

UNIVERSITY CURRICULUM COMMITTEE

Minutes #6 approved (2017-2018 Undergraduate Catalog)

November 2, 2016

Members Present: Brandt, Ciani, Cook, Duce, Dustin, Geary, Hamilton, Lieberman, Mikulec, Morey, Prud'homme, Rosenthal, Shim, Standard, Stapleton, Trefzger, Wolf

Members Absent:

Guests Present: 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 #4, October 5, 2016 will be approved electronically.
4. **LIAISON REPORTS:**
 - a. Council on General Education – Rosenthal: Nothing to report.
 - b. Council for Teacher Education – Rosenthal reported that the committee
 - approved a Health Education proposal
 - discussed a plagiarism issue related to edTPA and the need for a process to handle these issues
 - and discussed course relevancy.
 - c. Academic Affairs Committee – Trefzger reported that the committee
 - discussed removing legalese out of policies
 - and discussed changes for policy 2.1.9, the Baccalaureate Degree Policy. Rosenthal will soon have a response on this for Academic Affairs.
5. **MISCELLANEOUS:** Standard and Trefzger distributed the draft of the report on AMALI and asked for questions and comments. Lieberman said that the report was well-done and that after a thorough review by the UCC, the report would be sent to the Academic Affairs Committee. Rosenthal mentioned that there are Academic Senate approved steps for reviewing/revising policies. Main points of the discussion follows:
 - Lieberman suggested moving the AMALI meaning to the forefront of the report.
 - There is no AMALI department; there are faculty who teach AMALI courses.
 - AMALI is a graduation requirement, but not all departments/schools have courses approved for AMALI credit.
 - Pancrazio, a guest and chair of the Academic Affairs Committee, was invited to speak about the history of AMALI. He stated that the roots of AMALI go back to the 1980s and dealt with non-western politics. International Studies was very involved. They wanted to open AMALI to departments/schools who wanted to take part in the teaching of AMALI courses. It was at this time that they came up with the definition of AMALI. He said that AMALI supporters are concerned that what little they have will be taken away.
 - Rosenthal mentioned that in 1998 when General Education was adopted, the AMALI component was added to General Education. At one time, the term “Global Studies” was put in place of AMALI in the catalog in error without Academic Senate review and approval. It has since been corrected to say AMALI again.
 - The committee discussed how to proceed; whether to go with the survey results and what is most favored (keeping the same as now, adding a study abroad component for travel to anywhere, or other), or whatever the UCC agrees to. Lieberman said that any change the UCC approved would be for the future and the spectrum of options could include to not make a recommendation.

Rosenthal explained that the committee will make a recommendation and forward it on to the Academic Senate for further discussion.

- Pancrazio mentioned the need for students to gain a sense of intercultural communication and asked what the rationale was for not accepting all LAN 116 courses. Rosenthal said that there is no reason that this cannot be discussed in the future. Pancrazio added that all languages contribute to intercultural communication.
- There was discussion on study abroad and what is done if a student cannot afford that option. Rosenthal said that it has been discussed and there are some scholarships and other requirements that can replace study abroad. He added that students are charged for two hours of course credit for study abroad, so it may be less expensive than studying on campus. Duce asked if a separate option was always made available for students in a program that requires study abroad. Rosenthal answered that he could not answer for all programs, but thought that options generally existed for those who could not afford to study abroad.
- Mikulec asked if International Studies could be invited to attend the next meeting where AMALI will be discussed as they can bring a lot of lenses to the topic of study abroad. Lieberman will invite Dr. Luis Canales, Director of International Studies and Programs, to attend the next meeting.
- Morey asked about the survey responses and what percentage the 787 responders represented. Pancrazio offered the comment that the quality of responses may be questionable.
- Stapleton suggested putting into the recommendations the possibility of having the AMALI requirement be defined by each college rather than be a university-wide defined requirement.
- Lieberman asked the committee to bring two questions/comments to the meeting next week for discussion after members have had time to look over the report that Standard and Trefzger authored. She said that the committee will try to render a decision at a subsequent meeting to allow members time to process the information.

6. STAFF REPORT:

Ryburn reported that:

- There are proposals ready for discussion on November 9, 2016.
- The 8-year review of the IDS Minor in Women's and Gender Studies was due November 1, 2016 from the director and has been received. It will be assigned to two reviewers for presentation at UCC on February 1, 2017.
- Program proposal deadlines have passed. All program proposals approved by UCC after November 30, 2016 will not make it into the 2017-2018 catalog and will be held for the 2018-2019 catalog.

7. **ADJOURNED:** Stapleton moved to adjourn, Cook seconded, and the committee agreed by acclamation. The meeting adjourned at 4:11 p.m. The next meeting will be on November 9, 2016.

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

New Course:

ACC

353 FORENSIC ANALYTICS

3 sem. hrs.

Advanced course with emphasis on computer-assisted analytical techniques for investigating fraud in auditing and accounting. Materials charge optional. Prerequisites: ACC 263; Accounting and Business Information Systems majors only.

Decimalized Course:

IDS

133A22 STUDY ABROAD: GREAT BRITAIN

3 sem. hrs.

Study of the culture and society of Great Britain, both historical and contemporary, particularly in placing music within the broader social context.

Editorial Requests-Courses:

HSC

(Revised Prerequisites)

320 ORGANIZATION AND MANAGEMENT OF HEALTH INFORMATION SERVICES

3 sem. hrs.

Managerial decision making for planning, organizing, staffing, directing and controlling the functions, operations and resources of a health information department. Prerequisites: HSC 230, 298A03, 345 and 346. Major only.

IT (Revised prerequisites):

373 WIDE AREA NETWORK INFRASTRUCTURES

3 sem. hrs.

Design, configure, operate, and use Wide Area Networks and network applications. Emphasizes hands-on use of network design tools. Prerequisites: Grade of C or better in IT 276. Major or minor only or consent of the school advisor.

376 WIRELESS AND MOBILE NETWORK SECURITY

3 sem. hrs.

Overview of fundamental principles and security algorithms of security in wireless networks. Emphasis is on application, design, and analysis. Prerequisites: Grade of C or better in IT 276. Major or minor only or consent of the school advisor.

377 PRACTICAL TELECOMMUNICATIONS NETWORKING

3 sem. hrs.

Design, configure, operate and use local area networks, network applications, and wide area network concepts. Emphasizes hands-on use of a network operating system. Prerequisites: Grade of C or better in IT 276. Major or minor only or consent of the school advisor.

380 WIRELESS COMMUNICATION SYSTEMS

3 sem. hrs.

The theory and practice of wireless telecommunications systems. Emphasis is on application, design, and analysis of wireless systems. Prerequisites: Grade of C or better in IT 276. Major or minor only or consent of the school advisor.

SED

(Revised prerequisites)

394 SPECIAL EDUCATION IN MIDDLE LEVEL SCHOOLS

3 sem. hrs.

This course examines disability categories and characteristics, legal mandates, instructional methods, and appropriate modifications for MLE students. Clinical Experiences: 20 hours. Formerly *TEACHING YOUNG ADOLESCENTS WITH DISABILITIES*. Also offered as TCH 394. Prerequisites: Concurrent registration in TCH 233 and 296; Middle level major only.

Editorial Requests (continued):

TCH

(Added hours to prerequisites)

**130 INTRODUCTION TO YOUNG ADOLESCENT DEVELOPMENT
AND MIDDLE LEVEL SCHOOLS**

3 sem. hrs.

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*. Prerequisite: Middle Level major only; 30 hours completed.

(Added prerequisites)

**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 major only; 30 hours completed.

(Revised prerequisite)

210 CHILD GROWTH AND DEVELOPMENT

3 sem. hrs.

Physical, social, emotional, and mental development of the child from conception through adolescence; methods of studying children and their behavior. Includes satisfactory completion Clinical Experiences. Prerequisite: A minimum of 30 hours completed.

(Revised prerequisite and removed Clinical Experiences statement)

222 READING ASSESSMENT

3 sem. hrs.

Study of the assessment of the reading process. Prerequisite: TCH 208 or 267 taken within seven years; or Education or Psychology measurement recommended.

(Added prerequisites)

**223 CONTENT AREA LANGUAGE AND LITERACY
IN ELEMENTARY CLASSROOMS**

3 sem. hrs.

Study of disciplinary literacy learning and instruction in the elementary school. Prerequisites: 45 hours completed; TCH 208 or concurrent registration.

(Removed prerequisites)

224 DEVELOPING READERS THROUGH WRITING

3 sem. hrs.

This course explores personal writing processes and pedagogy, and literacy in the PK-12 classroom.

(Revised prerequisites)

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. Formerly *MIDDLE LEVEL EDUCATION AND THE YOUNG ADOLESCENT*. Prerequisites: Middle Level Teacher Education major only; concurrent registration with TCH 296 and 394. TCH 130 taken within seven years. All sections of State of Illinois Test of Academic Proficiency (TAP) passed.

Editorial Requests (continued):

TCH

(Revised prerequisites)

233A01 TEACHING AND LEARNING IN MIDDLE LEVEL EDUCATION - NON-MAJOR
3 sem. hrs.

For non-Teaching and Learning majors. 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. Prerequisites: COM 110 and ENG 101 and 30 hours completed.

(Added prerequisites)

**235 FOUNDATIONS AND ASSESSMENT OF
READING IN MIDDLE SCHOOLS**
3 sem. hrs.

Theoretical bases for reading instruction as it relates to the teaching of reading to early adolescent learners. Field experience required. Formerly *FOUNDATIONS OF READING IN MIDDLE LEVEL EDUCATION*. Prerequisites: 30 hours completed; Middle Level major only.

(Added prerequisites)

236 TEACHING LITERACY THROUGH YOUNG ADOLESCENT LITERATURE
3 sem. hrs.

Focus on genres of adolescent literature to teach the literacy skills required in middle level English language arts classrooms. Prerequisites: 30 hours completed; Middle Level major only.

(Added prerequisites)

237 ENGLISH LANGUAGE ARTS WRITING METHODS FOR MIDDLE SCHOOL
3 sem. hrs.

This course explores English language arts writing methods for the middle school classroom. Prerequisites: 30 hours completed; Middle Level major only.

(Revised prerequisites)

238 ENGLISH LANGUAGE ARTS LITERATURE METHODS FOR MIDDLE SCHOOL
3 sem. hrs.

Connects theoretical bases for effective teaching to practical applications in a middle level English language arts classroom. Formerly *LITERATURE METHODS FOR MIDDLE SCHOOL*. Prerequisites: 30 hours completed; Middle Level major only.

(Add major block)

247 SCIENCE INQUIRY IN ELEMENTARY SCHOOLS
3 sem. hrs.

Explores scientific inquiry by examining science as a way of knowing and by experiencing scientific inquiry in the elementary classroom. Materials charge optional. Prerequisite: TCH 210; Elementary and Elementary Bilingual majors only.

(Revised prerequisites)

257 SCIENCE METHODS
3 sem. hrs.

Methods associated with effective K-9 science instruction. Emphasis placed upon activity-based instructional strategies. Materials charge optional. Prerequisites: Elementary Education major only. Admission to Professional Studies. Senior standing. TCH 208 and 209 taken within seven years. Concurrent registration in TCH 258, 260, and 264.

Editorial Requests (continued):

TCH

(Revised prerequisites)

272 BILITERACY DEVELOPMENT IN K-12 CLASSROOMS

3 sem. hrs.

This course will offer knowledge of biliteracy development for teachers to support culturally and linguistically diverse K-12 learners. Prerequisites: TCH 319; TCH 273 or 208, or TCH 235 or 219 or concurrent registration.

(Revised prerequisites)

274 LITERACY AND ASSESSMENT

3 sem. hrs.

Extension of knowledge of early literacy and the use of appropriate assessment measures and instructional strategies for all children in grades K-3. Prerequisites: TCH 293 taken within seven years; concurrent registration in TCH 275, 277, and 294. Admission to Professional Studies.

(Revised prerequisites)

275 TEACHING EARLY CHILDHOOD MATHEMATICS II

3 sem. hrs.

Content, methods, and materials focusing on fractions, measurement and geometry concepts for teaching at the pre-kindergarten through second grade level. Materials charge optional. Formerly *MATHEMATICS AND SCIENCE I*. Prerequisite: TCH 293 taken within seven years; concurrent registration in TCH 274, 277, and 294. Admission to Professional Practice.

(Revised prerequisites)

276 TEACHING SCIENCE IN EARLY CHILDHOOD

3 sem. hrs.

Content about how early childhood students acquire and apply fundamental science concepts, skills, and attitudes. Materials charge optional. Formerly *MATHEMATICS AND SCIENCE II*. Prerequisites: TCH 271 taken within seven years; concurrent registration with TCH 293.

(Revised prerequisites)

277 SOCIAL STUDIES FOR EARLY CHILDHOOD

3 sem. hrs.

Content emphasis placed on cultural universals found in geography, history, economics, and citizenship. Prerequisites: TCH 293 taken within seven years; concurrent registration in TCH 274, 275, and 294. Admission to Professional Studies.

(Revised prerequisites)

294 EARLY CHILDHOOD EDUCATION CLINICAL III

3 sem. hrs.

Early Childhood clinical placement in K-3 setting. Clinical Experience: 50 hours.

Prerequisites: TCH 293 taken within seven years; concurrent registration in TCH 274, 275, 277.

Completion of TB Test; DCFS Health Form and criminal background check. Admission to Professional Studies.

(Revised prerequisites)

321 METHODS AND MATERIALS FOR BILINGUAL AND ENGLISH LANGUAGE LEARNERS

3 sem. hrs.

Survey of methods and development of materials for teaching bilingual/bicultural and English language learners. Formerly *BILINGUAL/BICULTURAL METHODS AND MATERIALS*.

Prerequisite: Teacher Education program; TCH 248 or 319 or concurrent registration.

(Revised prerequisites)

**394 SPECIAL EDUCATION IN MIDDLE LEVEL SCHOOLS
3 sem. hrs.**

This course examines disability categories and characteristics, legal mandates, instructional methods, and appropriate modifications for MLE students. Clinical Experiences: 20 hours.

Formerly *TEACHING YOUNG ADOLESCENTS WITH DISABILITIES*. Also offered as SED 394.

Prerequisites: Concurrent registration in TCH 233 and 296; Middle level major only.

(Added prerequisites)

**398 PROFESSIONAL PRACTICE: SCHOOL/COMMUNITY INVOLVEMENT
2-6 sem. hrs.**

This course provides specific clinical experiences for teacher candidates to further enhance pre-student teaching and student teaching classroom experiences as needed for the candidate's professional development and specific program of study. Prerequisites: TCH 233; Middle level major only.

Editorial Requests-Program:

IDS (Revised Group F electives due to departments changing course numbers)

MINOR IN COGNITIVE SCIENCE

**Director: David L. Anderson
Department of Philosophy
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**Advisor: Patrick McNulty
University College
340 Fell Hall Campus Box 4060
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Philosophy.IllinoisState.edu/academics/minor/cogsciminor**

- **A minimum of 24 hours required for the minor, depending on the emphasis chosen and the level of preparation of student. Programs must be planned in consultation with an advisor. Students are required to seek an advisor through the Director of Cognitive Science Studies.**
- **Required courses: One course is required of all students, IDS 265: Introduction to Cognitive Science: Computers, Minds, Brains, and Robots. Other requirements will be met by developing a planned course of study approved by a Cognitive Science Studies advisor. In consultation with the advisor, the student will choose an emphasis that is outside the student's major and will fulfill the requirements of that emphasis.**

Emphases:

Computer Science: IT 168, 179; 2 courses (6 hours) from Groups A and/or B; 1 course (3 hours) from Group B; and 2 elective courses (6 hours) from Groups C, D, E, or F.

Linguistics: PHI 112 or 210; ENG 341; 2 courses (6 hours) from Groups A and/or B; 1 course (3 hours) from Group C; and 2 elective courses (6 hours) from Groups B, D, E, or F.

Philosophy: PHI 112 or 210; PHI 251 or 253 or 315; 2 courses (6 hours) from Groups A and/or B; 1 course (3 hours) from Group D; and 2 elective courses (6 hours) from Groups B,C, E, or F.

Psychology: PSY 138 (recommended) or ECO 138 (acceptable); PSY 231; 2 courses (6 hours) from Groups A and/or B; 1 course (3 hours) from Group E; 2 elective courses (6 hours) from Groups B, C, D, or F.

Course Groups:

Group A (Quantitative Skills): MAT 120, 145, 146, 175, 260, 350; PHI 112 or 210 (MAT 210); PSY 138 (recommended) or ECO 138.

Group B (Computer Science): IT 168, 179, 226, 261, 279, 327, 340, 367, 388.

Group C (Linguistics): ANT 143 or ENG 143 or LAN 143; ANT 342 or ENG 342; ANT 277; COM 370, 372; CSD 175; ENG 241, 243, 245, 310, 341, 344; FRE 209, 335, 340; GER 310; SPA 215, 310, 311, 360; SOC 338.

Group D (Philosophy): PHI 250, 251, 253, 255, 315; PHI *305, *310, *363. NOTE: Courses with * may be used only when the topic is approved by a Cognitive Science advisor.

Group E (Psychology): PSY 231, 253, 263, 331A04, 331A07, 360, 361, 367, 368, 369.

Group F (Related Courses): ANT 350, 378, 393; BSC 286, 305, 343; CSD 210.

NOTE: Please refer to specific departments for further course information.