

# UNDERGRADUATE CURRICULUM COMMITTEE

## Meeting Minutes

<b>Meeting Type</b>	Regular Meeting – Conducted via Zoom
<b>Date</b>	Current Academic Term (Specific date not stated in transcript)
<b>Recording</b>	Meeting was recorded solely for minute-generation purposes; recording is not distributed
<b>Quorum</b>	Confirmed present at time of call to order
<b>Upcoming Meetings</b>	April 8 and April 22
<b>Chair / Facilitator</b>	Chelsea (name referenced throughout)
<b>Block Reviewers</b>	Block 1: Alan, Brad   Block 2: Christiana, Cindy (absent)   Block 3: Daniel, Jason   Block 4: Julie, Melissa   Block 5: Mike (absent), Teresa

### I. Approval of Previous Minutes

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The minutes from the March 11th meeting were distributed to voting members via attachment to the meeting invitation and independently by email prior to this meeting.

- Motion to approve: Alan
- Second: Julie
- Discussion: None

 <b>VOTE</b>	<b>March 11th Meeting Minutes</b>	<b>PASSED</b>
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### II. Meeting Procedure

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The Chair noted that the committee operates by block. The process for each block is as follows:

- Each originator presents a brief overview of their proposal.
- Assigned block reviewers provide questions, clarifications, and a summary of any offline changes made prior to the meeting.
- The full committee has opportunity for questions and comments.
- After all proposals in a block are reviewed, the committee votes en masse to approve or deny the block.

Note: The Chair also indicated that originators with time constraints would be prioritized accordingly, and block sequencing could be adjusted for availability.

### III. Block 1 Proposals

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Block 1 contained four proposals. Reviewers: Alan and Brad.

#### **Proposal 1.1 – Curriculum Revision: BA in Art, Studio Art Concentration (Non-Substantive)**

*Originator: Scott Cotterby (Department of Art and Design)*

Overview:

- One of three related proposals stemming from changes to the art history program within the Department of Art and Design.
- The art history program recently introduced a 3,000-level course for the first time.
- Change expands eligibility so students may take either 3,000- or 4,000-level art history courses (previously only 4,000-level).
- Removes Modern Art History as one of two options; Contemporary Art History remains the sole required art history course.
- Expands the survey course requirement: students previously chose Survey 1 or Survey 2 (both Western art history); now students take Survey 1 and either Survey 2 or Survey 3 (Survey 3 = non-Western survey, added following the hire of Dr. E. Liu).

Reviewer Comments (Alan & Brad): No questions or concerns; proposals appeared clear and straightforward.

Committee Discussion: None.

#### **Proposal 1.2 – Curriculum Revision: BFA in Graphic Design (Non-Substantive)**

*Originator: Scott Cotterby*

Overview:

- Mirrors the changes described in Proposal 1.1 with one variation.
- The BFA in Graphic Design requires an additional course — History of Graphic Design — as a logical requirement of that degree.
- Students in this program will take History of Graphic Design, Contemporary Art History, and one elective 3,000- or 4,000-level art history course.

Reviewer Comments: No questions; looked good.

Committee Discussion: None.

#### **Proposal 1.3 – Curriculum Revision: BFA in Studio Art (Non-Substantive)**

*Originator: Scott Cotterby*

Overview:

- Same core changes as Proposals 1.1 and 1.2.
- Notable difference: this program has only two art history upper-level requirements rather than three, reflecting the difference between a BA and BFA program structure.

Reviewer Comments: No questions; all three proposals were described as very similar and straightforward.

Committee Discussion: None.

Additional Information from Originator (Scott Cotterby):

- Fourteen additional art history proposals are in the pipeline (13 substantial revisions/new course proposals, plus one substantial revision to the art history degree itself).
- The substantial revision to the art history degree will not make the current catalog year deadline; course substitutions can be used in the interim.

### **Proposal 1.4 – Establishment of New Concentration: Health Sciences Concentration, BS in Chemistry**

*Originator: Greg Bishop (Department of Chemistry)*

Overview:

- New concentration developed in response to models observed at approximately 8 peer institutions.
- Existing concentrations are heavily oriented toward chemical industry careers and require significant upper-level chemistry coursework.
- The new Health Sciences concentration is designed for students who intend to pursue professional health programs (pharmacy, optometry, veterinary medicine, etc.) or work in health-related lab settings.
- Provides a pathway to 120 credits that covers pre-health prerequisite courses and a sufficient chemistry base for a chemistry degree.
- Distinct from the existing non-ACS chemistry concentration, which requires a minor. The new concentration removes that minor requirement to lower barriers to entry.

Key Discussion Points:

- Reviewer (Alan) raised concern about potential enrollment cannibalization of the non-ACS concentration.
  - Greg Bishop noted ~35% of ~100 current chemistry majors are in the non-ACS program.
  - The department believes the new concentration will attract new students rather than pull from the existing non-ACS program by removing the minor requirement barrier.
  - Advising will play a key role in ensuring students understand degree implications, particularly for industry employment (many employers look for ACS-approved degrees).
- A committee member asked whether the name 'Health Sciences' generated any pushback from the College of Health Sciences.
  - Originator noted no pushback; the name is consistent with similar programs at other institutions, and college-level approval was confirmed in the proposal documentation.

Reviewer Comments: No issues with the proposal; the rationale made sense.

Motion and Vote – Block 1:

- Motion to approve: Made from the floor
- Second: Provided
- Discussion: Additional information shared by originator during voting period (see above)

 **VOTE**

**Block 1 – All Four Proposals**

**PASSED**

## IV. Block 2 Proposals

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Block 2 contained four proposals. Reviewers: Christiana and Cindy (Cindy absent).

### **Proposal 2.1 – Revision of Academic Minor: Chemistry Minor**

*Originator: Greg Bishop (Department of Chemistry)*

Overview:

- The current chemistry minor requires 26 credits, which the department considers excessive.
- Revision reduces the minor from 26 credits to 19 credits.
- Achieved by reducing required courses and reclassifying some as electives.
- Rationale for fewer upper-level course requirements: courses such as Quantitative Analysis are considered 2,000-level at ETSU but are recognized as 3,000-level at most other institutions; the department has existing institutional approval to offer the minor with fewer formal 3,000-level courses.
- Goal: attract more minor students by lowering the overall credit burden.

Key Discussion (Evelyn):

- Question raised about the 6-credit chemistry elective requirement and whether students are limited to only 3,000- or 4,000-level electives.
  - Originator confirmed Quantitative Analysis (a 2,000-level course at ETSU) is recognized at the level of a 3,000-level course and may count, in keeping with the department's existing institutional approval.

Reviewer Comments (Christiana): Straightforward; no questions.

### **Proposal 2.2 – Establishment of New Concentration: BA in World Languages, French**

*Originator: Mallory (French faculty, Department of World Languages)*

Overview:

- The French major concentration previously existed but was retired due to a faculty vacancy.
- The French program has grown steadily as a minor since 2022; student numbers have more than doubled.
- Approximately 12–15 declared French minors; several are holding placeholder courses awaiting the major concentration's reinstatement.
- One student is planning to pursue an MAT to become a French teacher — the concentration supports teacher preparation pathways.
- French is the 5th most-spoken language globally; it is used in business, international relations, humanitarian work, and more.
- The concentration has two core courses plus electives chosen from 3,000- and 4,000-level courses (reflecting current two-faculty capacity).
- Several new and re-established courses were recently approved through the College of Arts and Sciences and will appear at a future committee meeting.

Important Procedural Note:

- This proposal was approved conditionally, pending approval of 8 associated course proposals that had not yet completed the full review process at the time of voting.
- Per standard practice (confirmed by Evelyn), the concentration will not advance in the system until all dependent courses have been approved.

Reviewer Comments (Christiana): No questions.

### **Proposal 2.3 – Course Revision: FREN 3010, Perspectives and Practice / French Composition and Grammar**

*Originator: Mallory*

Overview:

- In 2022, the French minor was revised by a faculty member who is no longer with the program.
- After three years of working with students, the current faculty determined it was more beneficial to split the original course (which combined grammar/composition and conversation) into two separate courses: FREN 3010 (Grammar and Composition) and FREN 3011 (Conversation and Oral Expression).
- This mirrors the structure used by other language concentrations (e.g., Spanish) at the institution.

Changes Made During Review:

- Grading scale language clarified: the lowest grade category was updated to 'below 60' per committee convention for consistency (change confirmed by originator).

Note: The Chair clarified that this proposal is technically a course revision, not a new course.

### **Proposal 2.4 – New Course: FREN 3011, Conversation and Oral Expression**

*Originator: Mallory*

Overview:

- Created to replace a retired Phonetics course.
- Students expressed limited interest in phonetics/linguistics specifically; the new course focuses on spoken fluency and pronunciation, meeting demonstrated student need.
- Phonetics-focused content can still be offered via Special Topics if interest warrants.

Changes Made During Review:

- Same grading scale correction as FREN 3010 (lowest category updated to 'below 60').

Reviewer Comments (Christiana): No additional questions beyond the grading scale note.

Motion and Vote – Block 2:

- Motion to approve: Made from the floor
- Second: Alan
- Discussion: Evelyn confirmed that the French concentration (Proposal 2.2) will be held at Chelsea's step pending the 8 outstanding course approvals at the Dean's step, per standard protocol.

 **VOTE**

**Block 2 – All Four Proposals**

**PASSED (Conditional)**

*French concentration conditional  
on 8 pending course approvals*

## V. Block 3 Proposals

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Block 3 contained four proposals. Reviewers: Daniel and Jason.

### **Proposal 3.1 – Termination of Academic Program/Concentration: Mathematics Education Concentration**

*Originator: Daryl Stevens (absent; authorized proceeding without presentation)*

Overview:

- The Mathematics Education Concentration is being terminated.
- The termination aligns with new education curriculum standards tied to the Teacher Licensure Program (Residency 1 / Residency 2 model), which was implemented in spring.
- Termination was delayed until now because programs cannot be terminated mid-catalog year.

Reviewer Comments (Daniel & Jason): No questions; straightforward. The justification clearly supported the action.

Committee Discussion (Evelyn): Confirmed the Teacher Licensure Program replaced the prior structure, making the concentration unnecessary.

### **Proposal 3.2 – Revision of Academic Minor: Philosophy Minor**

*Originator: Leslie McAvoy (Philosophy)*

Overview:

- The Philosophy Minor is an 18-credit minor. Total credit count is unchanged by this revision.
- Current requirement: students must take either History of Ancient Philosophy or History of Modern Philosophy.
- Proposed change: expand the list to also include Contemporary Continental Philosophy and Topics in Analytic Philosophy, giving students a fuller array of history of philosophy courses.

Key Discussion:

- A committee member raised the question of whether the advisor-approved elective list covers all current philosophy offerings, including a newer Gen Ed philosophy course.
  - Originator noted that open elective language has previously caused issues with DegreeWorks implementation, which is why specific course lists were used.
  - Decision: Hold off on adding broader 'any philosophy course' language at this time. Originator will mention to the department chair. Future additions to the approved elective list can be made via a simple editorial form without going back through the full committee process (per Evelyn).

Reviewer Comments (Daniel & Jason): No questions; expanding options for students was viewed positively.

### **Proposal 3.3 – Establishment of Minor: Deviance Studies Minor (Sociology)**

*Originator: Leslie McAllister (Sociology)*

Overview:

- Currently, Sociology offers only one minor with no specific focus or direction.

- As a result of a program review, the department determined the need for a more intentional, thematically defined minor.
- The Deviance Studies Minor examines social deviance broadly — including subcultures, social norms, and societal definitions of behavior — not just criminal deviance.
- 11 total courses (10 existing + 1 newly approved: Youth Subcultures, approved at a prior meeting). No additional new course proposals are needed.
- Target launch: Fall 2026.
- Anticipated enrollment from Criminal Justice, Sociology, Psychology (Early Childhood concentration), and others.

Changes Made During Review:

- Program of Study: Corrected course count to 10 existing + 1 new (Youth Subcultures) rather than the erroneously listed 12.
- Expected Outcomes:
  - 'Understand' replaced with 'examine' (or 'develop understanding of') to align with measurable outcome language conventions.
  - 'Critically examine' revised to just 'examine.'
  - 'Develop a multicultural perspective' revised to 'develop multidisciplinary perspectives' (made plural, 'a' removed).
- Program Catalog Text: Shadow team notes regarding the GPA requirement and credit-level specifications were resolved. The underlined additions (GPA of 2.0, at least 9 credits at 3,000-level, C or better in required courses) were confirmed for inclusion in the catalog.

Prerequisite Note (Jason):

- Criminal Justice elective courses in the minor carry a prerequisite (Introduction to CJ). Originator confirmed this will not be a barrier: the department is meeting with CJ Chair Dustin Osborne to formalize an agreement allowing students to be permitted in without the prerequisite if needed, consistent with existing inter-departmental arrangements.

Reviewer Comments (Jason & Daniel): No additional questions after discussion.

### **Proposal 3.4 – Revision of Program Policy: CBAT International Student Seminar Graduation Policy**

*Originator: Dr. Hyder (CBAT; presented by proxy through Chelsea and Jason)*

Overview:

- All CBAT international students have historically been required to enroll in an International Student Seminar, a Saturday course taught over several hours.
- Following review at the most recent Council of Chairs, the course was determined to no longer fulfill its intended purpose as a standalone requirement; the content is now addressed through other components of the CBAT curriculum.
- The course is being retired, necessitating revision of the graduation policy to remove the enrollment requirement.

Note: This policy revision impacts all CBAT majors with international student status.

Reviewer Comments (Daniel & Jason): Straightforward; no questions.

Motion and Vote – Block 3:

- Motion to approve: Made from the floor

- Second: Provided
- Note: An error in the poll included a fourth item that had not been discussed. Committee members were advised to abstain on that item; chair corrected the poll after the vote.

 VOTE

Block 3 – All Four Proposals

PASSED

## VI. Block 4 Proposals

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Block 4 contained three proposals. Reviewers: Julie and Melissa. Originator representative: Erica O'Quinn.

### Proposal 4.1 – Program Policy Revision: Dental Hygiene Admissions Policy

*Originator: Erica O'Quinn on behalf of the Dental Hygiene program (original originator had a site visit)*

Overview (Two Parts):

- Part 1 – HESI Admissions Exam: The HESI admissions exam (ATDH) is being added as a program requirement. This has already been approved at the college level. The exam is recognized as a predictor of student success in the dental hygiene program.
  - Clarification added (per reviewer Julie, via email): The ATDH exam may be taken more than once with no limit on the number of attempts.
- Part 2 – Age Requirement: Policy now explicitly states that applicants must be 18 years of age on or before the first day of the program.
  - Rationale: Nuclear Regulatory Committee regulations limit radiation exposure for minors (under 18) to 10% of the adult dose. Admitting students under 18 would create unacceptable clinical limitations and inequitable learning experiences.

Reviewer Comments (Julie & Melissa): No concerns; both proposals appeared clear and well-justified.

Note: At this point in the meeting, the Chair paused Block 4 proceedings to accommodate Dr. Chris Keller (Block 5 originator) who had a 3:15 PM meeting with the Provost. The GLBL 3001 proposal (Block 5, Proposal 5.1) was presented out of order.

*OUT-OF-ORDER PRESENTATION: GLBL 3001 (Block 5, Proposal 5.1) – see Block 5 below for full detail. Vote deferred to Block 5 segment.*

### Proposal 4.2 – Program Policy Revision: Dental Hygiene Progression Policy

*Originator: Erica O'Quinn (representing Dental Hygiene program)*

Overview:

- The existing policy requires students to earn a final grade of C or better before advancing to the next semester.
- The original policy language did not specify that this requirement applied exclusively to Dental Hygiene courses.

- This revision clarifies that the C-or-better requirement applies specifically to Dental Hygiene program courses, removing any ambiguity.

Reviewer Comments (Julie & Melissa): No questions.

### **Proposal 4.3 – Program Policy Revision: Radiologic Science Admissions Policy**

*Originator: Erica O'Quinn (representing Radiologic Science)*

Overview (Two Parts):

- Part 1 – Age Requirement: Same rationale as Dental Hygiene (Proposal 4.1). Radiologic Science does not admit students under the age of 18 due to the Nuclear Regulatory Committee's 10% radiation dose limit for minors. A student under 18 would be unable to attend several required clinical rotations, resulting in an inequitable educational experience.
- Part 2 – Prerequisite Grade Requirement: Applicants must earn a grade of C or better in all prerequisite courses. Rationale: Students who must repeatedly repeat prerequisite courses (e.g., Anatomy and Physiology) typically have GPAs too low to meet admission standards, and historically those who do gain admission tend not to succeed in the program.

Reviewer Comments (Julie & Melissa): No questions; both remaining proposals looked great.

Motion and Vote – Block 4:

- Motion to approve: Julie
- Second: Melissa
- Discussion: None

 <b>VOTE</b>	<b>Block 4 – All Three Proposals</b>	<b>PASSED</b>
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## **VII. Block 5 Proposals**

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Block 5 contained three proposals. Reviewers: Mike (absent) and Teresa. Proposal 5.1 was presented earlier in the meeting (see above).

### **Proposal 5.1 – New Course: GLBL 3001, Global Community Engaged Learning (Variable Credit: 1–3 Hours)**

*Originator: Dr. Chris Keller (presented early due to scheduling conflict)*

Overview:

- GLBL 3001 is the first course proposal in a new GLBL (Global Learning) rubric.
- Created in response to growing faculty interest in community-engaged learning programs abroad.
- Existing discipline-specific courses often do not accommodate the interdisciplinary nature of international community-engaged learning (e.g., topics spanning human trafficking and sustainability in Ghana, or wildlife and sustainability in India).
- Previously, such courses were offered as Special Topics under the Honors College (YUHON 4958). This new rubric makes courses more accessible to all students and faculty, and removes confusion with the Honors designation.

- The course emphasizes citizen diplomacy: students learn to engage cross-culturally as ambassadors of the United States.

Variable Credit Justification (1–3 hours):

- 1 credit: appropriate for shorter experiences (e.g., an alternative break trip of 7–9 days) with an academic wraparound.
- 3 credits: appropriate for longer programs (e.g., a 3-week summer program with substantial pre- and post-trip academic work).
- Faculty design syllabi appropriate to the credit level; the Office of Education Abroad reviews syllabi when faculty apply to teach the course.

Changes Made During Review:

- Credit hour justification note: A statement was added to the proposal (via email from Dr. Keller to reviewer Teresa prior to the meeting) to address a prior shadow team note. The shadow team note was cleared.
- Location-specific language: References to 'Ghana' in the attendance policy and required readings were removed or generalized ('on campus or on location,' 'host country/location') since the course is intended to operate in multiple international locations. The Ghana references were carry-overs from cut-and-paste errors from prior materials.
- Required Readings: Section updated to clarify that required texts are determined by the individual instructor based on the specific program; no fixed text is prescribed.
- Expected Learning Outcomes (ELOs): 'Understand' replaced with 'describe' as the opening verb (aligning with Bloom's Taxonomy language preferences — 'describe' is a more measurable entry-level verb). 'Reflect' language retained where StoryCollab reflection activities are used as evidence of learning.

Committee Discussion Note: The committee reached consensus on removing the shadow team note after reviewing the added justification statement; no member objected.

## **Proposal 5.2 – Revision of Academic Minor: Special Education Interventionist/Comprehensive Minor**

*Originator: Dr. Luann Lay Davis (Special Education Program Coordinator, Ed Foundations and Special Education, Clemmer College of Education)*

Overview:

- The minor is being revised to align with other College of Education minors and to improve advising clarity.
- Total credits reduced from 19 to 15.
- The revision creates two clearly defined 15-credit pathways: Comprehensive Pathway and Interventionist Pathway.
- Courses deleted from the minor:
  - SPED 4825 – Preclinical Experience in Special Education (1 credit): addressed through the licensure program.
  - SPED 4467 – Teaching Math to Students with Disabilities: also addressed through the licensure program.
- No changes to any course rubrics, numbers, titles, or credit hours.
- Goals: reduce student credit burden and cost, improve advising consistency, align with the broader College of Ed minor structure.

Changes Made During Review (Teresa):

- A hyperlink from the catalog that was copied into the proposal was removed as it did not transfer properly; replacement text was added: 'Check Clemmer College of Education and Human Development.'

Reviewer Comments (Teresa): No other changes needed.

### Proposal 5.3 – Revision of Academic Minor: Special Education Minor (Non-Licensure)

Originator: Dr. Luann Lay Davis

Overview:

- This revision addresses students pursuing the Special Education Minor who are not seeking a teaching license but adding the minor to their major.
- Same goal as Proposal 5.2: align with the 15-credit standard for other minors in the College of Ed.
- Distinct from the licensure minor: non-licensure students have the opportunity to choose one elective course in addition to the four required courses.
- Result: all three special education-related minors (Comprehensive, Interventionist, Non-Licensure) will now be consistently structured at 15 credits.

Reviewer Comments (Teresa): No additional questions.

Motion and Vote – Block 5:

- Motion to approve: Made from the floor
- Second: Provided
- Discussion: None

 <b>VOTE</b>	<b>Block 5 – All Three Proposals (including GLBL 3001)</b>	<b>PASSED</b>
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## VIII. Voting Summary

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Block	Proposal	Type	Outcome
1	BA in Art – Studio Art Concentration Revision	Curr. Revision	<b>PASSED</b>
1	BFA in Graphic Design Revision	Curr. Revision	<b>PASSED</b>
1	BFA in Studio Art Revision	Curr. Revision	<b>PASSED</b>
1	Health Sciences Concentration – BS Chemistry (New)	New Concentration	<b>PASSED</b>
2	Chemistry Minor Revision	Minor Revision	<b>PASSED</b>
2	BA World Languages French – Concentration (New)	New Concentration	<b>PASSED*</b>
2	FREN 3010 – Composition & Grammar (Revision)	Course Revision	<b>PASSED</b>

Block	Proposal	Type	Outcome
2	FREN 3011 – Conversation & Oral Expression (New)	New Course	<b>PASSED</b>
3	Mathematics Education Concentration – Termination	Program Termination	<b>PASSED</b>
3	Philosophy Minor Revision	Minor Revision	<b>PASSED</b>
3	Deviance Studies Minor (New)	New Minor	<b>PASSED</b>
3	CBAT Int'l Student Seminar – Policy Revision	Policy Revision	<b>PASSED</b>
4	Dental Hygiene Admissions Policy Revision	Policy Revision	<b>PASSED</b>
4	Dental Hygiene Progression Policy Revision	Policy Revision	<b>PASSED</b>
4	Radiologic Science Admissions Policy Revision	Policy Revision	<b>PASSED</b>
5	GLBL 3001 – Global Community Engaged Learning (New)	New Course	<b>PASSED</b>
5	Special Ed Interventionist/Comprehensive Minor Revision	Minor Revision	<b>PASSED</b>
5	Special Ed Minor – Non-Licensure Revision	Minor Revision	<b>PASSED</b>

*\* PASSED conditionally — the French concentration will not advance in the approval system until 8 associated course proposals (currently at the Dean's step) have been fully approved.*

## IX. Announcements and Closing

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- Upcoming meetings: April 8 and April 22.
- Evelyn reported that 32 proposals are at the college step, primarily courses; the committee should expect full agendas for remaining meetings.
- Additional new concentrations and program terminations are anticipated in coming meetings.
- Evelyn encouraged committee members to encourage colleagues in their respective colleges to submit curriculum revisions in the fall rather than waiting until spring to reduce end-of-year bottlenecks.

The Chair thanked all attendees and adjourned the meeting.

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*Minutes prepared from Zoom auto-generated transcript. Edits applied for clarity and completeness.*