
Agenda for the April 10, 2014 CAA Meeting

Items Approved: 14-73, CAA Syllabus Policy (Revised Policy)
14-74, Revisions to General Education catalog description
14-75, University Learning Goals for the Catalog

Item Pending: 14-71, Gateway Program Admission Policy (Revised Policy)
14-76, JOU 4000, Investigative Reporting (New Course)

Ongoing: Five-year plan regarding the University Learning Goals (For details concerning the plan, see agenda Item 13-83, CAA Learning Goals Committee's Recommendations & Resolution, which was approved by CAA at its 4/25/13 meeting)

Council on Academic Affairs Minutes April 10, 2014

The April 10, 2014 meeting of the Council on Academic Affairs was held at 2:00 p.m. in the Arcola/Tuscola Room at the University Union.

Members Present: Ms. Ahmad, Dr. Anthony, Ms. Duffin, Ms. English, Ms. Green, Dr. Gronnvoll, Dr. Lucas, Dr. Reid, Dr. Rhoads, Dr. Ruholl, Ms. Sage, and Dr. White.

Members Absent: Dr. Throneburg.

Staff Present: Provost Lord and Ms. Fopay.

Guests Present: Mr. Cruikshank, *Daily Eastern News*.

I. Approval of the April 3, 2014 CAA Meeting Minutes.

Ms. Green moved and Ms. English seconded the motion to approve the minutes. The minutes of April 3, 2014 were approved as written.

II. Communications:

a. Executive Actions:

1. April 1, 2014 email from Dean Gilman, School of Continuing Education, requesting executive action to change the prerequisites for BGS 4001.
2. April 4, 2014 memorandum from Dean Ornes, College of Sciences, requesting executive action to revise the course descriptions for ECN 4444 and ECN 4666.
3. April 4, 2014 memorandum from Dean Ornes, College of Sciences, requesting executive action to update the list of electives in the Pre-Health Professions sections of the catalog.

b. College Curriculum Committee Minutes:

1. Minutes of the April 4, 2014 College of Sciences Curriculum Committee meeting.

c. Waiver Reports:

1. Academic Waiver Reports for March 2014 from Lumpkin College of Business & Applied Sciences, College of Arts & Humanities, College of Education & Professional Studies, and College of Sciences.

d. Other:

1. April 1, 2014 memorandum from Dr. Fredrick, Dr. Stowell, and Dean Augustine, inviting individuals to the North Central Association (NCA) Friday Seminar on April 18, 2014.

III. Committee Reports:

None.

IV. Item Added to the Agenda:

1. 14-76, JOU 4000, Investigative Reporting (New Course)

Ms. Green moved and Ms. Ahmad seconded the motion to add this item to the agenda.

V. Items Acted Upon:

1. **14-73, CAA Syllabus Policy (Revised Policy).**

Dr. Lucas presented the proposal. There were no questions.

Dr. Gronnvoll moved and Dr. Ruholl seconded the motion to approve the proposal. The motion passed unanimously.

The proposal (**See Attachment A**) was approved, effective Fall 2014, *pending CGS approval*.

2. **14-74, Revisions to General Education Catalog Description.**

Dr. Lucas presented the proposal and answered questions of the council. The council requested a minor revision to the proposal.

Ms. Green moved and Dr. Ruholl seconded the motion to approve the proposal. The motion passed unanimously.

The proposal (**See Attachment B**), with revision, was approved, effective Fall 2014.

3. **14-75, University Learning Goals for the Catalog.**

Dr. Lucas presented the proposal and answered questions of the council.

Ms. Green moved and Dr. Reid seconded the motion to approve the proposal. The motion passed unanimously.

The proposal (**See Attachment C**) was approved, effective Fall 2014.

Dr. White arrived at the meeting at 3:10 p.m.

VII. Pending:

1. 14-71, Gateway Program Admission Policy (Revised Policy).

This item is being held for action at a later CAA meeting at the request of the Minority Affairs Office.

VIII. Ongoing:

1. Five-year plan regarding the University Learning Goals (For details concerning the plan, see agenda Item 13-83, CAA Learning Goals Committee's Recommendations & Resolution, which was approved by CAA at its 4/25/13 meeting.)

IX. Meeting Adjournment:

1. Ms. Green moved and Dr. Ruholl seconded the motion to adjourn the meeting. The motion was approved by acclamation.

The meeting adjourned 3:10 p.m.

The next meeting will be held at 3:00 p.m. on Thursday, April 17, 2014.

–Minutes prepared by Ms. Janet Fopay, Recording Secretary

The current agenda and all CAA council minutes are available on the Web at <http://www.eiu.edu/~eiucaa/>. In addition, an electronic course library is available at <http://www.eiu.edu/~eiucaa/elibrary/>.

***** ANNOUNCEMENT OF NEXT MEETING *****
April 17, 2014
Arcola/Tuscola Room – University Union @ 3:00 p.m.

Agenda:

1. 14-76, JOU 4000, Investigative Reporting (New Course)

Pending:

1. 14-71, Gateway Program Admission Policy (Revised Policy)

Approved Executive Actions:

None.

Pending Executive Actions:**COS****Effective Fall 2014**

1. Revise the course description for ECN 4444.

ECN 4444 - Honors Independent Study. (Arr.-Arr.-3) Consideration of special topics in Economics. Special emphasis on an area of interest to the student approved by faculty supervisor and Departmental Honors Coordinator. **The course may be repeated for a maximum of six semester hours. Repeating a course must be approved by the Departmental Honors Coordinator.** Prerequisites and Notes: Admission to the Departmental Honors College and permission of the Departmental Honors Coordinator. Credits: 3

2. Change the course description for ECN 4666.

ECN 4666 - Honors Seminar. (Arr.-Arr.-3) Areas of investigation which require integration of Economics and research will be treated. **The course may be repeated for a maximum of six semester hours. Repeating a course must be approved by the Departmental Honors Coordinator.** Prerequisites and Notes: Admission to the Departmental Honors Program and permission of the Departmental Honors Coordinator. Credits: 3

3. Update the list of electives in the Pre-Health Professions sections of the catalog.

Pre-Health Professions

Pre-Medicine – Allopathic/Osteopathic, Pre-Dentistry, Pre-Veterinary Medicine, Pre-Optometry, Pre-Podiatry, Pre-Physician's Assistant, Pre-Physical Therapy, and Pre-Occupational Therapy Admission into any of the health professions is very competitive. Students should maintain a high grade point average, obtain leadership skills and exposure to the health profession of interest and make a strong showing on their test scores (MCAT, DAT, PCAT, OAT, or GRE). Although it is not necessary to obtain a baccalaureate degree to gain entrance into some of the health professions, it is highly recommended. Programs leading to the BA or the BS degree in a variety of majors are suitable although most students select a major in biological sciences or chemistry. When registering, such students must indicate their choice of degree-granting major, and declare Pre-(identify health profession) as a second major. It is recommended that the program be enriched with electives in social and behavioral sciences, humanities, and fine arts. All students interested in a career in a health profession should consult with the Pre-Health Professions Advisor for information regarding specific admission requirements. More information concerning these programs at EIU is available at <http://www.eiu.edu/~premed/>.

Most of the health professions will expect one year of each of the following; English, Biology, Chemistry, Organic Chemistry, and Physics. Many will also expect Anatomy, Physiology, Psychology, Statistics, Microbiology, and Biochemistry. Be sure to check the health profession of choice for their specific requirements.

Minimum Requirements:

- BIO 1100 - General Biology. Credits: 4
- BIO 1300G - Animal Diversity. Credits: 4
- CHM 1310G - General Chemistry I. Credits: 3
- CHM 1315G - General Chemistry Laboratory I. Credits: 1
- CHM 1410 - General Chemistry II. Credits: 3
- CHM 1415 - General Chemistry Laboratory II. Credits: 1
- CHM 2440 - Organic Chemistry I. Credits: 3
- CHM 2445 - Organic Chemistry Laboratory I. Credits: 1
- CHM 2840 - Organic Chemistry II. Credits: 3
- CHM 2845 - Organic Chemistry Laboratory II. Credits: 1
- ENG 1001G - Composition and Language. Credits: 3
- ENG 1002G - Composition and Literature. Credits: 3

AND

- PHY 1151G - Principles of Physics I. Credits: 3
- PHY 1152G - Principles of Physics I Laboratory. Credits: 1
- PHY 1161 - Principles of Physics II. Credits: 3
- PHY 1162 - Principles of Physics II Laboratory. Credits: 1

OR

- PHY 1351G - General Physics I. Credits: 3
- PHY 1352G - General Physics I Laboratory. Credits: 1
- PHY 1361 - General Physics II. Credits: 3
- PHY 1362 - General Physics II Laboratory. Credits: 1

Recommended Electives (may be required by some programs)

- **BIO 2210 - Human Anatomy and Physiology I. Credits: 4**
- **BIO 2220 - Human Anatomy and Physiology II. Credits: 4**
- ~~BIO 2200 - Human Anatomy. Credits: 4~~
- BIO 3120 - Molecular and Cellular Biology. Credits: 4
- BIO 3200 - Genetics. Credits: 4
- BIO 3300 - General Microbiology. Credits: 4
- ~~BIO 3520 - Animal Physiology. Credits: 4~~
- CHM 3450 - Biochemistry I. Credits: 3

Pre-Nursing

Eastern Illinois University has a cooperative Baccalaureate in Nursing program with Lakeview College of Nursing. This arrangement allows students to pursue their BSN from Lakeview College of Nursing while having the convenience of remaining on Eastern's campus during all four years of their studies. EIU provides general education, prerequisite courses and advisement for pre-nursing students until they are accepted into Lakeview's program. Lakeview then delivers (through distance learning or on-site instructors) nursing courses to the EIU campus. When enrolled in the Lakeview program, students pay tuition to Lakeview. The degree is awarded from Lakeview College of Nursing. More information concerning this program at EIU is available at <http://www.eiu.edu/~premed/>.

Chiropractic Medicine

Eastern Illinois University has entered into a "3+3" affiliation agreement with Logan College of Chiropractic and Palmer College of Chiropractic. Both programs offer guaranteed admissions for qualified students to attend after 3 years (90 credits) at Eastern and finish a doctor of Chiropractic degree after 3 additional years at Logan or Palmer. Students who successfully complete the Pre-Chiropractic Program at EIU with a cumulative GPA of 3.25 or higher and meet all other criteria for admission shall be accepted at Palmer or Logan Colleges. Upon completion of the first year of studies at Logan and Palmer, a maximum of 34 credits may be transferred back to EIU toward completion of credits required for the Bachelor of Science in Biological Sciences degree at Eastern. More information concerning this program at EIU is available at <http://www.eiu.edu/~premed/>.

SCE

Effective Fall 2014

1. Change the course prerequisites for BGS 4001.

BGS 4001 - Self-Directed Leadership. (3-0-3) Su. On Demand. In this capstone course for the B.A. in General Studies degree, students apply transformative change process, critical thinking skills and concepts to explore the influence of their educational experiences on their professional and personal lives and to assess and develop their self-directed learning and leadership skills. Open to majors in General Studies. WI Prerequisites and Notes: Students must be admitted to the BGS Programs and have completed at least 90 hours **and BGS 2985 and BGS 3002. It is highly recommended students complete this course their last semester prior to graduation.** Credits: 3

Attachment A

Current Syllabus Policy (95-69), Effective through Summer 2014

During the first week of class, instructors shall provide the department chairperson and students in each class with a course syllabus. The course syllabus should include, but not be limited to, the following information: course objectives, course outline or description of course content, course assignments/projects/papers, grading policy and/or grading scale, attendance policy, evaluation procedures, information for students with disabilities, and office hours. The course outline may include additional requirements based on department, college, and university policies.

New Syllabus Policy, Effective beginning Fall 2014

During the first week of class, instructors shall provide the department chairperson and students in each class with a course syllabus (printed or electronic). The course syllabus should include, but not be limited to, the following information:

- 1) Course identification information (course number, course title, number of credit hours, semester)
- 2) Instructor contact information (instructor name, office hours, at least one method of communication such as email, phone, video conferencing, etc.)
- 3) Catalog course description
- 4) Learning objectives as stated on the approved course proposal (note: instructor may add to these core objectives)
- 5) Course materials as applicable (e.g. textbook, other required reading, course packet, required software, personal response system, lab materials, etc.)
- 6) Topical outline and tentative schedule
- 7) Assignments (such as required text/readings, projects, papers, observations) and other evaluations (such as exams, quizzes, performances) including final exam information, (see IGP 44 regarding required final exams during the final exam period). For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include course objectives; projects that require application and analysis of the course content; and separate methods of evaluation for undergraduate and graduate students.
- 8) Grading policy (weighting of assignments and other evaluations, grading scale)
- 9) Instructor's policies for the course as appropriate (e.g. attendance-see IGP 43 and catalog; make-up work, extra credit)
- 10) Required statements for
 - a. Academic integrity¹
 - b. Students with disabilities²
 - c. The Student Success Center³

The course syllabus may include additional requirements based on department or college policies. For nontraditional courses (e.g. theses, independent study, internships) the syllabus may be replaced with a learning contract/proposal providing it includes items 1-6 above.

Departments are encouraged to develop review procedures for syllabi. Review of the syllabus should provide evidence that 1) the required components listed above are present in the syllabus; 2) the expected learning objectives/outcomes are being evaluated; and 3) student engagement in academic work for the course through instructional time and out-of-class student work meets or exceeds the minimum 37.5 hours per semester hour of course credit (see IGP ## for EIU credit hour policy that complies with the Federal credit hour definition and Higher Learning Commission policy).

¹ **Academic integrity** - Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

² **Students with disabilities** - If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

³ **The Student Success Center** - Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Attachment B

General Education

Responsible Citizenship through Mindful Scholarship

General Education at Eastern Illinois University offers students an intellectual foundation for their future academic, professional, and personal lives. Mindful scholarship necessitates not only dedicated study but also reflection on the purposes and consequences of that study. By fostering serious and enthusiastic learning, Eastern Illinois University seeks to instill the value of intellectual curiosity and lifelong education in its students. Equipped with the values and traditions of scholarship, students will be better prepared to fulfill their duties as responsible citizens and capable leaders in a diverse world.

The General Education program is aligned with the University's mission to help students "refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders." The program fulfills this purpose in two ways:

- 1. By exposing each student to the knowledge and means of inquiry in a broad array of disciplines;**
- 2. By intentionally developing foundational, transferrable skills in the five University Learning Goals:**
 - Critical Thinking**
 - Writing and Critical Reading**
 - Speaking and Listening**
 - Quantitative Reasoning**
 - Responsible Citizenship**

Writing, Critical Reading, Speaking, and Listening Enhancing Literacy and Oral Communication

Mindful scholarship requires that students listen and read critically as well as write and speak clearly and effectively. Additionally, functioning in a global society requires an appreciation of communication within and among cultures through both the written and spoken word. Therefore, a foundation for further exploration within the general education curriculum, for study in one's major area, and for developing a successful career, requires both course work in and assessment of written and oral communication skills.

Critical Thinking and Quantitative Reasoning Critical and Reflective Thinking

Mindful scholars engage in a process of critical thinking learned through study in the traditional disciplines: physical and biological sciences, social and behavioral sciences, and humanities and fine arts. Developing analytical thinking skills and working in the modern world require knowledge of mathematics. Additionally, study in any of the sciences requires mathematical skills. Consequently, the general education program requires one course from a select group in that discipline.

In physical and biological science courses, students experience the rigor and practice of scientific inquiry through classroom and laboratory experiences. They learn to consider analytically the methods of describing, predicting, understanding, and explaining physical and biological phenomena. In these courses, students confront the social, economic, political, and ethical implications of science and technology as well as the dilemmas they create.

The social and behavioral sciences focus more directly on understanding society and the individual. In these courses, students will have the opportunity to apply various methods of inquiry and analysis, both quantitative and qualitative, to the study of the human condition. These sciences emphasize the importance of understanding the diversity of human cultures, their socio-historical context, and one's personal responsibility for being not only a good citizen, but also a steward of the environment.

The humanities provide sources and methods for reflection upon human experience in its historical, literary, philosophical, and religious dimensions. The basis of instruction in these disciplines is primarily the interpretation and critical analysis of written texts. The goal of humanities courses is to provide students with the foundations and methods necessary for a critical understanding of languages, cultures, and traditions, including those that are different from their own. Courses in the fine arts provide students with a basis for understanding and evaluating musical, theatrical, and visual works in terms of their production and aesthetic reception. In these areas students learn to apply historical, philosophical, and critical concepts to specific works and genres. The goal of instruction in the fine arts is to provide students with the foundations and methods necessary for a critical appreciation of various artistic and aesthetic traditions, as well as the evaluation of particular musical, theatrical, or visual works.

In the general education program students explore the variety of ways of knowing through the disciplinary foundations of a liberal arts education. These courses help students become more mindful of the relationships among self, society, and the environment. Such preparation is vital as society becomes more complex, interdependent, and reflective of diversity. Collectively, the courses in general education encourage students to develop critical and reflective thinking as an intellectual habit.

Responsible Citizenship ~~Responsible Global Citizenship~~

The general education curriculum is also designed to develop and strengthen those attitudes and behaviors integral to responsible citizenship—ethical behavior; civic participation; an understanding of history, **culture, and the sciences**; and an appreciation of diversity both at home and abroad. Responsible citizens not only comprehend world-shaping forces and events and the varied experiences that have shaped human culture, but also use that understanding to make informed, objective, and ethical decisions. They understand their responsibility as educated members of society and actively participate in their communities. Finally, responsible global citizens appreciate the diversity of the world in which they work and live. As part of their general education program, all students are required to complete a course with a focus on cultural diversity.

Attachment C

University Learning Goals

Eastern's undergraduate University Learning Goals were revised, effective Fall 2014, to reflect EIU's mission, which states that "throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders."

EIU graduates reason and communicate clearly as responsible citizens and leaders in diverse personal, professional, and civic contexts.

Critical Thinking: EIU graduates question, examine, evaluate, and respond to problems or arguments by:

- Asking essential questions and engaging diverse perspectives.
- Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
- Understanding, interpreting, and critiquing relevant data, information, and knowledge.
- Synthesizing and integrating data, information, and knowledge to infer and create new insights
- Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
- Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

Writing and Critical Reading: EIU graduates write critically and evaluate varied sources by:

- Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
- Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
- Producing documents that are well-organized, focused, and cohesive.
- Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
- Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
- Evaluating evidence, issues, ideas, and problems from multiple perspectives.
- Collecting and employing source materials ethically and understanding their strengths and limitations.

Speaking and Listening: EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

- Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
- Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
- Developing and organizing ideas and supporting them with appropriate details and evidence.
- Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
- Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
- Employing effective physical delivery skills, including eye contact, gestures, and movement.
- Using active and critical listening skills to understand and evaluate oral communication.

Quantitative Reasoning: EIU graduates produce, analyze, interpret, and evaluate quantitative material by:

- Performing basic calculations and measurements.
- Applying quantitative methods and using the resulting evidence to solve problems.
- Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.
- Critically evaluating quantitative methodologies and data.
- Constructing cogent arguments utilizing quantitative material.
- Using appropriate technology to collect, analyze, and produce quantitative materials.

Responsible Citizenship: EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

- Engaging with diverse ideas, individuals, groups, and cultures.
- Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
- Participating formally and informally in civic life to better the public good.
- Applying knowledge and skills to new and changing contexts within and beyond the classroom.