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Agenda for the September 22, 2011 CAA Meeting

- Items approved:** 11-95A, Course Proposal Format (Revised Format)
11-96, BUS 1950, Computer Concepts and Applications for Business (Revised Course)
- Items Pending:** 11-97, CDS 2200, Language Acquisition (Revised Course)
11-95B, Course Proposal Format (Revised Format)
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Council on Academic Affairs Minutes

September 22, 2011

The September 22, 2011 meeting of the Council on Academic Affairs was held at 2:01 p.m. in Room 4440, Booth Library.

- Members Present:** Ms. Gonzalez, Ms. Green, Dr. Hoerschelmann, Dr. Klarup, Dr. Lucas, Dr. Mitchell, Ms. Reid, Dr. Ruholl, and Dr. White.
- Members Absent:** Dr. Throneburg.
- Staff Present:** Ms. Fopay.
- Guest Present:** Ms. Dexter, *Daily Eastern News*, Ms. Harvey, Registrar's Office; and Dr. Roszkowski, School of Business.

I. Approval of the September 22, 2011 CAA Meeting Minutes.

Dr. White moved and Dr. Reid seconded the motion to approve the minutes. The minutes of September 22, 2011 were approved as written.

II. Communications:

a. Curriculum Committee Minutes:

1. Minutes of the September 16, 2011 College of Sciences Curriculum Committee meeting.

b. Executive Actions:

1. September 20, 2011 email from Associate Dean Poulter, CAH, asking CAA to consider additional course revisions that were mistakenly left out of the August 29, 2011 executive action that was reviewed by the council at its September 1, 2011 meeting and are necessitated by the new federal regulation limiting financial aid for repeated courses.

c. Committee Appointments:

1. September 14, 2011 email from Ms. Cheryl Gilbert, Office of University Advancement, requesting a representative from CAA to fill a one-year appointment on the University Naming Committee.
Dr. Lucas provided an explanation of the committee. Also, he indicated that he'd be willing to continue his appointment on the committee. No one else volunteered, so Dr. Lucas agreed to serve another term on the University Naming Committee for Academic Year 2011-12.

d. Other:

1. September 16, 2011 email from Dr. Debra Reid regarding what she has learned about the Ad-Hoc Committee on Online Education member selection.
The council discussed this communication as well as Dr. Andrew Methven's September 13, 2011 email regarding the Ad-Hoc Committee on Online Education (pending item from the 9/15/11 CAA meeting). The item was tabled and then revisited later in the meeting (See page 3.)

Ms. Ruholl arrived at 2:07 p.m.

2. September 12, 2011 memorandum from the Lumpkin College of Business & Applied Sciences Administration Council supporting the position paper circulated by the School of Business regarding Textbook Rental and the ensuing discussions.
The council discussed the matter and whether CAA should create a position letter to submit to Faculty Senate regarding the issue.

Dr. Hoerschelmann moved and Dr. White seconded the motion that CAA form a subcommittee responsible for drafting language for a document to be submitted by CAA to Faculty Senate regarding electronic textbooks and the EIU Textbook Rental Service. The motion passed by acclamation.

The following individuals volunteered to serve on the committee: Ms. Azeret Gonzalez, Dr. Olaf Hoerschelmann, Dr. Christopher Mitchell, and Dr. Larry White.

Dr. Mitchell will convene a subcommittee meeting and try to have something to CAA for review sometime in October.

Also, Ms. Gonzalez will bring the matter to the attention of the Student Government.

III. Committee Reports:

None.

IV. Item Added to the Agenda:

1. 11-97, CDS 2200, Language Acquisition (Revised Course)

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

V. Items Acted Upon:

1. 11-95, Course Proposal Format (Revised Format).

Ms. Fopay and Ms. Harvey presented the proposal and answered questions of the council.

Dr. Reid moved and Dr. White seconded the motion to approve the proposal. There was discussion.

Dr. Lucas moved and Ms. Gonzalez seconded the motion to separate the proposal and act upon the revisions reflected under Part I, 8.a, 8.b., 8.e., and 11 of the course proposal format form. The motion passed unanimously.

The amended proposal (**Agenda Item 11-95A**) was approved (**See Attachment A**), effective Fall 2011, *pending CGS approval*. No action was taken on the revisions proposed under Part 1, 10 of the original proposal (Agenda Item 11-95). Ms. Harvey will revise that section of the proposal and resubmit it to CAA later for review. Also, Ms. Fopay will contact the CATS Office regarding PDF and Word forms and whether one of those forms or something else could be used to format the course proposal format form. Finally, it was suggested that CAA's Ad Hoc Committee on General Education Segment Definitions and Study Abroad Senior Seminars established last spring by CAA could look at the University learning goals and general education and how those items might be addressed in the course proposal form.

2. 11-96, BUS 1950, Computer Concepts and Applications for Business (Revised Course)

Dr. Roszkowski presented the proposal and answered questions of the council. Minor revisions were requested to the proposal.

Dr. Lucas moved and Dr. White seconded the motion to approve the proposal. The motion passed unanimously.

The proposal, with revisions, was approved, effective Spring 2012.

BUS 1950. Computer Concepts and Applications for Business. (3-0-3) F, S. Computer Concepts/Apps for Bus. A study of computer concepts, including the information processing cycle, file organization, telecommunications, and operating systems and systems software. Applications software, including spreadsheets, databases, word processing, presentation graphics, computer communications, and operating systems with graphical user interfaces. BUS 902

VI. Communications (Continued from page 1 of these minutes):

1. September 16, 2011 email from Dr. Debra Reid regarding what she has learned about the Ad-Hoc Committee on Online Education member selection.

AND

September 13, 2011 email from Dr. Andrew Methven, Chair of the Faculty Senate, regarding the Ad-Hoc Committee on Online Education and the selection of a CAA representative to that committee.

The council continued discussion (See page 1) that was started earlier in the meeting about Dr. Reid's and Dr. Andrew Methven's communications regarding the Ad-Hoc Committee on Online Education and the selection of a CAA representative to that committee.

Dr. Hoerschelmann left the meeting at 3:02 p.m.

A name wasn't selected at today's meeting to submit to Faculty Senate for the Ad-Hoc Committee on Online Education. Dr. Methven's communication will be revisited at the next CAA meeting.

VI. Pending:

None.

VII. Meeting Adjournment:

1. Dr. Lucas moved and Dr. White seconded the motion to adjourn the meeting. The motion was approved by acclamation.

The meeting adjourned at 3:05 p.m.

The next meeting will be held Thursday, September 29, 2011.

–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 *****
September 29, 2011
Conference Room 4440 – Booth Library @ 2:00 p.m.

Agenda:

1. 11-97, CDS 2200, Language Acquisition (Revised Course)

Approved Executive Actions:

LCBAS

Effective Spring 2012

1. Change the prerequisites for MIS 4530.

MIS 4530 - Web Application Development.

(3-0-3) S. Development of web-based applications, including client-side and server-side scripting languages, database interfaces, XML, web services, and design concepts. Prerequisites and Notes: MIS 2000, MIS 3530, and 4200 BUS 3500. Credits: 3

CAH
Effective Fall 2012

1. Revise the English major as a result of changes in the Illinois Articulation Initiative.

English (B.A.)

English Electives (15 credits)

Five additional courses in English, chosen from any of the above or from Group 5. General Education courses are excluded, except for ENG 2009G/ENG 2099G, ENG 2011G/ENG 2091G, and ENG 3009G/ENG3099G. English majors (non-teacher certification) are required to select 2 of the 5 elective courses at the 3000 level or above. Two courses in a single foreign language may be counted if numbered 2000 or above, not taught in English, and not offered for Gen Ed credit.

~~Five additional courses in English, chosen from any of the above or from Group 5. General Education courses are excluded, except for 3009G/3099G. Two courses in a single foreign language may be counted if numbered 2000 or above, not taught in English, and not offered for Gen Ed credit.~~

Group 5 - English Electives

- ENG 2001 - Creative Writing: Nonfiction. Credits: 3
- ENG 2003 - Creative Writing: Poetry. Credits: 3
- ENG 2005 - Creative Writing: Drama. Credits: 3
- ENG 2007 - Creative Writing: Fiction. Credits: 3
- **ENG 2009G - Literature and Human Values 1, 2, 3, 4. Credits: 3**
- **ENG 2011G - Literature, the Self and the World 1, 2, 3. Credits: 3**
- **ENG 2091G - Literature, the Self and the World 1, 2, 3, Honors. Credits: 3**
- **ENG 2099G - Literature and Human Values 1, 2, 3, 4, Honors. Credits: 3**
- ENG 2602 - World Literature since the Renaissance. Credits: 3
- ENG 2603 - Greek and Roman Mythology. Credits: 3
- ENG 2692 - World Literature since the Renaissance, Honors. Credits: 3
- ENG 2760 - Introduction to Professional Writing. Credits: 3
- ENG 3005 - Technical Communication. Credits: 3
- ENG 3009G - Myth and Culture. Credits: 3
- ENG 3099G - Myth and Culture, Honors. Credits: 3
- ENG 3405 - Children's Literature. Credits: 3
- ENG 3406 - Literature for Pre-Adolescents. Credits: 3
- ENG 3504 - Film and Literature. Credits: 3
- ENG 3600 - The Bible as Literature. Credits: 3
- ENG 3604 - Special Topics in Literature and Language, 1, 2, 3, 4. Credits: 3 (Topic 4)
- ENG 3606 - Modern Drama. Credits: 3
- ENG 3706 - American Regional Literature. Credits: 3
- ENG 3903 - Women, Literature, and Language. Credits: 3
- ENG 3970 - Study Abroad. Credits: 1 to 15
- ENG 4275 - Internship in Professional Writing. Credits: 4
- ENG 4400 - Independent Study. Credits: 3
- ENG 4752 - Studies in Drama. Credits: 3
- ENG 4760 - Studies in Professional Writing. Credits: 3
- ENG 4761 - Creative Nonfiction Writing Credits: 3
- ENG 4762 - Poetry Writing. Credits: 3
- ENG 4763 - Fiction Writing. Credits: 3
- ENG 4764 - Play Writing. Credits: 3

- ENG 4903 - Young Adult Literature. Credits: 3
- ENG 4904 - Studies in Film. Credits: 3
- ENG 4905 - Studies in Children's Literature. Credits: 3
- ENG 4906 - Problems in the Teaching of English. Credits: 3

Footnotes:

Concurrent or prior registration in ENG 2205 is strongly recommended for majors in all courses at the 2000-level or above.

Except for ENG 2009G/ENG 2099G, ENG 2011G/ENG 2091G, and ENG 3009G/ENG3099G, English courses in the General Education Program do not fulfill requirements in the English major or minors. (Major GPA based on all English courses taken at EIU except ENG 0990, 0995, 1000, 1001G, 1002G, 1091G, 1092G, and General Education courses other than ENG 2009G/ENG 2099G, ENG 2011G/ENG 2091G, and ENG 3009G/ENG3099G.)

~~Except for ENG 3009G and 3099G, English courses in the General Education Program do not fulfill requirements in the English major or minors. (Major GPA based on all English courses taken at EIU except ENG 0990, 0995, 1000, 1001G, 1002G, 1091G, 1092G, and General Education courses other than 3009G or 3099G.)~~

Pending Executive Actions:

CAH

Effective Summer 2012

1. Music course revisions necessitated by the new federal regulation limiting financial aid for repeated courses (*Go to the following website to view the course changes:*
<http://castle.eiu.edu/~eiucaa/2011-12CAA/FA11/09-22-11/Communications/ExecAct/CAH09-20-11.pdf>)

Attachment A

Eastern Illinois University

NEW/REVISED COURSE PROPOSAL FORMAT**(Approved by CAA on 4/13/06 and CGS on 4/18/06, Effective Fall 2006)**

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:**
2. **Title (may not exceed 30 characters, including spaces):**
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:**
5. **Term(s) to be offered:** Fall Spring Summer On demand
6. **Initial term of offering:** Fall Spring Summer **Year:**
7. **Course description:**
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
 - **Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.** Yes No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
 - **Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).** Yes No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
 No one Chair Instructor Advisor Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

- e. **Repeat status:** Course may not be repeated.
 Course may be repeated **once with credit to a maximum of ___ hours or ___ times.**

Please also specify the limit (if any) on hours which may be applied to a major or minor.

- f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

- g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. **Grading methods** (check all that apply): Standard letter C/NC Audit ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. **Instructional delivery method:** (Check all that apply.)

- lecture lab lecture/lab combined independent
study/research internship performance practicum or clinical
study abroad Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge
- Effective critical thinking and problem solving
- Effective oral and written communication
- Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

3. Explain how the instructor will determine students' grades for the course:

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
 - a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - b. Describe how the integrity of student work will be assured:
 - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):
5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
 - a. course objectives;
 - b. projects that require application and analysis of the course content; and
 - c. separate methods of evaluation for undergraduate and graduate students.
6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.
 - a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
 - b. If the course or some sections of the course may be technology delivered, explain why.
2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

3. **If the course is similar to an existing course or courses, justify its development and offering.**
 - a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
 - b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school:

Date approved by the college curriculum committee:

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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