

Undergraduate Curriculum Committee  
Minutes, April 28, 2010

The meeting was called to order by chair, Alison Deadman at 2:00 pm with the following voting members present: Alison Deadman, Keith Green, Steve Ellwanger, Kathy Campbell, Wesley Buerkle, Mel Page, Debbie Dotson, Jill LeRoy-Frazier, T. Jason Davis, and Suzanne Smith.

The following guests attended: Thomas Alan Holmes, Katrina Heil, Lijuan Cao, Deborah Harley, Don Davis, Jay Franklin.

**Agenda Items:**

**1. Approval of minutes.** Motion by Page to accept minutes with editorial changes (include a statement to add a specific syllabus to the comments on PHYS 2018 and PHYS 2028), seconded by LeRoy-Frazier and passed by acclaim.

**2. Report of actions by the chair on behalf of the committee.**

- **Returned for revision and reconsideration by the committee**
  - **TBR proposals Substantive Curriculum Change:**
    - Certificate in Public Health
  - **Non Substantive Curriculum Change:**
    - Baccalaureate Nursing BSN
  - **New Courses**
    - PHYS 2018 Honors Great Ideas in Science I
    - PHYS 2028 Honors Great Ideas in Science II
  - **Substantial course modification**
  
- **Returned for minor revision (approval pending these changes)**
  - **TBR proposals Substantive Curriculum Change**
  - **Non Substantive Curriculum Change:**
    - Art and Design – change catalogue language
  - **New Courses**
    - ARTA 2072 Introduction to Fibers

- PMNU 3200 Advancing to Professional Nursing Practice
- PMNU 3400 Concepts of Professional Nursing Practice.
- **Substantial Course Modification**
- **Approved**
  - **TBR proposals Substantive Curriculum Change**
  - **Non Substantive Curriculum Change:**
    - Art and Design – change catalogue language
  - **New Courses**
    - GREK 1010 Introductory Ancient Greek I
    - GREK 1020 Introductory Ancient Greek II
    - APST 3510 Coal Mining in Appalachia
    - ALHE 4135 Rural Health Program Planning
  - **Substantial Course Modification**

### **3. Proposals to be considered**

*TBR Proposal Minor in Mandarin Chinese—Wesley Buerkle & Keith Green*

[http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5\\_2a& FormID=11&Instance=2447](http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a& FormID=11&Instance=2447)

1. Need—Consider reordering the ideas to strengthen your argument. For example, make your last sentence the first sentence. Be sure to mention that only one other TBR school has a Minor in Mandarin Chinese.
2. Impact—Need to clarify.
3. Form PS: A—Consider changing note so that it says that proficiency at the CHIN 1010 and CHIN 1020 levels is a requirement for the minor.
4. Form PS: J—Use the revised course descriptions.
5. Form PJ: Evaluation Plans—Needs to discuss how department will evaluate the goals, objectives, and learning outcomes of the minor. Number 2—might consider embedding a test in the culminating course. Number 3—add TBR in front of “Academic Audit (sentence 1, line 2).
6. Evidence of Demand and Need: Student Interest/Demand—Clarify the increase in enrollment from 15 to 33 covers all 4 courses.
7. Human Resource Needs—The committee voiced concern that building a minor around one faculty member is risky. Mention any faculty member who might be able to teach any of the courses.
8. Form SE—Need to fill in the FTE portion of the graph. Your figures need to reflect that some students leave after 4 years so the total year headcount for year 5 should be 35 rather than 40. Add a statement about how you came up with the part-time headcount.

Green made a motion to accept pending revision (Green and Buerkle agreed to give Deadman feedback on the revision to the evaluation section). Seconded by Page and passed by acclaim.

New Courses associated with this proposal:

*CHIN 3016 Chinese conversation and composition I—Mel Page & Alan Forsman*

[http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No deID=5\\_2a&FormID=6&Instance=2422](http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No deID=5_2a&FormID=6&Instance=2422)

1. Committee expressed concern that there was not enough distinction between CHIN 3016 and CHIN3026. It was recommended that the creator follow the patterns in other foreign languages, especially Japanese.
2. Course Description—Delete “Students learn” from first sentence and begin with a verb such as introduces.
3. Learning Outcomes—Specify Mandarin Chinese where appropriate.

Green made a proposal to approve pending editorial changes. Seconded by Page and passed by acclaim.

*CHIN 3026 Chinese conversation and composition II—Mel Page & Alan Forsman*

[http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No deID=5\\_2a&FormID=6&Instance=2424](http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No deID=5_2a&FormID=6&Instance=2424)

1. Committee expressed concern that there was not enough distinction between CHIN 3016 and CHIN3026. It was recommended that the creator follow the patterns in other foreign languages, especially Japanese.
2. Course Description—Delete “Students learn” from first sentence and begin with a verb such as introduces.
3. Learning Outcomes—Specify Mandarin Chinese where appropriate.

Green made a proposal to approve pending editorial changes. Seconded by Page and passed by acclaim.

*CHIN 4016 Advanced Chinese I—Kathy Campbell & Suzanne Smith*

[http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No deID=5\\_2a&FormID=6&Instance=2430](http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No deID=5_2a&FormID=6&Instance=2430)

1. Course Description—Delete “Students learn” from first sentence and begin with a verb such as introduces.
2. Learning Outcomes—Specify Mandarin Chinese where appropriate.

Page made a motion to approve with minor changes. Seconded by Buerkle and passed by acclaim.

*CHIN 4026 Advanced Chinese II—Kathy Campbell & Suzanne Smith*

[http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No deID=5\\_2a&FormID=6&Instance=2432](http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No deID=5_2a&FormID=6&Instance=2432)

1. Course Description—Delete “Students learn” from first sentence and begin with a verb such as introduces.
2. Learning Outcomes—Specify Mandarin Chinese where appropriate.

3. Grade Assignment: Participation—Define what constitutes participation under Major Assignments.
4. Grade Assignment—Change the scale to the one used in the other Chinese courses.

Page made a motion to approve with minor changes. Seconded by Buerkle and passed by acclaim.

*CHIN 3011 Introduction to Chinese Culture—Alan Forsman & Jill LeRoy-Frazier*

[http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No delID=5\\_2a&FormID=6&Instance=2434](http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No delID=5_2a&FormID=6&Instance=2434)

1. Transcript Title—Change to “Intro Chinese Culture.”
2. Course Description—Delete “This Course” from the beginning of the first sentence.
3. Purpose and Goals—Might consider changing “Goals:” to “The goals of this course are to:”
4. Purpose and Goals—In the second goal, change “America” to “United States.”
5. Major Assignments—Add length to the Papers and Final Paper assignments.

Green made a motion to approve with recommended changes. Seconded by LeRoy-Frazier and passed by acclaim.

*CHIN 4976 Special Topics in Chinese—Debbie Dotson & Jill LeRoy-Frazier*

[http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No delID=5\\_2a&FormID=6&Instance=2445](http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&No delID=5_2a&FormID=6&Instance=2445)

1. Transcript Title—Change to Special Topics Chinese.
2. Purpose and Goals—Goals should be for the Chinese film class since the topics and learning outcomes are for the film class.
3. Major Course Topics—Might want to begin with something similar to “Explores topics in Chinese culture such as...”
4. Learning Outcomes—Use higher level measurable verbs.

Dotson made a motion to approve with minor changes. Seconded by Campbell and passed by acclaim.

*Non Substantive curriculum change: Minor in Leadership studies—Debbie Dotson & Steve Ellwanger*

[http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5\\_2a&FormID=17&Instance=3554](http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=17&Instance=3554)

1. Portfolio Requirements—Clarify that the 20 hour service project can be a part of a service learning class; otherwise it needs to be approved by student’s leadership advisor. Might want to consider adding to the portfolio requirements listed in the curriculum requirements that the service project needs to be completed in the freshman year.
2. ENGL 4100 is missing from the current curriculum.

Dotson made a proposal to approve pending editorial changes. Seconded by Buerkle and passed by acclaim.

New Courses Associated with this proposal:

*HDAL 2110 Introduction to Leadership studies—Wesley Buerkle & Chul-Young Roh*  
[http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5\\_2a&FormID=6&Instance=2872](http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=6&Instance=2872)

1. Course Description—Delete “This course” and “excellent” from the first sentence.
2. Major Assignments—Delete Numbers 1-9 since they describe methods rather than assignments. Add description for “Personal planning process analysis...”
3. Grade Assignment—Describe what participation includes. Explain your grading method so that students will be able to calculate their own grades.
4. Attendance Policy—Begin 3<sup>rd</sup> sentence with “If at all possible, a student who must be absent...” Also explain the consequences of unexcused absences.

Buerkle made a motion to approve pending editorial changes. Seconded by Dotson and passed by acclaim.

*New Course ARTA 4117/5117 Italy: Art, culture Studio: ceramics—Debbie Dotson & Kathy Campbell*  
[http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5\\_2a&FormID=6&Instance=3656](http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=6&Instance=3656)

1. Course Description—Shorten and write in present tense.
2. Purpose and Goals—Edit so they are course oriented rather than student oriented.
3. Learning Outcomes—Use measurable verbs.
4. Other Information—Move the information on the note/sketchbook to Major Assignments. Might want to include information on the side trips here.

Dotson made a motion to approve pending editorial changes. Seconded by Campbell and passed by acclaim.

*New Course ANTH 4830 Anthropological Theory—Steve Ellwanger & Chul-Young Roh*  
[http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5\\_2a&FormID=10&Instance=3331](http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=10&Instance=3331)

1. Course Description—Mention the exit exam in the course description. Also include the prerequisite of 15 hours of upper division sociology/anthropology courses in the description.

Ellwanger made a motion to approve pending editorial changes. Seconded by Green and passed by acclaim.

*New Course MGMT 3340: Law and intellectual property for musicians—Mel Page & Steve Ellwanger*  
[http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5\\_2a&FormID=6&Instance=2803](http://etsuis.etsu.edu/CPS/forms.aspx?DispType=OutputForms&NodeID=5_2a&FormID=6&Instance=2803)

Green made a motion to approve. Seconded by Ellwanger and passed by acclaim.

#### **4. Other Business.**

#### **5. Adjournment.**

A motion was made by LeRoy-Frazier at 4:00 to adjourn, seconded by Davis with all in favor.

Respectfully submitted by Kathy Campbell