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March 21, 2002

Council on Academic Affairs

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The March 21, 2002 meeting of the Council on Academic Affairs was held at 2:00 p.m. in the Arcola/Tuscola Room.

Members present: Dr. Bock, Mr. Brinkmeyer, Ms. Catto, Dr. Cosbey, Dr. Dietz, Dr. Marlow, Dr. Methven, Dr. Owen, Dr. Samuels, Ms. Sartore, and Dr. Shonk.

Members absent: Dr. Helsel.

Staff present: Vice President Lord, Dr. Herrington-Perry, and Mrs. Chancellor, Academic Affairs.

Guests present: D. Bower, M. Burns, M. Butt, L. Campanis, S. Canfield, P. Collins, A. Eads, A. Edwards, S. Harvey, W. Hine, D. Hopgood, B. Irwin, F. Lewis, S. Miller, L. Prater, C. Roszkowski, K. Sanders, L. Simpson, and W. Weber.

I. Minutes.

The minutes of March 7, 2002 were approved as corrected. Under "members present," delete Mr. Brinkmeyer's name from the list.

II. Communications.

1. Request for executive action on ELE 4000 and MLE 4781.
2. February academic waiver reports from Arts & Humanities; Business & Applied Sciences; Education & Professional Studies; Sciences.
3. Announcement of PBK lecture, "The Sacred Depths of Nature," 7:30 p.m., Wednesday, March 27, Lumpkin Hall, Room 2030.
4. Dr. Methven discussed the 3-19-02 CGS meeting that CAA members attended regarding the technology delivered course/section format. Dr. Gibbs and Mr. McCann from the Center for Academic Technology Support provided a handout, "Identification of Technologies to Support Electronically Delivered Courses," to aid CAA and CGS in their deliberations. CAA's subcommittee (Dr. Owen, Dr. Dietz, Mr. Brinkmeyer, and Dr. Herrington-Perry) will be joined by Dr. Noll from CGS to re-evaluate the format.

III. Agenda Items to be Acted Upon.

- Review of the Undergraduate program in Family & Consumer Sciences.
Dr. Prater discussed the Illinois Board of Higher Education program review of the undergraduate program in Family and Consumer Sciences and the many positive comments the accreditation team made while they were on campus March 2-7, 2002.

Ms. Catto exited the meeting at 2:50 p.m.

- 01-69, Special Courses / Workshop Approval Process.
Dean Hine and Ms. Collins presented the proposal and answered questions of the Council. The motion passed unanimously.

This action approves the following to become effective Summer 2002.

See attachment A for the new format.

- 02-15, EIU 4194, Leadership, Theory and Practice, Honors. Revised Course.
Dr. Irwin presented the proposal and answered questions of the Council. The motion passed unanimously.

This action approves the following to become effective Spring 2003.

4194G EIU. Leadership: Theory and Practice. (4-0-4) F, S. Leadership. An interdisciplinary approach to the definitions, theories, rhetoric, and styles of leadership practiced in contemporary cultures. The short- and long-term effectiveness of global, national, and local leaders will be studied and evaluated as students develop their own leadership goals. Prerequisite: Admission to the University Honors Program.

- 02-16, Revision of French, German, or Spanish minor.

Dr. Canfield presented the proposal and answered questions of the Council. The motion passed with unanimously.

This action approves the following to become effective Fall 2002.

Minor in French, German, or Spanish

A minor in French, German or Spanish consists of a minimum of ~~17~~ **20** semester hours beyond 1102 (second semester). At least ~~nine~~ **12** of the ~~17~~ **20** semester hours must be at the 3000 or 4000 level. E.g.:

2201G	4 sem. hrs.
2202G	4 sem. hrs.
Three advanced courses	9 sem. hrs
Four advanced courses	12 sem. hrs.
TOTAL ..	17 sem. hrs. beyond 1102
TOTAL	20 sem. hrs. beyond 1102

However, with the approval of the department chairperson, students with three or four years of high school study in the language, or the equivalent, may be placed in one of the following alternate plans:

1) 2202 plus ~~nine~~ **12** hours in courses numbered 3000 or above. Upon completion of these hours the student will be exempted from four hours of lower-division course work ordinarily required for the minor.

2) ~~Nine~~ **12** hours in courses numbered 3000 or above. Upon completion of these hours the student will be exempted from eight hours of lower-division course work ordinarily required for the minor.

Note: Courses taken on Credit/No Credit basis do **not** count toward this minor.

- 02-17, University Assessment Plan.

Because ETS has discontinued the TASKS in Critical Thinking Exam, the Committee for the Assessment of Student Learning proposed that EIU adopt the Watson-Glaser Appraisal of Critical Thinking. Dr. Sanders and Dr. Roszkowski presented the revised assessment plan and answered questions of the Council. The motion to accept the plan passed unanimously.

This action approves the following to become effective immediately.

See attachment B for the University Assessment Plan

- 02-20, SED 4000, ASEP Level III. Revised Course.

Dr. Butt and Dr. Edwards presented the proposal and answered questions of the Council. The motion passed unanimously.

This action approves the following to become effective Fall 2002.

4000 SED. ASEP Level III. (Arr.-Arr.-3) F, S. ASEP III. Final course leading to secondary certification, to be taken in conjunction with student teaching. Integrates educational psychology, instructional methods, special education, and educational foundations. Prerequisites: SED 3100

and departmental methods course(s). Concurrent enrollment with STG 4001 is required. This course is delivered on line. WI

N.B.: This is a technology-delivered course. Once the technology delivered course format is approved, the department will be requested to submit additional information about this course.

The meeting adjourned at 3:40 p.m.

Kathy Chancellor, Recorder.

All Council Minutes and Agenda are available on the Web at <http://www.eiu.edu/~eiucaa/index.caa.htm>. In addition, an electronic course library is available at <http://www.eiu.edu/acaffair/courselibrary.htm>.

ANNOUNCEMENT OF NEXT MEETING

Thursday, March 28, 2002 at 2 p.m.

Arcola/Tuscola Room

Agenda:

1. 02-18, SPE 2000, Disabilities in the Context of Education and the Life Span, New Course.
2. 02-19, SPE 3100, Learning Differences of Individuals with Moderate to Severe Exceptional Learning Needs, New Course.

Pending Agenda Items:

3. 01-70, Enforcement of Prerequisites.
4. 02-11r2, Interim Format for Approving Currently Existing Technology-Delivered Courses or Sections

Pending Executive Actions:

ELE 4000 Practicum in Elementary and Curriculum Instruction (0-3-1)

Supervised ~~elementary school~~ clinical experiences with emphasis on the curriculum and instructional aspects of ~~science, social studies, and diagnostic/prescriptive reading~~ **early elementary and late elementary subject areas**. Forty-five hours of classroom participation/~~preparation~~. Prerequisite: Concurrent enrollment in one or more of ELE **3250, 3281, 3290, 3340, 4880**, or permission of department chair. Course may be taken twice with permission of the department chair. University Teacher Education requirements apply ~~and department requirements for enrollment must be met~~. Effective: Summer 2002.

MLE 4781 Topics in Junior High/Middle School Education (~~1-0-1~~) (ARR-ARR-1-3)

On demand. Current research and practices in junior high school/middle school education, (e.g. organization of school advisory programs, utilization of technology, staff development, legal/ethical concerns, curriculum issues, etc.). Prerequisites: MLE 2000 or ELE 2000; ELE 2320; MLE 3110; or permission of department chairperson. Effective: Summer 2002.

Delete MLE 4782 and MLE 4783

Workshop/Special Course Proposal

The following is a new proposal developed at the request of Dr. Blair Lord, Provost and Vice President for Academic Affairs, regarding workshops and special courses at Eastern Illinois University. Dr. Robert Augustine, Dean of the Graduate School, Dr. Bill Weber, Associate Vice President, and Dr. Mary Herrington-Perry, Assistant Vice President, and the college deans have reviewed this document. Offering workshops and special course credit has been a long-standing practice at Eastern Illinois University and provides needed flexibility in the university curriculum. Utilization both on and off-campus has been an especially important part of the offerings for off-campus graduate student, primarily teachers. As part of the revised policy, we are suggesting dropping the workshop designation and only utilizing the special course. The recommendation for the deletion of workshops along with the proposed policy changes is recommended after close review of the practices relating to the on-campus special topic courses that aid the on-campus graduate and undergraduate curriculum.

Procedures/Policies for Special Courses

1. Definition

A special course provides concentrated, self-contained study (Not part of a planned sequence of courses) ranging from two days to three weeks, with work requirements equal to that of a regular course. Special courses focus on an in-depth study of a special or current issue and usually include small group activities. These courses provide flexibility to departments that do not have special topics course numbers available for their use. Special courses normally do not require a prerequisite but may if deemed appropriate by the faculty and department chair.

Credit/Semester Hours	Special Course Numbers	Minimum Contact Hours	Minimum Time Period
1	3985-3999 1 SH 4875-4999 1 SH	15	1 week or weekend
2	3985-3999 2 SH 4875-4999 2 SH	30	2 weeks or 2 weekends
3	3985-3999 3 SH 4875-4999 3 SH	45	3 weeks or 3 weekends

- * Credits units and compensation awarded to faculty who teach special courses will be in accordance with approved Assignment of Duties guidelines, the Unit A and B Agreements, and official University policies.

2. Course Development and Approval Process

The recommendation for the signature process for a special course is as follows:

- Instructor – signature supports special course proposal, outline and course approval form verification
- Department Chair – signature verifies approval of course quality, appropriateness of course offering, and faculty funding source. In addition, signature verifies confirmation with the “home department” chair and dean when a faculty member is teaching a course outside his/her discipline/department.
- College Dean – signature indicates knowledge and approval of course offering. In addition, signature verifies confirmation with the “home department” chair and dean when a faculty member is teaching a course outside his/her discipline/department.
- Dean of the Graduate School – signature verifies approval of awarding credit for graduate courses (courses numbered 4750 or above).
- Dean of the School of Continuing Education – requirement of signature only for courses offered through the School of Continuing Education, verifies that the course meeting times are appropriate to the number of semester hours and the appropriate signatures are present.
- Director of Summer School – requirement of signature only for special courses offered through Summer School, verifies that the course meeting times are appropriate to the number of semester hours, that funding for the special course has been properly budgeted, and that the appropriate signatures are present.

3. Time allowed for offering a special course

Each offering of a special course requires approval of a special course proposal form, outline and course approval form. Any special course offered after July 1, 2002 and beyond must follow the new guidelines. The guideline requires that a special course be offered no more than three times in a two-year period. After that time, the course must undergo the same course approval process as regular university courses, meaning that the department would proceed with preparing the appropriate materials to move the course through the approval process, if chosen to do so. The academic departments will have the ultimate responsibility for maintaining records of special course offerings. The School of Continuing Education will assist departments in monitoring the number of special course offerings by providing a list for courses offered through the School of Continuing Education. The Summer School Office will assist departments in monitoring the number of special course offerings by providing a list of courses offered through the Summer School. In addition, on September 1 of each year, the School of Continuing Education and the Office of Summer School will provide the Council on Academic Affairs and the Council of Graduate Studies with a list of special course offerings from the previous year.

4. Credit for Special Courses

Throughout the university, utilization of credit for special courses is based upon the rules and regulations of the department and college that are in accordance with the Council of Teacher Education, the Council on Academic Affairs, and the Council of Graduate Studies.

5. Quality of Special Courses

As with all Eastern Illinois University academic programs both on and off campus, the quality assurance of the total curriculum rests completely with the appropriate Eastern Illinois University faculty members, academic administrators and academic councils. Selection of special courses for student evaluation will follow the university policies and procedures set forth in the collective bargaining agreements.

☐ Regular Course
☐ Special Course

☐ Summer School Office
☐ School of Continuing Education

Term: ☐ Fall ☐ Spring ☐ Summer 01 ☐ Summer 02 Year: _____

Course Information:

Course Title _____
Short Title _____ (16 spaces max.)
Course Prefix _____ Course Number: _____
City/Location _____ Maximum Enrollment _____
Credit _____ Semester Hours ☐ Undergraduate ☐ Graduate ☐ Both
Prerequisites _____
Dates _____
Day(s) _____ Time _____

Classroom/Audio Visual:

Special classroom or computer lab requests: _____
Special AV needs: _____

Instructor Information:

Name: _____
SS#: _____ Email: _____
Address: _____
City/State/Zip: _____
Office Phone _____ Home Phone _____

Transportation: (see SCE Handbook)

☐ Car pool or ☐ Driving own vehicle

Course Funding: (check one)

Summer School Budget: _____ Continuing Education Budget: _____
Department Budget: _____ Regular Inload _____ Regular Overload _____
Outside Agency/Sponsored: _____ Tuition Recovery _____

Other: _____

Signatures:

Instructor _____ Date _____

Department Chair (If instructor is employed in different department, signature confirms notification of that department chair) _____ Date _____

College Dean (If instructor is employed in different department, signature confirms notification of that department chair) _____ Date _____

Dean, Graduate School (if applicable) _____ Date _____

Dean, School of Continuing Education (if applicable)/Director, Summer School (if applicable) _____ Date _____

A Special Course Proposal form must be attached. (Not required for courses listed in the EIU general catalog)

Special Course Proposal Form

To: School of Continuing Education _____ or Summer School Office _____

1. Course Title: _____

2. Course Description: _____

3. Course Objectives: _____

4. Justification of Course Level: (Purpose/Rationale, etc.) _____

5. Need for Course and Clientele to be Served: _____

6. Course Similarity: (Similar to any other university course?) _____

7. Evaluation Methods for Determining Grade: _____

Please attach a Special Course outline to the back of this form.

Attachment B

Student Learning Goal: EIU graduates will demonstrate the ability to think critically.

Step 1: Student learning objectives

Skills objectives: The student should demonstrate the ability to:

- Plan a search for information.
- Use various methods of observation and discovery.
- Comprehend and extract significant evidence.
- Sort and evaluate information.
- Recognize relationships, similarities, and differences.
- Evaluate and process written, oral, and visual information.
- Reduce information to analyzable components.
- Perceive/create patterns and themes.
- Reason deductively.
- Formulate hypotheses and strategies for analysis.
- Apply techniques, rules, and models to solve problems.
- Demonstrate breadth, flexibility, and creativity.
- Evaluate assumptions, evidence, and reasoning.
- Detect fallacious arguments.
- Find relationships and draw conclusions.
- Summarize information accurately.
- Make reasonable inferences from observations and logical premises.

Step 2: Assessment measures

Watson–Glaser Critical Thinking Appraisal.

Step 3: Assessment procedures***Students who will be subject to the assessment***

All students who complete the Senior Seminar.

Where and when assessment will take place

Each semester the Watson–Glaser Critical Thinking Appraisal examination will be administered in Senior Seminars on a date or dates to be determined by the Office of Academic Assessment and Testing.

Responsibility for data collection

- University Office of Academic Assessment and Testing.
- Instructors teaching Senior Seminars.

Performance expectations

Performance expectations will be developed by CASL and CAA following consultation with appropriate faculty.

Responsibility for organization and reporting of results

Office of Academic Assessment and Testing.

Student Learning Goal: EIU graduates will demonstrate the ability to think critically.

Dissemination of results

Results will be reported to:

- Instructors of Senior Seminar courses.
- Council on Academic Affairs.
- Vice President for Academic Affairs.
- Committee for the Assessment of Student Learning
- Faculty teaching General Education courses that identify critical thinking as a learning objective.

Responsibility for using data to effect changes

- Faculty teaching General Education courses that identify critical thinking as a learning objective.
- Council on Academic Affairs.
- Committee for the Assessment of Student Learning.
- Office of Academic Affairs.

Step 4: Collection and analysis of data; summary and report of results

The initial administration of the Watson–Glaser Critical Thinking Appraisal will be made in Senior Seminars during the Spring 2002 semester. All students enrolled in Senior Seminars in Spring 2002 will take the appraisal and all will be scored.

Based on the results of the pilot administration, the Committee for the Assessment of Student Learning and the Office of Academic Assessment and Testing will develop procedures and criteria (including test populations and sampling and performance expectations) for future administrations.

Step 5: Use the results to improve student learning

Based on results of the assessment process, appropriate changes designed to improve students' critical thinking ability will be developed and implemented.
