

University Curriculum Committee

Minutes # 7

Wednesday, November 3, 2021. 3:05 – 4:30 p.m. Room: SFHB 412.

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

Members Absent: Paolucci

Guests: Megan Baxter - SED, Stacy Jones Bock - COE, Jane Koscielak - SED, Kara Hirano - SED, Craig Cullen - MAT, George Seelinger - MAT, Jennifer Tobias - MAT, Jess Ray - Office of the University Registrar, Danielle Lindsey - Office of the University Registrar

1. CONVENE: Califf

2. INTRODUCTIONS:

3. APPROVAL OF MINUTES:

Minutes with edits by Mary Elaine approved

4. PROPOSED DISCUSSION AND ACTION:

a. [Web Computing Sequence](#) (IT) – Howell, Newport

The lead reviewers described this change as just making the prerequisite for MAT 145 visible (MAT144). There was a discussion about future considerations of this, about whether it is undue work on advisors to include MAT 144 in the program of study as a prerequisite because many students coming into the program have already met this requirement, and it may create more stress about the number of courses students need to complete. However, it was noted that with the state law about how hours are counted we currently need to list hours starting with MAT 120 or MAT 144. Newport moved to approve the proposal. Howell seconded. All voted in favor. Zero against. Zero abstained. Below is the approved catalog copy:

Minimum required credit hours: 87

COM 223

ENG 249

IT 168

IT 179

IT 180

IT 191

IT 214

IT 225

IT 261

IT 279

IT 326

IT 327

IT 328
IT 353
IT 354
IT 358
IT 378
IT 383
IT 386
IT 398 (6)
MAT 144
MAT 145
MAT 146
MAT 260

Take 1 of the following

MAT 350
MQM 100

Take 2 courses (8 credit hours) from the following lab science courses

BSC 196
BSC 197
CHE 140
CHE 141
PHY 110
PHY 111
Notes

Acceptable substitution for 3 hours of IT 398 is 3 hours of IT 391

Acceptable substitution for 6 hours of IT 398 is 3 hours of IT 391 and 3 additional hours from IT 244, IT 276, IT 330, IT 340, IT 345, IT 351, IT 353, IT 355, IT 356, IT 367, IT 382, IT 385, IT 388 (if not used to satisfy other requirements)

b. [General Computer Science Sequence](#) (IT) – Howell, Newport

The lead reviewers explained that this proposal is very similar to the previous proposal, making the prerequisite MAT 144 explicit in the catalog, though it also adds four new elective courses. Newport moved to approve the proposal. Howell seconded. All voted in favor. Zero against. Zero abstained.

Below is the approved catalog copy:

Degree offered: B.S.

Minimum required credit hours: 87

COM 223
ENG 249
IT 168
IT 179
IT 180
IT 191

IT 214
IT 225
IT 261
IT 279
IT 326
IT 327
IT 328
IT 378
IT 383
IT 386
IT 398 (6)
MAT 144
MAT 145
MAT 146
MAT 260

Take 9 credit hours from the following

IT 244
IT 276
IT 329
IT 330
IT 340
IT 343
IT 348
IT 351
IT 352
IT 353
IT 355
IT 356
IT 367
IT 382
IT 385
IT 388

6 of the 9 hours must be from the following

IT 329
IT 340
IT 343
IT 348
IT 352
IT 355
IT 356
IT 382
IT 388

Take 1 of the following

MAT 350

MQM 100

Take 2 courses (8 credit hours) from the following lab science courses

BSC 196

BSC 197

CHE 140

CHE 141

PHY 110

PHY 111

Notes

Acceptable substitution for 3 hours of IT 398 is 3 hours of IT 391

Acceptable substitution for 6 hours of IT 398 is 3 hours of IT 391 and 3 additional hours from IT 244, IT 276, IT 329, IT 330, IT 340, IT 343, IT 351, IT 348, IT 351, IT 352, IT 353, IT 355, IT 356, IT 367, IT 382, IT 385, IT 388 (if not used to satisfy other requirements)

- c. [Deaf and Hard of Hearing Sequence](#) (SED) – Jia, Hunter
- d. [Learning and Behavior Specialist Sequence](#) (SED) – Howell, Newport
- e. [Low Vision and Blindness Sequence](#) (SED) – Howell, Newport

The three proposals that were discussed last week continued to be discussed this week and were again discussed together, as opposed to separately. The lead reviewers recapped that SED is asking to remove the math core from their program in order to create a smoother transition for SED students, who are already taking a MAT course as a general education course. Students could select any general education math course and not be limited to MAT 130, however MAT 130 is still the recommended course for SED students. Additional documentation was provided that the most recent notification email sent to MAT (10/29) about the removal of MAT 130 did not receive either a response or a rejection. However, it was noted that students entering SED 368, to which MAT 130 used to be a prerequisite, were coming in with negative reviews of MAT 130, inaccurate information, and were told not to use particular methods that were specifically useful for students with disabilities. The course creates a barrier for many students and made many feel that they cannot do or teach math. Seelinger (MAT guest) presented an email they sent in February 2020, that MAT 130 has a higher pass rate compared to other courses, and that replacement courses would be more about solving problems and is less able to prepare students for common core standards. Califf mentioned that there was intention to develop a decimalized version of the course for SED; however, it has not happened yet. It continues to be the intention that if the requirement of MAT 130 is removed, students will still be advised to take MAT 130. It was also noted by Koscielak (SED guest) that MAT 130 is not currently needed for any teacher licensure, but as a major requirement it needs a C or higher. If it is a recommended course, then students are held to university standards to pass the course (D or higher). Newport discussed the nature of the course as being more meta than direct problem solving, and that this should be important for teachers. Discussion between Johnson and Hurd reflected on the responsibility of the UCC, and whether it is in our purview to tell a department what the best course and course content for their curriculum is, when they are making the best choices for their department based in their expertise and experience.

The discussion moved to what the MAT course was before 130 was developed, which was initiated in 2013. Before this most students took MAT 113. Guest Hirano (SED) noted that having licensure as the stakes is important. What is needed for students with disabilities is much more important (which comes in SED 368). The thought was expressed that MAT 130 is perhaps more general education leaning than special education leaning. Hurd noted that mediation was done prior to the UCC meeting in order to avoid us making these choices. Kalter was concerned that when looking at DFW, what are the circumstances of students withdrawing, is it for personal issues? The UCC should be looking at these types of issues, and there should be more creative solutions than just removing the course, such as finding more collaboration. Falbe stated that special education teachers will teach a wide variety of grades, K-12. Because it requires so many configurations and levels of knowledge, the licensure is broad to consider what students need to know in the classroom. Jones Bock (COE guest) discussed that they want what is in the best interests of the students, and that 25% have to retake MAT 130, which delays their progression in the program or requires dismissal because they are not able to pass this particular course, which creates a negative impact. There has been lots of discussion across the department, and there have been no concerns formally expressed by any the faculty. It was emphasized that the SED faculty know what their students need. Howell stated that these kinds of choices have been made in the past by people who are not in their domain, and it has not worked out well. Each department should be able to use their autonomy. Hirano (SED guest) reminded the committee that prior to the addition of MAT 130 in 2013 the program also was successful and removing the course does not remove the requirements of knowledge needed for licensure. Baxter (SED guest) stated that half of the second time takers can't pass, so they are dropped from the program, or take it at another institution and transfer the credit in. Seelinger (MAT guest) noted that the only way that math for elementary education counts for transfer is to take two courses. Falbe noted that people planning to teach math are taking MAT 130, but many SED students may not need it. Johnson asked why is this happening? Is it the students or the course? Seelinger (MAT guest) stated that across the country DFW rates are quite high for general education courses. Baxter (SED guest) responded to Kalter's earlier comment about DFW's, noted as an advisor since 2004 she knows that students are withdrawing mostly because they are failing the course, and not dealing with outside issues. Also, that they have taken creative actions to develop better engagement for their students with MAT 130. SED has offered additional support and resources for MAT 130 to students to help their engagement and asks for an honor commitment from the student. They have tried to problem solve many times and done a lot of work on this element. Califf, bringing the meeting to a close, noted that we need to think hard about this and tread lightly. If we feel strongly that a "no" vote is necessary, we need to have a very clear reason. That is a serious thing to do. It's very rare, if ever, for us to vote no on a proposal like this. We still have the right to do it, but we are here to help ensure that everyone is following the rules and helping others work together. Koscielak (SED guest) asked for a final word that MAT 130 is not required for licensure, and licensure should not be attached to this course.

5. LIAISON REPORTING/ASSIGNMENTS:

- a. Council for General Education – Califf indicated that we will review this in the next meeting.
- b. Council for Teacher Education – Kroesch indicated that we will review this in the next meeting.
- c. Academic Affairs Committee – Kalter indicated that we will review this in the next meeting.

6. STAFF REPORT:

Nothing

7. MISCELLANEOUS:

Nothing

8. ADJOURNMENT

The UCC adjourned approximately 4:35 pm.

Tentative Next Meetings' Proposal Discussions:

[English Teacher Ed Accelerated Master's Degree Sequence](#) (ENG) – Johnston, Carlson – 11/10/2021

[Business Ed. – Training and Development](#) (BE) – Paolucci, Duffy – 11/10/2021

[Theatre Education Sequence](#) (THE) – Kroesch, Myers – 11/10/2021

[Accelerated Masters – Creative Technology](#) (CTK) – Falbe, Pence – 11/10/2021