

UNIVERSITY CURRICULUM COMMITTEE

Minutes #16 approved (2019-2020 Undergraduate Catalog)

April 18, 2018

Members Present: Ciani, Cook, Duce, Dustin, Kerber, Knauss, Mikulec, Munyer, Murphy, Segelcke, Shim, Standard, Trefzger, Zeng

Members Absent: Robertson, Rosenthal, Sanden, Thomas, Wolf

Guests Present: David Cleeton, Economics; Linda Haling and Jill Donnel, Teaching and Learning; James Pancrazio, Rachel Shively, and Jennifer Howell, Languages, Literatures, and Cultures; Jess Ray and Danielle Lindsey, Office of the Registrar

1. Standard convened the meeting at 3:05 p.m.
2. **INTRODUCTIONS:** Members and guests introduced themselves.
3. **APPROVAL OF MINUTES:** #15, March 7, 2018.

Trefzger moved to approve the minutes as amended, Cook seconded, and the committee approved by acclamation.

4. PROPOSAL DISCUSSION:

ACC BUSINESS INFORMATION SYSTEMS MAIN SEQUENCE (New) Cook and Munyer

Cook presented a review of the proposal for the new Business Information Systems Main Sequence:

- The Department of Accounting previously proposed adding a sequence in Business Analytics to the major in Business Information Systems. Because this was the first sequence in the major, the UCC and the Registrar requested that they also create a sequence for students in this major who are not taking the new sequence. This will allow the structure of the major (plan) in the online system to be the same for all students, preventing confusion. (Note: The lack of a sequence (sub plan) often causes students to drop out of reports and queries. Inconsistency between plan/sub plan configuration makes degree audit harder to build and correct, and leads to confusion among advisors and students.)
- The new sequence is the old major before the Business Analytics sequence was added; it is taken directly from the current catalog copy for the major. Because the old major is the same as this new sequence, the proposal is non-controversial.

Questions/Comments:

- One small issue noticed was that they answered “no” to the question on the proposal “Does the sequence require more than 55 hours of major courses?” Cook said it seems to require 57 hours. Standard answered that the question means 55 hours of courses in the major department (Accounting) and therefore the answer to the question is correct.
- After the discussion of the proposal for the ECO program changes, Cook asked if Accounting needed to change the course requirements for this ACC sequence because of the potential for ECO 105 (a required course in the sequence) to be inactivated and replaced with ECO 101 and 102 in the future. Ryburn reminded the committee that when the UCC discussed the proposals for the other Accounting and BIS sequences a few weeks ago, Rosenthal stated that the College of Business would likely continue to use ECO 105. Ryburn said if this changes, Accounting would need to submit proposals to revise their major and sequences.

Standard said that with no further discussion needed, the proposal will be an action item at the next UCC meeting.

**ECO GENERAL ECONOMICS SEQUENCE (Revise)
MANAGERIAL ECONOMICS SEQUENCE (Revise)
MINOR IN ECONOMICS (Revise)**

Zeng and Murphy

David Cleeton, Chair of the Department of Economics, was present. Zeng distributed a handout and presented a review of the proposals:

- All three proposals are related to the replacement of ECO 105 (a 4-hour course) with ECO 101 and ECO 102 (both 3-hour courses). Course proposals for ECO 101 and 102 were approved in October, 2017.
- By replacing the 4-hour course with two 3-hour courses, the hours for the General Economics Sequence will increase from 33 to 35 hours.
- They also propose removing ECO 245 from the Managerial Economics Sequence; as a result, the minimum required hours decreased from 48 to 47.
- The revision to the Minor in Economics will replace the required ECO 105 with ECO 101 and 102. Although the hours of required courses for the minor increase from 4 to 6, the total hours required for the minor will be kept the same at 18 hours.
- Additionally, they propose removing “MAT 121 or 145 may be, but are not required to be, used for 4 hours of credit toward the minor” from the catalog for the Minor in Economics.

Questions/Comments:

- In preparation for this discussion, the reviewers sent several questions to Susan Chen, the author of the proposals, and she provided the following answers.
 - In regards to the creation of ECO 101 and 102, the rationale “seems too general.” Chen answered that replacing the four-hour principles course with two three-hour courses would allow more in-depth discussions on core economics concepts to achieve the target only microeconomics or macroeconomics for their required course without also requiring students to learn material that is not critical to their major discipline.
 - The reviewers asked if making ECO 101 and 102 required courses for both sequences and the minor would significantly increase enrollment in these two courses. They asked whether Economics would need to add additional sections. Chen responded that switching from ECO 105 to ECO 101 and 102 would produce uncertain effects on the demand for the courses as they are spreading out students over two classes and different changes will be forthcoming in requirements across a large number of majors (which currently require ECO 105). There are few actual ECO majors/minors in these principles courses, so the revisions to both economics sequences and the minor would only have a small impact on overall enrollment, if any. The department plans to offer ECO 101 and 102 regularly during spring and fall semesters, as well as summer sessions.
 - The reviewers asked what effect this change and increase in hours would have on transfer students. Chen’s response was that under the current requirements transfer students would have taken the equivalent of ECO 101 and 102 elsewhere. The new requirement will not change this, so the prior coursework they bring to ISU will be the same. She added that transfer students often only have the equivalent of ECO 101 or 102, but not both. The current setup has them paying for a four-hour course that repeats some content of the course that they have already taken. Changing ECO 105 to the standard two-course setup allows transfer students to take a missing three-hour ECO 101 or 102 course (instead of a four-hour ECO 105 course) without repeating material. She added that ISU is the only public two or four-year institution of higher education in the state that teaches a combined single principles course in Economics.
 - The reviewers asked why they propose removing “MAT 121 or 145 may be, but are not required to be, used for 4 hours of credit toward the minor” from the Minor. Chen responded that MAT 121 or 145 are not essential for an economics minor. This revision would allow minors to focus on taking economics electives to meet the 18-hour requirement and is in line with the statement that students are required to take “a total of 18 hours in Economics” for the minor.

- In response to the questions from the committee about replacing ECO 105 with 101 and 102, Cleeton said that he has contacted all departments that require ECO 105 in their programs to let them know about replacing ECO 105 with ECO 101 and 102. He said that the College of Business will be submitting proposals to change to ECO 101 and 102. Standard asked if this would increase the hours in those programs and Cleeton answered that it would (if the department requires both ECO 101 and 102). Shim asked how many sections they plan to offer. Cleeton said that they will offer four or five sections with 200 seats each and added that they may need to upsize the classes.
- For the Minor in Economics, there is one editorial correction. The catalog copy should now say “Required courses” instead of “Required course.” Ryburn will correct the proposal.

TCH MAJOR IN ELEMENTARY EDUCATION (Revise)

Segelcke and Dustin

Jill Donnel was present from the School of Teaching and Learning. Segelcke distributed a handout and presented a review of the proposal to revise the Major in Elementary Education.

- The School of Teaching and Learning proposes changes in the requirements for the Major in Elementary Education to clarify already existing requirements for teacher certification (with the exception of the removal of MAT 150) that changes the Elective Track from 12 to 9 hours. The standards for licensure requirements previously contained in MAT 150 are now included in TCH 391. They obtained a letter of concurrence from George Seelinger, Chair of Mathematics. (NOTE: The UCC approved a proposal to remove MAT 150 from the major at a previous meeting.)
- The TCH hours in the major will increase from 33 to 36, but the total hours will remain the same.
- They added BSC 101 as an option to BSC 101A01 as either may be taken for necessary credit.
- They added TCH 210A01 (as an option to TCH 210) to be taken by early education majors only.
- They added ECO 101 and 102 to the list of additional required courses (as options to ECO 103 or 105).
- They propose adding “or by proficiency” to the MAT 119 requirement to clarify the language of required hours for transfer students.
- They propose changing the wording of the elective tracks to reflect that TCH 318 or TCH 248 are required in the major and in the elective tracks.

Questions/Comments:

- The reviewers asked if the note in the elective tracks that says “required above” could be changed to make it clearer. Ryburn will work with Donnel to reword the elective tracks.
- The committee suggested:
 - (1) using “or” in place of the “/” between BSC 101 and 101A01 and TCH 210 and 210A01;
 - (2) inserting “or” instead of commas between ECO 101, 102, 103, or 105;
 - (3) replacing the word “proficiency” with “placement” for the MAT 119 requirement;
 - (4) changing 12 hours to 9 hours in the sentence after the Elementary Endorsement/Elective Options heading;
 - (5) adding total hours required beyond General Education; and
 - (6) indicating the hours of the General Education courses that are required.

Pending suggested corrections, the proposal will be an action item at the next meeting.

5. LIAISON REPORTS:

- a. Council on General Education – Standard reported that CGE met last week and approved one IDS course for Humanities and approved another IDS course related to math skills that was not for General Education credit. In addition, CGE approved courses in Academic English for international students.

- b. Council for Teacher Education – Dustin: Nothing to report.
- c. Academic Affairs Committee – Duce reported that there were three meetings since the UCC last met. The committee discussed policies for transcripts, student loans, distance education, a dress code, and reviewed and approved the textbook policy stating that students could buy books from any bookstore. They will be returning the AMALI draft to the UCC with questions they have.

6. STAFF REPORT:

Lindsey: Catalog Reformatting: Due to a full meeting schedule, this item was moved to the next meeting agenda.

Standard: Consideration of SPA/POR/FRE 116 and SPA 120 for AMALI

Standard asked Jim Pancrazio, from the Department of Languages, Literatures, and Cultures, to present the proposal to add SPA/POR/FRE 116 and SPA 120 to the list of courses approved for AMALI credit.

- This is an update of the proposal for the SPA/POR/FRE courses for AMALI credit; previously, the UCC did not approve adding SPA/POR/FRE 115 for AMALI credit when proposed in 2016.
- Languages, Literatures, and Cultures faculty considered feedback from the UCC and is submitting a revised proposal to allow FRE 116, POL 116, SPA 116, and SPA 120 for AMALI credit.
- They believe that the courses are in line and consistent with the AMALI catalog description.
- They stated that the courses are appropriate for inclusion in AMALI because these courses 1) focus on specific aspects of cultures in AMALI countries; 2) meet the 75% criterion and expose students to “writings and artifacts” from cultures; and 3) explore these cultures from a comparative perspective.
- They provided a complete rationale with syllabi and other documents as support for their proposal.

Trefzger said that he originally questioned the appropriateness of adding these courses to AMALI because it might be an issue with other departments who have AMALI courses that would not be taken if these LAN courses are added. He said that he no longer has issues with adding them since they have communicated with other departments. Standard said that adding these courses would not impact a great number of students who might have taken another AMALI course. Ray added that the definition of AMALI is somewhat vague and there is no way to prevent a faculty member from teaching an approved AMALI course without the required AMALI content.

Without further questions or discussion, the committee will act on the proposal to allow AMALI credit for FRE 116, POR 116, SPA 116, and SPA 120 at the next meeting.

7. MISCELLANEOUS:

Standard: IDEAS Open Forums - This will be on the next meeting agenda.

- 8. **ADJOURNED:** Dustin moved to adjourn, Murphy seconded. The meeting adjourned at 4:33 p.m. The next meeting will be on April 25, 2018.

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

New Courses:

IDS

107 SUMMER SUCCESS SKILLS
3 sem. hrs.

A course assisting incoming freshmen transition to the University, including critical thinking, academic study skills, major and career exploration, and civic engagement. Not for credit if had IDS 189A37.

128 THRIVING IN COLLEGE, CAREER AND BEYOND

3 sem. hrs.

Students will develop a growth mindset, which will assist them to learn and apply the skills needed to thrive in college, career and beyond. Not for credit if already taken IDS 106, 107 or 108. Appropriate for first-year students.

Decimalized Course:

IDS

133A27 STUDY ABROAD: HISTORY AND URBAN LIFE IN WESTERN EUROPE H

3 sem. hrs.

Study abroad experience which emphasizes the history and culture of European cities such as London, Paris, Munich, Venice, and Rome.

Editorial Requests

ENG

(Revised title, description)

231 EARLY AMERICAN LITERATURE

3 sem. hrs.

Early writing and cultures of North America with main concentration on the colonies and/or the early nation(s). Formerly *AMERICAN LITERATURE THROUGH 1830*. Prerequisites: ENG 100 with a grade of C or better; ENG 102, or consent of the instructor.

FRE

(Changed prerequisites)

335 COMPARATIVE FRENCH/ENGLISH GRAMMAR AND STYLE

3 sem. hrs.

Intensive, advanced, comparative grammar and composition, including analysis of stylistic differences between French and English. Prerequisites: 2 courses beyond FRE 116.

(Changed prerequisites)

340 INTRODUCTION TO APPLIED FRENCH LINGUISTICS

3 sem. hrs.

Principles and methods of objective language analysis applied to relevant issues in the French language and the teaching of French. Prerequisites: 2 courses beyond FRE 116.

LAN

(Revised prerequisites)

319 PRINCIPLES IN WORLD LANGUAGE LEARNING

3 sem. hrs.

Exploration of current K-12 world language pedagogical practices and second language acquisition theories. Formerly *PRINCIPLES IN FOREIGN LANGUAGE LEARNING*. Prerequisites: To be taken

concurrently with LAN 320. Grade of B or better in FRE 215 or SPA 213 or GER 310. Grade of C or better in TCH 210 and TCH 216 or concurrent registration; or graduate standing. Admission to Professional Studies. Intermediate high or above on Oral Proficiency Interview.

(Revised prerequisites)

320 WORLD LANGUAGE TEACHING IN THE K-12 SETTING
3 sem. hrs.

Practical implementation of K-12 world language teaching techniques. Includes Clinical Experiences: 50 hours. Prerequisites: To be taken concurrently with LAN 319. Grade of B or better in FRE 215 or SPA 213 or GER 310. Grade of C or better in TCH 210, 212, 216 and 219; or graduate standing. TCH 219 may be taken concurrently with LAN 320. Admission to Professional Studies. Intermediate high or above on Oral Proficiency Interview.

Reinstated Course:

AGR

251 FORAGE MANAGEMENT
3 sem. hrs.

Forage plant management and utilization as influenced by genetic, environmental, and post-harvest factors, with emphasis on cool season perennial species. Lecture and lab.