9-29-2011

September 29, 2011

Council on Academic Affairs

Items approved: 11-97, CDS 2200, Language Acquisition (Revised Course)
                            11-95B, Course Proposal Format (Revised Format)

Items Pending: None.

Council on Academic Affairs
Minutes
September 29, 2011

The September 29, 2011 meeting of the Council on Academic Affairs was held at 2:00 p.m. in Room 4440, Booth Library.

Members Present: Ms. Eskew, Ms. Gonzalez, Ms. Green, Dr. Hoerschelmann, Dr. Klarup, Dr. Lucas, Dr. Mitchell, Ms. Reid, Dr. Ruholl, Dr. Throneburg, and Dr. White.

Members Absent: None.

Staff Present: Dr. Lord and Ms. Fopay.

Guest Present: Ms. Davis, Registrar's Office; Ms. Dexter, *Daily Eastern News*, Ms. Harvey, Registrar's Office; and Dr. Richard, Communication Disorders & Sciences.

Ms. Gonzalez introduced Ms. Kaylia Eskew who will serve as a CAA student representative on CAA. The council members welcomed her and introduced themselves.

I.   Approval of the September 22, 2011 CAA Meeting Minutes.
    Dr. Reid moved and Dr. Hoerschelmann 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 12, 2011 College of Education & Professional Studies meeting.
        2. Minutes of the September 21, 2011 College of Arts & Humanities Curriculum Committee meeting.

    b. Committee Appointments:
        1. September 20, 2011 memorandum from Provost Lord requesting a representative from CAA to fill a one-year appointment on the Enrollment Management Advisory Committee.
           Provost Lord provided details about the committee. Ms. Lora Green indicated she was willing to continue her appointment on the committee. She will serve another term on the Enrollment Management Advisory Committee for the Academic Year 2011-12.

    c. Other:
        1. September 26, 2011 memorandum from Dr. John Willems, CGS Chair, and Dr. Nora Pat Small, CGS Vice Chair, regarding the position paper on the EIU Textbook Rental Service.
        2. 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 its discussion about this item from the September 15 and September 22 CAA meetings. Dr. Mitchell explained that there had been some confusion at this week's Faculty Senate meeting where some thought CAA had already selected a representative to the Ad Hoc Committee on Online Education. He indicated that Dr. Mike Mulvaney, Faculty Senate Elections Committee Chair, would come to today's meeting to explain the situation, but couldn't get to the meeting until later due to a scheduling conflict. Provost Lord noted he had attended the Faculty Senate meeting and was able to provide details about it. The council discussed it. Dr. Debra Reid indicated she was willing to serve as the CAA representative to Ad Hoc Committee on Online Education.

           Dr. Lucas moved and Dr. White seconded the motion to have Dr. Debra Reid be the CAA representative to the Ad Hoc Committee on Online Education. The motion passed by acclamation.

           Dr. Debra Reid will serve as the CAA representative to the Ad Hoc Committee on Online Education.

III. Committee Reports:
    None.

IV. Items Added to the Agenda:
    None.

V. Items Acted Upon:
    1. 11-95B, Course Proposal Format (Revised Format).
    Ms. Harvey presented the proposal and answered questions of the council. The council requested the following revision to the proposal:

> "If the student already has credit for or is registered in an equivalent **or mutually exclusive** course, check any that apply:"

In addition, Dr. Reid distributed a handout and asked the council to consider incorporating revision to the course proposal form in regards to the university learning goals. The council will discuss this matter at a future meeting.

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

The proposal **(See Attachment A)**, with revisions, was approved, effective Fall 2011*, **pending CGS approval.**

2. 11-97, CDS 2200, Language Acquisition (Revised Course; Added Technology Delivered)
Dr. Richard presented the proposal and answered questions of the council. The council requested revisions to Part I, 7 and Part II, 4a and 4c of the proposal.

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

The proposal was approved, with revisions, effective Spring 2012, *pending course fee approval.*

> **CDS 2200. Language Acquisition. (3-0-3)** The course will cover theoretical foundation for defining language, the major components of language and normal acquisition sequences from infant precursors through early childhood and adolescence. Patterns of normal acquisition as a guide for evaluation of developmental disorders are presented.

VI. Pending:
    None.

VII. Meeting Adjournment:
    1. Dr. Hoerschelmann moved and Dr. White seconded the motion to adjourn the meeting. The motion was approved by acclamation.

    The meeting adjourned at 2:25 p.m.

The October 6, 2011 meeting was cancelled. The next meeting date will be held October 13, 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/.

The CAA minutes, agendas, and summaries of CAA actions are distributed via a listserv, caa-list. To subscribe, go to the following web site: http://lists.eiu.edu/mailman/listinfo/caa-list. Locate the section "Subscribing to caa-list" and enter your email address and create a password. Next, click on the subscribe box. An email will be sent to you requesting confirmation. Once confirmation is received, your request will be held for approval by the list administrator. You will be notified of the administrator's decision by email.

********** ANNOUNCEMENT OF NEXT MEETING **********
October 13, 2011
Conference Room 4440 – Booth Library @ 2:00 p.m.

Agenda:
　　None at this time.

Approved Executive Actions:
　　CAH
　　Effective Summer 2012
　　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

Pending Executive Actions:
　　None.

Attachment A

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT

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.

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   ___ CR/NC   ___ Audit   ___ ABC/NC ("Standard letter"—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

___   The grade for this course will not count in a student's grade point average.

___   The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

___   The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

___   Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

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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