

## **UNIVERSITY CURRICULUM COMMITTEE**

Minutes #10 approved (2012-2014 Undergraduate Catalog)

February 23, 2011

**Members Present:** Cook, Ferrence, Kaesberg, Morenus, Murphy, Rosenthal, Standard, Trefzger, Walker, Walstrom

**Members Absent:** Kelly, Kopsell, Kukla, Smudde, Weilbacher

**Guests Present:** Michaelene Cox, Politics and Government; Jess Ray, University Registrar

1. Morenus convened the meeting at 3:10 p.m.
2. **APPROVAL OF MINUTES #9, January 26, 2011:** Walstrom moved to approve the minutes with a correction, Murphy seconded; the minutes were approved as corrected by unanimous acclamation.
3. **PROPOSAL ACTION:**

### **IDS MINOR IN PEACE AND CONFLICT RESOLUTION STUDIES (Revision) Murphy/Standard**

With no further discussion, Ferrence moved to suspend the “discussion one week-action the next” rule to vote on the proposal today, Cook seconded and the committee approved by unanimous acclamation. Murphy moved to approve the proposal, Standard seconded; the committee approved the proposal by unanimous acclamation with the stipulation that Ryburn correct the (four areas of inquiry shown in the first paragraph) catalog copy as agreed to by Michaelene Cox. Catalog copy follows:

#### **MINOR IN PEACE AND CONFLICT RESOLUTION STUDIES**

**Program Co-Director: Michaelene Cox**  
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**Program Co-Director: Sessa Kethineni**  
Department of Criminal Justice Sciences  
413 Schroeder Hall, Campus Box 5250  
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**Advisor: Janet Claus, University College Academic Advisement**  
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**The Minor in Peace and Conflict Resolution Studies is an interdisciplinary program that includes courses from fourteen departments. The Minor provides a comprehensive and in-depth approach to peace and conflict resolution theories and methods. Students are required to take an introductory course, as well as one course from each of four areas of inquiry (social justice, violence prevention and conflict resolution, environmental justice, and globalization), while also specializing in one of these areas with two additional courses. The minor's capstone experience is a professional practice.**

**The Minor allows students to examine the causes and prevention of war, as well as the nature of violence, including social oppression, discrimination and marginalization. They also learn peace strategies to overcome persecution and transform society to attain a more just and equitable international community. The inquiry encompasses micro to macro perspectives. At the micro end of the spectrum, students investigate non-violent ethics and conflict management; interpersonal communication and relations; intergroup relations; and diversity and gender issues. At the macro level, students explore the dynamics of international conflict, as well as approaches to peace and world order; ethnic and socioeconomic justice; multiculturalism; renewable economics; and biodiversity.**

— 21 hours required.

- **Required core (3 hours): IDS 111, includes 12-15 hours of practicum.**
- **Choose three courses from one group listed below and one course from each remaining group.**

**Group A - Social Justice: CJS 102; COM 272, 372; PHI 238; SOC 106, 108, 264, 366; WGS 120.**

**Group B - Violence Prevention and Conflict Resolution: CJS 307, 369; FCS 310; HIS 111, 112; IDS 254; POL 252, 255, 352; SOC 365.**

**Group C - Environmental Justice: AGR 201; BSC 202; GEO 135, 205, 235; HSC 156, 355; HIS 329; PHI 236; PHY 207.**

**Group D - Globalization: ANT 175; ECO 105; GEO 140, 151; IDS 203; INB 190; MQM 349; POL 254; SOC 240.**

**NOTE: Students are encouraged to consult with the program co-directors and/or advisor regarding course selection.**

#### **4. PROPOSAL DISCUSSION:**

##### **IDSMINOR IN PEACE AND CONFLICT RESOLUTION STUDIES (Revision)      Murphy/Standard**

Michaelene Cox, Director of the Minor in Peace and Conflict Resolution Studies, was present. Murphy distributed a handout and presented a review of the proposal to revise the Interdisciplinary Studies Minor in Peace and Conflict Resolution Studies.

- The minor will now have two appointed co-directors from different departments, Michaelene Cox from Politics and Government and Sesha Kethineni from Criminal Justice Sciences.
- The areas of inquiry will be reduced from 5 to 4; the areas of Violence and Conflict Resolution have been combined to form a new area called Violence Prevention and Conflict Resolution.
- The hours required will be reduced from 27-28 to 21.
- The required core will be reduced to 3 hours by eliminating 398.01, the capstone internship course.
- Courses that were no longer offered have been eliminated, and new courses have been added to each of the four areas of inquiry, bringing the number of represented departments from 14 to 18.

Questions/Issues:

- Standard expressed hope that this change will result in more students in the minor; Cox said that they now have 24 in the minor and are convinced that they will see an increase in students in the minor.
- Walstrom asked if they dropped 398.01 because they had a problem placing students. Cox said that they had not had problems with placement; the challenge was in having students complete their internship by the time they graduated; sometimes that didn't happen and the minor was dropped. There is now a service component in one of the courses and it does not require as many hours as were required in 398.01.
- The catalog copy needs to be corrected. In the first paragraph where the four areas of inquiry are listed, it should say: social justice, violence prevention and conflict resolution, environmental justice, and globalization; Michaelene Cox agreed. Ryburn will correct the online proposal.

With no further discussion, Ferrence moved to suspend the "discussion one week-action the next" rule to vote on the proposal today, Cook seconded and the committee approved by unanimous acclamation. (*See "Proposal Action" above.*)

#### **5. 5-YEAR REVIEW IDS MINOR:**

##### **IDS      MINOR IN INTERNATIONAL STUDIES**

**Ferrence/Trefzger**

Trefzger distributed a handout and presented the following review of the 5-year self study of the Minor in International Studies.

##### The Program

A student pursuing the Minor in International Studies must complete 24 semester hours of approved course work. This 24 hour total includes foreign language at the 115 (third semester) level, a 6 – 12 hour block of

broad-based “international issues” course work, and a 9 – 15 hour block of region-specific “area studies” course work. The specification of ranges of hours provides for flexibility in choosing broad vs. specific offerings; the non-language component for a student with a general international interest could involve as many as 12 hours of international issues course work and just 9 hours of specific area studies, while that for a student with a region of special interest (Latin America, Europe, Africa, East Asia, South/Southwest Asia) could include as many as 15 hours of area studies and just 6 hours of general international issues courses. Flexibility is further enhanced by the diverse group of campus academic units whose courses appear in the international issues and area studies lists (art/theatre, anthropology, languages/cultures, communications, criminal justice, history, geography, philosophy, politics, women’s/gender studies, economics/business), and by the advisor’s ability to substitute courses when needed or when unique offerings might be available.

At least 6 hours of course work toward graduation must be completed during an approved, university-sponsored study abroad experience. (Those 6 hours typically would be among the language, international issues, and area studies requirements that constitute the 24 hours required for the minor.) The study abroad requirement can, in unusual cases, be replaced with an alternative experience at the advisor’s discretion; reasons for such approval might include financial hardship or previous international experience on the student’s part.

While the number of participating students is not high, recent enrollment growth has been laudable, essentially doubling from approximately 25 students to approximately 50 over the 2006 to 2010 period.

#### Issues Identified in Self-Study Report

- Student Learning Outcome Assessment: the report recognizes the difficulty in assessing outcomes for an individualized minor. An attempt at assessment has been made through student surveys, which do show high satisfaction. We offer the suggestion of surveying graduates of the program two years after they have left campus, since at that stage they will have a more complete take on how the program has served their longer-term needs. Another possibility would be to survey employers of graduates (particularly if an employing organization has hired more than one program graduate).
- The survey given to program participants showed a possible weakness in graduates’ working knowledge of foreign language. While this issue is one that should be monitored, we recognize that study abroad programs (through which intensive language exposure might seem to be a given) sometimes offer all-English course work. We also recognize that a student’s 111 and 112-level language courses might have been transferred in from a community college, where the outcomes are outside the program’s control.

#### Questions from Reviewers

- The report notes that “revisions were made to courses in 2001 to reflect appropriate new courses as well as to delete courses no longer offered.” So were approved courses revised to provide different content, or was there just a revision to the list of courses that students could take to fulfill program requirements? It appears to be the latter, but clarification would help.
- The report authors recommend that the International Studies Advisory Council take ongoing responsibility for oversight of the program. Who serves on this council? If it does not include employers, graduates, or others from off campus, could including such parties help as an assessment tool?

#### Conclusions of Reviewers

The reviewers commended the excellent current design of the program, including the knowledge base it imparts to students and the flexibility it offers. They further commended the centralization of the advisement function – especially important to a specialized program, with some courses chosen at advisor discretion – since 2006 in the hands of one individual with appropriate expertise, experience, and commitment. The reviewers noted that all respondents to the evaluative survey expressed happiness with their advisement experience. The reviewers thanked the report writers, Allison Anson and Jonathan Rosenthal, for their excellent work in building and sustaining this important minor, and for their diligent effort in completing the self-study report that documents the program’s evolution and continued success.

Ferrence added that a small number of students responded to the program satisfaction assessment (student survey), resulting in a good percentage response rate, but with a small total number, assessing the minor in regards to students is hard to do. The courses are housed in different departments where courses are assessed and that helps. He said that there are opportunities for customized experiences for students.

Rosenthal answered the question about the International Studies Advisory Council saying that it is a faculty advisory council and that there are no representatives from business, but that including such representation might, indeed, be desirable. Morenus mentioned that the advisory Council is not just for the minor, it is for all international issues on campus.

**6. LIAISON REPORTS:**

- a. Council on General Education: Weilbacher – No report.
- b. Council for Teacher Education: Morenus reported that CTE met yesterday to review a proposal to revise the Major in Elementary Education. There was a question about how the proposal addressed the total number of hours required. The program advisors were asked to do a sample plan of study to show how a student would proceed through the program and the total number of hours it would take.
- c. Academic Affairs Committee: Kaesberg reported that the AAF closed on (1) the Withdrawal Policy, which was revised and approved and will move on to the executive council; (2) the 2009-2010 University Curriculum Committee Annual Report; and (3) the Diversity in Education Policy, which has moved out of Academic Affairs. At future meetings the committee will review the proposal to revise the Baccalaureate Degree Document and the new Oral Proficiency Policy.

**7. STAFF REPORTS:** Ryburn reported that the next UCC meeting will be March 23, 2011.

**8. MISCELLANEOUS:** Kaesberg reported that she is on the General Education Task Force and asked if the UCC is a place where General Education issues would be discussed. Rosenthal answered that it is a good place to hold discussions about General Education.

**9. INFORMATION:** The University Curriculum Committee Executive Secretary approved the following:  
Revised Courses:

**SWK**

(revised prerequisites)

**222 HISTORICAL AND CONTEMPORARY SOCIAL WELFARE POLICY AND PROGRAMS**  
**3 sem. hrs.**

**Historical development and critical analysis of social welfare programs, policies, and issues. Formerly CONTEMPORARY SOCIAL WELFARE POLICY. Prerequisites: Admission to the SWK major. Concurrent registration in SWK 223, 310, 325, and 326. Major only.**

(revised prerequisites)

**223 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I**  
**3 sem. hrs.**

**The integration of major concepts from the social and behavioral sciences in terms of their relevance for micro social work practice. Prerequisites: Admission to the SWK Major or consent of the department advisor. Concurrent registration in SWK 222, 310, 325, and 326.**

(revised prerequisites)

**225 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II**  
**3 sem. hrs.**

**The integration of major concepts from the social and behavioral sciences in terms of their relevance for micro, mezzo, and macro social work practice. Focus is on the second half of the life cycle. Prerequisites: SWK 222, 223, 310, 325, and 326. Major only or consent of department advisor. Concurrent registration in SWK 315, 329, 336, and 337.**

(revision of prerequisites)

**310 UNDERSTANDING DIVERSE POPULATIONS**  
**3 sem. hrs.**

**Examines the impact of discrimination and oppression on the development and delivery of social work services to diverse populations. Formerly PRACTICE WITH DIVERSE POPULATIONS. Prerequisites: Admission to the SWK major or consent of department advisor. Concurrent registration SWK 222, 223, 325, and 326.**

**SWK**

(revision of prerequisites)

**315 SOCIAL WORK RESEARCH**

**3 sem. hrs.**

**Application of theories and skills of research to social work practice with individuals, families, groups, communities, and organizations. Prerequisites: SWK 222, 223, 310, 325, and, 326. Concurrent registration in SWK 225, 329, 336, and 337. Major only or consent of department advisor.**

(revision of prerequisites)

**325 GENERALIST PRACTICE I: INDIVIDUALS**

**3 sem. hrs.**

**Introduction to generalist social work practice with an emphasis on working with individuals. Prerequisites: Admission to SWK major or consent of department advisor. Concurrent registration SWK 222, 223, 310, and 326.**

(revision of prerequisites)

**326 PRACTICE SKILLS LABORATORY**

**3 sem. hrs.**

**Lab course which teaches interpersonal social work practice skills. Materials charge optional. Prerequisites: Admission to SWK major. Concurrent registration in SWK 222, 223, 310, and 325.**

(revision of prerequisites)

**329 PREPARATION FOR PROFESSIONAL PRACTICE**

**3 sem. hrs.**

**An educationally focused community service experience and seminar that emphasizes socialization of students to the profession of social work. Prerequisites: SWK 222, 223, 310, 325, and 326. Concurrent registration in SWK 225, 315, 336, and 337.**

(revision of prerequisites)

**336 GENERALIST PRACTICE II: FAMILIES**

**3 sem. hrs.**

**Introduces students to the social work knowledge and practice skills necessary to effect change and growth in struggling families. Not for credit if had SWK 335. Prerequisites: SWK 222, 223, 310, 325, and 326. Concurrent registration in SWK 225, 315, 329, and 337. Major only or consent of department advisor.**

(revision of prerequisites)

**337 GENERALIST PRACTICE III: GROUPS**

**3 sem. hrs.**

**Expands the theoretical foundation and practice methodology by focusing specifically on knowledge and skills to effect change in small groups. Not for credit if had SWK 335. Prerequisites: SWK 222, 223, 310, 325, and 326. Concurrent registration in SWK 225, 315, 329, and 336. Major only or consent of department advisor.**

(revision of prerequisites)

**345 GENERALIST PRACTICE IV: COMMUNITIES**

**3 sem. hrs.**

**Social work practice with neighborhoods, communities, and human service agencies, including program planning, grant writing, administration, supervision, and evaluation. Prerequisites: SWK 225, 315, 329, 336, and 337. Concurrent registration in SWK 394 and 398.10. Major only or consent of department advisor.**

(revision of prerequisites)

**346 POLICY PRACTICE AND ADVOCACY**

**3 sem. hrs.**

**Policy practice and advocacy skills needed to bring about social change. Prerequisites: SWK 345, 394, and 398.10. Concurrent registration in SWK 395 and 398.11.**

SWK

(revision of prerequisites)

**394 FIELD INSTRUCTION SEMINAR I**

**2 sem. hrs.**

**Taken with the field practicum, this seminar facilitates students' initial integration of generalist practice knowledge with practice in a field agency. Not for credit if had SWK 396. Prerequisites: SWK 225, 315, 329, 336 and 337. Concurrent registration in SWK 345 and 398.10.**

(revision of prerequisites)

**398.11 PROFESSIONAL PRACTICE: FIELD INSTRUCTION II**

**7 sem. hrs.**

**Advanced supervised field instruction and practice in social work setting. Same as SWK 398.10 but experiences are more complex. CR/NC only. Prerequisites: SWK 345, 394, and 398.10. Concurrent registration in SWK 346 and 395.**

Decimalized Course:

MQM

**340.14 SEMINAR IN MANAGEMENT: ENTREPRENEURSHIP AND INNOVATION**

**3 sem. hrs.**

**This course will provide an overview of the theoretical models and tools necessary for understanding and analyzing innovation in business and ways in which the concomitant organizational change can be managed. The course will help identify the sources, types, and patterns of innovation (inventors, basic/applied and product/process R&D, sources of research funding), innovations by users, complements, technological spillovers, and more. Innovations arising not only from technological change but from industries, markets, society, competitive change, and the interactions among them will also be discussed. Prerequisites: MQM 220, 221 and 223.**

Editorial Changes:

AGR

(changed title)

**216 FINANCIAL ACCOUNTING FOR AGRICULTURAL PRODUCERS**

**3 sem. hrs.**

**Standard farm business accounting methods and procedures, financial measures of success, inventories, depreciation, net worth, income tax, budgeting and cash flow, and business analysis. Formerly *FARM ACCOUNTING*.**

(changed title)

**312 MANAGERIAL ACCOUNTING FOR AGRICULTURAL PRODUCERS**

**3 sem. hrs.**

**Advanced farm business records and analysis with emphasis on computer applications. Formerly *ADVANCED FARM ACCOUNTING*. Prerequisites: AGR 213 and 216.**

ENG

(changed title)

**328 MODERN DRAMA**

**3 sem. hrs.**

**20th-century drama written in English and related criticism. Formerly *MODERN DRAMA*; *MODERN BRITISH AND AMERICAN DRAMA*. Prerequisites: ENG 100 with a grade of C or better, ENG 102, junior/senior standing; or consent of instructor.**

**MAT**

(prerequisites)  
**302 TEACHING MATHEMATICS IN GRADES 6-8**  
4 sem. hrs.

Problems, viewpoints, and trends in teaching middle school or junior high mathematics. Implications of research related to organization, content, and techniques for teaching mathematics in grades 6-8. May include Clinical Experiences. Not for credit major/minor. Prerequisites: Grade of C or better in MAT 309 and 312 or concurrent registration in either MAT 309 or 312. Completion of 60 hours and 2.50 major and overall GPA. Admission to Professional Studies.

(prerequisites)  
**304 MODERN GEOMETRY FOR MIDDLE SCHOOL TEACHERS**  
4 sem. hrs.

Topics include Euclidean and non-Euclidean geometries and their history, transformations with connections to matrix algebra, fractals, and projective geometry. Department-approved graphing calculator required. Not for credit major/minor. Prerequisites: Grade of B or better in MAT 131 and 202. Completion of 60 hours and 2.50 major and overall GPA.

(prerequisites)  
**307 MODERN ALGEBRA FOR MIDDLE SCHOOL TEACHERS**  
4 sem. hrs.

Algebraic concepts and structures relevant to grades 6-8. Structure of familiar number systems compared to and contrasted with other mathematical systems. Not for credit major/minor. Prerequisites: Grade of B or better in at least one of MAT 309 or 312 and a grade of C in the other. Completion of 60 hours and 2.50 major and overall GPA.

(prerequisites)  
**309 NUMBER THEORY FOR K-8 TEACHERS**  
4 sem. hrs.

Focus is on number theory concepts, including divisibility, primes, composites, special number sets, and basic counting principles. Department-approved graphing calculator required. Not for credit major/minor. Prerequisites: Grade of B or better in MAT 131 and 202. Completion of 60 hours and 2.50 major and overall GPA

(prerequisites)  
**312 PROBABILISTIC AND STATISTICAL REASONING FOR K-8 TEACHERS**  
4 sem. hrs.

Descriptive statistics, lines of best fit, basic concepts of probability, simulation, probability distributions, expectation, and counting techniques. Department-approved graphing calculator required. Not for credit major/minor. Prerequisites: Grade of B or better in MAT 131 and 202. Completion of 60 hours and 2.50 major and overall GPA

(prerequisites)  
**315 MATHEMATICAL MODELING FOR MIDDLE SCHOOL TEACHERS**  
4 sem. hrs.

Mathematical modeling and problem-solving with applications involving networks and communication systems, finance, global positioning, data systems, and various branches of science. Department-approved graphing calculator required. Not for credit major/minor. Prerequisites: Grade of B or better in at least one of MAT 309 or 312 and a grade of C or better in the other. Completion of 60 hours and 2.50 major and overall GPA.

**PSY**

(removed "or consent of instructor")  
**320 HISTORY OF PSYCHOLOGY**  
3 sem. hrs.

Historical antecedents of modern psychology. Examination of modern psychology from a systematic

**point of view. Formerly *HISTORY AND SYSTEMS OF PSYCHOLOGY*. Prerequisite: PSY 110 or 111, 213 or 233 or PSY/SOC 223, and PSY 253 or 263; or graduate status in Psychology.**

(removed "or consent of instructor")

**375 PERSONNEL PSYCHOLOGY**

**3 sem. hrs.**

**Procedures, methods, and professional issues relevant to matching job candidates' personal attributes to the requirements of specific jobs; emphasis is on personnel selection, training, and EEO legal compliance. Prerequisite: PSY 230 or 334.**

(removed "or consent of instructor")

**376 ORGANIZATIONAL PSYCHOLOGY**

**3 sem. hrs.**

**Research methods and results concerning social psychology of work organizations. Descriptions of practices in organizational psychology. Not for credit if had MQM 221 or 421. Prerequisite: PSY 230.**

- 10. ADJOURNED:** Walker moved to adjourn the meeting, Cook seconded; the meeting was adjourned at 3:55 p.m. by unanimous acclamation. The next meeting will be March 23, 2011.