

COLLEGE OF SCIENCES CURRICULUM COMMITTEE MINUTES

Friday, October 30, 2009

The College of Sciences Curriculum Committee minutes are available on the Web at

<http://www.eiu.edu/~coscurr/>.

Present: Dr. Adom, Dr. Allan, Dr. Davis, Dr. Holly, Dr. Pakey, Dr. Slough, Dr. Yan, Ms. Hankins, Ms. Matten, Dean Hanner and Associate Dean Obia

Chair Davis called the meeting to order at 2:04 p.m.

I. Minutes

The minutes of September 18, 2009 were approved by acclamation on the motion of Dr. Pakey and the second of Dr. Yan. The meeting on October 2, 2009 had been cancelled. The minutes of October 16, 2009 were approved by acclamation on the motion of Dr. Pakey and the second of Dr. Allan.

II. Communications

- A. College of Education and Professional Studies Curriculum Committee Minutes, 9/28/09, 10/12/09
- B. Lumpkin College of Business and Applied Sciences Curriculum Committee Minutes, 10/12/09
- C. Communication from CAA regarding the need for rationales in executive actions was discussed.
- D. Information from Dr. Herrington-Perry regarding the enrollment control of Banner 8 to allow course enrollment to include or exclude students based on minors was discussed. Jennifer Porter in the Registrar's Office can help departments implement this feature if it is useful to them. Dean Hanner will also share this information with the Department Chairs.

III. Other Business

- 1. The committee discussed the possibility of revisiting the Writing Across the Curriculum Committee proposal to create a writing intensive course graduation requirement. That proposal is currently pending before CAA. The committee may discuss this at a future meeting with the idea of drafting a memo to CAA regarding the committee's consensus. The materials from last year's discussion will be circulated to the committee prior to that meeting.
- 2. Dean Hanner raised the question of how the curriculum committee could incorporate Integrative Learning into curriculum review in the College of Sciences. She gave an overview of the issue (see attached memo) and discussion followed. Dean Obia pointed out that this is beyond the classroom and that new buildings on campus may inspire cross disciplinary inquiries, such as interest by Chemistry, Biology and Economics in analyzing the new Energy Center, and help which may be looked for from Physics regarding acoustics in Doudna. Existing programs in Housing were mentioned by the Dean. Dr. Pakey wondered about the possibility of the administration using example programs to provide models for the wider campus community. Dean Hanner mentioned an upcoming forum at the Faculty Senate. Dr. Adom inquired as to possible timelines or goals and whether students would be asked to evaluate the university's success at periodic intervals. Dean Obia mentioned that departments that provide leadership in this area will end up providing templates for other departments to consider as they decide what will work for them. Dr. Pakey suggested that whatever ideas COSCC develops need to be communicated back to the department curriculum committees. Dr. Davis said that Geology-Geography is proactively putting a sentence or two into the rationale of new course proposals describing how integrative learning is being incorporated into the course. Dr. Pakey suggested that the administration consider providing awards modeled on the assessment awards. He also suggested that departments consider evaluating where they stand now in what they already do, including student clubs. Dean Hanner asked the committee to return to this discussion later and to keep her informed on how the committee decides to move forward.

The meeting adjourned at 2:48 p.m. on the motion of Dr. Pakey and second of Dr. Holly.

Amy Lynch, Recorder

ANNOUNCEMENT OF MEETING

FRIDAY, NOVEMBER 13, 2009 – 2:00 P.M.

BOOTH LIBRARY – ROOM 4440 (CHANGE!!!)

AGENDA:

09-30 Revision to the Degree Requirements in the M.A. in Economics

09-31 (tentative) Revision to the M.A. in Economics to Create Areas of Concentration

Integrative Learning and COSCC
October 30, 2009

Integrative learning is an important initiative and priority of President Perry and Provost Lord. After many discussions on campus during his first year, President Perry stated that he wanted EIU “to be the best in the nation at integrating the personal and academic development of our students.” Last year, the Provost asked the Deans to identify strategies for achieving Dr. Perry’s goal. Through discussions and studies of the academic literature, the Integrative Learning Experience (ILE) was identified and outlined. The ILE concepts, characteristics and learning strategies have been widely presented and discussed on campus with faculty, students and administrators and to broader audiences such as the Board of Trustees, Alumni Association, and several discipline and college advisory boards. During this academic year, Faculty Development has programs scheduled to assist the campus in advancing the ILE.

Integrative learning provides students with coherent curricula, significant learning and life experiences outside of the traditional classroom context, and ample opportunity for guided reflection, enabling students to tie the disparate parts of their academic, personal, and professional lives into a holistic, transformative university experience.

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

1. Connecting: connecting skills and knowledge from multiple sources and experiences.
2. Reflecting: reflecting on learning, experience, and the connections between them.

Characteristics of integrative learning experiences and some examples of how those characteristics may be incorporated into teaching strategies:

- Intentionality –intentionally considering the importance of a course in the major or how a service learning project will enhance a major
- Reflection – as stated above, reflecting on classroom experiences and the connections between courses and other college and life experiences
- Metacognition -- including activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task (Livingston, 1997)
- Problem-solving – using theory to solve real problems; scientific method
- Collaboration – learning to work with others; to make contributions to group projects
- Engagement – greater participation; activity beyond what is required for class or for work

Courses can be carefully designed (or revised) and intentionally delivered with the incorporation of the characteristics of integrative learning teaching techniques described above. Further, there are high impact experiences and practices which augment the integrative experience. These high impact experiences 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
- Study Abroad
- National Student Exchange
- Capstone Courses and Projects

The Provost has mentioned that he believes that we could plan curricula and programs so that every student has at least one high impact experience each year.

At the Faculty Luncheon this fall, President Perry discussed the ILE. He also has reiterated his support for the ILE initiative as he visits academic departments this Fall. He is asking all of us to review our curricula and our teaching to ensure that, through our academic programs, we facilitate this goal and incorporate the elements of integrative learning. Provost Lord's top priority for this academic year is advancing the ILE initiative.

Effective Fall 2009, the Honors Council will require that all proposals for new courses in Honors be accompanied by a statement as to how the course will incorporate Integrative Learning using this definition of ILE:

Integrative learning entails providing students with coherent curricula, significant learning and life experiences outside of the traditional classroom context, and ample opportunity for guided reflection, enabling students to tie the disparate parts of their academic, personal, and professional lives into a holistic, transformative university experience.

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: reflecting on learning, experience, and the connections between them*

Similarly, COSCC can facilitate the ILE experience at EIU by asking department curriculum committees to identify how new courses will incorporate elements of IL. Let's discuss it and determine how COSCC will participate in the ILE initiative.