

# UNIVERSITY CURRICULUM COMMITTEE

## Minutes #10

Members Present: Akman, Allbaugh, Carlson, Fillman, Howell, Jadallah, Jia, Johnston, Lippert, Thayn, Wolf, Zeng, Hurd

Members Absent: Savage, Allen

Guests: Jeff Ray – Registrar’s Office, Danielle Lindsey – Registrar’s Office, Ian Gawron – Registrar’s Office, Maochao Xu – Department of Mathematics

**1. CONVENE:** Lippert convened November 14, 2019 UCC Meeting

**2. INTRODUCTIONS:**

**3. APPROVAL OF MINUTES:** Minutes #9 – Wolf motioned to approve. Carlson seconded. 10 voted to approve 1 (Howell) abstained.

**4. PROPOSED DISCUSSION AND ACTION:**

**a. Statistics Sequence – Zeng, Jia**

Zeng/Jia explained the various changes of the proposal. Specifically, she highlighted the change in hours and the email chain between Gawron (guest) and the Xu (guest – initiator). In the email it was discussed how the semester hours for the program were being counted, given the specific 45 mathematics hour requirement. It was agreed to display the hours as 55 since 10 hours were being required outside of math. Zeng also explained that the IT courses required do not count for the mathematics requirement. Lindsey (guest) highlighted the footnotes that outline these various notes/aspects of the program. Zeng pointed out that some editing should be made to make the sentences clearer, but otherwise the proposal appeared sufficient to be voted on. Wolf questioned the IT course list and suggested to have IT 166 replace the current course list. Maochao (guest) indicated a willingness to do this, and that the department discussed that course. Maochao (guest) indicated that this change may happen in the future. Jia motioned to approve the proposal after editorial revisions are made. Zeng seconded. 10 voted to approve 1 abstained (Akman). Below is the approved catalog copy.

**APPROVED 2020-2021 CATALOG COPY**

**MAJOR IN MATHEMATICS  
STATISTICS SEQUENCE (B.A., B.S.)**

**Major (55 credit hours required including a min. of 45 credit hours in Mathematics†)**

\_\_\_ 4 MAT 145 Calculus I (P: C or better in MAT 144 or placement)

\_\_\_ 4 MAT 146 Calculus II (P: C or better in MAT 145)

\_\_\_ 4 MAT 147 Calculus III (P: C or better in MAT 146)

\_\_\_ 4 MAT 175 Elementary Linear Algebra (P: C or better in MAT 146)

**\_\_\_ 3 MAT 252 Introduction to Statistics with Applications (P: C or better in MAT 146)**

\_\_\_ 4 MAT 260 Discrete Mathematics (P: C or better in MAT 146)

\_\_\_ 4 MAT 350 Applied Probability Models (P: C or better in MAT 147)

\_\_\_ 4 MAT 351 Statistics & Data Analysis (P: C or better in MAT 350)

**Take three (9-12 credit hours) additional Statistics electives: Only senior students with good standing will be allowed to take a graduate-level course with approval of the Graduate School. (MAT 353, MAT 354, MAT 355, 356, MAT 443, 450, 453, 455, 456, 458)**

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**Take one of the following courses:**

\_\_\_ 4 IT\* 165 Computer Programming for Scientists (P: C or better in MAT 145)

\_\_\_ 4 IT\* 168 Structured Problem-Solving Using the Computer (P: MAT 104)

**Take two courses from one of the following cognate areas (6-8 credit hours):**

Please consult your academic advisor.

Biology: BSC 201, 203, 219, 305

Economics: ECO 225, 235, 238, 239, 240, 241, 320

Psychology: PSY 230, 231, 233, ~~331~~ 331A01, 334

Finance: FIL 220, FIL 240, FIL 241, FIL 242, FIL 250, FIL 341, FIL342, FIL 345, FIL 350, FIL 371

Computer Science: IT 225, IT 226, IT 261, IT 244, IT 279, IT 327, IT 328, IT 340, IT 344.

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‡ Listed MAT courses do not fully satisfy the 45 minimum MAT course requirement. Additional MAT courses will be needed to complete the 45 minimum semester hours MAT requirement.

\* IT 165 and IT 168 do not count toward the 45 minimum mathematics hours required.

Note: BSC 196, BSC 197, ECO 105, PSY 110 are prerequisites for the upper-level courses from the respective cognate areas. IT 179 is required for IT 225, IT 226, IT 327. ECO 138 is a prerequisite for most Economics courses. A mathematical Statistics course may be substituted for this requirement.

**b. Chemistry Pedagogy Sequence – Zeng, Jia**

Zeng and Jia indicated that the proposal is straightforward. They explained that no change was being made in the semester hours and the only change is the deletion of the EAF course option and the inclusion of the SED course. Zeng/Jia indicated that the letters of support are present in the proposal and the rationale explains some of the history of the program and the change being made. Lippert drew attention to the proposal recommending an EAF course (EAF 228) be taken. Jadallah explained the nuances of EAF 228 and how it is not equivalent to the other EAF courses that were being deleted. Specifically, the other EAF courses being deleted specifically addressed best practices for teaching students of diverse and marginalized backgrounds. Lippert asked if the CHE 161 course might include this information and emphasis. Jadallah was unsure if CHE 161 included this material. Zeng highlighted the ITPS document that outlines where the diversity material will be covered in the other courses of the program. A general discussion occurred about the document and the ITPS standards. Lippert and Hurd indicated that the UCC should defer to the department expertise for these types of changes. Lippert asked Jadallah for recommendations of what Chemistry could do to remedy the concern. Jadallah recommended that they support EAF and not replace EAF in the curriculum. Jadallah gave an example concerning the TCH department and how they updated their course descriptions to better serve the EAF courses. Lippert and Hurd indicated that the courses in the EAF course option all had the same syllabus. Jadallah indicated that this was not verified and explained the nuances of course specific syllabi that differ from the master syllabus for the course. Howell asked for what the purview of the UCC is, whether it is meant to resolve these types of issues, or focus on logistical considerations, or some other concern. Hurd responded that the UCC focuses on curriculum implementation and that the department specific changes are left to the expertise of the department. Specifically, she mentioned that the UCC largely focuses on aspects such as readability of the curriculum, clear and concise understanding of what the curriculum is attempting to convey, and

any editorial or otherwise larger changes that should be made to make the curriculum effective. Hurd posits the question to the UCC of “Do we want outside groups mandating department specific curriculum changes to our own curriculum?” Hurd then gives the example concerning a curriculum change about how a program was considered too “left-wing” by a committee member and that they (the department) had to change the program to include more conservative viewpoints. Hurd indicated that this is was deemed an inappropriate standard to base curriculum review. Wolf gave the example of IT 166 in the Statistics proposal. He indicated that they were wrong in the course they chose, but that it was ultimately the departments choice and their program. Howell indicated that the proposal has gone through other committees/bodies before it arrived at the UCC. Hurd gave the example of a proposal that had to go through CTE (Council for Teacher Education) multiple times due to clinical hour concerns. Jia indicated that this could have the potential of a slippery slope where committee purviews can become muddled if the different committee members can block or change other departments proposals. Hurd also indicated that she is working with EAF to create a general education course to help recuperate any losses of students that may have occurred with the removal of the EAF course option from different programs. Jadallah indicates the concern that this decision to drop EAF for SED can be read negatively; that programs are not emphasizing and supporting marginalized groups. Akman suggested Jadallah talk to CTE and CAEP (Council for Accreditation of Educator Preparation) about her concerns and expressed a supportive sentiment for Jadallah’s concern. Thayn asked if it is in the purview of CTE to look at this concern and expressed a supporting sentiment for Jadallah’s concern. Jadallah indicated she is open to talking with those bodies and that she will email the initiators of the proposal to express her concern. Lippert asked the clarifying question of if this concern is with the Pedagogy sequence specifically, or with all proposals making this EAF to SED change. Jadallah indicated that it was a concern for all the programs making this change. Lippert explained the history of the discussions and that many departments were not satisfied with the EAF courses offered. Jadallah suggested they could have switched EAF out for TCH. Wolf reminded the UCC that it is important to keep the student in the center of these conversations and felt that many times these conversations become turf wars of which department loses students and which does not. Johnston asked if there are outside bodies involved in these decisions. Lindsey (guest) indicated the organization, CAEP, and various accrediting bodies that do reviews of these programs. Johnston asked if, in these teacher education programs, it is outside faculty from the College of Education, or are they faculty internal to the department in question. Hurd indicated that the faculty are specific to the departments, for example, the chemistry teacher education program is taught by chemistry teacher education faculty. A general discussion occurred about how these outside bodies interact, and the best way to include diversity initiatives into the curriculum. Akman moved to approve the proposal. Zeng seconded. 9 voted in favor. 1 abstained (Thayn). 1 voted against (Jadallah). Below is the approved catalog copy.

#### — 101 total hours required for Pedagogy Emphasis Sequence

— 49 50 hours required in Chemistry, including at least 40 hours in courses numbered 200 or higher. The Pedagogy Emphasis sequence does not lead to licensure in the State of Illinois.

—32 hours of core Chemistry courses required: CHE 140, 141, 215, 216, 230, 231, 232, 233, 250, 251, 342, 360, 361.

— 9-10 hours of Chemistry teacher education courses required: CHE 161, 261, 301 (3 hours), 302.

—6 hours of advanced courses required, selected from the following: CHE 315, 344, 350, 362.

— 2 advanced laboratory courses required, selected from the following: CHE 316, 343, 351, 363. One hour of undergraduate research (CHE 290 or 299) may substitute for one of these courses.

—MAT and PHY requirements (a minimum of 16 hours, which must be completed before enrollment in CHE 360): MAT 145 and 146; PHY 110 and 111 or PHY 108 and 109. PHY 110 and 111 are the preferred option; if PHY 108 and 109 are taken instead, the hours of MAT and PHY total 18.

—Professional Education requirements (25 hours): EAF 228 or 231 or 235 SED 344; PSY 110, 215; TCH 212, 216, 219; STT 399A73 (8 hours). NOTE: PSY 110 is a prerequisite for PSY 215.

—Science competency courses (44 10 hours): BSC 197; GEO 100-GEO 102; PHY 205 PHY 208; or equivalent.

—A course in the major may not be taken more than twice unless the course description states “Multiple enrollments are allowed.” An exception may be requested once during a student’s undergraduate career if the GPA in the major plan and overall GPA is 2.00 or higher.

—A grade of C or better is required in the following Chemistry courses: CHE 140, 141, 215, 216, 230, 231, 232, 250, 251, 342, 360, 361.

—A grade of C or better is required in all areas (including calculus, physics, and science competency courses), Chemistry, and Professional Education courses.

— Students completing the Chemistry Pedagogy Emphasis sequence must have a 2.50 or higher GPA in Chemistry, a 2.50 or higher GPA in Professional Education courses, and a cumulative GPA of 2.50 or higher.

—The following course is strongly recommended: **SED-104 EAF 228**.

### c. Major in Technology & Engineering Education – Zeng, Akman

Akman and Zeng indicated that the proposal was largely straightforward. They highlighted the changes made. Specifically, they highlighted the EAF to SED change and the increase in hours for including PSY 110. They highlighted the supporting document that outlined the areas where the program will integrate diversity initiatives into the curriculum. Akman and Zeng explained the overall progression of the proposal and how the 4-year plan did not add up initially, but was resolved, and that PSY 110 was not included in the major requirements portion but is not included. Akman raised a concern about the way the proposal was being reflected. Lindsey (guest) indicated that the degree audit system groups the curriculum in this way and that the display of the curriculum is how it displays in the degree audit. Lindsey (guest) also explained the old catalog (2018-2019) in relation to the new catalog (2019-2020) concerning PSY 110; PSY 110 was not listed in the old catalog format. Lippert indicated that the ITPS document is similar to the Pedagogy ITPS document. Jadallah reiterated her concern about misplaced values, the EAF to SED change, and how research in the field largely focuses on white middle-class families. A general discussion occurred about the different marginalized groups in society and the prioritization of values. This discussion largely included Lippert, Akman, Thayne, Fillman. Zeng motioned to approve the proposal. Akman seconded. 11 voted in favor. 1 voted against (Jadallah). Below is the approved catalog copy.

### **PROPOSED CATALOG COPY IN CURRENT (2019-2020) ACADEMIC CATALOG FORMAT**

#### **Major (78 81 hours)**

\_\_\_ 3 TEC 101 Introduction to Teaching Technology

\_\_\_ 3 TEC 111 Fundamentals of Power Technology

\_\_\_ 3 TEC 116 Introduction to Technical Drawing & constraint-Based Solid Modeling

\_\_\_ 3 TEC 120 Introduction to Building Construction

\_\_\_ 3 TEC 130 Introduction to Manufacturing Processes

\_\_\_ 3 TEC 150 Graphic Communications Technology

\_\_\_ 3 TEC 216 Constraint-Based Solid Modeling & Production Drawings (P: C or better in TEC 116)

\_\_\_ 3 TEC 243 Computer Networking Systems

\_\_\_ 3 TEC 303 Engineering Design (P: TEC 216; MAT 108 and PHY 105 or conc. reg.)

\_\_\_ 3 TEC 304 Medical, Agricultural, & Bio-Related Technologies (P: TEC 101)

\_\_\_ 3 TEC 305 Teaching Transportation, Energy, & Power Technologies (P: TEC 101 or 301 or demonstrated competency; TEC 111 and 116 or conc. reg.)

\_\_\_ 4 TEC 307 Competencies for Teaching (P: TEC 305 and TCH 216 or conc. reg.; conc. reg. or within one semester of STT 399A33)

#### **Take 9 additional credit hours of Technology & Engineering Education electives:**

Please consult with your academic advisor.

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**Requirements outside of TEC (6 9 credit hours):**

\_\_\_ 2 MAT 108 Trigonometry (P: C or better in MAT 119 or placement)

\_\_\_ 4 PHY 105 Fundamentals of Physics

\_\_\_ 3 PSY 110 Fundamentals of Psychology

**Professional Education Requirements (26 credit hours):**

\_\_\_ 3 PSY 215 Educational Psychology (P: PSY 110 or 111)

\_\_\_ 3 SED 344 Teaching Secondary Content to Students with Disabilities

\_\_\_ 2 TCH 212 The Teaching Profession in Secondary Schools (P: 45+ earned hours; 2.5 major & cum. GPA; ENG 101, COM 110)

\_\_\_ 3 TCH 216 Principles & Practices for Teaching & Learning in Secondary Schools (P: TCH 212; 2.5 major & cum. GPA)

\_\_\_ 3 TCH 219 Integrating Multiple Literacies & Technology Across the Secondary Curriculum (P: TCH 212, 216; 2.5 major & cum. GPA)

\_\_\_ 12 STT 399A33 Student Teaching in Technology & Engineering Education - Successful completion of 100 clinical hours required before student teaching

**Take 1 of the following courses (P: 45+ earned hours):**

\_\_\_ 3 EAF 228 Social Foundations

\_\_\_ 3 EAF 231 Introduction to Philosophy of Education

\_\_\_ 3 EAF 235 Historical Foundations

**5. LIAISON REPORTS:**

a. Council for Teacher Education – No Report

b. Council General Education – No Report

c. Academic Affairs Committee – Howell – Mentioned that the Leave of Absence policy, Course Repeat policy, and the academic catalog was discussed.

**6. STAFF REPORTS:**

a. Hurd – Visited Springfield to report on ISU to legislators.

**7. MISCELLANEOUS:**

a. Zeng – Indicated that she wished to discuss Susan Kalter’s letters. Lippert/Hurd indicated that it can be a future agenda item.

**8. ADJOURNMENT:**

a. Jadallah motioned to adjourn. Zeng seconded. All voted in favor.