

**Council on Academic Affairs**  
**Minutes**  
*January 16, 2002*

The January 16, 2002 meeting of the Council on Academic Affairs was held at 2:00 p.m. in the Arcola/Tuscola Room.

**Members present:** Dr. Bock, Mr. Deedrick, Dr. Fewell, Ms. Grenda, Dr. Helsel,  
Dr. Marlow, Dr. Methven, Dr. Owen, Ms. Samuels, Ms. Sartore, Dr. Tidwell

**Members absent:** Dr. Dietz

**Staff present:** Dr. Herrington-Perry, Dr. Lord, Ms. McDivitt

**Guests present:** Mr. Donnelly, Mr. Sampier, Mr. Wolf

**I. Minutes**

The minutes of December 12, 2002 were approved as written.

**II. Communications:**

1. Academic Waiver Reports for December 2002 from the Lumpkin College of Business and Applied Sciences, College of Education and Professional Studies, and College of Sciences.  
*The council recommended that academic waiver requests submitted should spell out unusual course prefixes as opposed to using abbreviations.*
2. December 12, 2002 and December 18, 2002 minutes from the Lumpkin College of Business and Applied Sciences Curriculum meetings.
3. December 11, 2002 memorandum from Associate Dean Jeff Lynch, Arts & Humanities, requesting executive action for JOU 4760.
4. December 12, 2002 memorandum from Dean Diane Hoadley, Lumpkin College of Business and Applied Sciences, requesting executive action regarding INT 4002, INT 4602, and INT 4123.

**III. Items to be Added to the Agenda:**

1. 03-01, Revised Business Administration Minor
2. 03-02, Revised Family and Consumer Sciences Minor

Dr. Helsel moved and Mr. Deedrick seconded the motion to add these items to the agenda.

**IV. Items Acted Upon:**

1. 02-32, Renumber GEL/INT 3300G to GEL/INT 2300G (revised course)

Dr. Baharlou, Chair, presented the proposal and answered questions of the council. The motion passed unanimously.

This agenda item is approved, *effective Fall 2003*:

**2300G GEL/INT. Science and Technology: A Promise or a Threat. (3-0-3) F, S, SU. This course will focus on the methods and development of scientific discoveries, their technological applications and the impact of these activities on cultural, social, political, economic, and religious values. The influence of society on scientific research and technological development will be studied as well.**

2. 02-52, Revised Course Proposal Format

Dr. Marlow and Dr. Herrington-Perry answered questions of the council.

This agenda item is approved, *effective January 16, 2003. (See Attachment A.)*

3. 02-53, Proposed Revision of Grade Appeals Policy, IGP #45 (submitted by Ronnie Deedrick)

Mr. Deedrick presented the proposal and answered questions of the council.

Dr. Bock moved and Dr. Helsel seconded the motion to amend footnote #1 as follows:

<sup>1</sup>To ensure that there is no conflict of interest, the Department Grade Appeals Committee shall include a student selected by the student VPAA in consultation with the Department Chair. In no case shall the student selected be from the same department as the student appealing the grade.

The amendment failed with a vote as follows:

Yes	Dr. Bock, Ms. Grenda, Dr. Helsel
No	Mr. Deedrick, Dr. Fewell, Dr. Marlow, Dr. Methven, Dr. Owen, Ms. Samuels, Ms. Sartore, Dr. Tidwell

Dr. Methven moved and Dr. Bock seconded the motion to amend footnote #1 as follows:

<sup>1</sup>To ensure that there is no conflict of interest, the Department Grade Appeals Committee shall include a student selected by the student VPAA and the Department Chair. In no case may the faculty member whose grade is being appealed serve on the DGAC.

The amendment passed unanimously.

The Council approved agenda item 02-53 unanimously.

Pending President's Council approval, it will become effective Spring 2003 (*See Attachment B*).

The meeting adjourned at 2:40 p.m. Submitted by Julie McDivitt, Recording Secretary

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The current agenda and all CAA council minutes are available on the web at <http://www.eiu.edu/~eiucaa/>. In addition, an electronic course library is available at <http://www.eiu.edu/acaaffair/elibrary.htm>.

Announcement of Next Meeting  
January 23, 2003  
Arcola/Tuscola Room @ 2:00 p.m.

#### **Agenda**

- 02-48, IGP #46, Grades (Pending)
- 02-51, Policies for Awarding Undergraduate Course Credit (Pending)
- 03-01, Revised Business Administration Minor (Revision)
- 03-02, Revised Family and Consumer Sciences Minor (Revision)

**Approved Executive Actions**

**CEPS**

***Effective Fall 2003***

Revise course description for STG 4001 as follows:

4001 STG. Student Teaching. (Arr.-Arr.-12, 14, 16) (Credit/No Credit)  
With the exception of Family and Consumer Sciences and Special Education majors, students complete 15 weeks of student teaching for 14 semester hours of credit. Family and Consumer Sciences majors complete 12 weeks of student teaching for 12 semester hours of credit. Special Education majors, Early Childhood Education majors, and Early Childhood Education majors with dual certification in Elementary Education complete 16 weeks of student teaching for 16 semester hours of credit. See your major department for specific requirements. **Effective Fall 2004, student teaching may not commence until passing scores in the Illinois Content Area Test, specific to the major, are verified. Credit for student teaching is earned by successful completion of the student teaching experience and completion of all departmental requirements which may apply.**

**Pending Executive Actions**

**LCBAS**

***Effective Fall 2003***

Revise prerequisite for FCS 4860 as follows:

From: FCS 2800 and HST 4800 or permission of the instructor

To: FCS 2800 or permission of the instructor.

**AH**

***Effective Spring 2003***

Revise course title as follows:

From: 4760 Journalism, Publication Design

To: 4760 Journalism, Advance Publication Design

**LCBAS**

***Effective Fall 2003***

Revise course credits as follows:

From: 4002 INT, Materials Testing (0-4-2)  
4602 INT, Physical Metallurgy (0-4-2)

To: 4002 INT, Materials Testing (2-2-3)  
4602 INT, Physical Metallurgy (2-2-3)

Revise course title and description as follows:

From: 4123 INT, Advanced Photographic Imaging (1-4-3) S.

Detailed study of technical equipment and skills necessary for quality photographic imaging. Use of large format cameras, special films, image transfer techniques with Polaroid film, manipulation of digital images as well as special effects photography will be included. Students must provide their own SLR 35mm camera. Prerequisite: INT 3123 or permission of the instructor.

To: 4123 INT, Advanced Digital Capture for WEB and Print Publishing (1-4-3) S.

Detailed study of technical equipment and skills necessary for quality digital photographic imaging, digital scanning, image manipulation, image transfer for WEB and Print Publishing, Production techniques and operations of WEB Publishing and Print Publishing technologies will be demonstrated through the different phases of planning, organizing, quality control, posting and maintaining of a web site. Selection of hardware and cross-platform

software interface, design, and practical applications of networks will be explored.  
Prerequisite: INT 3123 or permission of the instructor.

*Attachment A*

## New and Revised Course Proposal Format

1. Catalog description in the style of the University Catalog, showing
  - a) course number;
  - b) title;
  - c) meeting times and credit, such as (3-0-3);
  - d) term(s) to be offered (F, S, SU);
  - e) short title -- not to exceed 16 characters, including spaces;
  - f) course description -- not to exceed four lines. If this course is repeatable, indicate this in the course description;
  - g) prerequisite(s), including required technical skills such as software proficiency or Internet use.
  - h) initial term of course offering (e.g., Fall 2004).
  
2. Objectives and Evaluation of the Course
  - a) List the student learning objectives of the course. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
    - EIU graduates will demonstrate the ability to write and speak effectively.
    - EIU graduates will demonstrate the ability to think critically.
    - EIU graduates will function as responsible citizens.
  - b) Indicate how students' achievement of the stated objectives will be assessed and grades will be earned, based on activities such as projects, reports, research papers, oral presentations, group problem solving, examinations, etc.
  - c) For technology-delivered and other nontraditional-delivered courses/ sections, address the following:
    - (1) Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives.
    - (2) Describe how the integrity of student work will be assured.
    - (3) Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.).
  - d) For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
    - (1) course objectives;
    - (2) projects that require application and analysis of the course content; and
    - (3) separate methods of evaluation for undergraduate and graduate students.
  - e) If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.\*\*
  
3. Outline of the Course
  - a) Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed.
  - b) For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.
  
4. Rationale
  - a) Purpose and need: Explain the purpose of and need for this course. If this is a general education course, indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. If the course or some sections of the course may be technology delivered, explain the need for it to be technology delivered.
  - b) Justification of the level of the course and of course prerequisites.
  - c) Similarity to existing courses:
    - (1) Give a clear justification for the new course if it is similar to an existing course. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.

- (2) Cite course(s) to be deleted if the new course is approved or the exceptional need to be met or the obvious gap to be filled.
- d) Impact on Program(s):
  - (1) For undergraduate programs, specify if this course will be required for a major or minor or used as an approved elective.
  - (2) For graduate programs, specify if this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

Please note: If the proposed course changes a major, minor, or certificate program in or outside of the department, submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

#### 5. Implementation

- a) Faculty member(s) to whom the course may be assigned. In case of a graduate course, if the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.
- b) Specification of any additional costs to students, including those for supplemental packets, hardware/software, or any other additional technical or technological requirements. (Course fees must be approved by the President's Council.)
- c) Text and supplementary materials to be used, including publication dates.

#### 6. Community College Transfer

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

7. Date approved by the department or school \_\_\_\_\_

8. Date approved by the college curriculum committee \_\_\_\_\_

9. Date approved by CAA \_\_\_\_\_ CGS \_\_\_\_\_

\* 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. A technology-enhanced course section augments a regularly scheduled course section and adds opportunities for interaction between a 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 predominant mode of instruction is face-to-face. A technology-delivered course section is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

\*\*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).

Effective January 16, 2003

## Attachment B

### Grade Appeals Policy #45

The Grade Appeals Policy Number 45 is based on the premise that only the instructor who gave a grade can change that grade. The appeal of a grade must follow the procedure outlined below.

#### Bases for Grade Appeals

The bases for an appeal of a suspected error in grading are:

1. An obvious error in the calculation of the grade.
2. The assignment of a grade to a particular student by application of more exacting or demanding standards 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 instructor's previously announced standards.

The appeal procedure is not to be used for a review of the judgment of an instructor in assessing the quality of a student's work.

#### Procedure for Grade Appeals

1. All aspects of the grade appeals procedure will be conducted with confidentiality to protect both student and faculty member.
  2. The student must initiate the appeal process by contacting and conferring with the faculty member who gave the contested grade within the first four weeks of the next semester or term in which the student is enrolled. If the student no longer is enrolled at the University, he/she has one calendar year in which to initiate appeal of the contested grade. If the faculty member is not available, the student shall contact and confer with the Department Chair.
  3. If the student and the faculty member cannot arrive at a mutually agreeable solution or if the faculty member fails to respond to the student inquiry within two weeks, the student may confer with the Department Chair. In consultation with the faculty member, the Department Chair will attempt to arrive at a solution. If this informal consultation is not able to solve the dispute, then a more formal procedure can be undertaken by the student, as described in the next section.
  4. If the above conference does not result in a solution that is agreeable to the student and faculty member or if six weeks have elapsed since the student initiated the appeal, the student may file a written appeal to the Department Grade Appeals Committee (DGAC)<sup>1</sup> setting forth the basis for the appeal and supplying supporting evidence. Copies of the appeal shall be sent to the faculty member and the Vice President for Academic Affairs of the Student Body. The written appeal must be filed within ten weeks after the appeal was initiated. The appeal will be reviewed by DGAC, with the Vice President for Academic Affairs of the Student Body<sup>2</sup> serving in an advisory capacity. If previously outlined procedures have been followed, the DGAC, with the Vice President for Academic Affairs of the Student Body<sup>2</sup> serving in an advisory capacity, will (1) confer with the student and faculty member and (2) hold a fact-finding session. Both the student and faculty member shall be entitled to be present during such a session and present evidence themselves. This session shall not be open to the public; it shall be restricted to the student, faculty member, DGAC, and the Vice President of Academic Affairs of the Student Body.<sup>2</sup>
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As the result of this session it might be necessary to solicit additional information and hold another fact-finding session. The student, the faculty member, or the DGAC has the right to request additional information or to invite other persons to present evidence in their behalf. Such party must, however, inform the others, in writing, at least one week in advance of the second session, of participants other than him or herself, and such participation must be restricted to a reasonable number of persons. This second fact-finding session shall not be open to the public.

After the fact-finding session(s), the student and faculty member, even if he or she is a member of the DGAC, shall be excluded from the deliberations. The DGAC, with the Vice President for Academic Affairs of the Student Body<sup>2</sup> serving in an advisory capacity, will deliberate privately and render one of the following recommendations to the faculty member:

- (a) grade should not be changed, appeal not approved
- (b) grade should be changed

The Department Chair shall notify the student of the Committee's recommendation.

If Step 4 is reached, copies of minutes (or summaries of minutes that do not include portions deemed confidential by the Committee) of the DGAC meetings held to resolve the issue will be sent to the Department Chairperson and the appropriate Academic Dean.

6. In the event that DGAC's recommendations are unsuccessful in resolving the problem, the materials, statements, and DGAC minutes shall be forwarded by the Department Chair to the Vice President for Academic Affairs of the University. The Vice President for Academic Affairs of the University shall consult with the Chairperson, Dean, and anyone else deemed appropriate and make a final determination of appropriate action.

<sup>1</sup> To ensure that there is no conflict of interest, the Department Grade Appeals Committee shall include a student selected by the student VPAA and the Department Chair. In no case may the faculty member whose grade is being appealed serve on the DGAC.

<sup>2</sup>If the Vice President for Academic Affairs of the Student Body cannot be present, the President of the Student Body shall serve in this capacity.