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Undergraduate Curriculum Council Minutes

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### 2019 October 9 - Undergraduate Curriculum Council Minutes

University Governance, East Tennessee State University

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**Undergraduate Curriculum Committee  
Meeting Notes  
October 9, 2019**

**Members present** Rhonda Brodrick, Michelle Chandley, Julie Fox-Horton, Casey Gardner, Don Good, Marsh Grube, LaDonna Hutchins, Myra Jones, Scott Koterbay, Arpita Nandi, Tony Pittarese, Evelyn Roach, Kimberly Sell, Melissa Shafer

**Members absent** Shirley Cherry (illness), T. Jason Davis (travel), Dana Harrison (travel), Teresa Brooks-Taylor, Jennifer Young (illness)

**Guests present** Liv Detwiler, Tom Donahue, Felipe De Oliveira Fiuza, Katrina Heil, Alan Holmes, Keith Johnson, Karin Keith, Ken Kellogg, Isabel Gomez Sobrino, Jared Wilson

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

**Old Business:**

Kim Sell moved to approve the September 25, 2019 minutes. Don Good seconded. The motion passed unanimously.

**New Business**

**- SPAN 4157/5157 Spanish for Health Professions**

Liv Detwiler provided an overview of the proposal.

**Snapshot:**

- Course Level – Check Graduate (done)
- Catalog Description – Remove “This course is taught in Spanish.” (done)
- Identify Course Instructors – Add Liv Detwiler, M.A. (done)

**Syllabus:**

- Academic Purpose and Goals
  - Purpose – edit first sentence to “as they interact with patients and care providers in US” (done)
  - Goal 3 change to understand (done)
- Expected Learning Outcomes – adjust to reflect focus on healthcare
  - Outcome 3 – “medical” interpreter (done)
  - Outcome 4 – community-based “healthcare” interpreting projects (done)
  - Outcome 5 - community-based “healthcare” interpreting projects (done)
  - Outcome 6 – “medical” interpretations and translations (done)
- Major Assignments
  - Change exams to 30% total and 15% per exam (done)

- Community-based service-learning projects – Ms. Detwiler clarified why students may need shadowing opportunities outside of the community health center (immunization requirements, HIPAA, additional cost).

Confirmation from Primary Reviewers Michelle Chandley and Scott Koterbay

- ✓ Course adds value to the language 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

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

### **- SPAN 4167/5167 Spanish for Law and Business**

Isabel Gomez Sobrino provided an overview of the proposal.

Snapshot:

- Prerequisites - correct typo “or permission of instructor” (done)
- Catalog Description – stop after cultural skills and delete remaining verbiage (done)

Syllabus:

- Major Assignments, Exams, and Grade-weight Values
  - Pertain to healthcare than law and business
  - Inconsistency in weighting of assignments
  - Dr. Sobrino explained what was showing in Curriculog was not what had been planned for this course. A revised description was distributed at the meeting for review (see attachment at end of minutes).
  - Revised assignments were approved. Melissa Shafer will enter assignments in Curriculog and confirm alignment between Assignments and Major Course Topics.
- Expected Learning Outcomes – correct spelling of critique in outcome 8 for undergraduate and graduate (done)

Confirmation from Primary Reviewers Melissa Shafer and Julie Fox-Horton

- ✓ Course adds value to the language 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

Julie Fox-Horton motioned to accept the proposal with the edits made during the meeting and pending the revision of assignments by Melissa Shafer. Kim Sell

seconded. The motion passed unanimously. Melissa Shafer will notify Drs. Pittarese and Grube the proposal is ready for approval.

**- SPAN 4187/5187 Topics in Spanish Linguistics**

Katrina Heil provided an overview of the proposed course which will replace SPAN 4027 Advanced Spanish Grammar II in the curriculum. The course is proposed to comply with recommendations from accreditation organization.

Discussion of this proposal was tabled at the request of Dr. Grube. Dr. Heil will follow-up with Dr. Grube to clarify details of the proposed course.

**- Establish Program Policy – Foreign Languages Major, B.A. (Spanish Concentration) – Graduation**

Felipe De Oliveira Fiuza provided an overview of the proposal which will shift the minor from Applied Spanish to Spanish for the Professions. The proposal limits the amount of course overlap between the Spanish major and minor to 9 credit hours and clarifies the minor is designed for any student on campus with an interest in interpreting in professional environments.

Primary Reviewers Shirley Cherry and Dana Harrison had no questions/comments related to the proposal. No questions/comments were raised by the committee.

Kim Sell motioned to approve the proposal as written. Scott Koterbay seconded. The motion passed unanimously.

**- Non-Substantive Curriculum or Minor Revision - Spanish in the Professions**

This proposal was pulled from the agenda prior to the meeting and will be reviewed at a future meeting.

**- Establish Minor – Minor in Allied Health**

This proposal was pulled from the agenda prior to the meeting and will be reviewed at a future meeting.

**- Non-Substantive Curriculum Revision – B.S. Engineering Technology (Construction Engineering Technology Concentration)**

Tony Pittarese and Ken Kellogg provided an overview of the proposal which will replace SURV 2550 Surveying Measurement Fundamentals with SURV 2530 Basic Construction Surveying which is specific to the construction discipline. There is no

change in credit hours for the minor. SURV 2530 Basic Construction Surveying received approval as a new course during the 2018-2019 academic year.

Primary Reviewers Teresa Brooks Taylor and Don Good had no questions/comments related to the proposal. No questions/comments were raised by the committee.

Melissa Shafer motioned to approve the proposal with the edits approved during the meeting. Kim Sell seconded. The motion passed.

***- READ 4557/5557 Adolescent Literacy: Assessment and Instruction***

Karin Keith provided an overview of the new course which is proposed to meet a Tennessee mandate requiring alignment of secondary education courses to address literacy standards. This course is specific teachers of English and is designed to prepare students for the licensure exam.

Syllabus:

- Grading Scale – Change C- to C on Graduate Grading Scale (done)
- Required Text(s) or Material(s)
  - Beers is a classic resource on this topic. Reprinted in 2009 but a new edition has not been published. Add ISBN 978-086-709-5197 (done)
  - Buehl – change to 4<sup>th</sup> edition with publication date of 2017; Add ISBN 162-531-1702 (done)

Confirmation from Primary Reviewers Arpita Nandi and Teresa Brooks Taylor

- ✓ Course is required for compliance to a state mandate.
- ✓ 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

Scott Koterbay motioned to approve the proposal with the edits made during the meeting. Arpita Nandi seconded. The motion passed unanimously.

***- READ 4657/5157 Disciplinary Literacy: Assessing and Instructing Adolescents***

Karin Keith provided an overview of the new course which is proposed to meet a Tennessee mandate requiring alignment of secondary education courses to address literacy standards. This course is for teachers in disciplines other than English (i.e., physical education, music, science) and is designed to help them teach vocabulary specific to the discipline.

Snapshot:

- Catalog Description – Remove the last sentence. (done)

- Prerequisites - Dr. Keith explained this 4000-level course cannot have prerequisites because some students who need the course do not have a college background and would not be able to meet a prerequisite.

Syllabus:

- Major Assignments, Exams, and Grade-weight Values
  - Case Study – correct spelling of discipline (done)
  - Textbook Analysis – correct spelling of analysis (done)
- Grading Scale – Change C- to C on Graduate Grading Scale (done)
- Required Text(s) or Material(s)
  - Buehl - Add ISBN 162-531-1214 (done)

Confirmation from Primary Reviewers Jason Davis and Jennifer Young

- ✓ Course is required for compliance to a state mandate.
- ✓ 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

Scott Koterbay motioned to approve the proposal with the edits made during the meeting. Michelle Chandley seconded. The motion passed unanimously.

**- Non-Substantive Curriculum Revision – Secondary Education Non-Licensure Minor**

Karin Keith provided an overview of the proposal which replaces READ 4437 Reading Instruction in Middle and Secondary Schools with READ 4557 Adolescent Literacy: Assessment and Instruction or READ 4657 Disciplinary Literacy: Assessing and Instructing Adolescents to meet a State of Tennessee mandate.

Confirmation from Primary Reviewers Arpita Nandi and Don Good

- ✓ Program revision is appropriate to meet mandate
- ✓ Transition plan is clear, well written

Arpita Nandi motioned to approve the proposal as written. Don Good seconded. The motion passed unanimously

**- Non-Substantive Curriculum Revision – Secondary Education: Teacher Preparation Minor**

Karin Keith provided an overview of the proposal which replaces READ 4437 Reading Instruction in Middle and Secondary Schools with READ 4557 Adolescent Literacy: Assessment and Instruction or READ 4657 Disciplinary Literacy: Assessing and Instructing Adolescents to meet a State of Tennessee mandate.

Recommendations:

- Proposed Implementation Date – change to Fall 2020 (done)

Confirmation from Primary Reviewers Arpita Nandi and Jennifer Young

- ✓ Program revision is appropriate to meet mandate
- ✓ Justification is clear and easy to follow. Proposal well written.

Arpita Nandi motioned to approve the proposal with the edit to the implementation date made during the meeting. Don Good seconded. The motion passed unanimously.

#### **- MEDA 4307/5307 Technology in Career and Technical Education**

Karin Keith provided an overview of the proposal which allows individuals in vocational education to explore technology specific to their disciplines then create plans to incorporate it into their classrooms.

Snapshot:

- Academic Justification
  - 5<sup>th</sup> sentence “Previously, the requirement for this **state** license . . .” (done)
  - Change 18 credits to 18 credit hours and 12 credits to 12 credit hours (done)

Syllabus:

- Major Assignments, Exams, and Grade-weight Values – Dr. Keith clarified while only one lesson plan is required the lesson plan is very detailed, includes a variety of components, and must be adapted to a variety of situations.

Confirmation from Primary Reviewers Michelle Chandley and Kim Sell

- ✓ Learning outcomes were specific to the course and evaluated to be of appropriate rigor for a 4000-level course
- ✓ Course assignments were appropriate for level and credit hours
- ✓ Course is appropriate at 4000 level
- ✓ Credit hours are appropriate at 2

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

#### **- CUAJ 4777/5777 Career and Technical Education Curriculum, Assessment, & Classroom Organization**

Karin Keith provided an overview of the proposal which is the first course taken by individuals teaching in vocational education. The course introduces lesson planning, teaching strategies, curriculum development, classroom management, and development of assessment/rubrics.

Snapshot:

- Academic Justification
  - 5<sup>th</sup> sentence “Previously, the requirement for this **state** license . . .” (done)
  - Change 18 credits to 18 credit hours and 12 credits to 12 credit hours (done)

- Transcript Title should read CTE Curr, Assmt, & Clsrm Org

Confirmation from Primary Reviewers Dana Harrison and Michelle Chandley

- ✓ Learning outcomes were specific to the course and evaluated to be of appropriate rigor for a 4000-level course
- ✓ Course assignments were appropriate for level and credit hours
- ✓ Course is appropriate at 4000 level
- ✓ Credit hours are appropriate at 2

Michelle Chandley motioned to approve the proposal with the edits approved during the meeting. Arpita Nandi seconded. The motion passed unanimously.

**Other Discussion:** None

A motion to adjourn was made at 3:35 p.m. by Michelle Chandley and seconded by Arpita Nandi. The committee unanimously approved the motion.

Respectfully submitted,

Rhonda Brodrick, UCC Secretary

Approved by UCC 10/23/19



## Revised Assignments for SPAN 4167 Spanish for Law and Business

1. **Chapter Exams: (15%)** there will be six chapter exams (pruebas) in this course. See the schedule for chapter exam due dates and plan ahead for them. The lowest grade will be dropped. Students will automatically have their grade reduced by 10% for every calendar day that chapter exams are late.
2. **Online homework: (10%)** Homework will consist of exercises on D2L such as listening comprehension activities, recordings, and any other activities the instructor deems appropriate. Assignments must be completed by the due date in order to receive full credit. Students will automatically have their grade reduced by 10% for every calendar day that homework is late.
3. **Student presentations (2 per students): (10%)** each student will have to give two presentations followed by a discussion. The first presentation will be regarding a law topic and the second presentation will be about a business topic
4. **Discussions: (10%)** discussions are your opportunity to practice Spanish in writing with your classmates and instructors. Do not worry too much about your grammar in Discussions... the goal is for you to begin communicating right away, using the words and phrases you know, and getting creative about finding new ways to say things in Spanish. The only rule is: **no English!** The instructor will post a question regarding the topic of the week. You have to answer this question and react to a classmate's response as well to get full credit.
5. **Midterm exam: (10%)** there will be one midterm exam covering the chapters on Law.
6. **Final exam: (15%)** there will be one final exam covering the chapters on Business.
7. **Service Learning: (20%)** This course has a Service-Learning component that requires ten hours of structured activity outside the classroom during the semester organized by the LCRC. In addition to completing ten hours of service, you will be asked to submit a written essay (500 words in Spanish) about your experience at the end of the semester. The grade for Service Learning is determined as follows: 10 service hours (10%); written essay in Spanish explaining your experience (1 page) (10%)
8. **Participation: (10%)** participation is vitally important to your grade as well as to your acquisition of the language. You are expected to come prepared to class in order to participate in group discussions.
9. **Graduate students only:**  
**Formal presentation (10%)- In lieu of the participation grade,** graduate students will write a 10-page research paper on a topic regarding Law or Business. The student will discuss the topic and specifics with the professor.