

UNIVERSITY CURRICULUM COMMITTEE

Minutes #11 approved (2018-2019 Undergraduate Catalog)

March 1, 2017

Members Present: Al-Bataineh, Brandt, Brown, Ciani, Cook, Duce, Dustin, Hamilton, Lieberman, Rosenthal, Shim, Standard, Stapleton, Trefzger, Wolf

Members Absent: Geary, Hernandez, Prud'homme, Segelcke

Guests Present: John Baldwin, School of Communication; Juliet Lynd, James Pancrazio, Languages, Literatures, and Cultures; Kathryn Sampeck, Sociology/Anthropology; T.Y. Wang, Politics and Government; Danielle Lindsey, 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 MINUTES:** Meeting Minutes #10, February 1, 2017.

Stapleton moved to approve the minutes as amended, Shim seconded, and the minutes were approved by acclamation of the committee.

4. PROPOSAL ACTION:

IDS MINOR IN MIDDLE EASTERN AND SOUTH ASIAN STUDIES (Revise) Duce and Hamilton

With no further discussion needed, Cook proposed to suspend the practice of “discussion one week – action the next” and vote on the proposal today, Stapleton seconded, and the committee approved by acclamation. Duce moved to approve the proposal for revision of the Minor in Middle Eastern and South Asian Studies (with amendments), Hamilton seconded, and the committee approved by acclamation. 2018-2019 Undergraduate Catalog copy follows:

MINOR IN MIDDLE EASTERN AND SOUTH ASIAN STUDIES

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The Minor in Middle Eastern and South Asian Studies provides an interdisciplinary approach to exploring the politics, society, cultures and economics of the countries in the Middle East and South Asia. This program is designed to be of interest to students who want to explore the socio-political-economic dynamics of the countries located in the region and their roles in the world. It also examines the impacts of the global politics, especially the US foreign policies, on the socio-political environment of this region.

Students are required to take a core of three courses in history, politics, and geography, as well as four elective courses. Elective courses can be chosen from the social sciences (Criminal Justice Sciences, Economics, Geography, History, Politics and Government and Sociology), and/or from the humanities (English, Languages, Literatures, and Cultures, and Philosophy).

- **21 hours required.**
- **Required core courses (9 hours): GEO 235A04; HIS 104A04 or 104A05, or 272; POL 245, 247 or 345*.**
- **Choose 4 courses (12 hours) from the following (if not already taken for credit): CJS 369; ECO 205, 245; ENG 255, 261, 352; ENG 206 or LAN 206; HIS 267, 270, 271, 272, 307*; IDS 203A05*, 203A20, 203A25; PHI 207, 208; POL 225, 254, 345*, 349; SOC 268.**
- **NOTE: No more than 9 hours may be selected from the student's first or second major department.**

***Discuss with the advisor before taking these topics courses; only topics relevant to Middle Eastern or South Asian studies may count towards this minor.**

Participation in Middle Eastern or South Asian universities through Illinois State University or alternative study abroad programs, while not required, is strongly encouraged. Students can accumulate up to 6 credit hours of electives.

NOTE: Other courses approved by the director may be counted toward the minor. Please refer to specific departments or schools for further course information including prerequisites.

5. PROPOSAL DISCUSSION:

IDS MINOR IN MIDDLE EASTERN AND SOUTH ASIAN STUDIES (Revise) Duce and Hamilton

Duce distributed a handout and presented a review of the proposal to revise the Interdisciplinary Studies Minor in Middle Eastern and South Asian Studies.

- The initiator of the proposal is Yusuf Sarfati from the Department of Politics and Government. He serves as the Director of the minor.
- The proposed revision is to add two courses to the list of possible electives: HIS 267 and IDS 203A05. The addition of these courses will increase elective options for students.
- IDS 203A05 will be included with an asterisk meaning that the course can be counted towards the minor if the content is related to Middle East and/or South Asia.

Comments/Questions:

- It was noted by the reviewers that IDS 203A05 did not have an asterisk in the proposed catalog copy even though it stated that it should in the rationale. Ryburn will add the asterisk on the proposal and in the catalog.
- POL 345 is in both the required courses list and the electives list. It has an asterisk in the electives list, but not in the required courses list. The reviewers contacted the initiator and asked about this. Both places should have an asterisk. Ryburn will correct the proposal.
- Ray pointed out that the system would not know one way or the other if the course has the appropriate content. Rosenthal asked if the courses should be taken out of the degree audit. Ray said that if a student took the course, they might not get credit for it if the course was removed. The advisor will need to make sure that students are aware when they are to take the course for credit in the minor.

With no further discussion needed, Cook proposed to suspend the practice of “discussion one week – action the next” and vote 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 reported that:
 - CGE met, but without a quorum could not vote on two courses submitted for General Education; the vote was carried over to the next meeting when they have a quorum.
 - The committee discussed the request to recommend a world religion course.
 - Rosenthal requested that a UCC member serve on the CGE. Stapleton offered to serve on the CGE.
- b. **Council for Teacher Education** – Rosenthal reported that the CTE discussed their bylaws.
- c. **Academic Affairs Committee** – Trefzger reported:
 - Jana Albrecht, Associate Vice President of Enrollment Management, was invited to the meeting. She discussed student enrollment, reporting that fewer high school students are enrolling; many are going out of state.
 - The committee discussed the Student Records Policy.

7. MISCELLANEOUS:

a. **8-Year Review: Minor in Women's and Gender Studies** **Cook and Stapleton**

Stapleton distributed a handout and presented the 8-year review of the Minor in Women's and Gender Studies.

- The Department of Women's and Gender Studies reported that they have experienced an extraordinary period of growth since the last review in 2009.
- They have a new assistant director/academic advisor.
- WGS partnered with Sociology-Anthropology on a joint tenure-track position.
- A new Queer Studies Concentration has been added.
- New electives were added and independent study opportunities have increased.
- Core course offerings are now more flexible.
- Individual plans of study are developed with each student and the academic advisor.
- Faculty have increased their marketing activities thereby drawing more minors from other disciplines outside of the College of Arts and Sciences.
- The WGS Curriculum Committee revised and updated the learning outcomes to reflect the diversity of the students and expand from written and oral forms of communication to include visual and artistic forms of engagement.

The reviewers noted that:

- It was apparent that the WGS faculty and staff had significant input with this review.
- A great deal of attention to the minor is evident just by reviewing the program's website, <http://wgs.illinoisstate.edu/>.
- 53 students have completed the minor between fall 2011 through fall 2015.
- Course offerings have increased and "bottlenecks in the curriculum" have been addressed.
- Online courses in the summer along with online and blended courses in the fall and spring are available.
- More core course options are available for students to choose from with academic advisor guidance.
- Student learning outcomes are evaluated multiple ways, including review of core course syllabi and exit interviews with graduating seniors.

In closing, the reviewers said that WGS appears to be a well-run minor with an exemplary self-review process. They had no immediate recommendations at this time. However, they support the self-identified program recommendations including:

- Continued appraisal of the program and the formulation of additional course offerings to meet the needs of these diverse student interests.
- The development of internships.

- The recruitment and retention of qualified WGS faculty.
- The syllabi review across similar course sections.
- Maintaining current and eliciting new cross-college collaborations.
- Obtaining a WGS Program External Review.

Rosenthal explained to the committee that the reason the IDS Minor 8-year review process is done by the University Curriculum Committee is because the IDS minors were never part of the program review process, (as department/school minors and majors are), so the UCC decided a number of years ago to start reviewing them.

Stapleton asked if a procedure for reviewing was needed. Lieberman asked if the longer document that is used for major reviews could be shortened and used. Rosenthal said that he would take a look.

b. AMALI-OISP Response Document:

Visitors from the AMALI-OISP DISCUSSION GROUP (James Pancrazio, Juliet Lynd, Kathryn Sampeck, T.Y. Wang, and John Baldwin) were present and were thanked for preparation of the response document. Lieberman asked the committee to read the response document if they hadn't done so and offer any questions not already out there, adding that the response builds on what has been done before.

- Ciani asked if the UCC was responsible for recommending utilization of a plan. She asked if advisors were in any of the groups and whether the impact on advisors had been taken into account. Pancrazio answered that they had not discussed with advisors, however OISP has a close relationship with University College.
- Wang stated that the AMALI-OISP group proposal/response is a general overview; the members of the discussion group would be pleased to continue the work including vetting courses, but need an invitation from the UCC to do.
- Baldwin added that the charge to the group was limited to coming up with possibilities. Advisors would still be working from the list of approved courses.
- Wolf asked about vetting of the courses to be added. It seems like courses being added have higher learning outcomes. Pancrazio asked which courses, study abroad or other courses? The vetting process is an ongoing process. This was framed to be helpful, a process to assist faculty to know the learning outcomes.
- Baldwin stated that not just any study abroad course should be accepted as AMALI. Rosenthal suggested that the committee set up to review courses might logically send its recommendations to the UCC for final discussion/approval. Rosenthal reiterated that practice has been to approve courses, not programs that follow a different process.
- Rosenthal said that how the course review committee is set up (for reviewing proposed AMALI courses) will be discussed at the Academic Affairs Committee of the Senate.
- Standard asked for a rationale for the recommendation to add "Completing a foreign language course at the fourth semester level or above." Pancrazio said this rationale is found in the Global Learning Outcomes under bilingualism. OISP argued in the White Paper that this should be one of the options (pages 5 and 14). At the same time, this applies to all languages in general. Japanese and Chinese, however, are different and are treated differently by specialists in the field because they don't use Latin script. The UCC approved first, second and third semester Japanese and Chinese as appropriate in AMALI for two reasons: they fit the strict geographical definition of AMALI (i.e., they are spoken in Asia); and because of the infusion of culture as an inherent part of the courses and inclusion of primary sources these courses meet the 75% criteria for inclusion. In this regard, the final copy mark-up of the new and improved AMALI/Global Studies Requirement should offer the option of completing the fourth semester of French, German, Spanish, Portuguese, and Italian as part of global learning, and should have Japanese and Chinese as part of AMALI because of the additional complexities of learning these two Asian languages.

- Duce asked if a German-born student could take a fourth semester German course and get credit for it. Pancrazio answered that they could; it is the “fish that got away.”
- Baldwin said that learning a language as a “world view,” getting outside of the American mindset at that level, is a cultural experience.
- Lieberman said that this is another discussion that can continue.
- There was a discussion about students being able to use the proficiency process for language courses and the State of Illinois Seal of Bilingualism.
- Jess Ray discussed how difficult it would be to decide if a student has met AMALI or other requirements using the proficiency process.
- Duce asked about the current practice for study abroad. Baldwin said the student has to have 45 class hours for a 3-hour course credit.
- Rosenthal said recommendations from the AMALI/OISP group and the Standard and Trefzger report will be put together for UCC’s recommendation to the Academic Senate. The document will go to the Academic Affairs Committee.

8. STAFF REPORT:

Ryburn: There are no new proposals to review at this time. The next meeting will be called when needed.

- 9. ADJOURNED:** Stapleton moved to adjourn, Cook seconded. The meeting adjourned at 4:05 p.m. The next meeting will be called when needed.

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

New Course:

HSC

**298A04 PROFESSIONAL PRACTICE: PRACTICUM IN HEALTH PROMOTION
AND EDUCATION
1-3 sem. hrs.**

**Application of knowledge and skills in professional settings for Health Promotion and Education.
Prerequisites: Major or minor only. A minimum of 60 hours completed.**