

UNIVERSITY CURRICULUM COMMITTEE

Minutes #7 approved (for 2005-2006 Catalog)

November 3, 2004

Members Present: Bassoppo-Moyo, Brown, Buckley, Canabal, Craig, Ferrence, Jayaswal, Kossman, Morenus, Morgan, Quane, Ryburn, Shane, Stier, Trefzger, VanDer Hoven, Zintambila

Guests Present: Agbenyega Adedze from History; Ali Riaz from Politics and Government; Joseph Armstrong and Martha Cook from Biological Sciences; Margaret Erthal, from Business Teacher Education

1. Joe Trefzger convened the meeting at 3:05 p.m.
2. **APPROVAL OF MINUTES:** Minutes #6, from October 20, 2004 were approved on a motion by Ferrence, seconded by Morenus, and unanimous vote to approve.

3. PROPOSAL ACTION:

BTE MAJOR IN BUSINESS TEACHER EDUCATION (Revise) Morenus/Ferrence
Courses: BTE 140 Business Communication (Revise)
BTE 322 Entrepreneurship Study for the Business Teacher (New)
BTE MINOR IN BUSINESS TEACHER EDUCATION (Delete)
BTE MINOR IN CONSUMER EDUCATION (Delete)

Margaret Erthal reviewed the proposal and provided a revised rationale that addressed the changes that UCC had suggested. The proposals for the new and revised courses were approved on a motion by Morenus, seconded by Ferrence, and unanimous vote to approve. The proposals for the revision of the Major and the deletion of the minors were approved on a motion by Morenus, seconded by Ferrence and unanimous vote to approve. Margaret will provide an electronic copy of the proposals for Jeri to forward to the Academic Senate. Catalog copy follows:

BTE

140 BUSINESS COMMUNICATION 3 F,S
ENG 101 or conc reg req. Formerly MQM 140 INTRODUCTION TO BUSINESS COMMUNICATION.

Oral, written and electronic communication practices in business. Communication skills will be improved through solution of practical business problems.

322 ENTREPRENEURSHIP STUDY FOR THE BUSINESS TEACHER 3 F
MQM 220; MKT 230 req.

Provides future business teachers with content knowledge to teach a high school entrepreneurship course.

Business Teacher Education Program

The Business Teacher Education program focuses on developing business, marketing and computer educators through the pursuit of Illinois State University's conceptual framework for teacher education: "Realizing the Democratic Ideal." The BTE program prepares students for State of Illinois teacher certification requirements by embracing state and national teacher education standards established by the Illinois State Board of Education (ISBE), National Council for Accreditation of Teacher Education (NCATE), International Society for Technology in Education (ISTE), and National Association for Business Teacher Education (NABTE) This program prepares graduates for secondary teaching positions as well as elementary and middle school level positions (special K-12 certification).

Students should note that:

Business Teacher Education majors must meet the academic, admission, and transfer requirements of the College of Business.

Non-majors must have the prerequisites, including the specified number of hours, to enroll in Business Teacher Education courses.

At least 60 hours of credit toward the bachelor's degree must be taken outside the College of Business and in subject areas other than business.

Majors in the Business Teacher Education program must earn and maintain a 2.50 GPA for Admission to Professional Studies (see University-Wide Teacher Education program requirements in the College of Education section of this *Undergraduate Catalog* for further information). Also, Business Teacher Education majors must have a minimum GPA of 2.50 in the major and at ISU in order to be eligible to student teach.

For the Business Teacher Education program, minimum Pre-Clinical Experiences totaling 100 clock hours shall be completed prior to student teaching. Several Business Teacher Education and College of Education courses include Pre-Clinical Experiences. Students shall plan programs in consultation with an advisor.

The BTE program is a performance-based assessment (PBA) program that requires students to attend two program meetings (one each in fall and spring semesters) to receive updates and complete assessments. In the BTE PBA system, students pass over five (5) thresholds to complete the program. In addition to regular course work and campus-wide teacher education performance assessments, BTE students complete interviews, essays, check sheets, attend college colloquia, and prepare a summative program portfolio. See the BTE coordinator and/or advisor for further details.

Students desiring the cooperative career and technical education endorsement are required to complete BTE 380 and 382 and have 2,000 hours of non-teaching work experience in the business area.

MAJOR IN BUSINESS TEACHER EDUCATION

Business Teacher Education includes: (1) a study of the concepts and properties in modern business environments, including accounting, business law, information processing, telecommunications, quantitative analysis, management, marketing and finance, (2) the development of cognitive, psychomotor, and affective skills in the content areas (listed above in 1) related to the use of tools, materials, processes, recourses, technologies, principles, and products as well as their impact on society, and (3) the professional competencies of planning, implementing and evaluating instruction. The program is based upon Illinois State University's institutional standards as reflected in the conceptual framework for Teacher Education. Furthermore the BTE program embraces the Illinois State University conceptual framework by addressing standards developed by the ISBE (Illinois Professional Teaching Standards, Illinois Business, Marketing, and Computer Education Content Standards, Illinois Core Language Arts Standards, Illinois Core Special Education Standards for all teachers, and Core Technology Standards for all teachers). These standards were established by the agencies and professional organizations listed above.

The BTE program, through the following requirements, is part of the entitlement program leading to the type 10 certificate, K-12 Specialist in Business Education. Initial employment opportunities include elementary, middle level and junior high level business and computer instruction/technology coordination; high school business, marketing and computer teacher/coordinator; school/district computer teacher; community college/technical college instructor; and business/industry trainer/instructor. Student Teaching comprises a full semester experience with approximately 6 weeks in an elementary and/or middle level setting (5 semester hours) and approximately 10 weeks in a secondary level setting (7 semester hours). Prior to student teaching students complete at least 100 pre-clinical hours of field experience with a minimum of 30 in elementary/middle level and 70 in secondary settings. See, also, University-Wide Teacher Education program requirements and Professional Studies Admission sections of this *Undergraduate Catalog* for further requirements.

- 127 hours required courses:
- Professional Education (26 hours): C&I 212, 214, 216; PSY 215; EAF 228/231/235; Student Teaching
- Courses outside of major (47 hours): IDS 100; MAT 120/144; ENG 101; ECO 105; COM 110; PSY 110, Inner Core: Natural Science 6 hours; Middle Core: Language in the Humanities, US

- Traditions, Individuals & Civic Life; Outer Core: Humanities, Science/Math/Tech, Fine Arts, Social Science;**
- **Business courses (26 hours): BUS 100, ACC 131, 132, 270; MKT 230; FIL 208,240; MQM 100, 220**
 - **BTE courses (28 hours): BTE 110, 140, 199, 225, 260, 322, 330, 354, 362, 363, 364.**
 - **Optional Business Computer Programming Specialization (6 hours): TEC 243 and *either* ACC 266 or TEC 151 (3 hours each).**

The Business Teacher Education graduate is prepared to teach the following subjects: basic business, introduction to business, accounting, record keeping, business law, information processing, keyboarding, computer applications, consumer economics/education, marketing, entrepreneurship, business communications, and subjects with similar titles.

The work-based learning teacher/coordinator specialization is available for teachers with a career and technical education degree and special education teachers by completing BTE 380 and 382 and proof of 2,000 hours of employment experience in the occupational specialty to be taught

PRE-CLINICAL EXPERIENCES IN TEACHER EDUCATION

Pre-Clinical Experiences are provided in off-campus clinical teaching centers, in local schools and in campus laboratory schools, in agencies, and other approved non-school settings. All students will show verification of having completed pre-student teaching experiences commensurate with attaining local, state, and national standards. Students must provide their own transportation to Pre-Clinical Experience sites. The approximate number of hours and type of activity associated with each course offering can be found with the appropriate course description. The following legend relates to the type and kind of activity related to a specific course.

Pre-Clinical Experiences Legend:

1. Observation
2. Tutoring one-on-one contact
3. Non-instruction assisting
4. Instructional aiding a group
5. Micro teaching
6. Simulation lab exercises
7. Work with clinic client
8. Graduate practicum
9. Professional meeting
10. Other

FOR MAJOR IN SPANISH TEACHER EDUCATION (Revise) Van Der Hoven/Buckley

Van Der Hoven summarized the proposal and discussion from the last meeting. Foreign Languages has proposed a change to remove “or 305 Peninsular focus” as an alternative course to SPA 243 and “or 305, Latin American focus” as alternative course to SPA 244. The proposal for the revision of the Major was approved on a motion by VanDer Hoven, seconded by Buckley and unanimous vote to approve. Catalog copy follows:

MAJOR IN SPANISH

Teacher Certification Sequence:

- **Part of entitlement program leading to K-12 (Type 10) certification.**
- **A minimum of 37 hours and a maximum of 46 hours in Spanish required. The number of hours required for the Major in Spanish for Teacher Certification depends upon the level at which a student begins the program. Students with no previous study in Spanish begin the language with SPA 111 and must complete 46 hours. Students with 2 years of high school Spanish (or equivalent) normally begin with SPA 112 and must complete 42 hours beyond 111. Students with 3 years of high school Spanish (or equivalent) normally begin with SPA 115 and must complete 38 hours beyond SPA 111 and 112.**
- **Required courses: SPA 115, 116 or 120, 213, 215, 223, 233, 243, 244; FOR 319, 320; plus sufficient electives to meet the total hour requirement previously indicated.**

- **Recommended electives: SPA 214, 253, 254, 255, 395, (214 not for credit if have ACTFL speaking score of Advanced); FOR 321.**

FOR MINOR IN LATIN (Revise)**Bassoppo-Moyo/Canabal**

Bassoppo-Moyo and Canabal said the proposal was straightforward and they had nothing to add to last week's discussion. The proposal for the revision of the Minor was approved on a motion by Canabal, seconded by Bassoppo-Moyo and unanimous vote to approve. Catalog copy follows:

Latin Programs**MINOR IN LATIN**

- **25 hours in Latin and related courses required.**
- **Required courses: LAT 111, 112, 115, 116 plus sufficient electives to meet the 25-hour minimum.**
- **Electives: FOR 106; HIS 221; LAT 221, 222; PHI 254; ART 368, or others approved by the Department.**

MINOR IN LATIN**For Teacher Education:**

- **Program requirements are the same as those for the Minor in Latin.**
- **Students not majoring in Foreign Languages Education are encouraged to take FOR 319.**

4. PROPOSAL DISCUSSION:**COB Business Core (Revise)****Morgan/Jayaswal****FIL 185 Legal Ethical and Social Environment of Business****ACC MAJOR IN ACCOUNTING****Accounting Information Systems Sequence****Business Information Systems Accounting Sequence****Career Specialty Sequence****Financial Accounting Sequence****Integrated Bachelor of Science (BS) and Master of Professional Accountancy (MPA)****FIL MAJOR IN FINANCE****General Finance Sequence****MAJOR IN INSURANCE****General Insurance Sequence****Insurance-Business Information System (BIS) Sequence****MINOR IN INSURANCE****MQM MAJOR IN MANAGEMENT****Entrepreneurship and Small Business Management Sequence****Human Resource Management Sequence****Organizational Leadership Sequence****MAJOR IN BUSINESS ADMINISTRATION****Business Administration Business Information Systems Sequence****MINOR IN BUSINESS ADMINISTRATION****INB MAJOR IN INTERNATIONAL BUSINESS****MKT MAJOR IN MARKETING****MAJOR IN BUSINESS TEACHER EDUCATION**

Morgan presented a review of the proposal to remove FIL 208 and add FIL 185 as a sophomore level course instead of a junior level course in the College of Business majors, sequences, and minors. Dr. McGuire was present from Finance, Insurance and Law to respond to any questions. Craig asked how much of the course would still have a legal orientation. Dr. McGuire answered that the course will have strong legal content, however more ethical and less administrative law. The proposal package will move to an action item at the next meeting.

**BSC ORGANISMAL BIOLOGY AND PUBLIC
OUTREACH SEQUENCE (New)**

Stier/Bassoppo-Moyo

Stier reviewed the proposal to create a new sequence in the Major in Biological Sciences. He said that they feel that there is a need for the sequence. Joseph Armstrong and Martha Cook from Biological Sciences were present to answer any questions. Armstrong indicated that there is one new course (BSC 325) that was sent forward and approved last year, but did not make it through the curricular process in time to be in the *2004-2005 Undergraduate Catalog*. Armstrong said that this is basically a re-packaging of courses to help students after they graduate. The sequence will be on their transcript and show that they have studied in the field. It is designed to take advantage of the local opportunities for students; be a public outreach for places like the Parklands, Sugar Grove, the zoo, etc. Stier indicated that there are letters of support and they provided the new approval form as requested. This proposal will be an action item next week.

IDS MINOR IN AFRICAN STUDIES (New)

Craig/Van Der Hoven

Tony Adedze, who will be director of the new minor, was present to answer questions. Craig presented a review of the proposal and distributed a handout. Craig said that MUS 216 will be dropped from the electives list-it is a 2 hour course not a 3 hour course and asked Dr. Adedze to provide a revised list of electives and new catalog copy. It was also suggested that the phrase "Choose 12 hours from courses not taken as part of the required core" be changed to say "Choose 12 hours from the remaining core courses (if not already taken to satisfy a requirement) or from the following courses." VanDer Hoven said that one of the electives listed, THE 273 should be corrected to THE 271. Trefzger asked if Tony would bring the suggested changes to the next UCC meeting.

IDS MINOR IN CHILDREN'S STUDIES (New)

Canabal/Kossman

Canabal distributed a handout to review the proposal for the new minor. Canabal said the proposal has a logical rationale and they looked at the details and expected impact. There is no new staffing or resources required. There are support letters. HSC 194 will be removed from the course list because it will not be offered by the Department of Health Sciences. The minor is designed to complement several majors but not compete with existing programs. All courses are in place and offered on a regular basis. A question was asked about the C&I courses that were listed. C&I 232, 233, 331 are offered to education majors. There was a memo of support from Al Azinger, C&I chair, for inclusion of C&I 210, but the other C&I courses were not mentioned. Canabal will contact Jonathan Rosenthal and ask him about the inclusion of these courses.

**IDS MINOR IN MIDDLE EASTERN AND
SOUTH ASIAN STUDIES (New)**

Zintambila/Brown

Ali Riaz was present to answer questions about the proposal. Zintambila presented a review and said that more than 20% of the world's population is in this area (Middle Eastern and South Asia). It is very important to have a minor to study the area and might help with research openings. In terms of impact, there are no problems. They have the library resources now, no new staffing is needed and they have included letters of support. Kossman asked about the rule on how many hours from the major. The catalog says, "A student can count no more than nine hours from a major program or a second major of study toward a minor or a second minor within the same department or school." Jeri will email Jonathan Rosenthal to check if we could add the phrase for the IDS minors being proposed. Ali Riaz agreed to add "from at least 2 different departments" to the electives list that says "9 hours from...." to help make it more clear. Riaz said that they need to open it up and not have students take courses in just one department from the electives list. This was just a suggestion. If they agree, they should change the catalog copy and send it to Jeri. Dr. Quane suggested removing the last sentence, "other courses approved by the director may be counted toward the minor." Jan Shane said that advisors can always write sub waivers if they want to allow credit for a different course. Riaz said that currently there are departments without an Asian, Middle East course and students could take Independent Study or Study Abroad courses for elective credit. Dr. Quane's concern is from an evaluation perspective the phrase can create problems. Canabal suggested that they could do the same as the Children's Studies Minor where the other choices are more specific, such as independent studies, internships, special topics or study abroad. Under required core (12 hours) from, they need to change the list to "POL 245

5. LIAISON REPORTS:

- a. Council for General Education – Trefzger reported that CGE is discussing outer core courses.
- b. Council for Teacher Education – Brown – Reported that there are several proposals at CTE that will be coming to UCC soon.
- c. Academic Affairs Committee – Ferrence – Nothing to report at this time.

6. STAFF REPORT

Jeri asked the liaisons to the College Curriculum Committees to relay the information that the new “Request for New Program Approval” financial form must be filled out, signed by the Dean, and then forwarded to the Provost to sign (if approved) **before** the proposal, along with the new form, is presented to the CCC and then sent to UCC. The committee thought it would be a good idea to send an email to the CCC chairs to ask them to make sure the form is completed before sending proposals to Jeri.

7. INFORMATION:

The UCC Executive Secretary approved the following editorial changes:

PSY

(prereqs)
361 PERCEPTION 3 F,S
PSY 111, 231 req.

Cognitive processes and their relationship to other processes. Relationship of sensation, attention, and memory to perception and factors influencing perception.

(prereqs)
364 MOTIVATION 3 F,S
PSY 110 or 111; PSY 231 req.

Evolution of basic concepts leading to contemporary explanation of determiners of action with application to vocational, social, and educational areas.

(prereqs)
368 HUMAN MEMORY 3 F,S
PSY 110 or 111; PSY 231 req.

Basic theories and findings in the study of human memory with a focus on organization, development, distortions, and disorders.

The meeting adjourned at 5:00 p.m. The next meeting will be Wednesday, November 10, 2004 at 3:05 p.m.

Respectfully submitted by
 Jeri Ryburn
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