

Agenda for the April 21, 2009 CGS Meeting

- Items Approved:**
1. 09-04, ENG 5585, Writing Project for K-12 Teachers (New Course Proposal)
 2. 09-01, HIS 5700, Seminar in World History (New Course Proposal)
 3. 09-02, M.A. English, Proposed Changes to Curriculum

- Items Pending:**
1. 09-05, Degrees with Distinction for Post-Baccalaureate Students
 2. 09-06, Graduate Credit and Grading Policies
 3. 09-07, MUS 5554, Applied Study (Guitar) (New Course Proposal)

MINUTES OF THE COUNCIL ON GRADUATE STUDIES

April 7, 2009

The Council on Graduate Studies met at 2:00 p.m. on Tuesday, April 7, 2009 in 3108 Blair Hall.

Members present: Dean Augustine, Dr. Dively, Dr. Hanlon, Mr. Kahler, Dr. Laursen, Ms. Lienhop, Dr. Raybin, Dr. Liu, and Dr. Taylor

Members absent: Dr. Emmett and Dr. Veale

Staff present: Mr. Rodney Ranes and Ms. Linda Barter

Guests present: Dr. Ed Wehrle, History; Dr. Robin Murray, English; Dr. Doug Klarup and Dr. Barbara Lawrence, Chemistry; and Dr. Jeff Ashley, Dr. Lilian Barria, Dr. Andrew McNitt, Dr. Ryan Hendrickson, and Dr. Richard Wandling, Political Science

Note: Agenda items were taken out of order to accommodate guests present.

I. Approval of the March 3, 2009 Meeting Minutes and March 11-16 Electronic Meeting Minutes.

1. Approval of the March 3, 2009 Meeting Minutes.
2. Approval of the March 11-16, 2009 Electronic Meeting Minutes.

Dr. Hanlon moved and Dr. Taylor seconded the motion to approve the March 3 and March 11-16 minutes. Minutes were approved unanimously.

II. Other Items

1. IBHE Program Review Summary – M.S. Chemistry

Dr. Doug Klarup summarized the M.S. Chemistry IBHE Program Review with a power point presentation and answered questions of the council members.

III. Items to be Acted On

1. 09-04, ENG 5585, Writing Project for K-12 Teachers (New Course Proposal)

Dr. Robin Murray presented the proposal and answered questions of the council. The council requested the *class hours per week, lab hours per week, and credit* be changed from 30-0-6 to 6-0-6. The motion passed unanimously.

The proposal was approved, effective Summer 2009.

5585 ENG. Writing Project for K-12 Teachers. (6-0-6) Su. Writing Project for Teachers. Based on National Writing Project principles, this course will provide K-12 teachers across the curriculum with opportunities to experience and apply researched composition

pedagogies for use in their own classrooms and explore a variety of theories regarding writing to learn and writing and reading in the disciplines. Prerequisite(s): Graduate Standing; at least one year of K-12 teaching; application to the Eastern Illinois Writing Project (EIWP); and permission of the EIWP instructor. Course may not be repeated.

2. 09-01, HIS 5700, Seminar in World History (New Course Proposal)

Dr. Ed Wehrle presented the proposal and answered questions of the council. The proposal passed unanimously.

The proposal was approved, effective Fall 2009.

5700 HIS. Seminar in World History. (3-0-3) F. Seminar in World History. Intensive Study in special topics in World History to be determined by the instructor. Course may be repeated with change in topics.

3. 09-02, M.A. English, Proposed Changes to Curriculum

Dr. Chris Hanlon presented the proposal and answered questions of the council. The proposal passed unanimously.

The proposal was approved, effective Fall 2009. See **Attachment B**.

IV. Other Items

1. First Choice Review – M.A. Political Science

Dr. Ryan Hendrickson gave a summary of the M.S. Political Science application for First Choice designation. Council members asked questions and thanked Dr. Hendrickson for attending the meeting. After the guests left the meeting, council members discussed the application. Dean Augustine will discuss the presentation with the Political Science Review Board before preparing his report.

Note: Dr. Liu left the meeting at 3:35 pm.

V. Communications

a. College Curriculum Committee Meeting Minutes

1. Friday, February 27, 2009, College of Sciences Curriculum Committee Meeting Minutes.
2. Monday, March 9, 2009, Lumpkin College of Business and Applied Sciences Curriculum Committee Meeting Minutes.
3. Friday, March 13, 2009, College of Sciences Curriculum Committee Meeting Minutes.

b. Approved Executive Actions

1. Thursday, February 12, 2009 memorandum from Dean Hanner, College of Sciences, requesting the following executive action to be approved by the Council of Graduate Studies, **effective Fall 2009**.

Requested Change: To revise course description of ECN 4840 for the 2009-10 EIU catalog

4840 ECN Money and Banking. (3-0-3) F, S. ~~Money and banking in the modern economy; history and theory of monetary policy.~~ **A thorough examination of the financial system along with the instrumental role it plays in a modern economy. Emphasis is placed on the structure of the financial system by analyzing money, financial instruments, financial institutions, financial markets, and the functions of the Central Bank.** Prerequisite: ECN 2802G.

Rationale for change: To better reflect course content, to unify the style of our course descriptions, to remove redundant verbiage.

2. Monday, March 9, 2009 memorandum from Dean Hoadley, Lumpkin College of Business and Applied Sciences, requesting the following executive action to be approved by the Council of Graduate Studies, **effective Fall 2010**.
Requested Change: To change course prefixes from Career and Organizational Studies (COS) to Organizational and Professional Development (OPD).

Rationale: The current course prefix (COS) also overlaps with the acronym for the College of Science: COS. As a result, prospective and current students who do an internet search for our courses find themselves directed to the College of Sciences rather than Career and Organizational Studies.

See **Attachment C**.

VI. Items to be Added to the Agenda

1. 09-05, Degrees with Distinction for Post-Baccalaureate Students

Dr. Taylor moved and Dr. Hanlon seconded the motion to add this item to the agenda. The motion passed unanimously.

2. 09-06, Graduate Credit and Grading Policies

Dr. Hanlon moved and Dr. Dively seconded the motion to add this item to the agenda. The motion passed unanimously.

3. 09-07, MUS 5554, Applied Study (Guitar) (New Course Proposal)

Dr. Hanlon moved and Mr. Kahler seconded the motion to add this item to the agenda. The motion passed unanimously.

VII. Committee Reports

1. Dr. Raybin reported the Textbook Rental Committee met. The members discussed the new building and the extended hours for students enrolled in evening classes.
2. Dean Augustine reported the Enrollment Management Committee met. The members reported enrollment numbers for undergraduate, graduate, and international students. The general opinion is EIU will increase enrollment next year. Illinois exports more honors students than any other state.

VIII. Dean's Report

1. Graduate Exposition – Thursday, April 16 – Distinguished Graduate Student Ceremony
2. Alumni Event – Friday, April 17 – Outstanding Graduate Alumni Awards
2009 Outstanding Graduate Alumni

College of Arts & Humanities

Art – Nancy King Mertz

English – Lee Martin

Music – Jonathan Schwabe

Lumpkin College of Business & Applied Sciences

MBA – Michael Wurtsbaugh (unconfirmed)

College of Sciences

Economics – Sean Tomer

Political Science – Mythili Rundblad

College of Education & Professional Studies

Elementary Education – David Carey

The meeting adjourned at 4:00 p.m.

Linda Barter, Coordinator

******* ANNOUNCEMENT OF THE NEXT MEETING *******
*******Tuesday, April 21, 2009 *******
*******3108 Blair Hall *******

*Attachment A*Eastern Illinois University
COURSE PROPOSAL FORMAT

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: ENG 5585
2. Title (may not exceed 30 characters, including spaces): Writing Project for Teachers
3. Long title, if any: Writing Project for K-12 Teachers
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: ~~30-0-6~~ 6-0-6
5. Term(s) to be offered: Fall Spring Summer On demand
6. Initial term of offering: Fall Spring Summer Year 2009
7. Course description (not to exceed four lines): Based on National Writing Project principles, this course will provide K-12 teachers across the curriculum with opportunities to experience and apply researched composition pedagogies for use in their own classrooms and explore a variety of theories regarding writing to learn and writing and reading in the disciplines.
8. Registration restrictions:
 - a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). NA
 - b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

Graduate Standing: at least one year of K-12 teaching; application to the Eastern Illinois Writing Project (EIWP); and permission of the EIWP instructor.
 - c. Who can waive the prerequisite(s)?
 No one Chair Instructor Advisor Program Coordinator Other
 - d. Co-requisites (course(s) which MUST be taken concurrently with this one):
 - e. Repeat status: Course may not be repeated.

 Course may be repeated to a maximum of hours or
 times.
 - f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
 - g. Degree, college, major(s), level, or class to be excluded from the course, if any:
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] NA

10. Grading methods (check all that apply): X Standard letter C/NC Audit ABC/NC

("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: lecture (This is a drop-down menu.)

PART TWO: ASSURANCE OF STUDENT LEARNING

(See the CAA website for examples of items 1, 2, and 3.)

1. List the student learning objectives of this course:

Student Learning Objectives:

- a. Gain a breadth and depth of knowledge about research underlying writing across the curriculum in the K-12 schools.
- b. Understand research underlying writing pedagogy in different disciplines.
- c. Apply writing across the curriculum theory in individual and group teaching demonstrations.
- d. Apply theory in their own writing based on the principle that the best teachers of writing are writers themselves.
- e. Contribute to a seminar environment through effective oral and written communication.
- f. Articulate their own researched rationale for teaching writing in their discipline and at their grade level.
- g. Apply writing across the curriculum theory in a proposal for a possible writing to learn in-service program.

a. 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 write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

NA

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge:

Objectives a and b above.

- Effective critical thinking and problem solving

Objectives a and b above.

- Effective oral and written communication

Objectives c, d, and e above.

- Advanced scholarship through research or creative activity

Objectives f and g above.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
 - a. A research-based teaching demonstration performed for the class.
 - b. Written responses to readings and to other students' teaching demonstrations.
 - c. A group collaborative writing project: A proposal for a possible in-service program.
 - d. A portfolio of student writing that will include all work toward revising four essays (notes, drafts, peer reviews, revisions) for at least three different audiences (personal, pedagogical, and professional) and reflections on writing choices and revisions.
 - e. Participation in all activities in discussions and peer review writing workshops including an entry in the class creative writing anthology.
 - f. A written "writing to learn" lesson and rationale for a class anthology.

3. Explain how the instructor will determine students' grades for the course:
 - a. A research-driven teaching demonstration performed for the class
20%
 - b. Written responses to readings and to other students' teaching demonstrations
10%
 - c. A group collaborative writing project: A proposal for a possible in-service program
10%
 - d. A portfolio of student writing that will include all work toward revising four essays (notes, drafts, peer reviews, revisions) for at least three different audiences (personal, pedagogical, and professional) and reflections on writing choices and revisions 30%
 - e. Participation in all activities in discussions and peer review writing workshops including an entry in the class creative writing anthology 10%
 - f. A written "writing to learn" lesson and rationale for a class anthology
20%

=====

100%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
 - a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives
 - b. Describe how the integrity of student work will be assured
 - c. 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.)

NA

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
 - a. course objectives;
 - b. projects that require application and analysis of the course content; and
 - c. separate methods of evaluation for undergraduate and graduate students.

NA

6. 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. (See Appendix *.)

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. 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. 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.

Sample: ~~30-0-6~~ 6-0-6: Sixteen 450-minute class periods over four weeks

Note: This course reflects the longstanding principles and practices of the National Writing Project:

1. Teachers at every level—from kindergarten through college—are the agents of reform; universities and schools are ideal partners for investing in that reform through professional development.
2. Writing can and should be taught, not just assigned, at every grade level. Professional development programs should provide opportunities for teachers to work together to understand the full spectrum of writing development across grades and across subject areas.
3. Knowledge about the teaching of writing comes from many sources: theory and research, the analysis of practice, and the experience of writing. Effective professional development programs provide frequent and ongoing opportunities for teachers to write and to examine theory, research, and practice together systematically.
4. There is no single right approach to teaching writing; however, some practices prove to be more effective than others. A reflective and informed community of practice is in the best position to design and develop comprehensive writing programs.
5. Teachers who are well informed and effective in their practice can be successful teachers of other teachers as well as partners in educational research, development, and implementation. Collectively, teacher-leaders are our greatest resource for educational reform.

Week I

Reading: Because Writing Matters: Improving Student Writing in Our Schools

Topics: Writing as a complex activity; current trends, best practices, research, and issues in the teaching of writing, such as its role in early literacy, how the process of the writer in the real world can be developed in the classroom, how writing can be fairly and authentically assessed, and how writing can be taught across the curriculum; and practical solutions and models for school administrators and policymakers involved in planning, implementing, and assessing a writing program as well as those seeking effective staff development for teaching writing. Transformational grammar will also be addressed.

Assignments: First revised piece of writing due for portfolio, response journals, writing journals, individual presentation of log notes for each day.

Week II

Reading: Ann Lamott’s Bird By Bird and individual research for teaching demonstrations. Research reading may include Breakthroughs, Writings from the Teacher Research Collaborative, A Poem for

Every Student, Teacher Research for Better Schools, Teacher Researchers at Work, The Writer's Workout Book, The Whole Story, and/or Writing America.

Topics: Writing and writing groups, grant writing, publication.

Assignments: Second revised piece of writing due for portfolio, response journals, writing journals, individual presentation of log notes for each day, individual teaching demonstrations and peer responses.

Week III

Reading: Rural Voices: Conscious Education and the Teaching of Writing, Writing Across the Curriculum in Middle and High Schools, individual research for teaching demonstrations. Research reading may include Breakthroughs, Writings from the Teacher Research Collaborative, A Poem for Every Student, Teacher Research for Better Schools, Teacher Researchers at Work, The Writer's Workout Book, The Whole Story, and/or Writing America.

Topics: Teaching of writing in rural schools, writing across the curriculum in middle and high schools, using primary sources from the Library of Congress.

Assignments: Third revised piece of writing due for portfolio, response journals, writing journals, individual presentation of log notes for each day, individual teaching demonstrations and peer responses.

Week IV

Reading: Teacher Research for Better Schools, The Fledgling Years, Writings from the Teacher Research Collaborative, Individual research for teaching demonstrations and collaborative proposals. Research reading may include Breakthroughs, Writings from the Teacher Research Collaborative, A Poem for Every Student, Teacher Research for Better Schools, Teacher Researchers at Work, The Writer's Workout Book, The Whole Story, and/or Writing America.

Topics: Teacher Research, in-service programs, creative writing.

Assignments: Portfolio of writing, collaborative proposal, response journals, writing journals, individual presentations of log notes for each day, individual teaching demonstrations and peer responses, submissions for demonstration anthology, submissions for writing anthology.

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This course was developed to fulfill a requirement of our newly funded National Writing Project Site here at Eastern, the Eastern Illinois Writing Project (EIWP). EIWP will provide K-12 teachers across the curriculum with a summer institute each year, continuing programs, and in-services to improve writing and teaching of writing across the curriculum. Based on National Writing Project principles that assert that the best teachers of teachers are other teachers, and the best teachers of writing are writers themselves, this course will serve as the Summer Institute for the Eastern Illinois Writing Project. The course will provide K-12 teachers across the curriculum with opportunities to experience and apply researched composition pedagogies for use in their own classrooms. The course will also train participants to serve as teacher-leaders, willing and able to share what they have learned with other teachers in their schools and districts. The course will provide these teachers with opportunities to experience and research practices that improve student writing and learning; extend their ability to use writing productively in all disciplines; and identify, celebrate, and enhance their professional roles through a teacher-centered model.

- a. If this is a general education course, you also must 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.
 - b. If the course or some sections of the course may be technology delivered, explain why.
2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This is a graduate-level course because it serves teachers who have completed at least an undergraduate degree with teacher certification. The course is designed to build on their classroom experiences, offering a rigorous program of critical thinking, reading, and writing aimed at enhancing their ability to function as professional educators. The course highlights the mission of the Graduate School: “advancing the professional and personal lives of our students by providing graduate degree programs and graduate courses to support rigorous study and professional development.”

3. If the course is similar to an existing course or courses, justify its development and offering.

Unlike English 5007, Composition Theory and Pedagogy, a course addressing the theory and practice of teaching college writing, English 5585 addresses K-12 teachers and employs a different theoretical base (writing across the curriculum theory). This course addresses research and practice in the teaching of writing across the curriculum in the K-12 schools and draws on writing across the curriculum theory and teacher-driven research in K-12 classrooms.

- a. 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.
 - b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.
4. Impact on Program(s):
 - a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
 - b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

This course will be an approved elective in the English graduate program for those students meeting all prerequisites. This course is dependent on external funding.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must 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.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Robin L. Murray, Donna Binns, Melissa Ames

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

There are no additional costs.

3. Text and supplementary materials to be used (Include publication dates):

Please Note: Texts will be funded primarily by the National Writing Project, either as free materials or as part of the Eastern Illinois Writing Project grant.

Bauman, Amy and Peterson, Art. Breakthroughs: Classroom Discoveries About Teaching Writing. San Francisco: Jossey-Bass, 2002

Brooke, Robert E. Rural Voices: Conscious Education and the Teaching of Writing. Teachers College Press, 2003.

Friedrich, Linda, et al, Editors. Writings from the Teacher Research Collaborative. San Francisco: Jossey-Bass, 2006.

Lain, Sheryl. A Poem for Every Student: Creating Community in a Public School Classroom. San Francisco: Jossey-Bass, 1988.

Lamott, Ann. Bird By Bird: Instructions on Writing and Life. New York: Anchor, 1995.

McGonegal, Patricia and Watson, Anne. The Fledgling Years: Lessons from the First Four Years of the NWP in Vermont. San Francisco: Jossey-Bass, 2002.

Mohr, Marian M., et al. Teacher Research for Better Schools. Teachers College Press, 2003.

Maclean, Marion and Mohr, Marian M. Teacher Researchers at Work. San Francisco: Jossey-Bass, 1999.

Maxwell, Rhonda J. Writing Across the Curriculum in Middle and High Schools. New York: Allyn and Bacon, 1995.

Nagin, Carl. Because Writing Matters. San Francisco: Jossey-Bass, 2003.

Peterson, Art. The Writer's Workout Book. San Francisco: Jossey-Bass, 1996.

Smith, Mary Ann and Juska, Jane. The Whole Story: Teachers Talk About Portfolios. San Francisco: Jossey-Bass, 2001.

Robbins, Sarah and Dyer, Mimi, Editors. Writing America: Classroom Literacy and Public Engagement. San Francisco: Jossey-Bass, 2004.

PART VI: 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.

PART VII: APPROVALS

Date approved by the department or school **November 20, 2008**

Date approved by the college curriculum committee **February 4, 2009**

Date approved by the Honors Council (if this is an honors course) _____

Date approved by CAA _____ **CGS** _____

Attachment B**Proposed Changes to English Graduate Studies Curriculum**

We propose making the following changes to the graduate studies curriculum:

(1) Require ENG 5007 instead of ENG 5011 for all GAs.

Rationale: GAs working in the writing center and teaching first-year composition need a strong grounding in composition theory and pedagogy. As a special topics course, ENG 5011 rotates among topics in composition, professional writing, and rhetoric. Currently, a GA may take a section of ENG 5011 that does not address composition at all. An introductory composition theory class would ensure that all GAs have exposure to composition, while allowing ENG 5011 to explore more diverse and advanced topics.

(2) Require graduate students with a concentration in Composition and Rhetoric to take ENG 5007 once and ENG 5011 once.

Rationale: Adding an additional composition requirement would increase to 13 (slightly less than half) the minimum number of credit hours in composition.

(3) Give graduate students with a concentration in Professional Writing (and without a graduate assistantship) a choice between taking ENG 5007 and ENG 5011 or two sections of ENG 5011.

Rationale: Professional Writing students may have diverse interests: some hope to teach in two-year colleges or go on to PhD programs, while others plan to work in industry as professional writers. Providing the students with a choice will allow them to tailor the graduate program to their interests.

(4) Change the name of ENG 5500 to “Practicum in Writing Center Theory and Practice.”

Rationale: Originally, the course was taken by students who were tutoring in the WC or teaching ENG 1000. Incoming graduate students no longer teach ENG 1000 and so the course focuses entirely on Writing Center-related topics. The instructors for the course (Markelis, Kory, and Taylor) believe that the new title will more accurately indicate the focus of the course. For catalog purposes, the short name for the course will be “Writing Center Practicum.”

The tables on the next three pages reflect the changes above as they would appear in the catalog. For each, the proposed curriculum is on the left while the current curriculum is on the right; revised text is shown in italics on the left. None of the proposed changes increases the total number of required credit hours.

Approved by department: November 20, 2008 Approved by CAHCC: 2/4/2009

Literary Studies: 30 Hour Option and Thesis for Candidates Holding Assistantships	
<p>Total Hours with Thesis. Credits: 33 to 36</p> <ul style="list-style-type: none"> • Literature Courses. Credits: 15 • Electives. Credits: 5 • Thesis. Credits: 3 to 6 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5007 – Composition Pedagogies. Credits: 3 • ENG 5500 - Practicum in Teaching Composition. Credits: 1 • ENG 5502 - Mentored Composition Teaching. Credits: 3 	<p>Total Hours with Thesis. Credits: 33 to 36</p> <ul style="list-style-type: none"> • Literature Courses. Credits: 15 • Electives. Credits: 5 • Thesis. Credits: 3 to 6 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5011 - Studies in Composition and Rhetoric. Credits: 3 • ENG 5500 - Practicum in Teaching Composition. Credits: 1 • ENG 5502 - Mentored Composition Teaching. Credits: 3
Literary Studies: 33 Hour Option and Exam for Candidates Holding Assistantships	
<p>Total Hours with Exam. Credits: 36</p> <ul style="list-style-type: none"> • Literature Courses. Credits: 18 • Electives. Credits: 5 • Examination/Tutorial. Credits: 3 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5007 – Composition Pedagogies. Credits: 3 • ENG 5500 - Practicum in Teaching Composition. Credits: 1 • ENG 5502 - Mentored Composition Teaching. Credits: 3 	<p>Total Hours with Exam. Credits: 36</p> <ul style="list-style-type: none"> • Literature Courses. Credits: 18 • Electives. Credits: 5 • Examination/Tutorial. Credits: 3 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5011 - Studies in Composition and Rhetoric. Credits: 3 • ENG 5500 - Practicum in Teaching Composition. Credits: 1 • ENG 5502 - Mentored Composition Teaching. Credits: 3
Literary Studies with CW Emphasis (30 Hour and Thesis Option) for Candidates Holding Assistantships	
<p>Total Hours with Thesis. Credits: 33 to 36</p> <ul style="list-style-type: none"> • Literature Courses. Credits: 9 • Electives. Credits: 5 (See footnote *) • Thesis. Credits: 3 to 6 • Advanced Creative Writing Courses. Credits: 6 • ENG 5000 – Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5007: Composition Pedagogies. Credits: 3 • ENG 5500 - Practicum in Teaching Composition. Credits: 1 • ENG 5502 - Mentored Composition Teaching. Credits: 3 	<p>Total Hours with Thesis. Credits: 33 to 36</p> <ul style="list-style-type: none"> • Literature Courses. Credits: 9 • Electives. Credits: 5 (See footnote *) • Thesis. Credits: 3 to 6 • Advanced Creative Writing Courses. Credits: 6 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5011 - Studies in Composition and Rhetoric. Credits: 3 • ENG 5500 - Practicum in Teaching Composition. Credits: 1 • ENG 5502 - Mentored Composition Teaching. Credits: 3
Comp/Rhet 30 Hour Option and Thesis for All Candidates	
<p>Total Hours with Thesis. Credits: 33 to 36</p> <ul style="list-style-type: none"> • Electives. Credits: 17 • Thesis. Credits: 3 to 6 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5007 – Composition Pedagogies. Credits: 3. • ENG 5011 - Studies in Composition and Rhetoric. Credits: 3 • ENG 5500 - Practicum in Teaching Composition. Credits: 1 	<p>Total Hours with Thesis. Credits: 33 to 36</p> <ul style="list-style-type: none"> • Electives. Credits: 17 • Thesis. Credits: 3 to 6 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5011 - Studies in Composition and Rhetoric. Credits: 3 • Repeated for 6 Credits • ENG 5500 - Practicum in Teaching Composition. Credits: 1 • ENG 5502 - Mentored Composition Teaching.

<ul style="list-style-type: none"> • ENG 5502 - Mentored Composition Teaching. Credits: 3 	Credits: 3
Comp/Rhet 33 Hour Option and Exam for All Candidates	
<p>Total Hours with Exam. Credits: 36</p> <ul style="list-style-type: none"> • Electives. Credits: 20 • Examination/Tutorial. Credits: 3 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5007 – Composition Pedagogies. Credits: 3. • ENG 5011 - Studies in Composition and Rhetoric. Credits: 3 • ENG 5500 - Practicum in Teaching Composition. Credits: 1 • ENG 5502 - Mentored Composition Teaching. Credits: 3 	<p>Total Hours with Exam. Credits: 36</p> <ul style="list-style-type: none"> • Electives. Credits: 20 • Examination/Tutorial. Credits: 3 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5011 - Studies in Composition and Rhetoric. Credits: 3 • Repeated for 6 credits • ENG 5500 - Practicum in Teaching Composition. Credits: 1 • ENG 5502 - Mentored Composition Teaching. Credits: 3
Professional Writing 30 Hour Option and Thesis for Candidates Holding Assistantships	
<p>Total Hours with Thesis. Credits: 33 to 36</p> <ul style="list-style-type: none"> • Electives. Credits: 14 • Thesis. Credits: 3 to 6 • ENG 4760 - Studies in Professional Writing. Credits: 3 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5007 – Composition Pedagogies. Credits: 3 • ENG 5011 - Studies in Composition and Rhetoric. Credits: 3 • ENG 5500 - Practicum in Teaching Composition. Credits: 1 • ENG 5960 - Professional Writing Internship. Credits: 3 	<p>Total Hours with Thesis. Credits: 33 to 36</p> <ul style="list-style-type: none"> • Electives. Credits: 14 • Thesis. Credits: 3 to 6 • ENG 4760 - Studies in Professional Writing. Credits: 3 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5011 - Studies in Composition and Rhetoric. Credits: 3 • Repeated for 6 credits • ENG 5500 - Practicum in Teaching Composition. Credits: 1 • ENG 5960 - Professional Writing Internship. Credits: 3
Professional Writing 33 Hour Option and Exam for Candidates Holding Assistantships	
<p>Total Hours with Exam. Credits: 36</p> <ul style="list-style-type: none"> • Electives. Credits: 17 • Examination/Tutorial. Credits: 3 • ENG 4760 - Studies in Professional Writing. Credits: 3 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5007 – Composition Pedagogies. Credits: 3 • ENG 5011 - Studies in Composition and Rhetoric. Credits: 3 • ENG 5500 - Practicum in Teaching Composition. Credits: 1 • ENG 5960 - Professional Writing Internship. Credits: 3 	<p>Total Hours with Exam. Credits: 36</p> <ul style="list-style-type: none"> • Electives. Credits: 17 • Examination/Tutorial. Credits: 3 • ENG 4760 - Studies in Professional Writing. Credits: 3 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5011 - Studies in Composition and Rhetoric. Credits: 3 • Repeated for 6 credits • ENG 5500 - Practicum in Teaching Composition. Credits: 1 • ENG 5960 - Professional Writing Internship. Credits: 3
Professional Writing 30 Hour Option and Thesis for Candidates Not Holding Assistantships	
<p>Total Hours with Thesis. Credits: 33 to 36</p> <ul style="list-style-type: none"> • Electives. Credits: 15 • Thesis. Credits: 3 to 6 • ENG 4760 - Studies in Professional Writing. Credits: 3 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 	<p>Total Hours with Thesis. Credits: 33 to 36</p> <ul style="list-style-type: none"> • Electives. Credits: 15 • Thesis. Credits: 3 to 6 • ENG 4760 - Studies in Professional Writing. Credits: 3 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3

<ul style="list-style-type: none"> • ENG 5011 - Studies in Composition and Rhetoric. Credits: 3 • ENG 5007 or ENG 5011 repeated. Credits: 3 • ENG 5960 - Professional Writing Internship. Credits: 3 	<ul style="list-style-type: none"> • ENG 5011 - Studies in Composition and Rhetoric. Credits: 3 • Repeated for 6 credits • ENG 5960 - Professional Writing Internship. Credits: 3
Professional Writing 33 Hour Option and Exam for Candidates Not Holding Assistantships	
<p>Total Hours with Exam. Credits: 36</p> <ul style="list-style-type: none"> • Electives. Credits: 18 • Examination/Tutorial. Credits: 3 • ENG 4760 - Studies in Professional Writing. Credits: 3 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5011 - Studies in Composition and Rhetoric. Credits: 3 • ENG 5007 or ENG 5011 repeated. Credits: 3 • ENG 5960 - Professional Writing Internship. Credits: 3 	<p>Total Hours with Thesis. Credits: 36</p> <ul style="list-style-type: none"> • Electives. Credits: 18 • Examination/Tutorial. Credits: 3 • ENG 4760 - Studies in Professional Writing. Credits: 3 • ENG 5000 - Introduction to Methods and Issues in English Studies. Credits: 3 • ENG 5011 - Studies in Composition and Rhetoric. Credits: 3 • Repeated for 6 credits • ENG 5960 - Professional Writing Internship. Credits: 3

Attachment C**LUMPKIN COLLEGE OF BUSINESS AND APPLIED SCIENCES
EASTERN ILLINOIS UNIVERSITY****TO: Council on Graduate Studies****FROM: Diane Hoadley, Dean****SUBJECT: EXECUTIVE ACTION****DATE: March 9, 2009**

The School of Technology recently approved the following curriculum proposal which I support:

Proposal for Career and Organizational Studies prefix change
(effective Fall 2010 – see attached memo)

Att.

- c. T. Hawkins, Coordinator, Career and Organizational Studies
- M. Izadi, Chair, School of Technology
- D. Woodley, Assistant Chair, School of Technology

PROPOSAL FOR PROGRAM NAME CHANGE AND PREFIX CHANGE

The present program name is Career and Organizational Studies with a course prefix of COS.

The request is to change the program name to Organizational and Professional Development with a course prefix of OPD.

The effective date for this change is requested as fall semester, 2010.

Rationale

The Career and Organizational Studies (COS) program was developed in the 1970s as an innovative response to a regional need for skilled supervisors, employees, and trainers in manufacturing and service organizations. The target population was and still remains off-campus, working adults. Current COS majors are already employed and seeking to complete an off-campus, part-time undergraduate degree program that will assist them in qualifying for supervisory or training positions.

Assessment data from graduates and regional employers routinely report that the program's current title is confusing. These groups express appreciation for the knowledge, attitudes, and skills that our graduates bring to the workplace as supervisors and trainers; but they cannot understand what these competencies have to do with "career and organizational studies." The term "career" is particularly problematic, according to most students and employers.

The current program prefix (COS) also overlaps with the acronym for the College of Science: COS. As a result, prospective and current students who do an internet search for our program find themselves directed to the College of Science rather than to our program. This is an especially important issue since most non-traditional adults seek information about the COS program through web searches.

A change to "Organizational and Professional Development" eliminates the confusing word "career" from the program title. Organizational and Professional Development also better describes the program's objectives and outcomes. Non-traditional, working students who enter the program have an intuitive understanding of roles and responsibilities within organizations because of their work experience. They often have significant experience as front line supervisors and trainers. Consequently, the program is designed to build on prior learning by providing a broader conceptual and theoretical framework for understanding organizations, individual professional development and the interaction between the two. The program's learning objectives advance students' understanding of the human aspects of organizations (people, processes, and practices) in ways that both strengthen their contribution to the organization's ongoing development and better manage their own individual professional development.

The prefix OPD also ends confusion with the College of Science's acronym.

Approved by SOT curriculum committee: December 15, 2008

Approved by LCBAS curriculum committee: March 9, 2009