

## UNIVERSITY CURRICULUM COMMITTEE

Minutes #9 approved (2015 Supplement & 2016-2018 Undergraduate Catalog)

February 25, 2015

**Members Present:** Bockrath, Cook, Dustin, Kaesberg, Kennedy, Lieberman, Lippert, Morey, Neisler, Prud'homme, Rosenthal, Shim, Standard, Trefzger, Willard

**Members Absent:** Latham (sabbatical), Shriavastava, Temple

**Guests Present:** Kass Fleisher and Katherine Ellison, Department of English; Gina Hunter, Department of Anthropology

1. Lieberman convened the meeting at 3:05 p.m.

2. Members and guests introduced themselves.

### 3. PROPOSAL DISCUSSION:

ANT Major in Anthropology (Revise)

Prud'homme and Bockrath

Gina Hunter was present from the Department of Anthropology. Prud'homme distributed a handout and presented a review of the proposal for revision of the Major in Anthropology:

- The department proposes adding a new career course, ANT 292. They are adding the course in response to a recent program review.
- They propose changes to update the program to include recently approved elective courses (ANT 280, 303, and 385) to the list of options for elective credit.
- They propose requiring a grade of C or better in only the two introductory courses (ANT 102 and 185) and removing the requirement for their intermediate and upper-level required courses. The anthropology major currently requires students to earn a grade of C or better in all required courses. Anthropology believes that the "C or better" for all required courses leads to grade inflation since giving a student a D in the major amounts to making the student retake the course or leave the major. In fact, their recent program review showed that they lose some students to University Studies because they did not earn a grade of C in a required course.
- The proposed changes will increase the minimum hours of Anthropology courses required from 36 hours to 37 and the hours of specific ANT courses from 24 to 25, including four principles courses as opposed to "overview" courses; the remainder of the 37 hours (12 hours) will be electives chosen from four groups: Archaeology, Biological Anthropology, Cultural Anthropology, and Linguistic Anthropology.

#### Comments/Questions:

- Cook asked if the requirement of "four-field principles courses" could be edited to read "field principles courses." Hunter answered that the requirement need only state "principles courses: ANT 274, 277, 281, 350."

Ryburn will edit the proposal to make the corrections requested. With no further questions, the proposal will be an action item on the next meeting agenda.

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ENG Creative Writing Studies Sequence (New)

Trefzger and Morey

Kass Fleisher was present from the Department of English. Trefzger distributed a handout and presented a review of the proposal for a new Creative Writing Studies Sequence in the Major in English:

- The proposal for the new Creative Writing Studies Sequence has been resubmitted after a previous version was returned to the proposer for revisions.
- The department proposes creating a new sequence that prepares students for the artistic, aesthetic, and scholarly aspects of creative writing and will be shown on the student's transcript.

- Students in the sequence must complete ENG 100 and other courses in the major with a grade of C or better.
- ENG 247 and 347 are decimalized courses. Students can be permitted some possibility of repetition for credit in ENG 247 (but not 347) if the content is different.
- The availability of this new sequence offers another choice to students. No additional resource needs are anticipated, all required course work is within the department, and no issues arise regarding library resources. Hours fall easily within all campus guidelines.

Questions/Comments:

- The reviewers pointed out that ENG 227 might be a potential hidden prerequisite to ENG 247, and a potential addition of three hours to the program. The prerequisites for ENG 247 are “ENG 227, or junior standing, or consent of the instructor.” Creative writing students often have high school creative writing experience, so a case might be made that few English major students would ever take ENG 227. However, the sample 8-semester program included with the proposal shows the student taking ENG 227 in the sophomore year. The question is, should it be noted in the catalog copy that a student may need to take ENG 227 and complete three additional hours? Fleisher responded that they are agreeable to editing the proposal to add a clarifying sentence to the catalog copy: “A student who meets the ENG 247 prerequisite by taking ENG 227 will require 46 hours to complete the sequence.”
- The reference to a “core” in both the existing Publishing Studies Sequence and this new sequence is puzzling because the core courses seem to be different. Normally a “core” refers to a major core of courses that are the same throughout the major (all sequences). The reviewers asked if the potential for confusion might be reduced if the term “English core” is replaced with “Publishing Studies Core” and “Creative Writing Core,” or remove the word “core” completely. Fleisher agreed to remove the “English core” phrase from the proposed catalog copy for the Creative Writing Studies sequence.
- The reviewers asked why repetition was allowed for ENG 247 decimalizations with different content, but not ENG 347. Fleisher responded that allowing all of the 247 courses to be in the same literary area gives the student the option of getting more specialization in a preferred field under different content or a different instructor viewpoint, while requiring three 347 courses to be in different literary areas assures that there will not be too much specialization – because breadth can be important for graduate school acceptance, which is frequently a goal of students in a writing program.
- The reviewers noted that specific lists of British Literature and American Literature courses are provided for the Major in English. The proposed Creative Writing Sequence also specifies requirements involving British/American/other literature areas, but no lists are provided. How will students know if they are selecting courses that fulfill the requirements? Fleisher responded that courses appropriate to the lists and the frequency with which they are offered can change as faculty composition/expertise changes over time. Providing a specific list for the program becomes especially problematic because students can choose from several literary genres. The preference is to avoid including in the catalog a lengthy list that might require constant updating. Advisors stay aware of the scheduling of appropriate courses and can allow substitutions when needed.

Ryburn will edit the proposal as requested. Without further discussion, the proposal will be an action item on the next meeting agenda.

ENG Publishing Studies Sequence (Revise)

Kaesberg and Willard

Katherine Ellison was present from the Department of English. Kaesberg distributed a handout and presented a review of the proposal from the Department of English to revise the Publishing Studies Sequence in the Major in English:

- The Department of English proposes revision of the Publishing Studies Sequence in response to high student demand, to better focus on flexibility by adding more course options, by reducing credit hour requirements, and to make better use of resources.

- Total hours have been reduced from 52 to 46, and the English core courses required from 19 to 16 hours by changing genre course requirements from 6 to 3 hours.
- Foundational course hours have been reduced from 18 to 9 hours, which entails moving ENG 247, 350, 351, 353, and 358 from foundational to advanced course options.
- ENG 253 (a new course) has been added to the list of foundational course options.
- Within the list of advanced course options, ENG 358 will replace ENG 354; ENG 354 will be deleted. Advanced course options have been increased from 6 to 12 hours, and ENG 239 and 244, have been added, along with the previously mentioned ENG 247, 350, 351, 353, and 358.
- ENG 227 has been added as an English core option and ENG 283 as a foundational course option.
- English will allow 200-level courses to count as electives.

Comments/Questions:

- As discussed in the Creative Writing Sequence, the word “core” will be dropped from the requirement of “16 hours in English core.” Rosenthal asked if Ellison expected that there would be an actual “core” of courses required for the major. Ellison answered that the department had not completed discussions about the core, but expected that there will be one.
- The reviewers noticed that “ENG” was omitted in the “9 hours of foundational courses: 249 or 283, 253, and 254” list of courses.
- Ellison said that in the past they capped the sequence at 50 students. Standard asked if they had to limit enrollment because they cannot offer more sections. Ellison answered that the high student demand for the Publishing Studies Sequence, which caused them to cap the program at 50 students, prompted them to rebuild the curriculum with more focus on flexibility and student choice and on the ability of all interested students to complete the sequence in a timely manner without subwaivers or substituting coursework. Two introductory courses will be available; before the revision, they could only offer one. The changes allow them to offer all of the courses needed even given faculty leaves or understaffing, but more importantly, they allow students to craft their own strengths within publishing studies. This revision allows more of the English faculty across subdisciplines to participate in the teaching of the sequence.
- Lippert asked if the student takes a 200-level course from the “12 hours of advanced courses” requirement, could that be moved to count in the “3 hours of English major electives at the 200/300 level.” Fleisher answered that it could if they didn’t need it in the advanced courses requirement.

Ryburn will edit the proposal as requested. With no further discussion needed, the proposal will be an action item on the next meeting agenda.

#### **4. LIAISON REPORTS:**

- a. Council on General Education – Rosenthal: Nothing to report.
- b. Council for Teacher Education – Rosenthal reported that CTE met and reviewed a student appeal, worked on CTE bylaws, and discussed the edTPA exam students must pass to be licensed in Illinois. The question they are considering is whether the exam is required for graduation. They will make a decision and forward it to the Academic Senate for their consideration. The exam will be required for licensure for fall 2015.
- c. Academic Affairs Committee – Lippert reported that the committee has been working on several issues: the edTPA exam; terminology change from CR/NC to Pass/Fail; the survey by Planning and Policy regarding Monday, Wednesday class schedule; satisfactory progress for students who have financial aid; and the graduation requirements revolving around AMALI and WAC. He reported that “Success Week” was approved.

#### **5. STAFF REPORT:**

- A. Rosenthal: Discussion of Graduation Requirements:

- 1) Global Studies/AMALI (Asia, the Middle East, Africa, Latin America, or Indigenous Peoples of the World) – In an email, Susan Kalter and Rosenthal discussed the name change from AMALI to Global Studies. Neither the UCC minutes nor the Academic Senate minutes recorded anything about changing AMALI to Global Studies in the catalog under Graduation Requirements, but it was changed several years ago. Rosenthal said that the requirement is really still AMALI and that the “global” designation is confusing. There is an ongoing discussion about whether the requirement should become more broadly “international.” Kalter stated in her email that she would consider it an editorial change in the catalog not needing further Academic Senate approval to change back to AMALI.
- 2) Other Graduation Requirements: In the email, Kalter said there was some discomfort with needing learning outcomes for the AMALI graduation requirement and not requiring learning outcomes for the other graduations requirements of:
  - the language requirements for the B.A. or science/math requirements for the B.S. She asked, is the number of courses sufficient for intended purposes; are the options and difficulty level equivalent to one another (B.A. versus B.S., for example, or language versus language)?
  - Senior College Hours. She asked, for example, is 42 sufficient given a 120 minimum? Are classes logically differentiated from one another by 100/200/300 level – in all majors? Do all majors require these, or do students fulfill them outside of their majors, and which is intellectually sound?
  - General Education. She asked whether students with IAI/AA/AS credit have the same preparation, GPAs and success rates comparable to native students, whether they have had the same quality courses elsewhere as here, or vice versa.
  - Total (minimum) Hours: Given the conversation that came up in the forums, Kalter stated that it is important to keep assessing the requirement in some majors to take much more than 120 hours to graduate, and particularly in relationship to whether it is AMALI or General Education or both or neither that should be asked to move aside as a result of 120 plus plans, or whether there are other alternatives/compromises to pitting these majors against the liberal arts foundation. Specifically, does/would earlier specialization/less liberal arts education benefit or hurt alums in those majors?

The committee discussed the issues from the email at length. It was suggested that UCC request that AMALI faculty get together with the task force appointed to work on the International/Global Studies initiative and discuss learning outcomes. Kennedy said that AMALI is already under scrutiny with the campus International Strategic Plan and offered to draft an answer to Kalter in response to her questions and to ask her if the AMALI faculty could work together with the task force that is already working on the Global Studies/International initiative.

B. Ryburn: UCC meeting schedule – There are three proposals ready for discussion on March 4, 2015.

6. **ADJOURNED:** Cook moved to adjourn the meeting and Standard seconded. The meeting was adjourned at 4:24 p.m. The next meeting will be on March 4, 2015.
7. **INFORMATION:** The University Curriculum Committee Executive Secretary approved the following: Temporary Courses:

#### **AGR**

#### **189.14 VETERINARY MEDICAL TERMINOLOGY**

**2 sem. hrs.**

**Exploring veterinary medical terminology through a systematic study of word parts and the combinations used to build veterinary medical terms.**

Temporary Courses (continued)

## **SED**

### **189.03 POLICY AND ADVOCACY IMMERSION IN SPECIAL EDUCATION**

**1 sem. hr.**

**Immersive policy and advocacy experience in special education. Travel to Washington D.C. to explore policy and advocacy in multiple settings. Prerequisite: SED 101.**

New Courses:

## **AGR**

### **392 PRINCIPLES OF AGRICULTURAL LEADERSHIP**

**3 sem. hrs.**

**This course is a critical exploration of the theory, research and best practices of leadership applied in the agricultural field. Prerequisite: Junior standing or consent of the instructor.**

## **ANT**

### **292 CAREERS FOR ANTHROPOLOGY MAJORS**

**1 sem. hr.**

**Acquaints students with career opportunities and relates Anthropology skills to those needed in various career situations. Includes job placement skills. Not for credit if had SOC 292.**

**Prerequisites: Grade of C or better in ANT 102 and 185. Major only or consent of the department advisor.**

## **COM**

### **238 INTRODUCTION TO ADVERTISING**

**3 sem. hrs.**

**This course introduces and applies the fundamental concepts and processes of advertising and the advertising industry. Critical thinking and application are emphasized. Prerequisite: COM 110.**

## **ENG**

### **253 INTRODUCTION TO HISTORIES AND THEORIES OF PUBLISHING**

**3 sem. hrs.**

**Study of historical and theoretical contexts in publishing, including book history, textual studies, and manuscript, print, and digital cultures. Prerequisites: ENG 100 with a grade of C or better, ENG 102, or consent of the instructor, and a grade of B or better in ENG 101.**

### **358 TOPICS IN PUBLISHING STUDIES**

**3 sem. hrs.**

**Topics in specific theories, histories, trends, methodologies, practices, or figures in publishing. Not for credit if had ENG 354. Prerequisites: ENG 100 with a grade of C or better, ENG 102, and junior or senior standing; or consent of the instructor.**

## New Courses (continued)

**IDS****274 PREPARING FOR THE EDTPA****1 sem. hr.**

**This course explores aspects of the edTPA, including planning, instruction, assessment, identifying evidence of practice, analytical writing, and supporting edTPA resources. Prerequisites: Completion of 60 hours. Education major.**

## Revised Courses:

**BSC**

(Changed hours-for 2015 Supplement)

**231 LABORATORY METHODS IN TEACHING SCIENCE****2 sem. hr.**

**Introduction to laboratory-based teaching skills in science, intended to prepare students for inquiry-based high school teaching activities. Materials charge optional. Prerequisites: BSC 161 or CHE 161; Teacher Education major only.**

**IDS**

(Changed to variable hours course)

**202 ADVANCED HONORS SEMINAR****1-3 sem. hrs.**

**Presented by a specialist dealing with a semester's topic for students in the Honors Program. May be repeated if topic is different. Formerly *ADVANCED HONORS COLLOQUIUM*. Some topics may have prerequisites and/or require consent from the Honors Program.**

## Decimalized Courses: (for 2015 Supplement)

**IDS****202.75 ADVANCED HONORS SEMINAR: INTERDISCIPLINARY INVESTIGATIONS****1 sem. hr.**

**This course for Presidential Scholars will focus on interdisciplinary connections and ways disciplines can inform and influence each other. Prerequisites: IDS 102.70 and consent of the Honors Program.**

**202.76 ADVANCED HONORS SEMINAR: CRITICAL THINKING AND INQUIRY****1 sem. hr.**

**This course for Presidential Scholars will address issues of critical thinking, problem solving, academic investigations, and research. Prerequisites: IDS 102.70 and consent of the Honors Program.**

**202.77 ADVANCED HONORS SEMINAR: LEADERSHIP IN ACTION****1 sem. hr.**

**This course for Presidential Scholars will study the critical qualities of successful leaders and facilitate an applied leadership experience. Prerequisites: IDS 102.70 and consent of the Honors Program.**

Deleted Courses:

## ENG

### **354 LITERARY PUBLISHING IN THEORY AND PRACTICE**

**3 sem. hrs.**

**Focus on issues that have shaped contemporary literary publishing. Prerequisites: ENG 100 with a grade of C or better, ENG 102, junior/senior standing; or consent of the instructor.**

## IT

### **331 OPERATING, DATA COMMUNICATIONS, NETWORKING, AND SECURITY OF ENTERPRISE SYSTEMS**

**3 sem. hrs.**

**Mainframe Operating Systems, process communications, networking, protocols, enterprise system clustering, front/back-end hardware/software component connections, administrations, and security. Prerequisites: Grade of C or better in IT 225. Major or minor only or consent of the school advisor.**

Editorial Requests: (for 2015 Supplement)

## COM

(Changed title, description)

### **266 ADVANCED PHOTOGRAPHY: MULTIMEDIA**

**3 sem. hrs.**

**Development of journalistic skills for multimedia projects and presentations that include combinations of text, audio, still images, video, and interactivity. Materials charge optional. Prerequisite: COM 241 or consent of the instructor.**

## MUS

(Revised prerequisite course number)

### **101 MUSIC THEORY I**

**2 sem. hrs.**

**Principles of rhythmic, melodic, and harmonic syntax in the common practice period. Emphasis on diatonic analysis and composition. Prerequisites: Grade of C or better in MUS 100A01. Music major or minor only or consent of the Theory Coordinator.**

## TCH

(Added courses to be taken concurrently)

### **292 EARLY CHILDHOOD EDUCATION CLINICAL I**

**3 sem. hrs.**

**Early Childhood Education Clinical: placement in Infant Toddler and Prekindergarten settings - 50 clinical hours. Prerequisites: Concurrent registration in TCH 271 and 278. Completion TB Test and criminal background check.**

(Added courses to be taken concurrently)

### **293 EARLY CHILDHOOD EDUCATION CLINICAL II**

**3 sem. hrs.**

**Early Childhood clinical placement in K-3 settings - 50 clinical hours. Prerequisites: Concurrent registration in TCH 273, 275, and 314. Grade of C or better in TCH 292 taken within seven years. Completion TB Test and criminal background check.**

(Added courses to be taken concurrently)

**294 EARLY CHILDHOOD EDUCATION CLINICAL III  
3 sem. hrs.**

**Early Childhood clinical placement in K-3 setting - 50 clinical hours. Prerequisites: Concurrent registration in TCH 274, 276, and 277. Grade of C or better in TCH 293 taken within seven years. Completion TB Test; DCFS Health Form and criminal background check.**