

# University Curriculum Committee

## Minutes # 8

November 10, 2021

Members Present: Califf, Carlson, Howell, Jia, Johnston, Newport, Paolucci, Pence, Hunter, Kalter, Falbe, Leonard, Kroesch, Hurd, Jin, Duffy, Myers, Sammons, Sessom

Members Absent:

Guests: Ian Gawron – Registrar’s Office, Danielle Lindsey – Registrar’s Office, Susan Hildebrandt – Department of Special Education, Jane Kocielak – Department of Special Education, Yun-Ching Chung – Department of Special Education, Janet Wilson – School of Theatre and Dance, Jody Decremer – Creative Technology, Lori Adams – School of Theatre and Dance, Megan Baxter – Department of Special Education, Rose Marshack – Creative Technology

**1. Convene:** Califf convened the UCC meeting

**2. Introductions:**

**3. Approval of Minutes:**

There was a clarification on the minutes on who may have said which statement exactly. At the time of the UCC meeting, the minutes were not in the final form, but were approved pending minor editorial changes. This discussion involved Kalter and Califf.

**4. Proposed Discussion and Action:**

### **a. Special Education Proposals (SED)**

Califf prompted the UCC members asking if there is any further discussion before the vote. Jia expressed that the UCC may exist for reasons like this and that she felt inclined to reject the proposal out of university-level concerns and considerations. Those concerns centered around the DFW rate emphasis, the large range of DFW rates per instructor, and potential concerns about setting negative precedent. Hunter indicated that she would move to approve the proposal knowing the initiator of the proposal had experience in this area, that this process has been going on for over a year and MAT appears to have not yet collaborated with SED concerning the replacement course for unspecified reasons (departmental bandwidth) and rejecting a proposal like this would be more appropriate at a lower approval level than at the UCC level. Califf sympathized with DFW rate and negative precedent concerns but indicated other reasons/rationale were given. Falbe emphasized the importance of trusting the licensure process and that if the course was not needed for licensure, then it may be appropriate to remove this course from the program. Falbe, overall, indicated that measures have been done, such as mediation between the departments. Newport expressed concern about the shift in reasons/rationale concerning this change. Johnston gave perspective concerning this being a decision rights problem, and individual rationales may not necessarily be important given that the content experts are in agreement concerning this change. Johnston highlighted the importance of data, and if students are adversely affected by this change, then they (SED) should be quick to remedy this problem. Chung (guest) highlighted the efforts they have made to support their students, the high edTPA pass rates, and their monitoring efforts. Califf reminded the UCC members that Hurd is a voting member of the UCC. Califf also reminded the UCC members that the vote is a simple majority. There was a brief discussion on technical aspects of voting. This discussion involved Kalter, Califf, Paolucci, Johnston. Hunter moved to approve the proposals. Howell seconded. Two voted against (Kalter, Jia), Two abstained (Newport, Kroesch), 15 voted in favor. Below is the approved catalog copy for the three proposals:

### **Major Requirements – Low Vision and Blindness Sequence**

#### **Minimum required credit hours: 82**

- PSY 110
- SED 101
- SED 205
- SED 206
- SED 207
- SED 246
- SED 253A01
- SED 253A02
- SED 342
- SED 350
- SED 351
- SED 352

- SED 357
- SED 358
- SED 360
- SED 363
- SED 364
- SED 365
- SED 367
- SED 368
- SED 388
- STT 399A64 (12)
- TCH 208
- TCH 209
- TCH 210

**Take 1 of the following:**

- EAF 228
- EAF 231
- EAF 235

**Notes**

- A grade of C or better in all required SED, TCH, CSD, MAT, PSY and EAF courses required.
- University-Wide Teacher Education Requirements

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**Major Requirements – Learning and Behavior Sequence**

**Minimum required credit hours: 79**

- PSY 110
- SED 101
- SED 205
- SED 206
- SED 207
- SED 251
- SED 252A01
- SED 252A02
- SED 342
- SED 345
- SED 360
- SED 361
- SED 362
- SED 366
- SED 368
- SED 388
- SED 390
- SED 391
- SED 392
- STT 399A59 (12)
- TCH 208
- TCH 209
- TCH 210

**Take 1 of the following**

- EAF 228
- EAF 231
- EAF 235

**Notes**

- A grade of C or better in all required SED, TCH, CSD, MAT, PSY and EAF courses required.
- University-Wide Teacher Education Requirements

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**Major Requirements – Deaf and Hard of Hearing**

**Minimum required credit hours: 83**

- CSD 211

- CSD 212
- PSY 110
- SED 101
- SED 130
- SED 205
- SED 206
- SED 230
- SED 247
- SED 248
- SED 249
- SED 250
- SED 327
- SED 330
- SED 340
- SED 342
- SED 353
- SED 354
- SED 355
- SED 359
- SED 360
- SED 368
- SED 375
- SED 388
- STT 399A58 (12)
- TCH 210

**Take 1 of the following**

- EAF 228
- EAF 231
- EAF 235

**Notes**

- A grade of C or better is required in all SED, TCH, CSD, MAT, PSY and EAF courses.
- University-Wide Teacher Education Requirements

**b. Theatre Teacher Education Sequence – Kroesch & Myers**

Kroesch and Myers indicated that the proposal was straightforward. They explained that the only substantial change to the program is concerning the removal of THE 113 and THE 313 from the program and replacing it with THE 210. They also explained that PSY 110 was listed and added to the major hours because it is a prerequisite of PSY 215, a required course. Califf prompts the UCC members concerning any potential further questions/concerns. Hearing none, Kroesch moved to approve the proposal. Myers seconded. All voted in favor of the proposal. Zero against. Zero abstentions. Below is the approved catalog copy:

**Major Requirements**

**Minimum required credit hours: 68 (includes 27 credit hours of Professional Education courses)**

- THE 102 (2 credit hours total required)
- THE 103
- THE 104
- THE 110
- THE 130
- THE 160
- THE 185
- THE 210
- THE 237
- THE 240
- THE 280
- THE 285
- THE 385

**Take 1 of the following**

- THE 261
- THE 340

- THE 341
- THE 362

#### **Professional Education Requirements**

- PSY 110
- PSY 215
- TCH 216
- TCH 219
- SED 344
- STT 399a70 (12 hours)

#### **Notes**

The School of Theatre & Dance strongly recommends that Theatre Teacher Education candidates complete an endorsement in a second teaching field.

### **c. Accelerated Creative Technology Sequence – Pence & Falbe**

Pence and Falbe indicated that they clarified some concerns with Gawron (guest) and Carlson (initiator of the proposal). Pence explained that this program provides flexibility where students can transition to graduate work and potentially a master's degree program at ISU. Pence highlighted the admissions process into this sequence, such as a portfolio and GPA requirements. Pence indicated that some minor changes were made to the rationale section to highlight that some courses were recommended. Carlson indicated that some references to courses (CTK 402) was not required and was removed from the program. Carlson indicated that financial implication form is signed. There was a brief discussion about other minor aspects of the proposal, which included Carlson, Falbe, Pence, Paolucci, Kalter, Hurd, Hunter, Leonard. These topics generally included how an accelerated program does not guarantee admission into the master's program, that 12 credit hours or 33% is the maximum (depending on the size of the relevant master's degree), and that the accelerated program reduces time to degree for master's degree students. Pence moved to approve the proposal. Falbe seconded. 18 voted in favor. 0 against. 1 abstained (Carlson). Below is the approved catalog copy:

#### **CTK Major Requirements - Accelerated Creative Technologies**

**Degree Type: B.A. or B.S.**

**Minimum required credit hours: 55**

- CTK 201
- CTK 240
- CTK 301
- CTK 302
- CTK 370

**Take 1 (3 credit hours) of the following:**

- ART 103
- ART 104
- ART 109

**Take 1 (2 credit hours) of the following:**

- MUS 118
- MUS 121A10
- MUS 126

**Take 1 (3 credit hours) of the following:**

- THE 110
- THE 130
- THE 160

**Take 2 (6 credit hours) of the following:**

Courses must be from two separate disciplines

#### **Art**

- ART 155
- ART 156
- ART 275

#### **Music**

- MUS 152
- MUS 275

#### **Theatre**

- THE 170
- THE 171
- THE 275A01

- THE 275A02

**Take 9 credit hours from the following**

No more than 6 credit hours can be from one discipline.

**Art**

- ART 103
- ART 104
- ART 109
- ART 202
- ART 213
- ART 214
- ART 217
- ART 224
- ART 225
- ART 226
- ART 227
- ART 228
- ART 229
- ART 232
- ART 233
- ART 235
- ART 236
- ART 238
- ART 239
- ART 245
- ART 246
- ART 252
- ART 253
- ART 255
- ART 261
- ART 262
- ART 284
- ART 351A84
- ART 357
- ART 363
- ART 371

**Music**

- MUS 101
- MUS 102
- MUS 107
- MUS 108
- MUS 118
- MUS 119
- MUS 121A10
- MUS 126
- MUS 175
- MUS 223

**Theatre**

- THE 101
- THE 102
- THE 110
- THE 130
- THE 160
- THE 170
- THE 171
- THE 258
- THE 260
- THE 261
- THE 344
- THE 360

## Dance

- DAN 104
- DAN 106
- DAN 119

### Take 19 credit hours from the following

CTK 450, CTK 451, CTK 481a55, CTK 481a66 are recommended.

Please consult your academic advisor.

- CTK 260
- CTK 300\*
- CTK 303
- CTK 320
- CTK 330
- CTK 340
- CTK 345
- CTK 377
- CTK 380\*
- CTK 390
- CTK 398
- CTK 400-level electives

## Notes

\*Multiple enrollments are allowed in CTK 300 and CTK 380 with different decimalized topics courses.

High achieving students with a cumulative GPA of 3.20 or higher may apply to the accelerated sequence one year before completion of their undergraduate degree. This sequence allows students to take up to 12 hours of approved graduate courses that will count for both the undergraduate and graduate program in Creative Technologies. Students can then apply to the Creative Technologies graduate program in the spring of their senior year. Enrollment in the Accelerated Sequence does not guarantee final admission into the Creative Technologies graduate program. For additional information on minimum requirements for admission and the application and selection process, visit [IllinoisState.edu/Majors](http://IllinoisState.edu/Majors) and the Creative Technologies Program advisor.

## d. Accelerated English Teacher Education – Johnston & Carlson

Carlson indicated that this is an accelerated program, has a maximum of 12 graduate credit hours they can take, and that they recommend some graduate coursework specifically. Carlson highlighted that the hours are increasing due to PSY 110 being listed because it is a prerequisite of PSY 215. Gawron (guest) explained that there is an editorial request waiting at the UCC status to have the non-accelerated sequence match the accelerated sequence in case the accelerated sequence is approved. Kalter provided context to some aspects of the proposal and inquired about some of the highlighting in the proposal, and technical wording of one of the proposal questions. A general discussion occurred about accelerated programs, the maximum graduate credit hours that can be taken, and technical aspects of the proposal. This discussion included, Lindsey (guest), Hurd, Kalter, Gawron (guest), Califf. Carlson motion a vote of approval. Johnston seconded. All voted in favor. Zero against. Zero abstained. Below is the approved catalog copy:

**Program Admission Requirements:** The Accelerated English Education Sequence (AEES) is an Accelerated Master's Degree (AMD) program, which serves as a pathway to the Master's in English Education. This AMD is designed for undergraduate teacher education students who, when they graduate with their undergraduate degree, will pursue employment as secondary ELA teachers. Qualifying students with a cumulative GPA of 3.2 or higher may apply to the AEES once they have reached junior status. Admission is based on competitiveness of the applicant. Application procedures are available on the English Education website and applications are considered applications are considered on a rotating basis each fall and spring semester.

Acceptance into the AEES constitutes acceptance into the MA/MS in English Education. To transfer to graduate-only status after completing the BA in English Education, students must submit an application to the Graduate School for the MA/MS in English Education. This application to the Graduate School will be considered pro-forma if students are in good standing.

**Coursework:** AEES admitted students will be allowed to take up to 12 hours of graduate-level credits by enrolling in ENG 435 and/or 400-level elective coursework under the advisement of the program coordinator or designated advisor. These credits will count toward both the undergraduate and graduate programs in English Education. All Graduate School policies apply to courses taken for graduate credit.

### Major Requirements:

Minimum required credit hours: 75 (includes a min. of 46 credit hours of English - exclusive of ENG 101, and 29 credit hours of Professional Education courses)

- ENG 100
- ENG 102
- ENG 194
- ENG 243
- ENG 246
- ENG 283

- ENG 296
- ENG 297
- ENG 300
- ENG 375

**Take 1 British literature elective**

- ENG 110
- ENG 213
- ENG 214
- ENG 216
- ENG 217
- ENG 218
- ENG 219
- ENG 222
- ENG 311 or ENG 411
- ENG 320 or ENG 420
- ENG 321 or ENG 421
- ENG 322
- ENG 324
- ENG 329
- ENG 378

**Take 1 American literature elective**

- ENG 130
- ENG 165
- ENG 231
- ENG 232
- ENG 233
- ENG 234
- ENG 236
- ENG 265
- ENG 266
- ENG 267
- ENG 328
- ENG 332 or ENG 426
- ENG 365

**Take 1 linguistic elective**

- ENG 241
- ENG 310 or ENG 410

**Take 1 non-western literature elective**

- ENG 206a01
- ENG 206a02
- ENG 206a03
- ENG 206a04
- ENG 255
- ENG 261
- ENG 266
- ENG 352
- ENG 374

**Take two (6 credit hours) additional English electives at the 200-, 300-level, or 400-level**

ENG 435 is recommended

Please consult with your academic advisor

**Professional Education Requirements**

- PSY 110
- PSY 215
- TCH 212
- TCH 216
- TCH 219
- SED 344
- STT 399a09 (12 credit hours)

**Notes**

- Required courses for licensure and accreditation (18 hours): ENG 194, ENG 243, ENG 246, ENG 283, ENG 296, and ENG 297. ENG 194, ENG 296 and ENG 297 must be completed with a grade of C or better; these courses include 35 clock-hours of state-mandated pre-student teaching Clinical Experiences.
- To graduate in this sequence, a student must take at least one course for graduate credit during their Junior or Senior year. Up to 12 hours of approved graduate courses may be taken that will count for both the undergraduate and graduate program. The student must consult with an advisor and the program coordinator prior to the start of each new course to ensure approval.

University-Wide Teacher Education Requirement

### **e. Business Education – Training and Development Sequence (BE) – Duffy, Paolucci**

Duffy explained the changes to the program and indicated that the only substantial change is the course-level change to BE 398 and reducing the total hours of the program to allow students who wanted just Training and Development to have a less rigorous path to degree (as opposed to the licensure Teacher Ed path). After a brief discussion on the reasons why a student would want to pursue this program, Duffy motioned a vote of approval. This discussion included Kalter, Paolucci, and Kroesch. Paolucci seconded this motion. All voted in favor pending a minor editorial change to the sample plan of study. Zero abstained. Zero against. Below is the approved catalog copy:

#### **Business Education Major - Sequence in Training and Development Requirements**

**Degree Type: B.A. or B.S.**

**Minimum required credit hours: 87**

- ACC 131
- ACC 132
- BE 110
- BE 140
- BE 225
- BE 260
- BE 322
- BE 354
- BE 361
- BE 362
- BE 363
- BE 364
- BIS 270
- BUS 100
- ECO 101
- ECO 102
- FIL 185
- IT 164
- MKT 230
- MQM 100 (or ECO 138 or POL 138 or PSY 138)
- MQM 220
- SED 344
- TCH 210
- TCH 212
- TCH 216

**Take 1 of the following options**

- FIL 190
- FIL 240

**Take 1 of the following options**

- BIS 167 and BIS 168
- IT 150

**Take 1 of the following options**

- MAT 120
- MAT 121
- MAT 144
- MAT 145

**Take 1 of the following options**

- STT 399a05 (12 hours)
- BE 398 (6-12)

**Notes**

- TCH 212 and TCH 216 must be taken sequentially and cannot be taken at the same time.



- Enrollment in 200-level business courses requires 60 completed semester hours.
- Enrollment in 300-level business courses requires 75 completed semester hours.
- Prior to the internship, students complete a minimum of 100 pre-clinical hours of field experience in a business or educational setting.

## **5. Liaison Assignments:**

a. Council for General Education – Califf reported that CGE has primarily discussed and voted on courses since the previous report

b. Council for Teacher Education – Kroesch reported that various accreditation bodies are recommending changes to teacher education programs and that there may be program proposals working through the Curriculum Forms system to address those recommendations. These may take the forms of new courses or integrating this information in existing courses.

c. Academic Affairs Committee – Kalter reported on various policy/procedures considerations being discussed at the Academic Affairs Committee and the Academic Senate. The most notable discussions at the UCC involved the Public Comment Procedures and potential changes concerning RERIP, which involves dedicated funds for departments for recruitment and retention purposes. Aspects of the RERIP report primarily included inflationary pressures on budgets, how some funding may not be available given that the program was initially created to be temporary, and that enrollment rates have fluctuated considerably depending on department. Specific departments were not mentioned in this report. Other topics briefly mentioned were concerning financial aid discussions, and tuition waivers. The RERIP discussion primarily included Kalter and Paolucci, while discussions involving the public comment involved Kalter and Johnston. Discussions concerning the Public Comment Procedures were focused on clarification of public comment rules for external committees of the Academic Senate (such as the UCC). It was briefly discussed that different institutional bodies, such as towns/cities and boards of trustees/external committees of the Senate have different public comment procedures.

## **6. Staff Report:**

Nothing

## **7. Miscellaneous:**

Nothing

## **8. Adjournment:**

The UCC adjourned approximately 4:30 pm.