

UNIVERSITY CURRICULUM COMMITTEE

Minutes #11 approved (2013 Supplement and 2014-2016 Undergraduate Catalog)

February 6, 2013

Members Present: Barroqueiro, Cook, Fontes, Kaesberg, Kennedy, Park, Rolando, Rosenthal, Standard, Temple, Walstrom, Wood

Members Absent: Murphy, Schendel

Guests Present: Gary Koppenhaver and Edgar Norton from Finance, Insurance and Law; Roberta Trites and Susan Kalter from English; Joe Neisler, School of Music; and Jess Ray, Registrar

1. Standard convened the meeting at 3:06 p.m.
2. **APPROVAL OF MINUTES:** Minutes #10, January 30, 2013.

Temple moved to approve the minutes, Cook seconded; the minutes were approved by acclamation of the committee.

3. PROPOSAL DISCUSSION:

FIL MINOR IN FINANCIAL PLANNING (Revise)

Kennedy and Temple

Gary Koppenhaver and Edgar Norton were present from the Department of Finance, Insurance and Law. Kennedy distributed a handout and presented a review of the proposal to revise the Minor in Financial Planning.

- The Department of Finance, Insurance and Law proposes deleting MKT 234 from the course requirements of the minor, replacing it with a FIL 371 (a new course also being proposed).
- The rationale provided by the department for this change is:
 - In 2012 the Certified Financial Planning (CFP) Board modified the requirements for a Board-registered program that now include a “capstone course.”
 - By taking FIL 371 students may meet the curricular requirements to apply for the CFP registration.
 - Students who graduate from a CFP Board-registered program are eligible to sit for the CFP exam without taking additional coursework.
- The reviewers indicated that the new course content for FIL 371 appears to fit the guidelines set forth by the CFP Board for a capstone course in which the student demonstrates the ability to integrate his or her knowledge of financial planning topics.

Questions/Comments:

- Standard asked if typically College of Business majors enrolled in the minor. Norton answered that was usually the case, but non-business majors could also enroll in the minor.
- Standard asked about the hours for non-business majors (25 hours). Norton explained that FIL 220 may be taken in place of FIL 242; FIL 220 requires fewer prerequisites (ACC 131; and ECO 105 or 101 and 102).
- Walstrom asked how many students completed the minor by graduation. Norton estimated about fifteen students graduated with the minor. The minor is so new that they haven’t seen the statistics yet.
- Walstrom also asked how often the new course would be offered. Koppenhaver answered that it would be offered once a year.

Standard said that the proposal would be an action item at the next UCC meeting.

4. 5-YEAR REVIEW OF IDS MINORS:

MINOR IN CHILDREN'S STUDIES

Cook and Park

Roberta Trites, who advises students in the Minor in Children's Studies, was present. Cook and Park prepared a review of the self-study provided by Trites. Cook distributed a handout and gave a presentation of the review of the minor.

- With assistance from Associate Dean Sally Parry, Trites solicited input from faculty members and advisors in the departments associated with the minor. These participants read the self-study and had a chance to provide feedback.
- The self-study report:
 - indicates that it has been hard to find seats in some courses, i.e. PSY 215, 302, 346 and some English courses;
 - indicates that some courses were dropped due to low enrollment, e.g., NUR 208 and recommends that these problems be solved by dropping NUR 208 as an option and adding 23 courses across diverse departments to the list of electives;
 - recommends changing the internship or independent study elective to 3 hours rather than 1-3 hours since there are no 1 or 2 hour course options;
 - specifies how completing courses in the various areas would demonstrate competency in the learning outcome goals;
 - notes that resources would be required to conduct an assessment of the minor overall.
- The reviewers noted that while enrollments into the minor are strong, the number of students who graduated in the minor is low. Ten students graduated in the minor between spring 2007 and fall 2010. The report attributes low graduation rates to unavailability of seats in the courses, inadequate advising, and lack of programmatic activity.
- Eleven faculty members in eight disciplines are involved with the minor. Advisors from these diverse disciplines are involved as well. These faculty members and advisors participated in the self-study, which found that the greatest weakness of the minor was lack of a dedicated advisor.

Questions/Comments:
- The reviewers suggested that given the high enrollment and low graduation rate in this minor, the highest priority should be toward increasing the graduation rate.
- The self-study recommends increasing options for courses to solve the problem of unavailability of seats. The reviewers wondered what the rationale for choosing these particular courses was (list of courses in the report) and whether the departments housing the courses have made a commitment to allocating seats for students in the minor.
- The self-study found that a lack of dedicated advisement was the greatest weakness of the minor, but it wasn't clear to the reviewers why advisement is so critical for increasing the graduation rate.
- The reviewers posed questions:
 - Is the minor serving the needs of the students?
 - Do they have students' feedback about the program in terms of curriculum, sequence, internship, academic curiosity, achievement, future jobs, rewarding experience, etc.?
 - Is there data on student feedback for one of the key ideas in the self-study which was to promote faculty and student interaction?
- The reviewers recommended that the next self-study include data on these topics which would contribute to an assessment of the minor overall.
- Trites responded to some of the issues and said that the minor is huge and students care about it, but there is no budget to take care of it. Also, students may not know that they can ask for a sub waiver when they cannot get into a course. The list of courses they suggested adding wasn't

chosen scientifically; they went through the catalog and chose courses with “child” in the title. They will need to meet again to choose the courses that will fit with the objectives of the minor.

- Rosenthal suggested utilizing University College advisors to help with the advising.
- Standard mentioned that some of the interdisciplinary minors have Web sites that help students find out what they need to do. Trites said that they are launching the new Web site for the minor soon.
- It was also suggested that they could use University Assessment Services for help in reaching out to students for feedback on the program.
- Trites said the faculty and advisors involved in the minor will meet and review the curriculum and propose changes.

Standard said that a report will be written and sent to the advisor’s department and the Provost’s Office detailing the UCC’s review with suggestions for curricular changes and the next self-study.

MINOR IN NATIVE AMERICAN STUDIES

Wood and Murphy

Susan Kalter, Director of the Minor in Native American Studies, was present. Wood and Murphy prepared a report on the self-study. The self-study was carried out principally by Susan Kalter, the current director of the program, who worked closely with the program faculty, University Assessment Services, and the library to conduct the study. Wood distributed a handout and presented a review of the self-study.

- The faculty have been concerned that courses are available to students, and that students can move through the minor efficiently. Core courses are taught every year with the exception of IDS 121.29, which in the past was taught every other year. The program does allow students to substitute elective or core courses with relevant courses.
- Since 2008, the minor has had eight students enrolled; three dropped for various reasons, but not for lack of course availability. Two have completed the program and graduated and there are still three remaining in the minor.
- The program encourages students to participate in exchange programs with other colleges and universities, particularly tribal colleges, and/or to engage in professional practice internships and other service learning activities. The program also offers independent study as an option for students who want more in-depth study of a topic, which can help ease completion of the minor.
- Ideally, they would like to offer more courses in Native Languages, Theatre and Dance, Art, Music, Sociology, Politics and Government, and Education. Current faculty resources at the University do not allow for this kind of breadth, but they are trying to make up for this lack by encouraging students to participate in exchange programs, including on-line language courses.
- They met with the Milner Library representatives to discuss enhancing the library’s resources in Native American Studies.
- They have worked with University Assessment Services to devise an assessment plan for the minor and will implement the plan once the program review has been completed.
- There are five “lead” faculty members in the program, including Kalter and six affiliated faculty from the disciplines of English, Anthropology-Archeology, History, Theatre, and Education. The program is currently housed in English, and Kalter is the academic advisor for the program and is assisted by Mark Vegter, the lead advisor in the English department. The director of the program has developed a Web site for the program, maintains a listserv to inform students about curricular or extra-curricular activities, and has initiated welcome receptions each semester for Native American students on campus.
- The self-study included a number of recommendations reflecting the program’s short-term and long-term goals. Short term goals include:

- offering IDS 121.29 each year;
- identifying viable distance education and transfer courses for students who would like to take course work in areas not covered at Illinois State University;
- offering a new course option in Native American Education or the History of Native American Education (due to a recent hire in the College of Education); and
- establishing a foundation account or find other forms of funding to support the program, through marketing, sponsored student activities and receptions.

Comments/Questions:

- The reviewers said that on the whole they were impressed with the self-study. The faculty seem to be deeply invested in the success of this program and have thought carefully about its curricular design, the recruitment and retention of students and the future success of the program.
- Standard asked about the options for the student exchange that was mentioned in the self-study. Kalter said that she has researched and there are none available. There isn't a tribal college participating. It is becoming more apparent that it takes more time and resources than is available to them. If a student was very interested, then something could probably be arranged.
- Standard asked how Kalter felt about the prospects for future growth. Kalter said that they never anticipated a high enrollment, but with a stable faculty and by "word-of-mouth" they might have success with more interest in the minor. They have interest with students taking the courses, but they want to make sure that the reason students don't finish is because they cannot register for courses. They do see a lot of students who are already vested and interested in the Native American topic.

Standard said that a report will be written and sent to the advisor's department and the Provost's Office detailing the UCC's review with suggestions for curricular changes and the next self-study.

5. LIAISON REPORTS:

- a. **Council on General Education:** Rosenthal reported that CGE is working on the assessment plan and he went through the overall changes to the General Education program that is now at Academic Senate.
- b. **Council for Teacher Education:** Standard reported that the full CTE met and approved new School of Teaching and Learning courses for secondary education that will come to UCC for review.
- c. **Academic Affairs Committee:** Rosenthal reported that the committee will meet tonight with the Baccalaureate Degree Document revisions and the proposed change from five to eight years review cycle for Interdisciplinary Studies minors on the agenda for discussion.

6. STAFF REPORT:

Standard reported that for the next meeting there is one IDS minor review and the School of Biological Sciences proposal that was returned has been resubmitted and is ready for action. The Teaching and Learning courses that were approved at CTE will possibly be ready for UCC discussion. The change in the courses for professional education requirements will impact all departments and schools with a secondary education programs. Consent will be needed from all those departments and schools that are impacted by the change.

Rosenthal reported that University will not be participating in the National Student Exchange program starting fall 2013. Ryburn asked if the information on the program and the NSE courses should be deleted from the catalog and the answer was yes.

7. **ADJOURNED:** Walstrom moved to adjourn, Fontes seconded. The meeting adjourned at 4:24 p.m. The next meeting will be held on February 27, 2013.
8. **INFORMATION:** The University Curriculum Committee Executive Secretary approved the following:
New Courses (*for 2013 Supplement to the 2012-2014 Undergraduate Catalog*):

AGR

192 INTRODUCTION TO AGRICULTURAL COMMUNICATIONS AND LEADERSHIP
1 sem. hr.

This course is an introduction to Agricultural Communications and Leadership; informal Agricultural Education settings and the communication field, media and campaign development. Prerequisite: AGR 190 or concurrent registration.

ENG

268 INTRODUCTION TO PLAYWRITING
3 sem. hrs.

Introduction to playwriting; an exploration of the fundamental techniques as related to the development of the craft of playwriting. Also offered as THD 268. Formerly ENG/THD 289.29.

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TEC

310 STEM EDUCATION FOUNDATIONS
3 sem. hrs.

Foundations of pedagogical content knowledge for developing, implementing, and assessing integrated and interdisciplinary science, technology, engineering, and mathematics (STEM) education at the secondary level. Prerequisites: Education major, graduate standing, or practicing teacher.

Editorial Requests (*for the 2014-2016 Undergraduate Catalog*):

FIL

220 PERSONAL INVESTING
3 sem. hrs.

Provides understanding of securities traded in financial markets, investment theory and practice, portfolio construction and management, and investment strategies. Not for credit if had FIL 242. Not for graduation credit for Finance, Insurance and Law or Business Administration majors. Prerequisites: ACC 131; ECO 105; junior standing or consent of department chair.

CJS

305 CRIMINAL PROCEDURE AND EVIDENCE

3 sem. hrs.

Law of criminal procedure, types of evidence, and legal requirements relating to the admissibility of evidence in court. Formerly *RULES OF EVIDENCE FOR ADMINISTRATION OF JUSTICE*. Prerequisites: CJS 101; 45 hours completed. Major or minor only or consent of department advisor.

Deleted Course:

TEC

302 CURRICULUM DEVELOPMENT, TECHNOLOGICAL DESIGN AND PROBLEM SOLVING

3 sem. hrs.

Foundations and methodology concepts used to deliver and assess technology-based design and problem solving in the K-12 classroom/laboratory. Materials charge optional. Formerly *TEACHING TECHNOLOGICAL DESIGN AND PROBLEM SOLVING*. Prerequisite: Education major, graduate student, or practicing teachers only.