

## UNIVERSITY CURRICULUM COMMITTEE

Meeting Minutes #13, approved

April 18, 2012

**Members Present:** Beggs, Cook, Fasching, Kaesberg, Lieberman, Lurie, Morenus, Murphy, Park, Spelich, Standard, Trefzger, Wood

**Members Absent:** Bailey, Kopsell, Walstrom, Weilbacher

**Guests Present:** Jess Ray, University Registrar

1. Standard convened the meeting at 3:05 p.m.
2. **APPROVAL OF MINUTES #12, February 29, 2012**

Lieberman moved to approve the minutes as amended, Murphy seconded; the committee approved the minutes as amended by acclamation.

### 3. **DISCUSSION OF 5-YEAR REVIEW:**

#### **IDS MINOR IN AFRICAN-AMERICAN STUDIES**

**Murphy and Cook**

Murphy distributed a handout and presented the review that she and Cook prepared on the self-study of the Minor in African-American Studies for the 5-year review. Text from the self-study and the UCC review follows:

**Self-Study Process:** The self-study appears to have been written primarily by Dr. Ronald Gifford, Assistant Chair of the History Department, with some assistance from Dr. Touré Reed, Associate Professor of History and the Director of the Minor in African-American Studies.

**Curriculum:** The required core of this program includes classes in English and History. Additionally, students must choose from elective classes in History, Sociology, Politics, English, Music, Theatre, and Interdisciplinary Studies. It is possible to complete the requirements of this minor using only courses from English, History and Politics, so students completing this minor will have taken courses from between three and eight departments.

We are somewhat concerned about the availability of required courses for this minor. ENG 165 has not been offered since the fall of 2010, and will not be offered again until Spring 2013. HIS 257 was also last offered in fall of 2010, and prior to that had not been offered since the fall of 2007. In the case of HIS 257, however, either Dr. Reed or Dr. Gifford has offered a section of HIS 309 (Selected Topics in United States History) focusing on African American topics every fall semester that HIS 257 was not taught.

**Student Learning Outcomes Assessment Plan for the Minor:** Dr. Gifford indicates that they rely on individual instructors for direct assessment of student learning outcomes in individual courses that are part of the minor. There are no indirect assessments, although Dr. Gifford says that they intend to henceforward ask minors who successfully complete the program to fill out a survey when they graduate.

**Faculty of the Program/Advisement:** “The faculty of the African-American Studies Minor is spread over a number of departments. We do not monitor the faculty who teach the courses involved in the minor. Their names can be accessed through the catalog and by reference to their individual departments.”

Advisement is housed in History and is handled primarily by Dr. Gifford.

#### **UCC Recommendations**

We believe that the minor in African American Studies is an important offering for Illinois State University students, and is significant to the University’s commitment to diversity. Consequently, we want this program to be sustained and grown. We believe that developing this program can create more diversity and awareness at the University level. We are concerned, however, about the minor’s low graduation rate and the availability of required courses. The University Curriculum Committee recommends the following:

1. The committee would like to see the director take greater ownership of the program. In recent years the Minor in Latin American and Latino/a Studies has become a vital part of the University, and we believe the Minor in African-American Studies can flourish similarly if given the same commitment and attention from its director and faculty.
2. There is currently no Student Outcome Assessment Plan. We understand that students are being assessed in their individual courses, but this is no substitute for an assessment of the minor. If they do not already exist, student outcomes need to be written. An assessment plan based on these outcomes needs to be developed, and we strongly advise that the plan include surveys of all students in the minor, not just graduates as indicated in the self-study.
3. The availability of ENG 165 and HIS 257 causes some concern. Both have had recent three year gaps between offerings. The chair of English, Joan Mullin, responded to our enquiry about the availability of ENG 165 with an assurance that they intend to offer it in Spring 2013, and every other year thereafter. We question whether every other year is frequent enough for a required course. Please consider whether it is feasible to adjust the required course list in a way that would maintain academic rigor, but provide options to students having difficulty registering for a required course. For example, ENG 265 and ENG 365 seem to be more than adequate alternatives to ENG 165 and do not require ENG 165 as a prerequisite; ENG 265 is taught with a higher frequency. HIS 315 has also been suggested as a possible alternative to HIS 257.
4. This minor has a very low enrollment and an even lower graduation rate. More needs to be done to determine what is preventing students from completing the minor, including the possible problem of course availability. We suggest that students dropping the minor and students graduating without completing the minor be interviewed to determine why they were unable to complete it. Also, the self-study did not indicate whether any special effort has been made to recruit students for this minor. Perhaps the proposed web page will help with recruitment. We recommend that recruitment become a priority for the minor.
5. We would like to see greater involvement with other faculty. The faculty teaching required and elective courses can be vital allies in promoting the minor. There are likely many other campus resources who can be of assistance in promoting the minor as well, such as the Office of Diversity and Accessibility. There might also be opportunities for students to “double-dip” by combining minor classes with teacher certification endorsements.

#### 4. LIAISON REPORTS:

- a. **Council for General Education:** Weilbacher – No Report.
- b. **Council on Teacher Education:** Standard reported that the focus of the last several meetings has been on the NCATE review and the wrap up of the NCATE visit. The NCATE visit went well with Illinois State receiving an outstanding on four different points and having met all six points of the review. The CTE also reviewed graduate proposals and undergraduate course proposals. A proposal for Technology Education was returned to the College of Applied Science and Technology for support letters.
- c. **Academic Affairs Committee:** Kaesberg reported that there are two policies circulating in the Senate: (1) the proposal to establish a final course grade challenge time frame (the Provost has set up a committee to look into this issue), and (2) the proposed policy to require a week before finals week when no tests are given (this policy still has a long way to go).

#### 5. STAFF REPORT:

- Ryburn distributed the 2012-2013 University Curriculum Committee Deadlines document that is on the UCC Web site. The deadlines were recently sent to the departments, schools, and colleges as well as chairs of the Department Curriculum Committees and College Curriculum Committees.

#### **Deadlines for the 2013 Supplement to the 2012-2014 Undergraduate Catalog:**

*New Programs (for the 2013 Supplement)	January 3, 2012
New Minors, Sequences	September 10, 2012
New 300-level Course Proposals (if graduate credit requested)	September 10, 2012
New 100, 200, or 300-level (non-graduate) Course Proposals	October 1, 2012

**Deadlines for the 2014-2016 Undergraduate Catalog:**

*New Degree Programs	January 28, 2013
New/Deleted Minors, Sequences	September 16, 2013
New, Revised, Deleted 300-level Course Proposals (if graduate credit requested)	September 16, 2013
New/Deleted 100, 200, or 300-level (non-graduate) Course Proposals	October 7, 2013
Revised Program Proposals (Major, Minor, Sequences)	October 7, 2013
Revised 100, 200, or 300-level (non-graduate) Course Proposals	November 1, 2013
Any changes to catalog requested/approved through Editorial Request	November 29, 2013

\*New Degree Programs (for 2015 Supplement to 2014-2016 Catalog) January 31, 2014

\* Any proposal for a new degree program not approved by the UCC, Senate, BOT, and IBHE in time to publish in the catalog year for which it was proposed will appear in the next available catalog or its supplement.

- Ryburn reported that the UCC Annual Report hasn't been completed yet and asked if the committee needed to see it before it was sent to the Academic Senate. The committee was agreeable to sending the report to the Senate as soon as it has been completed without their review as it is just a list of the proposals that were approved at UCC over the year.
  - There are no new proposals; therefore this is the last meeting of the semester. The committee will meet again in the fall.
6. **MISCELLANEOUS:** Ray reported to the UCC that the General Education task force has a Web site if anyone is interested in looking at what they have accomplished. The task force Web address is:  
<http://provost.illinoisstate.edu/genedtaskforce/index.shtml>
7. **ADJOURNED:** Morenus moved to adjourn the meeting, Lieberman seconded. The meeting was adjourned at 4:25 p.m.
8. **INFORMATION:** The University Curriculum Committee Executive Secretary approved the following:

Temporary Courses:

**CHE**

**389.06 ORGANIC CHEMISTRY III**

3 sem. hrs.

Intermediate and advanced topics in organic chemistry, focusing on principles of bonding, reactivity, and mechanisms and study of foundational organic reactions. Prerequisites: Grade of C or better (B or better recommended) in CHE 230 and 232 or the equivalent of two semesters of organic chemistry.

**ENG**

**289.30 INTRODUCTION TO ENGLISH EDUCATION**

3 sem. hrs.

This course will provide an introduction to English Education with a focus on language and literacy instruction. Includes Clinical Experiences: 10 hours, Type 1. Prerequisites: English Education major only; completion of 24 hours minimum. ENG 100 and 102, or concurrent registration with consent of instructor or department advisor.

*For the 2013 Supplement to the 2012-2014 Undergraduate Catalog*

New Courses:

**LAN (.02 PORT)**

**111 FIRST YEAR PORTUGUESE, PART I**

**4 sem. hrs.**

**Fundamentals of grammar. Practice in speaking, understanding, reading and writing Portuguese. Not recommended if student has 3 or more years of high school Portuguese. Not for credit if had PORT 112 or 115. Students that have not had any experience with Portuguese language should begin with this course. LAN (.02 PORT)**

**112 FIRST YEAR PORTUGUESE, PART II**

**4 sem. hrs.**

**Continuation of Part I. Not for credit if had PORT 115. Prerequisite: PORT 111 or equivalent.**

**115 SECOND YEAR PORTUGUESE, PART I**

**4 sem. hrs.**

**Review of Portuguese grammar, vocabulary building, oral and written practice. Prerequisites: PORT 111 and 112 or equivalent.**

*For the 2014-2016 Undergraduate Catalog:*

Revised Courses:

**LAN**

(changed title, description, prerequisite, hours)

**319 PRINCIPLES IN WORLD LANGUAGE LEARNING**

**3 sem. hrs.**

**Exploration of current K-12 world language pedagogical practices and second language acquisition theories. Formerly *PRINCIPLES IN FOREIGN LANGAUGE LEARNING*. Prerequisites: Grade of B or better in FR 235 or SPA 213 or GER 310. Grade of C or better in C&I 210 and 216, or concurrent registration. Admission to Professional Studies. Advance Low or above on Oral Proficiency Interview. To be taken concurrently with LAN 320.11**

(changed title, description, prerequisite, hours)

**320 WORLD LANGUAGE TEACHING IN THE K-12 SETTING**

**3 sem. hrs.**

**Practical implementation of K-12 world language teaching techniques. Includes Clinical Experiences: 50 hours, Types 1, 2, 3, 4, 5, 9, 10. Formerly *FOREIGN LANGUAGE TEACHING IN THE K-12 SETTING*. Prerequisites: Grade of B or better in FR 235 or SPA 213 or GER 310. Grade of C or better in C&I 210, 214 and 216 or concurrent registration. Admission to Professional Studies. Advanced Low or above on Oral Proficiency Interview. To be taken concurrently with LAN 319.11.**