

AGENDA
University Wide Undergraduate Curriculum Committee
Tuesday, Sept 15, 2020

Zoom Meeting

<https://iupvideo.zoom.us/j/98885737735>

- I. Call to Order
- II. In attendance: Ali, Black, Cercone, Dassier, Engelstad, Fair, Grace, Greenawalt, Katchmarchi, Lewis, Muchtar, Racchini, Reilly, Sechrist, Sobolewski. Excused: Minnick

- III. Approve minutes from September 1, 2020
Motion to approve the minutes as presented was made by Greenawalt/Dassier

IV. Co-Chair's Report

Marcy Rearick said that all departments can offer a 281 or 481 course even if they do not have a generic 281 or 481 listed in their department catalog descriptions. A 281 and 481 exist in Banner for FDNT.

V. Liberal Studies Report

Liberal Studies Committee would like to re-enforce the requirements in order for a course to be considered for Global and Multicultural Awareness (GMA). GMA courses require a more thorough exploration of global themes. Proposers need to provide students significant exposure to knowledge that will enable them to critically evaluate the world in which they live. The following four elements need to be clear:

- The primary focus needs to be on non-dominant cultures.
- Needs presentation of cultures on their own terms with an appreciation of dimensions, going beyond mere description of a culture; those dimensions may include religion, economics, politics, art, language, literature, and ethics, as well as other dimensions of the cultural milieu.
- Needs to examine the ways differing cultures establish and rely on systems of values, norms, and ideals.
- The content enables students to gain knowledge of the past and present and interrelations among communities of historical, philosophical, scientific, environmental, or social perspective.

VI. Items for Consideration and Possible Approval

- a. **20-50a ARHI 100 Arts of the 20th Century**, course revision, catalog description change, modification of prerequisites, distance education, Liberal Studies (fine arts) –
- i. Course is being revised to be included in the Knowledge Area: Fine Arts category.
 - ii. If it is ART of the 20th Century, why stop at 1960? Can it be extended through the last 40% of the century? OR do you want to change the title?
 - iii. If the second part the century is included this would mean a change in SLO #1
 - iv. A version of the course from 2003 does exist on UWUCC syllabi of record archive

- v. Since the course is being proposed for Fine Arts Category, there needs to be evidence of the following:
 - Demonstrate understanding of the process(es) by which art forms are created—traditionally the visual and/or performing arts.
 - Examine artistic inquiry amongst a variety of cultural areas.
 - Find, access, and critically respond to at least two arts events.
 - Demonstrate understanding of primary source material such as readings or works of art.
- vi. In Catalog description each sentence needs to start with a verb.
- vii. If there are 4 SLOs they need to map to 4 EUSLOs.
- viii. If the focus is on painting and photography as mentioned in Section H: proposed catalog description, then remove mention of film for SLO #2.
- ix. Does not fulfill the GMA requirement—see what is needed above.
- x. Throughout the course outline, would like to see more reference to women and minorities throughout in the topics presented.
- xi. The last Liberal Studies question about non-textbook readings is not completed. It needs to be more specific on what the non-textbook readings will be. On a Greenawalt/Racchini provisional motion for approval of distance education On a Fair/Black motion all of the other changes were returned.

b. 20-50b ARHI 207 Renaissance to Modern Art, distance education, course revision, course title change (was Renaissance through Modern Art), Liberal Studies (global and multicultural awareness)

- i. Remove as a GMA course and remove from Knowledge Area: fine arts, history,
- ii. Need clarification on whether this course is being submitted for GMA
- iii. SLOs are mapped to too many EUSLOs. Recommend the following:
 - SLO #1 mapped to EUSLO #2 The aesthetic facets of human...
 - SLO #2 mapped to EUSLO #3 The past and present from historical...
 - SLO #3 mapped to EUSLO #10 Information Literacy skills...
 - SLO #4 mapped to EUSLO #7 Effective written and oral communication...
 On a Reilly/Muchtar motion for provisional approval

c. 20-67a THTR 214 Theatre History and Literature I, new course, Liberal Studies (global citizenship) GMA, distance education

- i. If there are 3 SLOs they need to map to 3 EUSLOs. Consider the **primary** focus of the course. Suggested mapping:
 - SLO #1 map to EUSLO #19 understanding of themselves....
 - SLO #2 map to EUSLO #3 past, present, historical...
 - SLO #3 map to EUSLO #5 the interrelationships across and within...
- ii. To be considered as GMA more consideration needs to be given to the criteria for a GMA course (include GMA paragraph).
- iii. Would it be better to revise the titles of these courses to be Comedy and Tragedy? It seems like they can be taken in either order.

- iv. In the Distance Education section the outcomes table is missing as is the Brief course outline. In the DE section about your qualifications there is no information about disciplinary qualifications.

On a Katchmarchi/Sobolewski motion for provisional approval

d. **20-67b THTR 215 Theatre History and Literature II**, new course, Liberal Studies (global citizenship) GMA, distance education

- i. If there are 3 SLOs they need to map to 3 EUSLOs Consider the **primary** focus of the course.

Suggested mapping:

1. SLO #1 map to EUSLO #19 understanding of themselves....
2. SLO #2 map to EUSLO #3 past, present, historical...
3. SLO #3 map to EUSLO #5 the interrelationships across and within...

- ii. Do you really want to have the course be both GMA and Global Citizenship (send GMA paragraph)?

- iii. In DE section the instructor's disciplinary qualifications are missing.

On a Reilly/Muchtar motion for provisional approval

e. **20-124 ARHI 102 Writing About Art**, new course, distance education, Liberal Studies (information literacy)

- i. Brief course outline (Section P) is going to need some more detail. List sub-topics underneath the topic headings given.

- ii. Can consideration be given to the title of the course? Research in Art or Literacy were some mentioned as based on the description and outline there is more than just writing.

- iii. Need clarification on whether this course is being submitted for writing intensive.

- iv. The SLOs need to be strengthened. Since this course is being proposed as LSE-Information Literacy the following needs to be included:

--outcomes with assignments that require students to use a variety of print and non-print resources (including, but not limited to, books, newspaper articles, journal articles, online periodical databases, government documents, web pages, etc.)

--course content that addresses the legal and ethical use of information

- v. If there are 3 SLOs they need to map to 3 EUSLOs.

- vi. As proposed, the course is very specific to the department. This is evident in Sections Q, R, and W. In Section W, it does state that the content is discipline specific. There needs to be evidence throughout the proposal as to why other majors would want to take this course in order to qualify as LSE.

Perhaps some majors/minors that would align with the type of writing covered in this course.

On a Greenawalt/Black motion to return

f. **20-128 ARHI 301 Design History**, new course, Liberal Studies (global citizenship, information literacy, oral communication), GMA, distance education

- i. If there are 3 SLOs they need to map to 3 EUSLOs Consider the **primary** focus of the course. Suggested mapping:

- SLO #1 map to EUSLO #10 information literacy skills...
 - SLO #2 map to EUSLO #5 the interrelationships across and within ...
 - SLO #3 map to EUSLO #8 ease with textual...
 - ii. Need clarification on whether this course is being submitted for GMA.
 - iii. Need clarification on whether this course is being submitted for oral communication.
On a Lewis/Ali motion for provisional approval
- g. **20-135 IFMG 352 LAN Design and Installation**, distance education
- i. Need to specify assessment and how outcome will be achieved and how student achievement will be evaluated
On a Greenawalt/Racchini motion to return; Ali abstained
- h. **20-49 Preschool Education Certificate**, new certificate
On a Lewis/Muchtar motion for approval
- i. **20-120 Infant-Toddler Development Certificate**, new certificate
On a Lewis/Muchtar motion for approval
- j. **20-126 Accounting Minor**, program revision
- i. On the SLO table, courses need to be listed for where the outcome will be assessed.
 - ii. Also on the SLO table in the last column choose one category, probably A.
 - iii. In the side by side table ACCT 441 and 461 have wrong titles—can't use abbreviations
 - iv. Computer Literacy is cross listed so include COSC 101
 - v. On the old side the category is Social Science not Social Studies.
On Reilly/Racchini motion for provisional approval
- k. **20-127 Marketing Minor**, program revision
On a Greenawalt/Engelstad motion for approval
- l. **20-16aa THTR 261 Simulation Performance**, new course
- i. Begin the first sentence of the catalog description with: Trains in . . . ; begin the second sentence Applies skills . . . ; begin the third sentence Portrays . . . ; begin the fourth sentence Investigates . . .
On a Fair/Greenawalt motion for provisional approval
- m. **20-16a THTR 261 Simulation Performance** plus FDNT 355 Medical Nutrition Therapy I, Teamwork (T-Course)
On a Fair/Greenawalt motion for approval
- n. **20-16bb THTR 361 Performance of Caring**, course revision, catalog description change, course title change (was The Performance of Caring), Liberal Studies (oral communication)

- i. Begin the first sentence of the catalog description with: Enhances . . . ; begin the second sentence Builds skills . . . ; begin the third sentence Engages in . . . ; begin the fourth sentence Applies . . .
On a Reilly/Black motion for provisional approval
- o. **20-16b THTR 361 Performance of Caring, Teamwork (T-Course)**
 - i. Make approval provisional since the new course is not approved.
On a Fair/Sobolewski motion for provisional approval
- p. **20-16c THTR 362 Performance for Social Change, new course**
 - i. Begin the first sentence of the catalog description with: Explores how . . . ; begin the second sentence Engages . . . ; begin the third sentence Uses the . . . ; begin the fourth sentence Covers the . . . ; begin the fifth sentence Applies performance . . . ; begin the last sentence Includes . . .
On a Reilly/Racchini motion for provisional approval
- q. **20-24 THTR 161 Introduction to Theatre: Teamwork, course revision, catalog description change, course title change (was Introduction to Theater: Interpersonal Practices), course revision, Liberal Studies (fine arts)**
 - i. Begin the second sentence of the catalog description with: Introduces and begin the third sentence Builds . . .
 - ii. Remove information from Liberal Studies elective category since the course is a knowledge area course.
On a Lewis/Fair motion for provisional approval
- r. **20-129 JRNL 105 Journalism and the Mass Media, course revision, catalog description change, Liberal Studies (social science)**
On a Racchini/Black motion for approval
- s. **20-130a THTR 120 Stagecraft, catalog description change, modification of prerequisites**
 - i. Concerns were raised about the Co-requisite having a 400 level req.
 - ii. Begin the first sentence of the catalog description with "Explores the material . . . ; begin the second sentence "Covers the basics of scenery . . . ; begin the third sentence "Develops competency . . . ; in the last sentence put a space between the prefix and the number of the course. Shorten that sentence to Requires practice of competencies through . . ."
On a Lewis/Fair motion for provisional approval
- t. **20-130b THTR 122 Costume Technology, catalog description change, course title change (was Costume Workshop), modification of prerequisites**
 - i. Concerns were raised about the Co-requisite having a 400 level req.
 - ii. Begin the first sentence of the catalog description with "Provides instruction . . . ;

begin the second sentence "Includes cutting and sewing . . . ; begin the third sentence Develops capability . . . ; then in the last sentence put a space between the prefix and the number of the course. That sentence can be shortened to Requires practice of competencies through . .

On a Ali/Black motion for provisional approval

u. **20-131a Pre-Law Track, Philosophy, BA**, program moratorium

On a Racchini/Reilly motion for approval

v. **20-131b BUS 101 Business Success Seminar**, course prefix number change (was MGMT 101), course revision

i. Suggest to remove course revision information since proposal states only prefix is changing

On a Fair/Black motion for provisional approval

w. **20-132a DANC 210 Dance and Somatics**, new course

i. Remove COURSE DESCRIPTION that is in the box.

ii. Begin the second sentence of the description: Analyzes and embodies Pilates Based Exercise, Yoga, Contact Improvisation, . . . with an emphasis placed on safe practices. Just begin the last sentence with Open to . . .

On a Sobolewski/Black motion for provisional approval

x. **20-132b DANC 220 Women and Dance**, new course

i. Suggest rewriting with an action verb at the beginning like Surveys . . .

May need to split the sentence into two.

On a Fair/Reilly motion for provisional approval

Meeting adjourned at 5:00PM

Respectively submitted by Azad Ali