
Agenda for the October 15, 2009 CAA Meeting

Items approved: 09-70, Revised Senior Seminar Mission Statement
09-71, Honors Council Appointments
Suspension of the Senior Seminar Moratorium

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

Council on Academic Affairs

Minutes

October 15, 2009

The October 15, 2009 meeting of the Council on Academic Affairs was held at 2:02 p.m. in Room 4440, Booth Library.

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

Members Absent: Mr. Lambert and Mr. Pickham.

Staff Present: Provost Lord, Dr. Herrington-Perry, and Ms. Fopay.

Guests Present: Dr. Coit, Faculty Senate; Dean Hanner, College of Sciences; and Dean Irwin, Honors College.

I. Approval of the October 1, 2009 CAA Meeting Minutes.

The minutes of October 1, 2009 were approved as written.

II. Approval of the October 7-8, 2009 CAA Electronic Meeting Minutes.

The minutes of October 7-8, 2009 were approved as written.

III. Communications:

1. Minutes of the September 28, 2009 College of Education & Professional Studies Curriculum Committee meeting.

b. Waiver Reports:

1. Academic Waiver Reports for September 2009 from the Lumpkin College of Business & Applied Sciences, College of Arts & Humanities, College of Education & Professional Studies, and College of Sciences.

c. Informational Items:

1. Honors Council Bylaws from Dr. Irwin, Dean of the Honors College.
2. Information from Dr. Mary Herrington-Perry, Academic Affairs Office, regarding tests/surveys to be conducted as part of EIU's participation in the Voluntary System of Accountability.
Prior to the meeting, Dr. Herrington-Perry distributed a packet of materials to each council member containing information about the Voluntary System of Accountability (VSA) and EIU College Portrait, a sample survey form labeled the "National Survey of Student Engagement 2009," and a printout of a Webpage from the Collegiate Learning Assessment (CLA) containing a sample performance task, sample writing prompts, and a link to CLA task definitions and scoring criteria. During the meeting, she provided an explanation of the material and details about test/surveys to be conducted as part of EIU's participation in the Voluntary System of Accountability.

d. Executive Action Requests:

1. Dr. Hendrickson distributed copies of an October 13, 2009 memorandum from Dean Hoadley, LCBAS, containing revised executive action requests to change the course prerequisites for INT 2324, 2523, 3343, 4274, 4673, 4803, 4833, and 4943. This document replaces the one that had been submitted to CAA on September 23, 2009 and reviewed by the council at its October 1, 2009 meeting. It includes:
 1. Rationales for each executive action request
 2. Clarification of the ACT requirement for INT 2324
 3. The addition of MAT 1441G to the prerequisites for INT 4674, 4803, and 4943

The rationales were added to each executive action request as a result of CAA's request at its October 1, 2009 meeting. Also, the prerequisites for INT 2324 were revised in order to clarify the ACT requirement for the course and resulted from questions a council member had at the October 1, 2009 CAA meeting. Finally, the prerequisites for INT 4674, 4802, and 4943 were amended by the Industrial Technology Department and differ from the catalog copy shown on the September 23 document.

At the meeting today, council members reviewed each executive action and rationale. The council requested clarification of the executive action requests and rationales for INT 3343 and INT 4274. ** The executive action requests the removal of the statement "permission of instructor" from the courses' prerequisites. Both rationales explain that the requested changes were due to Banner issues with the statement "permission of instructor." However, the Council was unsure what that meant since Banner does not have a feature to restrict students from taking a course without the permission of instructor. Ms. Fopay will contact Ms. Mary Hennig, LCBAS, to seek clarification of the executive action requests and rationales.

****Note: On October 16, 2009, Dr. Deborah Woodley, Chair of the School of Technology, withdrew the executive action requests for INT 3343 and INT 4274.**

Next, Dr. Hendrickson reported that, as a result of discussion at the October 1, 2009 CAA meeting, he sent an email to the academic deans asking them to include a brief rationale for each proposed change when submitting executive actions to CAA. Dean Hanner, CAH, had replied to that email noting that the academic deans had discussed the issue and acknowledged that there were some recent executive action requests submitted to CAA without rationales, but it was the deans' intent to include rationales with executive action requests. In the future, Ms. Fopay will work with each dean's office to ensure that rationales are provided with executive actions requests before submission to CAA.

IV. Committee Reports:

1. Dr. Campbell reported on the Office of the Registrar's Advisory Committee.

V. Items Added to the Agenda:

None.

VI. Items Acted Upon:

1. 09-71, Honor Council Appointments

Dean Irwin presented the proposal and answered questions of the council.

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

The proposal was approved.

Mr. Jerry Daniels, Dr. Carrie Dale, Dr. Heather Jia, and Dr. Melinda Mueller were appointed to serve three-year terms (2009-2012) on the Honors Council.

Next, Dean Irwin provided an update on Honors College integrative learning initiatives including the course HON 1190, Honors First-year Seminar, which was approved last year.

2. 09-70, Revised Senior Seminar Mission Statement

Dr. Hendrickson and Dr. Sterling presented the proposal and answered questions of the council. The council requested revisions to the document. In addition, Dr. Herrington-Perry distributed copies of suggested revisions from the Committee for the Assessment of Student Learning (CASL) to the assessment section of the senior seminar mission. The council discussed the suggested revisions, requested modifications, and then accepted the suggestions, with modifications, as friendly amendments to the Senior Seminar Mission Statement document. That information (**See Attachment A**) will replace the current information under the assessment section of the Senior Seminar Mission

Statement document.

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

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

The proposal, with revisions, (**See Attachment B**) was approved, effective Fall 2009.

3. Suspension of the Moratorium on Senior Seminars

Dr. Reid moved and Dr. Bower seconded the motion to suspend the moratorium on senior seminars. The motion passed unanimously.

As a result, the moratorium on senior seminars was suspended.

VII. Pending:

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

There will not be a face-to-face meeting next week. However, if needed, there will be an electronic meeting.

The meeting adjourned at 2:50 p.m. *–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 *****
TO BE ANNOUNCED

Approved Executive Actions:

None.

Pending Executive Actions:

LCBAS

Effective Spring 2010

1. Revise the prerequisites for INT 2324

2324 INT Electronic Control Systems. (2-2-3) F, S. An introduction to basic electrical industrial control concepts. Topics included basic electrical concepts, basic electrical automation and control concepts, introduction to loads and actuators, control sequencing and data acquisition fundamentals. Prerequisite: MAT 1270 **or Math ACT score of 20 or higher.**

2. Update the prerequisites for INT 2523.

2523 INT Routing and Switching Fundamentals. (2-2-3) F. An in-depth hardware course in computer hardware systems, Open Systems Interconnect (OSI) model layers, configuration details of Internet Protocol routing, switching topics, and router operation as applied to industrial settings. Prerequisite: **BUS-1950 INT 1323.**

3. Update the prerequisites for INT 4673.

4673 INT Work Measurement and Method Design. (3-0-3) S. Principles of motion and time study and methods engineering for the purpose of increasing productivity and reducing human effort. Special emphasis will be given to design and measurement of work in industrial environments. Prerequisite: ~~INT 1263 and~~ MAT 2110G or 1441G.

4. Revise the prerequisites for INT 4803.

4803 INT Plant Layout and Material Handling. (3-0-3) F. Study of the arrangement of physical facilities and material handling to optimize the interrelationships among operating personnel, material flow, and the methods required in achieving enterprise objectives efficiently, economically, and safely. Prerequisite: **INT 1323**, INT 2043, and ~~INT 1263~~ **MAT 2120G or 1441G.**

5. Delete the prerequisites for INT 4833.

4833 INT Automatic Identification and Data Capture. (2-2-3) F, S. A study of the methods and systems used to automatically identify objects. Various forms of keyless data entry and capture through class and lab experience will be studied; bar coding, scanning, radio frequency identification (RFID), voice data entry, vision, biometrics, and other systems. ~~Prerequisite: INT 2324 Electronic Control Systems or equivalent.~~

6. Amend the prerequisites for INT 4943.

4943 INT Manufacturing Management. (3-0-3) F, S. Survey of technical management areas in a manufacturing operation. This course will include but not be limited to a study of production control methods, plant layout, scheduling, inventory control, and other phases of planning, organizing, and controlling a manufacturing operation. Prerequisite: ~~BUS 3010 and either MAT 2110G or 1441G or permission of the instructor.~~ **INT 1323, MAT 2120G or 1441G, and either BUS 2810 or MAT 2250G.** WI

Withdrawn Executive Action Requests:

(Withdrawn per the request of Dr. Woodley, Assistant Chair of the School of Technology, on 10/16/09)

1. Amend the prerequisites for INT 3343.

3343 INT Digital Media Technologies. (1-4-3) On Demand. Advanced study of digital media applications applied to print and web media. Major emphasis will be on page layout, image capture and conversion, basic color theory, web page development, differences in computer operating systems and file formats. This course will include individual student and team projects applied to color output devices, and applications to print and web media. Prerequisite: INT 1363 ~~or permission of instructor.~~

2. Change the prerequisites for INT 4274.

4274 INT Automation and Control Systems. (2-4-4) F. Study of industrial control systems, including: actuators and loads; sensors, transducers and feedback circuits; motion control; and automation and control system requirements. Prerequisite: INT 2324 ~~or permission of the instructor.~~

Attachment A**Suggested Revisions to the Assessment Section of the Senior Seminar Mission, CAA Item #09-70****Proposed by the Committee for the Assessment of Student Learning: 10-5-09****Changes in red indicate modifications made by CAA (See page 2 of these minutes): 10-15-09****Assessment**

The senior seminar carries three hours of credit because:

- ~~It is intellectually rigorous;~~
- It provides faculty adequate time to deliver a challenging **and intellectually rigorous** course whose credit hours parallel those of other senior-level offerings; and
- It facilitates senior-level assessment of general education.

It is appropriate that university assessment occur during the senior seminar so that valid and meaningful data can be obtained to guide faculty and administration in ensuring that the university is achieving its mission and that the senior seminar is fulfilling its mission and purpose. As a result, various required activities in the senior seminar will assess Eastern's three undergraduate learning goals:

- to enhance student literacy[‡] and oral communication;
- to encourage students to think critically and reflectively; and
- to introduce students to knowledge central to responsible global citizenship.

All senior seminars must assess students' performance in these three areas. Additional assessment of an individual senior seminar is the responsibility of the instructor and should be based on the instructor's established learning objectives for the course.

Assessment activities should be scheduled in ways that minimize disruption of the academic content and flow of the course.

[‡]~~Because senior seminars are writing-intensive courses, students may submit an appropriate written assignment from the course to their electronic writing portfolio.~~

Attachment B**SENIOR SEMINAR MISSION**

Adopted by CAA, March 2, 2000

with minor modifications based on CAA actions (February 22, 2001 and April 26, 2001)

Revised by CAA on October 15, 2008

Definition

The Senior Seminar at Eastern Illinois University is designed to be a cross-disciplinary culminating experience that will provide students with an opportunity to apply concepts and use skills developed in both their general education and major courses. Information about topics of major importance (e.g. the Holocaust, Social Movements, Women in Science, Technology, Controversies in Education, Sociobiology, etc.) will be read, analyzed, discussed, and written about in a three semester-hour seminar led by a qualified faculty member of a discipline different from those of the students. To allow ample time for writing and discussion, senior seminars will be limited to a maximum of 25 students. As an element of the general education curriculum, each senior seminar shall focus on some aspect of citizenship.

Regardless of content and delivery format, the rigor of all senior seminars shall be consistent and appropriate for an upper-division capstone course in the general education curriculum that supports the university's mission:

Eastern Illinois University is a public comprehensive university that offers superior, accessible undergraduate and graduate education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching, research, creative activity, and service. The University community is committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture. Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.

EIU Mission Statement

Rationale

The purpose of Senior Seminar is to broaden the educational experience for seniors using a cross-disciplinary, synthesizing approach. Under the guidance of a faculty member from a department other than their own, students of various majors will come together to read, discuss, and write about the topic of the individual seminar.

This experience will afford an ideal opportunity for students to reflect on their particular education in the light of a range of cross-disciplinary concerns which will be available in senior seminars each semester. The exposure to another discipline's viewpoint on an issue as provided by the faculty member, coupled with the cross-disciplinary flavor provided by the mixture of students from different disciplines, should create an ideal atmosphere for broadening views and judging the applicability as well as the limits of one's training toward the understanding and resolving of problems which are truly cross-disciplinary in scope.

The senior seminar is an integral, important, and distinctive component of EIU's general education curriculum. As such, it should be a culminating experience in which students are challenged to consider their collective academic, extracurricular and other undergraduate experiences and apply them in ways that broaden and enhance their readiness to pursue additional graduate or professional study or to begin or continue their journey into a diverse, global and ever-changing world of social, civic and career opportunities and responsibilities.

Objectives

The senior seminar should give students experiences in synthesizing, analyzing, and refining ideas/concepts while practicing oral and written communication. To this end, students will

- have the opportunity to obtain information on a topic from a variety of written sources, some including quantitative data.
- demonstrate their critical thinking skills by processing information from diverse sources.
- practice their ability to conduct a rational dialogue with others on topics generated by course materials and outside research.
- express in written and oral forms their synthesis of a topic and a reasoned defense of conclusions flowing from the synthesis.
- bring the skills and viewpoints acquired in their major curricula to bear on problems/situations not directly studied in their major field.
- find links between their formal course work and contemporary problems/events.
- learn to analyze their own views in light of readings and discussions in order to make informed, responsible, and ethical civic and personal decisions.

Assessment

The senior seminar carries three hours of credit because:

- It provides faculty adequate time to deliver a challenging and intellectually rigorous course whose credit hours parallel those of other senior-level offerings; and
- It facilitates senior-level assessment of general education.

It is appropriate that university assessment occur during the senior seminar so that valid and meaningful data can be obtained to guide faculty and administration in ensuring that the university is achieving its mission and that the senior seminar is fulfilling its mission and purpose. As a result, various required activities in the senior seminar will assess Eastern's three undergraduate learning goals:

- to enhance student literacy and oral communication;
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- to introduce students to knowledge central to responsible global citizenship.

All senior seminars must assess students' performance in these three areas. Additional assessment of an individual senior seminar is the responsibility of the instructor and should be based on the instructor's established learning objectives for the course.

Assessment activities should be scheduled in ways that minimize disruption of the academic content and flow of the course.

Formats

Senior seminars should be offered in multiple formats, including traditional, weekend, short courses, online, study abroad and others that prepare students for the transition to post-academic environments where such formats could be used for professional development and other forms of training.

Approval of Senior Seminars

Senior seminars must be approved by department and college curriculum committees before being submitted to CAA.