

# UNIVERSITY CURRICULUM COMMITTEE

Minutes #17

Wednesday, March 20, 2019

**Members Present:** Grace Allbaugh, Martha Cook, Geoffrey Duce, Susan Dustin, Richard Hughes, Amy Hurd, Broden Knauss, Lance Lippert, Clara Munyer, Kyle Papka, Joanne Saveage, Jean Standard, Joseph Trefzger, Li Zeng

**Members Absent:** Andrew Laudicina, Erin Mikulec, Mohamed Nur-Awaleh, Patricia Pence

**Guests:** Dan Holland, Physics; Danielle Lindsey, Registrar's Office; David Marx, Physics; Jess Ray, Registrar's Office; Rocio Rivadeneyra, Honors Program

## 1. CONVENE

Standard convened the meeting at 3:07pm.

## 2. INTRODUCTIONS

## 3. PROPOSAL ACTION:

### a. THD – [Minor in Film Studies \(Revision\)](#) – Dustin & Lippert

Lippert moved to approve the proposal to add the COM/THE 306 course as an elective option to the Minor in Film Studies. Dustin seconded. The committee approved by acclamation. Catalog copy follows.

#### MINOR IN FILM STUDIES

— 18 hours required

— Required courses: THE 170, 370, 371

— 9 additional hours from: ART 252; HIS 337; COM/THE 306; THE 171, 176A02, 270, 271, 273, 275A02, 368

### b. THD – [Theatre and Film Studies Sequence \(Revision\)](#) – Pence & Mikulec

Lippert moved to approve the proposal for revisions to the Theatre and Film Studies Sequence to add COM/THE 306 to the Film Studies elective options. Savage seconded. The committee approved by acclamation. Catalog copy follows.

#### Major (50 credit hours)

\_\_\_\_ 2 THE 102 Theatre Practicum (2 total credit hours)

\_\_\_\_ 3 THE 103 Fundamentals of Theatre I

\_\_\_\_ 3 THE 104 Fundamentals of Theatre II (P: THE 103)

\_\_\_\_ 3 THE 110 Acting I

\_\_\_\_ 3 THE 130 Introduction to Costume

\_\_\_\_ 3 THE 154 Introduction to Black Drama & Theatre

\_\_\_\_ 3 THE 160 Stagecraft

\_\_\_\_ 3 THE 170 Introduction to Film Art

\_\_\_\_ 3 THE 171 History of the American Film

\_\_\_\_ 3 THE 240 Principles of Stage Direction (P: THE 110, 160; 30+ earned hours)

\_\_\_\_ 3 THE 271 Studies of Non-Western Film & Theatre (P: THE 170)

\_\_\_\_ 3 THE 376 Theatre History I (P: THE 103, 104)

\_\_\_\_ 3 THE 377 Theatre History II (P: THE 103, 104, 376)

#### Take 4 (12 credit hours) additional Theatre & Film Studies electives:

Please consult with your academic advisor.

A minimum of 6 of the 12 hours must be in the School of Theatre & Dance

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**Acting electives:** THE 113 or 313, 211, 212, 220, 221, 314A03, 314A08

**Creative Drama and Puppetry electives:** THE 280, 381, ART/THE 183

**Creative Writing electives:** THE 268, 348, 368

**Dramaturgy/History electives:** THE 300, 375, 379, ENG 222, 327, 328, ENG/THE 378

**Dance electives:** DAN 105, 107, 119, 372, 373, 374

**Film Studies electives:** ART 252, 253, THE 273, COM/THE 306, 370, 371, COM/THE 350

**Stage Directing electives:** THE 101, 237, 340, 341, 342, 380

**Theatre Management electives:** IDS 113, MQM 128, 328, THE 309, 344, 345

## 4. PROPOSAL DISCUSSION:

- a. **THD – [Theatre Teacher Education Sequence](#)** (Revision) – Trefzger & Mikulec  
The discussion of revisions to the Theatre Teacher Education sequence was tabled because another proposal with additional revisions related to those in the current proposal was recently approved by CGE and is awaiting circulation. The committee decided to review both proposals at the same time (in two weeks, on 4/10/19) so that all the proposed revisions may be considered at once.
- b. **PHY – [Engineering Physics Sequence](#)** (Revision) – Duce & Hughes  
Hughes: This proposal is to remove CHE 141 requirement because it is not required for IAI (which is the program all students in this program follow for their general education requirements) for schools other than University of Illinois and more and more students are attending other schools.  
Holland: We also realized that MAT 340 is not listed in the requirements for the major and we thought it was. Students have been advised to complete MAT 340 for this major so we will edit the proposal to add MAT 340 to the requirements. In the new 2019-2020 catalog format, all of the math prerequisite courses are listed as requirements for the major.

5. **LIAISON REPORTS:**

- a. **Council on General Education** – Standard – CGE did not meet.
- b. **Council for Teacher Education** – Mikulec (Hurd) – CTE did not meet.
- c. **Academic Affairs Committee** – Trefzger  
Meeting topic was a continuation of the discussion on reinstatement issues. Guest was Dr. Pamm Ambrose from the Visor center. The center offers the “Thrive” and “Success 101” courses to promote success and retention to about 800 students per year. Topics include study skills, note taking, and knowing it is important to study even if specific “homework” is not assigned.  
Both a recent NTY Times article and the AAC’s own student members cited anxiety as a big factor in college students’ struggles. Sources range from being away from home to roommate or substance abuse issues. Social media and other internet usage leads them to expect “instantaneous and surfacy” answers, and also to stress over face-to-face contacts. Many do not want to dig in and explain the “why” part of things. Interestingly, students from “tough” high schools sometimes seem less well prepared academically, but they have more resilience.  
AAC chair Jim Pancrazio referred to responses he had received from some faculty and advisors. Many students lack the “cultural capital” to succeed. They do not want to attend class or study outside of class, do not manage their time well or take responsibility for their actions, and are self-absorbed/feeling that rules do not apply to them.

6. **STAFF REPORT:** Hurd

**IDEAS graduation requirement:**

Discussion occurred regarding the edits that Hurd received from members of UCC for the IDEAS learning outcomes originally created by the Provost’s Ad Hoc Committee on the IDEAS graduation requirement. The two learning outcomes about which some concerns were raised are #1 and #5:

**#1 – Analyze** [theories involving/research on/evidence for] the influence of power and social groups. Discuss how markers of difference (e.g. class, disability, ethnicity, gender race, religion, sexual orientation, language) interact in the formation, experiences, and transformations of individual actors and complex groups.

**#5 – Reflect** on ~~one’s own~~ the complexities of [remove this Learning Objective completely was recommended or to rephrase this to ‘soften’ it] identity, beliefs, biases, and privilege within dynamic socio-historical contexts.

The recommended edits from some UCC members are noted in red.

There was discussion about learning outcome #5 and based on the feedback from campus some of the committee members still had concerns. Some felt that if approved, it could become contentious on campus. Others felt that the learning outcomes are fine as is with no edits.

**Hurd** noted that would be difficult to teach these courses without discussions about privilege. The Center for Teaching Learning and Technology already provides some training in these areas for faculty and they could provide more opportunities. **Savage** said that based on the feedback, she would prefer #5 not be included but if it is, it should be made clear that not all the learning outcomes are required for every course. **Papka** indicated that he is part of the Student Government Association and they recently had a session on microaggressions which included discussion of privilege. However, it was not directly pointed out that it was going to be about privilege and it was more comfortable.

**Rivadenebra** stated that the learning outcomes were developed by experts in the field. Teaching these without discussing privilege is a disservice to students. **Duce** asked whether all of the learning outcomes would have to be fulfilled in

order for a course to qualify for IDEAS credit. **Standard** indicated that UCC could include in its recommendation to the Senate having a subcommittee of experts to ensure that the courses approved meet the Learning Outcomes. Whether they need to meet all of them would be up to the subcommittee.

Discussion occurred about the need to incorporate how to have discussions about privilege and maybe adding a learning outcome on civility.

7. **MISCELLANEOUS:** none

8. **ADJOURNMENT:**

Savage moved to adjourn. Hughes seconded. The meeting adjourned at 5:10pm.

**Next meeting:** Wednesday, March 27

Program Review - African American Studies – Nur-Awaleh & Knauss

Program Review - Peace & Conflict Resolution Studies – Cook & Papka

Discussion of SPA/POR/FRE 116 & SPA 120 for AMALI credit