will require limited assistance from the Statistical Consulting Center (Bob Muenchen is the contact person) for on-line survey development as well as the Digital Media Center of Hodges Library for digital media storage. The centrally funded ten hours of assistance provided each faculty member should cover the cost associated with placing the assessment materials in the on-line format.

Timeline: Pilot test on-line survey in spring 2006

Cost: No additional costs anticipated

- **On-line Course Orientation.** Develop on-line tutorials to prepare students for the Oral Communication (OC) course. The on-line tutorials will cover information about course expectations as well as an overview of the communication process. Specifically, the on-line learning module will:
 - Introduce course content to students
 - Specify the skills that will be targeted by the course
 - Provide examples of effective speeches

The material that will be included in the on-line tutorial will be developed in-house by the School of Communication Studies.

Timeline: Prepare the content for the on-line tutorial during spring 2006 semester. Pilot test the on-line orientation tutorial during the fall 2006 semester.

Costs: Approximately thirty hours of programming by Innovative Technology Center at \$63 per hour. Total Projected Cost: \$1,890

- **Pre/post Course Assessment.** The plan requires that all students be assessed at entry and exit of all OC courses. The assessment will involve on-line measures as well as a completed student portfolio that provides a record of student performance in the course. The assessment procedures will involve the use of on-line measures consistent with those used at orientation. The portfolio will be recorded as part of the course instructor set-up in Blackboard. For example, the portfolio used for public speaking course will include evaluations of each speech (impromptu, informative, persuasive, special occasion, etc.) All Portfolio scores along with demographic information will be downloaded from the Blackboard platform to an SPSS file for analysis. The pre/post course assessment will require instructors of all OC designated to use Online@UT (Blackboard's CourseInfo).

The pre/post assessment will require limited assistance from the Statistical Consulting Center (Bob Muenchen is the contact person) for on-line survey development as well as the Digital Media Center of Hodges Library for digital media storage.

Timeline: The pre/post course assessment will be pilot tested during the fall 2006 semester. A second pilot project will be conducted during the spring 2007 semester. Based on the results of the pilot projects, a permanent assessment program will be in place for fall semester 2007.

Costs: No additional costs anticipated.

- **Course On-line Learning Modules.** The on-line learning modules that are developed for use with Communication Studies 210 (public speaking) and 240 (business and professional communication) will involve eight content areas. Specifically, these content areas include:

- Speech anxiety/communication apprehension
- Conducting information searches
- Message construction/reasoning
- Message delivery
- Public speaking/presentation traditions across the globe
- Sample speeches from representative peer groups

- Information technology and public speaking/presentations
- Current trends/events in public speaking

As envisioned, the development of the on-line learning modules will involve considerable time and resources. We are seeking external funding for the project (NSF proposal currently under review). However, we will continue to move forward with this plan to revise the undergraduate communication experience.

The content for the modules will be developed in-house by the School of Communication Studies. We plan to work with the Instructional Technology Center to develop a web-based platform for the delivery of the learning materials. As part of our plan, we will apply for Teaching with Technology grants for each of the next two years. In addition, we will contract with ITC to work with us to design and implement our proposed instructional Web sites.

Timeline: The timeline for the development of the on-line learning modules begins October 17 with the application for a 2006 Teaching with Technology Grant. If awarded, the funding will be used to hire graduate assistants to aid in the development of the learning module content. We plan to work with ITC to develop a detailed budget for the design of the learning modules and work with the Dean of the College of Communication and Information to secure the necessary funding.

The learning modules will be pilot tested in the spring 2007 semester. The modules will be ready for use beginning with the 2007 fall semester.

Costs: Based on preliminary estimates, we anticipate that the project will involve approximately 480 hours of work by ITC at a cost of \$63 per hour. Total expenditures for this portion of the project are projected to be \$30,240

- **Cohort Data.** We plan to pass cohort data on to all relevant programs in order to assist in course design and teaching practices across academic programs. The cohort data will include descriptive statistics as well as difference testing procedures designed to assess changes in skills/knowledge/predispositions.

Timeline: We will begin to provide cohort data involving student performance in oral communication courses to each college in fall 2007.

Costs: No additional costs anticipated.

- **Resource Materials.** Develop two separate sets of on-line resource materials to aid students in major coursework and to aid instructors in course

design/preparation. For example, on-line learning modules will be developed for engineering, business, and other academic units to provide students the opportunity to continue to learn about the oral communication skills necessary for success in their field of study. In addition, a separate set of resources will be developed for instructors that will include evaluation information for oral communication assignments, content-related information that can be integrated into a range of courses, and sample speeches/presentations for classroom use.

Timeline: Resource materials will be developed in conjunction with the on-line learning modules described earlier.

Costs: No additional costs anticipated.

**UNDERGRADUATE COUNCIL
TERMS OF ELECTED MEMBERS**

2006-2007

College	<i>Term Begins August 1, 2004; Ends July 31, 2007</i>	<i>Term Begins August 1, 2005; Ends July 31, 2008</i>	<i>Term Begins August 1, 2006; Ends July 31, 2009</i>
Agricultural Sciences and Natural Resources <i>*185 degrees granted=1 representative</i>			ELECT ONE
Architecture and Design <i>*55 degrees granted=1 representative</i>		MARK SCHIMMENTI	
Arts and Sciences <i>*1757 degrees granted= 9 representatives</i>	ANGELA BATEY LORRI GLOVER HEATHER HIRSCHFELD RICHARD SAUDARGAS EURIDICE SILVA	JOHN ROMEISER <i>(was elected UG Council Chair - A&S will need to elect an additional member to replace him)</i>	ELECT FOUR ADDITIONAL
Business Administration <i>*652 degrees granted= 3 representatives</i>	MARK MOON HAROLD ROTH		ELECT ONE ADDITIONAL
Communication and Information <i>*375 degrees granted= 2 representatives</i>		ROBERT GLENN ROB HELLER	
Education, Health, and Human Sciences <i>*366 degrees granted= 2 representatives</i>	JEFF DAVIS DELORES SMITH		
Engineering <i>*309 degrees granted=2 representatives</i>			ELECT TWO
Nursing <i>*125 degrees granted=1 representative</i>		JOHNIE MOZINGO	
ROTC—AIR FORCE	OWEN RAGLAND <i>(Army and Air Force alternate years.)</i>		
Social Work <i>*20 degrees granted=1 representative</i>		FRANK SPICUZZA	

**Degrees granted in 2005. (1-300 degrees granted = 1 representative; 301-500=2 representatives; 501-700=3 representatives, etc.)*

**2006-2007 Calendar and Effective Dates
of
Undergraduate Curricular Proposals**

Undergraduate curricular material due before noon	Undergraduate Curriculum Committee (3:30 p.m. – 4 th Floor AHT)	Undergraduate Council (2:00 p.m. – 8 th Floor AHT)
August 22, 2006	September 5, 2006	September 19, 2006¹
October 3, 2006	October 17, 2006	October 31, 2006¹
November 30, 2006	**2:00 - 8 th Floor AHT** January 16, 2007	January 30, 2007¹
-----	-Will not meet-	March 6, 2007²
March 20, 2007	April 3, 2007	April 17, 2007³

¹ Effective date: Fall 2007. These changes will appear in the 2007-2008 *Undergraduate Catalog*.

² The Curriculum Committee will not meet February/March 2007. No curricular proposals will be presented at the March 6 Undergraduate Council meeting.

³ Effective date: Fall 2008. These changes will appear in the 2008-2009 *Undergraduate Catalog*.