

UNIVERSITY CURRICULUM COMMITTEE

Minutes #7 approved (2017-2018 Undergraduate Catalog)

November 9, 2016

Members Present: Brandt, Ciani, Cook, Duce, Dustin, Hamilton, Lieberman, Mikulec, Prud`homme, Rosenthal, Shim, Standard, Stapleton, Trefzger

Members Absent: Geary, Morey, Wolf

Guests Present: Martha Horst and Tom Marko, School of Music; Luis Canales, Office of International Studies; James Pancrazio, Languages, Literatures, and Cultures; Danielle Lindsey and Jess Ray, Office of the Registrar

1. Lieberman convened the meeting at 3:05 p.m.
2. **INTRODUCTIONS:** Members and the guests introduced themselves.
3. **APPROVAL OF MINUTES:** Meeting Minutes #5, October 19, 2016 and #6, November 2, 2016.

Cook moved to approve minutes #5, October 19, 2016, Stapleton seconded. The minutes were approved by acclamation of the committee.

Stapleton moved to approve minutes #6, November 2, 2016, Cook seconded. The minutes were approved by acclamation of the committee.

4. **PROPOSAL ACTION:**

MUS MUSIC COMPOSITION SEQUENCE (Revise) Ciani and Cook

With no further discussion needed, Cook moved to suspend the practice of “discussion one week – action the next” and act on the proposal today, Stapleton seconded, and the committee approved by acclamation. Cook moved to approve the proposal for revision of the Music Composition Sequence, Duce seconded, and the committee approved by acclamation. Catalog copy follows:

Music Composition Sequence:

- **77 total hours required (including B.M. major course requirements).**
- **10 hours in MUS 205A01 and 205A02, with at least 6 hours of 205A02. Students must request consent to register for MUS 205A02 from the composition faculty. When such a request is made, the composition faculty will conduct a review of the student’s academic and artistic progress, including a portfolio of the student’s compositions. The number of students given consent may vary depending on program capacity and qualifications of students in the pool. Students who are not granted consent may be advised to retake MUS 205A01 and request consent again.**
- **MUS 303 and 304 (4 hours).**
- **3 hours chosen from the following: ATK 240, 320, 340, 345.**
- **Complete 4 hours of MUS 122 and Level IV Piano Proficiency.**
- **14 hours of Applied Music from the following: MUS 131, 132, 133, 134, 135, 136, 137, 138, 231, 232, 233, 234, 235, 236, 237, 238.**
- **Of the 14 hours (7 required semesters) of applied music on the major instrument, at least 2 hours (1 semester) must be at the 200-level. NOTE: For voice students, successful completion of MUS 127 is highly recommended before signing up for the 200-level jury.**

5. PROPOSAL DISCUSSION:**MUS MUSIC COMPOSITION SEQUENCE (Revise) Ciani and Cook**

Tom Marko and Martha Horst were present from the School of Music. Cook distributed a handout and presented a review of the proposal for revision of the Music Composition Sequence.

- The School of Music proposes revision of the Music Composition sequence in the Major in Music, B.M. by reducing Applied Music from 16 hours (8 semesters) to 14 hours (7 semesters).
- They propose increasing the hours required in MUS 205A02 (individual instruction and composition) from 4 to 6 hours.
- They propose inserting a statement that outlines how the Music faculty will give students consent to register for MUS 205A02 which is required to complete the composition sequence.
- They propose adding ATK 240 (an Arts Technology course) to the list of possible electives. They provided a letter of support from Aaron Paolucci from ATK.
- There is no net change in hours.

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

6. LIAISON REPORTS:

- a. Council on General Education – Rosenthal: Nothing to report.
- b. Council for Teacher Education – Rosenthal: Nothing to report.
- c. Academic Affairs Committee – Trefzger: Nothing to report.

7. MISCELLANEOUS: Continued Discussion on AMALI

A. Lieberman had asked the committee to email their questions/comments regarding the discussion on AMALI.

- Mikulec: (1) How can ISU limit a “global experience and “intercultural competency” by geography? What other ways can we think of a “global experience” that is inclusive of a variety of experiences, and not simply those within the borders of AMALI? (2) The report mentions that study abroad programs must be assessed for quality. What determines quality, and who determines this? Would this be a committee that reviews programs to decide whether or not a program meets this requirement? This is a much bigger discussion and considerable amount of work needs to be done to ensure that study abroad programs meet such criteria (and fall within a broader definition of global experience than outlined above).

Rosenthal said that it is not the UCC’s responsibility to assess quality of study abroad programs and he wouldn’t suggest UCC become involved in study abroad criteria. He said that when courses are submitted, they are either approved by the department for major requirements, by Sally Parry for IAI, or by him for General Education.

Dustin asked if students also gained a lot of experience when they traveled while at their study abroad location. Mikulec said in her study abroad course to England most of the student’s intercultural experiences were while interacting with others and not necessarily traveling outside of the study abroad course locale. Duce asked how the interaction with others made students want to expand their experience when they returned. Mikulec said that before leaving for study abroad, they looked at identity and worked with diversity. She said that as future educators they saw how this worked in their study abroad experience and wanted to bring it back. One example of how they do this is as conversational partners for ELI students.

- Morey: I have spoken to a few people and there is still considerable concern about the following: (1) A special focus on only AMALI countries when attempting to create something that might count as a type of International Studies or Global Perspectives credit option; (2) concern about not allowing study abroad options that take place in primarily English speaking countries; and (3) concern that the number of surveys completed represented far less than 5% of those who were eligible to complete the survey, thus representing a very small percentage of campus faculty, undergrads, staff, etc. (assuming the approximate number of 20,000 that was mentioned last week, as those who were eligible to complete the survey). These are concerns that I am still hearing about.

Standard said the actual percentage was 4% and that is a pretty good result for a survey.

- Cook: (1) The reviewers did a great job and we could adopt their recommendation. (2) She was intrigued by one of the comments: “A three credit hour summer course in an English-speaking country does not help a student understand a world in which 3 billion people live on less than \$2 per day. AMALI is 80% of the world.” She wondered if the purpose of the requirement is not about geography but rather about economics and supposed one could argue that people who can afford to go on a semester abroad are the ones most in need of that message. She asked if that needs to be stated. Experiences are varied in different economic situations. She asked, what is the purpose of any of this – to see people who are different or to see they are the same?

Pancrazio said that AMALI is more about teaching a knowledge set so that students will know what to do once in a different culture.

- Prud'homme said that in his experience, when traveling to another country, people look for their “tribe.”
- Lieberman asked the student members if they had taken an AMALI course or studied abroad. Brandt said that he had taken a course and thought it would have been as beneficial to do study abroad. Hamilton suggested that going somewhere abroad might ignite an interest in a student.

B. Guest: Luis Canales

Lieberman, in response to committee's request, invited Luis Canales from International Studies to speak at the meeting. Dr. Canales talked to the committee about study abroad and the International Strategic Plan.

- There needs to be a conversation about global learning outcomes. What is the best way to start the conversation?
- Maria Schmeckle is coordinator of a seminar series on Global Studies. The series focus is about what global learning is to ISU.
- International Studies invited speakers from Canada, Mexico, and the US to speak about global learning and had faculty develop seminars.
- Before 2015, the focus was on global attitudes, global skills and global knowledge.
- They came up with Global Learning Outcomes according to their perspectives.
- Now the intention is to meet with faculty, students, and staff to talk about global learning.
- They are not focusing on just curriculum. There is more than one way to achieve global learning; it can be achieved through different experiences on campus. Next semester they will meet with different campus groups to see if this is something that can be embraced.
- OISP decided to develop a more sophisticated global knowledge plan for students: an interconnected and interdependent view of the world; move to more cultural sensitivity; more effective intercultural language.
- Standard asked how Canales envisioned students becoming involved in non-required experiences. Canales answered that they just held International Week that students widely participated in and

there are other activities, such as the election and the global implications it has. He handed out a flyer for a public presentation “Acquiring Global Competencies at ISU” in which Maria Schmeekle’s class SOC 300 Senior Experience is participating. The presentation on December 6, 2016 can give some ideas on how we can prepare our students and help us look at different ways to move forward. The issue on the table now (about AMALI) could be the first step.

- Prud’homme asked to what degree AMALI can help students meet social responsibilities. Canales asked Jim Pancrazio if he would like to answer the question. Lieberman reminded the committee that AMALI doesn’t have a “home” and that all departments/schools can offer AMALI courses. Pancrazio is an AMALI faculty member. Pancrazio said that students learn it is important to think outside of their comfort zone. Canales added that things do not have to be exclusive – there can be different ways to accomplish what we want if the university can come to a consensus on what competencies they want students to have. He said that we need to come to an agreement with whether the current curriculum meets that goal or is appropriate or adequate, or what kind of retooling or retraining is needed.
- Lieberman asked what the “other” ideas were besides the options A and B. Standard answered that there were other options, such as have the requirement be housed in the colleges. Canales said that in the “White Paper” several other possibilities were mentioned (on page 11).
- Lieberman suggested the global learning outcomes need to inform UCC.
- Pancrazio said that the AMALI faculty is conceding that internationalization is an important goal.
- Lieberman stated that there is a lot more to do.
- Rosenthal encouraged a possible UCC recommendation that AMALI faculty and International Studies work together to discover commonalities in approach and goals. Standard added that the learning outcomes from the two groups came out of the open forums last year. Canales said that he couldn’t see why they couldn’t work together as they have the same goal/intention: what is best for the student.

8. STAFF REPORT:

Ryburn reported that there are proposals ready for discussion on November 16, 2016.

9. **ADJOURNED:** Mikulec moved to adjourn, Cook seconded, and the committee agreed by acclamation. The meeting adjourned at 4:23 p.m. The next meeting will be on November 16, 2016.

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

Revised Courses:

MUS

(Changed description, added multiple enrollments allowed, added prerequisite)

205A01 COMPOSITION: LEVEL I

2 sem. hrs.

Students develop individual creative talents in musical composition in a group setting while building a portfolio of original musical works. Multiple enrollments are allowed; maximum of 8 hours.

Prerequisite: MUS 101.

(Changed description, added multiple enrollments allowed, added prerequisite)

205A02 COMPOSITION: LEVEL II

2 sem. hrs.

Student meets faculty member in a one-on-one setting to develop individual creative talents in musical composition. Multiple enrollments are allowed; maximum of 16 hours. Prerequisite:

Consent of the instructor.

Editorial Requests-Courses:

TCH

(Added major and cumulative GPA of 2.50)

212 THE TEACHING PROFESSION IN SECONDARY SCHOOLS
2 sem. hrs.

Focuses on the social, economic, and political forces that influence the development, organization, and purposes of secondary schools. Includes satisfactory completion Clinical Experiences. Formerly *ISSUES IN SECONDARY EDUCATION*. Prerequisites: Teacher Education Sequence leading to 9-12 or K-12 endorsement (other than Special Education). A minimum of 45 hours completed. A major and cumulative GPA of 2.50. COM 110 and ENG 101.

(Added major and cumulative GPA of 2.50)

216 PRINCIPLES AND PRACTICES FOR TEACHING AND LEARNING IN SECONDARY SCHOOLS
3 sem. hrs.

Fundamental knowledge regarding curricular planning and instructional principles and practices. Formerly *INSTRUCTIONAL AND EVALUATIVE METHODS IN SECONDARY EDUCATION*. Clinical Experiences: 50 hours. Prerequisite: TCH 212. A major and cumulative GPA of 2.50.

(Added major and cumulative GPA of 2.50)

219 INTEGRATING MULTIPLE LITERACIES AND TECHNOLOGY ACROSS THE SECONDARY CURRICULUM
3 sem. hrs.

Focus on materials and strategies/techniques that support literacy in all content areas, including traditional and digital literacies. Not for credit if had TCH 214 *LITERACY IN THE CONTENT AREAS OF SECONDARY EDUCATION*. Prerequisites: TCH 212 and 216. A major and cumulative GPA of 2.50.

(Revised prerequisites)

264 LANGUAGE ARTS INSTRUCTIONAL STRATEGIES
3 sem. hrs.

The curriculum organization, instructional strategies, and instructional materials for literacy programs. Includes satisfactory completion Clinical Experiences. Prerequisites: TCH 208 and 209 or 235 or 267. Admission to Professional Studies. A minimum of 75 hours completed.