

12-3-2009

December 3, 2009

Council on Academic Affairs

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## Agenda for the December 3, 2009 CAA Meeting

**Items approved:** 09-73, FCS 1275, Family and Consumer Sciences Practicum (New Course)  
09-74, FCS 2275, Internship for Non-Majors (New Course)  
09-75, IGP 52.1, Posthumous Recognition (New Internal Governing Policy)

**Items Pending:** Discussion of Integrative Learning  
09-13, Proposal to Add a New Requirement for Graduation: Writing-Intensive and/or Writing Centered Course Completion

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### Council on Academic Affairs Minutes

December 3, 2009

The December 3, 2009 meeting of the Council on Academic Affairs was held at 2:03 p.m. in Room 4440, Booth Library.

**Members Present:** Dr. Bower, Dr. Campbell, Ms. Green, Dr. Hendrickson, Mr. Lambert, Dr. Mitchell, Mr. Pickham, Dr. Reid, Ms. Ruholl, Dr. Shelton, Dr. Sterling, and Dr. White.

**Members Absent:** None.

**Staff Present:** Provost Lord and Ms. Fopay.

**Guests Present:** Ms. Dilworth, Family & Consumer Sciences; Dean Hanner, College of Sciences; Dr. Meadows, Family & Consumer Sciences; Ms. Mook, New Student Programs; and Dr. Owen, Kinesiology & Sports Studies.

#### I. Approval of the November 19, 2009 CAA Meeting Minutes.

The minutes of November 19, 2009 were approved as written.

#### II. Communications:

##### a. Curriculum Committee Meeting Minutes:

1. Minutes of the October 15, 2009 Honors Council Curriculum Committee meeting.

*At the November 19, 2009 meeting, Dr. Reid noted that Dr. Shelton, Chair of the History Department, had received a memo from the Honors College, which she forwarded to the history faculty members, indicating that, effective Fall 2009, faculty proposing new honors courses will be required to state how the course will incorporate integrative learning. As of that meeting, CAA had not received the Honor Council Minutes referencing this requirement; nor had the council received a copy of Dean Irwin's memo. However, since then, the October 15, 2009 Honors Council minutes, referencing the requirement, were submitted to CAA and were listed on today's CAA meeting agenda.*

*According to the October 15 Honors Council meeting minutes, that council approved the following language involving integrative learning: Effective Fall 2009, the Honors Council will require that all proposals in Honors be accompanied by a statement as to how the course will incorporate integrative learning. Today, the council members discussed whether this requirement needed approval from CAA and if honors faculty were given the opportunity to discuss the requirement with the Honors Council before it was implemented. The council concluded that CAA didn't need to approve this requirement since it was within the boundaries of college curriculum committees, which the Honors Council is considered, to request higher standards. Also, Dr. Reid and Dr. Shelton noted that history honors faculty members had indicated they were not given an opportunity to discuss this requirement with the Honors Council or by open forum before it was implemented.*

*Dr. Reid moved and Dr. Shelton seconded the motion for CAA to remind the Honors Council, as a protocol, to discuss curriculum matters with faculty members before implementing a new requirement. The motion passed unanimously.*

*Dr. Reid and Dr. Hendrickson will work together to create an advisory memo to send to the Honors Council.*

2. Minutes of the November 17, 2009 College of Arts & Humanities Curriculum Committee meeting.

**b. Waiver Reports:**

1. Academic Waiver Report for November 2009 from the College of Arts & Humanities.

**III. Committee Reports:**

None.

**IV. Items Added to the Agenda:**

None.

Ms. Green arrived at 2:15 p.m.

**V. Items Acted Upon:**

**1. 09-73, FCS 1275, Family and Consumer Sciences Practicum (New Course)**

Ms. Dilworth and Dr. Meadows presented the proposal and answered questions of the council. The council requested revisions to the following information on the course proposal form: the repeat status information (page 1) and the explanation of how the instructor will determine students' grades for the course (page 3.)

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

The proposal, with revisions, was approved, effective Summer 2010.

**1275 FCS. Family and Consumer Sciences Practicum. (Arr.-Arr.-1) On Demand. FCS Practicum.** An individually designed and supervised work experience course in a family and consumer sciences (FCS) related career area. This practicum is designed for Family and Consumer Sciences majors and non-majors. Course may be repeated to a maximum of 2 hours. Not in the same semester.

**2. 09-74, FCS 2275, Internship for Non-Majors (New Course)**

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

Dr. Sterling moved and Dr. Reid seconded the motion to approve the proposal. The motion passed with the following vote:

Yes: Green, Hendrickson, Lambert, Mitchell, Pickham, Reid, Ruholl, Shelton, Sterling, White  
No: Bower  
Abstain: Campbell

The proposal was approved, effective Summer 2010.

**2275 FCS. Internship for Non-Majors. (Arr.-Arr.-3 to 6) On Demand. Internship/Non-Majors.** Individually planned experience in an organization that provides experiences related to the field of FCS; allows for directed study, on-site observation, and participation in daily operations. Open for those who are not Family and Consumer Sciences majors. Prerequisites: Permission of the Chairperson of the School of Family and Consumer Sciences, and acceptance of the student by an appropriate organization with completion of required documentation.

**3. 09-75, IGP 52.1, Posthumous Recognition (New Internal Governing Policy)**

Provost Lord presented the proposal and answered questions of the council.

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

The proposal (**See Attachment A**) was approved, effective immediately.

**VI. Discussion of Integrative Learning**

Provost Lord gave a presentation sharing information and examples with the council concerning integrative learning and about an integrative learning conference he and 14 other EIU representatives attended in October. In addition, he distributed a handout (**See Attachment B**) regarding integrative learning and a list of possible questions for the council to ponder (**See below.**)

- How coherent is the curriculum and is that coherence explicitly explained to students?
- How can Reflection be embedded in the curriculum and be required before and after all major integrative activities?
- Can college curriculum committees be asked to consider integrative learning as they look at course proposals?
- Can there be particular expectations of General Education proposals for intentional inclusion of integrative learning?
- Could there be a review of General Education with an eye on integrative learning?
- Others?

Provost Lord encouraged the council to consider having an open conversation in the future about these questions and speculate about how it might be able to help colleges and faculty members think about integrative learning and ways in which that might resonate with what they do in their class work and outside their class work.

There were no questions. Provost Lord left the meeting.

The council agreed to start a discussion about these questions at next week's meeting.

**VII. Pending:**

1. 09-13, Proposal to Add a New Requirement for Graduation: Writing-Intensive and/or Writing Centered Course Completion

The next meeting will be held Thursday, December 10, 2009.

The meeting adjourned at 3:10 p.m. *–Minutes prepared by Ms. Janet Fopay, Recording Secretary*

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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 \*\*\*\*\*  
December 10, 2009  
Conference Room 4440 – Booth Library @ 2:00 p.m.

**Agenda:**

1. Discussion of Integrative Learning.

**Approved Executive Actions:**

**CAH**

**Effective Fall 2010**

1. Move English 3907 from Group 5 to Group 2 in the English Major.

**Group 2 - Focused Study in Multicultural Literatures (3 credits).**

**One of:**

- ENG 2705 - African-American Literature. Credits: 3
- ENG 2850 - Postcolonial Literatures in English. Credits: 3
- ENG 3705 - American Multicultural Literatures. Credits: 3
- ENG 3907 - Asian Literatures Credits: 3**
- ENG 4750 - Studies in African-American Literature. Credits: 3
- ENG 4850 - Studies in Third World Literatures. Credits: 3

**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 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 3504 - Film and Literature. Credits: 3
- ENG 3600 - The Bible as Literature. Credits: 3
- ENG 3604, 4 - Special Topics in Literature and Language: English Elective. Credits: 3
- ENG 3606 - Modern Drama. Credits: 3
- ENG 3706 - American Regional Literature. Credits: 3
- ENG 3903 - Women, Literature, and Language. Credits: 3
- ~~ENG 3907 - Asian Literatures Credits: 3~~
- ENG 3970 - Study Abroad. Credits: 1 to 15
- ENG 4275 - Internship in Professional Writing. Credits: 4
- 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 4905 - Studies in Children's Literature. Credits: 3
- ENG 4906 - Problems in the Teaching of English. Credits: 3

**Pending Executive Actions:**

None.

**Attachment A**

Policy Number: 52.1

POSTHUMOUS RECOGNITION

Students actively pursuing a degree program who die during their period of study at the University may be considered for posthumous recognition as follows:

1. A posthumous degree may be awarded upon the recommendation of the appropriate college dean and the Provost subject to the President's or designee's approval. The degree may be awarded to a student who was completing the final semester of course work required for the degree at the time of death, or would have been eligible to participate in the Commencement exercises at the end of the semester in which death occurred based on "exceptionality" procedures as stipulated in IGP #50.
2. A posthumous certificate of attendance may be awarded by the President, or designee, to a student who has completed at least one year of attendance at the University.

Approved:  
President

December xx, 2009

Monitor: President

## Attachment B

### Integrative Learning

**EIU Definition:** Integrative Learning encourages students to make connections among all aspects of their lives – academic, professional and personal – and apply learning gained in classes and other life experiences to new, complex situations. EIU provides significant learning and life opportunities, through which students, faculty, and staff work together to connect academic, professional and personal activities into a harmonious whole. As students reflect on the meaning of their learning and their lives, they become confident, lifelong learners and engaged, responsible citizens.

Integrative learning requires intentionally and purposefully including two processes in courses and in co-curricular activities:

- 1) **Connecting** (skills and knowledge from multiple sources and experiences)
- 2) **Reflecting** (on learning, experience, and the connections between them)

Some **characteristics** of integrative learning are

- intentionality
- reflection
- metacognition
- problem-solving
- collaboration
- engagement

In addition to carefully designed and intentionally delivered courses, faculty can promote integrative learning by encouraging students to engage in **high impact practices**. These include:

- ⇒ First-Year Seminars and Experiences
- ⇒ Common Intellectual Experiences
- ⇒ Learning Communities
- ⇒ Writing-Intensive Courses
- ⇒ Collaborative Assignments and Projects
- ⇒ Undergraduate Research
- ⇒ Diversity/Global Learning
- ⇒ Service-Learning, Community-Based Learning
- ⇒ Internships
- ⇒ Capstone Courses and Projects
- ⇒ Study Away (Study Abroad, National Student Exchange)