

University Curriculum Committee

Minutes #15 February 27, 2019

Members Present:

Amy Hurd
Clara Munyer
Geoffrey Duce
Joseph Trefzger
Lance Lippert

Pat Pence
Li Zeng
Martha Cook
Brodren Knauss
Richard Hughes

Susan Dustin
Jean Standard
Joanne Savage
Grace Allbaugh

Members Absent: Papka, Mikulec, Nur-Awaleh

Guests: Jane Koscielak, Special Education; Danielle Lindsey, Registrar’s Office; Jess Ray, Registrar’s Office

1. Approval of Minutes:

#11 November 28, 2019: Cook moved to approve. Lippert seconded. The committee approved by acclamation.

2. Proposal Action:

a. LAN – Major in German (Revision) – Dustin & Knauss

Dustin moved to approve the revisions to the Major in German with the edit to clarify the electives to include 3 courses at the 300 level. Knauss seconded. The committee approved by acclamation.

Proposed revised Undergraduate Catalog copy:

German Programs

Degree Offered: B.A.

MAJOR IN GERMAN

—35 hours in German required.

—Required courses: GER 115, 116, 211, 213, a minimum of 3 hours in GER 385, plus 18 additional hours other than GER 111 and 112 (6 GER courses) of which 3 must be at the 300-level.

—The best way to assure that a student begins at the right Illinois State University German level is to take the online self-placement test at LAN.IllinoisState.edu/academics/placement-exams.

Recommend electives: GER 217, 285, 310, 317, 322, 385 (after it has been taken once)

Revisions in new 2019-2020 catalog format:

Front Department Section

German Programs

Degree Offered: B.A.

Major in German

The best way to assure that a student begins at the right Illinois State University German level is to take the online self-placement test at LAN.IllinoisState.edu/academics/placement-exams.

Major (35 credit hours required)

- _____ 4 GER 115 Second-Year German Part I
- _____ 4 GER 116 Second-Year German Part II
- _____ 3 GER 211 Introduction to German Literature (P: GER 116)
- _____ 3 GER 213 Intermediate German Composition (P: GER 116)
- _____ 3 GER 385 Selected Topics in German Literature or Culture (P: GER 211)

Take 18 additional credit hours of German electives (other than GER 111 and 112). 3 courses must be at the 300-level. (recommended electives: GER 217, 285, 310, 317, 322, 385 (after It has been taken once))

- b. **KNR – Major in Athletic Training (Deletion) – Munyer & Hughes**
Munyer asked if approval of the deletion should proceed or wait for the Master's program in Athletic Training to be approved. Standard said that the undergraduate major would not be deleted until all the students in the program have graduated. Hurt noted that the deletion would not be sent forward to the IBHE until this occurred. Hughes moved to approve the deletion of the Major in Athletic Training, Munyer seconded. The committee approved by acclamation.
- c. **LAN – Spanish Teacher Education Sequence (Revision) – Savage & Papka**
Savage moved to approve the revisions to replace TCH 219 with LAN 321. Lippert seconded, and the committee approved by acclamation.

Proposed revised Undergraduate Catalog copy:

Spanish Teacher Education Sequence

- Required courses: SPA 115, 116 or 120, 213, 214, 215, 233, 243, 244; LAN 319, 320, 321; one of the following: SPA 323, 324, 326, 327; plus sufficient 300-level electives to meet the total hour requirement as indicated above.
- Recommended electives: SPA 305, 310, 311, 323, 324, 326, 327, 360.
- Part of entitlement program leading to a professional educator license with K-12 endorsement.
- Professional Education requirements: (26 hours): EAF 228 or 231 or 235; TCH 210, 212, 216 (taken in sequence); STT 399A15 (12 hours). **Advanced Low on the OPI required before student teaching placement will be made.** The edTPA is required during the student teaching semester.

Revisions in new 2019-2020 catalog format:

Major (min. 67 credit hours†)

SPA and LAN requirements (44 credit hours)

- _____ 4 SPA 115 Second-Year Spanish Part I
- _____ 3 SPA 213 Written Communication in Spanish (P: SPA 116 or 120)
- _____ 3 SPA 214 Oral Communication In Spanish (P: SPA 116 or 120)
- _____ 3 SPA 215 Introduction to Spanish Linguistics (P: SPA 213)
- _____ 3 SPA 233 Introduction to Hispanic Literature (P: SPA 213)
- _____ 3 SPA 243 Cultura Española (P: SPA 213 or 214)
- _____ 3 SPA 244 Cultura Hispanoamericana (P: SPA 213 or 214)
- _____ 3 LAN 319 Principles in World Language Learning‡ (P: conc. reg. with LAN 320; Grade of B or better in FRE 215 or SPA 213 or GER 213. Grade of C or better in TCH 210 and TCH 212 ; or graduate standing. TCH 216 may be taken concurrently with LAN 319. Admission to Professional Studies. Intermediate high or above on Oral Proficiency Interview.)
- _____ 3 LAN 320 World Language Teaching in the K-12 Setting‡ (P: conc. reg. with LAN 319; Grade of B or better in FR 215 or SPA 213 or GER 213. Grade of C or better in TCH 210 and 212; or graduate standing. TCH 216 may be taken concurrently with LAN 320. Admission to Professional Studies. Intermediate high or above on Oral Proficiency Interview.)
- _____ 3 LAN 321 Integrating Technology Into The Foreign Language Classroom

Take one of the following courses:

- _____ 4 SPA 116 Second-Year Spanish Part II
- _____ 4 SPA 120 Introduction to Academic Spanish for Spanish Speakers

Take one of the following courses:

- _____ 3 SPA 323 Spanish Literature: Medieval & Renaissance (P: SPA 233)
- _____ 3 SPA 324 Spanish Literature: 18th Century to Present Day (P: SPA 233)
- _____ 3 SPA 326 Spanish American Literature: Foundations to Late 19th Century (P: SPA 233)
- _____ 3 SPA 327 Spanish American Literature: Late 19th Century to Present Day (P: SPA 233)

Take additional 300-level Spanish electives to meet the total 44 hours in SPA and LAN: Recommended electives: LAN 324; SPA 305, 310, 311, 323, 324, 326, 327, 360

Professional Education requirements (26 23 credit hours)

Note: TCH 210, 212, 216 must be taken in sequential order.

- _____ 3 TCH 210 Child Growth & Development (P: 15+ earned hours)
- _____ 2 TCH 212 The Teaching Profession in Secondary Schools (P: 45+ earned hours; 2.5 major & cum. GPA; ENG 101, COM 110)
- _____ 3 TCH 216 Principles & Practices for Teaching & Learning in Secondary Schools (P: TCH 212; 2.5 major & cum. GPA)
- _____ 3 TCH 219 Integrating Multiple Literacies & Technology Across the Secondary Curriculum (P: TCH 212, 216; 2.5 major & cum. GPA)
- _____ 12 STT 399A15 Student Teaching in Spanish (Advanced Low on the OPI required before student teaching placement will be made. The edTPA is required during the student teaching semester.)

Take one of the following courses (P: 45+ earned hours):

- _____ 3 EAF 228 Social Foundations
- _____ 3 EAF 231 Introduction to Philosophy of Education

† The number of hours required in the major in Spanish Teacher Education depends on the level at which a student begins the program.

‡ Admissions to Professional Studies required

* Please consult your academic advisor regarding standard substitutions

3. Proposal Discussion:

a. **SED – Specialist in Low Vision and Blindness Sequence (Revision)** – Allbaugh & Hughes

Jane Koscielak from Special Education was present for the discussion. Hughes stated that this proposal for revisions to the sequence involves removal of TCH 208 from the SED core for the Major in Special Education. The course is instead moved to the requirements for the sequence. In addition, SED 342 is moved from into the SED core for the Major in Special Education. No other changes are being proposed. Standard noted that typically the student teaching course listed in the major includes the specific number, but it is not listed in the catalog copy in the proposal. Lindsey noted that she has added it to the revised catalog copy.

b. **SED – Specialist in Learning and Behavior Sequence (Revision)** – Dustin & Savage

Jane Koscielak from Special Education was present for the discussion. Savage noted that the proposal removes TCH 208 from the SED core for the Major in Special Education and moves it into the requirements for the sequence. In addition, SED 342 moves into the SED core for the Major in Special Education. No other changes are being proposed.

c. **SED – Specialist in Deaf and Hard of Hearing Sequence (Revision)** – Duce & Lippert

Jane Koscielak from Special Education was present for the discussion. Lippert stated that this proposal is to remove TCH 208 from the core courses for the SED major and replace it with SED 342. In addition, CSD 249 (2 cr. hr.) and CSD 350 (3 cr. hr.) will be replaced with CSD 212 (3 cr. hr.), a new course which is already approved. The total hours for the sequence therefore change to 86 hours.

Duce indicated that there was only one supporting document included with the proposal, which was a letter of support from CSD for addition of CSD 212, though other documents were mentioned in the proposal. Lindsey stated that Koscielak can send the other documents to her and she will upload them to the proposal and notify the reviewers.

Duce also asked about the anticipated additional seats that are projected to be needed in SED 342. Koscielak stated that SED does not anticipate a problem in covering the additional enrollment in SED 342; they recently hired four new faculty members and are prepared for the change.

d. **LAN – German Teacher Education Sequence (Revision)** – Pence

Pence indicated that the current proposal involves replacement of TCH 219 with LAN 321 in the sequence. Pence also asked about clarifications regarding the electives for the sequence. Standard noted that the electives were clarified in the previously-reviewed proposal for the sequence, which was approved at UCC on 2/13/19, pending approval of the current proposed revisions.

e. **LAN – French Teacher Education Sequence (Revision)** – Cook & Nur-Awaleh

Cook stated that this proposal is to replace TCH 219 with LAN 321. Lippert noted that there seems to be several sequence proposals in which a TCH course is being replaced with another course (not in TCH) and asked whether TCH is concerned about losing enrollment. Standard mentioned that UCC does request that departments notify the department of the course they are removing. Hughes commented that he is involved with the revisions to the HIS secondary education program, and he believes that the changes are spread out among departments because other departments are making different changes. Hurd stated that there are 11 departments out of 28 making changes to secondary teacher education sequences.

4. New Catalog Format

Hurd shared the new catalog format. The front section for each department/school is streamlined and the major requirements are in checklist format. The General Education Program requirements are on the left and the major requirements are on the right side. There is another page for transfer students who are following the Illinois Articulation

Initiative (IAI) program. Standard also pointed out that the new format lists not only the course number, but also the course title, hours, and prerequisites.

5. **Liaison Reports**

Council on General Education (Standard)

Standard stated that the committee discussed and approved the following, pending final vote with a quorum present: 1.) MAT 113A01, a new course in General Education Program, Math category (MAT 113 is already in the category; this just adds a specific decimalized version). The course requires concurrent enrollment in IDS course for supplemental instruction; 2.) An exemption for the new Major in Environmental Systems Science and Sustainability (ESSS) in the Quantitative Reasoning Category of the General Education Program.

CGE also discussed and gave feedback about a survey that the Assessment Office will be sending out to students related to the General Education Program. The survey will go to students who are currently enrolled in a General Education course this semester.

Council for Teacher Education (Mikulec)

Mikulec was not in attendance today. Hurd indicated that there was nothing to report.

Academic Affairs Committee (Trefzger)

Trefzger reported that the most recent AAC meeting topic was the Annual Report from the Reinstatement Committee. Guests were Dr. Amelia Noël-Elkins, Director of University College; Katy Killian, Assistant Vice President for Student Affairs; and, Dr. John Hooker, Co-Director of COM 110, School of Communication. A big issue is that students leave campus after one semester. Implications include lost enrollments and tuition. Reasons they leave include academic standing, money, family issues, mental health problems, and relationship issues. We have seen changes in the students coming to campus in recent years: demographics, greater need for financial assistance, and students unprepared to be on their own in an adult environment. Schools that have had success in improving retention have devoted a lot of resources to the issue.

6. **Adjournment**

Dustin moved to adjourn. Cook seconded. The meeting adjourned at 4:17 p.m.