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If the President does not advise to the contrary within ten working days following receipt of the minutes, recommendations contained in the Council minutes are considered approved.

The formats for the presentation of proposals to the Board of Higher Education are available from the VPAA Office.

These items may be approved by executive action: a). Minor changes in course titles and course descriptions, where course content remains generally the same. (b). Changes in course numbers that do not change the level of the course. (c). Changes in course prerequisites. (d). Catalog changes which merely clarify the Council’s intent. (e). Deletion of courses. (f). Changes in course credits. No executive action is permitted concerning General Education Program Requirements or Graduation Requirements. (g). 5000-level and above courses that seek to change the mode of delivery where course content remains the same.

Council on Academic Affairs approval is required for all undergraduate programs except those for which COTE is responsible; Council on Teacher Education and (for graduate-level programs) Council on Graduate Studies approval is required for all programs preparing school personnel; Council on Graduate Studies approval is required for all other graduate programs. Interdisciplinary programs originating in units which do not have departmental curriculum committees are vetted through an advisory committee prior to being sent to the appropriate college curriculum committee (or that college’s dean, if no college curriculum committee exists). Any new or substantively revised or eliminated educator preparation programs (undergraduate or graduate) also must be approved by the Illinois State Board of Education (ISBE). Contact the College of Education and Professional Studies Dean’s Office if you have questions.

A program whose Classification of Instructional Program (CIP) code changes as the result of program revision or consolidation.

RME = Reasonable and Moderate Extension, a streamlined approval process.

E.g., BA to BFA.

<table>
<thead>
<tr>
<th>APPROVALS REQUIRED FOR CURRICULUM CHANGE</th>
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<tr>
<td>Department</td>
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<td>I. Courses³</td>
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<td>Courses 4750-4999</td>
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<td>Courses 5000+</td>
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<td>New Major, Degree, or Center</td>
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<td>Revised Major</td>
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<td>Reclassified Major⁵</td>
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<td>Revised Option, Concentration, or Minor</td>
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<td>New Certificate Program (in field in which there is an approved degree program)</td>
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<td>New Certificate Program (in field in which there is not an approved degree program)</td>
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<tr>
<td>New Program Title</td>
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<tr>
<td>Eliminated Program</td>
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⁷ E.g., BA to BFA.
Curriculum Approval Process:
(http://www.eiu.edu/acaffair/Curriculum/index.php)

Curriculum Committees
- Council on Academic Affairs
- Council on Graduate Studies
- Council on Teacher Education
- CAH Curriculum Committee
- CEPS Curriculum Committee
- COS Curriculum Committee
- LCBAS Curriculum Committee

Curriculum Tools
- Course Proposal Format
- Curriculum Change Chart
- Degree Definitions
- EIU Course Syllabi
- EIU Program Inventory
- List of Approved Off-Campus Programs
- Map of Community College Districts
- Map of Higher Education Regions
- New Program Request
- Reasonable and Moderate Extension Guidelines

Catalogs and Handbooks
- Graduate Catalog
- Undergraduate Catalog
- Undergraduate Handbook

EIU Curriculum Revision Flowchart

The Big Picture
On Campus: Curriculum revisions flow from the faculty member to the departmental curriculum committee, the college curriculum committee, and the university curriculum committee(s) prior to being approved by the President. (The President's approval is implicit unless he advises the committee to the contrary.)

Off-Campus: The Illinois Board of Higher Education or its staff must approve all new degree programs prior to their offering, as well as any off-campus programs to be offered outside EIU's region. The Higher Learning Commission, EIU's chief accrediting agency, also is involved in the approval process: Prior HLC authorization is required for us to offer new online degree programs or to deliver programs at new off-campus sites.

The Details
- Revising or Adding Courses
- Revising or Adding Programs
Revising or Adding Courses

Course #s below 4750
Department...College...CAA

Course #s 4750-4999
Department...College...CAA...CGS

Course #s 5000+
Department...College...CGS

Course Revision Process

If the proposal requests minor changes to an existing course, submit a request for executive action.
Minor changes to courses that do not result in significant changes to course content may be approved by executive action (i.e., by the executive officer of CAA and/or CGS). Request executive action when you are proposing changes in course titles, prerequisites, credits, and descriptions. These requests are developed by the department and submitted by deans to the executive officer of the appropriate university curriculum committee. They consist of a brief description of the nature of and a rationale for the change and should include the current and the proposed course description for comparison. Consult your college curriculum committee chairperson for details.

Notes:
- Requests for executive action should be submitted by the dean to the appropriate executive officer through the recorder for CAA and/or CGS. If the course is numbered 4750-4999, it must be submitted to both councils.
- Renumberings that change the level of a course (e.g., from 1XXX to 2XXX) may not be made by executive action.
- Title, credit hour, and prefix changes may not be made effective in a term for which registration already has begun.
- Executive actions automatically are approved once they have been published in the CAA or CGS Minutes. However, if members of the university curriculum committee believe an item submitted as an executive action warrants further study, they may request that it be added to the agenda and discussed in more detail.

If the proposal requests more significant changes to an existing course or proposes a new course, submit it using the course proposal format.

Notes:
- You will find technical directions for using the form here.
- At the top of the form, identify your proposal as a "Revised" or "New" course, and include the course prefix, number, and title.
- Use a font other than Times Roman so that your information is easy to distinguish from that on the form itself.
- If there is a course that is equivalent to this one, indicate this in 8a. If you do not wish students to enroll in your course after completing the equivalent course, indicate this as well.
- If you identify prerequisite courses in 13, include the minimum grade students must have earned in those courses to have satisfied the prerequisite. If you want the prerequisite enforced in Banner (so that students who have not completed the prerequisites or have not done so with the appropriate grade may not enroll in this course), indicate this.
- If your course may be repeated (16), be sure to identify the total hours the student may earn in the course OR the total number of times the student may repeat it. If you intend to limit the number of hours that count toward the major, minor, graduation, etc., please include this information too (17).
- In the model syllabus section (Part II), be sure your learning objectives are clear and specific. Click here for some tips on writing learning objectives.
- Syllabi for revised and new courses are available in the electronic course library.
- To alert your students to services provided by the Student Success Center, please insert this statement.
- New and revised course proposals should be submitted to the University Councils through the recorder for CAA and/or CGS. If the course is numbered 4750-4999, it must be submitted to both councils.
Course proposals originating in units which do not have departmental curriculum committees (for example, AFR, BGS, HON, SOS) are vetted through an advisory committee prior to being sent to the appropriate college curriculum committee (or that college’s dean, if no college curriculum committee exists).

Revising or Adding Programs

<table>
<thead>
<tr>
<th>Revised Program</th>
<th>New Program</th>
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<tr>
<td>Must be approved by the appropriate department, college, and university curriculum committee.</td>
<td>Must be approved by the appropriate department, college, and university curriculum committee and reported to the IBHE.</td>
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</tr>
<tr>
<td>Must be approved by the appropriate department, college, and university curriculum committee.</td>
<td>Must be approved by the appropriate department, college, and university curriculum committee, as well as the IBHE. (A new program that is an outgrowth of an existing program is approved by IBHE staff; all others are approved by the IBHE Board.)</td>
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</tbody>
</table>

Revising a Program

Programmatic revisions take many forms, including changing a program’s name and course prefix, adding and deleting required and elective courses, updating course titles and credit hours, and so on.

1. Prepare a request that includes both the current catalog copy and the proposed revised copy (side by side or one after the other). Use font colors and strike-outs to clearly identify what you have changed. See note 1 below.
2. Include a cover page that summarizes the requested changes and explains why they are needed.
3. Clearly note when the revised program goes into effect (e.g., Fall 2012). See note 2 below.
4. Identify the dates on which the proposed revisions were approved by the department and college curriculum committees.
5. Submit your revised program proposal or executive action request (See note 1 below) to CAA (undergraduate programs except those preparing teaching professionals), COTE (undergraduate and graduate programs that prepare teaching professionals), and/or CGS (all graduate programs). (Graduate programs that prepare teaching professionals must be submitted to both COTE and CGS.) See note 3 below.

Notes:

1. COTE bylaws make no provisions for revising programs through executive action. However, CAA allows the following minor changes to undergraduate programs to be requested via executive action:
   1. Additions or deletions of electives in majors, minors, and concentrations.
   2. Changes to the titles of existing concentrations.
   CGS also allows minor changes to graduate programs to be requested via executive action. Contact the Dean of the Graduate School if you have questions.
2. CAA requires that key revisions to degree programs (changes in admission, course, and credit hour requirements for majors, options, minors, and concentrations) become effective in the subsequent fall
semester. This is a good practice to follow with all program revisions. When in doubt about when to make a program revision effective, please consult your college's certifying officer.

3. The individual who submits requests for programmatic revisions to the University councils may vary from college to college. Consult your dean, college curriculum committee chairperson, or certifying officer for information about the process at work in your college.

4. Program revisions originating in units which do not have departmental curriculum committees (for example, AFR, BGS, SOS) are vetted through an advisory committee prior to being sent to the appropriate college curriculum committee (or that college’s dean, if no college curriculum committee exists).

Adding a New Program
To request approval of a new major, certificate, option, minor, or concentration, prepare a full catalog description of this program, using the degree program sections of the undergraduate and graduate catalogs as your guide.

- Include a cover page that summarizes the new program and explains why it is needed.
- Clearly note when the revised program goes into effect (e.g., Fall 2012).
- Submit your new program proposal to CAA (undergraduate programs except those preparing teaching professionals), COTE (undergraduate and graduate programs that prepare teaching professionals), and/or CGS (all graduate programs). (Graduate programs that prepare teaching professionals must be submitted to both COTE and CGS.) See note 3 below.
- The VPAA’s Office must report new options, minors, and concentrations to the Illinois Board of Higher Education after they are approved on campus, but no individual approval is required. However, if your request is for a new major or certificate program, you will need prior approval from the IBHE to offer it. See notes 1 and 2 below.

Notes:
1. If the new major or certificate program is closely related to an existing major, we can request its approval through an abbreviated process called the Reasonable and Moderate Extension (RME). The RME is the appropriate form via which to request a BA in Chemistry, for instance, since we already have an approved BS in Chemistry; to request an MS in Dietetics, since Dietetics already is an approved option in the MS in Family and Consumer Sciences; or to request a post-baccalaureate Certificate in Reading Improvement, since we already have an approved concentration in reading in the MSEd for Elementary Education. If your new program will require approval via the RME process, please prepare it using the RME format. (Save time by using this form when you prepare your request for the department and university Council(s).) If you have questions about this process, contact the VPAA Office. NB: It may take as long as 6 months for IBHE staff to approve an RME. Set your program’s effective date accordingly.

2. Requests for all other new programs must be submitted as New Program Requests (NPR) and formally approved by EIU’s Board of Trustees and the IBHE Board. The NPR is a lengthy, highly detailed report that includes a strong rationale, a complete catalog copy, an assessment plan, and a quality assurance plan. The report must also include employment projections, cost analysis, available facilities, faculty qualifications/CVs, all course descriptions and information on similar Illinois programs. It is crucial to highlight (1) what makes EIU’s new program unique and (2) what distinguishes the program from other institutions. Contact the VPAA Office for details. NB: It will take about 6 months for you to write the proposal and seek its approval on campus, and as many as 6 months for the IBHE to approve it. Set your program’s effective date accordingly.

3. The individual who submits requests for program additions to the university councils may vary from college to college. Consult your dean, college curriculum committee chairperson, or certifying officer for information about the process at work in your college.

4. Department Chairs should contact Ryan Gibson, CATS Office, to update the Majors and Minors website (http://www.eiu.edu/majors/). Contact Ryan via email at rwgibson@eiu.edu or phone at 581-8396.
BYLAWS OF THE COUNCIL ON ACADEMIC AFFAIRS

ARTICLE I

Name
The name of this council shall be The Council on Academic Affairs.

ARTICLE II

Object
The Council on Academic Affairs shall have the responsibility and authority for making recommendations to the President relative to academic regulations.

ARTICLE III

Members
A. The Council shall consist of:
1. The Vice President for Academic Affairs as an ex officio member without vote.
2. Eight members (with voting privileges), one from each academic college (Arts & Humanities, Education and Professional Studies, Lumpkin College of Business and Applied Sciences, and Sciences) elected by the faculty of the respective colleges, and four elected from the faculty at large. The council members will serve three-year, overlapping terms. Elections are conducted by the Faculty Senate and newly elected members shall take office at the first meeting of the Fall semester after the election.
3. One student member with voting privileges appointed by Student Senate. An alternate student member shall be appointed in the same manner. Students serving on the Council must carry at least 12 semester hours of course work in each of the semesters they serve. If a student serves during the Summer Term, the student must carry at least 3 semester hours. If student members and the alternate are not enrolled during the summer term, Student Government Executive Officers or their appointee(s) may serve to achieve the full complement of three enrolled student representatives.
4. One member (with voting privileges) from the Academic Advising Center selected by the Center’s staff representing the Campus Advising Network for a three-year term.
B. Replacements, in case of resignations or absences, shall be made as follows:
1. If a replacement is required among the elected faculty members of the Council, the alternate shall be chosen according to Faculty Senate procedures.
2. If a replacement is required among the student members of the Council, the alternate shall be chosen according to Student Senate procedures.
3. If a replacement is required from the Academic Advising Center, the alternate shall be chosen according to Academic Advising Center procedures.
4. If a member of the Council is to be absent from the campus for one school term or more, his/her place shall be filled by an alternate for the length of his/her absence.
5. Replacement by an alternate should be effected within a month of the time of the resignation or the start of the member’s absence from campus.

ARTICLE IV

Officers
A. The Vice President for Academic Affairs shall serve as Executive Officer.
B. At the last meeting held in the spring semester, the seated council shall elect a Chairperson and Vice Chairperson. Only members who have served the previous year on the Council are eligible to serve as Chairperson. Election shall be by a majority vote. The term of office for both the Chairperson and the Vice Chairperson shall be one year, beginning at the first meeting in the fall semester. It shall be the duty of the Chairperson, and in his/her absence the Vice Chairperson, to call and preside over the meetings of the Council. The Chairperson retains the right to vote.
C. The Executive Officer of the Council shall provide non-voting personnel to serve as secretary and to record, maintain, and distribute the minutes of the Council and to otherwise assist with the business of the Council.

ARTICLE V

Executive Committee
The Executive Committee shall consist of the Chairperson, the Vice Chairperson, and the Executive Officer or his/her designee. The duties of the Executive Committee are to set the agenda for meetings, to serve as spokespersons for Council actions, and to make committee assignments on behalf of the Council when time constraints prohibit consultation with the full Council. Standing committees shall include the General Education Committee and the Essential Learning Committee. The structure and function of these committees are described in Article IX.
ARTICLE VI

Committees
The Council may have standing committees, subcommittees, ad hoc committees, and any other committees deemed necessary by the Council.

ARTICLE VII

Jurisdiction and Procedures
A. Jurisdiction and Duties of the Council on Academic Affairs.
   1. Curriculum
      a. The Council on Academic Affairs shall have the responsibility and authority for making recommendations to the President relative to:
         1. Changes in undergraduate degrees or degree requirements other than for teacher preparation.
         2. Addition, deletion, or revision of all undergraduate programs other than teacher preparation programs which fall under the jurisdiction of the Council on Teacher Education.
         3. Addition, deletion, or revision of courses numbered below 5000. The recommendations may include content, credit value, descriptions, titles and related aspects.
      b. Periodically the Council shall review undergraduate courses and programs, other than teacher preparation programs, and, if deemed necessary, make appropriate recommendations.
      c. Concerns of the Council on Academic Affairs include:
         1. Proliferation of courses.
         2. Duplication of content involving courses.
      a. The Council on Academic Affairs shall have the responsibility and authority for making recommendations to the President relative to academic regulations and requirements, including:
         1. Admission, retention, dismissal, and reinstatement standards.
         2. General education requirements for all undergraduate degrees.
         3. Requirements for graduation.
         4. Student academic load.
         5. Grading systems.
         6. Other pertinent issues and problems.
      a. Minutes of the Council, including recommendations, shall be posted on the CAA web site within three working days following the meeting.
      b. All actions shown in the minutes shall be considered as recommendations to the President for implementation.
      c. If the Vice President for Academic Affairs does not agree with the recommendations of the Council, he/she may submit an analysis and recommendation to the President.
      d. The President may:
         1. Approve, disapprove, or modify the Council's recommendations.
         2. Return recommendations to the Council for further study.
         3. Forward appropriate recommendations to the Board of Trustees for its consideration.
      e. The President has ten working days to act on recommendations contained in the Council minutes. If the President is away during the ten day period, the period will be increased by the number of days he/she is away.
   4. Procedures of the Council on Academic Affairs
      a. Meetings
         1. Meetings of the Council shall be called by the Chairperson, or in his/her absence by the Vice Chairperson, or in their absence by the Executive Officer, and in his/her absence by the Chair's designee.
         2. A quorum shall consist of six voting members.
         3. All meetings shall adhere to the provisions of the Illinois Open Meetings Act.
      b. Agenda
         1. The agenda of each meeting shall be available to at least 48 hours in advance of the meeting. It is recommended that this be published as a supplement to the minutes of the previous meeting or with the notice of the meeting.
         2. Responsibility for preparation of the agenda rests with the Executive Officer and/or the Chairperson of the Council.
         3. By consensus, changes may be made in the agenda before or during the meeting and any member may request the addition of an item to the agenda.
         4. Although proposals will be added to the agenda in the order in which they are received, circumstances may make it desirable to consider items in other than their assigned order.
c. Voting
1. Except in matters which can be settled by common consent, the Council shall record all its votes either by electronic ballot or by roll call ballot.
2. The only votes that may be cast are yes, no, and abstain.
3. If electronic ballot using an audience response system is used, each Council member shall be assigned a unique keypad (clicker) at the beginning of each meeting. When a vote is taken, each member will record his or her vote on the keypad. Voting will remain open until all members present have completed his or her vote. Immediately after voting is closed, the results shall be displayed showing each member's vote. If any member disputes the accuracy of his/her vote, the electronic vote shall be considered invalid and the entire vote shall be retaken using roll call ballot as described in VII, A. 4. c. (4).
4. If roll call ballot is used, the roll call shall be alphabetical. With each subsequent vote, the first voter shall be the person who voted second on the previous roll call.
5. Any member of the Council may request publication of the explanation of his/her vote, but not the explanation of his/her abstention from voting.
6. All actions taken by the Council require a majority vote. A majority vote means more than half of the votes cast based on attendance with a minimum of four (4) majority votes (excluding abstentions).

d. Handling of Proposals
1. All proposals to the committee should be submitted in electronic form to the Executive Officer.
2. Proposals may originate with departments, curriculum committees, individual faculty members, administrative officers, members of the Council, or students. The Council reserves the right to refer proposals to what it considers the proper department, committee, or executive office of the university for recommendation prior to giving the proposal extended consideration.
3. Proposals submitted to the Council regarding changes in undergraduate general education and/or university graduation requirements must have university-wide public discussion by faculty and administration before consideration by the Council. This requires, at the minimum, discussion of such proposals before the college curriculum committees, faculty senate, student senate, and other appropriate administrative bodies before such proposals, along with the results of the discussion, are considered by the Council.
4. Each item received for the agenda shall be identified with a permanent number designating both the calendar year and the order in which the items are received, beginning with the number one for the first item in January. (For example, the first item added to the agenda in January 2003 was identified as 03-1).
5. Proposals for new courses will be considered only if submitted in the format prescribed by CAA.
6. In order to be placed on the agenda, a proposal must be moved and seconded by a member of the Council. The agenda item is then published in the minutes of the Council and is voted upon in a subsequent meeting. Alternatively, in the event a meeting is cancelled, the Chairperson of the Council may place a proposal on the agenda for a future meeting. The agenda item is then to be published with the notice of the meeting cancellation and can be voted on at a subsequent meeting.
7. The Chairperson shall invite the proposer(s) to be present for discussion of the proposal.
8. Where a proposal has been referred to a given department or curriculum committee and no action is reported after a reasonable time, the person with which the proposal originated may request the Council to consider the proposal.
9. If a proposal originated in the Council, the Council may assume direct jurisdiction where unreasonable delay occurs.
10. When a department has a proposal which is part of a program, or a service to a program other than its own, the proposal must bear the approval signature of the appropriate dean(s), as well as the signatures of the appropriate department chairpersons and the departments' curriculum committee chairpersons.
11. If the Council requires major changes in a proposal from a college or department, the proposal is returned to the proposing unit for revision.
   If the Council requires only minor changes, and those changes are acceptable to the department concerned, the proposal need not be returned to its originator for revision.
12. Final action may be taken on a proposal ruled non-controversial by the Executive Officer and the Chairperson after the item has appeared on the agenda without the motion having been published in the minutes or published with the announcement of a meeting cancellation. In some exceptional cases, final action on a proposal which has been declared non-controversial by the Executive Officer and the Chairperson may be taken before it has appeared on the agenda of the Council, if the Council by a two-thirds vote of those present, suspends this rule to take immediate action.

Final action may not be taken on a proposal that is ruled controversial by either the Executive Officer or the Chairperson unless the proposal (1) has been published with the meeting agenda and (2) has
previously been published in the minutes as moved and seconded or published with the notice of a meeting cancellation. This rule may not be suspended.

e. Executive Decisions
1. The Executive Officer may make decisions upon request from either a Dean or a Department Chairperson concerning the following:
   (a) Minor changes in course titles and course descriptions, where course content remains generally the same.
   (b) Minor changes to programs:
       • Additions or deletions of electives in majors, minors, and concentrations
       • Changes in the title of existing concentration titles
   (c) Changes in course numbers. However, changes in course numbers that result in a change in a course's level, e.g., from 1000 to 2000, are not permitted by executive action.
   (d) Changes in course prerequisites.
   (e) Catalog changes which merely clarify the Council’s intent.
   (f) Deletion of courses.
   (g) Changes in class, lab, and/or credit hours.
   (h) All undergraduate courses that seek to change the mode of delivery to include online delivery, where course content and learning objectives remain the same.
2. Changes which are approved by the Executive Officer will be reported to the Council and are subject to discussion and revocation by the Council. The changes will be published in the minutes.
3. No executive action is permitted concerning General Education Program Requirements or Graduation Requirements.

ARTICLE VIII
Parliamentary Authority
Any procedural questions not covered by the foregoing rules shall be determined by the current edition of Robert's Rules of Order Newly Revised.

ARTICLE IX
Standing Committees
The General Education Committee is a Standing Committee for the Council on Academic Affairs.
• Membership
  1. The 11 voting members of the Committee shall be as follows: a representative from each College (4), a representative from each of the Essential Learning Goal committees (Writing, Speaking, Critical Thinking, Citizenship, and Quantitative Reasoning, 5), and CAA representatives (2). The regular voting council members will serve three-year, overlapping terms. The Provost (or his/her delegated representative) and EIU's Illinois Articulation Initiative (IAI) General Education Panel representatives shall serve as ex-officio members of the committee.

See item I. 2 for additional members who serve 1 year terms to assist with the on-going review cycle but not other functions of the committee.

Eligibility for membership will be limited to tenured/tenure track faculty members in at least their third year of employment at the university.

2. The method of selection of the faculty members of the Committee shall be as follows:
   a. During the Spring term new appointments will be made as needed for the following academic year.
      (1). In February, the chair of CAA will consult with the chair of the General Education committee and notify the dean of the college and chair of the college curriculum committee of an opening on the General Education committee in the upcoming year. The department chairs and the college curriculum committee members will be asked to solicit volunteers who indicate their willingness to serve to the chair of CAA. If more than one eligible faculty member volunteers, then the college curriculum committee votes to determine who will serve as their college representative on the General Education Committee.
      (2). In February, the chair of CAA will consult with the chair of the General Education committee and notify the chair of the Essential Learning Committee of any openings in Learning Goal representation in the upcoming year. The Learning Goal (LG) representatives will be selected by their LG subcommittee (to serve a 3-year term after completing at least 1 year on the Learning Goal Committee). If more than one member of the LG subcommittee volunteers, the chair of the Essential Learning Committee will designate the representative.
      (3). CAA will select their representatives from members of CAA. If more than two members volunteer from CAA, then CAA will vote to select their representatives. The term for the CAA representative may be
less than 3 years on the General Education committee if his/her term completes and he/she is no longer a CAA member.

(4). The IAI segment representatives will retain their ex-officio position on the General Education Committee as long as they serve as the IAI representative.

b. The candidates shall be presented for confirmation by CAA at their April meetings.

c. Vacancies created in the middle of a term by resignation or inability to serve shall be filled according to the procedure in A2a within one month of the resignation.

d. If a member of the Council is to be absent from the campus for one school term or more, his/her place shall be filled by an alternate for the length of his/her absence.

3. During the Spring term, a members of the General Education Committee will select a Chair for the GEC with at least one year of experience on the committee. This selection shall be presented for confirmation by the CAA in April for the next academic year.

This selection shall be presented for confirmation by the CAA at the same time as the slate of proposed new members of the General Education Committee.

B. The responsibilities of the Chair shall be as follows:

1. To call meetings of the Committee (or in the Chair’s absence the meeting may be called by his/her designee) for the timely consideration of such matters as shall have been submitted to it

2. To enact the Committee's oversight (see below) of the General Education Program.

C. The Provost shall provide non-voting personnel to serve as secretary and to record, maintain, and distribute the minutes of the Council and to otherwise assist with the business of the Council.

D. The General Education Committee shall meet at the call of its Chairperson. A quorum of the Committee shall be six (6) voting members, including the Chairperson.

E. The General Education Committee bears the primary responsibility for maintaining and developing the General Education Program at Eastern Illinois University. Its responsibilities include the following:

1. To review proposals for additions, terminations, and modification of all general education courses and requirements.

2. To place any General Education course or requirements that the General Education Committee deems deficient in satisfying the goals established for the relevant General Education components on probationary status for one year. The course can be offered during the probationary year. If the department or unit is unable to make satisfactory amendments to the course, the General Education Committee, in consultation with the Provost, will recommend to CAA that the course be removed from the General Education Program.

F. All decisions of the General Education Committee are subject to review and approval by CAA and ultimately the President.

A. Procedures of the General Education Committee shall be as follows:

1. All proposals for the addition of general education courses shall be circulated to members one week prior to the meeting at which it is considered.

2. Representatives of the proposing Department(s), College or School(s) shall be invited to meet with the General Education Committee during the discussion portion of deliberations relating to their proposal and respond to proposed modifications.

3. Except in matters which can be settled by common consent, the General Education Committee shall record all its votes either by electronic ballot or by roll call ballot. The only votes that may be cast are yes, no, and abstain.

4. All actions taken by the Council require a majority vote. A majority vote means more than half of the votes cast based on attendance (excluding abstentions).

B. Requests to propose, modify, or delete general education courses shall be routed in the following sequence:

1. Originated by the individual faculty members or departments who desire to teach the course;

2. Approved by the Curriculum Committee(s) of the Department(s) or School involved;

3. Approved by the Curriculum Committee(s) of the College; and Honor’s Council when applicable;

4. Routed to the Office of the Provost and directed to the General Education Committee; and reviewed and approved by the General Education Committee, as appropriate;
5. Reviewed and approved by the CAA; recommendation to President of EIU.

I. The General Education Committee shall have responsibility for the continuing review of the General Education program. Responsibilities include:

C. Conducting a continuous review of the General Education program beginning in 2020. The review shall be done annually in such a way that it is completed at the end of five years, when the review process shall begin again.

2. Reviewing, in a manner determined by CAA, the General Education program on an annual basis. For example, "Foundations" and Natural Science courses reviewed in the first year, Humanities and Fine Arts courses in the second year, Social and Behavioral Science courses in the third year, and Seminar courses in the fourth year. The fifth year in the cycle shall be devoted to reviewing the entire program from a holistic and comprehensive perspective.

Each year, the Committee may be augmented with additional members as needed to help with the review. These members shall be eligible to vote on Committee decisions related to the review and will serve one-year terms. They may succeed themselves, but would not typically hold more than three consecutive terms.

Additional members who are invited to serve 1-year terms for the segment review in years 1 through 4 of each review cycle include 1 member from Honor’s Council, 1 additional Critical Thinking Learning Goal representative, 1 additional Learning Goal representative based on the learning goal associated with the segment (e.g. citizenship in the social and behavioral sciences), and 2-3 representatives from the segment. Segment reps are recruited/selected through the college(s) in a manner similar to the college representatives described in A2a. Honor's Council selects its representative. Additional Learning Goal representatives are selected in the manner described in A2a.

All members of CAA and the standing General Education committee will participate in the holistic/comprehensive review of the General Education Program in the 5th year of each review cycle. A representative from Faculty Senate, members of CASL, and representatives who served 1-year terms in the most recent 4-year review cycle would also be invited to participate.

3. Placing all courses that are not re-approved in the General Education Committee's annual review on probationary status. Departments will have one year to address satisfactorily the Committee's concerns; otherwise, such courses may be recommended to be removed from the lists of courses approved for General Education credit.

4. Preparing materials in support of any special reviews that CAA, CASL, or the Provost shall undertake.

The Essential Learning Committee is a Standing Committee for the Council on Academic Affairs.

1. Mission

The mission of the Essential Learning Committee (ELC) is to facilitate essential student learning proficiencies in domains related to the university’s undergraduate learning goals. The primary function of the Essential Learning Committee is to provide resources and support to faculty to increase intentional effective instructional practices of the university's learning goals. Members of the ELC serve on the General Education Curriculum Committee, the Committee for the Assessment of Student Learning, and a Faculty Development subcommittee. As such, ELC members play an important role in assessment, curriculum and providing the tools for successful learning goals pedagogy.

2. Membership Structure and Recruitment

1. During the Spring term, a member of the ELC will select a Chair for the ELC with at least one year experience on the committee. This selection shall be presented for confirmation by the CAA in April for the next academic year.

2. The ELC has a subcommittee dedicated to each undergraduate university learning goal (Critical Thinking, Writing/Critical Reading, Speaking/Listening, Quantitative Reasoning, and Responsible Citizenship). Each subcommittee has a Learning Goal Leader who is designated as such by the subcommittee and confirmed by CAA.

3. The optimal size for each learning goal subcommittee of the ELC is approximately 5 to 8 members. Tenure-track or annually contracted faculty as well as staff or administrators with an interest in teaching and learning of the skills and dispositions embodied in the university learning goals are eligible to serve on the committee. Ideally, members of the faculty with specific areas of expertise (e.g. the director of composition, the director of the speech communications course, etc.) would choose to participate on the ELC and share that expertise with fellow faculty. The announcement of ELC subcommittees in need of more members can be relayed to the Faculty Senate nominations committee to solicit names of volunteers in February and the announcement could
also be forwarded to college curriculum committees and chairs to share with their faculty. Efforts should be made to have representatives from different colleges serving on ELC subcommittees when possible.

4. The chair of the ELC is responsible to call meetings of the ELC. Learning goal leaders may call additional meetings of their subcommittees.

5. Each learning goal subcommittee selects a representative to serve on the General Education Committee, the Committee for the Assessment of Student Learning, and the Faculty Development Learning Goal Subcommittee. Representatives from the learning goal subcommittee who serve on CASL or the General Education Committee must be tenure/tenure-track faculty members in at least their third year of employment at the university and who have served on the ELC for at least one year.

3. Procedures and Goals
   A. The ELC chair is responsible for overall upkeep and organization of the learning goals website. The chair may ask for assistance of other members in this regard or enlist other university support. Learning goal leaders and members should make suggestions for resources to be added, deleted or updated pertaining to their learning goal.
   B. The chair of the ELC will serve on the Faculty Development Advisory Board and is responsible for coordinating with the Director of Faculty Development about what information is available/presented to new faculty at new faculty orientation about the university learning goals.
   C. The ELC chair is responsible for developing a yearly report to CAA summarizing the committee’s work.
   D. The ELC will present workshops coordinated with Faculty Development with a tentative goal of 1 regular repeated workshop for new faculty, 1 new/focused workshop or Let’s Talk Teaching (some workshops might be coordinated with multiple goals or some might focus on a single goal).
   E. ELC subcommittee members will consult with faculty/departments who are working to infuse successful instruction of the university learning goals into General Education or Major coursework.
   F. ELC subcommittee members will support faculty in developing learning objectives, instructional techniques, practice activities, assignments, and assessment and feedback techniques for Learning Goal Intensive courses.
   G. The ELC and, more specifically, the writing subcommittee, will partner with WAC¹ on learning goal efforts related to writing.
   H. ELC members will discuss effective instructional practices that can be used to facilitate success in more than one learning goal such as the use of digital tools, backwards design, problem-based learning, and meeting the needs of diverse learners.
   I. The ELC will assist with faculty development, assessment, and curricular matters related to the university’s undergraduate learning goals.
   J. ELC subcommittee members will be aware of student resources and services for the learning goals.
   K. The ELC subcommittees will utilize information gained from ELC members’ participation on CASL, the General Education Committee, and discussions with Faculty Development, so the ELC continually monitors the needs of faculty and students and provides appropriate resources and support to faculty for instruction.

¹WAC will continue to exist as an independent committee but will work with the writing & critical reading learning goal subcommittee

ARTICLE X

Amendment of Bylaws
These bylaws may be amended at any regular meeting of the Council by a two-thirds vote, providing the amendment has been submitted in writing at the previous regular meeting.
Undergraduate Academic Policies, Procedures, and Miscellaneous

Academic Advising Center

Academic Advising Website: http://www.eiu.edu/advising/

Academic Calendar

The calendar may be viewed at http://www.eiu.edu/registra/acadcal.php

BOT Regulations: http://www.eiu.edu/trustees/regulation03.php

(Information taken from the BOT Regulations)

Section III. Academic Affairs

A. University Calendar

1. Eastern Illinois University (“the University”) shall develop a University Calendar containing significant academic dates and events during the twelve (12) month period commencing with each fall term. The University Calendar shall become effective when approved by the President and shall be published each academic year in the official University Catalog.

2. The University Calendar shall contain the following dates and such other dates as are necessary and appropriate: (1) opening and closing dates of each term; (2) registration periods, including the date after which a fee for late registration will be charged; (3) last day for withdrawal; (4) final examination periods; (5) recognized holidays; (6) vacations; and (7) commencement.

Academic Dismissal Policy

See the information below, as well as:

• Academic Warning/Probation/Dismissal Policy
• Academic Warning/Probation/Dismissal – Gateway Program

Academic Dismissal – Grade Point Average

(Information taken from the undergraduate catalog)

A student reinstated following academic dismissal has the same cumulative GPA status as he/she had at the time of dismissal.

Academic Dismissal – Readmission

See “Academic Warning/Probation/Dismissal Policy”

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU’s Code of Conduct (http://www.eiu.edu/judicial/studentconductcode.php). Violations will be reported to the Office of Student Standards (http://www.eiu.edu/judicial/).

(Information taken from the undergraduate catalog)

It is assumed that students will honor the tradition of academic honesty. Should incidents of suspected classroom cheating or plagiarism occur, however, the following steps will be taken:

1. The instructor who has witnessed academic dishonesty or who has other evidence that academic dishonesty has occurred will confront the student to inform him/her of the allegation. Time permitting, the instructor will contact the Office of Student Standards prior to talking with the student. If the student admits the violation, the instructor will assess an appropriate academic penalty and will inform the Office of Student Services using a Notation of Academic Misconduct form.

2. If the student disputes the allegation, or if a sanction greater than a failing grade for the course is warranted, a hearing will be provided by the Office of Student Standards in accordance with provisions of the Student Conduct Code. If as a result of the hearing the student is found responsible for the violation, the instructor will
assess an appropriate academic penalty. Other sanctions such as disciplinary probationary status or separation from the institution can be imposed by the University's disciplinary system. Full conditions and explanations are cited in the Student Conduct Code. A student accused of academic dishonesty in a course may not drop the course until such time as disciplinary action, if any, is concluded. A grade (A, B, C, D, F, CR, NC, AU, I, W, X) may be changed to reflect the disciplinary sanction, if any, imposed as a result of academic dishonesty. In the event that the alleged violation occurs at the end of a term, no grade shall be assigned pending conclusion of the disciplinary process. All students are subject to the provisions of the University's Student Conduct Code, available online at www.eiu.edu/judicial.

**Academic Load**

*(Information taken from the undergraduate catalog)*

For purposes of certifying that a student is full time academically, such student must be enrolled for at least 12 semester hours each Fall and Spring semester and during the summer term. To certify that a student is half-time academically, such student must be enrolled for at least 6 semester hours each Fall and Spring semester and during the Summer term. To certify that a student is three-quarter time academically, such student must be enrolled for at least 9 semester hours each Fall and Spring semester and during the Summer term.

**Undergraduate Student in Good Standing Normal Load:** The normal load during a semester is 15-18 semester hours.

**Maximum Load—Student Teaching Semester:** Students may enroll for no more than 13 semester hours during the semester in which they student teach except Special Education majors, who may enroll for a maximum of 17 semester hours.

**Summer Term:** The maximum load for a student without an approved overload is 15 semester hours. Overloads are permitted during the summer term only with the permission of the student's College Dean and may not exceed three hours. The maximum load for a student with an approved overload is 18 semester hours.

**Semester Overload:** An undergraduate student with a minimum of sophomore standing may enroll for up to and including 21 semester hours during the fall or spring semesters (except during the student teaching semester) providing he/she has earned the following cumulative grade point average at EIU:

- Freshman - No overload
- Sophomore - 3.00
- Junior - 2.75
- Senior - 2.50

No student may enroll for more than 21 semester hours.

**Concurrent Enrollment.** The above academic load limits also apply to a student who is concurrently enrolled at Eastern and another college or university.

**Undergraduate Student on Academic Warning or Academic Probation:** An undergraduate student on academic warning or academic probation may enroll for a maximum of 15 semester hours during a fall or spring semester and a maximum of 12 semester hours during summer. Enrollment in EIU 2919, Strategies for Academic Success, is NOT included in the maximums.

It is highly recommended that an undergraduate student on academic warning or academic probation enroll for no more than four semester hours during the Summer 4 session and no more than eight semester hours during the Summer 6 and Summer 8 sessions combined.

**Academic Load – Academic Warning or Academic Probation**

*(Information taken from the undergraduate catalog)*

Undergraduate Student on Academic Warning or Academic Probation: An undergraduate student on academic warning or academic probation may enroll for a maximum of 15 semester hours during a fall or spring semester and a maximum of 12 semester hours during summer. Enrollment in EIU 2919, Strategies for Academic Success, is NOT included in the maximums.
It is highly recommended that an undergraduate student on academic warning or academic probation enroll for no more than four semester hours during the Summer 4 session and no more than eight semester hours during the Summer 6 and Summer 8 sessions combined.

**Academic Load – Financial Aid**

Financial Aid Website: [http://www.eiu.edu/finaid/policies_academic_progress.php](http://www.eiu.edu/finaid/policies_academic_progress.php)

**Academic Load – Student Teaching**

(Information taken from the undergraduate catalog)

To be eligible for a student teaching assignment, a student must attain 90 semester hours or more toward graduation and must have complied with all regulations and qualifications relative to "University Approval to take Teacher Education Courses" and "University Approval to Student Teach." Students must register for Student Teaching 4001 through EIU to qualify for graduation. Registration and fees are required as with other regular course work. Students are assigned to student teach in public schools in one of the student teaching centers located throughout the state. Assignments are made by the Student Teaching Coordinators. The public school cooperating teacher to whom each student is assigned holds licensure consistent with the licensure the student teacher is seeking and the setting and subject area assignment are appropriate to the license. Students engaged in student teaching are limited to a total academic load of 13 semester hours (except in Special Education) and the number of hours of outside work permitted is restricted.

A full semester (15 or 16 weeks) of assigned student teaching/professional experience is required of all students seeking initial licensure. Students should consult the Professional Education Requirements for Teacher Licensure Programs and individual course listings for specific information.

**Academic Load – Waiver Rules**

(Information taken from the waiver rules)

I. B. 6.
Load Rules -- Exceptions to the load rules stated in the Undergraduate Catalog and Class Schedules may be made by waiver, except load rules related to student teaching, which can only be approved by UAWAC (See III.E).

III. E.
Student Teaching Load -- Taking additional course work during the student teaching semester is not recommended. Exceptions may be granted only by action of UAWAC.

**Academic Probation**

See the information below and “Academic Warning/Probation/Dismissal Policy”

**Academic Probation – Reinstatement Following Academic Dismissal**

(Also see “Academic Warning/Probation/Dismissal Policy”)

(Information taken from the undergraduate catalog)

Reinstatement Following Academic Dismissal
Readmitted students re-enter the University with the cumulative GPA they had upon dismissal and are placed on academic probation. This probationary status will continue so long as the student satisfies the conditions specified in the section on "Academic Probation." Students who fail to make satisfactory progress will be dismissed and may not be reinstated except by approval of the Academic Reinstatement Committee.

**Academic Probation – Waiver Rules**

(Information taken from the waiver rules)

II. B. GRADE POINT AVERAGE REQUIREMENTS
   1. Cumulative GPA -- A minimum 2.00 GPA is required.
   2. Major GPA -- A minimum 2.00 GPA is required.
3. GPA for Students on Probation -- The semester GPA minimum required for students on probation described in the Undergraduate Catalog must be met.

**Academic Programs and Plans**

BOT Regulations (Regarding Academic Programs): [http://www.eiu.edu/trustees/regulation03.php](http://www.eiu.edu/trustees/regulation03.php)

*(Information taken from the BOT regulations)*

**C. Academic Programs and Plans**

1. A request for initiation of a new degree program or a new organizational unit of instruction, research, or public service, including the establishment of a college, school, department, division, center, or institute, shall be presented to the Board for approval and, where applicable, to the Board of Higher Education. The President shall make recommendations to the Board concerning such matters.

2. A request for initiation of an off-campus program requiring Board of Higher Education approval shall be submitted to the Board for approval prior to being submitted to the Board of Higher Education. The President shall make recommendations to the Board concerning such matters.

3. A request for a reasonable and moderate extension of an existing program shall be submitted to the President for approval and, where applicable, to the Board of Higher Education.

**Academic Progress and Financial Aid**

Financial Aid Website


*(Information taken from the BOT regulations)*

**SECTION IV. Students**

Issued: January 26, 1998

**B. Student Financial Aid**

2. **Financial Aid Policies**
   b. In compliance with Eastern Illinois University Law on partial tuition waivers, 110 ILCS 665/10-90, the University's policies and procedures for the award of tuition waivers shall provide that each eligible child of any Illinois Public University employee who has been employed for at least seven (7) years by an Illinois Public University shall, upon proper application and verification of eligibility, be offered a fifty percent (50%) tuition waiver for any academic year for which he/she:

   1. is under the age of twenty-five (25) at the commencement of the academic year during which the partial tuition waiver is to be effective. Eligibility for this purpose will be verified on a year-by-year basis;

   2. qualifies for admission to a degree program as a matriculated student under the same admissions requirements, standards, and policies which the University generally applies to applicants for admission to its respective undergraduate programs;

   3. is the natural, adopted, or step-child of a current University employee who has been employed for a total of at least seven (7) cumulative years. Academic years shall count as calendar years for those employees normally employed on an academic year basis. Employment which is or was contingent upon an individual's status as an enrolled student shall not be counted as part of this seven (7) cumulative years of employment;

   4. has, if the application is for a renewal of the award, maintained satisfactory academic progress toward graduation as this would be determined by the established rules of the University; and

   5. has not expended a total of four (4) years of undergraduate fifty percent (50%) tuition waiver benefits as provided under this section. For purposes of this subsection, four (4) years shall be considered to be either twelve (12) academic terms or the number of hours necessary to complete an undergraduate degree as defined by the University, whichever is completed first.
**Academic Standing**

See IGP 46: Grades:  http://castle.eiu.edu/auditing/046.php

(Information taken from the undergraduate catalog)

**Grades**

The grades given in courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Poor but Passed</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failed</td>
<td>0</td>
</tr>
<tr>
<td>NF</td>
<td>Failure--Non-Attendance</td>
<td>0</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>--</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>--</td>
</tr>
<tr>
<td>NNC</td>
<td>No Credit--Non-Attendance</td>
<td>--</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>--</td>
</tr>
<tr>
<td>DC</td>
<td>Deferred Credit</td>
<td>--</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>--</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew-- No Grade</td>
<td>--</td>
</tr>
<tr>
<td>X</td>
<td>No Grade Submitted</td>
<td>--</td>
</tr>
</tbody>
</table>

**Grades of I, DC, and X**

Students may not be certified for graduation so long as a grade of "I", "DC" or X" remains on their academic record. If a Grade Correction Form is not submitted, then any "X" or "DC" grades remaining on the transcript will be changed to "NC" or "F" at the time the degree is completed. Students also should be aware that changing an "I", "X" or "DC" to another grade may affect their grade point average and thus the awarding of their degree and/or graduation honors.

**Deferred Credit**

Students in undergraduate courses such as field-experience, independent study, thesis, or research requiring work of a continuing nature over several terms before the final project is completed may receive the grade of "DC" or "Deferred Credit." "Deferred Credit" designates that the student remained enrolled for credit throughout the term and that the project is continuing into another term. Upon completion of the final project, the instructor will submit a grade change through PAWS no later than four days prior to the official close of the term published in the Class Schedule. If a grade change is not submitted, then the certifying officer shall notify the Office of the Registrar to change any "DC" grades remaining on the transcript to "NC" or "F" at the time the degree is completed. Undergraduate students may not be certified for degree completion if any grades of "DC" remain on the transcript.

**Academic Waivers**

(Information taken from the undergraduate catalog)

Undergraduate students seeking waivers of academic rules or procedures may obtain waiver forms from their deans, department chairpersons or advisors. It is the student's responsibility to complete the form, obtain the necessary signatures, and present the form to the student's certifying dean for processing. Copies of the guidelines/rules regarding waivers (including submission deadlines) are available in the deans' offices.

If an undergraduate student waiver is denied by the student's certifying dean, the student may submit an appeal (following approved guidelines for submission) to the Registrar, who serves as corresponding secretary for the Undergraduate Academic Waiver Appeals Committee (UAWAC). Decisions made by the UAWAC are final.
Academic Waiver Rules

See: http://www.eiu.edu/eiucaa/waiverrules.pdf

Effective Spring 2015

UNDERGRADUATE ACADEMIC WAIVER RULES
OFFICE OF THE PROVOST

UNDERGRADUATE ACADEMIC WAIVERS
Undergraduate students seeking waivers of academic rules or procedures may obtain Undergraduate Academic Waiver Request forms from their deans, department chairpersons, or advisors. It is the student's responsibility to complete the form, obtain the necessary signatures, and present the form to the student's certifying dean for processing.

The student's certifying dean may approve the waiver request, stipulating approval conditions, if any, or disapprove the request. If the waiver is not approved, the dean advises the student of the waiver appeal process. In either case, the dean indicates a file number on the waiver form and forwards appropriate copies to the student, advisor, and the Registrar's Office. The certifying dean's decision on waivers approved according to the Academic Waiver Rules is final.

UNDERGRADUATE ACADEMIC WAIVER APPEAL COMMITTEE
The Undergraduate Academic Waiver Appeal Committee (UAWAC) is composed of the four college deans, with a Committee chair who coordinates the activities of the committee selected from among its members. College deans do not participate in deciding appeals from students in their own colleges; the decisions are made by a majority vote of the three remaining deans.

THE APPEAL PROCESS
If an undergraduate student waiver is denied by a student's certifying dean, the student may request to appeal the decision by signing the waiver request form. Appeals are submitted by the certifying dean to the Registrar who serves as corresponding secretary for the UAWAC and handles all official correspondence with the student regarding the appeal. Letters supporting an appeal, if any, should be included with the appeal form at the time it is submitted to the Certifying Dean's Office. When action has been taken by the UAWAC, the chair notifies the Registrar in writing of its decision. The Registrar, in turn, notifies the student in writing of the action taken. All appeals related to prerequisites must be acted upon prior to the first day of classes in the academic term of the proposed exception.

Negative decisions made by the UAWAC may be reconsidered by the committee if the chair believes there is good reason to do so. Reconsideration must be based on the presence of significant new information or other compelling evidence. Reconsideration by the UAWAC may be requested by the student's certifying dean or by the Vice President for Academic Affairs. The decision of the UAWAC (following reconsideration, if appropriate) is final.

Certifying deans for undergraduate students report monthly to the VPAA the waivers that have been approved and disapproved. The VPAA circulates the monthly activity report to the Council on Academic Affairs. Each semester the Registrar reports the actions of the UAWAC to the VPAA, who in turn forwards the report to the Council on Academic Affairs.

ACADEMIC WAIVER RULES
All undergraduate student waivers require approval signatures of the student's advisor and department chairperson (or designee), the chairperson of the department (or designee) and the college dean (or designee) responsible for the rule or requirement being waived, and the student's certifying dean. The Academic Waiver Rules that follow govern the actions of undergraduate certifying deans and the Undergraduate Academic Waiver Appeals Committee.

ACADEMIC WAIVER RULES
I. The following may be approved by undergraduate certifying deans using a substitution form or through the waiver process as specified below. No action by the UAWAC is required.

   A. RESIDENCE AND CREDIT REQUIREMENTS
      The following may be approved using department/college substitution/waiver forms. No Undergraduate Academic Waiver Request form is required.
1. **Upper-Division Credits** -- The requirement of at least 40 sem. hrs. of upper-division course work may be reduced by up to 6 sem. hrs. For students using the 1992-93 through the 1999-00 catalogs, see II.A.4. concerning the requirement of 8 hours of upper-division general education courses.

2. **Eastern Illinois University Credits** -- The requirement of at least 42 sem. hrs. of course work at Eastern (38 sem. hrs. for cooperative degree program students, whose program requires their absence from campus during their entire senior year) may be reduced by up to 3 sem. hrs.

3. **Junior and Senior Level Credits** -- The requirement of at least 32 sem. hrs. of course work at Eastern in the junior and senior years may be reduced by up to 3 sem. hrs. Cooperative degree students, whose program requires their absence from campus during their entire senior year, are exempt from this requirement; no waiver is required.

4. **Senior Credits** -- The requirement of at least 12 sem. hrs. of course work in the senior year at Eastern may be reduced by up to 3 sem. hrs. Cooperative degree program students whose program requires their absence from campus during their entire senior year, are exempt from this requirement; no waiver required.

**B. COURSE AND PROGRAM REQUIREMENTS**

1. **Major and Minor Requirements** -- College substitution/waiver forms may be used to modify the course pattern for a student's major and minor or to substitute appropriate non-equivalent course credit in the student's major and minor program; no Undergraduate Academic Waiver Request form is required.

2. **University Honors/Departmental Honors Requirements** -- Honors College substitution/waiver forms may be used to modify the course pattern for a student's University Honors and/or Departmental Honors program requirements. No Undergraduate Academic Waiver Request form is required.

3. **Prerequisites** -- A prerequisite course may be waived. All requests for waivers related to prerequisites must be acted upon prior to the first day of classes in the academic term of the proposed exception.

4. **Course Enrollment** -- Enrollment in a prerequisite course after completion of a course for which it is a prerequisite may be authorized by waiver.

5. **Class Level** -- Exceptions to the rules on enrollment by class level may be authorized by waiver.

6. **Load Rules** -- Exceptions to the load rules stated in the Undergraduate Catalog and Class Schedules may be made by waiver, except load rules related to student teaching, which can only be approved by UAWAC (See III.E).

7. **English and Speech Requirements – Transfer Students Only** -- Exceptions to the requirement of "two courses in reading and writing" and "one course in listening and speaking" may be authorized by waiver. **HOWEVER, THIS REQUIREMENT CANNOT BE WAIVED FOR STUDENTS SEEKING TEACHER CERTIFICATION.**

Transfer courses accepted by Eastern, which have been articulated as approved substitutes for the English and Speech requirements, may be counted for these requirements; no waiver is required.

8. **General Education/Integrated Core/Distribution Requirements—Transfer-Courses**

   **For transfer students following catalogs prior to 2000-01 and native EIU students**
   Transfer credit in courses accepted by Eastern, regardless of its evaluation in terms of Eastern courses, may count toward appropriate general education/integrated core/distribution requirements if approved through the waiver process.

   **For transfer students following the 2000-01 or later Undergraduate Catalogs**
   Transfer courses accepted by Eastern which have been approved for General Education according to the Illinois Articulation Initiative (IAI), or which clearly match IAI General Education courses, may count for general education requirements, even if no comparable courses are offered at Eastern; no waiver is required. This policy for transfer credit includes out-of-state and non-participating IAI institutions.
9. **General Education/Integrated Core/Distribution Requirements** -- Substitutions of non-general education EIU courses may be approved by waiver or the Honors College substitution/waiver form for students participating in the University Honors and/or Departmental Honors programs.

10. **Health Studies Requirements** -- **Transfer Students Only** – Transfer students who are following the 1991-92 or earlier catalogs may satisfy the Health Studies requirement if they have at least 2 sem. hrs. of college-level health studies course work; no waiver is required.

**C. TEACHER CERTIFICATION RULES**

**Methods Courses – Minors and Second Majors Only** -- A waiver approved by the Dean of the College of Education and Professional Studies may be used to substitute appropriate non-equivalent course credit for a methods course for teacher certification students in a minor or second major area.

**D. GRADE ASSIGNMENT**

**Incomplete Grades** -- Under extenuating circumstances, a waiver may be used to extend the deadline for removal/change of an Incomplete ("I") grade beyond the limits of the Policy on Incomplete Grades to execute the completion plan. Requests for extensions beyond the limits of the Policy on Incomplete Grades may be granted only by action of Undergraduate Academic Waiver Appeal Committee (UAWAC).

**II. The following can NOT be altered by waiver or by action of the UAWAC.**

**A. DEGREE REQUIREMENTS**

1. **Hours Required for Graduation** -- The minimum of 120 sem. hrs. for a baccalaureate degree must be met.

   No more than 4 sem. hrs. of theatre practicum, chorus, orchestra or band can be included in the 120 sem. hrs. (Music majors and minors as well as students seeking simultaneous degrees may count 6 sem. hrs. of music ensemble activities.)

   No more than 4 sem. hrs. in physical education activity courses can be included in the 120 sem. hrs. (Physical education majors and minors and recreation majors as well as students seeking simultaneous degrees may count 6 sem. hrs. of physical education activity courses.)

2. **Senior Institution Credits** -- A minimum of at least 42 senior institution sem. hrs. are required for graduation.

3. **Simultaneous Degrees** -- Students seeking two baccalaureate degrees simultaneously must complete at least 150 sem. hrs.

4. **Second Baccalaureate Degrees** -- Students seeking a second baccalaureate degree must complete a minimum of 30 additional sem. hrs. of credit at Eastern. Also, these students must have at least 12 sem. hrs. of course work in the major taken in residence used to calculate their major GPAs.

5. **General Education/ Integrated Core/Distribution Requirements** -- For students following 1992-93 or later Undergraduate Catalogs, the minimum number of hours in each component of the General Education/Integrated Core program must be met. See I.B.7. for exceptions. In addition, for the 1992-93 through the 1999-00 catalogs, eight semester hours of upper-division general education courses are required, at least two semester hours of which is a Senior Seminar.

   Students following earlier catalogs must meet the minimum of 9 sem. hrs. in Humanities, Social Sciences, and Math/Science distribution requirements.

6. **Correspondence and Extension Courses** -- A maximum of 32 sem. hrs. in correspondence and/or non-EIU extension courses may be used to satisfy degree requirements at Eastern.

7. **Internship Credit** -- A maximum of 15 sem. hrs. of credit is allowed for internship during any term.

8. **Experimental Courses** -- Experimental courses may not be used to satisfy major requirements. Experimental courses are numbered 1075, 2075, 3075, and 4075. These are courses approved in an expedited process, offered twice, and then, if successful, submitted for regular approval.
9. **Graduation with Distinction** -- To be eligible for graduation with distinction, a student must earn a minimum of 56 sem. hrs. at Eastern, with at least 40 sem. hrs. of those hours graded hours (exclusive of credit/non-credit hours).

10. **Upper-division Standing in Business** -- Pre-Business students must meet the requirements stated in the Undergraduate Catalog for admission to upper-division standing in business in the Lumpkin College of Business and Applied Sciences.

### B. GRADE POINT AVERAGE REQUIREMENTS

1. **Cumulative GPA** -- A minimum 2.00 GPA is required.

2. **Major GPA** -- A minimum 2.00 GPA is required.

3. **GPA for Students on Probation** -- The semester GPA minimum required for students on probation described in the Undergraduate Catalog must be met.

4. **Courses Used in Calculating the Major GPA** -- At least 12 sem. hrs. of the courses used to calculate a student’s major GPA must be taken in residence.

5. **Courses Used in Calculating the Minor GPA** -- At least 6 sem. hrs. of the courses used to calculate a student’s minor GPA must be taken in residence.

6. **Non-Teaching Minors** -- A minimum GPA of 2.00 is required for a non-teaching minor.

### C. TEACHER CERTIFICATION RULES

1. **ISBE Requirements** -- Students seeking teacher certification must satisfy the requirements established by the Illinois State Board of Education. Minimum ISBE recognition requirements must be met for teacher certification minors as well.

2. **Cumulative and Major GPA** -- Students participating in the teacher education selection process in place **beginning Fall 2002** must have established a 2.65 cumulative GPA and a 2.65 major GPA to be admitted to and graduate from a teacher certification program.

   Students participating in the selection process in place **prior to all 2002** must have established a 2.50 cumulative GPA and a 2.50 major GPA to be admitted to and graduate from a teacher certification program.

3. **Methods Course** -- Students seeking a high school or standard special certificate program must complete a methods course in their major. (Under special circumstances, with permission of the Dean of the College of Education and Professional Studies, an alternate methods course may be substituted; only a waiver is required.)

4. **Single Discipline** -- The minimum of 32 sem. hrs. in one discipline must be met by teacher certification majors.

5. **Minor GPA** -- A minimum minor GPA of 2.50 is required for a teaching minor.

6. **Methods Credit in Minors** -- No credit in teaching methods may be counted toward a minor other than a teaching minor.

### D. GRADUATION REQUIREMENTS

1. **Senior Seminar** -- Students following the 1981-82 or later Undergraduate Catalogs, must complete a senior seminar. (Students in Clinical Laboratory Science and Cooperative degree program students, whose program requires their absence from campus during their entire senior year, are exempt).

2. **Foreign Languages** -- Students following the 1992-93 or later Undergraduate Catalogs must complete two courses in a single foreign language or at the minimum the second course in the elementary sequence unless exempted due to high school foreign language credit.

3. **Electronic Writing Portfolio/ Writing Competency Examination** -- Students following the 2000-01 or later Undergraduate Catalogs must successfully complete the Electronic Writing Portfolio. Exceptions are students who entered EIU or another college or university prior to Fall 2000, but selected the 2000-01 Catalog. Those students must demonstrate writing competency by successfully completing the Writing Competency Exam.
Students following earlier catalogs must pass the Writing Competency Examination. (Accommodations may be made for students with documented disabilities.)

4. **Constitution Requirement** -- All students following the 1999-00 or earlier Undergraduate Catalogs, must complete the Constitution requirement as stated in their catalogs. For students following the 2000-01 to 2005-06 Undergraduate Catalogs, the Constitution requirement is a general education requirement, not a graduation requirement.  (For rules governing general education requirements, see I.B.8. and I.B.9.)

5. **Health Studies** -- Students following 1991-92 or earlier Undergraduate Catalogs must successfully complete HST 2000C (HST 1200) or pass a competency examination in health studies.

III. The following requires approval by action of the UAWAC. These requirements may not be altered by waiver.

A. **Residence and Credit Requirements** -- Further exceptions to the limits stated above in I.A., RESIDENCE AND CREDIT REQUIREMENTS, require UAWAC approval.

B. **Simultaneous Degrees** -- The requirement of at least 60 sem. hrs. of upper-division course work and at least 72 sem. hrs. at Eastern may be reduced through UAWAC approval for students seeking two baccalaureate degrees simultaneously.

C. **Second Baccalaureate Degrees** -- The requirement of at least 20 sem. hrs. of upper-division course work for students seeking a second baccalaureate degree may be reduced by UAWAC approval.

D. **Upper-Division Integrated Core Requirement** -- For students following the 1992-93 through the 1999-00 Undergraduate Catalogs, a substitution for an upper-division Integrated Core course requires UAWAC approval.

E. **Student Teaching Load** -- Taking additional course work during the student teaching semester is not recommended. Exceptions may be granted only by action of UAWAC.

F. **Other Exceptions** -- Exceptions may be made by the UAWAC to any rules or regulations not specifically addressed elsewhere in this document.

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**Academic Warning**

See the information below and “Academic Warning/Probation/Dismissal Policy”

**Academic Warning – Beginning Freshman**

*(Information taken from the waiver rules)*

Students who have taken college coursework during their high school career need not submit that transcript for admission purposes. However, a final official college transcript will be necessary in order to complete their admissions application to Eastern. If, when that transcript is received, the cumulative GPA of their college work is below a "C" average their academic status will change from good standing to academic warning.

**Academic Warning – Transfer Students**

*(Information taken from the waiver rules)*

Transfer students admitted prior to their last semester at their previous institution will be placed on academic warning if their final cumulative GPA from their previous school falls below a "C" average.

**Academic Warning/Probation/Dismissal Policy**

See also:
- Academic Load – Academic Dismissal
- Academic Warning – Beginning Freshman
- Academic Warning – Transfer Studies
See the March 30, 2017 CAA minutes: https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-06-17/Minutes/03-30-17Minutes.pdf

(Information taken from the undergraduate catalog)

The following rules apply to students as soon as they attempt at least nine semester hours of academic courses at EIU. (Please note that in the discussion below, a "grading period" is any fall, spring, or summer semester or term.)

**Academic Warning**
If, at the end of a grading period, a student's cumulative GPA in courses taken at the University falls below 2.00, but not so low as to warrant academic dismissal, that student will be placed on academic warning.

Students placed on academic warning for the first time will be required to enroll in EIU 2919 the following fall or spring semester. Students must complete the course with a "C" or better. Failure to enroll in this course by the first day of classes will result in a hold being placed on the student's record. This course may not be dropped.

**Academic Probation**
If, at the end of a grading period on academic warning, a student's cumulative GPA in courses taken at the University is still below 2.00, but not so low as to warrant academic dismissal, that student will be placed on academic probation.

A student on academic probation must achieve a minimum GPA of 2.10 each grading period until good academic standing is reached or he/she will be academically dismissed.

**Academic Dismissal**
A student will be academically dismissed if:
1. at the end of any grading period the student's GPA is 0.00 and the cumulative GPA is below 2.00; or
2. at the end of any grading period the student on academic probation fails to make satisfactory academic progress toward good academic standing as defined under Academic Probation.

Reinstatement Following Academic Dismissal Students who have been academically dismissed must remain out of the University for at least one regular semester. After the inactive semester, students who have been academically dismissed for the first time are automatically eligible for readmission provided that they meet the following conditions:

- The student completes the Returning Student Form at least 10 calendar days prior to the first class day of the term for which readmission is sought (The Returning Student Form is submitted online at http://www.eiu.edu/registra/readmission_form.php);
- Prior to the first class day of the term for which readmission is sought, the student, with the assistance of the Assistant Director of the Success Center, prepares a written academic plan signed by both the student and Assistant Director of the Success Center. Students who were dismissed and were never enrolled in EIU 2919 will be required to enroll in EIU 2919 the following fall or spring semester in lieu of making an academic plan with the Assistant Director of the Success Center. Students must complete the course with a "C" or better. Failure to enroll in this course by the first day of classes will result in a hold being placed on the student's record. This course may not be dropped; and
- If the student has attempted course work at one or more regionally accredited colleges or universities, he or she must provide official transcripts showing a composite GPA of at least 2.00 on a scale of 4.00 in all course work attempted since they last attended EIU (or, if the student is attending the regionally accredited college or university at the time of application for readmission, the student must report that enrollment on the REQUIRED STATEMENT IN LIEU OF AN OFFICIAL TRANSCRIPT and indicate that the student is earning a cumulative GPA of at least a 2.00 on a 4.00 scale, which will suffice until the official transcript can be sent at the end of the term.)

Students who have been academically dismissed are eligible for readmission only at the beginning of a spring or fall term; they are not allowed to re-enter during a summer term.

If the student fails to satisfactorily complete the requirements of the written academic plan by midterm of the semester of readmission, a hold will be placed on the student's record that will be removed upon the student's satisfactory completion of the requirements of the written academic plan.

Readmitted students re-enter the University with the cumulative GPA they had upon dismissal and are placed on academic probation. This probationary status will continue so long as the student satisfies the conditions specified in the section on "Academic Probation." Students who fail to make satisfactory progress will be dismissed and may not be reinstated except by approval of the Academic Reinstatement Committee.
Reinstatement Following Second Academic Dismissal

Students who have been academically dismissed for a second time may be reinstated only if they submit a readmission form and a written petition for reinstatement and the petition is granted by the Academic Reinstatement Committee. Petition forms are available on the University's web site (http://www.eiu.edu/acaffair/Reinstatement.pdf) and from the Office of the Registrar (1220 Old Main) or the Academic Affairs Office (1020 Old Main). The petition for reinstatement must be submitted to the Office of the Provost and Vice President for Academic Affairs no later than the third Monday in June (seeking reinstatement for the Fall semester) or the third Monday in October (seeking reinstatement for the Spring semester); no petitions are accepted for the Summer term.

As a condition of reinstatement, students who are reinstated following a second academic dismissal must enroll in GST 1000 during the term in which he or she re-enters the University. NOTE: If GST 1000 is not offered during the term of readmission or the student has already successfully completed it, then the student must work with the Director of the Student Success Center (1301 9th Street Hall) to identify an equivalent/alternate course which must be taken.

GPA and Intercollegiate Activities

A student must have a cumulative GPA of 2.00 or better to participate in intercollegiate activities. Consequently, a student who is on academic warning or academic probation is not eligible for such participation. This exclusion does not apply to a first-time entering freshman who has attempted fewer than 30 semester hours at EIU.

Academic Warning/Probation/Dismissal – Gateway Program

(Information taken from the undergraduate catalog)

General guidelines for the program are established by the Advisory Committee chaired by the Director of Minority Affairs. Among the program guidelines, students are required to complete a participation agreement during their orientation and live in University residence halls; are subject to the same academic warning, probation, and dismissal policies as are all University students; may declare an academic major no sooner than the second semester of attendance; may be main-streamed as soon as the end of the second semester of attendance if they have earned a minimum of 20 hours over two semesters with a GPA of 2.00 or higher each semester; and will be mainstreamed at the end of the term in which they earn 45 semester hours of credit, or complete four semesters and obtain the permission of the program director to exit the program. Students in good standing at the end of their second semester who have failed to successfully complete two consecutive semesters with a 2.00 or higher GPA will be mainstreamed if they earn a minimum GPA of 2.00 at the end of their third semester. If a student is not in good standing at the end of his/her second semester, but makes significant academic progress in his third semester, he or she may be mainstreamed with the concurrence of the Gateway staff and the director of Minority Affairs.

Administrative Drop Policy

See the August 31, 2006 CAA minutes: https://web.archive.org/web/20090326223628/http://www.eiu.edu/~eiucca/minutes083106.pdf

See the September 19, 2006 CGS minutes: http://castle.eiu.edu/eiucgs/archives/06archivedminutes/Minutes9-19-06.pdf

(Information taken from the undergraduate catalog)

In order to maximize student access to courses, to reduce empty classroom seats, and to ensure smooth financial aid processing, the following administrative drop procedure is suggested:

Department Chairs may initiate an administrative drop of a student based on the following criteria:

1. For a traditional course, the student has not attended class by the 5th day and has not made successful contact with the instructor to explain the absence. OR
2. The student has not met course prerequisites, co-requisites, or registration restrictions.

The department chair may administratively drop students through the 10th day. Beginning with the 11th day of the semester, any student that has not attended courses must submit a request for a Late Withdrawal.

Administrative drops may affect minimum load requirements, student financial aid status, student fees, graduation requirements or other areas. It is the responsibility of the student to meet financial aid requirements, initiate any refund
processes, and follow university guidelines concerning other obligations that may be affected by the drop. Information on refunds, financial aid and other student obligations may be found in the EIU catalog. Students auditing are subject to the same attendance policy as those taking classes for credit.

Students enrolled in technology-delivered courses are subject to the same attendance policy. Students not making contact with the instructor by the 5th day may be administratively dropped from the course. The department chair may administratively drop students through the last day to drop the online course. Any student who has not been removed from the course by the drop date must submit a request for a Late Withdrawal.

Students taking weekend courses are subject to the same attendance policy. Students not making contact with the instructor by the end of the first day of class may be administratively dropped from the course.

**Admission Policy**


**NOTE:** The admission policy will be revised, effective Fall 2018.

See the April 6, 2017 CAA minutes: [https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf](https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf)

**Admission Policy – Adult Student**

**NOTE:** The admission policy will be revised, effective Fall 2018.

See the April 6, 2017 CAA minutes: [https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf](https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf)

(Current information taken from the undergraduate catalog)

Students who have never enrolled in any college or university and who have been graduated from an accredited high school for at least five years may be admitted to EIU on a conditional basis. During their first 24 semester hours at EIU, those students are required to successfully complete the following courses: General Studies 1000, English 1001G, English 1002G, and an appropriate mathematics course. Students admitted in this category will be evaluated for satisfactory progress using the standards in place for student retention at the University.

An Application for Admission, an official high school transcript, and a letter requesting consideration for conditional admission are required for consideration. These items and any other available supportive material should be sent to the Director of Admissions. The Director will review each application and make a decision based on the applicant’s potential for success at EIU.

**Admission Policy – Beginning Freshmen**

**NOTE:** The admission policy will be revised, effective Fall 2018.

See the April 6, 2017 CAA minutes: [https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf](https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf)

(Current information taken from the undergraduate catalog)

All admission criteria are listed as guidelines. They are minimum requirements and do not guarantee admission to the university. Applicants for admission to EIU are considered, dependent upon facilities and resources, from candidates who satisfy one of the following categories.

1. Rank in the top one quarter of their high school class based on six or more semesters or have a GPA of 3.00 (B or better)/4.00 scale AND have an ACT composite score of at least 18 (SAT 860).
2. Rank in the top one half of their high school class based on six or more semesters or have a GPA of 2.50/4.00 scale AND have an ACT composite score of at least 19 (SAT 910).
3. Rank in the top three quarters of their high school class based on six or more semesters or have a GPA of 2.25/4.00 AND have an ACT composite score of at least 22 (SAT 1020).
Applicants are considered based upon the preceding categories. Additional materials may be requested and used in the decision process. Although not required for admission, applicants are encouraged to submit ACT Writing Test Results. Other applicants may be considered for admission on a space available basis by the Director of Admission.

Students who have taken college coursework during their high school career need not submit that transcript for admission purposes. However, a final official college transcript will be necessary in order to complete their admissions application to Eastern. If, when that transcript is received, the cumulative GPA of their college work is below a "C" average their academic status will change from good standing to academic warning.

Native Students
The University defines a native student as one whose initial college/university enrollment was as a beginning freshman at EIU.

Admission Policy – Gateway Program

NOTE: The admission policy will be revised, effective Fall 2018.

See the April 6, 2017 CAA minutes: https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf

(Current information taken from the undergraduate catalog)

Students who do not meet regular admission requirements may be considered for admission to the Gateway Program. Admission is considered for beginning freshmen for the Fall Semester of each academic year. Maintaining a culturally diverse student body, including adequate representation of students in the total student body, is an educational goal of the University. The University measures annual progress toward its ultimate goal by increases in the percentage of underrepresented students in its student body. Underrepresented students include those who will be the first in their immediate family to obtain a college degree.

The University will consider applications from candidates who have an ACT composite standard score of at least 16 and who have a high school cumulative GPA of at least "C" (2.00 on a 4.00 scale) based on six or more semesters. This differential test score standard is intended to take account of the cultural bias associated with standard admission tests. Applicants must also meet the high school subject requirements specified for all entering freshmen. In addition to the standard admission materials, applicants will submit requested information for review by the admission committee. The applicants may be asked to provide a personal statement and letter(s) of recommendation. The additional materials provide evidence of the applicant's academic ability, character, motivation, ability to overcome economic and educational disadvantage, work experience, and other relevant factors. An interview may be required and high school attendance patterns will be considered. Gateway is a limited enrollment program and meeting minimum academic guidelines does not guarantee admission.

Students admitted to the program are provided the following: designated program academic advisors; assessment of basic skills in reading, writing, and mathematics; placement in specified courses; and programs selected to address special needs or deficiencies identified by assessment.

Continued enrollment in the program requires that a student enroll in at least 12 hours each semester.

General guidelines for the program are established by the Advisory Committee chaired by the Director of Minority Affairs. Among the program guidelines, students are required to complete a participation agreement during their orientation and live in University residence halls; are subject to the same academic warning, probation, and dismissal policies as are all University students; may declare an academic major no sooner than the second semester of attendance; may be mainstreamed as soon as the end of the second semester of attendance if they have earned a minimum of 20 hours over two semesters with a GPA of 2.00 or higher each semester; and will be mainstreamed at the end of the term in which they earn 45 semester hours of credit, or complete four semesters and obtain the permission of the program director to exit the program. Students in good standing at the end of their second semester who have failed to successfully complete two consecutive semesters with a 2.00 or higher GPA will be mainstreamed if they earn a minimum GPA of 2.00 at the end of their third semester. If a student is not in good standing at the end of his/her second semester, but makes significant academic progress in his third semester, he or she may be mainstreamed with the concurrence of the Gateway staff and the director of Minority Affairs.

Gateway Program students must agree to follow the academic program prescribed by their academic advisor and the general guidelines established for the program as conditions for continuation in the program. Students who fail to
comply with program guidelines may be dismissed from the program and the University after a review and appeal process established by the Advisory Committee.

The Advisory Committee shall consist of: Director of Minority Affairs (Chair), Associate Vice President for Academic Affairs, Director of Admissions, and a faculty member appointed by the Vice President for Academic Affairs.

**Admission Policy – Graduates of Non-Accredited or Non-Recognized High Schools or Home Schooled**

**NOTE:** The admission policy will be revised, effective Fall 2018.

See the April 6, 2017 CAA minutes:
https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf

(Current information taken from the undergraduate catalog)

**Graduates of Non-Accredited or Non-Recognized High Schools**

“Recognized” is defined to include secondary schools recognized by the Office of the Illinois State Superintendent of Instruction OR accredited by the North Central Association or one of the five other regional accrediting agencies.

Graduates of high schools which are neither regionally accredited nor recognized may not be considered for admission unless they have passed the General Education Development (GED) Test and obtained a High School Equivalency Certificate, or have scored within the University's accepted range on the ACT or SAT. For students who have been home schooled and do not present a recognized diploma, the GED requirement may be waived with an acceptable ACT or SAT score as determined by the Office of Admissions. Home-schooled students must also submit a transcript of all courses completed with grades listed for each class.

**Admission Policy – High School Subject Requirements**

**NOTE:** The admission policy will be revised, effective Fall 2018.

See the April 6, 2017 CAA minutes:
https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf

(Current information taken from the undergraduate catalog)

**College-Preparatory English:** Four years of English, emphasizing composition, grammar, and literature. As much as one year of the requirement may be satisfied by two semesters in any combination of drama, debate, public speaking, or journalism.

**College-Preparatory Mathematics:** Three years of mathematics, including algebra, geometry, advanced mathematics, or computer programming.

**College-Preparatory Science:** Three years of natural sciences (biological and physical), with significant laboratory experiences.

**College-Preparatory Social Studies:** Three years of social studies, including one year of United States history and/or government.

**Electives:** Two years of academic or vocational electives.

The University will consider a flexible redistribution for up to three of the 15 units within the subject areas. No more than one unit each (for a total of three) from the categories of Social Studies, Mathematics, Science, and Electives may be redistributed to any of the other five categories of course work. No more than one unit may be applied to any one category to make up a deficiency. If flexible units are utilized, prerequisites for specific courses may not necessarily be met.

First-time freshman applicants and transfer applicants with fewer than 30 semester hours of acceptable credit who meet all criteria for admission except high school course-specific requirements may be admitted on a provisional basis if (1) they did not have an opportunity to complete the minimum college preparatory curriculum in high school.

The courses in which provisionally admitted students enroll must include courses in the high school subject areas in which course-specific requirements were not met. One three-hour college course is considered to be the equivalent of one year of high school work in a subject area. To remove provisional status in English, Mathematics, Science and/or
Social Studies, students must complete at least three semester hours of course work with a grade of "C" or better for each year or fractional year of deficiency in a subject area. (Proficiency examination credit in accordance with University policy also is acceptable.) Courses used for this purpose must be selected from the list, which follows:

**English Deficiency**
- English 1001G*
- English 1002G*
- English 2009G*
- English 2011G*
- English 3010G*

**Mathematics Deficiency**
- Mathematics 1271
- Mathematics 1400

**Science Deficiency**
- Biological Sciences 1001G*
- Biological Sciences 1003G*
- Biological Sciences 1004G
- Biological Sciences 2001G*
- Chemistry 1040G
- Earth Science/Geology 1300G*
- Earth Science 1400G*
- Physics 1052G
- Physics 1051G
- Physics 1071, 1072
- Physics 1351G*, 1352G*
- Physics 1351G*, 1352G*

**Social Studies Deficiency**
- Anthropology 2200G*
- College of Sciences 3001G
- Economics 2800G
- Economics 2801G*
- Geography 1100G*
- Geography 1200G*
- History 2010*
- History 2020G*
- History 3600*
- Political Science 1003
- Political Science 1153G*
- Political Science 2253G*
- Political Science 2603*
- Psychology 1879G*
- Sociology 1838G
- Sociology 2750G*

* There is an honors version of this course.

Transfer students admitted on a provisional basis will be considered to have removed a deficiency if they received a grade of "C" or better in transfer work equivalent to at least three semester hours, or four quarter hours, for each year or fractional year of deficiency in a subject area.

High school deficiencies may be satisfied by satisfactory completion of a course in that subject area (See list above). In the case of deficiencies in English, English 1001G and 1002G may also be used to remove a deficiency. Any course from the above list used to satisfy a deficiency that is designated as part of the General Education Program may also be used toward the General Education requirement. Provisionally admitted students are expected to remove deficiencies by the end of the grading period in which they complete 44 semester hours. The academic records for students who still have a deficiency after 44 semester hours will be marked as unclear. Students with unclear records may not register until the hold has been cleared.

Students who graduated from high school or obtained a High School Equivalency Certificate through the General Education Development (GED) Test five or more years prior to entering the University are exempt from course-specific admission requirements. Students who graduated from high school or obtained a High School Equivalency Certificate less than five years prior to entering the University must meet the course-specific admission requirements.

**Foreign Language**
High school students are encouraged to study a foreign language prior to coming to EIU for two reasons. First, EIU requires that students complete two courses in a single foreign language in order to graduate. High school students who have completed TWO YEARS in a single foreign language with a "C" average or better are exempt from this requirement. Second, high school language study beyond two years gives students potential access to intermediate and upper-division placement in language courses at EIU that can be counted as General Education Humanities credit. In general, students who know a foreign language are better prepared to compete in the global marketplace, giving them an advantage over their non-bilingual peers.
Concurrent High School Enrollment

Students who have completed their sophomore year in a recognized high school may be eligible for concurrent enrollment at EIU. To be considered, students must possess a minimum of a 3.0 grade point average on a 4.0 scale and obtain the recommendation of their principal.

In this program, college course enrollment is limited to seven semester hours per semester. Credits earned under this arrangement will be posted to the EIU transcript and may be applied toward graduation requirements at EIU.

Those wishing to continue their enrollment at EIU after graduation from high school must complete the standard freshman admission process.

Graduates of Non-Accredited or Non-Recognized High Schools

"Recognized" is defined to include secondary schools recognized by the Office of the Illinois State Superintendent of Instruction OR accredited by the North Central Association or one of the five other regional accrediting agencies.

Graduates of high schools which are neither regionally accredited nor recognized may not be considered for admission unless they have passed the General Education Development (GED) Test and obtained a High School Equivalency Certificate, or have scored within the University's accepted range on the ACT or SAT. For students who have been home schooled and do not present a recognized diploma, the GED requirement may be waived with an acceptable ACT or SAT score as determined by the Office of Admissions. Home-schooled students must also submit a transcript of all courses completed with grades listed for each class.

Admission Policy – Immunization Record

NOTE: The admission policy will be revised, effective Fall 2018.

See the April 6, 2017 CAA minutes: https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf

(Current information taken from the undergraduate catalog)

An Admissions Packet is mailed after an application has been processed and accepted. Mailed with the Admissions Packet is the University Health Service Immunization Record form. To be in compliance with State of Illinois Public Act 85-1315, which mandates proof of immunity to selected vaccine-preventable diseases, all new students born after January 1, 1957 must have this form completed by a nurse or doctor and returned to the University Health Service by the seventh week of class. Legislation requires that students not be allowed to register for a second semester if immunization requirements are not met.

Illinois State Immunization Compliance

Illinois Law, Public Act 85-1315 requires all admitted students born on or after January 1, 1957 and enrolled in six or more hours of on campus classes to submit proof of immunity for diphtheria/tetanus, measles, mumps and rubella. Compliant immunization records for new students must be received by the Student Health Service Compliant immunization records for new students must be received by the Student Health Service by August 1 for new students enrolling in the Fall Semester and December 15 for new students enrolling in the Spring Semester.

Compliant immunization records must be signed and dated by a nurse or physician and must include:

- Provider or nurse's printed name, address and telephone number
- One DT (diphtheria/tetanus) within the last ten years
- Two MMR's (measles, mumps and rubella) after the first birthday

International students must submit proof of three DT’s and two MMR’s. If records are not in English, they must be accompanied by a certified translation.
Admission Policy – International Applicants

NOTE: The admission policy will be revised, effective Fall 2018.

See the April 6, 2017 CAA minutes:
https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf

(Current information taken from the undergraduate catalog)

Standard and Conditional Admission for Undergraduate Applicants Undergraduate international applicants must submit a complete packet of admission materials to the Office of International Students and Scholars. A complete packet for undergraduate applicants includes an international application, an application fee, an approved financial affidavit form, official raised seal transcripts from high school and college (if applicable), and documentation of English mastery. The approved financial affidavit form must verify the applicant's financial status for study. For undergraduate applicants the raised seal transcript or original copy of national examinations must document completion of secondary education, comparable to that awarded by a United States high school. The high school transcript must also verify that the applicant earned a minimum GPA of 2.0 on a 4.0 scale. Official college or university transcripts (if applicable) for each institution previously attended are required to be considered for admission.

English language mastery for undergraduate applicants for admission may be documented in one of the following ways:

1. Submission of a score of 500 or higher on the paper-based Test of English as a Foreign Language (TOEFL), a score of 61 or higher on the internet-based TOEFL, or a minimum International English Language Testing System (IELTS) score of 6.0 (academic module).
2. Submission of evidence of residency in a nation whose official language is English.
3. Submission of evidence of successful completion of 24 semester hours of college credit at a regionally accredited college or university in the United States.
5. Submission of evidence of successful completion of three years of high school in the United States and an ACT composite standard score of at least 18 (SAT 860).
6. Submission of Completion of Grade Pre-1 on the STEP EIKEN Test.
7. Submission of a score 69 or higher on the Michigan English Language Assessment Battery (MELAB).
8. Submission of successful completion of two terms (one semester) of English for Academic Purposes 2 (Level 6) from the Center for English as a Second Language program (CESL) at Southern Illinois University – Carbondale.
10. Submission of successful completion of Level 9 at one of The Language Company centers in the United States
11. Submission of an overall assessment level of 4.5 on the iTEP Academic-Plus examination.

Admission to EIU and an approved financial affidavit form are required in order for the Office of International Students and Scholars to issue SEVIS Form I-20 or DS-2019. Applicants who meet all of the requirements for admission, but do not meet the criteria for English mastery may be offered Conditional Admission.

Conditional admission may be offered to undergraduate international applicants who meet the criteria for admission to EIU except for English language mastery. Conditional admission is granted only by the Office of International Students and Scholars. Undergraduates with conditional admission status must provide evidence of meeting English language mastery to the Office of International Students and Scholars by submitting a score of 500 or higher on the paper-based TOEFL, a score of 61 or higher on the internet-based TOEFL, a minimum International English Language Testing System (IELTS) score of 6.0 (academic module) or completion of Level 112, Certificate of Completion from an ELS Language Center located in the United States prior to permission to enroll in classes.

Admission Policy – Matriculation

NOTE: The admission policy will be revised, effective Fall 2018.

See the April 6, 2017 CAA minutes:
https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf

(Current information taken from the undergraduate catalog)
Students who seek admission to the University do so for a specific academic semester and are admitted on that basis. As a general matter of practice, undergraduate students will be admitted for matriculation to the University in a degree program for the fall semester or for the spring semester. Students may also seek admission to the University for the summer semester and be admitted to a degree program at the discretion of the Director of Admissions provided that they meet the appropriate requirements and enroll full-time on campus for the summer of admission or they are admitted to a degree program with an approved curriculum specifying summer admission. A student admitted to a degree program may enroll prior to the semester of matriculation and take courses on a non-matriculated basis with the non-matriculated student processing fee waived. An undergraduate student's participation in the Guaranteed Tuition Rate Plan will be determined by the semester of matriculation. Courses taken on a non-matriculated basis will be assessed tuition and fees in effect for continuing students at the time of enrollment.

**Admission Policy – Non-matriculated Student Enrollment (Guest Students)**

**NOTE:** The admission policy will be revised, effective Fall 2018.

See the April 6, 2017 CAA minutes: [https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf](https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf)

(Current information taken from the undergraduate catalog)

(Undergraduates) A non-matriculated student is one who is not seeking a degree at EIU. The purpose of non-matriculated student enrollment is to facilitate transfer of credit hours to another institution or for non-degree personal/professional development. Non-matriculated students may be enrolled for any semester without having to submit official transcripts. The student is required to complete a Non-matriculated Student Enrollment Request including a signed statement certifying that she or he 1) has the necessary academic preparation for the proposed course(s); 2) understands that enrollment as a non-matriculated student does not constitute admission to the University for subsequent semesters; and 3) is aware that credits earned as a non-matriculated student may or may not be applicable to a specific degree program at EIU.

Each academic year (fall, spring, summer) a student wishes to enroll as a non-matriculated student, she or he must submit a Non-matriculated Student Enrollment Request including a signed certification and pay the $30 processing fee. Admission as a degree-seeking student requires submission of a regular Application for Admission, a full set of required documents showing admissions standards have been met, and the $30 application processing fee. All Non-matriculated Student Enrollment Requests are considered on a space available basis. Individuals who are otherwise prevented from registering are prohibited from enrolling on a non-matriculated basis. Individuals who have been academically denied admission or continued enrollment during the previous two academic years are similarly prohibited from enrolling on a non-matriculated basis.

Students enrolled on a non-matriculated basis are not eligible for state, or federal financial aid. Institutional aid may be available depending on the criteria of the award.

**Admission Policy – Provisional Admission**

**NOTE:** The admission policy will be revised, effective Fall 2018.

See the April 6, 2017 CAA minutes: [https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf](https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf)

(Current information taken from the undergraduate catalog)

The University will consider a flexible redistribution for up to three of the 15 units within the subject areas. No more than one unit each (for a total of three) from the categories of Social Studies, Mathematics, Science, and Electives may be redistributed to any of the other five categories of course work. No more than one unit may be applied to any one category to make up a deficiency. If flexible units are utilized, prerequisites for specific courses may not necessarily be met.

First-time freshman applicants and transfer applicants with fewer than 30 semester hours of acceptable credit who meet all criteria for admission except high school course-specific requirements may be admitted on a provisional basis if (1) they did not have an opportunity to complete the minimum college preparatory curriculum in high school.

The courses in which provisionally admitted students enroll must include courses in the high school subject areas in which course-specific requirements were not met. One three-hour college course is considered to be the equivalent of
one year of high school work in a subject area. To remove provisional status in English, Mathematics, Science and/or Social Studies, students must complete at least three semester hours of course work with a grade of "C" or better for each year or fractional year of deficiency in a subject area. (Proficiency examination credit in accordance with University policy also is acceptable.) Courses used for this purpose must be selected from the list, which follows:

### English Deficiency

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1001G*</td>
<td>English 1002G*</td>
</tr>
<tr>
<td>English 2009G*</td>
<td>English 2011G*</td>
</tr>
<tr>
<td>English 3010G*</td>
<td></td>
</tr>
</tbody>
</table>

### Mathematics Deficiency

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics 1271</td>
<td>Mathematics 1400</td>
</tr>
</tbody>
</table>

### Science Deficiency

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences 1001G*</td>
<td>Biological Sciences 1003G*</td>
</tr>
<tr>
<td>Biological Sciences 1004G</td>
<td>Biological Sciences 2001G*</td>
</tr>
<tr>
<td>Chemistry 1040G</td>
<td>Earth Science/Geology 1300G*</td>
</tr>
<tr>
<td>Earth Science 1400G*</td>
<td>Physics 1052G</td>
</tr>
<tr>
<td>Physics 1051G</td>
<td>Physics 1151G, 1152G</td>
</tr>
<tr>
<td>Physics 1071, 1072</td>
<td></td>
</tr>
<tr>
<td>Physics 1351G*, 1352G*</td>
<td></td>
</tr>
</tbody>
</table>

### Social Studies Deficiency

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology 2200G*</td>
<td>College of Sciences 3001G</td>
</tr>
<tr>
<td>Economics 2800G</td>
<td>Economics 2801G*</td>
</tr>
<tr>
<td>Geography 1100G*</td>
<td>Geography 1200G*</td>
</tr>
<tr>
<td>History 2010*</td>
<td>History 2020G*</td>
</tr>
<tr>
<td>History 3600*</td>
<td>Political Science 1003</td>
</tr>
<tr>
<td>Political Science 1153G*</td>
<td>Political Science 2253G*</td>
</tr>
<tr>
<td>Political Science 2603*</td>
<td>Psychology 1879G*</td>
</tr>
<tr>
<td>Sociology 1838G</td>
<td>Sociology 2750G*</td>
</tr>
</tbody>
</table>

* There is an honors version of this course.

Transfer students admitted on a provisional basis will be considered to have removed a deficiency if they received a grade of "C" or better in transfer work equivalent to at least three semester hours, or four quarter hours, for each year or fractional year of deficiency in a subject area.

High school deficiencies may be satisfied by satisfactory completion of a course in that subject area (See list above). In the case of deficiencies in English, English 1001G and 1002G may also be used to remove a deficiency. Any course from the above list used to satisfy a deficiency that is designated as part of the General Education Program may also be used toward the General Education requirement. Provisionally admitted students are expected to remove deficiencies by the end of the grading period in which they complete 44 semester hours. The academic records for students who still have a deficiency after 44 semester hours will be marked as unclear. Students with unclear records may not register until the hold has been cleared.

Students who graduated from high school or obtained a High School Equivalency Certificate through the General Education Development (GED) Test five or more years prior to entering the University are exempt from course-specific admission requirements. Students who graduated from high school or obtained a High School Equivalency Certificate less than five years prior to entering the University must meet the course-specific admission requirements.
Admission Policy – Readmission

NOTE: The admission policy will be revised, effective Fall 2018.

See the April 6, 2017 CAA minutes:
https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf

(Current information taken from the undergraduate catalog)

Former Undergraduate Students

Former undergraduate students who are academically eligible and wish to return to the University after a lapse of one or more semesters should make application for readmission at least 10 calendar days prior to the first class day of the term in which they intend to enroll. An earlier closing date may be announced in the public press. Students enrolled in the Spring Semester need not apply for readmission for the ensuing Fall Semester. Readmission application can be submitted online at http://www.eiu.edu/registra/readmission_form.php and will be directed to the following offices:

- Bachelor of General Studies Office – all General Studies majors.
- Office of Registrar and Enrollment Management – all other majors

A former undergraduate student who has attended one or more regionally accredited colleges or universities may be readmitted provided the composite GPA in all course work attempted at institutions other than EIU is at least 2.00 on a 4.00 scale. If the student is attending another regionally accredited college or university at the time of applying for readmission, the student must report that enrollment on the REQUIRED STATEMENT IN LIEU OF AN OFFICIAL TRANSCRIPT and indicate that the student is earning a cumulative GPA of at least a 2.00 on a 4.00 scale, which will suffice until the official transcript can be sent at the end of the term.

Information regarding readmission following academic dismissal and reinstatement following a second academic dismissal is found under the Academic Regulations & Requirements section of this catalog.

Former Students Who Have Graduated

Former students who have graduated and who return to the University after a lapse of one or more semesters should make application for readmission to the Graduate School at least ten calendar days prior to the first class day of the term in which they intend to enroll. An earlier closing date may be announced in the public press. Students not previously admitted to Graduate School must also apply for admission to the Graduate School.

Admission Policy - Transcripts

NOTE: The admission policy will be revised, effective Fall 2018.

See the April 6, 2017 CAA minutes:
https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf

(Current information taken from the undergraduate catalog)

Acceptance of applications and granting of admissions are subject to completion of the application process. All applicants must have ACT or SAT scores submitted to the University. Official high school transcripts and official transcripts from all colleges and universities attended also must be submitted (See Admissions Procedures). Applications should be on file no later than 10 calendar days preceding registration for the term the student wishes to enroll. Since the University reserves the right to limit enrollment to available facilities and resources, earlier closing dates may be announced.

Admission Policy – Transfer Students

NOTE: The admission policy will be revised, effective Fall 2018.

See the April 6, 2017 CAA minutes:
https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Minutes/04-06-17Minutes.pdf

(Current information taken from the undergraduate catalog)

Dependent upon the availability of facilities and resources, the University considers applications from candidates who have attended one or more other regionally accredited colleges and universities for admission as a transfer student.
To qualify for admission as a transfer student, an applicant must have earned a cumulative GPA of at least 2.00 on a 4.00 grading scale based on all college-level work attempted, and a cumulative GPA of at least 2.00 on a 4.00 scale from the last institution attended. Transfer applicants who have completed fewer than 30 semester hours of college-level work also must satisfy one of the following criteria:

1. The applicant must meet the admission requirements for beginning freshmen (above); or
2. The applicant must have completed 24–29 semester hours of coursework at other regionally accredited colleges or universities with a minimum cumulative grade point average of 2.5.

These are minimum requirements and do not guarantee admission to the university.

To be considered for admission, an applicant must submit official transcripts from all educational institutions previously attended; these include each college or university, as well as the high school from which the applicant graduated. As a condition of continued enrollment, transfer students admitted to the University who have taken the ACT or SAT test prior to beginning college must submit their test scores to the University prior to the close of their first term of attendance at the University.

Transfer students admitted prior to their last semester at their previous institution will be placed on academic warning if their final cumulative GPA from their previous school falls below a "C" average.

Transfer students in their first semester of college prior to attending Eastern, will be admitted based on satisfying high school requirements and submission of a current college class schedule. If their college GPA then falls below a "C" average, they will be placed on academic probation.

**Affirmative Action**


*(Information taken from the undergraduate catalog)*

**Eastern's Commitment to Diversity, Nondiscrimination, and Affirmative Action**

Eastern Illinois University provides equality of opportunity in education and employment for all students and employees. Discrimination is strictly prohibited based upon race, color, sex, religion, age, national origin, ancestry, marital status, disability, veteran status, sexual orientation, gender identity, or any other basis of discrimination precluded by federal and state statutes. (Eastern Policy #174). America draws its strength and vitality from the diversity of its people. Eastern Illinois University is enriched by building a pluralistic campus that celebrates and draws upon the talents of all its students, faculty, and staff. (Eastern Policy #174).

**Application for Graduation**

*(Information taken from the undergraduate catalog)*

Students should apply for graduation in the first semester of the junior year (after earning 60 hours). A student may expect to receive a Degree Audit, indicating the student's progress toward completion of degree requirements, from the office of their certifying dean. Application is through PAWS under "student records" in their student tab. When the student submits the application, a one-time charge of $25 will be billed to the student's account. The application will be pending until approved by the certifying dean. (Please note that BGS majors should apply for graduation after they have earned 90 semester hours and Business majors must wait to apply for graduation until they have final admission to the School of Business.)

**Assessment**

See the Center for Academic Support & Achievement (CASA) Assessment Webpage: [http://www.eiu.edu/assess/](http://www.eiu.edu/assess/)

Assessment and General Education

The General Education program is constantly undergoing assessment by the faculty who participate in it. The Committee for the Assessment of Student Learning (CASL) coordinates these activities and provides recommendations to the Council on Academic Affairs relative to student learning in the program.

Athletes

GPA and Intercollegiate Activities

(Information taken from the undergraduate catalog)

A student must have a cumulative GPA of 2.00 or better to participate in intercollegiate activities. Consequently, a student who is on academic warning or academic probation is not eligible for such participation. This exclusion does not apply to a first-time entering freshman who has attempted fewer than 30 semester hours at EIU.

Other:

1. See IGP 76: Intercollegiate Athletics:  http://castle.eiu.edu/auditing/076.php
2. BOT Regulations (Intercollegiate Athletics Policy):  http://www.eiu.edu/trustees/regulation04.php

(Information taken from the BOT Regulations)

Section IV. Students

J. Intercollegiate Athletics Policy

1. An intercollegiate athletics program is an important and worthwhile activity. A properly administered program can make a significant contribution to the quality of campus and student life.

2. The primary responsibility for management of an intercollegiate athletics program rests with the University President. The President's exercise of that responsibility is subject to applicable law and Board policies, including the following:

   a. The President shall inform the Board in advance of any action or proposal significantly affecting the intercollegiate athletics program, including: (1) proposals to change conferences; (2) athletic associations or divisions; or (3) to add or drop sports.

   b. State appropriations may be used to support the intercollegiate athletics program, but no more than one and a half percent (1.5%) of the University's annual state appropriation may be expended for intercollegiate athletics unless approved by the Board.

   c. Student athletic fees may be used to support the intercollegiate athletics program, but increases in such fees should normally not exceed the projected rate of inflation for the year in which the increase is to take effect. Proposals to increase student athletic fees should not be presented for Board approval without prior consultation with appropriate student advisory bodies.

   d. Every effort should be made to minimize reliance on state appropriations and student fees as revenue sources for intercollegiate athletics.

   e. The President shall prepare an annual report for the Board on intercollegiate athletics that shall include appropriate financial and program information.

Attendance Policy

See “Class Attendance”

See IGP 43: Class Attendance:  http://castle.eiu.edu/auditing/043.php

Auditing of Courses

(Information taken from the undergraduate catalog)

Fees for auditing are the same as those for students taking an equivalent amount of work for credit. Students enrolled for full-time academic work must include any courses they wish to audit as part of the maximum load permitted them;
change of enrollment from "audit" to "credit" or from "credit" to "audit" may be made only during the six calendar days following the first day of classes.

Students must have the approval of the instructor for auditing a course. If, in the opinion of the instructor, student exposure and effort expended in the course deserve the entry of Audit, the student will receive the course entry "AU" on his/her permanent record. If not, no entry will be made.

**Bachelor Degree Programs Minimum Hours**

*(Information from Dr. Mary Herrington-Perry, Former Assistant Vice President for Academic Affairs & Enrollment Management)*

Bachelor Degree Programs must have a minimum of 40 upper-division credit hours (3000-4000 numbered courses).

**Bachelor's Degree, Requirements for the**

*(Information taken from the undergraduate catalog)*

To achieve a baccalaureate degree, the student must:

1. Successfully complete the General Education Requirements detailed in the "General Education" section, including the senior seminar or Study Abroad Capstone.
2. Successfully complete one of the degree programs listed in detail in the "Majors and Minors" section, and attain a minimum GPA of 2.00 in his/her major area. A GPA of at least 2.65 both cumulative and in the major is required for graduation from a teacher education program. Other curricula may also require a cumulative GPA higher than 2.0 for acceptance to the major and/or graduation. Consult the catalog description for specific information.
3. Successfully complete a minimum of 12 semester hours in courses applicable to the GPA in his/her major discipline.
4. Successfully complete at least 40 semester hours in upper-division courses (3000-4000 numbered courses).
5. Earn a minimum of 42 semester hours in residence with a minimum of 32 in the junior and senior years, 12 of which must be in residence during the senior year.
6. Successfully complete at least 120 hours with a CGPA of 2.0 in all courses attempted.
7. Successfully complete two courses in a single foreign language.
8. Earn a "C" or better in English 1001G, English 1002G, and Communication Studies 1310G or in accepted substitutions.
9. Successfully complete the Electronic Writing Portfolio.

Three submissions are required for the portfolio. Submissions may come from any writing-centered or writing-intensive course, or from any other course for which students complete an appropriate writing assignment*(See criteria below.)* Only one submission is allowed from any one course; students who submit from ENG 1001G/1091G may not submit from ENG 1002G/1092G. Students must deposit the first two submissions by the time they earn 60 credit hours; if they fail to do so, a registration hold will be placed at 75 credit hours. Students must deposit their final submission by the time they earn 105 credit hours. Transfer students who enter with more than 30 hours may request additional time to submit work to the portfolio.

Students who need assistance with their writing will be provided opportunities for improvement.

*Papers must meet the following criteria to be submitted to the EWP:*

1. The paper must be at least 750 words in length (approximately 3 pages).
2. It must be written in **Standard** English.
3. It must be developed in a manner consistent with the demands of the discipline for which it was written.
4. It must contain a connected writing sample with the development of ideas within and between paragraphs (therefore, lists, lesson plans, and other such documents may not be submitted).
5. Submissions may not be creative pieces, such as poems, short stories, or plays.

See [http://www.eiu.edu/assess/](http://www.eiu.edu/assess/) for additional information about the EWP.

10. A transfer student must successfully complete a minimum of 42 semester hours applicable to a baccalaureate degree in senior institutions.

1 Requirements differ for the B.A. in General Studies. See "General Studies Degree Program" in this catalog.
2 Because the terminal year is taken off-campus in cooperative programs, students completing Engineering, Physics with Engineering Physics Option, and Clinical Laboratory Science will not be required to take a Senior Seminar or Study Abroad Capstone.

3 Courses from a community college or other two-year institution will not count in the 40 semester hours of upper-division credit.

4 Exceptions to the residency policy are as follows: Cooperative degree majors (i.e. Engineering, Physics with Engineering Physics Option - 38 semester hours; Nursing majors - 25 semester hours; Organizational and Professional Development majors - 25 semester hours.

5 Students must have completed two years in a single foreign language in high school with an average grade of "C" or better for the two years' work in order to have previously satisfied this requirement. The foreign language requirement is waived for the Organizational and Professional Development and Nursing programs.

6 All military service credit based on the recommendations in the American Council on Education's Guide to the Evaluation of Educational Experience in the Armed Services, and accepted by EIU, is senior institution credit.

Official course requirements for specific baccalaureate degrees are detailed in "Academic Programs" (see the navigation bar on the left side of your screen).

To view grades, transcript evaluations, and degree progress, students should log into PAWS: http://www.eiu.edu/paws/. For guidance on running a degree audit, see http://www.eiu.edu/acaffair/DARS/.

**Catalog**

Undergraduate Catalog: [http://catalog.eiu.edu/index.php](http://catalog.eiu.edu/index.php)

(Information taken from the undergraduate catalog)

**Optional Catalog Rule**

The choice of the catalog year is very important since a student must follow the graduation requirements and the major requirements from the same catalog, and a curriculum may differ from year to year.

**Re-admit Students**

A Re-admit student has the option to continue under the catalog year he/she originally began course work with at Eastern Illinois University, or he/she may choose a subsequent catalog year. Students should discuss this matter during the advisement session.

**New Transfer Students**

An undergraduate transfer student may choose to graduate under the requirements stated in the EIU Catalog at the time of initial enrollment at another college, provided that catalog did not precede enrollment at EIU by more than three years. A transfer student may also choose any subsequent catalog.

**General Studies (B.A.)**

Beginning Fall 2014 and thereafter, all students transferring into the BGS program from another EIU academic program must meet the BGS degree requirements for the catalog year they are admitted into the program.

**Optional Catalog Requirements**

A native student may choose to graduate under the requirements stated in the EIU catalog current at the time of his/her entrance to the University or under the requirements stated in a subsequent catalog published prior to his/her graduation. All requirements of the catalog selected must be met in full.

An undergraduate transfer student may choose to graduate under the requirements stated in the EIU catalog current at the time he or she initially enrolled at another college or university provided that catalog did not precede his/her enrollment at EIU by more than three years. Such a student may choose to graduate under subsequent catalogs on the same basis as native students. All requirements of the catalog selected must be met in full.

The catalog options for a student who was concurrently enrolled at any college while still enrolled in high school begin with the catalog in effect during the first semester of college enrollment subsequent to graduation from high school.

In no case may a student combine or choose various requirements from several catalogs in order to achieve minimal curriculum. During periods of transition, deans, in consultation with department chairpersons, are authorized to make such curriculum adjustments to graduation plans as will insure academically meaningful programs. Copies of all such authorizations must be filed with the Office of the Registrar.
Include credit hours required for programs in the EIU Undergraduate Catalog

"In the interest of transparency and disclosure, the Council on Academic Affairs hereby requests that all programs include the number of hours required for program completion; where applicable hours for segments of programs (e.g. cores, options, concentrations) in the EIU Undergraduate Catalog program description effective with the 2013-14 Catalog."

Certificate Programs

Certificates are only for graduate-level and post-baccalaureate degree programs. Undergraduate degree programs should create a minor rather than a certificate.

Class Attendance

See IGP #43: http://castle.eiu.edu/auditing/043.php

Class Enrollment Minima

See the memo below from Provost Lord.
Classification of Students

(Information taken from the undergraduate catalog)

Undergraduate students are classified as follows:
- Freshmen: 0-29 semester hours
- Sophomores: 30-59 semester hours
- Juniors: 60-89 semester hours
- Seniors: 90 and above semester hours

Graduate students are those students who have completed a bachelor's degree at a regionally accredited institution.

Commencement/Graduation

See:
- IGP 50: Certification for Graduation for Undergraduate & Graduate Students: [http://castle.eiu.edu/auditing/050.php](http://castle.eiu.edu/auditing/050.php)
Also, see the following information taken from the undergraduate catalog.

**Commencement**
Degrees are granted at the close of the Fall and Spring Semesters. Students entitled to participate in commencement exercises are only those whose current enrollment in correspondence, continuing education, and residence at this University or elsewhere makes possible the completion of all graduation requirements by the close of the semester in which commencement is held. Participation in graduation ceremonies does not obligate the University to confer a degree unless all requirements have been satisfactorily completed.

**Degrees with Distinction**
To be eligible for a degree with distinction, a student must have completed at least 56 semester hours of course work at EIU, including at least 40 semester hours of graded courses (exclusive of work taken on the Credit/No Credit Option). The 56 semester hours at EIU and the 40 semester hours of graded courses may not be waived.*

Eligible students who have a cumulative grade-point average of 3.90 to 4.00 are graduated summa cum laude; those with a cumulative grade-point average of 3.80 through 3.89 are graduated magna cum laude; and those with a cumulative grade-point average of 3.65 through 3.79 are graduated cum laude. Students who qualify for degrees with distinction wear an appropriate medal as part of their academic attire at commencement and their names appear in the commencement program as being awarded Degrees with Distinction. All grades earned at EIU are counted in computing the cumulative GPA. Grades earned during the final grading period are not used for compiling the tentative list developed for commencement. Transcript notations of graduating cum laude, magna cum laude, and summa cum laude are based on the student's total cumulative grade-point average, including the final grading period.

**Commencement by Exceptionality, Participation in**

See IGP #50 - Certification for Graduation for Undergraduate and Graduate Students: [http://castle.eiu.edu/auditing/050.php](http://castle.eiu.edu/auditing/050.php)

**PARTICIPATION IN COMMENCEMENT CEREMONY**
Names of students who have completed application for graduation and who have demonstrated a reasonable chance of completing graduation requirements will be placed on the college graduation list submitted by each Certifying Dean to the Office of the Registrar.

Names may be added to the college graduation list if information supporting the action is received in sufficient time to do so.

Students whose names appear on a given semester's official graduation list may participate in that semester's commencement ceremony or a subsequent ceremony of their choice. Requests for exceptions may be granted according to the following guidelines:

1. Students able to complete all of their degree requirements by the end of the Summer Term may be granted permission to participate in the preceding Spring commencement ceremony.
2. Students with only student teaching, internship, or practicum to be completed may be granted permission to participate in the commencement ceremony preceding their final term.
3. Those who qualify for participation in an earlier commencement ceremony must complete a request form prior to the deadline specific to the semester in which the earlier ceremony will take place.

Regardless of participation in a commencement ceremony, no student will be certified for graduation and awarded a degree and diploma until the appropriate Certifying Dean has provided the Office of the Registrar with official verification of the completion of all degree requirements.

**Committee for the Assessment of Student Learning (CASL)**


The General Education program is constantly undergoing assessment by the faculty who participate in it. The Committee for the Assessment of Student Learning (CASL) coordinates these activities and provides recommendations to the Council on Academic Affairs relative to student learning in the program.
Committee on Cultural Diversity

Formation and Charge:
See the May 1, 2008 CAA Minutes:

Supplemental Report from the Ad Hoc Committee on Cultural Diversity presented at the April 23, 2009 CAA meeting:
Supplemental Report:

April 23, 2009 CAA Minutes:
http://castle.eiu.edu/eiucaa/2008-09CAA/SP09/04-30-09/Minutes/042309Minutes.pdf

Cultural Diversity Course Criteria Approved:
See the September 3, 2009 CAA minutes:
http://castle.eiu.edu/eiucaa/2009-10CAA/FA09/09-10-09/Minutes/090309Minutes.pdf

Also, see “Cultural Diversity Course Criteria”

(Appointment from the May 1, 2008 CAA Minutes)

Appointment of Ad Hoc Committee on Cultural Diversity

At the Council on Academic Affairs (CAA) meeting on April 24, 2008, the members agreed to postpone action on the proposal, introduced by Cole Rogers, to increase the general education requirement from three to six hours of cultural diversity courses. In response to the proposal, CAA members agreed instead to appoint an ad hoc committee to explore issues relating to cultural diversity in the curriculum. CAA hereby appoints an Ad Hoc Committee on Cultural Diversity as described below.

Charge to the Committee

The committee will review curriculum coverage of cultural diversity in relation to university goals including, but not limited to, the following:
1. Review the current general education courses designated as cultural diversity courses including the adequacy of the number of courses and frequency of offerings;
2. Identify courses with significant coverage of cultural diversity issues – including courses in the majors and senior seminars – that currently are not designated cultural diversity courses;
3. Analyze the data concerning students’ completion of courses with significant coverage of cultural diversity including, but not limited to, general education courses, courses in the majors, and study abroad;
4. Consult with the Committee on the Assessment of Student Learning (CASL) as to assessment of student learning of cultural diversity;
5. Review the current definition of “cultural diversity” and evaluate whether the definition requires revision as it relates to general education courses and/or other courses;
6. Analyze the impact – both positive and negative – of modifying the current cultural diversity requirement; and
7. Submit a report of the committee’s findings and recommendation to CAA during AY 2008-2009

Composition of the Committee

The committee will be composed of:
1. one undergraduate student
2. one faculty representative from each of the academic colleges;
3. one advisor from Academic Advising;
4. one member of CASL and
5. one dean, assistant dean, chair, or assistant chair
Committee on General Education & University Learning Goals

University Learning Goals Website: https://web.archive.org/web/20170906001529/http://www.eiu.edu/learninggoals/

CAA Learning Goals Committee’s Recommendations & Resolution:
See the April 25, 2013 CAA Minutes:
http://castle.eiu.edu/eiucaa/2012-13CAA/SP13/05-02-13/Minutes/04-25-13Minutes.pdf

Formation of the Committee on General Education & University Learning Goals:
See the May 2, 2013 CAA Minutes:
http://castle.eiu.edu/eiucaa/2012-13CAA/SP13/05-02-13/Minutes/05-02-13Minutes.pdf

Progress Report:
See the September 22, 2016 CAA minutes:

Also see:
“University Learning Goals”
“University Learning Goals, Recommendations and Resolutions”
“University Learning Goals Committee, Establishment of the”

Committee on General Education Segment Definitions & Study Abroad Senior Seminar

See the March 24, 2011 CAA Minutes:

See the October 20, 2001 CAA Minutes:

(Information taken from the March 24, 2011 CAA Minutes)

An ad hoc committee was formed to:

1.) Look at and address issues concerning allowing study abroad courses to meet the senior seminar general education requirement.
2.) Review and create descriptions for the segments of general education.

Committee on Integrative Learning

Ad Hoc Committee Formed:
See the December 10, 2009 CAA Minutes:
http://castle.eiu.edu/eiucaa/2009-10CAA/SP10/01-14-10/Minutes/121009Minutes.pdf

Report to CAA:
See the April 29, 2010 CAA Meeting Minutes:
http://castle.eiu.edu/eiucaa/2009-10CAA/SP10/04-29-10/Minutes/042910Minutes.pdf

Also, see “Integrative Learning” for the committee’s report

Community College Courses

Note that community college courses usually are not deemed equivalent to 3000-4000-level courses. When they are, they do not count as upper-division credit.

Community College Districts, Map of Illinois

See https://www.iccb.org/iccb/wp-content/pdfs/IL_Community_Colleges_Map.pdf

Community College Initiatives

2+2 Programs: See http://www.eiu.edu/cats/eiuPartners/2plus2/listing.php
Transfer Course Equivalents: See https://www.transferology.com/
Concentration Hours

(Information from Dr. Mary Herrington-Perry, Former Assistant Vice President for Academic Affairs & Enrollment Management)

There is no prescribed number of hours for a concentration, and as a result, EIU's range anywhere from 9 to 50 or more.

That said, it is reasonable to assume that a concentration should provide in-depth study but be smaller than a minor or an option. I would shoot for 3-5 courses.

Copyright Materials

See IGP #48.4: Use of Materials Protected by Copyright: http://castle.eiu.edu/auditing/048_4.php

Council on Academic Affairs – Agenda

See CAA Bylaws: http://castle.eiu.edu/eiucaa/CAABylaws.pdf

(Article VII

A.4.b. Agenda

1. The agenda of each meeting shall be available to at least 48 hours in advance of the meeting. It is recommended that this be published as a supplement to the minutes of the previous meeting or with the notice of the meeting.
2. Responsibility for preparation of the agenda rests with the Executive Officer and/or the Chairperson of the Council.
3. By consensus, changes may be made in the agenda before or during the meeting and any member may request the addition of an item to the agenda.
4. Although proposals will be added to the agenda in the order in which they are received, circumstances may make it desirable to consider items in other than their assigned order.

Council on Academic Affairs – Amendments of Bylaws

See CAA Bylaws: http://castle.eiu.edu/eiucaa/CAABylaws.pdf

(Article VI

Committees

The Council may have standing committees, subcommittees, ad hoc committees, and any other committees deemed necessary by the Council.
Council on Academic Affairs – Communication and Implementation of Actions taken by the Council

See CAA Bylaws: http://castle.eiu.edu/eiucaa/CAABylaws.pdf

(Article taken from the CAA bylaws)

Article VII
   a. Minutes of the Council, including recommendations, shall be posted on the CAA web site within three working days following the meeting.
   b. All actions shown in the minutes shall be considered as recommendations to the President for implementation.
   c. If the Vice President for Academic Affairs does not agree with the recommendations of the Council, he/she may submit an analysis and recommendation to the President.
   d. The President may:
      (1). Approve, disapprove, or modify the Council's recommendations.
      (2). Return recommendations to the Council for further study.
      (3). Forward appropriate recommendations to the Board of Trustees for its consideration.
   e. The President has ten working days to act on recommendations contained in the Council minutes. If the President is away during the ten day period, the period will be increased by the number of days he/she is away.

Council on Academic Affairs – Department Application of Criteria

(Information taken from the October 25, 2012 CAA Minutes)

Department Application of Criteria Resolution – October 25, 2012

WHEREAS the Council on Academic Affairs is cognizant of ongoing, unsatisfactory trends regarding learning goals assessment results as reported by the EIU Committee for Assessment of Student Learning, and

WHEREAS the 2012-2016 EIU-UPI Unit A Agreement provides an opportunity to review and revise the statements of departmental application of criteria (DAC) during the 2012-13 academic year; and

WHEREAS Provost Lord’s memorandum (September 21, 2012) encourages revised DACs to:

- “Guide assessment of the full range of instructional contributions characteristic of comprehensive teaching and learning processes” (page 2); and
- “Provide descriptions of materials and methods that facilitate evaluation of all ‘professional responsibilities’ ” (page 2); and
- “Reflect an academic culture to which a department aspires, not its lowest common denominator” (page 3); and
- “ Appropriately recognize a faculty member’s contributions to program assessment and academic quality improvement, curriculum development/revision, and student recruitment/retention” (page 3).

THEREFORE, the Council on Academic Affairs strongly encourages faculty and chairs to consider revised DAC language that recognizes faculty activities that:

- Produce coursework “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” (EIU Undergraduate Catalog, page 19), and
- Develop and implement instructional, assessment, and student support practices that improve student literacy, oral communication, critical thinking, and global citizenship, and
- Facilitate departmental efforts to study, revise, and implement programmatic changes in support of student literacy, oral communication, critical thinking, and global citizenship, and
- Prepare course syllabi per CAA Syllabus Policy 95-69 that include “course objectives, course outline or a description of course content, course assignments/projects/papers, grading policy and/or grading scale, attendance policy, evaluation procedures, information for students with disabilities, and office hours.”
Council on Academic Affairs – Effective Dates for Program Changes

A uniform date for curriculum change was established at the December 6, 2001 CAA meeting.

(Information taken from the December 6, 2001 CAA Minutes)

Implement a fall semester effective date for all programmatic changes.

This would mean that programmatic changes approved by CAA would always become effective at the beginning of the subsequent fall semester.

Programmatic changes include revisions to admissions, course, and credit hour requirements for majors, options, minors, and concentrations; to general education program mission, distribution, and completion requirements; and to University admission and graduation policies.

CAA will consider exceptions to this policy IF changes are mandated by external accrediting bodies, emerging needs are identified by the university or the state, or errors were made in the development of departmental or university-wide programs or regulations.

Council on Academic Affairs – Executive Committee

See CAA Bylaws: http://castle.eiu.edu/eiucaa/CAABylaws.pdf

(Information taken from the CAA bylaws)

Article V
Executive Committee
The Executive Committee shall consist of the Chairperson, the Vice Chairperson, and the Executive Officer or his/her designee. The duties of the Executive Committee are to set the agenda for meetings, to serve as spokespersons for Council actions, and to make committee assignments on behalf of the Council when time constraints prohibit consultation with the full Council. Standing committees shall include the General Education Committee and the Essential Learning Committee. The structure and function of these committees are described in Article IX.

Council on Academic Affairs – Executive Decisions

See CAA Bylaws: http://castle.eiu.edu/eiucaa/CAABylaws.pdf

(Information taken from the CAA bylaws)

Article VII
   e. Executive Decisions
      (1.) The Executive Officer may make decisions upon request from either a Dean or a Department Chairperson concerning the following:
         (a). Minor changes in course titles and course descriptions, where course content remains generally the same.
         (b.) Minor changes to programs:
            • Additions or deletions of electives in majors, minors, and concentrations
            • Changes in the title of existing concentration titles
         (c). Changes in course numbers. However, changes in course numbers that result in a change in a course's level, e.g., from 1000 to 2000, are not permitted by executive action.
         (d). Changes in course prerequisites.
         (e). Catalog changes which merely clarify the Council's intent.
         (f). Deletion of courses.
         (g). Changes in class, lab, and/or credit hours.
      (2.) Changes which are approved by the Executive Officer will be reported to the Council and are subject to discussion and revocation by the Council. The changes will be published in the minutes.
      (3.) No executive action is permitted concerning General Education Program Requirements or Graduation Requirements.
Other:

1. See the March 8, 2001 CAA minutes: https://web.archive.org/web/20090326223945/http://www.eiu.edu/~eiucaa/03-08-01.pdf

For courses which are being revised to become "Writing Intensive," CAA will need only the following information:

- A detailed description of the grading system, showing that at least 35% of the grade is based on writing
- A description of the writing assignment which will be revised before final submission.

This can be done by Executive Action for both general education courses and major courses.


Executive actions are not required for departments to change course semester offerings (example: “Fall to Spring”; “Spring to Summer”)

Council on Academic Affairs – General Academic Policies, Requirements, and Regulations for Undergraduates

See CAA Bylaws: http://castle.eiu.edu/eiucaa/CAABylaws.pdf

(Information taken from the CAA bylaws)

Article VII


   a. The Council on Academic Affairs shall have the responsibility and authority for making recommendations to the President relative to academic regulations and requirements, including:
      1. Admission, retention, dismissal, and reinstatement standards.
      2. General education requirements for all undergraduate degrees.
      3. Requirements for graduation.
      4. Student academic load.
      5. Grading systems.
      6. Other pertinent issues and problems.

Council on Academic Affairs – Graduate Assistant Teaching, Research, and Service Mission

See the October 11, 2007 CAA minutes: http://castle.eiu.edu/eiucaa/2007-08CAA/Fall2007/10-11-07/Minutes/10-11-07Minutes.pdf

In response to guidelines approved by CGS on September 18, 2007, the Council on Academic Affairs approved the following statement:

CAA supports the policy on graduate assistant teaching, research, and service mission guidelines, but we reserve the right to raise related issues at a later point in time based on our authority to maintain the quality of undergraduate education.

Council on Academic Affairs – Jurisdiction and Duties

See CAA Bylaws: http://castle.eiu.edu/eiucaa/CAABylaws.pdf

(Information taken from the CAA bylaws)

Article VII.

A. Jurisdiction and Duties of the Council on Academic Affairs.
   1. Curriculum
      a. The Council on Academic Affairs shall have the responsibility and authority for making recommendations to the President relative to:
         (1.) Changes in undergraduate degrees or degree requirements other than for teacher preparation.
(2.) Addition, deletion, or revision of all undergraduate programs other than teacher preparation programs which fall under the jurisdiction of the Council on Teacher Education.

(3.) Addition, deletion, or revision of courses numbered below 5000. The recommendations may include content, credit value, descriptions, titles and related aspects.

f. Periodically the Council shall review undergraduate courses and programs, other than teacher preparation programs, and, if deemed necessary, make appropriate recommendations.

g. Concerns of the Council on Academic Affairs include:
   (1). Proliferation of courses.
   (2). Duplication of content involving courses.
   (3). Maintenance of desirable standards.

Council on Academic Affairs – Meetings

See CAA Bylaws: http://castle.eiu.edu/eiucaa/CAABylaws.pdf

(Information taken from the CAA bylaws)

Article VII
A.4.a. Meetings
   (1). Meetings of the Council shall be called by the Chairperson, or in his/her absence by the Vice Chairperson, or in their absence by the Executive Officer, and in his/her absence by the Chair's designee.
   (2). A quorum shall consist of six voting members.
   (3). All meetings shall adhere to the provisions of the Illinois Open Meetings Act.

Council on Academic Affairs – Members

See CAA Bylaws: http://castle.eiu.edu/eiucaa/CAABylaws.pdf

(Information taken from the CAA bylaws)

Article III
Members

C. The Council shall consist of:
   1. The Vice President for Academic Affairs as an ex officio member without vote.
   2. Eight members (with voting privileges), one from each academic college (Arts & Humanities, Education and Professional Studies, Lumpkin College of Business and Applied Sciences, and Sciences) elected by the faculty of the respective colleges, and four elected from the faculty at large. The council members will serve three-year, overlapping terms. Elections are conducted by the Faculty Senate and newly elected members shall take office at the first meeting of the Fall semester after the election.
   3. One student member with voting privileges appointed by Student Senate. An alternate student member shall be appointed in the same manner. Students serving on the Council must carry at least 12 semester hours of course work in each of the semesters they serve. If a student serves during the Summer Term, the student must carry at least 3 semester hours. If student members and the alternate are not enrolled during the summer term, Student Government Executive Officers or their appointee(s) may serve to achieve the full complement of three enrolled student representatives.
   4. One member (with voting privileges) from the Academic Advising Center selected by the Center’s staff representing the Campus Advising Network for a three-year term.

D. Replacements, in case of resignations or absences, shall be made as follows:
   1. If a replacement is required among the elected faculty members of the Council, the alternate shall be chosen according to Faculty Senate procedures.
   2. If a replacement is required among the student members of the Council, the alternate shall be chosen according to Student Senate procedures.
   3. If a replacement is required from the Academic Advising Center, the alternate shall be chosen according to Academic Advising Center procedures.
   4. If a member of the Council is to be absent from the campus for one school term or more, his/her place shall be filled by an alternate for the length of his/her absence.
   5. Replacement by an alternate should be effected within a month of the time of the resignation or the start of the member’s absence from campus.
Council on Academic Affairs – Officers

See CAA Bylaws: http://castle.eiu.edu/eiucaa/CAABylaws.pdf

(Information taken from the CAA bylaws)

Article IV
Officers
• The Vice President for Academic Affairs shall serve as Executive Officer.
• At the last meeting held in the spring semester, the seated council shall elect a Chairperson and Vice Chairperson. Only members who have served the previous year on the Council are eligible to serve as Chairperson. Election shall be by a majority vote. The term of office for both the Chairperson and the Vice Chairperson shall be one year, beginning at the first meeting in the fall semester. It shall be the duty of the Chairperson, and in his/her absence the Vice Chairperson, to call and preside over the meetings of the Council. The Chairperson retains the right to vote.

The Executive Officer of the Council shall provide non-voting personnel to serve as secretary and to record, maintain, and distribute the minutes of the Council and to otherwise assist with the business of the Council.

Council on Academic Affairs – Program Review Presentations


(Information taken from the March 4, 2004 CAA minutes)

Questions to Guide CAA’s IBHE Program Review Discussions

A. How has the program changed since the department completed its last IBHE review? (Consider items that have affected the curriculum and/or its delivery—feedback from students, alumni, employers, or other external groups; student demand for the program; employment projections; student performance; staffing; physical facilities; technology; changes in the discipline; etc.)
B. How does the program prepare students “to reason and to communicate clearly so as to become responsible citizens in a diverse world”—that is, how does it ensure that students meet the educational goals established in Eastern’s mission statement?
C. What are the program’s learning goals and objectives—that is, what should students know and be able to do as a result of completing it? How does the curriculum ensure that students accomplish these goals and objectives?
D. For what future roles does the program prepare students?
E. How does the program model good practice in undergraduate education? (For example, good practice, according to Chickering and Gamson, encourages contact between students and faculty; develops reciprocity and cooperation among students; encourages active learning; gives prompt feedback; emphasizes time on task; communicates high expectations; and respects diverse talents and ways of learning.)
F. What plans or processes ensure that regular review and continuous improvement occur throughout the eight-year IBHE review cycle?

Council on Academic Affairs – Proposals, Handling of

See “Council on Academic Affairs – Effective Dates for Program Changes”

See CAA Bylaws: http://castle.eiu.edu/eiucaa/CAABylaws.pdf

(Information taken from the CAA bylaws)

Article VII
A.4.d. Handling of Proposals
(1). All proposals to the committee should be submitted in electronic form to the Executive Officer.
(2). Proposals may originate with departments, curriculum committees, individual faculty members, administrative officers, members of the Council, or students. The Council reserves the right to refer
Council on Academic Affairs – Syllabi and the Student Success Center Statement

(Information taken from a communication on the November 11, 2009 meeting agenda)

-----Original Message-----

From: Cross, Jeff
Sent: Friday, October 23, 2009 12:19 PM
To: Hoadley, Diane; Hanner, Mary Anne; Jackman, Diane H.; Jeffrey Lynch (E-mail)
Subject: SSC and Syllabus Boilerplate

Good Deans,

I write to ask for your help through your department chairs and faculty to include a reference to the Student Success Center (SSC) on course syllabi, as appropriate. The SSC is included among student support services referenced at the bottom of CAA’s course proposal form. Following is suggested text for the SSC on course syllabi:

Student Success Center
Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (http://www.eiu.edu/success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

This encouragement is consistent with a recommendation of the Title III grant consultant/evaluator who visited campus recently and provided a formative evaluation of the Student Success Center after its second full year of providing services to students. I have added the boilerplate to the syllabus for the course that I teach in the spring.

Thank you, and please call if questions.

J. Cross
581-7685

Council on Academic Affairs – Syllabus Policy

(Information taken from the April 10, 2014 CAA minutes)

Previous Syllabus Policy (95-69)

During the first week of class, instructors shall provide the department chairperson and students in each class with a course syllabus. The course syllabus should include, but not be limited to, the following information: course objectives, course outline or description of course content, course assignments/projects/papers, grading policy and/or grading scale, attendance policy, evaluation procedures, information for students with disabilities, and office hours. The course outline may include additional requirements based on department, college, and university policies.

Syllabus Policy (Current), Effective Fall 2014

During the first week of class, instructors shall provide the department chairperson and students in each class with a course syllabus (printed or electronic). The course syllabus should include, but not be limited to, the following information:

1) Course identification information (course number, course title, number of credit hours, semester)
2) Instructor contact information (instructor name, office hours, at least one method of communication such as email, phone, video conferencing, etc.)
3) Catalog course description
4) Learning objectives as stated on the approved course proposal (note: instructor may add to these core objectives)
5) Course materials as applicable (e.g. textbook, other required reading, course packet, required software, personal response system, lab materials, etc.)
6) Topical outline and tentative schedule
7) Assignments (such as required text/readings, projects, papers, observations) and other evaluations (such as exams, quizzes, performances) including final exam information, (see IGP 44 regarding required final exams during the final exam period). For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include course objectives; projects that require application and analysis of the course content; and separate methods of evaluation for undergraduate and graduate students.
8) Grading policy (weighting of assignments and other evaluations, grading scale)
9) Instructor’s policies for the course as appropriate (e.g. attendance-see IGP 43 and catalog; make-up work, extra credit)
10) Required statements for
   a. Academic integrity
   b. Students with disabilities
   c. The Student Success Center

Council on Academic Affairs – Voting

See CAA Bylaws: See: http://castle.eiu.edu/eiucaa/CAABylaws.pdf

(Information taken from the CAA bylaws)

Article VII
A.4.c. Voting

1. Except in matters which can be settled by common consent, the Council shall record all its votes either by electronic ballot or by roll call ballot.
(2). The only votes that may be cast are yes, no, and abstain.
(3). If electronic ballot using an audience response system is used, each Council member shall be assigned a unique keypad (clicker) at the beginning of each meeting. When a vote is taken, each member will record his or her vote on the keypad. Voting will remain open until all members present have completed his or her vote. Immediately after voting is closed, the results shall be displayed showing each member’s vote. If any member disputes the accuracy of his/her vote, the electronic vote shall be considered invalid and the entire vote shall be retaken using roll call ballot as described in VII, A. 4. c. (4).
(4). If roll call ballot is used, the roll call shall be alphabetical. With each subsequent vote, the first voter shall be the person who voted second on the previous roll call.
(5). Any member of the Council may request publication of the explanation of his/her vote, but not the explanation of his/her abstention from voting.
(6). All actions taken by the Council require a majority vote. A majority vote means more than half of the votes cast based on attendance with a minimum of four (4) majority votes (excluding abstentions).

Council on Academic Affairs – Writing Across the Curriculum

See the April 24, 2008 CAA minutes:  http://castle.eiu.edu/eiucaa/2007-08CAA/Spring2008/05-01-08/Minutes/042408Minutes.pdf

A strategic plan for improving writing at EIU prepared by CAA’s Ad Hoc Committee to Address the Importance of Writing Across the Curriculum was accepted by the council at the April 24, 2008 CAA meeting.

In addition, the council approved a proposal to have the Writing Across the Curriculum Committee (WAC) resume direct reporting to CAA.

Course Approval Guidelines


Curriculum Approval Website:  http://www.eiu.edu/acaffair/Curriculum/index.php
http://www.eiu.edu/acaffair/Curriculum/courses.php

(Information taken from the March 9, 1995 CAA minutes)

A course may be approved by the Council on Academic Affairs if the following criteria are met:

1. There is a demonstrated programmatic need for such a course based on results of assessment.
2. The department or college demonstrates that it currently has adequate staff and resources to offer the course, as demonstrated by the Cost Provision Form.
3. The course is not a duplication of any course offered by Eastern Illinois University.

Course Charges

See IGP #125 – Course Charges:  http://castle.eiu.edu/auditing/125.php

Course Enrollment

(Information taken from the undergraduate catalog)

A student may not enroll in, take a proficiency examination in, or repeat a course which is prerequisite for a course for which he/she has credit or which substantially duplicates, at a lower level, a course or courses which he/she has successfully completed. Should a student violate this regulation, he/she will not receive credit for the course toward graduation and the grade will not be included in any grade point computations.

Generally, courses numbered 1000-1999 are freshman courses; 2000-2999, sophomore courses; 3000-3999, junior courses; 4000-4999, senior courses; and 5000-6999, graduate courses. However, if prerequisites are met, students may enroll according to the following schedule:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>COURSES NUMBERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1000  2000 a a</td>
</tr>
</tbody>
</table>
Sophomore 1000 2000 3000 a
Junior 1000 2000 3000 4000
Senior 1000 2000 3000 4000 5000-5499b
Graduate 4750-4999 5000-6999

a. Courses numbered 3000-4999 in chemistry, foreign languages, mathematics, and military science may be taken by students who have prerequisites and permission of the department chairperson.
b. Courses numbered 5000-5499 may be taken by students who have a 2.75 GPA and permission of instructor and Dean of the Graduate School.

**Course Hours, Explanation of Catalog Course Descriptions**

(Information taken from the undergraduate catalog)

Numbers in parentheses following the course title indicate the number of class hours per week, laboratory or studio hours per week, and credit hours. For example (3-0-3) indicates three hours of classroom work each week, no laboratory hours, and three semester hours credit. Students enrolled in courses whose meeting times are noted as "arranged" (Arr.) should contact the instructor by the beginning of the semester.

**Course Numbering**

Generally speaking, these are numbers are reserved for particular types of courses:

- **Honors Courses:** third digit is nine, with these exceptions:
  - 4444, independent study
  - 4555, research
  - 4644, thesis
  - 4666, seminar

- **Independent Study:**
  - 4400 and 4750, most commonly

- **Internships:**
  - 4275

- **Methods:**
  - 3400, most commonly

- **Seminars:**
  - 4000, most commonly

- **Special Topics:**
  - 3960

- **Special Courses (SCE):**
  - 3985-3999
  - 4875-4999

- **Weekend:**
  - 3985-3999
  - 4875-4999

**Course Numbers**

(Information taken from the undergraduate catalog)

Generally, courses numbered 1000-1999 are freshman courses; 2000-2999, sophomore courses; 3000-3999, junior courses; 4000-4999, senior courses; and 5000-6999, graduate courses. However, if prerequisites are met, students may enroll according to the following schedule:

<table>
<thead>
<tr>
<th>Class</th>
<th>Courses Numbered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>1000 2000 a a</td>
</tr>
<tr>
<td>Sophomore</td>
<td>1000 2000 3000 a</td>
</tr>
<tr>
<td>Junior</td>
<td>1000 2000 3000 4000</td>
</tr>
<tr>
<td>Senior</td>
<td>1000 2000 3000 4000/5000-5499b</td>
</tr>
<tr>
<td>Graduate</td>
<td>4750-4999c 5000-6999</td>
</tr>
</tbody>
</table>
• a -- Courses numbered 3000-4999 in chemistry, foreign languages, mathematics, and military science may be taken by students who have prerequisites and permission of the department chairperson.

• b -- Courses numbered 5000-5499 may be taken by students who have a 2.75 GPA and permission of instructor and Dean of the Graduate School.

• c-- Courses numbered 4750-4999 are open to juniors, seniors, and graduate students.

Numbers in parentheses following the course title indicate the number of class hours per week, laboratory or studio hours per week, and credit hours. For example (3-0-3) indicates three hours of classroom work each week, no laboratory hours, and three semester hours credit. Students enrolled in courses whose meeting times are noted as "arranged" (Arr.) should contact the instructor by the beginning of the semester. Unless indicated as below, courses are offered every term. Offering times indicated are: Su -- Summer Term; F -- Fall Semester; S -- Spring Semester. Writing-Intensive courses are designated "WI." Certain course descriptions include abbreviations pertinent to the Illinois Articulation Initiative. Those abbreviations are explained below.

Course Numbers, Impact of the Federal Policy on Financial Aid on

See the September 1, 2001 CAA minutes:

See the September 22, 2001 CAA minutes:

The communication part of the executive action request regarding this subject is shown below.

To see the complete document go to

Additional course changes were made afterwards –

EASTERN ILLINOIS UNIVERSITY
OFFICE OF THE PROVOST AND VICE PRESIDENT
FOR ACADEMIC AFFAIRS

Dr. Mary Herrington-Perry
Assistant Vice President for Academic Affairs

mhperry@eiu.edu

TO: The Council on Academic Affairs

RE: Curriculum Revisions Necessitated by the New Federal Regulation Limiting Financial Aid for Repeated Courses

DATE: August 29, 2011

As you know, a new federal mandate prohibits universities from paying students Title IV financial aid (federal grants, work study and loans) for “more than one repetition of a previously passed course.” The context for this change is an amendment to the 2008 reauthorization of the Higher Education Opportunity Act which defines what may count toward a full-time course load.

To reduce the possibility that EIU students will exceed the federal limit and jeopardize their financial aid awards, academic departments worked throughout the summer to revise curricula. The results of this enormous undertaking are attached for CAA’s review and approval.

I also have included a list of “Frequently Asked Questions” about the new regulation. Please contact me if you have additional questions.

FAQ about the New Federal Regulation Limiting Financial Aid for Repeated Courses 8/29/11
What is the new regulation?
The new rule says that we may not pay students Title IV financial aid (federal grants, work study and loans) for “more than one repetition of a previously passed course.” The context for this change is an amendment to the 2008 reauthorization of the Higher Education Opportunity Act which defines a full-time course load. Read the full text of the Department of Education’s “Program Integrity” rule at http://edocket.access.gpo.gov/2010/pdf/2010-26531.pdf.

When is it effective?
The rule goes into effect July 1, 2011. We will begin enforcing it in the fall semester, but it is retroactive: Fall 2011 students who previously completed a course twice will not receive aid to take it a third time. (But see #8 below.)

Will it prevent us from requiring students to earn C’s in certain courses?
No. But the rule limits us to paying students one time to retake previously passed coursework, even in cases where the student needs to meet an academic standard such as a minimum grade. (D is a passing grade.)

Does the new rule limit the number of times a student may receive aid for repeating classes for which s/he did not receive credit?
No. A course in which students earn a grade of F, NC, W, etc. will not count, and nor will zero-credit-hour courses.

Must we consider equivalent transfer courses a student has completed when we determine whether or not a repeat is legitimate?
Yes. Students will not receive aid for a course whose equivalent they already have completed twice at another institution.

What will EIU do to reduce the possibility that students will not receive federal financial aid for repeated courses?
In addition to making students, faculty, and advisors aware of the new rule, we will need to revise courses and programs so that students will not be required to take a course more than twice. Please note that the federal government is not requiring us to allow or limit repetitions; it is only defining whether repeated coursework will be used to determine students’ full-time status and thus whether they will receive federal financial aid for such coursework. But it is in our students’ best interests for EIU to protect them from the financial consequences of this rule.

When will the curricular changes need to be completed?
The soonest we can have these changes made, approved by councils, built in Banner, and scheduled is for Summer 2012. Because scheduling begins in early October and Banner Catalog will have to be revised before then, the requests must go to CAA, CGS, and COTE by their first meetings in August/September.

How will we monitor excess repeats for Fall 2011 and Spring 2012?
The Provost’s Office and the Office of the Registrar have developed mechanisms to identify students whose excess repeats will affect their full-time status. During this interim period, these reports/audits will exclude courses that departments are in the process of renumbering/revising (so long as a legitimate case can be made for students having repeated them).

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Course Prerequisites

(Information taken from the undergraduate catalog)

Prerequisites for courses are printed immediately following the course description. Prerequisites are predicated upon the assumption that students require certain knowledge and/or skills gained in one or more previous courses. Of particular concern in this regard are courses numbered 3000 or above, especially those required in majors and minors. Such courses often connect to a series of prerequisites, and, in many cases, only the highest ranking prerequisite in the series is listed with the course description. Students must be aware that the listed prerequisite may itself have one or more prerequisites. It is the student’s responsibility to consult the catalog course descriptions to be sure that all prerequisites in a series have been met.

A student may not enroll in a course serving as a prerequisite for another course he or she has already completed. (This rule does not apply to students who do not earn grades of C or better in ENG 1001G, ENG 1002G, and/or CMN 1310G or in accepted substitutions.) A student may not enroll in a lower level course which substantially duplicates a higher level course already completed. Should a student violate this prescription, he/she may not receive credit for the course toward graduation.

Course Proposal Format
See: http://castle.eiu.edu/eiuca/CourseProposalDirections.pdf

3 These items may be approved by executive action: a). Minor changes in course titles and course descriptions, where course content remains generally the same. (b). Changes in course numbers that do not change the level of the course. (c). Changes in course prerequisites. (d). Catalog changes which merely clarify the Council's intent. (e). Deletion of courses. (f). Changes in course credits. No executive action is permitted concerning General Education Program Requirements or Graduation Requirements.

(Information taken from the Curriculum Approval Website: http://www.eiu.edu/acaffair/Curriculum/courses.php)

Notes
A. You will find technical directions for using the form here.
B. At the top of the form, identify your proposal as a “Revised” or “New” course, and include the course prefix, number, and title.
C. Use a font other than Times Roman so that your information is easy to distinguish from that on the form itself.
D. If there is a course that is equivalent to this one, indicate this in 8a. If you do not wish students to enroll in your course after completing the equivalent course, indicate this as well.
E. If you identify prerequisite courses in 13, include the minimum grade students must have earned in those courses to have satisfied the prerequisite. If you want the prerequisite enforced in Banner (so that students who have not completed the prerequisites or have not done so with the appropriate grade may not enroll in this course), indicate this.
F. If your course may be repeated (16), be sure to identify the total hours the student may earn in the course OR the total number of times the student may repeat it. If you intend to limit the number of hours that count toward the major, minor, graduation, etc., please include this information too (17).
G. In the model syllabus section (Part II), be sure your learning objectives are clear and specific. Click here for some tips on writing learning objectives.
H. Syllabi for revised and new courses are available in the electronic course library.
I. If you would like to alert your students to services provided by the Student Success Center, please insert this statement.
J. New and revised course proposals should be submitted to the University Councils through the recorder for CAA and/or CGS. If the course is numbered 4750-4999, it must be submitted to both councils.
K. Course proposals originating in units which do not have departmental curriculum committees (for example, AFR, BGS, HON, SOS) are vetted through an advisory committee prior to being sent to the appropriate college curriculum committee (or that college's dean, if no college curriculum committee exists).

Course, Withdrawal from a

(Information taken from the undergraduate catalog)

1. During a Fall or Spring Semester, a student may withdraw from a full-term course on or before the 10th class day and not receive a grade.
2. From the 11th class day until the close of business on the Friday of the 11th class week of the semester, a student may withdraw from a full-term course with a grade of "W." If after the Friday of the 11th class week or equivalent a student had extraordinary circumstances that prevented them from withdrawing by the deadline, they may initiate a withdrawal from a course or the University through the late withdrawal process. Cutoff dates for special part of terms and summer terms are reduced proportionately. Specific withdrawal dates are established for each term. Full-term and half-term course withdrawal dates are published in the class schedule for the appropriate term.

Note: One week prior to the beginning of the class(es) in which a student is enrolled, an email including the drop and withdrawal dates for the class(es) will be sent to the student’s Eastern email account. Students should make note of the dates included in the email so deadlines for dropping or withdrawing may be met.
Late Withdrawals

A student may request a late withdrawal through the Office of The Registrar when a documented illness or extraordinary circumstance prevents withdrawal from a course by the established deadlines. Failing a class is not an appropriate reason to seek a late withdrawal. Students who are failing a course should follow the "Repeating Courses" policy stated in the catalog. The deadline for submitting a late withdrawal is March 15th for the immediately preceding fall semester and October 15th for the immediately preceding spring or summer semester. Upon submission of a late withdrawal request, students will be assessed a non-refundable Late Withdrawal Fee of $25 per credit hour requested with a maximum of $100 per occurrence.

The Office of the Registrar forward all appeals of the Registrar's determination of Late Withdrawal requests to the Appeal Committee, whose decision is final and not subject to further appeal. The late withdrawal policy and procedures for submitting/responding to late withdrawals requests can be found at [http://www.eiu.edu/registra/latewithdrawalpolicy.php](http://www.eiu.edu/registra/latewithdrawalpolicy.php).

Courses, Equivalent or Mutually Exclusive

(Information from Sue Harvey, former EIU Registrar)

"Exclusionary" credit is referred to as "mutually exclusive courses." An example of mutually exclusive courses would be ECN 3971, BUS 280, and MAT 3701. The catalog description for ECN 3971 reads:

"Prerequisites & Notes: ECN 2802G or permission of the instructor. No credit toward graduation for a student with credit in BUS 2810, MAT 3701, or other equivalent statistics course."

Generally, courses in which either of these scenarios apply are identified by the certifying officers in the deans’ offices and they notify our office to make the appropriate corrections.

Courses, Repeating

(Information taken from the undergraduate catalog)

All Students

Unless otherwise stipulated in the catalog description, only courses in which grades of D, F, NF, NNC, or NC (NOT A, B, C, or CR) were received may be repeated. A student who receives a grade of D, F, NF, NNC or NC in an undergraduate course may repeat the course at Eastern. The highest grade received for the course, taken at Eastern, will automatically be included in the computation of the cumulative GPA. The initial grade and the repeat grade will appear on the student's record.

The student must not have been previously enrolled in or received credit for a higher level course for which the repeat course is a prerequisite, nor may he/she repeat a course which substantially duplicates, at a lower level, a course or courses which he/she has already successfully completed. However, students who successfully completed a prerequisite course with a "D" are allowed to enroll in a subsequent course and its repeated prerequisite simultaneously.

Coursework, Definition of Remedial/Developmental

(Information taken from the undergraduate catalog)

Eastern Illinois University defines remedial, developmental, preparatory, or orientation coursework as that whose primary focus is to prepare students for college-level success by ameliorating deficiencies in areas such as writing, reading, mathematics, and other basic skills (e.g., study skills, time management skills, test taking skills, etc.) Such coursework will not be awarded transfer credit.

(Information provided by Dr. Mary Herrington-Perry, Former Assistant Vice President for Academic Affairs and Enrollment Management)

Please note that developmental/remedial courses may not count in the GPA calculation and they cannot count toward graduation.
Credit, Advanced Placement (AP) Tests

The criteria for earning AP credit at Eastern Illinois University must receive approval from the CAA.

For an example, see the credit for AP tests in Studio Art approved by CAA at its meeting on October 10, 2013.

http://castle.eiu.edu/eiucaa/2013-14CAA/FA13/10-17-13/Minutes/10-10-13Minutes.pdf

Credit, Award of

(Information taken from the undergraduate catalog)

Eastern Illinois University awards credit in a manner that conforms to standards set by the Higher Learning Commission Policy (North Central Association; Commission Policy FDCR.A.10.020) and the Federal credit hour definition (Federal Register 75 FR 66832 p. 66946).

Credit, Correspondence and Extension Courses

(Information taken from the undergraduate catalog)

Correspondence and extension courses taken from regionally accredited colleges and universities may be submitted for evaluation for advanced standing toward a baccalaureate degree. The total credit accepted toward graduation may not exceed 32 semester hours in correspondence and/or extension courses. Credit toward graduation for such courses, if taken in whole or in part during a period of resident study at EIU, is subject to permission granted by the Registrar, in advance of enrollment and to subsequent completion in accordance with the conditions governing the permission. When students are enrolled simultaneously in any combination of residence, extension, and correspondence courses, the total credit accepted may not exceed the maximum residence credit for which the student would be eligible during the period in question. Credit received in EIU courses taught by EIU staff members, either on or off campus, may be counted as credit in residence.

Application for permission must include the proposed starting date of the course, the proposed completion date, and the proposed periods of work. If the course is not completed in accordance with this schedule, an extension of time granted by the Registrar is required in order for the course to be considered subsequently for credit toward a degree. Documentary verification of compliance with the regulations may be required by the Registrar.

Credit, Deferred

(Information taken from the undergraduate catalog)

Students in undergraduate courses such as field-experience, independent study, thesis, or research requiring work of a continuing nature over several terms before the final project is completed may receive the grade of "DC" or "Deferred Credit." "Deferred Credit" designates that the student remained enrolled for credit throughout the term and that the project is continuing into another term. Upon completion of the final project, the instructor will submit a grade change through PAWS no later than four days prior to the official close of the term published in the Class Schedule. If a grade change is not submitted, then the certifying officer shall notify the Office of the Registrar to change any "DC" grades remaining on the transcript to "NC" or "F" at the time the degree is completed. Undergraduate students may not be certified for degree completion if any grades of "DC" remain on the transcript.

Credit Earned at Eastern Illinois University

(Information taken from the October 27, 2016 CAA minutes)

Credit Earned at Eastern Illinois University

One semester credit hour is the amount of student effort that approximates not less than 37.5 hours of academic engagement in coursework (in-class/instructional time plus out-of-class student work) as represented in intended learning outcomes and verified by evidence of student achievement. The standard for one semester hour of credit in a traditional course is a minimum of 50 minutes of direct instruction and 100 minutes of out-of-class student work each week during a standard semester (15 weeks). This equates to a total minimum of 12.5 hours (750 minutes) of direct instruction and 25 hours (1500 minutes) of out-of-class student work per semester hour. The ratio of instruction time to out-of-class student work may vary; however, student academic engagement in coursework must meet the minimum of 37.5 hours per semester hour regardless of semester length, course type, or delivery method. All courses leading to the
award of credit, including courses that have less structured classroom schedules such as independent studies, internships, practica, studio work, will, at a minimum, clearly state learning objectives, expected outcomes, and workload expectations that meet the standards set forth above.

Students may count toward graduation no more than four semester hours credit in chorus, orchestra, band, and four semester hours in physical education activity courses. Music minors may count six semesters hours in music ensemble courses; Music majors may count towards graduation all credits in ensemble courses required for their degree program; Kinesiology & Sports Studies majors and minors and Recreation Administration majors may count no more than six semester hours in physical education activity courses toward graduation.

Credit, Evaluation of Transfer

(Information taken from the undergraduate catalog)

The Office of the Registrar will complete an official evaluation of transfer credit after admission. A copy will be provided for each student on the orientation/advisement day. Students are invited to attend an advisement day during the semester prior to enrollment.

The following abbreviations are used in transfer evaluations:

- **D** - Course meets EIU's cultural diversity requirement
- **FLG** - Course counts toward EIU's foreign language requirement
- **I** - Course is approved by the Illinois Articulation Initiative
- **N/W** - Course meets the non-western requirement/3rd world requirement for teacher education
- **G** - Course counts toward EIU's general education requirements
- **BS** - Course counts toward general education/biological sciences
- **FA** - Course counts toward general education/fine arts
- **HU** - Course counts toward general education/humanities
- **LG** - Course counts toward general education/language
- **MA** - Course counts toward general education/mathematics
- **PS** - Course counts toward general education/physical sciences
- **SB** - Course counts toward general education/social and behavioral sciences

Exemptions:

- All students who have completed **TWO YEARS** in a single foreign language in high school with a "C" average are exempt.

All students who have completed the **SECOND SEMESTER** of a single foreign language in college with a passing grade have met this requirement.

Credit Hour Policy

See IGP 46.1: Credit Hour Policy: [http://castle.eiu.edu/auditing/046_1.php](http://castle.eiu.edu/auditing/046_1.php)

(Information provided by Dr. Mary Herrington-Perry, Former Assistant Vice President for Academic Affairs and Enrollment Management)

**Federal Government's Definition of a Credit Hour**

An amount of work represented in intended learning outcomes and verified of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**EIU Definition of a Credit Hour**

The unit of measure is the semester hour. One semester hour approximates the effort expended in 50 minutes of class work and 100 minutes of study during each week of the semester. One semester hour also approximates the effort expended in at least a 50-minute laboratory or other scheduled class activity per week (for example, art studio).
Laboratories or other scheduled class activities often require more scheduled instruction and fewer minutes of study outside the time scheduled; therefore, laboratories or other scheduled class activities may be scheduled for more instructional minutes for one semester hour of credit depending on the discipline and nature of the laboratory. In general, 2-4 hours of laboratory time per course correspond to 1 semester hour of credit.

1 semester hour = at least 12.5 hours of direction instruction
2 semester hour = at least 25 hours of direction instruction
3 semester hour = at least 37.5 hours of direction instruction
4 semester hour = at least 50 hours of direction instruction

**Credit Hour**
- One hour of credit represents a minimum of 12.5 hours of class time during the term. Thus, a course scheduled to meet in class for 150 minutes per week for 15 weeks/37.5 hours equals 3 credit hours and is designated as “3-0-3.”
- One hour of credit represents a minimum of 25 hours of lab time during the term. Thus, a course scheduled to meet in lab for 100 minutes per week for 15 weeks/25 hours equals 1 credit hour.

And so, for example, a course that meets 3 times a week in class and two times a week in lab is equal to 4 credit hours and is designated as “3-2-4.”

- However, depending on the discipline and nature of the laboratory, students may be required to meet for more instructional minutes to earn one semester hour of credit. In general, 2-4 hours of lab time per week correspond to 1 credit hour.
- When in doubt, follow the example of similar courses listed in the catalog.
- The expectation is that one credit hour also represents a minimum of 2 hours/100 minutes of out-of-class work each week.

**Credit, Graduate Courses for Undergraduate**

(Information taken from the undergraduate catalog)

An EIU senior may apply for permission to take graduate courses numbered 5000 through 5499 to apply toward an undergraduate degree. Senior classification is defined as having completed at least 90 semester hours of undergraduate course work at the time of enrollment. Seniors must have earned a cumulative GPA of 2.75 or higher to qualify for enrollment in graduate courses. Permission from the instructor of the course(s) and the Graduate Dean is required. Applications granting permission to take graduate courses are available in The Graduate School or on the web site: http://www.eiu.edu/graduate/pdf/gradstudyoptions.pdf and must be signed and on file in The Graduate School by the deadline to add courses as published in the Class Schedule. Undergraduates, regardless of classification or GPA, may not enroll in any graduate course numbered 5500 or above. This requirement may not be waived or appealed.

**Credit, International Baccalaureate (IB)**

(Information taken from the undergraduate catalog)

**Credit for Nationally Standardized Tests**

Students who submit scores for:

- Advanced Placement Tests and/or College Level Examination Program (CLEP) Tests administered by the College Entrance Examination Board and/or
- International Baccalaureate (IB) credit

will have their records evaluated by the Office of the Registrar in accordance with standards established by the appropriate departments to determine proper placement and credit. College credit granted will be treated as credit without a grade; such credit will count toward graduation and may be used in fulfilling requirements. Credit may be allowed as indicated above only if the student was not obliged to use the credit to meet minimum high school graduation requirements. Eastern does not allow a student to re-take a CLEP exam for Eastern credit if the first score is unsatisfactory.

Students who submit scores for:

- Excelsior College UExcel Exams (formerly known as ACT-PEP exams)
will have their records evaluated by the Office of the Registrar in accordance with standards established by the appropriate departments to determine proper placement and credit. College credit granted will be treated as credit with a grade; such credit will count toward graduation and may be used in fulfilling requirements. Credit may be allowed as indicated above only if the student was not obliged to use the credit to meet minimum high school graduation requirements.

Students should check with the Office of the Registrar or with Testing to determine which Advanced Placement Tests, CLEP Subject Exams, UExcel Exams and IB credits are honored by EIU and whether essay portions of the exams are required. Only the Humanities test of the CLEP General Exams may carry credit.

The following conditions apply to the granting of credit for CLEP, UExcel Exams, IB, and/or Advanced Placement examinations:

1. Credit will be awarded only if the original test scores are sent directly to Eastern. Credit will not be awarded based on scores listed on another institution's transcript.
2. The applicant may receive credit only once in a given course in a given subject.
3. Credit will not be granted if:
   o The course substantially duplicates one or more courses accepted for college entrance or for transfer credit.
   o There is an entry on the applicant's permanent record for the course.
   o The applicant has earned college credit in one or more courses in the subject more advanced than the given course.
   o The applicant is currently enrolled in the course or in a course in the subject more advanced than the given course and more than one month of the semester has elapsed.

### Credit, Military Service

(Information taken from the undergraduate catalog)

Certain experiences in military service may be submitted to the Office of the Registrar, Room 1220 Old Main, for evaluation for advanced standing. The recommendations contained in "A Guide to the Evaluation of Educational Experiences in the Armed Services" by the American Council on Education are used as a basis for such evaluation. Credit is allowed when the recommendations can be considered as reasonable substitutes for work ordinarily accepted by the University.

(Information taken from the BOT Regulations: [http://www.eiu.edu/trustees/regulation04.php](http://www.eiu.edu/trustees/regulation04.php))

### SECTION IV. Students

Issued: January 26, 1998

#### C. Residency Status

1. **Military Service**
   1. The University shall develop policies concerning credit for students who are called into active military service. The policies and any changes shall become effective when approved by the President.
   2. The policies shall include the following provisions:
      a. Provisions for course credit and residence credit for students who withdraw during the term.
      b. Provisions for make up of coursework missed while attending annual training.
   3. Provisions permitting a tuition freeze for those full-time students called into active duty.
   4. Any other provisions as deemed necessary and appropriate.

### Credit, Nationally Standardized Tests

(Information taken from the undergraduate catalog)

Students who submit scores for:

- Advanced Placement Tests and/or College Level Examination Program (CLEP) Tests administered by the College Entrance Examination Board and/or
- Proficiency Examination Program (PEP) tests administered by the American College Testing Program
- and/or International Baccalaureate (IB) credit
will have their records evaluated by the Office of the Registrar in accordance with standards established by the appropriate departments to determine proper placement and credit. College credit granted will be treated as credit without a grade; such credit will count toward graduation and may be used in fulfilling requirements. Credit may be allowed as indicated above only if the student was not obliged to use the credit to meet minimum high school graduation requirements. Eastern does not allow a student to re-take a CLEP exam for Eastern credit if the first score is unsatisfactory.

Students should check with the Office of the Registrar or with Testing to determine which Advanced Placement Tests, CLEP Subject Exams, PEP Exams are IB credits are honored by EIU and whether essay portions of the exams are required. Only the Humanities test of the CLEP General Exams may carry credit. The following conditions apply to the granting of credit for CLEP, PEP, and/or Advanced Placement examinations:

4. Credit will be awarded only if the original test scores are sent directly to Eastern. Credit will not be awarded based on scores listed on another institution's transcript.

5. The applicant may receive credit only once in a given course in a given subject.

6. Credit will not be granted if:
   - The course substantially duplicates one or more courses accepted for college entrance or for transfer credit.
   - There is an entry on the applicant's permanent record for the course.
   - The applicant has earned college credit in one or more courses in the subject more advanced than the given course.

The applicant is currently enrolled in the course or in a course in the subject more advanced than the given course and more than one month of the semester has elapsed.

**Credit/No Credit Option**

*(Information taken from the undergraduate catalog)*

To encourage students to participate in areas of learning outside their major interests and to stimulate intellectual curiosity, the University has the Credit/No Credit system. To receive Credit (CR), the grade must be C or better. A grade of D or F will carry a No Credit (NC) designation. Please note that the Credit/No Credit designations are not figured into students' GPAs. In addition, the following rules apply:

**Eligible Students.** Sophomores, juniors, seniors.

**Procedure.** To select the Credit/No Credit option, students must submit a request to the Registrar's Office no later than the 10th class day of the semester. The time periods for Summer Session, which are reduced proportionately, are established by the Office of the Registrar. Changes from Credit/No Credit to traditional grade status are permitted through the last class day to withdraw from classes.

**Limits.** A student may take a maximum of 12 semester hours of undergraduate course work Credit/No Credit. Courses offered on Credit/No Credit basis only, as well as one physical education course per semester or term, are not counted against the above limits.

**Courses Excluded**:

a. English 0990, 0995;

b. University Foundations 1111;

c. General Education courses;

d. Professional education courses including departmental methods courses required in teacher licensure programs;

e. Any course which qualifies as being applicable toward fulfillment of a given major or in the determination of the GPA in a given major, as specified in the major requirement description in the catalog, irrespective of whether a student wishes to apply the course to the major or is taking it as an elective. (This exclusion is also applicable to minors.)

*(Does not apply to courses offered only on Credit/No Credit basis.)*
Credit, Out-of-State and non-IAI Colleges

(Information taken from the 11/3/16 CAA minutes and the undergraduate catalog)

Transfer credit from any regionally accredited college or university will be evaluated on a course-by-course basis. By petition, students may provide documentation, such as course descriptions and/or syllabi for review by departments and the registrar for possible credit for coursework completed at an institution without regional accreditation. Out-of-state associate degrees do not automatically meet Eastern Illinois University's lower-level general education requirements. Content of courses will be compared to course offerings at Eastern. Transferable courses will be placed in the appropriate corresponding component of general education and major requirements. Courses will count towards general education if they clearly match an Illinois Articulation Initiative (IAI) general education course description. Descriptions of the IAI courses can be found on the IAI website at www.iTransfer.org.

NOTE: Transfer students who have only partially fulfilled general education requirements by transfer approved credit must complete the requirement in approved EIU distribution courses, or, as of the 1992-93 catalog, approved general education courses.

Because major requirements vary, students with AA, AS, or ASA or AS degrees from Illinois public community colleges should be aware that they may not necessarily graduate with only an additional 60 semester hours of academic work. Further, all transfer students who enter teacher licensure programs must meet all requirements for teacher licensure.

The University requires a minimum of 42 semester hours in a senior institution or institutions, 42 of which must be earned at EIU, in order to qualify for a baccalaureate degree. See Requirements for the Bachelor's Degree for additional information.

*Note: A grade of "C" or better in English 1001G, English 1002G, and Communication Studies 1310G or in accepted substitutions is a requirement for the Bachelor's degree at Eastern as well as a general education requirement.

Credit, Prior Learning

(Information taken from the undergraduate catalog)

Eastern Illinois University awards credit for prior learning in the Organizational and Professional Development (OPD) program, the RN to BSN program through an OPD course, and the B.A. in General Studies Program (BGS) following the Council for Adult and Experiential Learning (CAEL) standards. Students must take a portfolio development course and submit a portfolio to document learning from their previous experiences. Portfolios are evaluated by faculty with expertise in the area sought for course credit. Evaluators determine the amount of credit earned based on the quality of the portfolio and how effectively the student communicates college-level learning gained from work experience. Program directors/ coordinators and/or portfolio course instructors review and approve credit. The B. A. in General Studies also accepts credit for trainings/certifications evaluated by the American Council on Education (ACE) as documented on an official ACE transcript.

Credit, Proficiency Examinations

(Information taken from the undergraduate catalog)

Proficiency examinations, if approved by an academic department, offer an opportunity to obtain credit for experience relevant to certain courses, for individual study of subjects, or for study of relevant courses in non-accredited institutions. EIU allows credit through College Level Examination Program (CLEP), College Entrance Examination Board (CEEB), Advance Placement (AP), and International Baccalaureate (IB) programs. The B. A. in General Studies accepts credit for DANTES Subject Standardized Tests (DSST) exams. Credit by proficiency examination in a course is equivalent to credit earned by enrollment in that course. Rules for proficiency examinations for credit are explained in the undergraduate catalog and scores required for specific exams are maintained on the registrar's webpage.

Credit by proficiency examination in a course is equivalent to credit earned by enrollment in that course for purposes of satisfying a major requirement, a minor requirement, a general education requirement, the advanced credit requirement, and the total hours for a baccalaureate degree requirement. It does not apply toward any residence requirement, and is not included in determining honors, probation, GPA, etc.

Proficiency examinations for credit in undergraduate courses are given in accordance with the following rules:
1. The student who desires such credit must first obtain the approval of the appropriate department chairperson. Generally such approval is contingent upon presentation of evidence of independent study, relevant experience, or relevant study in non-accredited institutions.

2. The applicant must be in good academic standing at EIU.

3. Generally the applicant must be enrolled as a student in the University at the time the application is filed.

4. The applicant may apply only once for a proficiency examination in a given course in a given subject.

5. An applicant is not eligible for credit by proficiency examination in a given course in a given subject if any one or more of the following conditions is satisfied:
   - The course is a physical education service course.
   - The course is a foreign language course numbered below 3000 and the applicant is a native speaker of the language.
   - There is an entry on the applicant's permanent record for that course.
   - The course substantially duplicates one or more courses accepted for college entrance or for transfer of credit.
   - The applicant has credit in one or more courses in that subject that the department considers more advanced than the given course.
   - The applicant is currently enrolled in the course or in a course more advanced than the given course and more than one month of the semester has passed.

6. After receiving approval from the department chair the student must go to the Office of The Registrar and complete an application.

7. The Registrar checks the application, and, if appropriate, certifies the eligibility of the applicant for the requested examination prior to returning the form to the applicant. If the applicant is deemed ineligible, his or her returned application will indicate the reason for ineligibility.

8. The non-refundable fee for a proficiency examination is $30/semester hour. The exam must be taken within two weeks from the date the Registrar certifies the eligibility of the applicant to take the exam.

9. If the course is ordinarily taught by more than one member of the faculty, a committee of at least two members is appointed by the department chairperson to give the examination and assign the grade. The examination must be comprehensive, and for approval of proficiency credit the grade must be C or higher.

10. The application form is completed and forwarded through the department chairperson and dean to the Office of the Registrar.

Credit by proficiency examination is entered on the permanent record with "CR" as the grade entry.

Credit, Transfer

(Information taken from the undergraduate catalog)

Credit for Courses in Other Colleges and Universities
Advanced standing and transfer credit are granted for acceptable courses passed in colleges and universities accredited by the North Central Association or other regional accrediting agencies. Credit for courses in which a "D" was earned will transfer as long as the overall GPA from that institution is at least a "C" average. A "C" or better is required for English and speech.

New Transfer Students
An undergraduate transfer student may choose to graduate under the requirements stated in the EIU Catalog at the time of initial enrollment at another college, provided that catalog did not precede enrollment at EIU by more than three years. A transfer student may also choose any subsequent catalog.

Re-admit Students
A Re-admit student has the option to continue under the catalog year he/she originally began course work with at Eastern Illinois University, or he/she may choose a subsequent catalog year. Students should discuss this matter during the advisement session.

Waivers will be necessary for students following earlier catalogs.

Students transferring to Eastern who have received an Associate in Arts (AA), Associate in Sciences (AS) earned prior to Fall 2016, Associate in Science and Arts (ASA), or Association in Arts for Teaching (AAT) Math, Early Childhood, or Special Education degree in a baccalaureate-oriented program from an Illinois public community college, Lincoln College, or Springfield College in Illinois and/or students transferring from any Illinois university or college who have completed the Illinois Articulation Initiative (IAI) General Education Core Curriculum (GECC) are considered as having met lower-division general education requirements.*
This provision is applicable to students who meet all of the following criteria:

1. Their initial term of enrollment at Eastern was Summer 1982 or thereafter;
2. Their cumulative GPA is 2.00 or higher.

Students can use Eastern credit and transfer it back to complete a transfer agreement. There is no hour or time limit for completion of transfer agreement. EIU has entered reverse transfer agreements with several community colleges that will allow students who have earned at least 30-32 hours at a single community college to send EIU transcripts back to complete their degree at no charge. Review the Office of the Registrar website to see if a community college is one with whom EIU has such an agreement.

*NOTE:

- Successful completion of two courses in a single foreign language is a requirement for graduation.
- The AAT in Science does not guarantee completion of lower-division General Education requirements.

**Associate Degree Benefits**

Transfer students who receive an Associate in Arts, Associate in Science and Arts degree, or Association in Arts for Teaching (AAT) Math, Early Childhood, or Special Education from an Illinois public community college, Lincoln College, or Springfield College in Illinois will be guaranteed the following:

- A minimum of 60 semester hours in transfer credit;
- Junior status;
- All lower-division EIU general education requirements are automatically waived; and
- The cultural diversity requirements are automatically waived.*

*Students completing an Associate in Science degree Fall 2016 or later will have the benefits shown above except that they may have remaining Humanities/Fine Arts and or Social and Behavioral Sciences requirements left to complete which will be evaluated on a case by case basis. Associate in Science degrees earned prior to Fall 2016 will have the benefits shown above.

*Students transferring the IAI GECC from a participating institution in Illinois will have met both the cultural diversity requirements.

**Students Who Transfer to Eastern without an AA, AS, ASA, AAT degree or the IAI GECC**

Transfer work will be evaluated on a course-by-course basis. Courses will be placed into the comparable general education and major requirements listed in the EIU Catalog the student chooses (see Optional Catalog Requirements).*

*Students transferring in 30 or more college-level semester hours from any IAI participating institution may choose to complete the IAI GECC at EIU.

**Cultural Diversity/Constitution Requirements**

**Catalogs prior to Fall 2000**

Eastern will recognize the certification of the sending institution as to students having satisfied the cultural diversity and/or constitution requirement.

**Fall 2000 and subsequent catalogs**

If an IAI course is taken that has the "D" or "N" designation, then the general education Cultural Diversity requirement will be met. If requirements have not been satisfied, the student will be expected to complete appropriate course work to complete EIU general education requirements.

Note: Teacher licensure requires 3 semester hours in a cultural diversity course and 3 semester hours in an American Government course. The AA, AS, ASA, AAT degree or IAI General Education Package does not automatically meet teacher licensure requirements.

**Illinois Articulation Initiative (IAI)**

Eastern Illinois University is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum between participating institutions. Completion of the transferable General Education Core Curriculum at any participating college or university in Illinois assures transferring students that lower-division general education requirements for an associate's or bachelor's degree have been satisfied. This agreement is in effect for students entering an associate or baccalaureate degree-granting institution as first-time freshmen in summer 1998 (and thereafter). Students beginning prior to the summer 1998 may request a waiver. Additional information can be found at www.iTransfer.org.
IAI "Phase I" Benefits
Transfer students who complete the 37 - 41 semester hour package of the Illinois Articulation Initiative from any participating college or university in Illinois will be guaranteed the following:

- All lower-division EIU General Education requirements are automatically waived.
- The cultural diversity requirement for both the integrated core and the new general education program and the constitution requirement for the new general education program will be met. (Please Note: Beginning Fall 2006 EIU's General Education Program no longer includes the constitution requirement.)

IAI "Phase II" Benefits
Transfer students who complete the General Education and approved Major courses of the Illinois Articulation Initiative from any participating College or University in Illinois will be guaranteed the following:

- All lower-division EIU General Education requirements are automatically waived.
- The cultural diversity requirement will be met.
- Comparable course matches in the major will be granted credit at the lower level

Important Points About Eastern and the IAI
- If only a portion of the IAI General Education is completed upon transfer, then Eastern will evaluate on a course-by-course basis to see how each course will fit into general education. Students transferring in 30 or more college-level semester hours from any IAI participating institution may choose to complete the IAI GECC at EIU.
- IAI does not guarantee completion of the constitution for the Integrated Core (General Education 1992-1999.) The constitution requirement is a graduation requirement under the 1992-1999 catalogs.
- Phase II is designed for students who know their major but not where they are transferring.

Who Must Complete Eastern's General Education Program
- All students who enrolled at Eastern prior to attendance at another college.
- All students who transfer from an out-of-state community college or any four-year college.
- All students transferring from Illinois public community colleges prior to completion of transferable Associate's Degree (See Acceptance of Transfer Credit).*
- All students transferring from an IAI participating Illinois University or College prior to completion of the IAI General Education Package (See Acceptance of Transfer Credit).*
- Students who completed an Associate in Applied Science Degree.

*Students transferring in 30 or more college-level semester hours from any IAI participating institution may choose to complete the IAI GECC at EIU.

4 Ways To Complete General Education
- Complete the AA, ASA, or AAT Degree
- Complete an AS Degree and complete any remaining General Education coursework after coming to EIU
- Complete the IAI GECC 37 - 41 hour package
- Complete the Integrated Core for Catalogs prior to Fall 2000 or complete the New General Education program beginning Fall 2000

Students who transfer without the IAI or the AA/ASA/AAT may refer to the general education section of the catalog to select courses that meet General Education Requirements, or select IAI approved courses from another institution at http://www.itransfer.org/mycreditstransfer.

IAI Implementation
- Eastern began accepting the IAI in Summer 1998 retroactively. Students who have taken credit prior to Summer 1998 may apply previous credit if approved by waiver.
- If completion of the IAI is not noted on the transcript, Records will complete an IAI audit upon request.
- The Official Evaluation of Transfer Credit will note that the General Education Requirement is met if the IAI General Education is complete.

Credit for Out-of-State and non-IAI Colleges
Transfer credit from any regionally accredited college or university will be evaluated on a course-by-course basis. By petition, students may provide documentation, such as course descriptions and/or syllabi for review by departments and the registrar for possible credit for coursework completed at an institution without regional accreditation. Out-of-state associate degrees do not automatically meet Eastern Illinois University's lower- level general education requirements. Content of courses will be compared to course offerings at Eastern. Transferable courses will be placed in the
appropriate corresponding component of general education and major requirements. Courses will count towards
general education if they clearly match an Illinois Articulation Initiative (IAI) general education course description.
Descriptions of the IAI courses can be found on the IAI website at www.iTransfer.org.

NOTE: Transfer students who have only partially fulfilled general education requirements by transfer approved credit
must complete the requirement in approved EIU distribution courses, or, as of the 1992-93 catalog, approved general
education courses.

Because major requirements vary, students with AA or ASA or AAT degrees from Illinois public community colleges
should be aware that they may not necessarily graduate with only an additional 60 semester hours of academic work.
Further, all transfer students who enter teacher licensure programs must meet all requirements for teacher licensure.

The University requires a minimum of 42 semester hours in a senior institution or institutions, 42 of which must be
earned at EIU, in order to qualify for a baccalaureate degree. See Requirements for the Bachelor's Degree for
additional information.

*Note: A grade of "C" or better in English 1001G, English 1002G, and Communication Studies 1310G or in accepted
substitutions is a requirement for the Bachelor's degree at Eastern as well as a general education requirement.

**Cultural Diversity Course Criteria**

See the September 3, 2009 CAA minutes:
http://castle.eiu.edu/eiucaa/2009-10CAA/FA09/09-10-09/Minutes/090309Minutes.pdf

See the December 16, 2005 CAA minutes:

See the October 21, 1999 CAA minutes:

Also, see the "Committee on Cultural Diversity"

**CULTURAL DIVERSITY**
Adopted by CAA, October 21, 1999
Definition approved by CAA, December 16, 2005
Definition revised by CAA, September 3, 2009

Eastern Illinois University seeks to foster cultural understanding to assist its students to become responsible citizens in
a diverse world. The general education curriculum furthers this objective by requiring students to complete at least one
course carrying the cultural diversity designation.

To receive the cultural diversity designation, courses will:
1. Include one or more of the following as their focus or as a means to explore some other topic:
   a. the study of diverse peoples (including issues of class, disability, ethnicity, gender, race, and sexual orientation)
in the U.S. and abroad;
   b. the history, language, and/or traditions (anthropological, artistic, literary, philosophical, political, or sociological)
of other countries or cultures;
   c. the role of cultural sensitivity in making informed and ethical decisions.

2. Reinforce the importance of attending to a plurality of voices (including those from traditionally underrepresented
groups) to better understand human history, culture, and decision making.

3. Include among their outcomes the goal of enabling students to appreciate, live, and work with people who are
different from them.

**Curriculum Change Chart**

See http://www.eiu.edu/acaffair/Curriculum/programs.php

Also, see page three of this document.
Dean's List

(Information taken from the undergraduate catalog)

The Dean's List at Eastern Illinois University recognizes undergraduates with a declared major whose academic performance has been excellent. Students who achieve a GPA of 3.80 - 4.00 (on a 4.00 scale) while completing a minimum of 12 graded semester hours, excluding credit/no credit grades, in a fall or spring semester will be named to the Dean's List.

Dean's Lists and Honors Lists are not generated for Summer Terms.

Degree Definitions

See http://www.eiu.edu/acaffair/Curriculum/files/ProgramInventory_BHE.pdf

Degree Requirements

See IGP #51: Earned Degree Requirements: http://castle.eiu.edu/auditing/051.php

Also, see “Completion of Graduation Requirements”

Degrees (Undergraduate) at Eastern Illinois University

(Information taken from the undergraduate catalog)

Degree

A degree is the title which the University confers on a graduate as the result of his/her having completed university requirements for that degree. Eastern Illinois University confers the following degrees at the undergraduate level:

1) Bachelor of Arts (BA)
2) Bachelor of Fine Arts (BFA)
3) Bachelor of Science (BS)
4) Bachelor of Science in Business (BSB)
5) Bachelor of Science in Education (BSEd)
6) Bachelor of Music (BMus)

Degrees with Distinction

(Information taken from the undergraduate catalog)

To be eligible for a degree with distinction, a student must have completed at least 56 semester hours of course work at EIU, including at least 40 semester hours of graded courses (exclusive of work taken on the Credit/No Credit Option). The 56 semester hours at EIU and the 40 semester hours of graded courses may not be waived.*

Eligible students who have a cumulative grade-point average of 3.90 to 4.00 are graduated summa cum laude; those with a cumulative grade-point average of 3.80 through 3.89 are graduated magna cum laude; and those with a cumulative grade-point average of 3.65 through 3.79 are graduated cum laude. Students who qualify for degrees with distinction wear an appropriate medal as part of their academic attire at commencement and their names appear in the commencement program as being awarded Degrees with Distinction. All grades earned at EIU are counted in computing the cumulative GPA. Grades earned during the final grading period are not used for compiling the tentative list developed for commencement. Transcript notations of graduating cum laude, magna cum laude, and summa cum laude are based on the student's total cumulative grade-point average, including the final grading period.

Post-Baccalaureate Students: Post-baccalaureate students earning a second bachelor's degree are eligible to receive a degree with distinction based on their post-baccalaureate grade point average if they meet the criteria stated above. All undergraduate and post-baccalaureate hours taken at Eastern will be used to determine if the completed and graded hours requirements have been met. Students may not have distinction applied retroactively to any previous degrees earned at Eastern.

Note: The calculation of GPA for degrees with distinction will be based only on work taken at EIU.
*Transfer students who will not earn 56 semester hours from EIU until their final semester may request that their instructors submit their grades at midterm so that they may be considered for a degree with distinction. All midterm grades must be submitted by the deadline established by the Office of the Registrar. No grades submitted after this deadline will be considered in computations for tentative honors.

Disabilities Act

(Information taken from the undergraduate catalog)

Compliance with the Americans with Disabilities Act of 1990

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT OF 1990: In accordance with the Americans with Disabilities Act (ADA), no individual shall be discriminated against on the basis of disability in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, or accommodations of the University. Further, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University or be subjected to discrimination by the University.

Inquiries about accommodations for students should be directed to the Assistant Director of Student Disability Services at (217) 581-6583. Inquiries about accommodations for employees should be directed to the ADA Coordinator at (217) 581-3514. Questions about discrimination or harassment should be directed to the Office of Civil Rights at (217) 581-5020.

Disabilities, Students With

See “Disabilities Act"

A student with a documented disability in need of accommodations to fully participate in this class, should contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. OSDS is located at Ninth Street Hall, Room 2006, or phone number is 217-581-6583.

Discrimination

(Information taken from the undergraduate catalog)

Discrimination Is Prohibited and Is Not Tolerated

Eastern does not tolerate discrimination or harassment (including hostile climate related to the factors listed above). Eastern needs your help in achieving a positive campus community for all members which includes ensuring that the university makes every effort to stop any form of potential discrimination and/or harassment. You should come forward with any concern as soon as feasible in order that the university may address it. Even if you are uncertain whether you have experienced or observed a form of prohibited discrimination, you should come forward. Students and employees may also file complaints of discrimination (including sexual harassment and sexual violence) against third parties associated with university activities (e.g., vendors, student teaching supervisors, internship supervisors, visitors). You are protected from retaliation if you bring forward a concern or a complaint of discrimination or participate in an investigatory process. Eastern will take immediate and corrective actions to eliminate discrimination/harassment, prevent its recurrence, and address its effects. Depending upon the circumstances, there are both informal and formal processes that may be used to address concerns and complaints. To the extent permitted by law, the confidentiality of information presented by all parties will be observed except in those instances when it interferes with the ability of the university to investigate the allegation(s) and take necessary corrective action. (Eastern Discrimination Complaint Policy #173 http://castle.eiu.edu/auditing/173.php). You are strongly encouraged to contact the Office of Civil Rights and Diversity at 1011 Old Main, 581-5020 or civil@eiu.edu with your questions about discrimination or if you wish to file a complaint of discrimination. Eastern’s Title IX Coordinator is located in the Office of Civil Rights and Diversity. Please visit http://castle.eiu.edu/civil/complaints.php for details about the complaint process and your options as a complainant.

Dual Credit

Discussion:
See April 21, 2016 CAA minutes (page 5): https://castle.eiu.edu/eiucaa/2015-16CAA/SP16/04-28-16/Minutes/04-21-16Minutes.pdf

Earned Degree Requirements

See IGP #51: Earned Degree Requirements: http://castle.eiu.edu/auditing/051.php

Also, see “Completion of Graduation Requirements”

Electronic Course Library

See http://castle.eiu.edu/eiucaa/elibrary/

Electronic Writing Portfolio

See http://www.eiu.edu/assess/ewpmain.php

See http://www.eiu.edu/assess/Faculty%20FAQs12.pdf

(Information taken from the undergraduate catalog)

Bachelor’s Degree, Requirements for the

To achieve a baccalaureate degree, the student must:

9. Successfully complete the Electronic Writing Portfolio.

Three submissions are required for the portfolio. Submissions may come from any writing-centered or writing-intensive course, or from any other course for which students complete an appropriate writing assignment* (See criteria below.) Only one submission is allowed from any one course; students who submit from ENG 1001G/1091G may not submit from ENG 1002G/1092G. Students must deposit the first two submissions by the time they earn 60 credit hours; if they fail to do so, a registration hold will be placed at 75 credit hours. Students must deposit their final submission by the time they earn 105 credit hours. Transfer students who enter with more than 30 hours may request additional time to submit work to the portfolio.

Students who need assistance with their writing will be provided opportunities for improvement.

*Papers must meet the following criteria to be submitted to the EWP:

1. The paper must be at least 750 words in length (approximately 3 pages).
2. It must be written in Standard English.
3. It must be developed in a manner consistent with the demands of the discipline for which it was written.
4. It must contain a connected writing sample with the development of ideas within and between paragraphs (therefore, lists, lesson plans, and other such documents may not be submitted).
5. Submissions may not be creative pieces, such as poems, short stories, or plays.

See http://www.eiu.edu/assess/ for additional information about the EWP.

ACADEMIC WAIVER RULES
(Information taken from the Academic Waiver Rules)

D. GRADUATION REQUIREMENTS

3. Electronic Writing Portfolio/Writing Competency Examination --

Students following the 2000-01 or later Undergraduate Catalogs must successfully complete the Electronic Writing Portfolio. Exceptions are students who entered EIU or another college or university prior to Fall 2000, but selected the 2000-01 Catalog. Those students must demonstrate writing competency by successfully completing the Writing Competency Exam.

Students following earlier catalogs must pass the Writing Competency Examination. (Accommodations may be made for students with documented disabilities.)
Essential Learning Committee (Standing Committee of CAA) – YET TO BE ESTABLISHED


(Information taken from the April 30, 2015 CAA Minutes)

The Essential Learning Committee is a Standing Committee for the Council on Academic Affairs.

A. Mission
The mission of the Essential Learning Committee (ELC) is to facilitate essential student learning proficiencies in domains related to the university’s undergraduate learning goals. The primary function of the Essential Learning Committee is to provide resources and support to faculty to increase intentional effective instructional practices of the university’s learning goals. Members of the ELC serve on the General Education Curriculum Committee, the Committee for the Assessment of Student Learning, and a Faculty Development subcommittee. As such, ELC members play an important role in assessment, curriculum and providing the tools for successful learning goals pedagogy.

B. Membership Structure and Recruitment
1. During the Spring term, a members of the ELC will select a Chair for the ELC with at least one year experience on the committee. This selection shall be presented for confirmation by the CAA in April for the next academic year.
2. The ELC has a subcommittee dedicated to each undergraduate university learning goal (Critical Thinking, Writing/Critical Reading, Speaking/Listening, Quantitative Reasoning, and Responsible Citizenship). Each subcommittee has a Learning Goal Leader who is designated as such by the subcommittee and confirmed by CAA.
3. The optimal size for each learning goal subcommittee of the ELC is approximately 5 to 8 members. Tenure-track or annually contracted faculty as well as staff or administrators with an interest in teaching and learning of the skills and dispositions embodied in the university learning goals are eligible to serve on the committee. Ideally, members of the faculty with specific areas of expertise (e.g. the director of composition, the director of the speech communications course, etc.) would choose to participate on the ELC and share that expertise with fellow faculty. The announcement of ELC subcommittees in need of more members can be relayed to the Faculty Senate nominations committee to solicit names of volunteers in February and the announcement could also be forwarded to college curriculum committees and chairs to share with their faculty. Efforts should be made to have representatives from different colleges serving on ELC subcommittees when possible.
4. The chair of the ELC is responsible to call meetings of the ELC. Learning goal leaders may call additional meetings of their subcommittees.
5. Each learning goal subcommittee selects a representative to serve on the General Education Committee, the Committee for the Assessment of Student Learning, and the Faculty Development Learning Goal Subcommittee. Representatives from the learning goal subcommittee who serve on CASL or the General Education Committee must be tenure/tenure-track faculty members in at least their third year of employment at the university and who have served on the ELC for at least one year.

C. Procedures and Goals
1. The ELC chair is responsible for overall upkeep and organization of the learning goals website. The chair may ask for assistance of other members in this regard or enlist other university support. Learning goal leaders and members should make suggestions for resources to be added, deleted or updated pertaining to their learning goal.
2. The chair of the ELC will serve on the Faculty Development Advisory Board and is responsible for coordinating with the Director of Faculty Development about what information is available/presented to new faculty at new faculty orientation about the university learning goals.
3. The ELC chair is responsible for developing a yearly report to CAA summarizing the committee’s work.
4. The ELC will present workshops coordinated with Faculty Development with a tentative goal of 1 regular repeated workshop for new faculty, 1 new/focused workshop or Let’s Talk Teaching (some workshops might be coordinated with multiple goals or some might focus on a single goal).
5. ELC subcommittee members will consult with faculty/departments who are working to infuse successful instruction of the university learning goals into General Education or Major coursework.
6. ELC subcommittee members will support faculty in developing learning objectives, instructional techniques, practice activities, assignments, and assessment and feedback techniques for Learning Goal Intensive courses.
7. The ELC and, more specifically, the writing subcommittee, will partner with WAC1 on learning goal efforts related to writing.
8. ELC members will discuss effective instructional practices that can be used to facilitate success in more than one learning goal such as the use of digital tools, backwards design, problem-based learning, and meeting the needs of diverse learners.

9. The ELC will assist with faculty development, assessment, and curricular matters related to the university’s undergraduate learning goals.

10. ELC subcommittee members will be aware of student resources and services for the learning goals.

11. The ELC subcommittees will utilize information gained from ELC members’ participation on CASL, the General Education Committee, and discussions with Faculty Development, so the ELC continually monitors the needs of faculty and students and provides appropriate resources and support to faculty for instruction.

**Essential Learning Goals (Infusing Goals into the General Education Curriculum)**

See the April 20, 2017 CAA minutes:
[https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-27-17/Minutes/04-20-17Minutes.pdf](https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-27-17/Minutes/04-20-17Minutes.pdf)

Approved proposal:
[https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Agendalitems/LG-Infusion.pdf](https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/04-13-17/Agendalitems/LG-Infusion.pdf)

*(Information taken from the undergraduate catalog)*

**FOSTERING ESSENTIAL LEARNING ACROSS THE GENERAL EDUCATION CURRICULUM**

General Education at Eastern Illinois University offers students an intellectual foundation for their academic, professional, and personal lives. The General Education program is aligned with the University’s mission to help students “refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders.” General Education refers to the part of the university’s education common to all students. It is typically grounded in the humanities, natural sciences, social sciences, and arts, and provides a platform for fostering proficiencies that span all fields of study while probing contemporary problems and enduring questions. By facilitating students’ exploration of questions across multiple fields of study, general education fosters knowledge, while also engaging students in issues encountered by citizens in a democracy. By fostering thoughtful learning and reflection, Eastern Illinois University seeks to instill the value of intellectual curiosity and lifelong learning in its students.

Core intellectual skills embodied in EIU learning goals—critical thinking, writing & critical reading, speaking & listening, quantitative reasoning, and various aspects of responsible citizenship (ethical reasoning, considering diverse perspectives, and civic implications)—are practiced and integrated continuously across general education. Foundational courses focus on critical thinking and core writing, speaking or quantitative skills. Students are advised to take these courses during the first year of study.

Courses in the other segments of general education focus on a particular learning goal in addition to their topic content (e.g. quantitative reasoning in the natural sciences, communication in the arts & humanities, responsible citizenship in the social & behavioral sciences) and also give focused attention to critical thinking and at least one other learning goal. Courses that target a specific university learning goal have learning objectives and graded assignments tied to the learning goal; they also provide explicit instruction, practice, and feedback related to the development of that skill. The required senior seminar (or study abroad capstone) targets all five learning goals.

Courses are noted with a tag denoting the goals being addressed: CT = Critical Thinking, WR = Writing & Critical Reading, SL = Speaking & Listening, QR = Quantitative Reasoning; RCD = Responsible Citizenship-Diversity; RCC = Responsible Citizenship-Civics. Courses currently labeled WI will become WR courses. In WR courses, several assignments and activities are required—both informal, writing-to-learn activities and formal writing projects. These activities and assignments, 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. Revision must be incorporated in at least one writing assignment through peer review or after a draft has been read and commented on by the instructor or the instructor may provide the opportunity for revision for a higher grade.

**CRITICAL THINKING INFUSION IN ALL GENERAL EDUCATION COURSES**

All of EIU’s general education courses are charged with helping students develop their critical thinking skills. In a complex world, comprehension of content knowledge is not sufficient preparation for student success at EIU and beyond. Educational excellence in EIU’s general education curriculum lies in fostering habits of mind that enable students to find, evaluate, integrate, and apply information; reach informed judgments; and transfer their critical thinking skills to other tasks they encounter throughout their lives.
Areas of focus for critical thinking include the ability of students to:

1. Ask essential questions and engage diverse perspectives;
2. Seek data, information, or knowledge from experience, texts, and other media;
3. Understand, interpret, and critique relevant information or knowledge;
4. Synthesize information and knowledge to infer or create insights;
5. Anticipate and evaluate assumptions, arguments, or conclusions;
6. Create and present defensible arguments, positions, hypotheses, or proposals.

While studying a myriad of topics in General Education, students develop analytic strategies and produce work that represents integration of knowledge, skills, evidence-based reasoning, and personal or social responsibility.

Every general education course includes at least one critical inquiry assignment that requires students to answer an important “real-world” question, test a hypothesis, build an argument, or solve a problem by gathering, interpreting, and evaluating evidence to draw conclusions. To facilitate integrative learning and transfer of knowledge and skills, students are also asked to reflect critically on their learning in each course and consider how it relates to other learning and experiences.

**FOUNDATIONAL COURSES**

Three communication courses in General Education provide students with focused instruction and multiple opportunities to practice and receive feedback on speaking, listening, writing, and critical reading. These courses also allow students to learn about critical thinking through explicit instruction and to foster critical thinking skills through practice and feedback. Students learn how to use information literacy skills to collect, analyze, synthesize, and cite sources appropriately; identify and critique weak sources of information or weak arguments; build an argument or defend a hypothesis or claim; adapt oral or written communication based on their purpose and audience; and employ organizational strategies and language effectively.

Topics of writing projects or oral presentations assigned in these courses might also incorporate aspects of responsible citizenship such as ethical reasoning, discussion of issues from diverse perspectives, or investigation of civic problems. Students may also be required to comprehend and produce graphic material that represents numeric information.

**Foundational Courses in Writing & Critical Reading**

<table>
<thead>
<tr>
<th>ENG 1001G, 1002G, 1091G, 1092G</th>
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<tbody>
<tr>
<td>Critical Thinking Targeted</td>
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<tr>
<td>Writing &amp; Critical Reading Targeted</td>
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</table>

English 1001G and 1002G and their honors equivalents, 1091G and 1092G, are writing-centered courses. In these courses 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) of finished prose produced through multiple writing projects.

These courses provide a foundation in writing and critical reading in relation to the Writing & Critical Reading University Undergraduate Learning Goal, which states that EIU graduates write critically and evaluate varied sources by:

1. Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
2. Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
3. Producing documents that are well organized, focused, and cohesive.
4. Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
5. Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
7. Collecting and employing source materials ethically and understanding their strengths and limitations.

**Foundational Courses in Speaking & Listening**

<table>
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<tr>
<th>CMN 1310G, 1390G</th>
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<tr>
<td>Critical Thinking Targeted</td>
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<tr>
<td>Speaking &amp; Listening Targeted</td>
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</table>
Communication Studies 1310G and its honors equivalent, 1390G, focus on oral communication and include instruction in techniques of listening and informative, persuasive, and reactive speaking. Students are required to engage in critical listening through self- and peer-evaluation of oral communication. Students are required to give four speeches, three of which must be substantive (on an ethical topic, at least five continuous minutes of speaking, research must be verbally cited, graded on content, organization, and delivery). One speech must be informative and one must be persuasive. The speeches should total at least 25 minutes and speaking assignments should account for at least 50% of the course grade.

These courses provide a foundation in speaking and listening in relation to the Speaking & Listening University Undergraduate Learning Goal, which states that EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

1. Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
2. Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
3. Developing and organizing ideas and supporting them with appropriate details and evidence.
4. Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
5. Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
6. Employing effective physical delivery skills, including eye contact, gestures, and movement.
7. Using active and critical listening skills to understand and evaluate oral communication.

**Foundational Courses in Quantitative Reasoning**

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<tbody>
<tr>
<td>Critical Thinking Targeted</td>
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<tr>
<td>Quantitative Reasoning Targeted</td>
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A math course in General Education provides the foundation for critical thinking and quantitative reasoning. Courses that fulfill the general education mathematics requirement emphasize the development of the student's capacity for mathematical reasoning and problem solving in settings the college graduate may encounter. General education mathematics courses prepare students for the different and surprising ways they may encounter mathematics in the real world such as understanding different voting systems to functional design, from optimization to interpreting statistics. Every college graduate should be able to apply basic mathematical methods to the solution of real-world problems.

These courses provide a foundation in quantitative reasoning in relation to the Quantitative Reasoning University Undergraduate Learning Goal, which states that EIU graduates produce, analyze, interpret, and evaluate quantitative material by:

1. Performing basic calculations and measurements.
2. Applying quantitative methods and using the resulting evidence to solve problems.
3. Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.
4. Critically evaluating quantitative methodologies and data.
5. Constructing cogent arguments utilizing quantitative material.
6. Using appropriate technology to collect, analyze, and produce quantitative materials.

**QUANTITATIVE REASONING IN SCIENTIFIC AWARENESS**

<table>
<thead>
<tr>
<th>All Courses in the Scientific Awareness Segment</th>
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<tbody>
<tr>
<td>Critical Thinking Infused</td>
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<tr>
<td>Quantitative Reasoning Targeted</td>
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<tr>
<td>Third Goal Chosen by Department Targeted</td>
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</tbody>
</table>

In physical and biological science courses, students develop an understanding of the scientific method and quantitative concepts used in the sciences. They use critical thinking skills to analyze methods of describing, predicting, understanding, and explaining physical and biological phenomena. In the science laboratory experience, students a.) formulate or evaluate questions (hypotheses), b.) plan and conduct experiments (test hypotheses), c.) make systematic observations and measurements, d.) analyze and interpret data, e.) draw conclusions, and f.) communicate the results orally and/or in writing including representation of quantitative information.

Students learn to define a problem or key debate in science and interpret the importance of this issue for society. They consider evidence that may conflict on that scientific topic, critique the information and draw defensible conclusions.
They become critical consumers of scientific claims in popular texts and the media by evaluating the rigor of investigations and appropriateness of generalizations made about scientific studies.

In General Education Science courses students will:

**Content Specific Objectives**

1. Understand and apply basic concepts in the field of science being studied;
2. Describe the scientific method and how existing knowledge or practice is advanced, tested, and revised in the field of study;
3. Recognize the role of science in society and identify potential sources of bias and influence that can affect scientific research and the use and reporting of scientific information.

**Content Infused with Critical Thinking Objectives**

4. Critically evaluate scientific evidence that may have conflicting findings (in terms of rigor of methods, caution in making generalizations) and draw defensible conclusions;
5. Anticipate possible positive or negative implications from the outcomes of scientific studies applied to real world problems.

**Quantitative Reasoning Objective**

6. Interpret quantitative information in text, tables, graphs, and charts.
7. Apply basic calculations and quantitative methods to solve problems
8. Interpret and critique quantitative information about science, such as basic statistical concepts of measures of central tendency and variability; the difference between correlation and causation; the role of sample size in statistical significance; and the difference between statistical significance and practical importance.

**Additional Learning Goals—One is Chosen**

9. Write critically and evaluate varied sources. (Writing & Critical Reading)
10. Prepare, deliver, and critically evaluate presentations and other formal speaking activities. (Speaking & Listening)
11. Consider culture, class, ability, ethnicity, gender, race, and/or sexual orientation as they relate to the scientific field of study. (Responsible Citizenship – Diversity)
12. Apply ethical reasoning and standards to scientific dilemmas and research. (Responsible Citizenship – Ethics)
13. Understand how laws and government regulations impact the natural world and scientific endeavors. (Responsible Citizenship – Civics)

Additionally, these courses will build on the Quantitative Reasoning skills that students developed in the foundational mathematics courses.

**COMMUNICATION IN THE HUMANITIES AND FINE ARTS**

<table>
<thead>
<tr>
<th>All Courses in the Humanities and Fine Arts Segment</th>
<th>Critical Thinking Infused</th>
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<tbody>
<tr>
<td>Writing &amp; Critical Reading Targeted</td>
<td>O R</td>
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<tr>
<td>Speaking &amp; Listening Targeted</td>
<td>OR</td>
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</table>

Third Goal Chosen by Department Targeted

Courses in arts and humanities focus on critical thinking as well as oral and written communication skills. Because critical thinking, research, and reflection are necessary to the study of the arts and humanities, both receptive (critical reading and listening) and expressive (writing and speaking) aspects of communication are significant components of arts and humanities courses.

The basis of instruction in these disciplines is primarily the interpretation and critical analysis of written and visual artifacts. Courses in the humanities provide sources and methods for reflection upon the human experience in its rhetorical, historical, artistic, literary, philosophical, and religious dimensions. Humanities courses provide students with
the foundations and methods necessary for a critical understanding of languages, cultures, and traditions while also exposing students to diverse perspectives.

Courses in the fine arts provide students with a basis for understanding and evaluating musical, theatrical, and visual works in terms of production and reception. Students learn to apply historical, philosophical, aesthetic, and critical concepts to specific works and genres. Fine arts courses provide students with the foundations and methods necessary for a critical appreciation of various artistic and aesthetic traditions, as well as the evaluation of specific works.

In General Education Arts and Humanities courses students will:

Content Specific Objectives

1. Understand and apply basic concepts from the art or humanities field being studied.

Content Infused with Critical Thinking Objectives

2. Evaluate differing points of view on the same historical event, text, or creative production (rhetorical, literary, musical, theatrical, artistic) by assessing the authors’ claims, reasoning, and evidence;
3. Analyze and interpret texts or artistic productions on multiple levels and recognize and synthesize connections among compositions;
4. Integrate information from diverse sources, both primary and secondary, to form a coherent interpretation of an idea or event, noting discrepancies among sources.

Communication Goals – Writing & Critical Reading and/or Speaking & Listening

5. Use organization, language, and information adapted to task and audience in oral and/or written communication.
6. Identify, evaluate and cite information resources as they engage in projects, papers, and/or oral presentations.
7. Use effective vocal and physical delivery skills.
8. Use active and critical listening and/or reading skills to understand and evaluate oral and/or written communication.

Additional Learning Goals—One is Chosen

9. Use quantitative material to make verbal or written arguments. (Quantitative Reasoning)
10. Engage with diverse ideas, individuals, groups, and cultures through humanities/arts research or creative activity. (Responsible Citizenship – Diversity)
11. Apply ethical reasoning and standards in personal, professional, disciplinary, and civic contexts. (Responsible Citizenship – Ethics)
12. Identify, analyze, and evaluate how political institutions, processes, and economics are interrelated with the arts and humanities fields. (Responsible Citizenship – Civics)

CITIZENSHIP IN THE SOCIAL AND BEHAVIORAL SCIENCES

<table>
<thead>
<tr>
<th>All Courses in the Social and Behavioral Sciences Segment</th>
<th>Critical Thinking Infused</th>
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<tbody>
<tr>
<td>One or More of the Following Aspects of Citizenship Targeted</td>
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<tr>
<td>Civics</td>
<td>OR</td>
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</table>

Third Goal Chosen by Department Targeted

In Social and Behavioral Science courses, students use critical thinking skills to develop insights into human behavior and discuss institutional forces that influence society. Students learn to analyze the past, develop insight into contemporary social life, and understand the impact of individual and social actions. Students learn to define problems or key debates in the social science field and interpret their importance for society. They read information that may have conflicting viewpoints or findings, critique the information, and draw conclusions that can be defended.

Social and Behavioral Sciences courses develop skills essential to be a good citizen by encouraging students to consider diverse perspectives, apply ethical decision making, and appreciate the importance of civic engagement.
Diversity courses focus on students’ capacity for viewing issues or problems from multiple perspectives. Rather than viewing the world through a single-focus lens, students learn to consider multiple viewpoints when discussing issues. Courses help students move outside their comfort zone and encourage engagement about class, culture, ability, ethnicity, gender, race, and/or sexual orientation. By developing a deeper knowledge of the factors that create difference, students can better understand, respect, and interact with different people and viewpoints, vital skills for responsible citizens. The examination of history, language, and/or traditions of other countries or cultures (anthropological, artistic, literary, philosophical, political, or sociological) aids in using cultural sensitivity when making informed and ethical decisions.

Ethical reasoning courses focus on ethical principles and codes of conduct used for making decisions and taking action. Students assess their own ethical values and the social context of problems; analyze how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Ethical reasoning within various cultures, professions, economic behavior, civic settings, or social relationships may be discussed. Analytic reasoning, the use of information resources, communication, and diverse perspectives are brought to bear in the ethical decision-making process to reduce tensions, conflicts, disparities, and potential harm.

Civic engagement courses focus on a core overarching goal of higher education to produce responsible citizens armed with the knowledge, skills, and desire to work for the public good at a local, state, national, or global level. Courses challenge students to identify, analyze, and evaluate the ways in which political institutions and processes are interrelated: for example, how government institutions, economic factors, public opinion, the media, and party politics interrelate during the decision making process at the national, state, or local level. Students learn to participate in constructive deliberation (critiquing and building arguments) about issues, challenges, or solutions.

In General Education Social and Behavioral Science courses students will:

Content Specific Objectives

1. Understand and apply concepts in the field of Social and Behavioral Science being studied;
2. Discuss modes of inquiry used in the Social Sciences and how existing knowledge or practice is advanced, tested, and revised in the field of study.

Content Infused Critical Thinking Objectives

3. Explore and evaluate competing perspectives or findings on issues, critique the information, and present a reasoned analysis and defensible conclusions.

Responsible Citizenship Specific Objectives—courses will focus on one or more of the following:

4. Describe diverse perspectives to a problem;
5. Analyze issues related to class, culture, ability, ethnicity, gender, race, and/or sexual orientation;
6. Describe the ethical issues present in prominent problems and apply ethical principles or frameworks that could inform decision making with respect to such problems;
7. Apply ethical reasoning to cases in the field of study with evidence-based justification of the best decision and evaluation of consequences of alternative decisions;
8. Identify a significant civic challenge, present relevant evidence pertaining to that challenge, and provide a rationale for a course of action;
9. Evaluate and/or engage in civically minded thinking and/or action in relation to issues affecting the local community, nation, and/or world.

Additional Learning Goals—One is Chosen

10. Produce, analyze, interpret, and evaluate quantitative material (Quantitative Reasoning)
11. Write and read critically and evaluate varied sources. (Writing & Critical Reading)
12. Prepare, deliver, and critically evaluate presentations and other formal speaking activities. (Speaking & Listening)

SENIOR SEMINAR OR STUDY ABROAD CAPSTONE

<table>
<thead>
<tr>
<th>All Senior Seminar or Study Abroad Capstone Courses</th>
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<tbody>
<tr>
<td>Critical Thinking Infused</td>
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<tr>
<td>Writing &amp; Critical Reading Targeted</td>
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<tr>
<td>Speaking &amp; Listening Targeted</td>
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The General Education Seminar at Eastern Illinois University is a cross-disciplinary capstone experience that provides students with an opportunity to apply concepts and use skills developed in all five university learning goal areas (critical thinking, writing & critical reading, speaking & listening, quantitative reasoning, and responsible citizenship). Topics of major importance (e.g., the Holocaust, Social Movements, Women in Science, Technology, Controversies in Education, Sociobiology, etc.) are explored as students read, analyze, discuss, and write about them while students learn to approach issues related to the topic with a focus on relevant aspects of responsible citizenship. The seminar gives students experience synthesizing, analyzing, and refining ideas/concepts using a variety of methods and from a variety of perspectives while practicing oral and written communication.

The Study Abroad Capstone is taken after a study abroad experience and facilitates students’ ability to think critically about their global education experiences. Students discuss their cultural experiences abroad and reflect on how the study abroad experience impacted their knowledge, skills, and attitudes. Students synthesize information about their individualized experience through readings, assignments, and a substantive writing sample, an individualized project, and a presentation.

In General Education Seminar or Study Abroad Capstone courses students will:

1. Obtain information on the course topic from a variety of sources, some including quantitative data
2. Evaluate and synthesize information from diverse sources
3. Conduct a rational dialogue with others on topics generated by course materials and outside research;
4. Express in written and oral forms their synthesis of a topic and a reasoned defense of conclusions reflecting their synthesis;
5. Reflect on links between their formal course work and contemporary problems/events;
6. Discuss diverse viewpoints on problems/situations;
7. Analyze their own views in light of readings and discussions in order to make informed, responsible, and ethical civic and personal decisions.

**SEMESTER HOUR REQUIREMENTS IN GENERAL EDUCATION**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Foundational Courses (Writing-6, Speaking-3, Math-3)</td>
<td>12</td>
</tr>
<tr>
<td>Quantitative Reasoning in Natural Sciences</td>
<td>7</td>
</tr>
<tr>
<td>Citizenship in Social and Behavioral Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Communication in Humanities and Fine Arts</td>
<td>9</td>
</tr>
<tr>
<td>Senior Seminar or Study Abroad Capstone</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

**Students following catalogs prior to Fall 2006 must satisfy the constitution requirement.**

Please refer to the catalog section titled "Academic Regulations" for the complete list of requirements for graduation.

General Education Courses Required of ALL Teacher Licensure Candidates Either as Part of the Above Required 40 s.h. or in addition to the IAI Core or Transfer General Education:

- A 3 sh Diversity Course or Third World/Non-Western Course
- "C" or better in ENG 1001G, ENG 1002G, CMN 1310G or their equivalents (a minimum of 9 semester hours is required.)
- "C" or better in 3 sh of college level math
- PLS 1153G or HIS 3600G or an equivalent US Constitution course

**Note:** Post-baccalaureate Teacher Licensure Candidates must meet all general education requirements with the exception of Senior Seminar.

*Cultural Diversity*

Eastern Illinois University seeks to foster cultural understanding to assist its students to become responsible citizens in a diverse world. The general education curriculum furthers this objective by requiring students to complete at least one course carrying the cultural diversity designation.
To receive the cultural diversity designation, courses will:

1. Include one or more of the following as their focus or as a means to explore some other topic:
   a. the study of diverse peoples (including issues of class, disability, ethnicity, gender, race, and sexual orientation) in the U.S. and abroad;
   b. the history, language, and/or traditions (anthropological, artistic, literary, philosophical, political, or sociological) of other countries or cultures;
   c. the role of cultural sensitivity in making informed and ethical decisions.
2. Reinforce the importance of attending to a plurality of voices (including those from traditionally underrepresented groups) to better understand human history, culture, and decision making.
3. Include among their outcomes the goal of enabling students to appreciate, live, and work with people who are different from them.

Cultural diversity courses are marked with an asterisk following the course title.

**Faculty Laureate**

Faculty Laureate Website: [http://castle.eiu.edu/acaffair/Laureate/laureate.php](http://castle.eiu.edu/acaffair/Laureate/laureate.php)

(Faculty Laureate Guidelines: Revised by CAA on January 28, 2016)

**Faculty Laureate Award:**

Criteria:

The nominee . . .

- Must be a current full-time member of the EIU teaching faculty. Department Chairs and bargaining unit members in either Unit A or Unit B are eligible for the award.
- Must have demonstrated an ongoing commitment to excellence in teaching classes in the general education curriculum.
- Applications from traditionally under-represented groups are highly encouraged.

**Nomination Process:**

- Faculty, administrators, or students may make nominations; self-nomination is encouraged.
- Faculty from any discipline may be nominated.
- Knowledge and consent of the nominee are required for nominations.
- Nominations must include:
  1. A letter of nomination, no longer than 500 words.
  2. No more than three letters of recommendation (one page maximum) that highlight the nominee's contribution to general education at EIU. At least one letter is to come from a former student in one (or more) of the candidate's general education courses, and at least one must come from a faculty member or administrator who has observed the nominee in teaching a general education course.
  3. All available information regarding student evaluations from general education courses for the last three years.
  4. A list of general education courses taught in the last three years.
  5. A statement from the nominee on the value of general/liberal education, not to exceed 300 words.

The candidate also may provide any other information relevant to excellence in teaching general education courses.

**Field Trips**

(Information taken from the undergraduate catalog)

Field trips which are required class activities are stated with the course description and announced in the class schedule when the course is offered. The cost of the field trip will also be included in the class schedule.
**Final Examinations**

See IGP 44: Final Examinations: [http://castle.eiu.edu/auditing/044.php](http://castle.eiu.edu/auditing/044.php)

(Information taken from the undergraduate catalog)

A link to the final examination schedule may be found at [http://www.eiu.edu/registra/finals.php](http://www.eiu.edu/registra/finals.php). Students are urged to review the schedule prior to registration to avoid conflicts. Students with three final examinations on a single day may change the date of one of the final examinations with the approval of the instructor. Requests must be made at least five working days prior to the first final exam period. Requests for changes for medical or personal emergencies may also be considered. In cases not resolved between the student and the instructor, the Department Chair will seek resolution.

**General Education – Cultural Diversity**

See “Cultural Diversity (General Education)”

**General Education – Global Citizenship**

See “Global Citizenship (General Education)”

**General Education Program, Who Must Complete Eastern’s**

(Information taken from the undergraduate catalog)

- All students who enrolled at Eastern prior to attendance at another college.
- All students who transfer from an out-of-state community college or any four-year college.
- All students transferring from Illinois public community colleges prior to completion of transferable Associate's Degree (See Acceptance of Transfer Credit).*
- All students transferring from an IAI participating Illinois University or College prior to completion of the IAI General Education Package (See Acceptance of Transfer Credit).*
- Students who completed an Associate in Applied Science Degree.

*Students transferring in 30 or more college-level semester hours from any IAI participating institution may choose to complete the IAI GECC at EIU.

**General Education Segments**

See the General Education section of the Undergraduate Catalog: [http://catalog.eiu.edu/index.php](http://catalog.eiu.edu/index.php)

**List of Segments**

Humanities and Fine Arts, Language, Mathematics, Scientific Awareness, Social and Behavioral Sciences, or Senior Seminar/Study Abroad Capstone

**General Education – Senior Seminar**

See “Senior Seminar”

**General Education Committee (Standing Committee)**


(Information taken from the April 30, 2015 CAA Minutes)

**The General Education Committee is a Standing Committee for the Council on Academic Affairs.**

D. **Membership**

1. The 11 voting members of the Committee shall be as follows: a representative from each College (4), a representative from each of the Essential Learning Goal committees (Writing, Speaking, Critical Thinking, Citizenship, and Quantitative Reasoning, 5), and CAA representatives (2). The regular voting council members
will serve three-year, overlapping terms. The Provost (or his/her delegated representative) and EIU's Illinois Articulation Initiative (IAI) General Education Panel representatives shall serve as ex-officio members of the committee.

See item I. 2 for additional members who serve 1 year terms to assist with the on-going review cycle but not other functions of the committee.

Eligibility for membership will be limited to tenured/tenure track faculty members in at least their third year of employment at the university.

2. The method of selection of the faculty members of the Committee shall be as follows:
   a. During the Spring term new appointments will be made as needed for the following academic year.
      (1). In February, the chair of CAA will consult with the chair of the General Education committee and notify the dean of the college and chair of the college curriculum committee of an opening on the General Education committee in the upcoming year. The department chairs and the college curriculum committee members will be asked to solicit volunteers who indicate their willingness to serve to the chair of CAA. If more than one eligible faculty member volunteers, then the college curriculum committee votes to determine who will serve as their college representative on the General Education Committee.
      (2). In February, the chair of CAA will consult with the chair of the General Education committee and notify the chair of the Essential Learning Committee of any openings in Learning Goal representation in the upcoming year. The Learning Goal (LG) representatives will be selected by their LG subcommittee (to serve a 3-year term after completing at least 1 year on the Learning Goal Committee). If more than one member of the LG subcommittee volunteers, the chair of the Essential Learning Committee will designate the representative.
      (3). CAA will select their representatives from members of CAA. If more than two members volunteer from CAA, then CAA will vote to select their representatives. The term for the CAA representative may be less than 3 years on the General Education committee if his/her term completes and he/she is no longer a CAA member.
      (4). The IAI segment representatives will retain their ex-officio position on the General Education Committee as long as they serve as the IAI representative.
   b. The candidates shall be presented for confirmation by CAA at their April meetings.
   c. Vacancies created in the middle of a term by resignation or inability to serve shall be filled according to the procedure in A2a within one month of the resignation.
   d. If a member of the Council is to be absent from the campus for one school term or more, his/her place shall be filled by an alternate for the length of his/her absence.

3. During the Spring term, a members of the General Education Committee will select a Chair for the GEC with at least one year of experience on the committee. This selection shall be presented for confirmation by the CAA in April for the next academic year.

This selection shall be presented for confirmation by the CAA at the same time as the slate of proposed new members of the General Education Committee.

B. The responsibilities of the Chair shall be as follows:
   1. To call meetings of the Committee (or in the Chair’s absence the meeting may be called by his/her designee) for the timely consideration of such matters as shall have been submitted to it
   2. To enact the Committee's oversight (see below) of the General Education Program.

C. The Provost shall provide non-voting personnel to serve as secretary and to record, maintain, and distribute the minutes of the Council and to otherwise assist with the business of the Council.

D. The General Education Committee shall meet at the call of its Chairperson. A quorum of the Committee shall be six (6) voting members, including the Chairperson.

E. The General Education Committee bears the primary responsibility for maintaining and developing the General Education Program at Eastern Illinois University. Its responsibilities include the following:
   1. To review proposals for additions, terminations, and modification of all general education courses and requirements.
   2. To place any General Education course or requirements that the General Education Committee deems deficient in satisfying the goals established for the relevant General Education components on probationary status for one year. The course can be offered during the probationary year. If the department or unit is unable
to make satisfactory amendments to the course, the General Education Committee, in consultation with the Provost, will recommend to CAA that the course be removed from the General Education Program.

F. All decisions of the General Education Committee are subject to review and approval by CAA and ultimately the President.

G. Procedures of the General Education Committee shall be as follows:

1. All proposals for the addition of general education courses shall be circulated to members one week prior to the meeting at which it is considered.
2. Representatives of the proposing Department(s), College or School(s) shall be invited to meet with the General Education Committee during the discussion portion of deliberations relating to their proposal and respond to proposed modifications.
3. Except in matters which can be settled by common consent, the General Education Committee shall record all its votes either by electronic ballot or by roll call ballot. The only votes that may be cast are yes, no, and abstain.
4. All actions taken by the Council require a majority vote. A majority vote means more than half of the votes cast based on attendance (excluding abstentions).

H. Requests to propose, modify, or delete general education courses shall be routed in the following sequence:

1. Originated by the individual faculty members or departments who desire to teach the course;
2. Approved by the Curriculum Committee(s) of the Department(s) or School involved;
3. Approved by the Curriculum Committee(s) of the College; and Honor's Council when applicable;
4. Routed to the Office of the Provost and directed to the General Education Committee; and reviewed and approved by the General Education Committee, as appropriate;
5. Reviewed and approved by the CAA; recommendation to President of EIU.

I. The General Education Committee shall have responsibility for the continuing review of the General Education program. Responsibilities include:

1. Conducting a continuous review of the General Education program beginning in 2020. The review shall be done annually in such a way that it is completed at the end of five years, when the review process shall begin again.
2. Reviewing, in a manner determined by CAA, the General Education program on an annual basis. For example, "Foundations" and Natural Science courses reviewed in the first year, Humanities and Fine Arts courses in the second year, Social and Behavioral Science courses in the third year, and Seminar courses in the fourth year. The fifth year in the cycle shall be devoted to reviewing the entire program from a holistic and comprehensive perspective.

Each year, the Committee may be augmented with additional members as needed to help with the review. These members shall be eligible to vote on Committee decisions related to the review and will serve one-year terms. They may succeed themselves, but would not typically hold more than three consecutive terms.

Additional members who are invited to serve 1-year terms for the segment review in years 1 through 4 of each review cycle include 1 member from Honor’s Council, 1 additional Critical Thinking Learning Goal representative, 1 additional Learning Goal representative based on the learning goal associated with the segment (e.g., citizenship in the social and behavioral sciences), and 2-3 representatives from the segment. Segment reps are recruited/selected through the college(s) in a manner similar to the college representatives described in A2a. Honor’s Council selects its representative. Additional Learning Goal representatives are selected in the manner described in A2a.

All members of CAA and the standing General Education committee will participate in the holistic/comprehensive review of the General Education Program in the 5th year of each review cycle. A representative from Faculty Senate, members of CASL, and representatives who served 1-year terms in the most recent 4-year review cycle would also be invited to participate.

12. Placing all courses that are not re-approved in the General Education Committee's annual review on probationary status. Departments will have one year to address satisfactorily the Committee's concerns; otherwise, such courses may be recommended to be removed from the lists of courses approved for General Education credit.

13. Preparing materials in support of any special reviews that CAA, CASL, or the Provost shall undertake.
General Education, 3 Ways To Complete

(Information taken from the undergraduate catalog)

- Complete the AA, AS, ASA, or AAT Degree
- Complete the IAI GECC 37 - 41 hour package
- Complete the Integrated Core for Catalogs prior to Fall 2000 or complete the New General Education program beginning Fall 2000

Students who transfer without the IAI or the AA/AS/ASA/AAT may refer to the general education section of the catalog to select courses that meet General Education Requirements, or select IAI approved courses from another institution at http://www.itransfer.org/mycreditstransfer.

General Education – Writing

See “Writing Across the General Education Curriculum”

Global Citizenship (General Education)

RESPONSIBLE GLOBAL CITIZENSHIP THROUGH MINDFUL SCHOLARSHIP
Adopted by CAA, November 18, 1999

General Education at Eastern Illinois University offers students an intellectual foundation for their future academic, professional, and personal lives. Mindful scholarship necessitates not only dedicated study but also reflection on the purposes and consequences of that study. By fostering serious and enthusiastic learning, Eastern Illinois University seeks to instill the value of intellectual curiosity and lifelong education in its students. Equipped with the values and traditions of scholarship, students will be better prepared to fulfill their duties as responsible citizens and capable leaders in a diverse world.

The mission of the General Education program at Eastern Illinois University is three-fold:

- to enhance student literacy and oral communication skills
- to encourage students to think critically and reflectively
- to introduce students to knowledge central to responsible global citizenship

Enhancing Literacy and Oral Communication

Mindful scholarship requires that students listen and read critically as well as write and speak clearly and effectively. Additionally, functioning in a global society requires an appreciation of communication within and among cultures through both the written and spoken word. Therefore, a foundation for further exploration within the general education curriculum, for study in one’s major area, and for developing a successful career, requires both course work in and assessment of written and oral communication skills.

Critical and Reflective Thinking

Mindful scholars engage in a process of critical thinking learned through study in the traditional disciplines: physical and biological sciences, social and behavioral sciences, and humanities and fine arts. Developing analytical thinking skills and working in the modern world require knowledge of mathematics. Additionally, study in any of the sciences requires mathematical skills. Consequently, the general education program requires one course from a select group in that discipline.

In physical and biological science courses, students experience the rigor and practice of scientific inquiry through classroom and laboratory experiences. They learn to consider analytically the methods of describing, predicting, understanding, and explaining physical and biological phenomena. In these courses, students confront the social, economic, political, and ethical implications of science and technology as well as the dilemmas they create.

The social and behavioral sciences focus more directly on understanding society and the individual. In these courses, students will have the opportunity to apply various methods of inquiry and analysis, both quantitative and qualitative, to the study of the human condition. These sciences emphasize the importance of understanding the diversity of human cultures, their socio-historical context, and one’s personal responsibility for being not only a good citizen, but also a steward of the environment.
The humanities provide sources and methods for reflection upon human experience in its historical, literary, philosophical, and religious dimensions. The basis of instruction in these disciplines is primarily the interpretation and critical analysis of written texts. The goal of humanities courses is to provide students with the foundations and methods necessary for a critical understanding of languages, cultures, and traditions, including those that are different from their own.

Courses in the fine arts provide students with a basis for understanding and evaluating musical, theatrical, and visual works in terms of their production and aesthetic reception. In these areas students learn to apply historical, philosophical, and critical concepts to specific works and genres. The goal of instruction in the fine arts is to provide students with the foundations and methods necessary for a critical appreciation of various artistic and aesthetic traditions, as well as the evaluation of particular musical, theatrical, or visual works.

In the general education program students explore the variety of ways of knowing through the disciplinary foundations of a liberal arts education. These courses help students become more mindful of the relationships among self, society, and the environment. Such preparation is vital as society becomes more complex, interdependent, and reflective of diversity. Collectively, the courses in general education encourage students to develop critical and reflective thinking as an intellectual habit.

**Responsible Global Citizenship**

The general education curriculum is also designed to develop and strengthen those attitudes and behaviors integral to responsible global citizenship—ethical behavior, civic participation, an understanding of history, and an appreciation of diversity both at home and abroad. Responsible citizens not only comprehend world-shaping forces and events and the varied experiences that have shaped human culture, but also use that understanding to make informed, objective, and ethical decisions. They understand their responsibility as educated members of society and actively participate in their communities. Finally, responsible global citizens appreciate the diversity of the world in which they work and live. As part of their general education program, all students are required to complete a course with a focus on cultural diversity.

**Good Standing**

*(Information taken from the undergraduate catalog)*

A student whose cumulative GPA is at least 2.00 in courses taken at this University is in academic good standing.

**Grade Appeal Policy**

See IGP #45: Grade Appeals: [http://castle.eiu.edu/auditing/045.php](http://castle.eiu.edu/auditing/045.php)

*(Information taken from the undergraduate catalog)*

Eastern Illinois University faculty members are responsible for assigning appropriate grades. The University will not review the judgment of a faculty member in assessing the quality of students' work. If, however, a student believes that a faculty member improperly assigned a semester grade due to one or more of the Grounds for Grade Appeal described below, the student may appeal the grade by following the procedures detailed at [http://castle.eiu.edu/auditing/045.php](http://castle.eiu.edu/auditing/045.php). Students are responsible for reading the Grade Appeal Policy and for complying with all procedures and meeting the deadlines established in the policy. All grade appeals are handled individually.

Grounds for appealing semester or term grades are:

1. A mathematical error in the calculation of the grade or a clerical error in recording of the grade that remains uncorrected;
2. The assignment of a grade to a particular student by application of more exacting requirements than were applied to other students in the course;
3. The assignment of a grade to a particular student on some basis other than performance in the course;
4. The assignment of a grade by a substantial departure from the faculty member's previously announced standards.

In general, the Grade Appeal Policy requires the student to confer with the faculty member who assigned the grade, but it provides opportunity for further formal review—by the department chair, the College Grade Appeal Committee, and the dean—if this conference does not result in a mutually agreeable resolution. For a course taken in the fall semester, the Grade Appeal Request must be received no later than the Midterm Day of the following spring term. For a course
taken in the spring semester or summer term, the Grade Appeal Request must be received no later than the Midterm Day of the following fall term.

**Grade Corrections**

*Information taken from the undergraduate catalog*

Faculty may correct grades when an error in a grade assignment has been made.

**Grades, Policy on Incomplete**

See IGP 46: Grades:  [http://castle.eiu.edu/auditing/046.php](http://castle.eiu.edu/auditing/046.php)  

*Information taken from the undergraduate catalog*

**Incomplete for Courses Earning Letter Grades**

The grade "I" or "incomplete" for undergraduate courses in which letter grades are earned is given only by the course instructor when, because of documented illness or other valid reason, a student's progress in a course is delayed so that not all requirements for the course are fulfilled by the official closing date of the term. In no case may an "I" be substituted for a failing grade. Procedures for assigning and removing incomplete grades are outlined below.

- **Assignment of Incomplete and Default Grades:** Instructors who assign a grade of "I" may submit the "Assignment of Incomplete/Alternate Grade Form" to the Office of the Registrar. This form specifies a default grade for the incomplete work at the time that the grade of "I" is recorded. A grade of "F" shall be the default grade if the instructor does not provide a default grade. The instructor also completes step 1 of the "Assignment of Incomplete/Alternate Grade Form" and provides a copy to the program chair.

- **Submission of a Completion Plan:** The instructor and student complete step 2 of the "Assignment of Incomplete/Alternate Grade Form" and develop a completion plan. Copies should be submitted to the program chair by the mid-term date published in the Class Schedule of the next term the student is in residence but no later than mid-term one calendar year from the end of the term in which the grade of "I" was received.

- **Decision on Completion of the Required Course Work:** Students receiving a grade of "I" should execute the completion plan by the last class day published in the class schedule of the next grading period in which the student is in residence but no later than the Last Class Day one calendar year from the end of the term in which the grade of "I" was received. The instructor completes step 3 of the "Assignment of Incomplete/Alternate Grade Form" and provides a copy to the program chair. If the work is successfully completed, the instructor submits a grade change using PAWS no later than three days prior to the official close of the term. Students who fail to implement the completion plan by the stated deadline will be issued the instructor supplied default grade or a grade of "F" if no default grade was issued.

Students may not be certified for graduation so long as an "I" remains on their academic record. Students also should be aware that changing an "I" to another grade may affect their grade point average and thus the awarding of their degree and/or graduation honors.

Students who withdraw for military service will be awarded incomplete grades in accordance with Internal Governing Policy 95, "Student Withdrawal for Military Service."

**Grade Appeal Policy**

*Information taken from the undergraduate catalog*

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2. The assignment of a grade to a particular student by application of more exacting requirements than were applied to other students in the course;
3. The assignment of a grade to a particular student on some basis other than performance in the course;
4. The assignment of a grade by a substantial departure from the faculty member's previously announced standards.

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### Grade Point Average

(Information taken from the undergraduate catalog)

The grade point average is based only on course work taken at Eastern.

The number of grade points for a grade in a given course is found by multiplying the grade-point value by the number of semester hours which may be earned in the course. The cumulative grade-point average is computed by dividing the total number of grade points which a student has earned in all courses taken at EIU (including Study Abroad, Clinical Laboratory Sciences and National Student Exchange courses) by the total number of semester hours represented by those courses (excluding courses in which a student has grades of "I", "CR", "DC", "NC", "NNC", "W", "AU", or "X").

A student reinstated following academic dismissal has the same cumulative GPA status as he/she had at the time of dismissal.

An example of these computations: If grades of A, B, C, D, and F are earned in courses of 2, 3, 4, 1, and 3 semester hours respectively, the grade-point average is computed as follows: Grade A, 2 semester hours yields a grade-point total of 8; grade B, 3 semester hours yields a grade-point total of 9; grade C, 4 semester hours yields a grade-point total of 8; grade D, 1 semester hour yields 1 grade point; grade F, 3 semester hours yields no grade points; and the grand totals are 26 grade points for 13 semester hours. The GPA is then $26 \div 13 = 2.00$.

### Grade Point Average, Intercollegiate Activities and

(Information taken from the undergraduate catalog)

A student must have a cumulative GPA of 2.00 or better to participate in intercollegiate activities. Consequently, a student who is on academic warning or academic probation is not eligible for such participation. This exclusion does not apply to a first-time entering freshman who has attempted fewer than 30 semester hours at EIU.

### Grading Period, Definition of

(Information taken from the undergraduate catalog)

Any semester or summer term in which a student registers in the University and remains beyond the day on which the official count is taken will be considered a grading period attended.

### Graduation, Application for

(Information taken from the undergraduate catalog)

Students should apply for graduation in the first semester of the junior year (after earning 60 hours). A student may expect to receive a Degree Audit, indicating the student's progress toward completion of degree requirements, from the office of their certifying dean. Application is through PAWS under "student records" in their student tab. When the student submits the application, a one-time charge of $25 will be billed to the student's account. The application will be pending until approved by the certifying dean. (Please note that BGS majors should apply for graduation after they have earned 90 semester hours and Business majors must wait to apply for graduation until they have final admission to the School of Business.)
**Graduation Requirements, Completion of**

See IGP #51: Earned Degree Requirements: [http://castle.eiu.edu/auditing/051.php](http://castle.eiu.edu/auditing/051.php)

*(Information taken from the undergraduate catalog)*

All requirements for degrees must have been completed by the close of the grading period in which graduation is sought. It is the student's responsibility to notify the Office of the Registrar and the certifying dean of any courses being taken at other institutions which will complete the requirements for graduation. Documentary evidence that all degree requirements have been completed must be in the Office of the Registrar no later than the Friday immediately preceding the first day of the next succeeding semester or term following the Summer Term or Fall Semester graduation and no later than May 31 following Spring Semester graduation. The diploma will not be given to the student and the conferral of the degree will not be recorded on the student's permanent record until all such documents have been received.

If the student does not complete graduation requirements at the end of the grading period, he/she must make re-application for graduation. No additional fees will be charged.

The deadline date for applying for graduation is listed in the calendar in the University Catalogs and/or class schedules.

**Grants and Contracts Proposal Approval**


**Guest Students (Non-matriculated Student)**

See “Admission Policy – Matriculation”
See “Admission Policy – Non-matriculated Student Enrollment (Guest Students)”

**High School Students Taking EIU Courses**

*(Information from Dr. Mary Herrington-Perry, Former Assistant Vice President for Academic Affairs & Enrollment Management)*

EIU can provide dual credit opportunities to high school students, but since Lake Land cad do it for free, it is not feasible. However, we do have a policy that allows for high school students to take EIU courses under certain conditions:

- They must have completed their junior year.
- They must rank in the upper ¼ of their high school class. (NB: A comparable GPA – 3.0 or higher – should be considered for high schools that do not use rank.)
- They must have the permission of their principal.
- They must pay a $30 application fee.
- They are conditionally admitted (i.e., guest students), which means they are not eligible for financial aid.

**Higher Education Regions, Map of**

See [https://www.ibhe.org/assets/files/cregionmap.pdf](https://www.ibhe.org/assets/files/cregionmap.pdf)

**Holds**


**Honorary Degree Awards**

See IGP #52: Honorary Degree Awards: [http://castle.eiu.edu/auditing/052.php](http://castle.eiu.edu/auditing/052.php)
Honors

See the January 26, 2017 CAA Minutes: https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/02-02-17/Minutes/01-26-17Minutes.pdf

(Information taken from the undergraduate catalog)

University Honors
The University Honors Program offers students unique interdisciplinary Honors seminars; enriched and rigorous versions of General Education courses, while encouraging students to also participate in departmental honors. A limited number of courses outside general education are also provided. University Honors course sections are typically smaller and taught in a colloquium format by professors distinguished in their fields. Completing University Honors prepares students to compete at the highest levels for career opportunities and graduate school placements. University Honors students earn a minimum of 28 hours of Honors credit. Required courses include an Honors freshman seminar and an Honors Senior Seminar both of which count for general education credit. A grade of C or better is required in all Honors coursework.

Required Courses are listed below.
1. Honors Freshman Seminar (3 cr.)
2. Honors Senior Seminar (4 cr.)
3. 21 cr. of other University Honors Courses

Up to 12 hours towards University Honors can be satisfied by other means. Up to 12 hours of Departmental Honors courses (see below) can count toward University Honors. Up to 6 hours may be waived (with the permission of the Dean) for students who complete reflective projects related to study abroad, internships etc. However, no more than 12 hours in total can be completed this way.

EIU General Honors
Students who begin their education at EIU with at least 30 hours of college credit already earned may apply for entry to the EIU General Honors program. The EIU General Honors program consists of a minimum of 15 hours of any kind of Honors course (departmental Honors, general education Honors, or seminars). Up to 6 hours of the 15 hour requirement may be satisfied on a one-to-one credit hour basis by evidence that the students has completed Honors courses at another post-secondary institution. The EIU General Honors program may include departmental Honors if this is desired.

Admission Criteria
The Sandra and Jack Pine Honors College seeks diverse academically-talented students committed to joining our Honors community. The University has three different admission programs.

1. Automatic Admission
Entering freshmen with an ACT composite score of 26 or higher, or SAT score of 1260 or higher AND who are in the upper 10% of high school graduating class, or have a 3.5 final high school cumulative GPA (on a 4.0 scale) will be automatically admitted to the University Honors Program.

2. Dean's Choice Admission
Entering freshman students who do not have both of the above criteria by who have demonstrated academic excellence or potential in other ways are encouraged to apply online at the Honors College website

3. Continuing and Transfer Students
Students can join Honors after their first semester (at EIU or elsewhere) by applying online. We generally admit students who have earned a GPA of 3.5 for at least 12 hours of post-secondary coursework (whether at EIU or elsewhere) but will consider applicants who have demonstrated academic excellence or potential in other ways.

Departmental Honors
The Departmental Honors Program encourages students to delve deeply into areas of personal interest within their selected fields, preparing them for the competitive post-graduation world by promoting focus and independent research and analysis. The program requires a minimum of 12 hours of credit, derived from completion of progressive coursework that culminates in a senior thesis written under the supervision of Honors faculty. A grade of C or better is required in all courses counting toward Departmental Honors.

Admission Criteria
Departmental Honors is open to students meeting the following criteria:
- Attainment of a 3.5 cumulative GPA for at least 12 hours of coursework taken at EIU.
• Fulfillment of all requirements specific to the Departmental Honors program of choice.
• Permission of the Dean of The Honors College and the Departmental Honors Coordinator.

*Transfer students who have not completed 12 hours at EIU may be admitted under the recommendation of the Departmental Honors Coordinator.

Presidential Scholars Program
The Presidential Scholars Program is a concentrated academic leadership experience that fuses ambition with ability. Attracting the best, brightest, and most determined students, the Presidential Scholars Program provides substantive opportunities for personal, academic, and pre-professional growth. Individualized faculty mentoring, mindful exploration of self-initiated academic goals, and flexible sequenced programming allow Presidential Scholars to plan their undergraduate academic career with an eye toward graduate study and/or professional practice. As Presidential Scholars, students complete the University Honors Program, HON 1191--Honors First-Year Seminar, and a self-selected Honors Experience designed to provide meaningful personal, academic, and/or pre-professional challenge. In exchange for meeting the high expectations of the program, Presidential Scholars receive tuition and fee coverage for up to eight (8) semesters. Five Presidential Scholars will be named as Pemberton Presidential Scholars and receive EIU housing and dining benefits for up to eight (8) semesters. These awards are competitive. See Honors Scholarships at the end of this section for more details.

Application Criteria
Incoming freshmen may apply for the 4-year scholarship if they meet the following minimum qualifications:
A. 30 ACT composite score, and either a 3.50 final cumulative high school GPA or a final rank in the top 10% of the high school graduating class.
B. 28 ACT composite score, and either a 3.75 final cumulative high school GPA or a final rank in the top 5% of the high school graduating class.
C. Students with a 31 ACT composite score and a 3.75 final cumulative high school GPA may be considered for the Pemberton Presidential Scholarship.

Honors List
(Information taken from the undergraduate catalog)

The Honor's List at Eastern Illinois University recognizes undergraduates with an undeclared major whose academic performance has been excellent. Students who achieve a GPA of 3.80 - 4.00 (on a 4.00 scale) while completing a minimum of 12 graded semester hours, excluding credit/no credit grades, in a fall or spring semester will be named to the Honor's List.

Dean's Lists and Honors Lists are not generated for Summer Terms.

Note: The calculation of GPA for honors determination will be based only on work taken at EIU.

Illinois Articulation Initiative (IAI)
See:
(Information taken from the undergraduate catalog)

Eastern Illinois University is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum between participating institutions. Completion of the transferable General Education Core Curriculum at any participating college or university in Illinois assures transferring students that lower-division general education requirements for an associate's or bachelor's degree have been satisfied. This agreement is in effect for students entering an associate or baccalaureate degree-granting institution as first-time freshmen in summer 1998 (and thereafter). Students beginning prior to the summer 1998 may request a waiver. Additional information can be found at www.iTransfer.org.

IAI "Phase I" Benefits
Transfer students who complete the 37 - 41 semester hour package of the Illinois Articulation Initiative from any participating college or university in Illinois will be guaranteed the following:
• All lower-division EIU General Education requirements are automatically waived.
• The cultural diversity requirement for both the integrated core and the new general education program and the constitution requirement for the new general education program will be met. (Please Note: Beginning Fall 2006 EIU's General Education Program no longer includes the constitution requirement.)
IAI "Phase II" Benefits
Transfer students who complete the General Education and approved Major courses of the Illinois Articulation Initiative from any participating College or University in Illinois will be guaranteed the following:

- All lower-division EIU General Education requirements are automatically waived.
- The cultural diversity requirement will be met.
- Comparable course matches in the major will be granted credit at the lower level

Important Points About Eastern and the IAI

- If only a portion of the IAI General Education is completed upon transfer, then Eastern will evaluate on a course-by-course basis to see how each course will fit into general education. Students transferring in 30 or more college-level semester hours from any IAI participating institution may choose to complete the IAI GECC at EIU.
- IAI does not guarantee completion of the constitution for the Integrated Core (General Education 1992-1999.) The constitution requirement is a graduation requirement under the 1992-1999 catalogs.

Phase II is designed for students who know their major but not where they are transferring.

IAI Implementation

- Eastern began accepting the IAI in Summer 1998 retroactively. Students who have taken credit prior to Summer 1998 may apply previous credit if approved by waiver.
- If completion of the IAI is not noted on the transcript, Records will complete an IAI audit upon request.
- The Official Evaluation of Transfer Credit will note that the General Education Requirement is met if the IAI General Education is complete.

Incomplete Grades, Policy on

See the March 2, 2017 CAA minutes: [https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/03-09-17/Minutes/03-02-17Minutes.pdf](https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/03-09-17/Minutes/03-02-17Minutes.pdf)

(Information taken from the undergraduate catalog)

Incomplete for Courses Earning Letter Grades

The grade "I" or "incomplete" for undergraduate courses in which letter grades are earned is given only by the course instructor when, because of documented illness or other valid reason, a student's progress in a course is delayed so that not all requirements for the course are fulfilled by the official closing date of the term. In no case may an "I" be substituted for a failing grade. Procedures for assigning and removing incomplete grades are outlined below.

- **Assignment of Incomplete and Default Grades:** Instructors who assign a grade of "I" may submit the "Assignment of Incomplete/Alternate Grade Form" to the Office of the Registrar. This form specifies a default grade for the incomplete work at the time that the grade of "I" is recorded. A grade of "F" shall be the default grade if the instructor does not provide a default grade. The instructor also completes step 1 of the "Assignment of Incomplete/Alternate Grade Form" and provides a copy to the program chair.
- **Submission of a Completion Plan:** The instructor and student complete step 2 of the "Assignment of Incomplete/Alternate Grade Form" and develop a completion plan. Copies should be submitted to the program chair by the mid-term date published in the Class Schedule of the next term the student is in residence but no later than mid-term one calendar year from the end of the term in which the grade of "I" was received.
- **Decision on Completion of the Required Course Work:** Students receiving a grade of "I" should execute the completion plan by the last class day published in the class schedule of the next grading period in which the student is in residence but no later than the Last Class Day one calendar year from the end of the term in which the grade of "I" was received. The instructor completes step 3 of the "Assignment of Incomplete/Alternate Grade Form" and provides a copy to the program chair. If the work is successfully completed, the instructor submits a grade change using PAWS no later than three days prior to the official close of the term. Students who fail to implement the completion plan by the stated deadline will be issued the instructor supplied default grade or a grade of "F" if no default grade was issued.

Students may not be certified for graduation so long as an "I" remains on their academic record. Students also should be aware that changing an "I" to another grade may affect their grade point average and thus the awarding of their degree and/or graduation honors.

Students who withdraw for military service will be awarded incomplete grades in accordance with Internal Governing Policy 95, "Student Withdrawal for Military Service."
Independent Study

(Information taken from the undergraduate catalog)

Independent study enables a student to pursue individual research and reading in a field of special interest under the guidance of a faculty member. As an independent study involves relatively self-directed student effort in the pursuit of some clearly defined goals, it is important for the student to specify the learning objectives of the study. A proposal for an independent study project must be accepted in advance by the faculty member who agrees to serve as the project advisor. The project must also be submitted to the department chairperson for approval prior to the student's registration.

Instructional Delivery Modes and Course Types

CAA Approval: January 26, 2017
https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/02-02-17/Minutes/01-26-17Minutes.pdf

CGS Approval: March 7, 2017
http://castle.eiu.edu/eiucgs/currentminutes/Minutes3-7-17.pdf

Online: All course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity.

Hybrid: The course combines aspects of online and face-to-face instruction in a manner that reduces the number of face-to-face or traditional classroom meetings

Face-to-Face: 100% of the required contact hours occur face-to-face in regularly scheduled sessions.

Integrative Learning

See http://www.eiu.edu/acaffair/IntegrativeLearning/EIUIntegrativeLearning.php

Also, see “Committee on Integrative Learning”

(Information taken from the April 29, 2010 CAA Minutes)

Report of the CAA ad hoc Committee on Integrative Learning
Presented to CAA: April 29th, 2010

Composition and Charge of the Committee:
In light of President Perry’s goal of making Eastern Illinois University a leader in Integrative Learning (IL), the CAA ad hoc Committee on Integrative Learning was charged with discovering what departments, curriculum committees, and colleges at EIU are currently doing with respect to integrative learning, and receiving feedback regarding their views on what role CAA should play in encouraging IL at Eastern. The Committee was chaired by Dr. Grant Sterling (College of Arts and Humanities), and consisted of Mr. Greg Aydt (Academic Advising), Dr. Darren Hendrickson (College of Sciences), Mr. Matt Pickham (student member), Ms. Stacey Ruholl (College of Education and Professional Studies), and Dr. Larry White (Lumpkin College of Business and Applied Sciences).

Committee Procedures:
The colleges were contacted, with the assistance of Provost Blair Lord, through their Deans and College Curriculum Committee Chairs. They were invited to meet with us and discuss the IL projects with which they were currently engaged, their policies regarding IL as part of the curriculum, and any recommendations they might have for CAA’s role in these matters. We held discussions in some form or other with all the Colleges, with the unfortunate exception of the Honors College. After considering their ideas and suggestions, as well as information and ideas gleaned from workshops and other meetings, we have reached a consensus on a set of findings.

Findings:
- We reaffirm the value of Integrative Learning as part of the curriculum at EIU. We were impressed by the number and variety of innovative ways in which IL is currently being undertaken in the various departments—portfolios, capstone courses, partnerships with external agencies and RSOs, internships, Study Abroad programs in a variety of countries, team-taught courses, etc. This variety and quality is especially gratifying
considering that EIU is still in the early stages of discovering what IL really means and what opportunities it presents.

- We find that the EIU curriculum as a whole does not display clear integration, though several departments and specific programs are integrated vertically within their programs and in some cases with other departments and programs as well. The integration that does exist, unfortunately, is rarely clearly explained to students—students often do not know why various courses are required as part of a major or minor, why one course is a prerequisite for another, etc.

- However, we find that the best model of IL is not a top-down model where faculty members or departments are compelled to incorporate IL elements in their courses, but rather one where IL ideas are developed by departments and individual faculty members on their own initiative. College Curriculum Committees, and CAA, can certainly encourage submissions to include IL elements, and can discuss with faculty and Chairs ways in which courses and programs might add integrative features, but the colleges that met with us were unanimous that CAA should not make IL elements mandatory.

- An argument can and has been made that General Education is the ideal setting for IL, and that the current GenEd curriculum does not make good use of this opportunity. However, we as a committee felt that we were in no position to undertake the massive and controversial project of reviewing and overhauling GenEd. We are not convinced that the time is right for CAA as a whole to undertake this project. Perhaps later, when the campus community better understands and accepts IL this could be a worthy project (especially if it can be done while avoiding the pitfalls that led to the collapse of the old Integrated Core), but we are not recommending it at this time.

With this report the committee considers its mission to be fulfilled. We are not making any recommendations that require CAA action.

**Internal Governing Policy #43, Class Attendance**


**#43 - Class Attendance**

**Approved:** March 28, 2007  
**Monitor:** Vice President for Academic Affairs

Students are expected to attend class meetings as scheduled. When an absence does occur, the student is responsible for the material covered during the absence. When possible, the student should notify the instructor in advance of an anticipated absence.

Instructors will grant make-up privileges (when make-up is possible) to students for properly verified absences due to illness, emergency, participation in an official University activity, or participation in volunteer emergency work (110 ILCS 122/); and such absences will not militate against students in classes in which attendance is used directly in determining final grades. It is the student's responsibility to initiate plans for make-up work and to complete it promptly. If in the instructor's judgment the duration or number of absences renders make-up unfeasible, the instructor may contact the Vice President for Student Affairs and the Department Chairperson to determine an appropriate action.

Except for the above stipulations, each instructor sets his or her own policy with respect to class attendance and make-up work; and excuses for absences are handled between the instructor and the student. At the beginning of each grading period, the instructor shall announce, in writing, his or her policy regarding absence, make-up and late work. Instructors planning to use attendance directly in determining final grades must have written department approval and must indicate this intention and the reason, in writing, on the first day of class.

A student whose instructor requests verification of a illness treated by the University Health Service may request a documentation of the visit to share with the faculty member. If a student establishes a record or pattern of absences of concern to the instructor, the instructor may ask of the Vice President for Student Affairs that inquiries concerning the absences be made. The Vice President for Student Affairs also serves as the University contact person when catastrophic events result in extended student absences.

Any student who feels that he or she has been treated unfairly concerning absences or has been misinformed by a faculty member regarding that instructor's absence policy shall have the right to appeal through the department Chairperson, or in the event the instructor is the Chairperson, through the appropriate Dean.
Internal Governing Policy #44: Final Examinations

See:  http://castle.eiu.edu/auditing/044.php

#44 - Final Examinations

Approved: December 1, 2008  
Monitor: Vice President for Academic Affairs

The final examination shall be a part of the evaluation of a student's performance. While the term “final examination” may refer to many different instruments and activities, it shall be given in each undergraduate and graduate course, except as noted below.

If the character of a course is such that a final examination is not feasible or is unnecessary, the Department Chair may waive the requirement, with the approval of the College Dean. The College Dean shall report all courses for which the final examination has been waived to the Vice President for Academic Affairs.

The final examination schedule shall be published on the Office of the Registrar’s web site. No University or student-sponsored activities shall be scheduled during the final examination period or during the two days immediately preceding the final examination period.

Examination Schedule Changes by Instructors

Except under very unusual circumstances, instructors must hold their final examinations at the times scheduled and announced by the Registrar.

When unusual circumstances warrant a change in the scheduled time of a final examination, the instructor must:

1. have the written agreement of all students in the class that the proposed new time for the examination is acceptable.
2. secure the permission of the Department Chair and the College Dean.

Examination Schedule Changes by Students

A student who has three finals in one day may change the date of one of the final examinations with the approval of the instructor. Requests for changes for medical or personal emergencies may also be considered. In cases not resolved between the student and the instructor, the Department Chair will seek resolution.

CGS Approval: November 4, 2008  
CAA Approval: November 6, 2008

Internal Governing Policy #45: Grade Appeals

See:  http://castle.eiu.edu/auditing/045.php

#45 - Grade Appeals

Approved: March 28, 2007  
Monitor: Vice President for Academic Affairs

Introduction

Eastern Illinois University faculty members are responsible for assigning appropriate grades. The University will not review the judgment of a faculty member in assessing the quality of students' work. If, however, a student believes that a faculty member improperly assigned a semester grade due to one or more of the Grounds for Appeal, as described below, the student may appeal the grade by following the procedures described in this policy. Students are responsible for reading the Grade Appeal Policy and for complying with all procedures and meeting the deadlines established in the policy. All grade appeals are handled individually.

Grounds for Grade Appeal

The procedures described in this policy are available only for appeal of a semester or term grade based on one or more of the following reasons:

1. A mathematical error in calculation of the grade or clerical error in recording of the grade that remains uncorrected;
2. The assignment of a grade to a particular student by application of more exacting requirements than were applied to other students in the course;
3. The assignment of a grade to a particular student on some basis other than performance in the course;
4. The assignment of a grade by a substantial departure from the faculty member's previously announced standards.

Informal Conference with Faculty Member
Before initiating a formal grade appeal, a student who believe that a semester or term grade was improperly assigned must confer promptly with the faculty member who assigned the grade. If the conference does not result in a mutually agreeable resolution, the student may request formal review of the grade as described below.

If the faculty member who assigned the grade is not available - because of sabbatical, resignation, reassignment or other reason - the student should contact the chair of the department in which the course was offered. (Dean/Department Chair Contact List) If the chair determines the faculty member is not available for informal conference, the chair will authorize the student to proceed with the formal grade appeal.

Formal Grade Appeal
Grade Appeal Request
A student may request a grade appeal only by completing all of the following steps:
1. Complete a Grade Appeal Request using Form 1 available at the Grade Appeal web site (Grade Appeal at EIU)
2. Make copies of any relevant support materials; and
3. Submit hard copies (paper documents) of the completed Grade Appeal Request and support materials to the chair of the department in which the course was offered. (Dean/Department Chair Contact List)

Deadline for Grade Appeal Request: The Grade Appeal Request and support materials must be received by the department chair no later than the following:
- For a course taken in the fall semester, the Grade Appeal Request must be received no later than the Midterm Day of the following spring term.
- For a course taken in the spring semester or summer term, the Grade Appeal Request must be received no later than the Midterm Day of the following fall term.

Department Chair Review
Purposes
- To serve as the initial, administrative contact in the formal grade appeal process; and
- To facilitate a resolution of the grade appeal issue that is mutually agreeable to the faculty member and student including changing the grade.

Procedures
Upon timely receipt of the Grade Appeal Request, the department chair will:
1. Verify that the student and faculty member completed the required informal conference. If the informal conference has not occurred, the chair will postpone any further action until that conference is completed or until the chair determines that the faculty member is not available for an informal conference.
2. Provide written acknowledgment of the Grade Appeal Request to the student and written notification of the Grade Appeal Request to the faculty member.
3. Provide a copy of this Grade Appeals policy to the student and faculty member and address any questions raised by them.
4. Schedule a Chair Review Meeting with the student and faculty member at a mutually convenient time. If the faculty member is unavailable for a meeting, the department chair will request that the faculty member provide documentation of the basis of the grade and may appoint another faculty member in the department to serve as a representative for the faculty member who assigned the grade.
5. Conduct the Chair Review Meeting providing an opportunity for both parties to explain their positions orally and/or through written documents.
6. Prepare a written summary of the meeting that, at a minimum, includes the following:
   a. a statement of whether any of the grounds for an appeal were valid;
   b. a statement of whether the grading issue was resolved to the satisfaction of the student and faculty member; and
   c. a statement of whether the student and faculty member agreed to a change of grade. The chair may include in the written summary other information that s/he deems relevant.
7. Notify, within five working days after the Chair Review Meeting, the student and faculty member that the summary of the Chair Review Meeting is available at the department office and arrange for signing and distribution of the summary and Form 2 Receipt of the Summary of the Chair Review Meeting in accordance with the directions on that form.
Request for Review by the College Grade Appeal Committee (CGAC)
If no mutually agreeable decision has been reached, the student may request review by the College Grade Appeal Committee, only by signing and submitting a copy of Form 2, Part B to the dean of the appropriate college or school. Appeals for undergraduate students are submitted to the dean of the college in which the course was offered. Appeals for graduate students are submitted to the Dean of the Graduate School. Appeals for courses offered through the BGS (bachelor's in general studies) program are submitted to the Dean of the School of Continuing Education. (Dean/Department Chair Contact List)

Deadline for Request Review by the College Grade Appeal Committee. The student must provide Form 2, Part B Request for Review by College Grade Appeal Committee to the dean of the appropriate college or school no later than five (5) working days after the student received Form 2. If, within five (5) working days after receipt of Form 2, the student does not request review by the College Grade Appeal Committee, formal review of the grade will terminate.

College Grade Appeal Committee Review
Purposes
- To provide a fair and unbiased fact-finding meeting;
- To determine whether the grounds for the grade appeal are supported by facts;
- To determine whether the student's grade should be changed and, if so, to request change of grade by the dean; and
- To communicate the results of the review to the parties.

Procedures
Upon timely receipt of the Request for Review by the College Grade Appeal Committee, the following procedures will be used:
1. The dean will notify the chair of the College Grade Appeal Committee (CGAC) of the request for review.
2. The CGAC chair will:
   a. Notify the student, the faculty member, and the department chair that the CGAC has received the request.
   b. Secure copies of all grade appeal documents from the department chair and distribute copies of the documents to the CGAC members.
   c. Schedule a CGAC Fact Finding Meeting at a time when both the student and faculty member are able to attend. The Fact Finding Meeting will occur no earlier than five (5) working days after the CGAC chair distributes copies of the documents to the CGAC members.
   d. Notify the student and faculty member in writing of the date, time and place of the Fact Finding Meeting.
   e. Notify the student and faculty member in writing that they may bring additional persons who may provide relevant information to the meeting but only if the name(s) and relationship to the grade dispute is provided to the CGAC chair at least 48 hours prior to the Fact Finding Meeting. (Email notification to the student and faculty member will satisfy the writing requirement.)
3. The CGAC will conduct a Fact Finding Meeting at which both the student and the faculty member have the opportunity to present relevant information through oral statements and/or written documents.
   a. The Fact Finding Meeting shall not be open to the public.
   b. Individuals other than the student or faculty member will be allowed to present relevant information only if adequate notice was received as provided in 2.e., above.
   c. At the Fact Finding Meeting, the CGAC may request additional relevant materials from the student or faculty member.
   d. Following the Fact Finding Meeting, the CGAC chair will convene a meeting or meetings as needed with the members of the CGAC and the committee will determine whether the grounds for the grade appeal were supported by evidence presented at the Fact Finding meeting.
4. The CGAC chair will complete Form 3 Summary of Fact Finding in accordance with the CGAC's determination.
5. The CGAC chair will notify the student and faculty member within ten (10) working days of the final meeting of the CGAC that Form 3 Summary of Fact Finding and Form 4 Receipt for the Summary of Fact Finding are available at the Dean's office and will arrange for signing and distribution in accordance with the directions on Form 4. If either party fails to acknowledge receipt of the Summary, the CGAC chair will so note on the form.


Request for Review by the Dean
The student or faculty member may request Review by the Dean only by signing and submitting Part B of Form 4 to the dean of the appropriate college or school. Reviews for undergraduate students are completed by the dean of the college in which the course was offered. Reviews for graduate students are completed by the Dean of the Graduate School. Reviews for courses offered through the BGS (bachelor's in general studies) program are completed by the Dean of the School of Continuing Education. (Dean/Department Chair Contact List)

Deadline for Request for Review by the Dean. The student or faculty member must provide Form 4, Part B to the dean of the appropriate college or school no later than five (5) working days after receiving the Summary of Fact Finding and Form 4. If, within five (5) working days after receipt of Form 4, neither the student nor the faculty member submits the Request for Review by the Dean, formal review of the grade terminates and the decision of the CGAC becomes final.

Review by the Dean
Purpose
- To determine whether the procedures used by the CGAC were in compliance with this Grade Appeal Policy.

Procedures
Upon receipt of Form 4, Part B, the dean will:
1. Secure copies of all grade appeal documents from the CGAC Chair.
2. Review those documents and determine whether the procedures used by the CGAC were in compliance with this Grade Appeal Policy.
3. Notify the student, the faculty member, and the CGAC Chair of his/her determination no later than ten (10) working days after receipt of Form 4, Part B. The dean's determination is limited to either:
   - The CGAC correctly followed procedures and the decision of the CGAC will be implemented; or
   - The CGAC failed to correctly follow procedures and the CGAC must repeat its review using the correct procedures.

If the college dean concludes that the GCAC correctly followed procedures, the grade appeal process ends and the decision of the CGAC becomes final.

Reporting Requirements
Within thirty (30) days after the end of each fall semester and the end of each spring semester, each dean will submit a Summary Report of Grade Appeals. Undergraduate appeals will be forwarded to the Council on Academic Affairs and graduate appeals will be forwarded to the Council on Graduate Studies. The Summary Report of Grade Appeals will include the following information on each grade appeal for which the CGAC conducted a Fact Finding Meeting:
1. The date of the Grade Appeal Request;
2. The grounds for the grade appeal; and
3. The disposition of the grade appeal.

The Summary Report of Grade Appeals will not identify the student or faculty member by name and will not include the course number or name.

Procedures for Selecting Faculty and Student Representatives to the College Grade Appeal Committees

Committee Composition
Each academic college will have a College Grade Appeal Committee (CGAC) that will conduct reviews for undergraduate and graduate appeals. Appeals for courses in the BGS (bachelor's in general studies) program will be conducted by the College of Education and Professional Studies Grade Appeal Committee. Each committee will include four faculty members with vote, two faculty members who serve as substitutes without vote unless called to replace a voting member, one undergraduate student member with vote for undergraduate appeals and one graduate student member with vote for graduate appeals. Selection to the College Grade Appeal Committees is outlined below.

Faculty Member Selection
Six faculty members from the academic college who are elected or appointed according to procedures established by the college faculty will comprise the cohort of faculty who serve on the committee.
- Faculty members serve three-year terms so that each cohort includes two faculty members who are in their third term, two in their second term and two who are in their first term.
- Four of the six faculty members serve as voting members of the committee. These include the two in the third term and two in the second term. While all six members of the CGAC are required to attend meetings and participate in discussion of the appeal, only the four faculty members in their second and third terms may vote
on the appeal. Faculty members in their first term only serve as voting members of the committee if the CGAC chair appoints that member as a substitute to replace a voting member.

- At least one member of every pair of faculty elected to the committee must hold a graduate faculty appointment, so that half of the members are members of the graduate faculty.
- Department chairs may not serve on a College Grade Appeal Committee because of the role that the department chair already serves in the process.

Student Member Selection
For undergraduate appeals, one voting undergraduate student selected from one of the academic programs in the college shall serve on the committee. The voting member will be selected collaboratively by the Student Vice President for Academic Affairs and the Vice President for Academic Affairs.

For graduate appeals, one voting graduate student selected from one of the graduate programs in the college shall serve on the committee. The voting member will be selected collaboratively by the Student Dean of the Graduate School and by the Vice President for Academic Affairs.

Terms of Service
The term of service is the fiscal year that begins on July 1 and concludes on June 30 each year. Faculty members serve three terms. Student members serve one term.

Committee Orientation
Prior to hearing any appeals in the new fiscal year, the new CGAC chair will convene the new committee members to provide an orientation for all members. The orientation will include a comprehensive review of the policy, procedures, and forms used to administer the Grade Appeal Policy.

Chair Selection
The CGAC vice chair will become the new CGAC chair with each new fiscal year. Prior to hearing any appeals in the new fiscal year, the new CGAC chair (former CGAC vice chair) will convene an initial meeting to elect a new CGAC vice chair from among the two faculty members who enter their second year of service. The new CGAC vice chair will become the new CGAC chair during the third year of service.

CGAC Chair Responsibilities
- Faculty Member Substitutes: The CGAC chair may name a substitute for a voting faculty member for a specific grade appeal if a faculty member is not able to participate due to illness, leave, or conflict of interest. If the CGAC chair determines that a faculty member's illness or leave prevents the committee from fulfilling its charge in a timely way, the CGAC chair may appoint a non-voting first year faculty member to serve as a substitute for a specified appeal. The CGAC chair may also name a substitute for a voting faculty member if the chair determines that there is a conflict of interest with the appeal. A conflict of interest occurs when the appeal involves the CGAC faculty member in any way. The CGAC chair will request a substitute faculty member from the first year faculty serving the cohort unless the substitute faculty member is directly involved in the grade appeal. When a substitute is named for a voting member, that voting member will not attend or participate in the appeal in any way.
- Student Member Substitutes: The CGAC chair may name a substitute for a voting student member for a specific grade appeal if the student member is not able to participate due to illness, academic assignments away from campus, or conflicts of interest. The CGAC chair will select a substitute student member in collaboration with the appropriate student leader. When a substitute student member is named for a voting student member, that voting student member will not attend or participate in the appeal in any way unless the student member is directly involved in the grade appeal.
- Chair substitutes: If the chair is unable to fulfill his/her responsibilities for a specific grade appeal due to illness, leave, or conflict of interest, the chair will request that the CGAC vice chair will assume the CGAC chair’s responsibilities for the specific appeal. When a vice chair substitutes for the chair, the chair will not attend or participate in the appeal in any way unless the chair is directly involved in the grade appeal.
- Annual Reports: At the end of each fall and spring term the CGAC chair will complete a report for the dean that provides a confidential summary of each appeal for the specified term and its outcome or its status at the time of the report. Within thirty (30) days after the end of each fall semester and the end of each spring semester, each dean will submit a Summary Report of Grade Appeals for the appropriate council.

Approvals: CGS - March 6, 2007 and CAA - March 8, 2007
Internal Governing Policy #46: Grades

See: http://castle.eiu.edu/auditing/046.php

#46 - Grades

CAA Approval: March 2, 2017
CGS Approval: April 4, 2017

Monitor: Vice President for Academic Affairs

UNDERGRADUATE GRADING SYSTEM

Grades
Evaluation of a student's achievement shall be the responsibility of the instructor. At the beginning of the term the instructor shall give students the measures to be used in evaluations. Instructors should attempt to consult with students who are doing unsatisfactory work and are required to inform them of their level of performance at mid-term.

The following grades may be given:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Poor but Passed</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failed</td>
<td>0</td>
</tr>
<tr>
<td>NF</td>
<td>Failure - Non-Attendance</td>
<td>0</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>-</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>-</td>
</tr>
<tr>
<td>NNC</td>
<td>No Credit - Non-Attendance</td>
<td>-</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>-</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>-</td>
</tr>
<tr>
<td>W</td>
<td>Withdrew, No Grade</td>
<td>-</td>
</tr>
<tr>
<td>X</td>
<td>No Grade Submitted</td>
<td>-</td>
</tr>
</tbody>
</table>

Policy on Incomplete Grades for Undergraduates

The grade "I" or "incomplete" for courses in which letter grades are earned is given only by the course instructor when, because of documented illness or other valid reason, a student's progress in a course is delayed so that not all requirements for the course are fulfilled by the official closing date of the term. In no case may an "I" be substituted for a failing grade. Procedures for assigning and removing incomplete grades are outlined below.

- Assignment of Incomplete and Default Grades: Instructors who assign a grade of "I" may submit the Assignment of Incomplete/Alternate Grade Form to the Office off the Registrar. This form specifies a default grade for the incomplete work at the time that the grade of "I" is recorded. A grade of "F" shall be the default grade if the instructor does not provide a default grade. The instructor also completes Step 1 of the Assignment and Removal of Incomplete Grade Procedures Form and provides a copy to the program chair.

- Submission of a Completion Plan: The instructor and student complete Step 2 of the Assignment and Removal of Incomplete Grade Procedures Form and develop a Completion Plan. Copies should be submitted to the program chair by the mid-term date published in the Class Schedule of the next term the student is in residence but no later than mid-term one calendar year from the end of the term in which the grade of "I" was received.

- Decision on Completion of the Required Course Work: Students receiving a grade of "I" should execute the completion plan by the Last Class Day published in the Class Schedule of the next grading period in which the student is in residence but no later than the Last Class Day one calendar year from the end of the term in which the grade of "I" was received. The instructor completes Step 3 of the Assignment and Removal of Incomplete Grade Procedures Form and provides a copy to the program chair. If the work is successfully completed, the instructor submits a grade change using PAWS no later than three days prior to the official close of the term. Students who fail to implement the completion plan by the stated deadline will be issued the instructor supplied default grade or a grade of "F" if no default grade was issued.
Students may not be certified for graduation so long as an "I" remains on their academic record. Students also should be aware that changing an "I" to another grade may affect their grade point average and thus the awarding of their degree and/or graduation honors.

Students who withdraw for military service will be awarded incomplete grades in accordance with Internal Governing Policy 95, "Student Withdrawal for Military Service."

**Mid-Term Grades**
If, at mid-semester, students have grades of D or F in courses, instructors shall notify them either verbally or in writing, giving appropriate counsel and advice as necessary. Such notification shall be made within one week following the mid-semester date.

In addition, instructors shall submit mid-semester grades for all students earning grades of D or F in lower-division courses; they may submit mid-term grades for students earning D's or F's in upper-division courses. The Center for Academic Support and Assessment shall notify students who are earning grades of D or F of support services available to them.

**Grade Changes**
An instructor who wishes to change a grade because of an error in recording or calculation shall submit the grade change through PAWS. The Office of the Registrar shall adjust term GPA, cumulative GPA and current Academic Standing as needed and post the changed grade as requested.

If a student wishes to appeal a grade, the procedures outlined in the Grade Appeals policy shall be followed. If the appeals procedures result in a grade change, the instructor shall initiate the grade change using PAWS indicating that the change is the result of the appeals procedure. The Office of the Registrar shall make the change as requested.

**Deferred Credit**
Students in undergraduate courses such as field-experience, independent study, thesis, or research requiring work of a continuing nature over several terms before the final project is completed may receive the grade of "DC" or "Deferred Credit." "Deferred Credit" designates that the student remained enrolled for credit throughout the term and that the project is continuing into another term. Upon completion of the final project, the instructor will submit a grade change through PAWS no later than four days prior to the official close of the term published in the Class Schedule. If a grade change is not submitted, then the certifying officer shall notify the Office of the Registrar to change any "DC" grades remaining on the transcript to "NC" or "F" at the time the degree is completed. Undergraduate students admitted on or after Spring of 2004 may not be certified for degree completion if any grades of "DC" remain on the transcript.

**GRADUATE GRADING SYSTEM**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent and Acceptable Credit</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good and Acceptable Credit</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Limited for Graduate-Level Credit</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Unacceptable for Graduate-Level Credit</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failed - No Credit</td>
<td>0</td>
</tr>
<tr>
<td>NF</td>
<td>Failure - Non-Attendance</td>
<td>-</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>-</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td>-</td>
</tr>
<tr>
<td>NNC</td>
<td>No Credit - Non-Attendance</td>
<td>-</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
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</tr>
<tr>
<td>DC</td>
<td>Deferred Credit</td>
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<tr>
<td>W</td>
<td>Withdrew - No Grade</td>
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</tr>
<tr>
<td>X</td>
<td>No Grade Submitted</td>
<td>-</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>-</td>
</tr>
</tbody>
</table>

**Grades of A and B**
Grades of A and B reflect the level of competence that is acceptable for graduate credit.
Grades of C
Grades of C are limited for graduate level credit. Grades of C may be used to fulfill the requirements for a degree program; however, a graduate candidate receiving more than nine semester hours of graduate level credit with a grade below a B is disqualified from degree candidacy. Disqualified candidates are automatically reclassified as non-degree post-baccalaureate students.

Grades of D or F
Both grades of D and F are unacceptable for graduate-level credit. Courses in which a graduate candidate earns a grade of D or F may not be used to fulfill any requirements for the degree program. A graduate candidate receiving more than nine semester hours of graduate-level credit with a grade below B is disqualified from degree candidacy. Disqualified candidates are automatically reclassified as non-degree post-baccalaureate students.

Grades of NF Failure - Non-attendance
A grade of NF is given when a student is failing because of attending classes less than 60% of the term as established by the academic calendar. Students who are failing after attending more than 60% of the term will earn the grade of F. Grades of NF are interpreted academically as a grade of F and are subject to the same regulations as those described for earning an F (see above). Students earning NF grades are advised to consult with the Office of Financial Aid regarding the impact of failure due to non-attendance that could result in the return of federal student aid funds.

Grades of NNC No Credit - Non-attendance
A grade of NNC is given when a student is failing a course graded C/NC as the result of attending classes less than 60% of the term as established by the academic calendar.

Students who are failing after attending more than 60% of the term will earn the grade of NC. Students earning NNC grades are advised to consult with the Office of Financial Aid regarding the impact of non-attendance on federal student aid funds.

Credit/No Credit
Certain graduate courses such as thesis, independent study, field study, or internship, may be designated by a department or program as "credit/no credit." Students who successfully fulfill the requirements for a course designated credit/no credit receive a "CR" on their transcript. Students who do not successfully fulfill the requirements receive an "NC" or "NNC" for the course. The credit/no credit designation is only available to those courses so designated.

Policy on Incomplete Grades for Graduate Students

Incomplete for Courses Earning Letter Grades
The grade "I" or "incomplete" for graduate courses in which letter grades are earned is given only when, because of illness or some other valid reason, a student's progress in a course is delayed so that not all requirements for the course are fulfilled by the official closing date of the term. In no case may an "I" be substituted for a failing grade. Procedures for assigning and removing incomplete grades are outlined below.

• Assignment of Incomplete and Default Grades: Instructors who assign a grade of "I" may submit the Assignment of Incomplete/Alternate Grade Form to the Office of the Registrar. This form specifies a default grade for the incomplete work at the time that the grade of "I" is recorded. A grade of "F" shall be the default grade if the instructor does not provide a default grade. The instructor also completes Step 1 of the Assignment and Removal of Incomplete Grade Procedures Form and provides a copy to the program chair or graduate coordinator.

• Submission of a Completion Plan: The instructor and student complete Step 2 of the Assignment and Removal of Incomplete Grade Procedures Form and develop a Completion Plan. Copies should be submitted to the program chair or graduate coordinator by the mid-term date published in the Class Schedule of the next term the student is in residence but no later than mid-term one calendar year from the end of the term in which the grade of "I" was received.

• Decision on Completion of the Required Course Work: Students receiving a grade of "I" should execute the completion plan by the Last Class Day published in the Class Schedule of the next grading period in which the student is in residence but no later than the Last Class Day one calendar year from the end of the term in which the grade of "I" was received. The instructor completes Step 3 of the Assignment and Removal of Incomplete Grade Procedures Form and provides a copy to the program chair. If the work is successfully completed, the instructor submits a grade change using PAWS no later than three days prior to the official close of the term. Students who fail to implement the completion plan by the stated deadline will be issued the instructor supplied default grade or a grade of "F" if no default grade was issued.
Students may not be certified for graduation so long as an "I" remains on their academic record. Students also should be aware that changing an "I" to another grade may affect their grade point average and thus the awarding of their degree and/or graduation honors.

Students who withdraw for military service will be awarded incomplete grades in accordance with Internal Governing Policy 95, "Student Withdrawal for Military Service."

**Deferred Credit for Credit/No Credit Courses**
Graduate courses designated as credit/no credit such as field-experience, independent study, thesis, or research and requiring work of a continuing nature over several terms before the final project is completed may receive the grade "DC" or "Deferred Credit." Deferred Credit designates that the student remained enrolled for credit throughout the term and that the project is continuing into another term. Upon completion of the final project, the instructor submit a grade change through PAWS no later than three days prior to the official close of the term published in the Class Schedule.

If a grade change is not submitted then the certifying officer shall notify the Office of the Registrar to change any "DC" grades remaining on the transcript to "NC" at the time the degree is completed or within the six year time limit or approved time limit extension. Graduate students admitted on or after the Fall of 2003 may not be certified for degree completion if any grades of "DC" remain on the transcript.

**Withdrawal With No Credit**
See IGP 65 for policy on withdrawal from courses.

**No Grade Submitted**
The designation of "X" indicates that a grade was not submitted to the Office of the Registrar for the course. Students should consult with the course instructor, program chair, or graduate coordinator regarding this designation.

**Audit**
With permission of the instructor, graduate candidates may enroll for a class as an auditor. Students must obtain an audit request form from the Office of the Registrar website and return the completed card signed by the instructor of the class to the Office of the Registrar. Deadlines to submit audit requests are listed in the Academic Calendar. If the student satisfies the audit requirements established by the course instructor, then the "AU" designation will appear on the transcript. If the course instructor determines that the student's performance did not meet the audit requirements, the instructor must notify the Office of the Registrar and no grade entry will appear on the transcript. Courses taken under the audit category are considered part of the maximum load. Tuition and fees for auditing courses are the same as courses taken for credit.

**RECORD RETENTION FOR ACADEMIC MATERIALS**
Instructors shall keep accurate records of all marks which are used in determining a student's grade and shall retain such records for at least one academic year from the date on which the grade was submitted. Instructional staff members who will be unavailable for one semester or more or who are leaving the employ of the University shall make copies of such grading records accessible to the department chairperson.

All papers, exams, reports, etc., submitted by students in fulfillment of course requirements and not returned to students also shall be subject to these provisions.

**Internal Governing Policy #46.1: Credit Hour Policy**
See: [http://castle.eiu.edu/auditing/046_1.php](http://castle.eiu.edu/auditing/046_1.php)

**#46.1 - Credit Hour Policy**

**Approved:** March 31, 2014  
**Monitor:** Vice President for Academic Affairs

**Award of Credit**
Eastern Illinois University awards credit in a manner that conforms to standards set by the Higher Learning Commission Policy (North Central Association; Commission Policy FDCR.A.10.020) and the Federal credit hour definition (Federal Register 75 FR 66832 p. 66946).

One semester credit hour is the amount of student effort that approximates not less than 37.5 hours of academic engagement in coursework (in-class/instructional time plus out-of-class student work) as represented in intended learning outcomes and verified by evidence of student achievement. The standard for one semester hour of credit in a traditional course is a minimum of 50 minutes of direct instruction and 100 minutes of out-of-class student work each week during a standard semester (15 weeks). This equates to a total minimum of 12.5 hours (750 minutes) of direct
instruction and 25 hours (1500 minutes) of out-of-class student work per semester hour. The ratio of instruction time to out-of-class student work may vary; however, student academic engagement in coursework must meet the minimum of 37.5 hours per semester hour regardless of semester length, course type, or delivery method. All courses leading to the award of credit, including courses that have less structured classroom schedules such as independent studies, internships, practica, studio work, will, at a minimum, clearly state learning objectives, expected outcomes, and workload expectations that meet the standards set forth above.

### Summary of Possible Student Academic Engagement Distribution for Different Course Types for 1 Semester Hour of Credit

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Minimum Student Time in Direct Instruction (e.g. in class) per Semester</th>
<th>Minimum Out-Of-Class Student Work per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional Face-to-Face Courses</strong></td>
<td>12.5 hours</td>
<td>25 hours</td>
</tr>
<tr>
<td><strong>On-Line or Hybrid Courses</strong></td>
<td>Synchronous or asynchronous instructional time + out-of-class work = minimally 37.5 hours</td>
<td></td>
</tr>
<tr>
<td>The extent to which course content is delivered online or through other technological means does not affect the learning outcomes or total amount of student work per credit hour. In the case of distance education, academic engagement would include, but not be limited to, submitting an academic assignment; taking an exam, an interactive tutorial, or computer-assisted instruction; attending an assigned study group; contributing to an academic online discussion; and interacting with a faculty member to ask questions about the academic subject studied in the course. Merely logging into the electronic classroom does not constitute academic engagement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Labs, Studio, or Clinical Practica</strong></td>
<td>25 hours</td>
<td>12.5 hours</td>
</tr>
<tr>
<td>Often labs, studio classes and some types of clinical practicum require a greater proportion of direct instruction with a smaller proportion of student preparation time outside of class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activity Courses or Practica</strong></td>
<td>37.5 hours</td>
<td>0 hours</td>
</tr>
<tr>
<td>Some forms of activity or practicum courses may require most learning take place through direct or supervised instruction with little or no out-of-class time requirement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Internship/Student Teaching</strong></td>
<td>Supervised work at internship site + (classroom instruction in some cases) = minimally 37.5 hours (additional preparation time outside the work experience may be required)</td>
<td></td>
</tr>
<tr>
<td>An internship is a work experience related to the student’s major or approved minor. This work experience must be directly related to the potential professional opportunities for graduates with the major or minor. While internships may vary in duration, credit, and requirements, a minimum of 37.5 hours is required for each semester hour of credit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Independent Study</strong></td>
<td>Meetings with the professor for direct instructional activities may vary, however an estimate should be in the proposal. Student engagement with instructor + independent student work = minimally 37.5 hours</td>
<td></td>
</tr>
<tr>
<td>Individualized study of a topic selected and self-directed by a student under the supervision of a member of the faculty. Independent study is a commitment of the student to a rigorous plan of investigation that focuses in a unique area of interest. An independent study involves relatively self-directed student effort in the pursuit of some clearly defined goals and learning objectives.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Proposals for an independent study include a statement of the goals and a description of the intended final product of the project. Proposals must be on file in the department and approved by the faculty advisor and department chair prior to registration for the course.

**Supervised Research or Thesis**
The amount of effort and learning outcomes required for one semester hour is determined by the supervising faculty and/or advisory committee. Work on research with the professor + independent student work = minimally 37.5 hours

<table>
<thead>
<tr>
<th>Study Abroad or National Student Exchange</th>
<th>12.5 hours</th>
<th>25 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study abroad policy states that faculty-led study abroad program must demonstrate 12.5 hours of class time/lecture for every credit earned. It is expected that 25 hours of study time will also be included for every credit. The policy states that class time is lecture, actual meetings where students are sitting down for class. Study time is anything else that engages students with the learning objectives of the course. Excursions and class activities have academic relevance to the course; they are academically focused, not tourism. No more than 1.5 credits may be earned in one 7-day week. Transit/transportation time may not count for class time or lecture.</td>
<td></td>
<td></td>
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</tbody>
</table>

**EIU Course Transplanted Abroad.** This course of instruction is already available on EIU's campus and can be offered in an international setting. The CAA/CGS-approved course content and requirements are the same off-campus as they are on-campus. No substitution credit is permitted. It must be clearly demonstrated how each course will be enhanced by the international environment and will be scheduled and taught individually, meeting the same number of classroom hours and study time as it would if it were being conducted on campus.

**Unique Study Abroad Course.** This is an EIU course created specifically for the study abroad experience; the course content is not offered at the EIU campus and does not already have its own specific course prefix and number. Student credit hours must comply with University credit policy. All participants must earn the same number of credit hours for completion of the course. Subject to approval of appropriate EIU departments, the course may be counted as a substitute for curricular requirements. The course substitution form and the program proposal are reviewed and approved by the International Education Council prior to the study abroad experience.

**EIU Credit for students taking courses in Study Abroad from a Foreign university or in the National Student Exchange from an American university.** When an EIU student studies away, they enroll in a placeholder STA or NSE course at EIU. Course descriptions of
planned study away courses are reviewed for EIU course equivalencies by department chairs before the student leaves, insofar as possible. When the student returns, their transcripts from the other institution are evaluated by the NSE or Study Abroad coordinator. The federal credit hour definition applies to all American universities. For foreign university courses, the evaluating department chair recommends the number of credit hours and the final credit hour determination is made by the standard Illinois foreign credential evaluation procedures. A request is then sent to the registrar that the credits are recorded as a particular course with an S (study abroad) or N (national exchange) behind the EIU course prefix and number.

Any exception to these policies requires approval of the Council on Academic Affairs for undergraduate courses or the Council on Graduate Studies for graduate courses. Exceptions will appear in the course descriptions approved through the established curricular process.

Credit for Prior Learning - Eastern Illinois University awards credit for prior learning in the Organizational and Professional Development (OPD) program, the RN to BSN program through an OPD course, and the B.A. in General Studies Program (BGS) following the Council for Adult and Experiential Learning (CAEL) standards. Students must take a portfolio development course and submit a portfolio to document learning from their previous experiences. Portfolios are evaluated by faculty with expertise in the area sought for course credit. Evaluators determine the amount of credit earned based on the quality of the portfolio and how effectively the student communicates college-level learning gained from work experience. Program directors/ coordinators and/or portfolio course instructors review and approve credit. The B. A. in General Studies also accepts credit for trainings/certifications evaluated by the American Council on Education (ACE) as documented on an official ACE transcript.

Credit for Military Service - Certain experiences in military service may be submitted to the Office of the Registrar, for evaluation for advanced standing. The recommendations contained in “A Guide to the Evaluation of Educational Experiences in the Armed Services” by the American Council on Education are used as a basis for such evaluation. Credit is allowed when the recommendations can be considered as reasonable substitutes for work ordinarily accepted by the University.

Credit for Proficiency Exam - Proficiency examinations, if approved by an academic department, offer an opportunity to obtain credit for experience relevant to certain courses, for individual study of subjects, or for study of relevant courses in non-accredited institutions. EIU allows credit through College Level Examination Program (CLEP), College Entrance Examination Board (CEEB), Advance Placement (AP), and International Baccalaureate (IB) programs. The B. A. in General Studies accepts credit for DANTES Subject Standardized Tests (DSST) exams. Credit by proficiency examination in a course is equivalent to credit earned by enrollment in that course. Rules for proficiency examinations for credit are explained in the undergraduate catalog and scores required for specific exams are maintained on the registrar’s webpage.

Application and Implementation of Credit Hour Policy
Curricula committees at Eastern Illinois University are charged with following the policy on credit hours in their review and approval of all courses and certifying that the expected student engagement and learning for the course meets the credit hour standard. The determination of credit hours is made when a new course or a revision to an existing course is proposed. The submitted course proposal is examined for instructional contact time as well as for assignments and evaluation mechanisms. EIU collects course syllabi and assessment data regarding learning outcomes to ensure, through periodic checks, that there is compliance and consistency with the credit hour policy across diverse course delivery modes.

CAA Approval: February 20, 2014  
CGS Approval: March 18, 2014
Internal Governing Policy #48: Research

See: http://castle.eiu.edu/auditing/048.php

#48 - Research

Approved: August 4, 2014
Monitor: Vice President for Academic Affairs

The University endorses the principle that the search for new truths and the expansion of knowledge through research are among its important functions. Research is essential to professionalism in university teaching, as well as to the recognition of the quality of the University, its academic departments, and its faculty.

An indispensable prerequisite to academic research is the freedom of all investigators to select, in their field of competence, the problems which they wish to study and to have complete freedom to make public the results of their work.

Subject to the availability of funds, the University supports this policy, by:
1. providing funds for continued growth and development of library reference resources and other library materials;
2. providing reassignment of duties for faculty members actively engaged in approved research;
3. providing funds for research equipment and facilities;
4. providing opportunity for faculty members to attend professional meetings in accordance with existing travel regulations; and
5. continuing a University Research Fund for special support of research at the University.

The Provost is responsible for the administration of the research program. The Provost is assisted in this administration by the Director of Research and Sponsored Programs. The program is composed of two major categories: one is concerned with externally funded projects and the other is the internal research program which is supported with state and local funds.

External Research Program
The External Research Program has as its primary responsibility the facilitation of research support from external sources. Services offered by the Office of Research and Sponsored Programs include the following:
1. providing faculty and staff with information concerning resources available for externally funded research;
2. assisting with the preparation and review of proposals in accordance with the University policy on Grants and Contract Proposal Approval;
3. negotiating and processing the proposal; and
4. general supervision of the project, in accordance with University policy, once funds have been awarded.

The University will generally not enter into any contract for externally funded research which would restrain its freedom to disclose the existence of the contract, the identity of the sponsor, or the purpose and scope of the proposed research.

Appropriate legal and humane care and supervision of human and animal research are imperative to the University. Toward this end, both human subjects and animal care committees have been established. These committees are chaired by the Director of Grants and Sponsored Programs.

Responsible Conduct of Research
The University fosters an institutional climate that favors responsible conduct of research. To this end, the University has specific requirements described in the document: “Training for Responsible Conduct of Research.” This document is incorporated by reference as part of this internal governing policy and is the University’s authoritative statement on the responsible conduct of research.

Financial Conflicts of Interest
The University recognizes the importance of promoting objectivity in research. In the design, conduct, and reporting of research, the University intends to avoid bias caused by financial conflicts of interest on the part of the investigator. The University adheres to the federal conflict of interest policies and procedures applicable to National Science Foundation and Public Health Service funding.

Internal Research Program
Research opportunities in the Internal Research Program include:
1. sabbatical leaves, which are governed by the EIU/UPI Collective Bargaining Agreement.
2. research assignments which are approved by the Provost on the recommendation of the Department Chair and Dean,
3. summer research assignments which are budgeted by the Provost after review by the Council on Faculty Research and the Director of Research and Sponsored Programs, and
4. line item grant awards to faculty members, awarded on a competitive basis after review by the Council for Faculty Research.

Internal Governing Policy #48.1: University-Wide Student Surveys

See: [http://castle.eiu.edu/auditing/048_1.php](http://castle.eiu.edu/auditing/048_1.php)

#48.1 - University-Wide Student Surveys

Approved: April 29, 1998
Monitor: Provost

All student surveys that utilize scheduled class time in more than one college must be approved by the Provost at least 14 days in advance of the administration of such surveys. Approval by the Provost allows faculty to be asked to utilize class time for the administration of surveys; it does not imply that faculty must give up class time. Similarly, college-wide surveys should be approved in advance by the appropriate dean and departmental surveys should be approved in advance by the appropriate chair.

Internal Governing Policy #48.2: Protection of Human Subjects in Research

See: [http://castle.eiu.edu/auditing/048_2.php](http://castle.eiu.edu/auditing/048_2.php)

#48.2 - Protection of Human Subjects in Research

Approved: October 11, 2006
Monitor: Provost

At Eastern Illinois University, the Institutional Review Board (IRB) is charged with assuring the protection of the rights and welfare of human subjects participating in research. In order to assure this protection, Eastern’s policy is to comply with the National Research Act (P.L. 93-348§212a) and 45 CFR 46.103 and any other relevant governmental regulations. To this end, Eastern has created the specific policies described in the document: EASTERN ILLINOIS UNIVERSITY POLICIES AND PROCEDURES FOR THE REVIEW OF RESEARCH INVOLVING HUMAN SUBJECTS. The associated appendices, forms, instructions, and other guidelines are also authoritative statements of Eastern’s policy of protecting human subjects.

Any undertaking in which an EIU faculty member, staff member, or student investigates or collects information on living humans for research or related activities may be considered as “involving human subjects.” It is the responsibility of each investigator to seek review by the IRB for any study involving human subjects prior to beginning the project.


#48.3 - Welfare of Animals Used in Teaching, Research, and Testing

Approved: October 11, 2006
Monitor: Provost

At Eastern Illinois University, the Institutional Animal Care and Use Committee (IACUC) is charged with assuring the welfare of animals used in teaching, research, and testing. In order to assure this protection, Eastern’s policy is to comply with the standards described in four external documents:

2. Regulations of the Animal Welfare Act as promulgated by the United States Department of Agriculture.
3. The United States Public Health Service (PHS) Policy on the Humane Care and Use of Laboratory Animals.
4. The National Academy of Science “Guide for the Care and Use of Laboratory Animals.” This publication is abbreviated as “the Guide.”
To this end, Eastern has created the specific policies described in the document: EASTERN ILLINOIS UNIVERSITY POLICY ON THE CARE AND USE OF ANIMALS. The associated forms, instructions, and other guidelines are also authoritative statements of Eastern's policy of assuring the welfare of animal.

Before using live vertebrate animals for research, teaching, or testing, any Eastern faculty member, staff member, or student must receive approval from the IACUC.

**Internal Governing Policy #48.4: Use of Materials Protected by Copyright**


#48.4 - Use of Materials Protected by Copyright

**Approved:** January 31, 2007  
**Administrative changes:** May 16, 2012  
**Monitor:** President

The policy of Eastern Illinois University is to respect the intellectual property of others. With this central goal in mind, the university will make reasonable efforts to ensure that administrators, faculty, staff, and students use copyrighted material in a manner that is consistent with the spirit and the letter of the law as set forth in the federal Copyright Act (Title 17 of the U.S. Code).

**Background**

Subject to specific exceptions, the owner of a copyrighted work has exclusive rights to use or authorize the use of that work including the right to:

- Make copies of the work;  
- Prepare a derivative work (such as a movie based on a copyrighted book);  
- Distribute copies to the public by sale or other transfer of ownership, or by rental, lease, or lending; and  
- Perform or display the work publicly.

In general, therefore, a person must secure the permission of the copyright owner before doing any of these acts. An important exception, however, allows for “fair use” of a limited amount of a copyrighted work even without the owner’s permission: “Fair use of copyrighted work for purposes such as criticism, comment, news reporting, teaching (including multiple copies for class use), scholarship, or research is not an infringement of copyright.” ([17 U.S. Code §107](https://www.copyright.gov/title17cfr/index.html)).

Performance, display or transmission of copyrighted materials in a classroom is not a copyright infringement under Section 110 of the Copyright Act ([17 U.S. Code §110(1)](https://www.copyright.gov/title17cfr/index.html)). In the case of motion pictures and audiovisual works, the copy being used must be a legal copy. The Technology, Education, and Copyright Harmonization Act of 2002 (TEACH Act) extended the protections of Section 110 to online courses provided that the transmission is limited to students officially enrolled in the course for which the transmission is made. In the case of digital transmissions, the institution must apply technological measures that reasonably prevent (1) retention of the work in accessible form by recipients of the transmission from the transmitting body or institution for longer than the class session; and (2) unauthorized further dissemination of the work in accessible form by such recipients to others.

**Assistance**

The university provides information and assistance to promote compliance with copyright law and facilitate the fair use of copyrighted material in meeting the university’s teaching and research missions. University students, faculty, staff, or administrators may find further information at [http://www.eiu.edu/copyright/](http://www.eiu.edu/copyright/).

**Internal Governing Policy #49: Textbook Rental Service**

See: [http://castle.eiu.edu/auditing/049.php](http://castle.eiu.edu/auditing/049.php)

#49 - Textbook Rental Service

**Approved:** May 24, 2014  
**Monitor:** Vice President for Student Affairs

Textbook Rental Service is designed to provide for students cost-effective access to textbooks. The Textbook Rental Service alternative, however, is an expedient, not a goal. Students are encouraged to purchase those basic and supplementary materials that will enable them to develop personal libraries. The University continues to emphasize to its students the important role personal libraries play in educational development.
Books for courses in the curriculum include basic textbooks, reserve books, supplementary material, and workbooks. Basic textbooks and some reserve books are supplied by Textbook Rental Service. Supplementary material and workbooks are available for student purchase at booksellers, including the University Union Bookstore, but are not stocked or sold by Textbook Rental Service. (See “Supplementary Material” and “Exceptions.”)

**Basic Textbooks**
Basic Textbooks for courses are adopted based on departmental decisions and approval by department chairs.

Multiple sections of courses and honors sections of courses are considered to be separate courses for purposes of selecting basic textbooks with the exception of core and introductory level courses.

A basic textbook shall remain on the approved textbook list for a course for the longer of two years or three semesters of scheduled use. A semester of scheduled use is defined as a semester in which the course for which the book is an official textbook is offered and the official textbook is issued. If a book is a basic textbook for more than one course, it shall accumulate only one semester of scheduled use during each semester in which it is used.

Ordinarily, the sum of the list prices of approved basic textbooks for any one course shall not exceed the amount in the current year’s cost limit schedule.

A separate request is required for each basic textbook adoption and shall include, where feasible, the following information.

1. Title, author, publisher, edition, course in which the new textbook is to be used, semester needed, number of copies needed, and estimated list price.
2. Author, title, edition, date of adoption, course for which the replaced textbook was used, and suggested disposition of the replaced textbook.

**Additional Instructional Materials**
Increasingly, publishers are including additional instructional materials with textbooks. These can be in the form of CD ROMs, PowerWeb cards, InfoTrac cards, Registration Codes, Workbooks, Charts, Guides, and other forms of supplemental materials. These materials are not basic textbooks and will not be issued by the Textbook Rental Service. If the Request for Textbook Purchase form indicates a package ISBN that includes a CD ROM and the request is supported by the Department Chairperson and approved by the Director of Textbook Rental Service, the CD ROM will be included in the text, if feasible. All other materials will be delivered to the instructor or, in the event of multiple instructors, the Department Chairperson of record and distributed to the students at their discretion.

When a book, used as a basic textbook for a particular course and not listed as a basic textbook for any other course, is removed from the official textbook list, the Textbook Rental Service Director may dispose of the books. Upon written request, one copy shall be sent to the appropriate academic department. If Textbook Rental Service is unable to dispose of the remaining copies through sales, additional copies may be provided to the appropriate academic department if so requested.

In addition, textbook information for all textbooks not issued for a period of five years or longer will be included in a "Fair Warning Listing" to be sent to each appropriate Department Chairperson to be shared with all faculty members within that department as to the lack of usage and the removal of these titles from the Textbook Rental Service inventory or the specific plans to issue these titles for current or future courses. Individuals, within each department, will review this listing and make notations as to the removal or retention of each title. If titles are to be retained in the Textbook Rental Service inventory, there must be specific information as to the course or courses that the textbook will be assigned and the expected date of use, (i.e. semester/year) This information must be returned by the established deadline. If the information is not returned by the established deadline or no notations are visible upon receipt of this information by the Textbook Rental Service, the "Fair Warning Listing" will be forwarded to the appropriate Dean of each academic area to serve as notification that these titles will be eliminated from the inventory. If titles, listed to be issued for current or future courses, are not utilized, these titles will be removed from the Textbook Rental Service inventory by the authorization of the Director, Textbook Rental Service. Textbooks that are listed to be removed from the inventory cannot be reordered for a period of two years following their removal.

When a new textbook purchase is approved, the Director of the Textbook Rental Service shall notify department chairs that the order was placed.

**Reserve Books**
Faculty may request Textbook Rental Service to place approved texts on reserve at Booth Library subject to availability. If department chairs desire additional copies or titles which are not available from Booth Library, they may
submit purchase requests to Textbook Rental Service for new reserve books. The same information is required as in the basic textbook request.

The total number of copies of a title on reserve during a semester for one or more sections of a course shall not exceed one copy for each ten students in the estimated enrollment of those sections. Expected enrollments may be rounded upward to integral multiples of ten for the purpose of determining the maximum number of copies that may be placed on reserve. Unused Textbook Rental Service reserve copies may be disposed of by the Director after notification to the chair of the department requesting their purchase. Ordinarily, the sum of list prices of reserve titles purchased with Textbook Rental Service funds shall not exceed the amount in the current year's cost limit schedule.

**Supplementary Material**

An instructor, with the approval of the department chair, may require that students purchase certain supplementary material for a section of a course.

Workbooks, study guides, laboratory manuals, periodicals and other consumable materials must be purchased by the students. Such items are not stocked by Textbook Rental Service nor are copies placed on reserve.

Requests for approval and purchase of supplemental material shall include the same information as basic textbook requests.

The Textbook Rental Service Director shall notify the University Union Bookstore, and booksellers who have requested such notification, of approved items on the Supplementary Textbook List indicating the course and sections and the expected enrollment in those sections.

The following supplementary material purchase procedure shall be followed:

1. The instructor may require purchase by students but may not recommend a seller.
2. Supplementary material requests will not be automatically renewed for successive terms the course is offered. They must be renewed each time they are to be used for a section of a course.

**Purchase Options, Lost Books and Fines**

During periods designated by the Textbook Rental Service Director, students may purchase textbooks at selling price, subject to the availability of replacements.

Graduate students may purchase textbooks for courses in which they are enrolled. After the Add/Drop deadline for each semester/term and by the mid-term for each semester/term, or by a later date determined by the Director, Textbook Rental Service, graduate students purchasing textbooks for courses in which they are currently enrolled can receive a refund of their textbook rental fee. A refund will be processed for the amount of purchase up to the actual amount of textbook rental fee paid. See Textbook Rental Service for details.

Lost textbooks must be paid for at current list price. Students may also be required to pay - current list prices for textbooks in which they have done extensive writing or highlighting, which have been subjected to unusual wear, or which have any visible signs of liquid damage of any type.

Students not returning textbooks by announced deadlines at semester or term ends are subject to charges including the list price of each textbook not returned and late charges of $20.00 per book. Late charges will be imposed immediately following the announced deadlines. Students will be charged the current list price for each unreturned book five days after the announced deadlines. These charges are non-refundable. Late returns will not be accepted after the five day grace period following the announced semester/term deadline. Late charges of $20.00 per book are in addition to the list price of each lost or damaged book as well as any books that are not returned by the five day grace period following the designated deadline.

Students are required to return all textbooks for courses they have dropped/withdrawn within two working days for regular on-campus courses or five working days for courses offered through the School of Continuing Education, after the drop date or be subject to charges which may include the list price of the textbook(s), late fines of $20.00 per book, and a non-refundable processing fee of $20.00 per book.

Textbook Rental Service holds will be included with all other University holds processed through the Student Accounts Office.

**Exceptions**

The Textbook Rental Service does not purchase textbooks for workshops, special courses, independent study, internship, research or thesis courses.
Any textbooks which are not needed as basic textbooks for other courses may be issued to students enrolled in workshops, special courses, independent study, research or thesis courses, but only after the official enrollment count day of a semester or term.

In instances where the body of knowledge in a discipline is undergoing rapid and substantial change, where a new edition replaces a current one on a cycle of less than two years, or where a textbook has substantial and serious shortcomings in its instructional value, the department chair may, with the concurrence of the Textbook Rental Service Director, approve basic textbooks for a course for less than two years or three semesters of scheduled use. If necessary for academic quality, dollar amounts may vary with the level and discipline of courses involved with the approval of the Textbook Rental Service Director.

If a department chair anticipates an accelerated depreciation schedule for a basic textbook, the textbook adopted shall have a copyright date no more than one year preceding the adoption inasmuch as the secondary market for such books may be greatly diminished.

Continuing Education: If the University charges the textbook fee for a specific course on-campus, the same fee will be charged when the course is offered off-campus. For offerings where there is no text and the course is not offered on-campus, there will be no textbook rental charge.

Exceptions, other than those specifically noted in this section, must be approved by the dean responsible for the academic department upon recommendation of the department chair and the Textbook Rental Service Director. In the event of no concurrence, the Textbook Rental Service Director shall refer such matters to the Vice President for Student Affairs and the Vice President for Academic Affairs for resolution. Due consultation with others as needed and as circumstances dictate is assumed.

Special Conditions for Computer Software
Requests for basic or supplementary material with companion software must be submitted through appropriate channels by the established semester/term deadline for the return of textbook information to the Textbook Rental Service.

For supplementary material with companion software the sum of the list prices may not exceed approximately three-fourths of the maximum for a basic textbook.

Textbooks Authored by EIU Faculty
To minimize suggestions of conflict of economic interest, recommendations for adoption for basic or supplementary textbooks authored by University faculty members must include approval of the department chair and the dean responsible for the academic department. A statement must accompany such recommendations, indicating (a) that no other textbooks containing material appropriate to the course are available, or (b) that if other textbooks are available, the textbook selected is deemed most appropriate.

Textbook Rental Service Advisory Committee
The Textbook Rental Service Advisory Committee, a standing University committee, is constituted as follows:

Student Affairs: Vice President for Student Affairs, Ex-Officio
Director, Textbook Rental Service, Chair
Council on Academic Affairs: Two members appointed by Council on Academic Affairs Chair
Council on Graduate Studies: One member appointed by Council on Graduate Studies Chair
Graduate Student Advisory Council: One student member elected by the Graduate Student Advisory Council for a one-year term.
Faculty Senate: Two members appointed by Faculty Senate Chair
Academic Affairs: One member appointed by Vice President for Academic Affairs
Academic Dean: One member appointed by Vice President for Academic Affairs
Department Chair: One member appointed by the Council of Chairs
Faculty-at-Large: Two members appointed by Vice President for Academic Affairs
Students: Two members appointed by Student Body President

Unless otherwise specified, appointments shall be for two academic years with appointments made during spring for the following fall. Members unable to complete their terms shall be replaced for the unexpired portion of their terms by appropriate appointments.
Review
The Textbook Rental Service Advisory Committee shall meet to discuss possible policy changes and to recommend cost limits. Faculty members wishing to suggest changes in policy are urged to submit their ideas through the Committee.

Internal Governing Policy #50: Certification for Graduation for Undergraduate and Graduate Students


#50 - Certification for Graduation for Undergraduate and Graduate Students

**Approved:** July 12, 2012

**Monitor:** Vice President for Academic Affairs

The evaluation of the student's record made by the Certifying Dean shall take precedence over any information provided by the student's adviser.

Student files concerning certification for graduation shall be retained for a period of five years after graduation or the date of last attendance.

For purposes of this policy, written statements and notices may be delivered by e-mail.

**PARTICIPATION IN COMMENCEMENT CEREMONY**

Names of students who have completed application for graduation and who have demonstrated a reasonable chance of completing graduation requirements will be placed on the college graduation list submitted by each Certifying Dean to the Office of the Registrar.

Names may be added to the college graduation list if information supporting the action is received in sufficient time to do so.

Students whose names appear on a given semester's official graduation list may participate in that semester's commencement ceremony or a subsequent ceremony of their choice. Requests for exceptions may be granted according to the following guidelines:

- Students able to complete all of their degree requirements by the end of the Summer Term may be granted permission to participate in the preceding Spring commencement ceremony.
- Students with only student teaching, internship, or practicum to be completed may be granted permission to participate in the commencement ceremony preceding their final term.
- Those who qualify for participation in an earlier commencement ceremony must complete a request form prior to the deadline specific to the semester in which the earlier ceremony will take place.

Regardless of participation in a commencement ceremony, no student will be certified for graduation and awarded a degree and diploma until the appropriate Certifying Dean has provided the Office of the Registrar with official verification of the completion of all degree requirements.

**CERTIFICATION FOR GRADUATION**

**Responsibility of Certifying Dean**

Upon receipt of a student's application for graduation, the Certifying Dean, or designee (hereafter referred to as Dean only), shall:

1. establish an appropriate individual file for the student.
2. evaluate the student's progress toward graduation.
3. provide the student with a written statement of the requirements to be completed for graduation. The student's adviser will also be provided with a written statement of the requirements if the same documentation is not available through the university's online computer system.
4. confer with students who have questions concerning their graduation requirements.
5. update the student's records with all waivers and substitutions which are approved and maintain a summary file as appropriate.
For students who are seeking graduation for the current term, the Dean shall:
1. determine whether students will complete all graduation requirements if they satisfactorily complete the courses in which they are enrolled.
2. notify, in writing, student and student's adviser of the result of the most recent evaluation, with all exceptions clearly stated. Students whose names have been removed from the graduation list shall be told to reapply for graduation for a later term.
3. send to the Office of the Registrar the names of students who should be added or deleted from the tentative graduation list for the current term.
4. upon receipt of official grades at the close of the final term, notify the Office of the Registrar of the names of students who have completed graduation requirements.
5. upon receipt of official grades at the close of the final term, notify those students who did not complete graduation requirements, with copies to their advisers.

**Responsibility of the Registrar**
The Registrar shall be responsible for the following:
1. providing the Deans with all pertinent information as soon as possible after the student applies for graduation.
2. sending to the Deans any pertinent information concerning the student's records as it is received by the Office of the Registrar.
3. notifying the Deans of the time frame during which additions and deletions can be accepted.

**Internal Governing Policy #51: Earned Degree Requirements**

See: [http://castle.eiu.edu/auditing/051.php](http://castle.eiu.edu/auditing/051.php)

**#51 - Earned Degree Requirements**

**Approved:** March 29, 1989  
**Nomenclature changes:** July 16, 1997  
**Monitor:** Vice President for Academic Affairs

All requirements for undergraduate degrees are approved by the President on recommendation of the Council on Academic Affairs and the Vice President for Academic Affairs and are published in the University Catalog.

All requirements for graduate degrees are approved by the President on recommendation of the Council on Graduate Studies and the Vice President for Academic Affairs and are published in the University Catalog.

**Internal Governing Policy #53: Board of Trustees Degree Program Guidelines for Administration**

See: [http://castle.eiu.edu/auditing/053.php](http://castle.eiu.edu/auditing/053.php)

**#53 - Board of Trustees Degree Program Guidelines for Administration**

**Approved:** April 19, 1989  
**Nomenclature changes:** December 13, 2001  
**Monitor:** Vice President for Academic Affairs

The University Director of the Board of Trustees Bachelor of Arts Degree Program shall be responsible for all recruitment, admission, assessment and advisement aspects of the Program.

All inquiries, written or personal, concerning the Program shall be referred to the Director for action.

All applications for admission to the program shall be sent immediately to the Director who has the authority to admit students to the program subject to University admission regulations. The Director shall inform both the applicant and the Director of Admissions concerning the admission status of the applicant.

The Registrar shall initially examine educational records, transcripts, tests, etc., of an applicant and shall forward them to the Director with a recommendation of how much degree credit should be awarded. In the determination of credit and kinds of credit to be awarded, the Director shall have final authority and shall inform the Records Office of credit to be awarded.
The Director shall review the credit recommendation of the evaluator for prior learning experience of the applicant and may recommend that the amount of credit be accepted or reduced. The Vice President for Academic Affairs shall approve the amount of credit for prior learning experiences.

The Director shall recommend applicants who are to be graduated and shall furnish a list of such students to the Registrar to be included on the graduation list.

In registering students in the Program for off-campus courses, the Director shall work closely with the Dean of the School of Continuing Education.

**Internal Governing Policy #55: Library Collection Development**

See: [http://castle.eiu.edu/auditing/055.php](http://castle.eiu.edu/auditing/055.php)

**#55 - Library Collection Development**

**Approved:** January 5, 2009  
**Monitor:** Vice President for Academic Affairs

Booth Library shall be responsible for serving the reading, reference and research needs of the University community. With the resources available in nearby libraries and with the possibility of various cooperative programs, the Library shall build a collection of the highest degree of excellence, both qualitative and quantitative, in all appropriate fields.

In developing its collections, the Library shall observe the following general guidelines:

1. Current publications of lasting and scholarly value shall be given priority over older and out-of-print materials.
2. Publications in the English language shall be given priority over non-English language publications, except for the acquisition of materials for disciplines requiring foreign materials.
3. Materials shall be acquired in a variety of formats.
4. Duplicate copies shall be purchased only on expectation of heavy and continued use.
5. Acquiring resources for undergraduate and graduate students shall take priority over the purchase of research materials solely for individual faculty use. The Library shall not purchase extensive in-depth materials for specific theses topics of graduate students or for research projects for faculty members beyond the level of the graduate program. Faculty members and graduate students, who need in-depth materials in areas which have not been collected, shall be encouraged to utilize the Library's borrowing services or to make use of the resources available at other institutions in the area.
6. The strengths and weaknesses of other library collections in this geographic region shall be considered in the selection of areas for intensive collection development.

**Allocation of Funds**  
The Dean of Library Services, as account manager for the Library, shall be responsible for the management of all Library funds, including the funds utilized for the purchase of materials in all formats. In managing these funds, the Dean shall work with the subject librarians and the academic departments.

In determining the funds to be reserved for library materials for specific disciplines, the Dean shall consult with the Library faculty and the Library Advisory Committee. The following criteria shall be considered:

1. total funds available,
2. library materials essential for the instructional needs of each department,
3. number of faculty in each department,
4. number of undergraduate and graduate courses taught,
5. new courses offered,
6. deficiencies in the existing collection,
7. number of students enrolled, and
8. the average prices of books and other materials in the subject areas.

Funds reserved for use for specific disciplines are not transferred from the library budget to the academic departments. They are reserved for the purchase of materials requested by the faculty, students and subject librarians, and remain at all times a part of the Library budget. Library funds shall not be used to acquire materials for the exclusive use of any group or individual. All materials purchased shall be available for the use of the entire University community.

**Selection Responsibility**  
Selection of library materials shall be the joint responsibility of the faculty and the library staff. Faculty members may participate in the book selection process in areas of their expertise; however, the primary responsibility for collection...
development lies with the Subject Librarians in the Library. The Subject Librarians shall work closely with faculty library
 coordinators from the academic departments.

The Library faculty shall be responsible for achieving a balanced collection and for coordinating the resources
development of the library as a whole.
Additional information is available from the library's website, including the complete Collection Development Policy.

LSC Approval: April 4, 2006
LAB Approval: October 18, 2006

**Internal Governing Policy #56: Study Abroad**

See: [http://castle.eiu.edu/auditing/056.php](http://castle.eiu.edu/auditing/056.php)

**#56 - Study Abroad**

**Approved:** December 5, 2007  
**Nomenclature changes:** June 5, 2013  
**Monitor:** Vice President for Academic Affairs

**Purpose**
Eastern Illinois University recognizes international education as a fundamental component of excellence in higher
education and encourages all students to take advantage of the fine opportunities available. It is the desire of the
University to move international education from the exception to the norm and to emerge as a leader within Illinois, the
nation, and the world. Studying abroad, or completing internships, practica, field experiences, special excursions, or
research in an international setting, confers on our students cross-cultural communication skills and breadth of
perspective that is critical in keeping graduates in the mainstream of an increasingly global employment market.

**Operation**
The Office of Study Abroad is responsible for overseeing and managing all educational activities and programs that
occur outside of the United States and that operate under the auspices of the University. The Office of Study Abroad
also ensures compliance with University policies and procedures. Because of the strategic goals established for study
abroad, as well as potential and procedural issues of risk, liability, financial aid, and academic credit, all activities
involving students and other non-employees conducted outside of the United States and under the auspices of the
University, for credit and not for credit, must be run through the Office of Study Abroad.

**Programs**
The Office of Study Abroad designs, develops, and manages a variety of study abroad programs for the University.
Options include, but are not limited to, exchange, one-way, consortia, and third-party provider programs. These
programs all have unique admission requirements and selection processes. They may also carry unique refund policies.

Short-term, faculty-led programs that depend on tuition recovery are selected by the International Education Council (IEC) according to published evaluation criteria and are co-managed between the Office of Study Abroad and the School of Continuing Education. EIU faculty may submit a program proposal to IEC by the appropriate deadline for a given term.

Policies and procedures that govern study abroad operations, programs, and activities can be found on the website of the Office of Study Abroad.

**Internal Governing Policy #57: Grants and Contracts Proposal Approval**

See: [http://castle.eiu.edu/auditing/057.php](http://castle.eiu.edu/auditing/057.php)

**#57 - Grants and Contracts Proposal Approval**

**Approved:** July 11, 2007  
**Monitor:** Vice President for Academic Affairs

This procedure pertains to all grant and/or contract proposals which are to be submitted to any external funding agency
and has been developed to insure that proposals are reviewed and approved by the appropriate University officials and
that they are consistent with the University's academic missions, instructional commitments and financial
General Instructions
The Proposal Transmittal Form must be completed before proposals can be submitted to an outside agency. The form meets all Board of Trustees and University regulations for grants and contract proposals. The Director of Research and Sponsored Programs is authorized to modify the Proposal Transmittal Form when necessary. Before modifying the form, the Director of Research and Sponsored Programs shall consult with the Director of Business Services/Treasurer and/or the Vice President for Academic Affairs if the Director of Research and Sponsored Programs deems such consultation necessary.

Not all situations encountered in developing a grant or contract proposal can be covered by this procedure. Persons preparing proposals are asked to work closely with the Director of Research and Sponsored Programs and the Accounting Office in the development of proposals.

Indirect Cost Recovery
The University requires all individuals and academic units to seek full reimbursement for indirect costs when applying for outside funding. Information and assistance in determining indirect costs may be obtained from the Office of Research and Sponsored Programs.

Waiver of the policy may be permitted when the sponsor has limitations imposed by federal law or by established policy. Request for waivers should be directed to the Director, Research and Sponsored Programs, who is authorized to consider and approve exceptions.

Pre-Award Requirements
1. All grant and contract proposals submitted for outside funding require the prior approval of the areas listed on the Proposal Transmittal Form.
2. The Accounting Office shall review all grants and contract proposal budgets to determine that the following items are in order:
   o Salaries must be consistent with University regulations.
   o Fringe benefits must be included as a direct cost of the budget.
   o Budgets are mathematically correct.

Post-Award Requirements
1. Upon receipt of a contract award, signed by the grantor and approved by the appropriate Vice President and the President or designee (with proper authorization), the Accounting Office shall set up a new account.
2. The Accounting Office is responsible for monitoring expenditures according to University regulations. The fiscal agent of the grant or contract is responsible for making valid expenditures against the project. This distinction is made between the responsibility of the Accounting Office and the fiscal agent because it is possible that an expenditure would meet University regulations but not be a valid expenditure against the project.
3. The Accounting Office is responsible for all reimbursement claims, financial reports and audits in connection with the account. Unofficial financial reports prepared outside the Accounting Office must receive clearance from the Accounting Office before being released.
4. The fiscal agent or project director is responsible for progress reports or technical reports on the project. A copy of the progress reports should be sent to the Director of Research and Sponsored Programs.
5. Personnel may be assigned to grants and contract projects only through the regular University employment procedures. The Director of Research and Sponsored Programs, through the Accounting Office, shall ensure that the appointment is a valid charge against the grant or contract, that funds are available, and that the appointment is not outside the termination date of the project.
6. The Director of Research and Sponsored Programs shall be responsible for ensuring that persons engaged in grant or contract-funded activities do not have conflicts of interest that could compromise the integrity of the activities and of the University as a consequence.
7. The Director of Research and Sponsored Programs shall be responsible for determining that appropriate provisions are made to safeguard human subjects involved in any sponsored research activity.
8. The Director of Research and Sponsored Programs shall work with the Director of Human Resources in implementing the requirements of the Federal Drug-Free Workplace Act of 1988.
Internal Governing Policy #58: Scientific Misconduct

See: http://castle.eiu.edu/auditing/058.php

#58 - Scientific Misconduct

Approved: August 7, 1996
Nomenclature changes: July 16, 1997
Monitor: Vice President for Academic Affairs

Preamble

Eastern Illinois University recognizes that integrity in research is an uncompromising component of academic life. Toward the end of assuring the continuance of this goal at the University, the following procedures are adopted for dealing with and reporting possible misconduct in science.

The University recognizes that cases of scientific misconduct are rare. Nevertheless, it is the intent of this policy to provide a basis for dealing with any alleged occurrence of scientific misconduct (as defined in the definitions section) at the University on a research, research-training or research-related grant or cooperative agreement funded by the Public Health Service (PHS). It is recognized that non-scientific issues are covered by other policies and are not intended to be part of these considerations.

Definitions

1. Misconduct or Misconduct in Science means fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.

2. Funded by means the provision of monetary or other direct support through grants, cooperative agreements, or fellowships, and includes sub-grantees, contractors under grants, and individuals who work on the funded research project even though they do not receive compensation from the Federal funds.

3. Investigator (called the "accused" in this document) means a principal investigator, any co-investigator, the program director or trainee on a training grant, a recipient of a career award or fellowship, or other individual who conducts or is responsible for research or research training funded by PHS or proposed for funding in an application to PHS.

4. An Inquiry means information-gathering and initial fact-finding to determine whether an allegation or apparent instance of misconduct warrants an investigation.

5. An Investigation means an in-depth examination and evaluation of all relevant facts to determine if an instance of misconduct has taken place.

Guiding Principles

1. To help insure the protection of academic integrity in research at the University.

2. To insure appropriate confidentiality for both the complainant and the respondent during the process.

3. To secure a fair and just hearing for the respondent.

Procedures for Dealing with Misconduct

Scientific Misconduct: Allegations and the Committee Process

Assertions or charges of misconduct are to be in writing and signed by the accuser. They are to be submitted to the Vice President for Academic Affairs.

The process for dealing with possible misconduct shall include the initiation of at least one and possibly two committees. In the case of an accusation, the Inquiry Committee, shall be appointed by the Vice President for Academic Affairs on an ad hoc basis. The chairperson of this committee shall be the Director, Research and Sponsored Programs. In addition, the committee shall include four faculty members, all of whom have significant University administrative and/or research experience.

The Investigative Committee shall be convened only if the Inquiry Committee finds reason to pursue the allegations. The investigative committee shall be a standing committee appointed by the Vice President for Academic Affairs and shall include the Director, Research and Sponsored Programs as a member. The Dean, Graduate School and International Programs shall serve as the Chair of the standing committee. Members shall be appointed, on a staggered basis, for three-year terms.

Accusations and Confidentiality

Upon receipt in writing of alleged misconduct, the Vice President for Academic Affairs shall, if necessary and after appropriate consultations, appoint an ad hoc Inquiry Committee and refer the matter to the Chair of the Inquiry Committee. The Committee shall initiate an inquiry into the charges. During this process all involved shall endeavor to
keep the names of both the accused and the accuser confidential. Confidentiality will be breached only on a "need to know" basis.

Inquiry and Investigation
The definitions above emphasize that the inquiry stage of the misconduct process is only to determine whether there is sufficient evidence to initiate an investigation.

In many cases, action on the recommendations at this stage of review will complete the case appropriately and justly. The allegation of misconduct may be sustained, but its magnitude may be deemed to require only minor sanctions or changes in practice.

The investigation stage of the process shall occur only when the inquiry has provided sufficient reason for a formal examination to determine whether misconduct has occurred.

Inquiry
The Chair of the Inquiry Committee shall, prior to contacting the committee, discuss with the Vice President for Academic Affairs the possible involvement of the University Legal Counsel in the matter. After a determination has been made relative to whether to involve legal counsel, the chair shall initiate an inquiry into the merits of the accusation. The inquiry shall be completed within sixty calendar days from receipt of the allegation unless circumstances clearly warrant a longer period. In the process of the inquiry, the appropriate Dean and Department Chair shall be consulted. A written report shall be sent to the Vice President for Academic Affairs.

During the inquiry, the accused shall be provided with an opportunity to respond to the charges. The response shall be duly recorded as part of the record of the proceedings. Records of the process shall be maintained by the University for three years.

Investigation
If, after review of the results of the inquiry, the Vice President for Academic Affairs determines that there is sufficient grounds to warrant an investigation, the investigation shall be initiated within thirty days of the completion of the inquiry. The investigative body shall consist of the Investigative Committee as defined above, plus additional members deemed vital by the Vice President for Academic Affairs for a fair and impartial resolution.

The following procedures shall be followed:

1. The accused investigator shall be informed in writing of the charges against him/her prior to the initiation of the investigation.
2. The investigation normally will include examination of all documentation, including but not necessarily limited to relevant research data and proposals, publications, correspondence, and memoranda of telephone calls.
3. Whenever possible interviews will be conducted of all individuals involved either in making the allegation or against whom the allegation is made, as well as other individuals who might have information regarding key aspects of the allegations. Complete summaries of these interviews shall be prepared, provided to the interviewed party for comment or revision, and included as part of the investigatory file.
4. The committee shall secure the necessary and appropriate expertise to carry out a thorough and authoritative evaluation of the relevant evidence.
5. Precaution shall be taken against conflicts of interest between the accused investigator and members of the investigating committee.
6. Interim administrative action may be taken, as appropriate, to protect Federal funds and insure that the purposes of the Federal financial assistance are carried out.
7. The Investigation Committee and the University shall keep the Office of Scientific Integrity apprised of any developments during the course of the investigation which disclose facts, (a) that may affect current or potential Department of Health and Human Services funding for individuals under investigation, or (b) of which the PHS needs to be aware to insure appropriate use of Federal funds and otherwise protect the public interest.

Actions Following Investigation
1. The University shall make a diligent effort, where appropriate, to restore the reputations of persons alleged to have engaged in misconduct when allegations are not confirmed.
2. The University shall undertake diligent efforts to protect the position and reputations of those persons who made the allegations in good faith.
3. The University shall, in accordance with appropriate University and Board of Trustees regulations, impose appropriate sanctions on individuals when the allegation of misconduct has been substantiated.
4. The University shall notify appropriate Federal agencies of the final result of the investigation.
Internal Governing Policy #60: Student Access to Educational Records

See: http://castle.eiu.edu/auditing/060.php

#60 - Student Access to Educational Records

Approved: June 13, 2007
Monitor: Vice President for Student Affairs

Student educational records are maintained in accordance with the provisions of the federal Family Educational Rights and Privacy Act of 1974, as amended. With the exception of certain records restricted by the Act, students may review their educational records as follows:

1. A student shall complete a request to inspect the records at the designated office where those records are maintained.
2. The review shall be granted as soon as possible and no later than 45 days after receipt of the request. The specific time and location for such review shall be determined by the custodian of the record. The custodian shall ensure that the student (a) has filed a written request, (b) has presented appropriate identification, (c) views only his/her record, and (d) reviews the record under appropriate supervision.
3. A fee which covers the cost of copying may be charged for copies of records or portions of records provided to the student. The amount charged shall be copying charges regularly established by the University.
4. A student may challenge the content of the educational record on the basis that one or more items are misleading, inaccurate, or in violation of the privacy rights of the student. The student may request that the item(s) be amended, corrected, or deleted. Grade appeals are administered under a separate University policy.
5. If the challenge is not resolved to the student's satisfaction, the student may submit a written request for a hearing at the designated office where the records in question are maintained. Notice will be given and the hearing held under the provisions of the Act, by an individual or panel appointed by the President.
6. If, as a result of the hearing, the University decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will inform the student of the right to place a statement in the record commenting on the contested information or stating why he or she disagrees with the decision of the University, or both.

If a student believes that the University has failed to comply with the requirements of the Act, a formal complaint may be made to the Director, Office of Civil Rights, Affirmative Action and Diversity.

Internal Governing Policy #61: Religious Observance Accommodations for Students

See: http://castle.eiu.edu/auditing/061.php

#61 - Religious Observance Accommodations for Students

Approved: March 28, 2007
Monitor: Vice President for Student Affairs

The University shall reasonably accommodate its students who are unable to fulfill their regular duties on the occasion of a religious observance. Students who are unable to attend class or take examinations for religious reasons shall be given information needed to make up classes and work missed, including examinations. Students should make arrangements for their absence in advance through established procedures for verifying absences.

The University's Discrimination Complaint Procedures are available through the Office of Civil Rights to students who believe they have been discriminated against under this policy.
Internal Governing Policy #64: Student Unclear Records

See: http://castle.eiu.edu/auditing/064.php

#64 - Student Unclear Records

Approved: March 28, 2007
Monitor: Vice President for Student Affairs

Each department or unit shall use all possible means, in addition to written notice, to get students to clear their records prior to the close of a grading period. Students withdrawing during a grading period should clear their records at the time of withdrawal.

An official notice concerning unclear records shall be placed in the Eastern News by the Records Office each grading period.

Transcripts and diplomas shall be held for students with unclear records.

A "complete hold," which shall preclude registration or release of any information to outside agencies, shall be placed on a student's academic record for the student with long-standing, numerous, or flagrant unclear records.

Each department or unit is responsible for notifying students of unclear records.

Removal of holds because of "unclear records" or "complete holds" is the responsibility of the appropriate department or unit.

Textbook Rental Service
At the end of each semester or term the Textbook Rental Service staff shall check for unclear records. Fines will be assessed according to Internal Governing Policy #49.

Students must have a clear record with Textbook Rental Service before additional textbooks may be issued.

Other Departments or Offices
Others having special requests concerning students with unclear records, upon approval by the Registrar, shall report unclear records to the Records Office at the end of each grading period.

Registration - Cancellation of Classes
A student with an unclear record will not be allowed to register or make changes to his/her schedule.

Internal Governing Policy #65: Student Withdrawal from a Course

See: http://castle.eiu.edu/auditing/065.php

#65 - Student Withdrawal

Approved: September 28, 2009
Monitor: Vice President for Academic Affairs

ACADEMIC CONSIDERATIONS:
The Registrar will establish procedures for withdrawing from a course or the University.

Withdrawal From A Course
During a Fall or Spring Semester, a student may withdraw from a course on or before the tenth class day, and the course will be dropped from the student record with no grade assigned.

From the eleventh class day until the Friday of the 11th class week of the semester, a student may withdraw from a course with a grade of "W".

Withdrawal dates for summer are reduced proportionately and published in the class schedule for the appropriate term. Students may withdraw from a short course (i.e. eight class days or fewer) the first class day and the course will be dropped from the student record with no grade assigned. Students must withdraw from a short course of 2 days or fewer the day prior to the first class day and the course will be dropped from the student record with no grade assigned.
**Late Withdrawal**

After the Friday of the 11th class week or equivalent a student may initiate a withdrawal from a course or the University through a late withdrawal process established by the Registrar and including:

1. Provisions for withdrawing from the course with a Late Withdrawal by March 15th for the immediately preceding fall semester and October 15th for the immediately preceding spring or summer.
2. An appeal procedure for denied late withdrawal requests. The appeal shall be submitted to the University not later than one year from the close of the term in which the course was taken.
3. A non-refundable Late Withdrawal Fee of $25 per late withdrawal credit requested with a maximum of $100 per occurrence. The Registrar may waive the Late Withdrawal Fee when circumstances warrant in accordance with criteria that include but are not necessarily limited to timely initiation of the request to withdraw, documented health matters corroborated by the University Health Service, withdrawal pursuant to another Internal Governing Policy, and never having attended or participated in the course.

The Registrar will consider late withdrawal requests and render a decision. Late Withdrawal requests denied by the Registrar may be appealed to the Late Withdrawal Appeal Committee.

**Late Withdrawal Appeal Committee**

The Provost shall appoint a Late Withdrawal Appeal Committee whose decision is final and not subject to further appeal.

**Withdrawal From the University**

Rules governing grading practices upon withdrawal from the University are the same as those listed above for withdrawal from a course.

**Withdrawal from the University for Military Service**

Policies covering the withdrawal of students from school because of a call to active military duty are covered under a separate policy. See IGP #95 Student Withdrawal for Military Service.

**Withdrawal From the University for Medical Reasons**

Upon the written recommendation of a licensed physician or a licensed mental health professional, and with the concurrence of the University Health Service, or the University Counseling Center, a student may be granted permission to officially withdraw from courses or from the University at a later date than specified above.

**Involuntary Withdrawal for Psychological Reasons**

See IGP #63 Mandated Withdrawal for Psychological Reasons.

**Student Death**

Upon the death of a student, the Registrar shall be responsible for notifying the appropriate instructors. The Registrar shall be responsible for seeing that appropriate grades are recorded and that appropriate tuition and fees are refunded.

**FINANCIAL CONSIDERATIONS:**

**Tuition and Mandatory Fees**

The term "refund" is defined as the cancellation of an unpaid obligation and charges as well as an actual refund of an amount previously paid.

Except for Scholarship Awards, students may initiate requests for refunds of tuition and mandatory fees no later than the end of the 11th week (or equivalent time for terms other than fall or spring) of the term for which the refund is requested. Appeals of denials of such requests may be made to the Late Withdrawal Appeal Committee up to one year after the close of the term during which the course was taken. Appeals for denials of scholarship awards and housing fees may be made to the Vice President for Student Affairs.

Financial considerations pursuant to this policy include:

1. Withdrawals from the University
2. Ineligible Enrollment Status
3. Reductions in Load
4. Equal or Better Insurance Coverage
University regulations provide the following additional policies:

1. **Insurance Fee.** The insurance fee will not be refunded unless a written request is made to the Financial Aid Office before the tenth day of classes of a given fall or spring semester or the fifth day of the summer term. To receive a refund the student must provide documentation attesting to equal or better insurance coverage. If the insurance fee is refunded, no claims shall be paid by the University.

2. **Enrollment Cancellation or Withdrawal.** A student who has registered and officially withdraws from the University in accordance with established University procedures on or before the tenth day of regularly scheduled classes shall receive a refund of all tuition and mandatory fees, including the insurance fee. If the insurance fee is refunded, no claims shall be paid by the University. A student who officially withdraws from the University in accordance with established University procedures after the tenth day but before the pro rata period, shall receive a pro rata refund of all tuition and mandatory fees up to a maximum percentage defined by the federal financial aid refund regulations (except insurance which is non-refundable). The pro rata percentage is based upon the amount of time the student attended that term.

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**Student Death**
The estate of a student deceased during the course of a semester or term may receive a refund of tuition and mandatory fees. If the student has filed a health insurance claim, tuition and mandatory program and service fees, except the health insurance fee, may be refunded. If the student has received federal financial aid for the term, there may be a full or partial refund depending upon circumstances and state federal regulations.

**Medical/Psychological**
A student may receive a refund of tuition and mandatory fees upon submission of medical and/or psychological evidence that student's condition precluded any or a portion of their class attendance at the University. See also IGP #63, Mandated Withdrawal for Psychological Reasons. If the student has filed a health insurance claim, tuition and mandatory fees, except the health insurance fee, may be refunded in part or in whole. If the student has received federal financial aid for the term, there may be a full or partial refund of tuition and mandatory fees depending upon the timing of the withdrawal, University policy, and state and federal regulations.

**Special Fees**

**Room and Board Charges**
All housing payments are refunded if a student is not admitted to the University. Students who cancel their contracts and move from the residence halls and do not officially withdraw from the University shall be responsible for the entire year's residence hall payments.

Students expelled from the residence halls for disciplinary reasons under the provisions of the Student Conduct Code shall be responsible for the full room charges for the year and for board charges through the week in which the student leaves the hall.

Room rent is not refundable except for reasons stated above or in the residence hall contract. A student who withdraws from the University during a term will be charged room rent for the term. Board is refunded from the end of the week in which the student leaves the residence hall and the University.

**Miscellaneous Fees and Charges**
No refund of any miscellaneous fee or charge other than those listed below shall be considered. No refunds will be made for amounts less than $1.00, and the money shall become the property of the University.

1. **Breakage and Usage Fees.** A refund shall be made of the amount not used for actual breakage and/or usage after completion of the course.
2. **Housing Security Deposit.** The security deposit shall be refunded upon written request and in accordance with the terms of the residence hall contract.
3. **Physical Education Clothing and Towel Rental Policy.** Deposits will be refunded anytime during the term (through the last day of final examinations) upon return of the clothing and clearance of card by equipment room attendant.
4. **Duplicate or Overpayments.** Refunds will be made in cases of duplicate payments or overpayments.
5. **Course Fees.** Course fees are refunded under the same policies for tuition and mandatory fees.
Internal Governing Policy #66.1: Guaranteed Tuition Rate Plan

See http://castle.eiu.edu/auditing/066_1.php

#66.1 - Guaranteed Tuition Rate Plan

Approved: April 21, 2004
Monitor: Vice President for Academic Affairs

In accordance with Public Act 93-0228 (110 ILCS 665/10-120), Eastern Illinois University shall limit undergraduate tuition increases to students who first apply after the 2003-2004 academic year.

Copies of the procedures are available on-line at http://www.eiu.edu/registra/gtrplan.php or in the Admissions and Bursar Offices.

Internal Governing Policy #68: Admission Policies, Undergraduate Students

See http://castle.eiu.edu/auditing/068.php

#68 - Admission Policies, Undergraduate Students

Approved: January 7, 2013
Monitor: Vice President for Academic Affairs/Provost

The University will consider admission applications, dependent upon the availability of facilities and resources, from candidates who meet the criteria approved by the Council on Academic Affairs, the University President and the Board of Trustees, and published in the Eastern Illinois University Undergraduate Catalog.

Undergraduate admissions are handled by the Office of Admissions, except where otherwise noted. Acceptance of applications and granting of admissions are subject to completion of the application process. Completed applications must be on file no later than ten calendar days preceding registration for the term in which the student wishes to enroll. Some applications require special deadlines and these are outlined in the Undergraduate Catalog. In all cases, earlier closing dates may be announced through the media.

The University grants admission to students whose abilities, interests, character, and background give them the greatest promise of benefiting from and contributing to the Eastern Illinois University community. Such students demonstrate strong academic ability, intellectual curiosity, open-mindedness, and a commitment to learning. Since students learn not just from faculty but also from fellow students, Eastern seeks a diverse student body with a variety of talents, interests and backgrounds. An application for admission to the University does not constitute an application for housing or financial aid, nor does an application for housing or financial aid constitute an application for admission.

The EIU Undergraduate Catalog is the official source for specific requirements for admission in the following categories:

- **Beginning Freshmen.** A beginning freshman is an applicant whose initial college or university enrollment is at Eastern Illinois University. In addition to ACT or SAT scores, class rank, and cumulative grade point average, admission decisions are based on the strength of the student’s academic record; by personal qualities and accomplishments; and by capacity for growth. Careful attention is paid to letters of recommendation (from counselors and instructors of college preparatory courses), the student's personal statement, and co-curricular activities.

- **Transfer Students.** A transfer student is an applicant who has attended one or more other colleges or universities. To qualify for admission as a transfer student, an applicant must have earned a cumulative GPA of at least 2.00 on a 4.00 grading scale based on all college-level work attempted, and a 2.00 cumulative GPA of at least 2.00 on a 4.00 scale from the last institution attended. Transfer applicants who have completed fewer than 30 semester hours of college-level work also must satisfy one of the following criteria:
  1. The applicant must meet the admission requirements for beginning freshmen (above); or
  2. The applicant must have completed 24-29 semester hours of coursework at other accredited colleges or universities with a minimum cumulative grade point average of 2.5.

- **International Students.** Applicants who are non-United States citizens or non-Permanent Resident Aliens. All processing is handled through the Office of International Programs.
• **Conditional Students.** A student (not a former student at EIU) who is allowed to register for courses prior to submitting official transcripts and being officially admitted to the University.

• **Guest Students.** A student is one who is not seeking a degree at Eastern Illinois University and is not a former regular student at EIU.

• **Students in the Gateway Admissions Program.** Students who do not meet regular admission requirements may be considered for admission to the Gateway Admissions program. Admission to the program is considered for beginning freshmen for the Fall Semester only.

• **Readmission.** Former undergraduate students who are academically eligible and wish to return to the University after a lapse of one or more semesters must make application for readmission to the Records Office.

The Provost may approve special admissions based on an applicant’s academic record, extracurricular record, and evidence of special ability to contribute to the University’s mission. Such admissions should be limited to less than 1% of the freshman class size for the previous year. The President shall be informed in writing of all special admission actions by the Provost.

**Internal Governing Policy #68.1: Admission Policies, International Undergraduate Students**

See [http://castle.eiu.edu/auditing/068_1.php](http://castle.eiu.edu/auditing/068_1.php)

**#68.1 - Admission Policies, International Undergraduate Students**

**Approved:** December 21, 2009  
**Monitor:** Vice President for Academic Affairs

The University will consider admission applications, dependent upon the availability of facilities and resources, from candidates who meet the criteria approved by the Council on Academic Affairs, the University President and the Board of Trustees, and published in the Eastern Illinois University Undergraduate Catalog.

International undergraduate admissions are handled by the Office of International Students and Scholars. Acceptance of applications and granting of admissions are subject to completion of the application process and an approved financial affidavit form to meet Student and Exchange Visitor Information System (SEVIS) requirements. Completed applications must be on file by the published deadlines listed on the Office of International Students and Scholars website. Transfer students from other U.S. institutions must complete their applications no later than ten calendar days preceding the start of the semester. The EIU Undergraduate Catalog is the official source for specific requirements for international undergraduate admission and admission limitations.

An application for admission to the University does not constitute an application for housing or financial aid, nor does an application for housing or financial aid constitute an application for admission.

**International Student Admission to Undergraduate Programs**

• **Beginning Freshmen.** A beginning freshman is an applicant whose initial college or university enrollment is at Eastern Illinois University. The minimum scholarly requirements for admission are outlined in the Undergraduate Catalog.

• **Transfer Students.** A transfer student is an applicant who has attended one or more other colleges or universities. The minimum scholarly requirements for admission are outlined in the Undergraduate Catalog.

• **Readmission.** Former undergraduate students who are academically eligible and wish to return to the University after a lapse of one or more semesters must make application for readmission to the Office of the Registrar. In addition, students must contact the Office of International Students and Scholars to inquire about SEVIS requirements.

• **Conditional Admission to the University.** Conditional admission may be offered to undergraduate applicants who meet the criteria for admission to Eastern Illinois University except for English language mastery. Undergraduates with conditional admission must provide evidence of meeting English language mastery prior to permission to enroll in classes. Documentation of English language mastery can be met by one of the ways listed in the Eastern Illinois University Undergraduate Catalog.
Internal Governing Policy #68.2: Residency Status

See: http://castle.eiu.edu/auditing/068_2.php

#68.2 - Residency Status

Approved: March 29, 2010
Monitor: Vice President for Academic Affairs

Residency Definitions

For purposes of this policy, the following definitions pertain:

1. An “adult student” is a student who is eighteen or more years of age.
2. A “minor student” is a student who is less than eighteen years of age.
3. An “emancipated minor student” is a completely self-supporting student who is less than eighteen years of age. Marriage or active military service shall be regarded as effecting the emancipation of minors, whether male or female, for the purposes of this regulation.
4. “Residence” means legal domicile. Voter registration, filing of tax returns, proper license and registration for driving or ownership of a vehicle, and other such transactions may verify intent of residence in a state. Neither length of university attendance nor continued presence in the university community during vacation periods shall be construed to be proof of Illinois residence. Except as otherwise provided in this policy, no parent or legal or natural guardian will be considered a resident unless the parent or guardian maintains a bona fide and permanent residence in Illinois, except when temporarily absent from Illinois, with no intention of changing his or her legal residence to some other state or country.

Residency Determination Criteria

1. Adult Students

To be considered a resident, an adult student must have been a bona fide resident of Illinois for a period of at least four consecutive months immediately preceding the beginning of any term for which the individual registers at the University and must continue to maintain a bona fide residence in Illinois. In the case of adult students who reside with their parents (or one of them if only one parent is living or the parents are separated or divorced), the student will be considered a resident if the parents have established and are maintaining a bona fide residence in Illinois.

2. Minor Students

The residence of a minor student shall be considered to be the same as and change with the following:

i. That of the minor's parents if they are living together, or the living parent if one is deceased; or

ii. If the parents are separated or divorced, that of the parent to whom custody of the minor has been awarded by court decree or order, or, in the absence of a court decree or order, that of the father unless the minor has continuously resided with the mother for a period of at least four consecutive months immediately preceding the beginning of any term for which the minor registers at the University, in which latter case the minor's residence shall be considered to be that of the mother; or

iii. If the minor has been legally adopted, that of the adoptive parents, and, in the event the adoptive parents become divorced or separated, that of the adoptive parent whose residence would govern under the foregoing rules if the parent had been a natural parent; or

iv. That of the legally appointed guardian of the person; or

v. That of a “natural” guardian such as a grandparent, adult brother or adult sister, adult uncle or aunt, or other adult with whom the minor has resided and by whom the minor has been supported for a period of at least six consecutive months immediately preceding the beginning of any term for which the minor registers at the University for any term if the minor's parents are deceased or have abandoned the minor and if no legal guardian of the minor has been appointed and qualified.

3. Emancipated Minors

If emancipated minors actually reside in Illinois, such minors shall be considered residents even though their parents or guardians may not reside in Illinois. Emancipated minors who are completely self-supporting shall be considered residents if they have been a bona fide resident of Illinois uninterrupted for a period of at least four consecutive months immediately preceding the beginning of any term for which they register at the University.
Emancipated minors who reside with their parents and whose parents (or one of them if one parent is living or the parents are separated or divorced) have established and are maintaining a bona fide Illinois residence shall be regarded as residents.

4. Minor Children of Parents Transferred outside the United States

The minor children of persons who have resided in Illinois for at least twelve consecutive months immediately prior to a transfer by their employers to some location outside of the United States shall be considered residents. This rule shall apply, however, only when the minor children of such parents enroll in the University within five years of the time their parents are transferred by their employer to a location outside the United States.

5. Married Students

A non-resident student, whether minor or adult, who is married to a person who meets and complies with all of the applicable requirements of these policies to establish residence status, shall be classified as a resident.

6. Military Personnel and Families

If a person is on active military duty and stationed in Illinois, then the Board shall deem that person and any of his or her dependents Illinois residents for tuition purposes. Beginning with the 2009-2010 academic year, if a person is on active military duty and is stationed out of State, but he or she was stationed in this State for at least 3 years immediately prior to being reassigned out of state, then the Board shall deem that person and any of his or her dependents Illinois residents for tuition purposes, as long as that person or his or her dependent (i) applies for admission to the University within 18 months of the person on active military duty being reassigned or (ii) remains continuously enrolled at the University.

7. Staff Members of the University, Allied Agencies, and Faculty of State-Supported Institutions in Illinois

Staff members of the University and of allied agencies, and faculties of state-supported institutions of higher education in Illinois, holding appointment of at least one-quarter time, and their spouses and dependent children, shall be treated as residents.

8. Teachers in Public and Private Illinois Schools

Teachers in the public and private elementary and secondary schools of Illinois shall, if subject to payment of tuition, be assessed at the resident rate during any term in which they hold an appointment of at least one-quarter time, including the summer session immediately following the term in which the appointment was effective.

Changes in Residency Status

1. If a non-resident is classified by error as a resident, a change in tuition charges shall be applicable beginning with the term following reclassification. If the erroneous resident classification is caused by false information submitted by the student, a change in tuition charges shall be applicable for each term in which tuition charges were based on such false information. In addition, the student who has submitted false information may be subject to appropriate disciplinary action.

2. If a resident is classified by error as a non-resident, a change in tuition charges shall be applicable during the term in which the reclassification occurs, provided that the student has filed a written request for review in accordance with this regulation.

Internal Governing Policy #74: Falsification of Records by Students

See: [http://castle.eiu.edu/auditing/074.php](http://castle.eiu.edu/auditing/074.php)

#74 - Falsification of Records by Students

Approved: May 2, 2007
Monitor: Vice President for Student Affairs

Allegations of falsification of University records pertaining to admission or registration shall be investigated by the appropriate office, following which the student shall be afforded an opportunity to respond and refute such allegations in accordance with the provisions of the Student Conduct Code.

Upon a determination that admission or registration was falsified, disciplinary action, including expulsion, suspension, or lesser sanctions authorized by the Code, may be imposed. Should it be determined that the student would have been otherwise ineligible for admission or credit obtained through such falsification, inapplicability towards degree
requirements or complete revocation of any academic credit thus obtained may be imposed, either for a student whose enrollment is terminated or revoked or for a student who may be permitted to remain enrolled.

**Internal Governing Policy #95: Student Withdrawal for Military Service:**

See: [http://castle.eiu.edu/auditing/095.php](http://castle.eiu.edu/auditing/095.php)

**#95 - Student Withdrawal for Military Service**

**Approved:** January 23, 2012  
**Monitor:** Vice President for Academic Affairs

Students who, during the course of an academic term enter active military service including National Guard and Reserve active duty and are not in attendance at the end of the term, will receive course and residence credit as follows:

1. If withdrawal is during the first four full weeks of the term, no course credit shall be awarded, no grades shall be granted, and the term shall not be counted as a term in residence.
2. If withdrawal is after the first four weeks of the term and before the last two weeks of the term, students may:
   a) "Withdraw" from the University and receive a refund of tuition and fees, including the insurance fee, unless a claim has been filed. Room and board charges, if applicable, shall be prorated for actual use, or
   b) receive "Incompletes" in all coursework and no refund.
3. If withdrawal is during the last three full weeks of the term, including the week of final examination, full course credit shall be awarded, grades attained at the time of withdrawal shall be granted, and the term shall count as a term of residence.
4. Students who have met all requirements for graduation as determined by the college certification officer, except those that would be fulfilled by completing the courses enrolled in at time of withdrawal for military activation shall receive full credit for those courses and may be recommended for graduation provided:
   a) the faculty member is consulted to ensure that the student should be recommended for graduation, and the student decides that he/she wishes to be certified for graduation at the time of withdrawal,
   b) they have completed the seventh week of that semester, and
   c) they are earning a grade of C or better in each and every course needed to satisfy the graduation requirements.

**Financial Aid**

When a student withdraws from all classes in a term and has federal financial aid, the "Federal Return to Title IV Policy" applies. For complete details on the policy, please refer to the following website: [http://www.eiu.edu/finaid/policies_withdraw_return_title_funds.php](http://www.eiu.edu/finaid/policies_withdraw_return_title_funds.php).

Students enlisted in the National Guard or the Military Reserves are to be allowed a reasonable time to make up academic work lost while participating in required training.

**Internal Governing Policy #122.1 - Study Abroad Program Withdrawal, Refund, and Fee**

See [http://castle.eiu.edu/auditing/122_1.php](http://castle.eiu.edu/auditing/122_1.php)

**#122.1 - Study Abroad Program Withdrawal, Refund, and Fee**

**Approved:** December 5, 2007  
**Monitor:** Vice President for Academic Affairs

This policy addresses potential financial and relational losses to the University's Study Abroad Program caused by the late withdrawal of a student. With respect to short-term faculty-led programs, the refund policy also protects the programs from being cancelled at the last minute due to low enrollment.

All students who are permitted to enroll for study abroad shall be charged fees.[1] Included in these fees is a sum of $50.00 designated as an administrative cost for processing the enrollment paperwork.

When the University does not have a financial obligation to an outside entity for airfare, tuition-related expenses, and/or accommodations, the following refund policy applies. A student enrolled in a study abroad program who withdraws from
the program by providing written notice 30 or more days before the program’s published start date shall receive a refund of the fees paid or a credit for fees charged less the $50.00 cost for processing. A student enrolled in a study abroad program who withdraws from the program by providing written notice 29 or fewer days before the program’s published start date or on or after the program’s published start date will not receive any refund or credit and will be charged for all fees normally charged by the University in association with the program. Such fees may include the study abroad administrative fee or a study abroad health insurance fee. This policy is designed to discourage students from withdrawing at the last minute or simply not showing up at partner institutions and embarrassing or causing undue strain on the University's international relationships.

When the University has a financial obligation to an outside entity for airfare, tuition-related expenses, and/or accommodations, the following refund policy applies. A student enrolled in a study abroad program who withdraws from the program by providing written notice on or before the program’s published application deadline shall receive a refund of the program fees paid or a credit for program fees charged less the $50.00 cost for processing. Because the University must make advance financial commitments, including payments that it cannot recover to outside organizations or individuals, in support of students enrolled in study abroad programs, a student enrolled in a study abroad program who withdraws from the program by providing written notice on or before the program’s published application deadline will not receive any refund or credit and will be charged for all fees normally charged by the University in association with the program.

The Dean of the Graduate School may, on a case-by-case basis and under extraordinary circumstances, determine that a refund of, or credit for, otherwise non-refundable program fees is in the interest of the University.

The University is not responsible for refunding any money paid to any outside organization or individual. Before paying any entity outside of the University (including University-sponsored host institutions and program providers), students are advised to read and comprehend the outside entity’s refund policy.

[1] Pursuant to Board of Trustees Regulation, Section V, Administrative Affairs, Subsection J, Tuition and Mandatory Fees, Article 8.

**Internal Governing Policy #125 – Course Charges**

See: [http://castle.eiu.edu/auditing/125.php](http://castle.eiu.edu/auditing/125.php)

**#125 - Course Charges**

Approved: March 25, 2013

Monitor: Vice President for Academic Affairs

Course charges are defined as amounts to be paid by students for supplies, materials, or other expenses of a course (or course section) or program which are directly related to student participation and which may vary in amount from one student to another. Examples: materials used for class projects which the student retains; materials which are used, broken, or destroyed; cost of maintenance of supplies such as towels/laundry; and transportation expenses for field trips.

Students shall be notified in the online schedule for registration which courses have approved course charges and the amount of the course charges. The amount of the course charge shall not be published in the University catalog.

Course charges shall be assessed, or discontinued, only upon the approval of the President. Course charges shall not be approved for general instructional materials such as course syllabi and examination materials. Course charges will be assessed for all scheduled sections of courses with an approved course fee provided that a department may elect prior to the commencement of registration not to assess or to reduce a course fee for a specific section.

All requests for new course charges and all requests for ongoing changes in existing course charges must be submitted to the President for consideration by March 1, and generally will be effective with the succeeding Fall Semester. Fees and charges are considered annually. Interim consideration may be made only in exceptional emergency situations.

Funds collected as course charges shall be expended directly or indirectly related to the purpose for which the charge was authorized.

Course charge funds shall be deposited into a separate account.

All course charges shall be reviewed annually by the Vice President for Academic Affairs.
**Procedure**

1. Requests for a new course charge, including a detailed justification shall be submitted by the Department Chair for review by the Dean and by the Vice President for Academic Affairs. If endorsed by the Vice President for Academic Affairs, the request will be routed to the President's Council for consideration and recommendation by the President.

2. Following approval of a course charge by the President, the Treasurer shall determine if a new account is required or if an appropriate account already exists. If a new account is required, a New Account Request form shall be submitted by the Department Chair.

3. Funds collected shall be accounted for within the individual accounts established for that purpose within the Material Fees (Course Charges) Entity and shall be subject to year-end expenditure and carry-over limitations as prescribed in the Legislative Audit Commission Guidelines.

4. The repository of record for charges approved by the President shall be in the Office of the Vice President for Academic Affairs.

**Internship**

*(Information taken from the undergraduate catalog)*

An internship is a work experience related to the student's major or approved minor. This work experience must be directly related to the potential professional opportunities for graduates with the major or minor. While internships may vary in duration, credit, and requirements, a minimum of one week of full-time employment is required for each semester hour of credit. Therefore, the maximum number of semester hours of credit for an internship is 15 for a regular semester. All internships will be graded on a credit/no credit basis.

Students wishing to register for an internship must secure a form from the department chairperson or division head. Working with a faculty advisor, the student makes arrangements for the work experience and fills out the form. The form is then returned to the chairperson or division head for his/her approval **prior to the first day of classes for a given term.**

**International Students** must contact the international student advisor prior to registering for an internship.

**Library Collection Development**


**Major**

*(Information taken from the undergraduate catalog)*

**Major**

A major is a field of study containing specific course requirements unique to a broad field of academic specialization. Requirements of all majors offered at EIU appear in this section.

Note: A student pursuing a degree other than a BS in Business cannot count more than 30 semester hours of business subjects toward fulfillment of bachelor's degree requirements.

*(Information taken from the undergraduate catalog)*

**Declaring a Major**

An undergraduate who is listed as undeclared and wants to declare a major must do so at the Academic Advising Center (Ninth Street Hall).

**Changing a Major**

1. If students are advised in the Academic Advising Center they must speak to their advisor about changing their major.

2. If students are advised in their major department and have less than 60 credits, they should go to the Registrar's office and request the curriculum change form; take the form to their current department and pick up their file; take the form and file to their new department. The new department will send the completed form back to the Registrar to change their major in the system.

3. If students have 60 or more credits they should let their present Certifying Dean know. The Certifying Dean will fill out the curriculum change form and send the student to their current major advisor to pick up their folder.
Students will be sent with their folder and form to the new major where the department will sign off on the form and return it to the new Certifying Dean's office, where the major change will be completed in the system.

**Minor**

*(Information taken from the undergraduate catalog)*

A minor is a part of a student’s curriculum which allows that student to formally participate in a discipline or field of study outside his or her major. Most degree programs do not require a minor.

In order to declare a minor or minors:
- Students earning fewer than 60 hours should go to the Office of the Registrar and Enrollment Management
- Students earning 60 or more hours should contact their college certification officer when applying for graduation and ask him or her to add the minor(s).

For students in teacher licensure programs who wish to be endorsed in more than one teaching discipline, teacher licensure minors are available. These minors are NOT available to students enrolled in majors that are not teacher licensure programs. Completion of a teacher licensure minor does not guarantee that the individual will be granted an endorsement to teach in that field. Individuals must meet all requirements (including state tests) as set forth by the Illinois State Board of Education to be granted an endorsement in a second teaching field. Once the appropriate Dean indicates that the student has met the catalog requirements for the program, the teaching minor will be entered on the applicant’s permanent record.

A student should plan a minor or teaching minor program in consultation with an appropriate advisor or Department Chairperson. If a student wishes to add a minor after having applied for graduation, he or she must contact their college certification officer and ask to add the minor.

**Requirements for Minors**

a. Students should declare their minor as soon as possible.

b. No courses in the minor can be taken credit/no credit unless they are courses which are designated as credit/no credit (such as internship).

c. At least six (6) semester hours of the coursework in the minor must be completed in residence. These six (6) hours must also be taken for a grade in order to establish a grade point average for the minor. (The Accountancy Minor and the Finance Minor require nine (9) semester hours of coursework in the minor to be completed in residence).

d. Minor GPA is computed from grades earned in minor courses taken at EIU only.

e. Semester hours earned in independent study, research, internship, or study abroad may be used toward minor requirements at the discretion of and with the approval of the minor department(s).

f. In order for the minor to appear on a student’s permanent transcript, students must have a cumulative grade-point average of at least 2.00 in a non-teaching minor. Students with teaching minors who entered Fall 2002 and thereafter must earn a GPA of at least 2.65 in order for the minor to appear on their permanent transcript.

**Minors, Minimum Hours Required for**

*(Information taken from the October 26, 1978 CAA Minutes)*

Most programs do not require a minor. Certain minors are available, however, for students in teacher certification programs who wish to be certified in more than one discipline. The requirements are listed in the catalog. A candidate for a teacher certification degree may have entered on his permanent record those approved minors listed in the catalog.

A minor in other than teacher certification programs may be obtained by successfully completing a minimum of 18 semester hours, of which at least six hours are in courses numbered 3000 or above, in a discrete discipline or in an interdisciplinary field which has been approved by the university. English 1001, 1002, Health Studies 1200, and Communication Studies 1310 may not be included among those courses presented for a minor. A student should plan a minor program consultation with an appropriate advisor or department chairperson. A student who desires that such a minor be entered on his permanent record must list his minor on his application for graduation. A student adding a minor after having applied for graduation must reapply and note the addition on his reapplication. Upon approval by the appropriate dean, the minor will be entered on the student’s permanent record.

**Note Exception:** The minimum hour requirement for minors is 18, with the exception of the minors which are only intended for Business majors.
National Student Exchange

(Information taken from the undergraduate catalog)

The National Student Exchange (NSE) is a program for undergraduate exchange within the United States and Canada. Instead of crossing oceans, NSE students cross state, regional, provincial, and cultural borders. The changes seen in attitudes, understanding of other people in other settings, maturity, risk-taking, and decision-making are similar to the experiences of students who study outside of North America. The application process includes at least the following minimum eligibility criteria established by NSE: full-time enrollment, cumulative 2.5 GPA, and good standing (academic, personal, and financial). All EIU students meeting these criteria are eligible to apply.

New Program Requests (NPR)


(Information taken from the Curriculum Approval Process Website)

Requests for all other new programs must be submitted as New Program Requests (NPR) and formally approved by EIU’s Board of Trustees and the IBHE Board. The NPR is a lengthy, highly detailed report that includes a strong rationale, a complete catalog copy, an assessment plan, and a quality assurance plan. The report must also include employment projections, cost analysis, available facilities, faculty qualifications/CVs, all course descriptions and information on similar Illinois programs. It is crucial to highlight (1) what makes EIU’s new program unique and (2) what distinguishes the program from other institutions. Contact the VPAA Office for details. NB: It will take about 6 months for you to write the proposal and seek its approval on campus, and as many as 6 months for the IBHE to approve it. Set your program’s effective date accordingly.

New Degree Program Application Form to the IBHE:

Non-matriculated Students (Guest Students)

See “Admission Policy – Matriculation”
See “Admission Policy – Non-matriculated Student Enrollment (Guest Students)"

Off-Campus Course/Program Authorities, Facts about

(Information from Dr. Mary Herrington-Perry, Former Assistant Vice President for Academic Affairs & Enrollment Management)

HLC
- Maintains a list of our off-campus programs by site and addresses.
- Distinguishes between off-campus sites at which we offer courses and those at which we offer degrees or degree completion opportunities.
- Approves only those sites where degrees or degree completion opportunities are provided.
- Requires us to ensure that the list of sites we provide to them matches the one we provide to DOE.

DOE
1. Via the Participation Agreement, requires EIU to list “locations where we offer education programs.”
2. Does not define what an “educational program” is or attempt to distinguish locations where we offer courses from those where we offer degrees.
3. And yet it requires us to prove our “educational programs” were approved by IBHE.

IBHE
- Stipulates that we are free to offer off-campus courses wherever we please, but that once we offer 50% or more of a degree (or enough courses so that the student can complete the degree, even if that is less than 50% for programs such as the B.A. in General Studies), we need IBHE approval.
- Maintains a list of approved off-campus degree program sites by region.
Off-Campus Programs, EIU’s Approved


On Demand

An on demand course will be offered only when needed and/or it will not be offered on a regular basis in any one term.

Online Course Development Institute (OCDI)


(Information taken from the course proposal directions)

Also, see the January 26, 2017 CAA minutes: https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/02-02-17/Minutes/01-26-17Minutes.pdf

All instructors of online courses/sections (which include online and hybrid courses with more than 50% online delivery) must submit proof of having completed the Online Course Development Institute (OCDI), Illinois Online Network’s “Master Online Teacher” certificate or another documented and equivalent training activity before teaching the courses/sections for the first time.

Online Course Policy (Technology-Delivered)

CAA Approval: February 9, 2017
https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/02-02-17/Minutes/02-09-17Minutes.pdf

CGS Approval: March 7, 2017
http://castle.eiu.edu/eiucgs/currentminutes/Minutes3-7-17.pdf

All proposed courses that include “online” as a mode of delivery on the New/Revised Course Proposal Form must answer the questions that assure student learning in the online format (Part I, 5), and be routed through the normal course approval process.

All existing courses numbered below the 5000-level that seek to add “online” as a mode of delivery, where course content and learning objectives remain the same, must be submitted to CAA (and CGS if between 4750-4999, or CGS if numbered 5000-level and above) as an executive action request.

All instructors of online courses must submit proof of having completed the Online Course Development Institute (OCDI), Illinois Online Network’s “Master Online Teacher” certificate or another documented and equivalent training activity before teaching the courses/sections for the first time.

Online Course Policy, Frequently Asked Questions About

The following information was taken from the CATS Center for Online Learning Webpage:

All instructors of online courses must submit proof of having completed the Online Course Development Institute (OCDI), Illinois Online Network’s “Master Online Teacher” certificate, or another documented and equivalent training activity before teaching the courses/sections for the first time.

FAQ:

Q: What is the definition of an online course at EIU?
A: "In online courses, all course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity." (March, 2017)

Q: When will instructors be required to meet this requirement?
A: Instructors must complete the training and earn the certificate prior to the first day of the online course.

Q: The policy states "all instructors" must submit proof of having completed the requirement before teaching the courses/sections for the first time. Does this pertain to the course or the instructor?
A: “All instructors” teaching an online course must complete the training requirements outlined in the policy, regardless of whether or not the course has previously been taught online. Once an instructor has met the training requirements, the instructor is not required to repeat training to teach additional online courses.

Q: If an instructor is already teaching online, does he/she still have to meet the requirement?
A: Any instructor that taught an online course at EIU prior to Summer term 2013 would have met the previous policy requirement and will be grandfathered under the new requirement. This designation will be noted in Banner and those instructors are not required to complete additional training at this time. Instructors teaching their first online course at EIU during Summer 2013 or after, must meet the current policy requirements.

Q: Who is responsible for verifying that this requirement has been met?
A: Department Chairs are responsible for verifying that instructors teaching any course meet the requirements to teach that course. This includes the specific requirements for teaching online courses. Verification is now available in Banner.

### Online Courses, Caps on

(Information from Dr. Mary Herrington-Perry, Former Assistant Vice President for Academic Affairs & Enrollment Management)

There are no caps on online courses.

### Online Delivery Modes, Definitions of (Technology-Delivered)

CAA Approval: January 26, 2017  
[https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/02-02-17/Minutes/01-26-17Minutes.pdf](https://castle.eiu.edu/eiucaa/2016-17CAA/SP17/02-02-17/Minutes/01-26-17Minutes.pdf)

CGS Approval: March 7, 2017  
[http://castle.eiu.edu/euicgs/currentminutes/Minutes3-7-17.pdf](http://castle.eiu.edu/euicgs/currentminutes/Minutes3-7-17.pdf)

Online: All course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity.

Hybrid: The course combines aspects of online and face-to-face instruction in a manner that reduces the number of face-to-face or traditional classroom meetings.

Face-to-Face: 100% of the required contact hours occur face-to-face in regularly scheduled sessions.

Note: The definitions above replaced those shown below.

**Technology Aware (TA)** A technology-aware course section uses the Internet and other technologies to augment a regularly scheduled, face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated.

**Technology Enhanced (TE)** A technology-enhanced course section further augments a regularly scheduled course section and adds opportunities for interaction between the faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course, and students may submit and have assignments returned electronically. The primary and dominant mode of instruction is face-to-face.

**Technology Delivered (TD)** A technology-delivered course section is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.
TO: The Council on Academic Affairs

RE: Pilot Test of the Technology-Delivered Senior Seminar

DATE: 4-28-03

As you know, current policy allows Senior Seminars to be offered as “web-enhanced” courses that must include an unstated “minimum number of face-to-face contact hours” for assessment activities, including oral presentations and the Watson-Glaser Critical Thinking Appraisal. At the time the policy was approved (4-26-01), the lack of readily available, dependable, and pedagogically sound technology resulted in the Council’s decision to exclude the Senior Seminar from those courses which may be technology delivered.

Beginning this summer, a small (6?) but growing number of students required to complete the Senior Seminar will be unable to come to campus without incurring significant expense and inconvenience. For this reason, I recently invited faculty teaching web-enhanced senior seminars and representatives from Speech Communication, CATS, and CASL to discuss whether offering the Senior Seminar on a pilot basis to a small number of off-campus students was desirable and possible.

Currently, three senior seminars are being offered as web-enhanced courses that include a minimal number of face-to-face meetings for assessment activities. Faculty teaching these courses (as well as their department chairpersons) indicate that they are supportive of efforts to develop an appropriate means of allowing students to complete these activities electronically.

Toward this end, we drafted the attached guidelines for a pilot test of the technology-delivered Senior Seminar. Please note that this option would be available only to those students in a web-enhanced Senior Seminar who live at least 200 miles from the EIU campus. At the conclusion of the test period (Summer and Fall 2003), our group will discuss the results of the pilot program to determine whether continuing or enlarging the project is feasible.

Thank you for considering this issue.

Proposed Technology-Delivered Senior Seminar Pilot Program Guidelines

What is the goal of the pilot study?

Ultimately, the goal is to determine whether a technology-delivered Senior Seminar is both academically sound and technologically feasible. Of utmost concern is developing an accessible, reliable, pedagogically sound, technology-delivered method for our students to demonstrate their oral communication skills.

Who’s eligible?

Any student enrolled in a web-enhanced Senior Seminar in Summer or Fall 2003 whose local address indicates that he or she lives at least 200 miles from the EIU campus (mileage determined by Mapquest).

Do I have to allow my eligible students to participate?

No.

How will the Watson-Glaser Critical Thinking Appraisal be delivered?

The company that owns the exam will make it available on the web. (The student will be given a password and a 24-hour window of opportunity to complete the test.) Students will need to alert Debra Hopgood (csdch@eiu.edu or (217)
in the Office of Academic Assessment and Testing (OAAT) three weeks prior to the test date that they will need to take the exam on-line; OAAT will make these arrangements for the student. Please note that EIU will be charged for this service.

**What alternatives to face-to-face delivery of the oral presentation are available to my students?**

There is no substitute for face-to-face communication. However, in our quest for reliable, available methods that will allow the student to provide an electronic presentation to an audience that will in turn offer feedback, we have identified three approaches, listed below in priority order:

- Using an available video recording device (VHS, DVD, etc.) selected in consultation with the instructor, the student records the presentation and mails it to the instructor. CATS converts the recording to streaming video. At an established time, the audience gathers in the lab to watch and assess the presentation at individual computer stations. The presenter, available via chatroom or conference call, gathers feedback. Note that the student may augment the presentation with Power Point slides, tables, graphs, etc.

- The student delivers the presentation over the phone, as a conference call to an audience that provides feedback. Such a presentation also may be augmented by Power Point slides, etc., provided to the instructor and referenced during the presentation.

- The student records the presentation on a CD that the audience listens to in a lab. Such a presentation also may be augmented by Power Point slides, etc., provided to the instructor and referenced during the presentation. Feedback would be provided via chatroom or conference call.

**How should students participating in the pilot study submit to the Electronic Writing Portfolio?**

Submissions for the Electronic Writing Portfolio may be made via email. Please contact Donna Dawson at (217) 581-8384 or csdd@eiu.edu to make such arrangements. Students may also wish to submit by sending their disk and submission form through the mail.

**How do I participate in the pilot project?**

Let Mary Herrington-Perry in the VPAA Office (csmhp@eiu.edu or 581-7681) know of your interest. You must, of course, have eligible students enrolled in your Summer or Fall Senior Seminar.

**What information should I provide you?**

Once you have identified students who are eligible to participate in the pilot study, you must send their names and identification numbers to Debra Hopgood, OAAT. At the conclusion of each semester, you also will need to complete an assessment form that will be sent to you via email.

**Option**

(Information taken from the undergraduate catalog)

An option is a subset of a major academic field and provides a greater specificity within the broad area of knowledge of that major field of study. Examples of options offered at EIU are the teacher licensure options offered in many of the majors, and such specialized options as the Graphic Design Option in the Art major.

**Oral English Proficiency of Faculty Members**

(Information taken from the undergraduate catalog)

**Oral English Proficiency**

ORAL ENGLISH PROFICIENCY: Eastern Illinois University has adopted a program of Oral English Proficiency Assessment for all instructional staff. Students who have difficulty understanding an instructor should, if possible, first consult with the instructor. In the event that the difficulties are not resolved, the student should address his/her concerns to the Chair of the department in which the instructor is teaching. Subsequent appeals may also be possible through the Dean and then to the Provost/Vice President for Academic Affairs.

**Plus/Minus Grading System, Discussion of**

(Information taken from the August 25, 2005 CAA Minutes)

a.) Miscellaneous

1. Minutes from the July 19, 2005 meeting of the EIU Ad Hoc Committee to investigate whether or not EIU should implement a +/- grading system.
Dr. Reid explained that last academic year a couple of faculty members broached the subject of whether or not EIU should implement a plus/minus grading system. As a result, an ad hoc committee was formed to investigate this topic. Dr. Reid indicated that the committee met and the consensus was that there didn’t seem to be any interest in pursuing it at this time. She explained that the ad hoc committee members agreed that the meeting minutes would be placed on the agendas of various groups on campus. The committee will pursue it if someone expresses interest in it. In addition, for information purposes, she noted that Western Illinois University did approve a plus/minus grading system at the end of its spring term.

Posthumous Recognition

See IGP #52.1: Posthumous Recognition:  http://castle.eiu.edu/auditing/052_1.php

Practicum

See “Academic Waiver Rules”
See “Internal Governing Policy #46.1: Credit Hour Policy”
See “Practicum Hours”

(Information taken from the undergraduate catalog)

Teacher Education

Repeating Undergraduate Professional Education Courses with Field Experiences/Practica

Students may enroll in any undergraduate professional education course that includes a field experience or practicum no more than twice. Any students wishing to attempt a field experience/practicum course more than twice must appeal to the department in which the course is offered. The department will review the request and make a determination as to re-enrollment in the course. If the request is approved, a remediation plan must be developed and completed prior to re-enrollment. The remediation plan is to be developed by the department in consultation with the student. If the student’s request to re-enroll is denied, the student may seek reconsideration through the Office of the Dean, College of Education & Professional Studies.

Practicum Hours

Except for the following, practicums aren’t restricted to 4 semester hours.

(Information taken from the Academic Waiver Rules)

Hours Required for Graduation -- The minimum of 120 sem. hrs. for a baccalaureate degree must be met.

No more than 4 sem. hrs. of theatre practicum, chorus, orchestra or band can be included in the 120 sem. hrs. (Music majors and minors as well as students seeking simultaneous degrees may count 6 sem. hrs. of music ensemble activities.)

No more than 4 sem. hrs. in physical education activity courses can be included in the 120 sem. hrs. (Physical education majors and minors and recreation majors as well as students seeking simultaneous degrees may count 6 sem. hrs. of physical education activity courses.)

Pre-Degree and Non-Degree Programs

(Information taken from the undergraduate catalog)

Pre-degree and non-degree programs are those which do not lead to graduation at EIU. The student and his/her advisor may make changes to such programs without the formality of application for a waiver.

Program Inventory

See  http://ibheprofiles.ibhe.org/profile.aspx?fice=001674
Reasonable and Moderate Extension (RME) Guidelines


(Information taken from the Curriculum Approval Website)

If the new major or certificate program is closely related to an existing major, we can request its approval through an abbreviated process called the **Reasonable and Moderate Extension** (RME). The RME is the appropriate form via which to request a BA in Chemistry, for instance, since we already have an approved BS in Chemistry; to request an MS in Dietetics, since Dietetics already is an approved option in the MS in Family and Consumer Sciences; or to request a post-baccalaureate Certificate in Reading Improvement, since we already have an approved concentration in reading in the MSEd for Elementary Education. If your new program will require approval via the RME process, please prepare it using the [RME format](http://www.eiu.edu/acaffair/Curriculum/RMEGuidelines.pdf). (Save time by using this form when you prepare your request for the department and university Council(s).) If you have questions about this process, contact the VPAA Office. **NB: It may take as long as 6 months for IBHE staff to approve an RME. Set your program’s effective date accordingly.**

**Request for a Reasonable and Moderate Extension Form:** [http://www.eiu.edu/acaffair/Curriculum/RMEGuidelines.pdf](http://www.eiu.edu/acaffair/Curriculum/RMEGuidelines.pdf)

Record Retention for Academic Materials


See: November 11, 2009 CAA minutes: [http://castle.eiu.edu/eiucaa/2009-10CAA/FA09/12-03-09/Minutes/111909Minutes.pdf](http://castle.eiu.edu/eiucaa/2009-10CAA/FA09/12-03-09/Minutes/111909Minutes.pdf)

(Information taken from IGP #46: Grades)

**RECORD RETENTION FOR ACADEMIC MATERIALS**

Instructors shall keep accurate records of all marks which are used in determining a student's grade and shall retain such records for at least one academic year from the date on which the grade was submitted. Instructional staff members who will be unavailable for one semester or more or who are leaving the employ of the University shall make copies of such grading records accessible to the department chairperson.

All papers, exams, reports, etc., submitted by students in fulfillment of course requirements and not returned to students also shall be subject to these provisions.

Registration Procedures, Student

(Information taken from the undergraduate catalog)

**Enrollment**

**Registration Procedures**

**New Students.** Instructions for the registration of new students are given in writing, in conferences, and at meetings during orientation periods.

**Students Currently Enrolled.** Each student currently enrolled should participate in early registration for the following term. By doing so, the student agrees to complete his/her registration by payment of all tuition and fees. Scheduling for the reservation of space is planned so that graduate students, seniors, juniors, sophomores, and freshmen are assigned space in that order.

All students who have not completed early registration for a given term may register during late registration. Each student currently enrolled must follow instructions in the class schedule to register by PAWS. The University assumes no responsibility for accepting an ineligible student's registration. Reservation of a space for any class is subject to the assigned capacity of the class.

**Former Students.** Students who return to the University after a lapse of one or more semesters receive written instructions for registration procedures after they have applied for readmission.
Religious Observance Accommodations for Students

See IGP #61 - Religious Observance Accommodations for Students: http://castle.eiu.edu/auditing/061.php

(Information taken from the undergraduate catalog)

The University shall reasonably accommodate its students who are unable to fulfill their regular duties on the occasion of a religious observance. Students who are unable to attend class or take examinations for religious reasons shall be given information needed to make up classes and work missed, including examinations. Students should make arrangements for their absence in advance through established procedures for verifying absences.

The University's Discrimination Complaint Procedures are available through the Office of Civil Rights to students who believe they have been discriminated against under this policy.

Research

See IGP #46.1: Credit Hour Policy: http://castle.eiu.edu/auditing/046_1.php

See IGP #48.2: Protection of Human Subjects in Research: http://castle.eiu.edu/auditing/048_2.php


Right to Privacy Statement

(Information taken from the undergraduate catalog)


Scientific Misconduct

See IGP #58 - Scientific Misconduct: http://castle.eiu.edu/auditing/058.php

Senior Seminar (General Education)

See the following CAA minutes:
  4) April 28, 2000 minutes: https://web.archive.org/web/20090326223702/http://www.eiu.edu/~eiucaa/m3-2-00.htm

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, 2009

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

1. have the opportunity to obtain information on a topic from a variety of written sources, some including quantitative data.
2. demonstrate their critical thinking skills by processing information from diverse sources.
3. practice their ability to conduct a rational dialogue with others on topics generated by course materials and outside research.
4. express in written and oral forms their synthesis of a topic and a reasoned defense of conclusions flowing from the synthesis.
5. bring the skills and viewpoints acquired in their major curricula to bear on problems/situations not directly studied in their major field.
6. find links between their formal course work and contemporary problems/events.
7. 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;
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.

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.

Senior Seminar Ad Hoc Committee Recommendations

See the September 10, 2009 CAA minutes: https://castle.eiu.edu/eiucaa/2009-10CAA/FA09/09-10-09/Minutes/091009Minutes.pdf

Recommendations of the Senior Seminar Advisory Committee Approved by CAA 9-10-09:

1. CAA should reaffirm the senior seminar as an integral, important, distinctive and unique component of EIU's general education curriculum. As such, it should continue to be a culminating experience in which students are challenged to consider the 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.

2. Because of the senior seminar’s importance and scope, it must have administrative support at the university, college and departmental levels and be encouraged and nurtured by the faculty and administration collectively through CAA and other bodies. It should continue to be the capstone of the general education curriculum.

3. It is appropriate that university assessment occur during the senior seminar so that valid and meaningful data can be obtained to guide the faculty and administration in assuring both that the university achieving its mission and that the course is fulfilling its mission and purpose. Assessment activities should be scheduled in ways that minimize disruption of the academic content and flow of the course.

4. Each senior seminar section must be assigned to a qualified faculty member who desires to teach the interdisciplinary content specified in the course proposal as approved by the department’s and college's curriculum committee and CAA.

5. The Office of Faculty Development should be encouraged to offer programs that promote faculty competence in teaching senior seminars and faculty assigned to teach these courses expected to contribute to those programs as participants, presenters, leaders or organizers.

6. Some courses should include a service learning component.

7. While not an acceptable alternative to a senior seminar in the general education curriculum, academic units are encouraged to develop capstone courses in a major.

8. Some 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.

9. Faculty members who have shown a willingness to teach senior seminar courses in multiple formats and at non-traditional times, including weekends, short courses, online, study abroad and others, and who also have
demonstrated consistent commitment to professional development, research and service, and other activities that enhance their competence in teaching senior seminars should be encouraged and supported.

10. 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 and that are tied to the university’s mission statement.

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_

**Senior Seminar or Study Abroad Capstone**

The option for students to either complete a Senior Seminar course or a Study Abroad Capstone which requires students to take a study abroad course plus STA 4000G.

See the November 8, 2012 CAA minutes:

(Information taken from the undergraduate catalog)

**Requirements for the Bachelor’s Degree:**

To achieve a baccalaureate degree¹, the student must:

1. Successfully complete the General Education Requirements detailed in the “General Education” section, including the senior seminar or Study Abroad Capstone.²

² Because the terminal year is taken off-campus in cooperative programs, students completing Engineering, Physics with Engineering Physics Option, and Clinical Laboratory Science will not be required to take a Senior Seminar or Study Abroad Capstone.

(Information taken from the undergraduate catalog)

**Semester Hour Requirements in the General Education Program**

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Fine Arts</td>
<td>9</td>
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<tr>
<td>Language</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
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<tr>
<td>Scientific Awareness</td>
<td>7</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>9</td>
</tr>
<tr>
<td>Senior Seminar or Study Abroad Capstone</td>
<td>3</td>
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<tr>
<td><strong>TOTAL</strong></td>
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Students following catalogs prior to Fall 2006 must satisfy the constitution requirement.

(Information taken from the undergraduate catalog)

**Senior Seminar or Study Abroad Capstone**

(3 Semester Hours)

**Senior Seminar**

Senior seminars are offered in a number of subjects and disciplines each semester, each one organized around a particular subject/issue important to contemporary society. Each seminar is listed by title and instructor in the schedule of courses each semester. The student must successfully complete a seminar outside of his or her major. (Students may take a senior seminar once they have completed 75 semester hours. However, so that those nearing graduation will have first access to seats, only students who have earned or will have earned 90 hours may register without the assistance of the offering department.)

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 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.

**Study Abroad Capstone**

Study Abroad Program (2+ semester hours) and STA 4000G (1 semester hour) – Study Abroad is a high quality international academic opportunity that enables students to develop the knowledge and skills necessary for leadership in an interdependent world. The University offers study abroad programs in more than 30 countries around the world. Competitive scholarships are available. Students should plan and apply early. After successful completion of an approved EIU study abroad program, and 75 semester hours, students are eligible to take STA 4000G. As a capstone, STA 4000G will require students to exercise their abilities to think critically about their global education experiences. STA 4000G incorporates university assessment activities, which may include tests, surveys and other instruments. To allow ample time for writing and discussion, STA 4000G, will be limited to a maximum of 25 students.

**Senior Seminar, Pilot Test of Technology-Delivered**

See Technology-Delivered Senior Seminar, Pilot Test of

**Senior Seminar Review**

(Information provided by Dr. Mary Herrington-Perry, Former Assistant Vice President for Academic Affairs and Enrollment Management)

**Senior Seminar Review 2006-07**

Senior Seminar Review Subcommittee:

- Dr. Bonnie Irwin
- Dr. Joy Kammerling
- Dr. Belayet Khan
- Dr. Jill Owen
- Dr. Christie Roszkowski, Chair
- Dr. Karla Sanders
- Dr. Rebecca Throneburg
- Dr. James Tidwell (replaced by Peter Voelz)
- Dr. Gordon Tucker
- Dr. Mary Herrington-Perry, ex-officio

No student or Technology representative was identified.

The Subcommittee was charged “to assess whether the senior seminars are meeting the goals set forth in “Senior Seminar Mission” adopted by CAA on March 2, 2000 and modified on February 22 and April 26, 2001.” [CAA minutes, March 30, 2006]. These goals are attached. (Note that the document does not identify them as goals; rather, I have excerpted them from the Senior Seminar definition, rationale, and objectives.)

The Subcommittee met throughout the AY 06-07. Dr. Christie Roszkowski, then Chair of CAA, coordinated the activities of the Subcommittee. The Subcommittee performed the following:

1. Review of syllabi of from senior seminars taught in SU and FA.

   Note that 46 senior seminars and 46 syllabi were reviewed. However, multiple iterations of syllabi for the same course were reviewed (either multiple instructors for the same course or differently dated syllabi).

2. Survey of students in 13 senior seminars in FA 06.

   While student’s responses generally are positive, note that 34 sections were taught in FA 06 to a total of 818 students. Only 255 are included in the survey. Only 4 respondents were from off campus.

3. Survey of faculty who taught senior seminars from SU 06 through SP 07

   Note that 35 faculty responded. This is fairly high, and the comments are fairly negative.
4. Online survey available to faculty, academic advisors, and administrators

Note that there were 148 respondents, and they are fairly negative.

**Special Courses (The History of Special Courses at EIU)**


The following information was prepared by Dr. Mary Herrington-Perry, Academic Affairs, and discussed at the February 23, 2013 CAA meeting.

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**The History of Special Courses at EIU**

The concept of the "special course" was approved by CGS and CAA in 1973 and 1974, respectively. At that time, it was called the "short course," a title in keeping with its purpose, which was to provide students with more intensive instruction over a shorter period of time. It was distinct from the (older) "workshop," a similarly short summer course which connected students to an expert who helped them to develop a particular skill. The councils identified a common number for these courses (initially, 3997 and 4997 for short courses; 3998, 3999, 4998, and 4999 for workshops). They also established limits on how many hours in special courses and workshops could be counted toward an undergraduate degree (nine) and graduate degree (nine at first, but later six). Because departments needed to be able to develop such courses quickly when opportunities arose, the councils never required them to seek council approval for individual workshops or short courses. However, they always required them to seek prior approval from the chair and dean responsible for the particular instructor and/or discipline of the course.

In 2002, the councils approved revisions to special course policies developed at the request of the Provost. The term “special course” was redefined to provide “concentrated, self-contained study ranging from two days to three weeks,” and to focus on “in-depth study of a special or current issue.” Because this definition encompassed the workshop, the latter was eliminated. The new policy recodified credit hours, contact hours, and time periods for special courses; it also provided a common form for course approval and detailed the steps of the approval process, specifying that signatures were required from the instructor, the department chair(s), the college dean, the dean of the Graduate School (if applicable), and the dean of the School of Continuing Education. For the first time, the policy also established a time limit: A special course could be offered no more than three times in a two-year period. After that point, the offering department was required to seek CAA’s approval for the course.

**Facts about Special Course Offerings, Summer 2009-Spring 2012**

- Special courses compose a very small percentage of EIU’s total offerings. In an average academic year, we offer a total of about 6800 sections of courses. About 42 (.6%) of these are special courses.
- During the nine semesters comprising this study, we offered 125 special courses, an average of 14 per term.
- Three of the four academic colleges sponsored special courses during this period: CAH (34%); COS (24%); and CEPS (3%). The remaining courses were sponsored by the School of Continuing Education (39%).
- Thirteen departments sponsored special courses. The largest number came from General Studies (39%); the next largest sponsors were History (17%), Theatre Arts (9%), and Biological Sciences (8%).
- Twenty-seven (unduplicated) instructors taught these special courses. Thirty-three percent of them were adjunct instructors, a group that includes retired Unit A faculty and administrators as well as other qualified instructors; 22% were current Unit A faculty; 30% were Unit B faculty; 11% were A&Ps; and 4% were Civil Service employees.
**SPECIAL COURSES**

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</tr>
</thead>
<tbody>
<tr>
<td>TOTAL SECTIONS</td>
<td>13</td>
<td>20</td>
<td>21</td>
<td>9</td>
<td>17</td>
<td>19</td>
<td>6</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL ENROLLMENT</td>
<td>198</td>
<td>362</td>
<td>455</td>
<td>144</td>
<td>256</td>
<td>255</td>
<td>87</td>
<td>181</td>
<td>245</td>
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<tr>
<td>AVG ENROLLMENT PER SECTION</td>
<td>15.2</td>
<td>18.1</td>
<td>21.7</td>
<td>16.0</td>
<td>15.1</td>
<td>13.4</td>
<td>14.5</td>
<td>22.6</td>
<td>20.4</td>
</tr>
<tr>
<td>TOTAL CREDIT HRS GENERATED</td>
<td>508</td>
<td>897</td>
<td>992</td>
<td>360</td>
<td>558</td>
<td>726</td>
<td>261</td>
<td>443</td>
<td>713</td>
</tr>
</tbody>
</table>

**Special Courses by Department**

**Su09-Sp12**

**Special Course Instructors Su09-Sp12**

- **Civil Service**: 4%
- **A&P**: 11%
- **Adjunct**: 13%
- **Unit A**: 22%
- **Unit B**: 30%
**Special Courses Approval Process**

*(Information taken from the March 21, 2002 CAA minutes)*

**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.

<table>
<thead>
<tr>
<th>Credit/Semester Hours</th>
<th>Special Course Numbers</th>
<th>Minimum Contact Hours</th>
<th>Minimum Time Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3985-3999</td>
<td>1 SH</td>
<td>1 week or weekend</td>
</tr>
<tr>
<td></td>
<td>4875-4999</td>
<td>1 SH</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3985-3999</td>
<td>2 SH</td>
<td>2 weeks or 2 weekends</td>
</tr>
<tr>
<td></td>
<td>4875-4999</td>
<td>2 SH</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3985-3999</td>
<td>3 SH</td>
<td>3 weeks or 3 weekends</td>
</tr>
<tr>
<td></td>
<td>4875-4999</td>
<td>3 SH</td>
<td></td>
</tr>
</tbody>
</table>

* 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:
   a) Instructor – signature supports special course proposal, outline and course approval form verification
   b) 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.
   c) 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.
   d) Dean of the Graduate School – signature verifies approval of awarding credit for graduate courses (courses numbered 4750 or above).
   e) 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.
   f) 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.

Special Examinations
(Information taken from the undergraduate catalog)

Students may be required to take one or more of the following examinations:

- All students in teacher licensure programs are required to take the Illinois Licensure Testing System (ILTS) test of academic proficiency. Students are required to pass this test for selection. Under Illinois law, no student can be admitted to a teacher education program without first passing the Test of Academic Proficiency. Students can substitute a composite score of 22 or higher, with combined English/Writing score of 19, on the ACT plus Writing for the Test of Academic Proficiency requirement.
- All students in teacher licensure programs are also required to take the ILTS content-area examination and the Assessment of Professional Teaching (APT) Test. The content-area exam must be passed before an individual can commence to student teach. The appropriate APT Test must be passed before an individual can receive a teaching license in Illinois or any other state. Information on all of the ILTS tests and registration materials are available at www.il.nesinc.com or in Room 1420 Buzzard Hall.
- All Students in teacher licensure programs are also required to pass the edTPA (teacher performance assessment) in order to receive a teaching license in Illinois or any other state.
- Undergraduates may be required to complete an examination as part of Eastern's goal to assess student learning outcomes.
- Students who plan on attending graduate school are encouraged to contact the Graduate School Office for information concerning graduate school admission tests (GRE, GMAT, MAT, etc.)

Student Access to Educational Records

See IGP #60 - Student Access to Educational Records: http://castle.eiu.edu/auditing/060.php

Student Conduct Code

See IGP 75: Student Conduct and Discipline: http://castle.eiu.edu/auditing/075.php

Student Responsibilities
(Information taken from the undergraduate catalog)

Student Responsibility
THE STUDENT'S RESPONSIBILITY: Advising is mandatory at all levels. Students cannot register for classes in any semester until they meet with their academic advisor. New freshman, and those not in a special admission program, are assigned and advisor in the Academic Advising Center (Room 2100, 9th Street Hall) until they have completed at least 15 semester hours at EIU, and have met the requirements of their major department. All undeclared students are advised in the Academic Advising Center.
Certain requirements must be met before a degree is granted. These requirements concern such things as courses, majors and minors, and residence. It is important for students to acquaint themselves with these requirements and to continue to keep themselves informed about them during their college careers. This is accomplished with the assistance of their academic advisor. It is also necessary in the general administration of the University to establish policies and regulations. It is important that students understand the policies and regulations, which they are expected to follow. When changes are announced between catalog publications, they are published in the Official Notices at http://www.eiu.edu/.

(Information taken from the undergraduate catalog)

**Responsibility of Students**

It is the responsibility of the student to know and to observe the requirements of his/her curriculum and the rules governing academic work. Although the advisor will attempt to help the student make wise decisions, the ultimate responsibility for meeting the requirements for graduation rests with the student.

(Information taken from the undergraduate catalog)

**Responsibility of the Student**

The student has the ultimate responsibility to fulfill the requirements for a degree/program, to check his/her own eligibility to take courses, and to observe the academic rules governing his/her program. The advisor's role is to assist him/her in making important decisions.

**Student Standards**

See “Academic Integrity”

Also, see the Office of Student Standards Website: [http://www.eiu.edu/judicial/](http://www.eiu.edu/judicial/)

**Study Abroad**

See IGP 56: Study Abroad: [http://castle.eiu.edu/auditing/056.php](http://castle.eiu.edu/auditing/056.php)

See IGP 122.1: Study Abroad Withdrawal, Refund, and Fee: [http://castle.eiu.edu/auditing/122_1.php](http://castle.eiu.edu/auditing/122_1.php)

**Study Abroad (General Education)**

See “Senior Seminar or Study Abroad Capstone”


**STUDY ABROAD**

**Adopted by CAA, December 16, 2005**

Study Abroad courses may be used to fulfill General Education area requirements. In order for a study abroad course to fulfill an area of General Education, it must either be indicated as such in the Study Abroad Course Database (hosted online by the Office of Study Abroad) or individually approved by the Department Chair of the department the course is housed in via the Course Approval Form (distributed by the Office of Study Abroad).

**Textbook Rental Service**


**CAA RESOLUTION REGARDING TEXTBOOK RENTAL**

**Adopted October 20, 2011**
Between September 22 and October 20, the members of the Council on Academic Affairs reviewed and discussed the School of Business faculty’s Position Paper on EIU Textbook Rental Service as presented in their Memo of May 15, 2011. Following the discussion, the Council approved the following resolution:

1. WHEREAS, the members of the Council on Academic Affairs (“CAA”) recognize the need for University-wide discussion regarding the future mission and modus operandi of the EIU Textbook Rental service (“TRS”); and

2. WHEREAS, the members of CAA recognize that, given the rapidly shifting shape of the textbook publishing industry, and the corresponding growth in new knowledge delivery modalities, as well as the growing discontent among faculty and students alike at the University regarding the current mission and modus operandi of TRS, that time is of the essence for such a discussion; and

3. WHEREAS, the members of CAA believe that the current textbook rental system’s fee structure and per-course monetary limit is insufficiently flexible to accommodate disciplinary variations in textbook costs, the costs of ancillary materials such as web-based textbook supplements, and the like; and

4. WHEREAS, the members of CAA recognize that the current TRS restriction to “traditional” textbooks on a two-year adoption cycle can serve to limit students’ access to up-to-date developments in the fields in which they take coursework, can inhibit interaction with web-based ancillary resources that have a fee-for-service structure, and discourages the adoption of e-books and non-print learning resources; and

5. WHEREAS, the EIU Strategic Planning Committee, in its draft Vision Statement of October 11, 2011, has stated a vision of the University that “Eastern will be a recognized leader in pedagogical technology, and the University will continually explore emerging technologies based on the needs of its students, faculty, and academic programs”; and

6. WHEREAS, the members of CAA recognize that the monetary difficulties cited above serve to obscure the true costs of course materials to students and parents alike; and

7. WHEREAS, the members of CAA recognize that failing to re-examine the current model and modus operandi of TRS in a timely manner may well result in the University losing a competitive edge to peer institutions that it enjoyed when “traditional” textbooks were more the norm;

8. Therefore, BE IT RESOLVED THAT the members of CAA commend TRS for its many years of outstanding service; and

9. BE IT FURTHER RESOLVED THAT the members of CAA fully endorse the School of Business faculty’s Position Paper on EIU Textbook Rental Service of May 15, 2011; and

10. BE IT FURTHER RESOLVED THAT the members of CAA fully endorse a campus-wide discussion on the matter, respective and inclusive of all relevant constituencies, and shall involve themselves, individually and collectively, in said discussions; and

11. BE IT FURTHER RESOLVED THAT the members of CAA fully support, in the wake of said discussions, the development of a sound strategy that responds to the concerns articulated above and provides a blueprint for the re-fashioning of the TRS that can be recommended to the President of the University.

**Transcripts**

(Information taken from the undergraduate catalog)

The Office of the Registrar will make a transcript of the academic record of a student when requested to do so. Unless specific instructions are given to the contrary, it is understood that the Office of the Registrar has permission of the student to send his/her transcript to employing and certifying agencies, such as schools, boards of education, businesses, and the state department of education, when such an agency requests it.

All requests for transcripts must be in writing, either by letter or on the request form supplied by the Office of the Registrar. The time required for preparation and mailing of transcripts varies; during enrollment and at the end of grading periods there may be a delay of several days.

A processing fee of $5 is charged for each regularly processed transcript issued. The processing fee for rush transcripts, processed the next working day after receipt of the signed request, is $10.00 for each. Immediate transcripts are processed immediately for $15.00 each. Transcripts will be issued only for students whose records are clear.
Two Majors Within a Degree, Requirements for

(Information taken from the undergraduate catalog)

An undergraduate student shall indicate the major program for which the appropriate bachelor's degree will be awarded when all degree requirements have been met. This shall be recorded as the "degree major."

An undergraduate student who has declared a "degree major" may earn a "second major" by completing the requirements for that second major as listed in the catalog. Only one degree will be awarded-- that degree to be determined by the "degree major." Both majors will be listed on the student's transcript.

Depending on the degree requirements and the student's background, a "second major" may, in many cases, be earned with a minimum of 120 semester credits. However, in some cases a student may need to complete more than 120 semester credits to be entitled to the notation of the "second major."

It is the student's responsibility to indicate the "degree major" and a "second major," if any, at the time of application for graduation. Certification for graduation is a dual process: the dean responsible for the "second major" certifies that requirements for that major have been met; final responsibility for certification for graduation lies with the dean responsible for the "degree major."

Two Bachelor's Degrees, Requirements for

(Information taken from the undergraduate catalog)

A student will be awarded all degrees for which he/she has completed requirements, except that the B.A. in General Studies degree may not be awarded simultaneously with another degree or awarded to a student who already holds a bachelor's degree.

Simultaneous Degrees: A student who is currently enrolled at EIU may apply for and receive two bachelor's degrees at the same time by making arrangements with the appropriate certifying dean(s). The degrees may be the same (e.g., two B.A. degrees) or different (e.g., a B.A. degree and a B.S. degree). All specified major requirements for both degrees must be met as well as the general requirements for the bachelor's degree. The program of study must include a minimum of 150 semester hours of courses with at least 60 of these hours in upper-division courses (3000-4000 courses) and with at least 72 of the 150 semester hours completed at EIU. All requirements for both degrees must be completed at the time of graduation.

Consecutive Degrees: A student who has already received a bachelor's degree from EIU, or from another regionally accredited college or university, may receive a second bachelor's degree from EIU. All specified major requirements for the second degree must be met, and the program of study completed for the second degree must include at least 30 semester hours of courses taken at EIU after the granting of the first degree. At least 20 of the 30 hours presented for the second degree must be upper-division courses (3000-4000 level courses) with at least 12 semester hours of work in courses applicable to determining the GPA in the major. Admission is through the Graduate Office.

Unclear Records

(Information taken from the undergraduate catalog)

The academic records for students who have outstanding obligations with such departments as Booth Library, Athletic Department, Textbook Rental Service, Office of Financial Aid and Scholarships, Chemistry Department, University Police and Parking, Office of the Registrar and Enrollment Management, and Business Office will be marked “unclear” and have a hold placed. Each student should check with all departments to clear all obligations prior to semester or summer term breaks and/or leaving the University permanently. Official transcripts for any student with an unclear record will be withheld and not sent to any one or any place. A hold on a student's record may preclude readmission, registration, or the release of a diploma.

University Learning Goals

See the the University Learning Goals Website:


See the April 10, 2014 CAA minutes:

http://castle.eiu.edu/eiucaa/2013-14CAA/SP14/04-17-14/Minutes/04-10-14Minutes.pdf
See the January 16, 2014 CAA minutes:
http://castle.eiu.edu/eiucaa/2013-14CAA/SP14/01-23-14/Minutes/01-16-14Minutes.pdf

(Information taken from the undergraduate catalog)

Eastern's undergraduate University Learning Goals were revised, effective Fall 2014, to reflect EIU's mission, which states that "throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders."

EIU graduates reason and communicate clearly as responsible citizens and leaders in diverse personal, professional, and civic contexts.

**Critical Thinking**

EIU graduates question, examine, evaluate, and respond to problems or arguments by:

1. Asking essential questions and engaging diverse perspectives.
2. Seeking and gathering data, information, and knowledge from experience, texts, graphics, and media.
3. Understanding, interpreting, and critiquing relevant data, information, and knowledge.
4. Synthesizing and integrating data, information, and knowledge to infer and create new insights.
5. Anticipating, reflecting upon, and evaluating implications of assumptions, arguments, hypotheses, and conclusions.
6. Creating and presenting defensible expressions, arguments, positions, hypotheses, and proposals.

**Writing and Critical Reading**

EIU graduates write critically and evaluate varied sources by:

1. Creating documents appropriate for specific audiences, purposes, genres, disciplines, and professions.
2. Crafting cogent and defensible applications, analyses, evaluations, and arguments about problems, ideas, and issues.
3. Producing documents that are well-organized, focused, and cohesive.
4. Using appropriate vocabulary, mechanics, grammar, diction, and sentence structure.
5. Understanding, questioning, analyzing, and synthesizing complex textual, numeric, and graphical sources.
7. Collecting and employing source materials ethically and understanding their strengths and limitations.

**Speaking and Listening**

EIU graduates prepare, deliver, and critically evaluate presentations and other formal speaking activities by:

1. Collecting, comprehending, analyzing, synthesizing and ethically incorporating source material.
2. Adapting formal and impromptu presentations, debates, and discussions to their audience and purpose.
3. Developing and organizing ideas and supporting them with appropriate details and evidence.
4. Using effective language skills adapted for oral delivery, including appropriate vocabulary, grammar, and sentence structure.
5. Using effective vocal delivery skills, including volume, pitch, rate of speech, articulation, pronunciation, and fluency.
6. Employing effective physical delivery skills, including eye contact, gestures, and movement.
7. Using active and critical listening skills to understand and evaluate oral communication.

**Quantitative Reasoning**

EIU graduates produce, analyze, interpret, and evaluate quantitative material by:

1. Performing basic calculations and measurements.
2. Applying quantitative methods and using the resulting evidence to solve problems.
3. Reading, interpreting, and constructing tables, graphs, charts, and other representations of quantitative material.
4. Critically evaluating quantitative methodologies and data.
5. Constructing cogent arguments utilizing quantitative material.
6. Using appropriate technology to collect, analyze, and produce quantitative materials.

**Responsible Citizenship**

EIU graduates make informed decisions based on knowledge of the physical and natural world and human history and culture by:

1. Engaging with diverse ideas, individuals, groups, and cultures.
2. Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.
3. Participating formally and informally in civic life to better the public good.
4. Applying knowledge and skills to new and changing contexts within and beyond the classroom.
University Learning Goals, Recommendations and Resolutions

See the April 25, 2013 CAA minutes:
http://castle.eiu.edu/eiucaa/2012-13CAA/SP13/05-02-13/Minutes/04-25-13Minutes.pdf

Progress Report (9/22/16 CAA):

Learning Goals Committee Recommendations to Council on Academic Affairs

Background
In response to longstanding concerns about student learning outcome data relative to the university's learning goals, and in concert with the Provost's 2010-2011 priorities for improvement, the Council approved Proposal 11-116R on November 10, 2011, establishing a Council on Academic Affairs University Learning Goals Committee for the purpose of gathering information and data in order to review integration, instructional practices, and the effectiveness of EIU's undergraduate university learning goals. The Committee has been comprised of Council members as well as CASL members, college curriculum committee members, and other campus faculty with expertise or interest in the university's undergraduate learning goals. A time frame of November 2011 through April 2013 was established for achieving the Committee's purpose.

Since its establishment, the Committee and its four subcommittees (Writing, Speaking, Critical Thinking, and Global Citizenship) have:
1. Reviewed learning goal assessment data provided by the Committee for the Assessment of Student Learning;
2. Surveyed the relevant research and practitioner literature;
3. Examined practices of peer and non-peer institutions;
4. Conducted a university-wide faculty survey;
5. Reviewed representative general education and major program syllabi;
6. Studied other relevant data, e.g., from the National Survey of Student Engagement and the Collegiate Learning Assessment within the Voluntary System of Accountability;
7. Presented preliminary findings and sought feedback from seventeen campus councils and committees, including: the Faculty Senate; the Council of Deans; the administrative councils and curriculum committees of the four academic colleges; the Honors Council, the Continuing Education Advisory Council; the Academic Advising Committee; the Council for the Assessment of Student Learning; the Faculty Development Advisory Council; the Council on Graduate Studies, and the Council on Teacher Education.

The information and data gathered in this work have been recorded in the Council on Academic Affairs Learning Goals Review Report, as well as supporting documents with detailed results of the faculty survey, the syllabus review, and data from the Committee for the Assessment of Student Learning.

The Committee's time frame stipulated that it present finalized recommendations to the Council on Academic Affairs for adoption by April 2013, with implementation of recommendations to commence in the Fall 2013 semester. As the work of the Committee has progressed, it has become evident that the possible causes of disappointing student achievement in the university's learning goals are both complex and systemic, and that solutions to improve student learning outcomes will need to include curricular, instructional, assessment, faculty development, and administrative facets. Such work will require a great deal of thought, effort, cooperation, and good will from faculty, administration, and staff.

The recommendations described below were developed for the primary purpose of increasing students' communication and critical thinking skills to function in a diverse global society. The recommendations are consistent with:
1. EIU's mission statement, which asserts that the university "offers superior, accessible undergraduate...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....Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders."
2. The university's recently completed strategic plan in which increasing critical thinking skills and academic rigor were themes within academic excellence.
3. The NCA Higher Learning Commission's accreditation criteria (effective January 2013), which EIU must meet, including that:
   A. the general education imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess;
B. every degree program offered by the institution engages students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments;
C. education offered by the institution recognizes the human and cultural diversity of the world;
D. the institution maintains and exercises authority over the prerequisites for courses, rigor of courses, and expectations for student learning;
E. the institution demonstrates a commitment to educational improvement through ongoing assessment of student learning; and
F. assumed practices of the HLC include that faculty participate substantially in the assurance of consistency in the level and quality of instruction and in the expectations of student performance; also that instructors communicate course requirements through syllabi.

Resolution
WHEREAS, the Council on Academic Affairs has the responsibility and authority for making recommendations to the President relative to academic regulations (Article II) and general education requirements for all undergraduate degrees (Article VII.A.2.a.2); and

WHEREAS, the Council is also concerned with the maintenance of desirable standards in the university’s curriculum (Article VII.A.1.c.3); and

WHEREAS, the Council’s bylaws specify that the Council may have standing committees, subcommittees, ad hoc committees, and any other committees deemed necessary by the Council (Article VI);

THEREFORE, the Committee proposes to the Council that it adopt the following recommendations and forward them to the President:

- That the Council on Academic Affairs, in accordance with Article VI of its bylaws, establish a standing Committee on General Education and University Learning Goals, the composition of which will be determined by the Council to ensure participation by all CAA members, as well as representatives from campus curricular councils, faculty learning goal experts, general education instructors, other units (e.g., CASL, Faculty Development, etc.), and undergraduate students. The specific tasks to be accomplished as listed below are to be conducted under the aegis and with the final approval of the Council.
- That this committee be charged initially with the implementation of the following plan, which is focused on improving student learning outcomes at the university through systemic increase in academic rigor and improvement of curricular, instructional, and assessment practices in both the general education and major programs.

a. Year One (2013-14)—Reinvigorating the University’s Learning Goals
   A. Fall 2013
      1. Finalize and adopt, after circulation to the university’s curricular bodies, proposed changes and/or additions to the undergraduate learning goals.
      2. Revise CAA Course Proposal Form to support systematic inclusion of the university learning goals in all new and revised undergraduate courses.
      3. Examine higher education syllabus best practices; then review and revise the existing CAA syllabus policy.
      4. Study and possibly revise university program review process and format to emphasize the importance of curricular, instructional, and assessment practices supportive of higher student achievement of the learning goals.
      5. Develop resources supportive of a Spring 2014 series of workshops on:
         a. Academic rigor
         b. Writing and reading
         c. Speaking and listening
         d. Critical thinking
         e. Global citizenship
         f. Quantitative literacy
         g. University learning goals in the majors
   2. Spring 2014
      i. Present workshop series listed above; sharing resources with faculty through website and physical distribution
      ii. Study general education approaches to facilitate systematic support of learning goal achievement, including the freshman year experience; curricular revision of key, foundational general education courses; and more systematic inclusion of learning goals throughout general education segments

1. Year Two (2014-15)—Aligning the General Education Curriculum
1. Fall 2014
   1. Revise curriculum of key, foundational general education courses to ensure introductory
      competence in learning goals during freshman year.
   2. Develop common, consistent expectations for course rigor and student achievement of learning
      goals within segments of general education program.
   3. Partner with CASL to develop plan for assessment within general education courses.

2. Spring 2015
   1. Present workshops on revision of general education courses and expectations for general education
      segments.
   2. Study models for discipline-based capstone and assessment practices supportive of learning goals.
   3. Study current adoption of learning goals within majors and discipline-based capstone and
      assessment practices at EIU.
   4. Develop framework for more systematic extension of learning goals into upper division courses and
      program assessment practices within major programs.

B. Year Three (2015-16)—Extending the Learning Goals into the Majors
   o Fall 2015 and Spring 2016
     o Implementation of general education changes developed in Year Two.
     o Design continuous General Education review system.
     o Work with departments to implement framework for extension of learning goals within major
       programs.

1. Year Four (2016-17)—Institutionalizing Learning Goal Improvement
   C. Fall 2016 and Spring 2017
      a. Implement department plans for extending learning goals in major programs.
      b. Implement monitoring, assessment, and refinement of general education practices.
   D. Spring 2017
      a. Plan for five-year (Fall 2017) follow-up study (faculty survey, syllabi review, NSSE, VSA, etc.).

D. Year Five (2017-18)—Assessing Impact

University Learning Goals Committee, Establishment of the

See the November 10, 2011 CAA minutes:

Progress Report:
See the September 22, 2016 CAA minutes:

CAA University Learning Goals Committee
Revised Proposal November 7, 2011
Developed by Rebecca Throneburg, Debra Reid, and Aseret Gonzalez
with suggestions for timeline by Stephen Lucas

Purpose:
Review of integration, instructional practices, and effectiveness of EIU’s 4 undergraduate university learning goals
(LGs).

Membership:
CAA will act as committee of the whole which will include creation of 4 special subcommittees (one for each learning
goal-LG) and 1 special executive subcommittee to coordinate efforts and materials among subcommittees and provide
assistance to any of the subcommittees as needed.

Membership will include: a) all CAA members; b) one faculty representative from each college curriculum committee; c)
one additional student academic committee member representative; and d) four other faculty members, one with
expertise representing each learning goal.

Each LG subcommittee will be composed of one faculty expert, one student representative, one college curriculum
committee representative, and two CAA faculty members. The executive committee will be comprised of two CAA
faculty members (who are not members of any individual LG subcommittee, but will serve as a resource for all committees and serve an integrative function across subcommittees) and one representative from each LG subcommittee. Subcommittees may consult with/solicit assistance from additional faculty, staff, or students as needed to complete tasks in the action plan.

Meetings:
The majority of the biweekly CAA agenda will be devoted to work on this task in the remaining AY 2011-2012. Additional meetings and assignments can be developed as needed for the various subcommittees.

Action Plan:
   a. **GATHER AND STUDY EXISTING INFORMATION**
      a. Review Available Data at EIU (e.g. complete CASL reports for each LG; select departmental assessment reports regarding student skills in LG areas; Writing Subcommittee review WI data, WAC survey, and WAC past proposal; Speaking review old speaking data; Global review old syllabi study and faculty survey, etc)
      b. Peer (approximately 4-5) and Model (approximately 1-2) Institution Review (Each LG subcommittee)
         i. Critical thinking definitions, requirements, and instruction
         ii. WI definitions and other writing requirements and instruction
         iii. Speaking requirements and instruction
         iv. Global citizenship definitions, requirements, and instruction
      c. Literature Review (Each LG subcommittee)
         i. Best practices/evidence regarding instruction for each LG
   b. **CONDUCT FACULTY SURVEY AND CURRICULUM REVIEW**
   c. **STUDY AND INTERPRET INFORMATION** (Each LG subcommittee)
   d. **DEVELOP, DISCUSS, REFINE RECOMMENDATIONS** (Within each LG subcommittee and then with the committee as a whole)
   e. **DISTRIBUTE RECOMMENDATIONS WITH RATIONALE FROM DATA/INFORMATION AND GATHER FEEDBACK FROM UNIVERSITY CONSTITUENCIES**
   f. **MODIFY RECOMMENDATIONS AS NEEDED BASED ON FEEDBACK**
   g. **IMPLEMENT FINAL RECOMMENDATIONS BY MODIFYING CURRICULAR REQUIREMENTS IF INDICATED, PROVIDING FACULTY EDUCATION, AND/OR OTHER NECESSARY ACTIONS**

Possible Timeline:

**Fall 2011 Semester**
- Form committee (Nov 2011)
- Reach out to college curriculum committees and learning goal experts for involvement (Nov 2011)
- Form LG subcommittees (Nov 2011)
- Identify peer/model institutions (Nov 2011)
- Identify existing EIU data to examine (Nov-Dec 2011)
- Begin literature review of best practices (Nov-Dec 2011)

**Spring 2012 Semester**
- Complete literature review, existing EIU data review, and peer/model institution work; Summarize findings and fold in "academic excellence" strand of the strategic planning process (Jan-Feb 2012)
- Carefully define LGs for purposes of creating faculty instructional practices survey and curriculum matrix items (Mar 2012)
- Define courses to be reviewed with curriculum matrix (e.g., general ed? major core courses? etc...)(Mar 2012)
- Develop faculty instructional practices survey items and curriculum course matrix items (Mar- April 2012)
- Engage college curriculum committees for feedback on faculty survey and the curriculum matrix review process (April 2012)
- Finalize instruments and planned procedures (May 2012)(so that data collection with the survey and matrix can begin in September 2012)

**Fall 2012 Semester**
- Collect data (Faculty survey available in Sept 2012; Curriculum matrices complete by Oct 15)
- Analyze data (Faculty survey Oct 2012, Curriculum matrices Nov 2012)
- Share data with college curriculum committees/garner impressions and feedback (Dec 2012)

**Spring 2013 Semester**
- Interpret/write up findings from faculty survey and curriculum matrix review (Jan 2013)
- Develop recommendation summaries (for university constituencies with rationale from data/information gathered from EIU, literature, other institutions) – (Feb 2013)
- Distribute recommendation summaries with rationale from data/information and gather feedback from university constituencies (Mar 2013)
- Modify/Finalize recommendations as needed based on feedback (April 2013)

**Fall 2014 Semester**
- Begin implementation of recommended changes to support strengthening of LG attainment, including curricular revision and faculty development

**University’s Mission and Vision Statements**

See [http://www.eiu.edu/about/mission.php](http://www.eiu.edu/about/mission.php)

*(Information taken from the University’s mission statement Website)*

**Mission Statement**

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.

**Vision Statement**

Eastern Illinois University will be a premier comprehensive university, global in its reach and impact, where personal connections with faculty and staff support students’ academic success.

**Withdrawal from a Course**

See IGP 65: Student Withdrawal from a Course: [http://castle.eiu.edu/auditing/065.php](http://castle.eiu.edu/auditing/065.php)

*(Information taken from the undergraduate catalog)*

**Withdrawal from a Course**

1. During a Fall or Spring Semester, a student may withdraw from a full-term course on or before the 10th class day and not receive a grade.
2. From the 11th class day until the close of business on the Friday of the 11th class week of the semester, a student may withdraw from a full-term course with a grade of "W." If after the Friday of the 11th class week or equivalent a student had extraordinary circumstances that prevented them from withdrawing by the deadline, they may initiate a withdrawal from a course or the University through the late withdrawal process. Cutoff dates for special part of terms and summer terms are reduced proportionately. Specific withdrawal dates are established for each term. Full-term and half-term course withdrawal dates are published in the class schedule for the appropriate term.

**Note:** One week prior to the beginning of the class(es) in which a student is enrolled, an email including the drop and withdrawal dates for the class(es) will be sent to the student's Eastern email account. Students should make note of the dates included in the email so deadlines for dropping or withdrawing may be met.

**Late Withdrawals**

A student may request a late withdrawal through the Office of The Registrar when a documented illness or extraordinary circumstance prevents withdrawal from a course by the established deadlines. Failing a class is not an appropriate reason to seek a late withdrawal. Students who are failing a course should follow the "Repeating Courses" policy stated in the catalog. The deadline for submitting a late withdrawal is March 15th for the
immediately preceding fall semester and October 15th for the immediately preceding spring or summer semester. Upon submission of a late withdrawal request, students will be assessed a non-refundable Late Withdrawal Fee of $25 per credit hour requested with a maximum of $100 per occurrence.

The Office of the Registrar forward all appeals of the Registrar’s determination of Late Withdrawal requests to the Appeal Committee, whose decision is final and not subject to further appeal. The late Withdrawal policy and procedures for submitting/responding to late withdrawals requests can be found at http://www.eiu.edu/registra/latewithdrawalpolicy.php.

Withdrawal from the University

(Information taken from the undergraduate catalog)

Rules governing grading practices upon withdrawal from the University are the same as those listed above for withdrawal from a course.

A student who wishes to withdraw completely from the University before the end of a semester or summer term should drop all classes using PAWS or contact the Office of the Registrar for assistance. Return textbooks to Textbook Rental within two days of withdrawing. If applicable, the Office of Financial Aid and Scholarships and the Housing Office will also need to be notified. The student is responsible for making sure all obligations to the University have been met.

Notice of intention to withdraw should be made in person, sent from the students EIU e-mail account or a letter addressed to the Office of the Registrar declaring intention to withdraw and postmarked within the stated period is deemed equivalent to notice submitted personally.

Policies governing withdrawal because of a call to active military duty are administered by the Registrar. Upon the written recommendation of a licensed physician or a licensed mental health professional, and with the concurrence of the Director of the Health Service or the Director of the Counseling Center, a student may be granted permission to officially withdraw from all courses from the University.

Writing-Across-the-Curriculum, Affirmation of the Importance of


See the December 6, 2007 CAA Minutes: http://castle.eiu.edu/eiucaa/2007-08CAA/Spring2008/01-10-08/Minutes/12-06-07Minutes.pdf

The following was approved at the December 6, 2007 CAA meeting.

Affirmation of the Importance of Writing Across the Curriculum

At the Council for Academic Affairs (CAA) meeting on November 29, 2007, the undersigned Council members were appointed as an ad hoc committee to address affirmation of the importance of writing across the curriculum. As explained below, we propose the following:

- CAA adopt the following statement:
  CAA hereby reaffirms its commitment to the importance of writing in Eastern Illinois University’s curricula as evidenced both in the University mission (“Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders” and in the General Education mission (“to enhance student literacy”).

- CAA appoint a committee, as described below, to review issues relating to writing in the curriculum.

Rationale

Recent discussions at CAA and in other campus committees have raised issues concerning whether writing is appropriately emphasized in the university curricula. Currently, the university-wide writing requirements are limited to those imposed as part of the general education curriculum:

1. All native students must complete, with a grade of C or better, two writing centered courses as part of general education: ENG 1001 Composition and Language and ENG 1002 Composition and Literature, or their honors counterparts, ENG 1091 and ENG 1092. (Under the Illinois Articulation Initiative, transfer
students may satisfy this requirement by completing approved composition courses at other institutions. Those courses, while emphasizing writing do not necessarily meet EIU’s definition of writing centered.

2. All students must complete one writing intensive course: the senior seminar that serves as the capstone course of the general education curriculum.

3. All native students must complete the university’s general education curriculum. All gen ed courses are designated as. (Under the Illinois Articulation Initiative, transfer students may satisfy general education requirements through courses at other institutions; those courses do not necessarily meet EIU’s definitions of writing centered, writing intensive or writing active.)

Recently, CAA approved a proposal – submitted by the university Committee for the Assessment of Student Learning (CASL) – that revises the requirements for the Electronic Writing Portfolio. A key provision of this proposal broadens the courses from which students may select papers to submit as writing samples to the EWP. The new requirements allow students to submit a paper from any course so long as the paper meets several criteria (relating to length and nature of the assignment).

In contrast, the current EWP requirements allow submission only from courses designated as writing centered or writing intensive. Because of this change, students no longer may have an incentive to complete writing centered or writing intensive courses, other than those required as part of general education. Effectively, then, students will be able to complete their four-year university education taking only one course beyond the 2000 level (i.e. the senior seminar) that emphasizes writing.

This ad hoc committee, therefore, proposes that CAA form a committee to review issues relating to writing in the curriculum and to make recommendations to CAA based on that review. The charge to the committee might include:

- To explore whether CAA should consider revision of the general education curriculum focusing on the role of WC, WI, and WA courses in that curriculum;
- To evaluate the merits of CAA’s adding a graduation requirement specific to WC, WI, and WA courses;
- To consider the role of the Writing Across the Curriculum Committee and its relationship to CAA; and
- To raise other relevant issues related to writing in the curricula at EIU.

We further recommend that the following be included on the committee:

- Writing Across the Curriculum Committee chair
- One undergraduate student representative
- One representative from each of the academic colleges (Arts and Humanities, Sciences, Education & Professional Studies, and Business & Applied Sciences) and
- One Senior Seminar representative.

Respectfully submitted:

Debra Reid  
Christie Roszkowski  
Kathlene Shank

**Writing-Across-the-Curriculum Committee (WAC)**

Note: In 1990 WAC was a CAA subcommittee, but its jurisdiction moved to CASL. Then in 2008 it moved back to CAA.

See the April 24, 2008 CAA Minutes:  

(The following proposal was approved at the April 24, 2008 CAA meeting)

**MEMORANDUM**

To: CAA  
From: Daiva Markelis, Director of Writing Across the Curriculum  
Date: April 16, 2008  
Subject: Proposal to have Writing Across the Curriculum Committee Resume Direct Reporting to CAA

In the name of the Writing Across the Curriculum Committee, I ask that WAC be released from its responsibilities as a subcommittee of CASL and revert to its original status as a committee under the jurisdiction of CAA. This is in keeping with the suggestions offered by the Ad Hoc CAA Committee on Improving Writing at EIU in its forthcoming
Strategic Plan, the wishes of concerned members of the English Department as expressed in their letter of February 29th to CAA, and the desires of members of both WAC and CASL, who have voted unanimously to have WAC resume direct reporting to CAA.

Although WAC members have engaged in important work as a subcommittee of CASL—including reading sample portfolios, helping to construct and evaluate both student and faculty surveys concerning the EWP, and, perhaps most importantly, working to revise the EWP process and procedures—their time on these activities has taken them away from WAC's original purposes: 1) to serve as a resource for instructors across disciplines wishing to incorporate and more effectively utilize writing in their classrooms, and 2) to promote the idea that writing is best taught—and most fully understood—in the context of the distinct goals and requirements of each discipline. A return to its original status as a committee under the jurisdiction of CAA would allow WAC to more effectively implement these important goals.

(Memorandum from the April 24, 2008 meeting agenda.)

TO: Christie Roszkowski, The Council on Academic Affairs
FROM: The Committee for the Assessment of Student Learning, Stacey Knight-Davis, Chair
DATE: April 17, 2008
SUBJECT: Writing Across the Curriculum Committee

At the March 18, 2008 meeting, CASL members unanimously supported WAC's request to report directly to CAA. CASL has no objections to this change. As the CASL bylaws stipulate that the Chair of WAC have a seat on CASL, WAC will continue to have a voice in shaping assessment efforts at EIU.

Writing Across the General Education Curriculum

WRITING ACROSS THE GENERAL EDUCATION CURRICULUM
Adopted by CAA, February 15, 1990
Revised by CAA, October 15, 1998

All of Eastern's general education courses require writing. Four of these courses—English 1001G and 1002G and their honors equivalents, 1091G and 1092G—are writing-centered. In these courses 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).

Other general education courses, including all senior seminars, are writing-intensive. In such 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 the quality of students' writing should constitute no less than 35% of the final course grade.

Remaining general education courses are writing-active. 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.

Writing Designations

Writing-Active, -Intensive, and -Centered Courses

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).

**Writing Intensive Course List**

See [http://www.eiu.edu/assess/WI%20WC%20Courses%20Sept%202014.pdf](http://www.eiu.edu/assess/WI%20WC%20Courses%20Sept%202014.pdf)
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