

MINUTES OF THE CURRICULUM COMMITTEE MEETING
October 21, 2008

Present: Ron Bingaman, Robert Ramsey, Maureen Scane

Absent: Brenda Buckner, Jean Harper, Teresa Henderson

I. Minutes for September 23 approved.

II. Reviewed twenty-seven ECAP's for the music program

The following suggestions were made to Elliott McKinney, music director:

- Part 1 – The ECAPs look OK
- Part 2 – The ECAPs look OK.
- Part 3: Section 1 – The sentence after the word “Rationale” should be placed in Part 3: Section 2 (along with the verbiage that is already there). In Part 3 section 1 the "Rationale" is questionable. I think using the sentence in Part 3 Section 3 might work better. The sentence now in the "Rationale" part should probably go in Part 3, Section 2. In Part 3, Section 3 the "student learning objectives and outcomes" are currently described as "Varied." The specific campus learning objectives need to be denoted.
- Part 3: Section 3 – The words after the word “Varied” should be placed after the word “Rationale” in Part3: Section 1. In some of the ECAPs you mention “objectives.” These could possible be kept in Part 3: Section 3. The word “Varied” will not be accepted by the senate as an adequate explanation of “anticipated student learning objectives and outcomes”. You need to specifically state which of the seven campus learning objective(s) each course addresses. You can cut the appropriate learning objective off of the IU East Website and paste it to the each ECAP. After listing the campus learning objective(s) that each course will address, then add a simple sentence to explain how the course will meet this objective. (This will be helpful later when these courses are assessed.) You may be able to put – after the specific learning objective – some of the “objective” verbiage that is presently in Part 3: Section 3 of some of the ECAPs.) Since many of the courses have basic similarities you will probably be able to cut and past entire sections from one ECAP to another. Add specific Campus Learning Objectives to the ECAP's Part 3 Section 3.
- Part 3: Section 4 looks OK
- Part 3: Section 5 – Add the word “Attached”
- Attach a “Course Outline of Record” to each ECAP to fulfill the attached syllabus requirement.
- Remove, under the “Cheating and Plagiarism” section of your syllabus the potential grade of “N”. (IU East has no “N” grade option.)

- Remove, under the “Cheating and Plagiarism” section of your syllabus, the reference to the “office of Student Scholastic Conduct” (IU East has no such office) and the reference should be changed to the “Office of Dean of Students.”

The ECAPs were approved pending the revisions noted above.

III. Music Minor

The curriculum committee reviewed a draft of the proposed music minor. Elliot McKinney, music director, was given the following feedback:

- Section I – the committee recommends that you take the quotation marks off the words “creative people” and “key to economic growth” and not put a citation in the sentence. The sentence stands on its own without the quotation marks. The committee recommends that you rewrite the next sentence and use an APA citation. For example, write “A study by Florida (2002, p224) noted that, “Many [people] turned down jobs ... in places that did not afford a variety of ‘scenes’ they desired – music scene, art scene, technology scene ... and so on.” In conjunction with this change you should, on the eighth page, under Works Cited write the citation as follows: Florida, R. 2002. *The Rise of the Creative Class*. New York: Basic Books. We recommend that you eliminate the NOTE: that follows the citation because it is not necessary. Also, please put page numbers on the document (preferable bottom center). This helps individuals in faculty senate who are making comments about the document.
- Section II – the committee recommends that you cut and paste the words on pages two and three starting with “MUSIC MINOR CURRICULUM” (note: the word “curriculum” is misspelled), and ending with “*All elective and directed courses.....” (P.S. Capitalize the “A” in the word All and put a period at the end of the sentence). In sum, cut and paste the Music Minor Curriculum core, Tracts 1, 2, and 3 under Roman Numeral II. We think this is a more appropriate placement for this text because it answers the question about “major topics or curriculum of the minor” rather than the “major instructional objectives.” (P.S. The word “COURSEWORK is misspelled in the heading above Track #1) Section II also asks about topics and curriculum. The following statement seems very general and I would like to see this expanded upon for the benefit of students, faculty, and faculty advisors: “Students completing a Minor in Music will take courses that will intensify their depth of knowledge in performance, composition, or music theory.”
- Section III – It seems that the information about curriculum appears in Section III, but should be moved up here to Section II. This will facilitate understanding of the minor and advising of students. I realize the Music coordinator will be advising for this minor, but other faculty can more easily steer interested students toward exploring the minor if they know what its intentions are. Section III G has a typo. After the letter “G” (first sentence) you twice use the word “peruse.” We think that you meant to say “pursue.” In the first sentence you also use the words “will an interview.....” We

think you meant to say “well as an interview.” In the sentence that contains the words “in most academic areas....” We suggest that you change the word “most” to “some.” There are additional small typos here and there. The document should be proofread. The committee believes that section “G” should be divided into two sections: a “G” and “H” section. Section “G,” as currently written, seems too long and does not adequately clarify the issue of possible prerequisites required to achieve a Minor in Music. We recommend that you begin section “H” with the words “MUS-P110 *Beginning Piano Class* will serve.....” You may want to place a transition sentence before those words.

- An overall concern of the committee was, after reading the Request for New Minor, that this document might discourage potential students from pursuing the music minor. The general tone of the document is that students are expected to have some knowledge of music before they pursue the minor. Sentences like, “In most academic areas students are not expected to enter with any prior knowledge; however, in music, there is an expectation at the minor and major level to come enter with some knowledge,” the committee believes will be discouraging to students who have no prior knowledge of music but wish to gain some. For example, an Education major may want to learn an instrument while pursuing his or her bachelor’s degree but have never picked up an instrument. If the minor is truly only for those who “enter with some knowledge” then the document reads correctly. If the program is open to novices – then the document should better explain that. Perhaps Section G – when you are talking about prerequisites – would be a good place to discuss this issue.
- Section IV asks about assessment. The committee would like to see more explication about what constitutes “successful” completion of performance, composition, or theory, and how that would be assessed. What assessment tools would be applied to each area? How? What is “unsuccessful” completion?
- It would be helpful to indicate which specific campus learning objectives, by number, are being addressed.
- The committee recommends you change the word “steep” to “comprehensive.” Again, as referred to earlier, sentences like this that suggest the “musically unprepared student would likely fail to complete the program” seems to be a sentence that would discourage many candidates for the minor. It would be a good idea if you can say this in a way that would not be so dire. On the other hand, if there is no other way to put it, then leave it that way.
- Under “Administration: insert the word “form” between the words “application” and “from.”
- Section V asks about student population. The following statement also seems very general, in fact anything could be substituted for “Minor in Music” in the first section and “minor” and “those interested in music” in the second sentence. “The Minor in Music is intended for IUE degree-seeking students. The minor would meet the needs of those pursuing another degree and also those interested in music.” The committee

is aware that this is typical of minors, but if we are going to articulate what a minor does, couldn't this be more specific?

- Section VII indicates that this minor is modeled after IU South Bend which has a similar minor. However, the question remains unanswered: Why does the minor have 21-24 credit hours, which is significantly more than typical minors? Please explain for the benefit of students, advisors, and other interested stakeholders.
- Section IX is an opportunity to indicate specific innovative programs, specific community opportunities and linkages. If those exist in actuality, please explicate. If they exist only in theory, please be forthcoming about that. There is a vagueness here which doesn't help "sell" the minor.

A decision on the Minor in Music proposal was put off by the committee until its next meeting, when it will be again reviewed after the above changes are incorporated in the proposal.

IV. BA in Natural Sciences and Mathematics – Biochemistry Track

The curriculum committee recommended the following modifications to the draft proposal:

- The Information sheet should clearly specify whether or not the foreign language requirement will count toward the HFA general education/distribution requirements.
- On the information sheet the 2 credit-hour required First Year Seminar should be noted.
- On the "Request for New Concentration" form it was recommended that the topic of "Who Employees Biochemists?" should be moved from the end of the form to the "Why is the Program Needed?" section.
- "On the advising sheet a notation should be made that the 2 credit-hour First Year Seminar is not required for student entering the program before summer 2009.
- The proposal was approved pending changes recommended by the committee.

Next Curriculum Committee meeting set for Tuesday, November 11 in Room 338 Middlefork Hall.

Meeting adjourned