

UNIVERSITY CURRICULUM COMMITTEE

Minutes #9 approved (2016-2017 Undergraduate Catalog)

January 27, 2016

Members Present: Colclasure, Cook, Dustin, Latham, Lieberman, Lippert, Morey, Prud'homme, Spreier, Standard, Stapleton, Temple, Trefzger, Willard

Members Absent: Rosenthal, Segelcke

Guests Present: Angelo Capparella, Biological Sciences; Tami Martin, Mathematics

1. Temple convened the meeting at 3:10 p.m.
2. **INTRODUCTIONS:** Members and guests introduced themselves.
3. **APPROVAL OF MINUTES:** Meeting Minutes #8, December 2, 2015.

Standard moved to approve the minutes as amended, Stapleton seconded. The committee approved the minutes as amended by acclamation (with one abstention).

4. PROPOSAL ACTION:

BSC CONSERVATION BIOLOGY SEQUENCE (Revision) Prud'homme and Dustin

With no further discussion needed, Cook moved to suspend the practice of “discussion one week – action the next” and act on the proposals today, Lippert seconded, and the committee approved by acclamation. Prud'homme moved to approve the proposal to revise the Conservation Biology Sequence, Dustin seconded and the committee approved by acclamation. Catalog copy follows:

Conservation Biology Sequence

Biological Sciences majors selecting this sequence will receive broad training in conservation biology. This sequence is designed for students seeking careers in the conservation of natural ecosystems and their organisms (all levels of biodiversity). The coursework will also prepare students for graduate studies in conservation biology, and for internships and entry-level positions in conservation-oriented non-governmental organizations, state and federal government organizations, and environmental consulting firms. The minimum requirements for this sequence are:

- **38 hours in Biological Sciences required.**
- **Required courses for the major (*denotes laboratory course): BSC 196*, 197*, 204.**
- **Required courses for the sequence: BSC 201*, 219, 280, and 305.**
- **Elective courses structured across three Groups as follows:**
 - One from the Conceptual Group: BSC 260*, 286, 295*, 311, 325, or 375 and 376*.**
 - One from the Botany Taxon Group: BSC 211*, 212*, 223*, 330*, 333*.**
 - One from the Zoology Taxon Group: BSC 292*, 294*, 296, 301*, 396*.**
- **Additional elective courses in Biological Sciences as needed to achieve the 38 hours required.**
- **Required courses outside of Biological Sciences: CHE 110 and 112 or CHE 140 and 141; either CHE 220, or CHE 230 and 231; either MAT 120 and 121, or MAT 145 and 146; and one of the following: PHY 105, 108 or 110.**
- **BSC 202, 307 and Biological Sciences courses below 195 may not be used in the major.**
- **A minimum of 12 hours in Biological Sciences courses must be completed at Illinois State University.**

NOTE: One of the following may substitute for either MAT 121 or MAT 146: ECO 138, GEO 138, or PSY 138.

COM COMMUNICATION STUDIES: PEDAGOGY
 EMPHASIS SEQUENCE (New)

Latham and Morey

With no further discussion needed, Cook moved to suspend the practice of “discussion one week – action the next” and act on the proposals today, Lippert seconded, and the committee approved by acclamation. Latham moved to approve the proposal for the new Communication Studies: Pedagogy Emphasis Sequence, Morey seconded, and the committee approved by acclamation. The proposal will route to the Academic Senate for review/approval. Catalog copy follows:

Communication Studies Pedagogy Emphasis Sequence:

All requirements are the same as they are for completion of the Communication Studies Teacher Education sequence except successful completion of the edTPA requirement. The pedagogy emphasis option does not lead to licensure in the State of Illinois.

- **36 hours in COM required.**
- **Required courses: COM 100 (1 hour), 111, 123, 202, 210, 223, 229, 272, 281, 283, 297, 381, 398 (2 hours).**
- **Minor in English recommended. Candidates may choose either the English minor or the English minor for teacher education.**
- **Clinical Experiences are included in COM 298.02, 202, 223, 281, 381, 398. Additional opportunities are available through other departmental programs.**
- **Professional Education requirements (14 hours): EAF 228 or 231 or 235; TCH 212, 216, 219; PSY 215. Students must pass all sections of the State of Illinois Enhanced Test of Academic Proficiency (TAP) before they can register for TCH 216 and 219.**
- **Students enrolled in this program are required by the State to complete the requirements for teaching English Language Arts. Students are recommended to consult an advisor early in their program to determine the requirements for various teaching fields.**
- **NOTE: Admission to Professional Studies programs requires a 2.50 GPA.**

MAT MATHEMATICS PEDAGOGY EMPHASIS SEQUENCE (New) Latham and Morey

With no further discussion needed, Cook moved to suspend the practice of “discussion one week – action the next” and act on the proposals today, Lippert seconded, and the committee approved by acclamation. Latham moved to approve the proposal for the new Mathematics Pedagogy Emphasis Sequence, Morey seconded, and the committee approved by acclamation. The proposal will route to the Academic Senate for review/approval. Catalog copy follows:

Mathematics Pedagogy Emphasis Sequence:

This sequence of the major is *not* part of the entitlement program leading to high school mathematics teacher endorsement. However, all requirements are the same as the Mathematics Teacher Education Sequence, with the exception of the State of Illinois requirement for successful completion of the edTPA.

- **A minimum of 50 hours in Mathematics is required with a minimum overall GPA of 2.80 and a minimum Mathematics GPA of 2.80 required for retention and graduation.**
- **Required Mathematics courses: MAT 145, 146, 147, 175, 211, 223, 236, 260, 320, 323, 324, 352; one mathematics elective (3 hours chosen from 200- or 300-level mathematics courses that are offered for major/minor credit, but are not designed for the actuarial sequence); and a Capstone Course: one of MAT 268 or 328. NOTE: MAT 211; TCH 216 or equivalent, and MAT 236 (or concurrent registration) are prerequisites for MAT 323. MAT 323 must be completed before the student teaching experience. MAT 147 and 45 credit hours completed are**

prerequisites for MAT 223. MAT 326 can count as a mathematics elective if not used for the technology requirement.

- **Technology Requirement: One of IT 168 or MAT 326 or TEC 151. NOTE: Hours taken to fulfill the technology requirement do not count toward the required 50 hours in Mathematics.**
- **Professional Education requirements: EAF 228 or 231 or 235; PSY 215; SED 101; TCH 212, 216, 219; Student Teaching 399A27 (two sections of 5 hours each). NOTE: Students must pass all sections of the State of Illinois Enhanced Test of Academic Proficiency (TAP) before they can register for TCH 216 and 219.**
- **Interested students should consult their advisor about opportunities for tutoring secondary school students, serving as a teaching assistant, or other relevant voluntary Clinical Experiences.**
- **Submission of senior portfolio.**
- **A grade of C or better in all required major courses, and adherence to all requirements and deadlines is required for admission to Professional Studies and Student Teaching. Application forms and information about deadlines and procedures for admission to Professional Studies and Student Teaching are available from the Cecilia J. Lauby Teacher Education Center and on the Mathematics Department website.**

Admission to the Mathematics Pedagogy Emphasis Sequence is limited and highly competitive.

Suggested Mathematics Schedules for Mathematics Pedagogy Emphasis Sequence:

Schedule (a) Students beginning with Calculus I

Schedule (b) Students beginning with Calculus II

Schedule (c) Accelerated schedule for honors students (Students beginning with Calculus III).

Semester	(a)	(b)	(c)
1	145	146	147, 175
2	146	147, 175	260, 320
3	147, 175	260, 320	211
4	223, 260, 320	211	223, 352
5	211, 352	223, 352	236 or elective
6	236, elective	236, elective	236 or elective
7	323, 326, 328	323, 326, 328	323, 326, 328
8	324	324	324

5. PROPOSAL DISCUSSION:

BSC CONSERVATION BIOLOGY SEQUENCE (Revision) Prud`homme and Dustin

Angelo Capparella from the School of Biological Sciences was present. Prud`homme distributed a handout and presented a review of the proposal for revision of the Conservation Biology Sequence. The School of Biological Sciences requests the following changes to the sequence:

- Remove BSC 335 and 336, currently in the Botany Taxon Group, from the entire sequence.
- Move BSC 212 and 333 from the Conceptual Group electives to the Botany Taxon Group electives because they better fit in that group. Also, both elective courses would provide more choice of electives for students to complete the sequence in a timely manner.
- Replace “Additional elective courses in Biological Sciences from the three groups as needed to meet a minimum of 16 hours” with “Additional electives in Biological Sciences as needed to achieve the 38 hour minimum.” This change will allow students to utilize any other Biological Sciences courses, which facilitates timely completion by those students transferring into the sequence later in their time at Illinois State. The reviewers suggested rewording to say,

“Additional elective courses in Biological Sciences as needed to achieve the 38 hours required.” Capparella agreed to the change. Ryburn will edit the proposal.

With no further discussion needed, Cook moved to suspend the practice of “discussion one week – action the next” and act on the proposals today, Lippert seconded, and the committee approved by acclamation. (See “Proposal Action” above.)

**COM COMMUNICATION STUDIES: PEDAGOGY
 EMPHASIS SEQUENCE (New)**

Latham and Morey

MAT MATHEMATICS PEDAGOGY EMPHASIS SEQUENCE (New) Latham and Morey

Tami Martin was present from the Department of Mathematics. Latham distributed handouts and presented a review of the two proposals to create new pedagogy emphasis sequences in the Major in Communication Studies and the Major in Mathematics.

The new sequences are being proposed as a result of newly mandated rules from the state that say students cannot graduate with a teacher education degree unless they first pass the edTPA. The new pedagogy sequences will allow students to graduate if they have satisfied all of the other requirements of their teacher education program. The requirements will be the same except for passing the edTPA. The pedagogy emphasis option does not lead to licensure in the State of Illinois.

Temple stated that so far over 99.8% of ISU students who have taken the edTPA have passed. He commended Dean Schoon and Elisa Palmer in preparing students to be successful in passing the edTPA, and further stated that ISU is a leader in the nation (of schools having the edTPA requirement). Morey agreed that the University is doing a good job in preparing students to pass the edTPA.

With no further discussion needed, Cook moved to suspend the practice of “discussion one week – action the next” and act on the proposals today, Lippert seconded, and the committee approved by acclamation. (See “Proposal Action” above.)

6. LIAISON REPORTS:

- a. Council on General Education – Lieberman – Nothing to report.
- b. Council for Teacher Education – Temple – Nothing to report.
- c. Academic Affairs Committee – Lippert reported that the committee discussed:
 - Updated results of the ReggieNet survey
 - The Withdrawal Policy
 - Problems with course scheduling that will be coming up when several buildings are taken off-line. There will be guidelines/restrictions in place for spring 2017.

7. MISCELLANEOUS:

Some of the UCC members asked if the AMALI issue would be discussed again at a future meeting and asked what the committee has been assigned to do in regards to AMALI.

8. STAFF REPORT:

Ryburn reported that there will not be anything new to discuss next week. The next meeting will be in two weeks on February 10, 2016.

9. ADJOURNED: Temple called for adjournment, the committee agreed by acclamation, and adjourned at 4:18 p.m.

10. INFORMATION: The University Curriculum Committee Executive Secretary approved the following:

Temporary Courses:

TEC

389A65 TEACHING COMPUTER SCIENCE IN THE SECONDARY SCHOOL

2 sem. hrs.

Foundational concepts for teaching computer science at the secondary level, including standards, assessment, and instructional strategies connected to content knowledge. Lecture. Prerequisite: 3 hours in a Computer Systems Technology course, or 3 hours in an Informational Technology course, numbered 164 or higher, or consent of the department advisor.

389A66 SEMINAR ON TEACHING COMPUTER SCIENCE IN THE SECONDARY SCHOOL

1 sem. hr.

Advanced concepts of teaching computer science including standards, assessment, classroom discourse, and teaching strategies that deepen pedagogical content knowledge. Lecture. Prerequisites: TEC 389A65; and 9 hours in Computer Systems Technology courses, or Information Technology courses, numbered 164 or higher, or consent of the department advisor.

Decimalized Courses:

BSC

370A01 GENETICS OF BEHAVIOR

3 sem. hrs.

The course examines the primary scientific literature to understand how different genes and environmental factors influence the behaviors of a variety of organisms. Prerequisites: BSC 197, 203, 219.

370A02 MOLECULAR AND CELLULAR BASIS OF HUMAN PATHOPHYSIOLOGY

3 sem. hrs.

This course provides the student with knowledge of the basic molecular and cellular mechanisms underlying human pathophysiological processes. Prerequisites: BSC 196 and 197. BSC 203, 219, or 283 are recommended.

Editorial Requests:

CHE

301 TEACHING OF CHEMISTRY

3 sem. hrs.

Modern methods and curricula of high school chemistry. Includes Clinical Experiences: 35 hours, Type 1-5. Prerequisites: 17 hours of Chemistry and completion of Teacher Education Gateway 1. Chemistry Teacher Education major only. Grade of C or better in TCH 216 or PSY 215 or concurrent registration.

ECO**239 MANAGERIAL ECONOMICS**
3 sem. hrs.

Theoretical and applied study of demand, cost, and production related to the theory of the firm. Developments of current interest; empirical studies intended to affirm or disaffirm applicability of economic principles. Prerequisites: ECO 101 or 105. A grade of C or better in MAT 121 or 145 required; and 1 of the following: ECO 138 (is recommended), or GEO 138 or POL 138 or PSY 138 or MQM 100.

300 SENIOR PROJECT
1 sem. hr.

Involves independent out-of-class work on a project designed in consultation with the instructor in the concurrent 300-level course. Prerequisites: A grade of C or better in both ECO 240 and 241. To be taken concurrently with a 300-level Economic course.

GEO**204 DOING GEOGRAPHY**
3 sem. hrs.

Introduction to geographical methodology and techniques with an emphasis on development of skills in analyzing spatial data.

205 LIVING IN THE ENVIRONMENT
3 sem. hrs.

The human interactions with the natural environment. Emphasizes soil, wildlife, forest, mineral and fuel, water and air conservation.

238 STATISTICS FOR GEOGRAPHERS I
3 sem. hrs.

Introduction to uni-variate parametric statistical methods routinely used by geographers. Formerly *QUANTITATIVE METHODS IN GEOGRAPHY I*.

300 CARTOGRAPHY
3 sem. hrs.

Theory and techniques regarding graphic representation of statistical data, including compilation, drafting, and reproduction of various types of thematic maps. Drafting supplies required.

303 GEOGRAPHIC INFORMATION SYSTEMS
3 sem. hrs.

Fundamental principles of geographic information systems; emphasis on raster and vector based systems and their applications to spatial analysis.

305 REMOTE SENSING I
3 sem. hrs.

Basic principles of remote sensing, image interpretation, photogrammetry, and digital image processing. Prerequisites: GEO 238, or consent of the instructor.

308 STATISTICS FOR GEOGRAPHERS II
3 sem. hrs.

Use and interpretation of basic statistical techniques in geographical problems. Formerly *QUANTITATIVE METHODS IN GEOGRAPHY II*. Prerequisites: GEO 238; MAT 120 or higher recommended.

GEO**336 URBAN GEOGRAPHY**
3 sem. hrs.

Internal morphology, external relationships, and other spatial aspects of cities. Prerequisite: A minimum of 45 hours completed.

344 BIOGEOGRAPHY: DISTRIBUTION OF LIFE
3 sem. hrs.

Theory and application of the geographic distribution of plants and animals and processes that cause these distributions. Lecture and Lab. Prerequisite: GEO 100 or consent of the instructor

351 CARTOGRAPHIC DESIGN
3 sem. hrs.

Advanced techniques in design, production and reproduction of maps. Formerly *CARTOGRAPHIC PROCESSES*. Materials charge optional. Prerequisite: Grade of B or better in GEO 300.

370 URBAN AND REGIONAL PLANNING
3 sem. hrs.

Introduction to the planning process and the major elements used in plan implementation such as zoning regulations, subdivision regulations, and the official map. Field research may be required. Prerequisite: A minimum of 45 hours completed.

398A01 PROFESSIONAL PRACTICE: INTERNSHIP IN GEOGRAPHY
1-16 sem. hrs.

Planned, supervised professional experience in a public or private organization. The experience provides an introduction to a career in geography. May be paid. Maximum of 4 hours credit toward Geography major; 40 hours intern/credit hour. Prerequisites: A minimum of 75 hours completed or consent of the internship coordinator; 2.20 GPA.

SED**410 EDUCATIONAL ASSESSMENT AND PLANNING FOR INDIVIDUALS
WITH DISABILITIES**
3 sem. hrs.

Assessment in the context of classrooms and educational systems with emphasis on determination of individual needs and development of plans to meet needs. Prerequisites: SED 406 or 409 or consent of the instructor.

TEC**329 SUSTAINABLE BUILDINGS AND URBAN DEVELOPMENT**
3 sem. hrs.

Principles and practices of sustainable development in urban environments including building, transportation, and neighborhoods. Lecture. Prerequisites: TEC 120 and a minimum of 45 hours completed. Major or minor only or consent of the department advisor.

SPA**213 SPANISH GRAMMAR**
3 sem. hrs.

Detailed study of Spanish grammar emphasizing technical and stylistic aspects of native language patterns. Prerequisite: SPA 116 or 120 or consent of the instructor.

SPA**214 CONVERSATION AND CULTURE IN SPANISH**
3 sem. hrs.

Focus on oral communication skills: topics will emphasize cultures in Spain, Latin American and Spanish-speaking regions of the United States. Not for credit if have ACTFL speaking score of Advanced. Prerequisite: SPA 116 or 120.

215 INTRODUCTION TO SPANISH LINGUISTICS
3 sem. hrs.

Principles and methods of objective language analysis applied to relevant issues in Spanish. Prerequisite: SPA 213.

223 ADVANCED SPANISH COMPOSITION
3 sem. hrs.

Study of advanced composition skills in Spanish, including formal and informal writing, use of dictionaries and reference materials, orthography, and vocabulary building. Prerequisite: SPA 213.

233 INTRODUCTION TO HISPANIC LITERATURE
3 sem. hrs.

Reading and analysis of representative poems, plays and prose texts as first general introduction to Spanish and Spanish-American literature. Prerequisite: SPA 213.

240 BUSINESS SPANISH
3 sem. hrs.

Development of practical language skills needed for doing business in the Spanish speaking world from a cultural and commercial perspective. Prerequisite: SPA 213.

243 CULTURA ESPAÑOLA
3 sem. hrs.

Spanish customs and institutions in their historical perspective. Prerequisites: SPA 213 required; SPA 223 recommended.

244 CULTURA HISPANOAMERICANA
3 sem. hrs.

Cultural life and customs of Spanish-speaking countries in the Americas. Prerequisites: SPA 213 required; SPA 223 is recommended.

TCH**101 INTRODUCTION TO MIDDLE LEVEL EDUCATION**
1 sem. hr.

Foundational knowledge in becoming a teacher in grades 5-8. Introductory course for middle level education majors.

**130 INTRODUCTION TO YOUNG ADOLESCENT DEVELOPMENT
AND MIDDLE LEVEL SCHOOLS**
3 sem. hr.

Explores the distinctive role of young adolescent education in the public school, contrasted with elementary and senior high school education. Formerly *BECOMING A MIDDLE GRADES TEACHER*.

TCH**207 LITERACY INSTRUCTION IN CULTURALLY AND LINGUISTICALLY DIVERSE MIDDLE LEVEL CLASSROOMS****3 sem. hrs.**

This course prepares teacher candidates to engage in culturally responsive research-based practices to support diverse learners in middle level classrooms. Prerequisites: Middle Level Education major.

233 TEACHING AND LEARNING IN MIDDLE LEVEL EDUCATION**3 sem. hrs.**

Organizational structure of American public education; provisions for young adolescent education; understanding the characteristics of the young adolescent student; the role of the teacher of young adolescents. Includes satisfactory completion Clinical Experiences: 20 hours, Type 5. Formerly *MIDDLE LEVEL EDUCATION AND THE YOUNG ADOLESCENT*.

Prerequisites: Middle Level Teacher Education Major only; concurrent registration with TCH 296 and 394. Grade of C or better in TCH 130 taken within seven years. 2.50 overall GPA. Grade of C or better in ENG 101 and COM 110. All sections of State of Illinois Test of Academic Proficiency (TAP) passed.

296 MIDDLE LEVEL EDUCATION CLINICAL I**3 sem. hrs.**

Middle level internship in a 5 through 8 grade setting. This is the first of two internships in the middle level program. Prerequisites: Concurrent registration in TCH 233 and 394.

333 MIDDLE LEVEL CURRICULUM, INSTRUCTION, AND ASSESSMENT**3 sem. hrs.**

Curriculum designs, principles of curriculum development, and problems encountered by practitioners in early adolescent education. Clinical Experiences: 30 hours. Prerequisites: Middle Level Teacher Education major. TCH 233 taken within seven years. Admission to Professional Studies. Concurrent registration with TCH 306, 390, 395 and 396.