

UNIVERSITY CURRICULUM COMMITTEE

Minutes #8 approved (*2013 Supplement and 2014-2016 Undergraduate Catalog*)

December 5, 2012

Members Present: Bernard, Cook, Kaesberg, Rosenthal, Rolando, Standard, Temple, Walstrom, Wood

Members Absent: Barroqueiro, Fontes, Kennedy, Morenus, Murphy, Park, Schendel

Guests Present: Jess Ray, Registrar

1. Standard convened the meeting at 3:05 p.m.
2. **APPROVAL OF MINUTES:** Minutes #7, November 28, 2012.

The minutes were not ready for approval. It was decided that the minutes would be distributed to the committee electronically for approval.

3. PROPOSAL DISCUSSION:

GENERAL EDUCATION PROGRAM (Revision)

Cook and Walstrom

Cook distributed a handout and presented a review of the proposal to revise the General Education Program with information from the General Education Task Force Final Report, April 27, 2012.

Change from three cores to two tiers

- Instead of three cores (Outer, Middle, and Inner) there will be two tiers of courses that have been labeled Cornerstone Courses and Foundation Courses.
- The rationale given is “the first tier includes a set of courses that are particularly suited to first-year students; the second tier includes courses that may be taken by students later in their undergraduate careers.”
- As stated in the General Education Task Force (GETF) Final Report, the Curriculum and Mapping Subcommittee pointed out that “the change from three cores to two tiers reflects what has already been implemented in practice. Because of limitations in instructional resources and other logistical issues, students have often completed middle core and selected outer core courses in their freshman year with little effect on achievement, at least in terms of grades.”

Change from 14 courses and 42 semester hours to 13 courses and 39 semester hours

- In the revised structure, Middle Core-Individuals and Societies (MC-IS) is merged with Outer Core-Social Science (OC-SS), thereby reducing the total number of required General Education hours by three bringing parity to the distribution requirements: three science courses, three courses in the humanities and the fine arts, and three social science courses (as opposed to the current four).

Other changes

- Inner, middle and outer core labels have changed to Cornerstone Courses and Foundation Courses. These terms are placeholders and they may be replaced; the term General Education may be changed as well.
- The revisions more closely align with the Essential Learning Outcomes established in the Learning and Americas Promise (LEAP) initiative of the American Association of Colleges and Universities (AAC&U).

Summary/Overall rationale of revisions

- “Taken together, the recommendations of the GETF envision a General Education program that is easily understood by both students and other stakeholders, employs engaging pedagogical techniques, integrates learning both in and outside of the classroom, and leads

students to competency in skills required for success in a rapidly changing and culturally diverse world. The recommendations also envision a General Education program with a centralized and visible administration that facilitates ongoing faculty development and assessment efforts. All reflect Illinois State University's historical commitment to making General Education a signature feature of the student experience." (From the General Education Task Force Final Report, April 27, 2012)

Comments/Questions

- The reviewers commented that the catalog copy is in really good shape.
- They also noted that the reduction of three credit hours overall is consistent with the University's emphasis on timely completion of a degree. They noted that the change from three to two tiers is an excellent one because the structure is clearer and reflects current practice.
- Cook asked if it was really necessary to have two different groups and said that it is hard to describe the differences in the two. If two groups are necessary, the reviewers recommended that they be labeled Group 1 and Group 2. Rosenthal stated that they struggled with the terms and Cornerstone and Foundation were placeholders. Rosenthal said that two groups are needed because there are some distinctive features for each group of courses.
- The reviewers stated that the sentence about prerequisites could be worded more clearly and suggested the following: "Depending on a student's major and interests, they may be taken in the first year to complement Cornerstone courses or may build on Cornerstone courses that serve as specific course prerequisites," **or** "and require specific additional course prerequisites."
- The reviewers suggested changing the copy about the alternative science courses to remove "one of the following" because some majors require two or more alternative science courses (though not all count for General Education).
- They also suggested spelling out CT/NT (credit/no credit) for clarity. See pages 8 and 10 of the revised document. Additionally, under Mennonite College of Nursing, the statement "first-year core courses" needs to be replaced with the new terminology.
- Under Group 1 Courses, the first sentence says, "a 2-course, first year sequence integrating composition, communication, critical thinking and information fluency." The reviewers asked if there was a better way to say "information fluency." Rosenthal answered that Milner Library representatives were insistent on this wording. Temple added that "information fluency" is commonly used terminology.
- Standard asked what was cut out (going from three to two categories). Cook answered that the requirement for Individuals and Societies (1 course required) was removed. Civic Life was moved and other courses were put together under one of the groups. The extra Social Sciences course requirement was removed.
- Standard asked if there would continue to be a stipulation for exemption for the departments and schools from Group 2 courses. Rosenthal said that departments and schools have always just picked a category for exemption. Everything flows from the structural changes that the UCC is reviewing now and the departments and schools will need to look at their exemptions later.
- Rosenthal also explained going from three cores to groups of courses really best exemplifies how curriculum flows.
- Standard asked if students actually completed their General Education courses their freshman and sophomore years. Rosenthal answered that about 80 percent finish General Education their freshman year, with the exception of the Fine Arts and Sciences.
- Walstrom moved that the course groups be changed to Group 1 and Group 2 and the revised document be forwarded to the Academic Senate; Kaesberg seconded. There was not a

quorum of committee members for approval, so the revised General Education program was tabled until the next meeting.

- Rosenthal said thank you to Cook and Walstrom on their great work reviewing the revisions.

4. LIAISON REPORTS:

- Council on General Education:** No report.
- Council for Teacher Education:** Standard – Nothing to report.
- Academic Affairs Committee:** Rosenthal reported that the committee will be reviewing probation and reinstatement policy and they are aware that they will be reviewing the General Education revisions soon.

5. MISCELLANEOUS:

Student member Bernard told the committee that he will not be returning in the spring.

6. STAFF REPORT:

Revised Guidelines for 8-Year Review of Interdisciplinary Studies Minors – Rosenthal tabled this because there was not a quorum of committee members for approval of the changes.

Standard noted that members should watch their mailboxes for letters acknowledging their UCC service for use in annual evaluations. She noted that there are two proposals (from Health Sciences and Biological Sciences) that were tabled at the meeting on November 28 that will be back on the agenda in the spring.

- ADJOURNED:** The meeting adjourned at 4:20 p.m. The next meeting will be held on January 16, 2013.
- INFORMATION:** The University Curriculum Committee Executive Secretary approved the following:

Temporary Course:

IT

389.40 NETWORK MANAGEMENT PROGRAMMING

3 sem. hrs.

Design and implement network management solutions for enterprise and service provider networks. Prerequisites: Grade of C or better in IT 377, or consent of department advisor.

Revised Courses:

BSC

(Changed hours)

231 LABORATORY METHODS IN TEACHING SCIENCE

2 sem. hr.

Introduction to laboratory-based teaching skills in science, intended to prepare students for

inquiry-based high school teaching activities. Prerequisites: BSC 161 or CHE 161; Teacher Education major only.

COM

(Changed title, description, and prerequisites)

**165 PRINT AND ONLINE NEWSWRITING AND REPORTING
3 sem. hrs.**

Intensive training in the fundamentals of newsgathering and newswriting for print and online mediums. Formerly *REPORTING I*. Prerequisites: COM 161 and 180.

(Changed title and prerequisites)

**167 BROADCAST NEWSWRITING AND REPORTING
3 sem. hrs.**

Intensive training in the fundamentals of newsgathering and writing for the electronic media. Formerly *BROADCAST NEWS I*. Materials charge optional. Prerequisites: COM 161 and 180.

Editorial Requests:

LAN (SP)

**120 INTRODUCTION TO ACADEMIC SPANISH
FOR SPANISH SPEAKERS MC-LH
4 sem. hrs.**

Introduction to the basics of grammar, spelling, and vocabulary of formal academic Spanish for students who already speak Spanish. Not for credit if had SP 116. Prerequisites: Ability to speak Spanish at the high intermediate level, sufficient to carry on informal everyday conversations fluently.

TCH (formerly C&I)

**204 ELEMENTARY EDUCATION: PRACTICES AND ISSUES
3 sem. hrs.**

Essential practices and issues related to elementary education teaching: certification, sociocultural context of teaching and learning, instructional planning and assessment, classroom management theories. Prerequisites: Elementary Education major only. Grade of C or better in TCH 210.