Agenda for the May 1, 2008 CAA Meeting

Items approved: 08-51, CDS 4600, Senior Seminar in Communication Disorders & Sciences
                    (New Course)
             08-52, CDS 4690, Honors Senior Seminar in Communication Disorders & Sciences
                    (New Course)
             08-53, Communication Disorders & Sciences (Revised Major)
             08-54, Communication Disorders & Sciences Honors Program (Revised Program)
             08-56, PHI 1200G, Introduction to Religious Studies (Revised Course)
             08-57, PLS 2001, Introduction to Research Methods in Political Science (New Course)
             08-58, Political Science (Revised Major)
             08-59, Political Science with International Studies Option (Revised Option)
             08-60, Political Science Honors Program (Revised Program)
             08-61, MIS 2000, Information Systems Career and Logic Skills (Revised Course)
             08-62, Accountancy (Revised Major)

Items Pending: 07-87, Voluntary Submission of Mid-Term Grades for Upper-Division Courses
             08-37, Proposal to revise the Cultural Diversity Requirement (Revised General
                    Education Requirement)
             08-55, HIS 3801, U.S. Rural History (New Course)
             08-63, COS 4815, Conflict in Organizations (New Course)
             08-64, COS 4825, Ethical Behavior in Organizations (New Course)
             08-65, COS 4845, Improvement in Organizations (New Course)
             08-66, COS 4855, Web-Based Training and Instruction (New Course)
             Revision of CAA Bylaws (Ongoing)
             Senior Seminar Review Committee (Ongoing)

Council on Academic Affairs
Minutes
May 1, 2008

The May 1, 2008 meeting of the Council on Academic Affairs was held at 2:57 p.m. in Room 4440 Booth Library.

Members Present: Dr. Bower, Dr. Campbell, Dr. Dietz, Ms. Green, Dr. Hyder, Ms. Montleon, Dr. Roszkowski, and Dr. Stowell.

Members Absent: Dr. Hendrickson, Ms. Kostelich, Dr. Reid, and Ms. Wyatt.

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

Guests Present: Dr. Anderson, Political Science; Dr. Ashley, Political Science; Dr. Calvert, Communication Disorders & Sciences; Dr. DePetro, Philosophy; Ms. James, Academic Advising Center; Dr. Nantz, School of Business; and Dr. Noll, School of Business.

I.   Approval of the April 24, 2008 CAA Meeting Minutes.
The minutes of April 24, 2008 were approved as written.

II.   Communications:
1. April 24, 2008 memorandum from Dean Hoadley, LCBAS, requesting executive action to add sections of COS 4800 and COS 4880 for the Fall 2008 semester. The completed technology-delivered questionnaires for those courses are linked below.
    *   COS 4800, Strategies and Processes of Teaching and Training
    *   COS 4880, Productive Work Teams
2. Minutes from the April 18, 2008 College of Sciences Curriculum Committee meeting.
3. Minutes from the April 23, 2008 Lumpkin College of Business & Applied Sciences meeting.

Additional Communications: The communications listed below were submitted to Dr. Roszkowski after the CAA agenda was posted. At the meeting today, Dr. Roszkowski distributed copies of those communications. In the fall, the council will examine the issues addressed in the communications.

1.   April 28, 2008 memorandum **(See Attachment A)** from President Perry returning the foreign language requirement proposal (agenda item 08-35) to the council for further discussion and consideration.
2.   April 30, 2008 memorandum **(See Attachment B)** from Provost Lord regarding the foreign language requirement.

3. April 20, 2008 email **(See Attachment C)** from Dr. Debra Reid in response to the April 24 CAA minutes and Provost Lord's comments about suggesting to the president that he return the foreign language proposal to CAA for additional discussion and consideration.

Dr. Roszkowski requested the following information be included in the minutes: Dr. Canfield did not present the foreign language proposal (agenda item 08-35) to the Faculty Senate according to an email to Dr. Roszkowski from Dr. Lynn Curry, Faculty Senate Chair.

III. Committee Report:
None.

IV. Items Added to the Agenda:
None.

V. Items Acted Upon:
1. **08-51, CDS 4600, ~~Senior~~ Seminar in Communication Disorders & Sciences (New Course)**
Dr. Calvert presented the proposal and answered questions of the council. The council requested revisions to the course title, student learning objectives, and the wording of the prerequisites and co-requisites.

Ms. Dilworth moved and Dr. Bower seconded the motion to approve the proposal. The motion passed unanimously.

The proposal, with revisions, was approved, effective Fall 2009.

> **CDS 4600. Seminar in Communication Disorders and Sciences. (3-0-3) F, S. Seminar in CDS.** A case study format is used to explore the etiology, diagnosis, and treatment of speech, language, and hearing disorders. The focus of this course is on the use of critical thinking skills and evidence-based practice information to design diagnostic plans, interpret diagnostic results and develop treatment plans. The course will allow students to integrate and apply information from numerous university and departmental undergraduate learning goals in this capstone experience. Prerequisites: Completion of CDS 3100, 3200, and 3700; and completion of or concurrent enrollment in CDS 3900 and 4300. Open only to Senior CDS majors. Course may not be repeated. WI

2. **08-52, CDS 4690, Honors ~~Senior~~ Seminar in Communication Disorders & Sciences (New Course)**
Dr. Calvert presented the proposal and answered questions of the council. The council requested revisions to the course title, student learning objectives, and the wording of the prerequisites and co-requisites.

Dr. Dietz moved and Dr. Hyder seconded the motion to approve the proposal. The motion passed unanimously.

The proposal, with revisions, was approved, effective Fall 2009.

> **CDS 4690. Honors Seminar in Communication Disorders and Sciences. (3-1-3) F, S. Honors Seminar in CDS.** A case study format is used to explore the etiology, diagnosis, and treatment of speech, language, and hearing disorders. The focus of this course is on the use of critical thinking skills and evidence-based practice information to design diagnostic plans, interpret diagnostic results and develop treatment plans. The lab component which is unique to the honor's course will discuss research methods and experimental designs for answering evidence-based diagnostic and treatment questions. Prerequisites: Admission to the Departmental Honors Program and completion of CDS 3100, 3200, 3700, 3900, 4666, and PSY 2610; and completion of or current enrollment in CDS 4300. Open only to Senior CDS majors. Course may not be repeated. WI

3. **08-53, Communication Disorders & Sciences (Revised Major)**
Dr. Calvert presented the proposal and answered questions of the council. The council requested that both CDS 4600 and CDS 4690 be listed under the major requirements.

Dr. Dietz moved and Dr. Stowell seconded the motion to approve the proposal. The motion passed unanimously.

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

4. **08-54, Communication Disorders & Sciences Honors Program (Revised Program)**
Dr. Calvert presented the proposal and answered questions of the council.

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

The proposal **(See Attachment E)** was approved, effective Fall 2009.

5. **08-56, PHI 1200G, Introduction to Religious Studies (Revised Course)**
Dr. DePetro presented the proposal and answered questions of the council. In addition, she submitted certificates for individuals who had completed the CATS online learning module and will teach this course.

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

The proposal was approved, effective Summer 2008.*

> **PHI 1200G. Introduction to Religious Studies. (3-0-3) On Demand. Intro to Religious Stud.** This course provides an introduction to world religions such as Buddhism, Judaism, Christianity and Islam. Students will examine various ways of understanding world religions and gain an appreciation for the nature and variety of religious experience. Course may not be repeated. WA

*NOTE:** Later in the meeting, after Dr. DePetro left, a council member had a question about the cultural diversity course attribute shown on the PHI 1200G course proposal. In the past, the course was not identified as a cultural diversity course in the catalog general education listing. Dr. Roszkowski will contact Dr. DePetro to clarify whether the course should be designated cultural diversity and, if it is, request a rationale for it.

6. **08-57, PLS 2001, Introduction to Research Methods in Political Science (New Course)**
Dr. Ashley and Dr. Anderson presented the proposal and answered questions of the council. The council suggested revisions to the proposal.

Dr. Stowell moved and Dr. Bower seconded the motion to approve the proposal. The motion passed unanimously.

The proposal, with revisions, was approved, effective Fall 2009.

> **PLS 2001. Introduction to Research Methods in Political Science. (1-0-1) F, S. Intro to Research Methods.** This course will introduce students to basic concepts/techniques important in understanding and developing research in political science. Topics include research design, development of a literature review, and qualitative approaches to data collection/analysis such as case studies, focus groups, interviews, and content analysis. Course restricted to the following majors: Political Science, Social Science Geography Designation, Social Science Geography Designation, Social Science History Designation, Social Science Political Science Designation, Social Science Psychology Designation, and Social Science Sociology-Anthropology Designation. Course may not be repeated.

7. **08-58, Political Science (Revised Major); 08-59, Political Science with International Studies Option (Revised Option); and 08-60, Political Science Honors Program (Revised Program)**
   Dr. Ashley and Dr. Anderson presented the proposals and answered questions of the council.

   Ms. Dilworth moved and Dr. Stowell seconded the motion to approve agenda items 08-58, 08-59, and 08-60. The motion passed unanimously.

   - Agenda item 08-58 **(See Attachment F)** was approved, effective Fall 2009.
   - Agenda item 08-59 **(See Attachment G)** was approved, effective Fall 2009.
   - Agenda item 08-60 **(See Attachment H)** was approved, effective Fall 2009.

8. **08-61, MIS 2000, Information Systems Career and Logic Skills (Revised Course)**
   Dr. Nantz presented the proposal and answered questions of the council.

   Ms. Dilworth moved and Ms. Montleon seconded the motion to approve the proposal. The motion passed unanimously.

   The proposal was approved, effective Spring 2009, *pending course fee approval.*

   > **MIS 2000. Information Systems Careers and Logic Skills. (3-0-3) F, S. IS Careers and Logic Skills.** An introduction to career paths and the tools and methods of formal logic mandatory to produce business application programs. Includes the application of Visual Basic (VB) to illustrate and extend the methodology being presented. Prerequisites: BUS 1950 or equivalent. Course may not be repeated.

9. **08-62, Accountancy (Revised Major)**
   Dr. Noll presented the proposal and answered questions of the council.

   Ms. Montleon moved and Ms. Dilworth seconded the motion to approve the proposal. The motion passed unanimously.

   The proposal **(See Attachment I)** was approved, effective Fall 2008.

10. **08-67, Ad Hoc Committee on Cultural Diversity**
    Dr. Roszkowski presented the proposal and answered questions of the council. The council requested a change to the Ad Hoc committee composition by adding an administrator to the list of members.

    Ms. Dilworth moved and Dr. Dietz seconded the motion to approve the proposal. The motion passed unanimously.

    The proposal, with revisions, **(See Attachment J)** was approved, effective immediately. The council will select the committee members during the fall semester. In addition, Dr. Roszkowski will notify the Student Government regarding the formation of the new Ad Hoc Committee in relation to its proposal (agenda item 08-37) to revise the cultural diversity requirement.

The presenter for the proposals listed below could not attend the meeting. As a result, the proposals will be carried over to a fall meeting.

- 08-63, COS 4815, Conflict in Organizations (New Course)
- 08-64, COS 4825, Ethical Behavior in Organizations (New Course)
- 08-65, COS 4845, Improvement in Organizations (New Course)
- 08-66, COS 4855, Web-Based Training and Instruction (New Course)

VI. Other Business:
1. Election of the 2008-09 CAA Officers.

> **Chair:**
> Both Dr. Kathlene Bower and Dr. Debra Reid received nominations. Dr. Bower was selected as the CAA Chair by majority vote.

> **Vice-Chair:**
> Dr. Debra Reid was selected the CAA Vice-Chair by acclamation.

VII. Pending:
1. 07-87, Voluntary Submission of Mid-Term Grades for Upper-Division Courses
2. 08-37, Proposal to revise the Cultural Diversity Requirement (Revised General Education Requirement)
3. 08-55, HIS 3801, U.S. Rural History (New Course)
4. Senior Seminar Review Committee (Ongoing)
5. Ad Hoc Committee Review of Writing Across the Curriculum (Ongoing)

The next meeting will be held for Thursday, August 28, 2008.

The meeting adjourned at 3:59 p.m.   *–Minutes prepared by Ms. Janet Fopay, Recording Secretary*

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

********** ANNOUNCEMENT OF NEXT MEETING **********
August 28, 2008
Conference Room 4440 – Booth Library @ 2:00 p.m.

Agenda:
>   To be determined.

Approved Executive Actions:
>   **BAS**
>   **Effective Spring 2009**
>   1. Revise the course description for COS 4800.

>   **4800 COS Strategies and Processes of Teaching and Training. (3-0-3)** Application of strategies of teaching and training, presentation skills, lesson planning, and instructional technologies such as experiential learning, problem solving, simulation, computerized instruction, and ~~lecturettes~~ **micro-teaching** for ~~vocational~~ **career and technical** teachers and human resource development trainers.

>   **COS**
>   **Effective Summer 2008**
>   1. A Technology-Delivered Sections of Previously Approved Courses Questionnaire **(See Attachment K)** for PSY 3690, Controversial Topics in Psychology.

>   **COS**
>   **Effective Fall 2008**
>   1. Delete SOC 3801 from the catalog.

>   **~~3801 SOC Rural Sociology. (3-0-3) On Demand.~~** ~~Study of patterns of land settlement, social interaction, social structure and function, and social problems unique to the rural way of life. Prerequisite: SOC 2710G.~~

Pending Executive Actions:
BAS
Effective Summer 2008

1. A Technology-Delivered Sections of Previously Approved Courses Questionnaire **(See Attachment L)** for COS 4800, Strategies and Processes of Teaching and Training.

2. A Technology-Delivered Sections of Previously Approved Courses Questionnaire **(See Attachment M)** for COS 4880, Productive Work Teams.

Attachment A

April 28, 2008

Christie Roszkowski, Chair, CAA
School of Business
Eastern Illinois University

RE: Foreign Language Requirement

Dear Dr. Roszkowski:

After conferring with Provost Lord, I have decided to return the proposed changes in the foreign language requirement to the Council on Academic Affairs for further discussion and consideration. As our chief academic officer responsible for all academic matters, Provost Lord will work with you on the issues which we believe need further clarification regarding a change of this significance for the University.

Sincerely,

William L. Perry
President

cc. B.M. Lord

Attachment B

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

Blair M. Lord
Provost and Vice President for Academic Affairs

Phone - 581-2121
Email - Blord@eiu.edu

_____

TO: Christie Roszkowski, Chair, CAA

RE: Foreign Language Requirement

DATE: April 30, 2008

As you know, President Perry has accepted my recommendation and returned the proposed changes in the foreign language requirement to the Council on Academic Affairs for further discussion and consideration. Clearly, this change would be a significant one for the University, especially so because it would make us unique among the public institutions in Illinois including the University of Illinois. Unique can be very good and there is certainly nothing wrong with aspiring for higher levels of attainment in language skills or other academic disciplines; however, we must be attentive to the secondary effects and unintended consequences of any change of this magnitude.

The President has asked me, therefore, to work with the Council to define and address the issues this change would raise. Among them are the following: A careful examination of the data for 2006 indicates that 55% of new freshmen and 73% of new transfers would not meet this requirement. This would amount to 1763 students who would need at least one additional foreign language course. One year of data is not sufficient, of course, on which to base decisions. In time, students alert to the change may complete three years of foreign language in high school. However, these data suggest more study is needed. In addition, we must be cognizant of the fact that among all the academic initiatives we may wish to undertake, some choices will have to be made. Certainly, the resource needs of this requirement must be carefully assessed.

We also must recognize that over a third of our new students each year are transfer students. The impact on this cohort of students on which we depend greatly now and are likely to depend even more in the future needs to be more thoroughly considered. Similarly, we have worked very hard to diversify our campus. To what degree would this change affect our efforts to continue diversifying the campus further?

I also would note that different degree programs have different levels of flexibility within them. Currently, our average number of credits earned to degree stands at 136. While education programs all have more than the traditional 120 credit hours, this figure is still relatively high. Would the proposed change add to this already high average?

Finally, I would note that addressing these issues might suggest alternatives to a single foreign language requirement for all degree programs. For example, might participation in a study abroad program at some level count toward meeting this requirement for some programs?   Are there other means of satisfying a requirement like this that would be appropriate for some programs?

I would ask the Council to examine these and other matters that I will share with the Council.   Thank you for your hard work on all matters before the Council.

cc.   W.L. Perry
        Council of Deans

Attachment C

From: Debra Reid [dareid@eiu.edu]
Sent: Wednesday, April 30, 2008 7:44 PM
To: Roszkowski, Christie
Cc: Fopay, Janet; lecurry@eiu.edu
Subject: response to CAA minutes

Hi, Christie,

Please share with CAA - re. minutes from April 24:

April 24 Minutes
III: Other:

I do not support the comment made by Provost Lord that he would "recommend to President Perry that he neither accept nor reject the [change to the foreign language requirement] at this time. Rather, [Provost Lord] will recommend that the President return it to the council for further discussion of logistical and practical issues that were not fully discussed at last week's meeting."

I respectfully submit that the Council voted to approve the proposed change to the foreign language requirement. To indicate any other result to the President invalidates the vote. Rather, in keeping with the vote of the council, I recommend that the Provost consider appointing an ad hoc committee that would report to him, and that it consist of constituents across campus, including representatives from Foreign Languages, Enrollment Management, Admissions, Academic Advising, and each of the Colleges. This body would explore implementation needs - in other words, the logistical and practical issues. The time line for implementation - not until 2010, and not until 2015 for transfer students - allows some time to ensure a smooth transition. Ideally ad hoc committee meetings could occur during Summer and Fall 2008, with an implementation proposal brought forth to CAA at the end of Fall 2008.

Faculty and students supported the change to the requirement. Representatives from all levels of the College of Sciences, however, opposed it. Certainly consideration of exemptions, affect on transfer students, etc., can be discussed, but the spirit of the vote to strenghten academic preparation of EIU students should not be overturned. Steve Canfield, Chair of Foreign Languages indicated that he had consulted with various bodies across campus and over time, prior to submitting the proposal, and CAA had it on its agenda for at least two weeks (added one week, and then delayed one week to ensure communication could occur). The argument that the discusion did not involve a broad enough constituency or that it occured to quickly fails to take into account the meetings between Canfield and Deans and Chairs, that apparently occured. The provost should not "neither accept nor reject" CAAs official vote in favor of increasing language requirements at EIU. That can set a bad precedent for other controversial votes, such as occurred with EWP and General Education. Rather, I request that the Provost accept the vote, convey it to the President, and take steps to further the conversation about implementation.

Debra Reid

Debra Reid
Associate Professor, Department of History
Eastern Illinois University
600 Lincoln Ave.
Charleston, IL   61920
217-581-7272
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e-mail: dareid@eiu.edu

Attachment D

B.S. in Communication Disorders and Sciences
Major (toward professional credentials)*
The major in Communication Disorders and Sciences comprises:
  BIO 2001G - Human Physiology. Credits: 4
  CDS 2000 - Introduction to Communication Disorders & Sciences. Credits: 1
  CDS 2100 - Phonetics and Phonological Development. Credits: 3
  CDS 2200 - Language Acquisition. Credits: 3
  CDS 2500 - Anatomy and Physiology of the Speech, Language, Swallowing, and Hearing Mechanism.
  Credits: 3
  CDS 2800 - Speech Science. Credits: 3
  CDS 3100 - Phonological Assessment and Remediation. Credits: 3
  CDS 3200 - Developmental Language Disorders. Credits: 3
  CDS 3500 - Neurological/Embryological Aspects of Communication. Credits: 3
  CDS 3700 - Diagnosis and Treatment of Communication Disorders. Credits: 3
  CDS 3900 - Introduction to Clinical Techniques in Communication Disorders. Credits: 2
  CDS 4300 - Introduction to Audiology. Credits: 3
  CDS 4350 - Aural Rehabilitation. Credits: 3
  CDS 4600 - Seminar in Communication Disorders & Sciences. Credits: 3
    OR CDS 4690 - Honors Seminar in Communication Disorders & Sciences. Credits: 3
  CDS 4760 - Voice Production and Disorders. Credits: 3
  CDS 4800 - Communication Modalities. Credits: 3
  CDS 4820 - Language and Literacy. Credits: 2
  CDS 4900 - Clinical Practice. Credits: 1
  PHY 1071 - Physics of Sound and Music. Credits: 3
  PHY 1072 - Physics of Sound and Music Laboratory. Credits: 1
  PSY 1879G - Introductory Psychology. Credits: 3
  PSY 4515 - Children with Exceptionalities. Credits: 3
  OR
  SPE 3000 - Education of Individuals with Exceptional Learning Needs. Credits: 3

  AND
  ELE 2320 - Childhood and Early Adolescent Development. Credits: 3
  OR
  PSY 3515 - Child Psychology. Credits: 3

Footnotes:
*Note: The Master's Degree is the required level of training for Certification by the American Speech-Language-Hearing Association, the Illinois State Board of Education, and the Illinois Department of Financial and Professional Regulation. At least a 3.00 GPA (A=4.0) in the undergraduate Communication Disorders and Sciences major, two letters of recommendation, GRE scores, and completion of Communication Disorders and Sciences and Graduate School application procedures are required for admission consideration to the graduate program at EIU. Admission is competitive. All applicants are ranked by a Graduate Admissions Committee according to major GPA, Clinical Criteria, and Professional Criteria. Students who have a baccalaureate degree in a major other than CDS must complete all 2000 level CDS courses and CDS 3100, 3200, 3300, and 3700 or their equivalent prior to being considered for admission to the CDS graduate program.

**   A 2.5 overall GPA and a 2.75 GPA in the Communication Disorders and Sciences major are required for admission to CDS 4900. Major GPA based on all Communication Disorders and Sciences courses taken at EIU.

Attachment E

Communication Disorders and Sciences Honors Program

Admission to the Department Honors Program in Communication Disorders and Science requires a minimum 3.50 (4.0 scale) cumulative GPA and approval of the Department Honors Admission Committee. Students must maintain a cumulative GPA of 3.5 (4.0 scale) to continue in the Honors Program. Honors courses will replace required and elective courses in the CDS curriculum. Admission will be limited to availability of program resources.

Departmental Honors Requirements

CDS Honors students will complete all of the requirements for the major with the following substitutions:
- CDS 4644 - Honors Thesis. Credits: 6
  (Honor's Seminar in CDS is substituted for CDS 4600)
- CDS 4666 - Honors Seminar. Credits: 3
  (Honors Seminar replaces electives in the program)
- **CDS 4690 – Honors Seminar in Communication Disorders & Sciences. Credits: 3**
  (Honors Thesis replaces elective in the program)
- ~~CDS 5000 - Introduction to Graduate School**. Credits: 3~~

Footnotes:

**CDS 4760 and CDS 4800 are part of the regular undergraduate curriculum in CDS. Honors students may substitute honors courses for one of these courses in their undergraduate program. CDS 4760 or CDS 4800 may be taken for graduate credit during graduate school.

Attachment F

B.A. in Political Science
The major in Political Science comprises:
   PLS 1003 - Introduction to Comparative Politics. Credits: 3
   PLS 1153G - American Government and Constitution. Credits: 3
   OR
   PLS 1193G - American Government and Constitution, Honors. Credits: 3
   PLS 2001 - Introduction to Research Methods in Political Science. Credits: 1
   PLS 2033 - Research Methods in Political Science. Credits: 3
   PLS 2103 - Introduction to Political Theory. Credits: 3
   PLS 2253G - Introduction to International Relations. Credits: 3
   OR
   PLS 2293G - Introduction to International Relations, Honors. Credits: 3
   PLS 2603 - State and Local Government. Credits: 3

And course work in the following:
   • International Relations area
   • Comparative Politics area
   • American Political Behavior area
   • American Institutions and Policies area
   • Public Administration area
   • Public Law area
   • Political Theory area
   • 6 hrs. of PLS electives.

Areas and Electives
Political Science courses in areas and electives include one course from each of the following areas (21 hours), as well as 6 hours of electives:

International Relations
   PLS 3203 - American Foreign Policy. Credits: 3
   PLS 3223 - International Organizations. Credits: 3
   PLS 3233 - International Terrorism. Credits: 3
   PLS 3373 - International Political Economy. Credits: 3
   PLS 4823 - International Policy Issues. Credits: 3

Comparative Politics
   PLS 3303 - European Politics and Governments Credits: 3
   PLS 3323 - Post-Communist Politics and Governments. Credits: 3
   PLS 3333 - Politics of Latin America and the Caribbean. Credits: 3
   PLS 3343 - Government and Politics of the Middle East. Credits: 3
   PLS 3353 - Politics of Sub-Saharan Africa. Credits: 3
   PLS 3363 - Government and Politics in Asia-Pacific Rim. Credits: 3

American Political Behavior
   PLS 3703 - African American Politics. Credits: 3
   PLS 3713 - Political Parties and Elections. Credits: 3
   PLS 3723 - Public Opinion and Political Participation. Credits: 3
   PLS 3733 - Interest Groups. Credits: 3

American Institutions and Policies
   PLS 3643 - Comparative State Politics. Credits: 3
   PLS 3743 - The Legislative Process. Credits: 3
   PLS 3753 - The American Presidency. Credits: 3
   PLS 3763 - Environmental Politics and Policy. Credits: 3

Public Administration
  PLS 3413 - Introduction to Public Administration. Credits: 3
  PLS 4793 - Public Organization Theory. Credits: 3
  PLS 4873 - Human Resource Management in Government. Credits: 3
  PLS 4893 - Government Budgeting and Politics. Credits: 3

Public Law
  PLS 3513 - Politics and the Legal Process. Credits: 3
  PLS 3523 - Criminal Law. Credits: 3
  PLS 3543 - Civil Liberties in America. Credits: 3
  PLS 3903 - Gender, Public Policy and the Law. Credits: 3
  PLS 4774 - American Constitutional Law. Credits: 3
  PLS 4853 - Contemporary Constitutional Development. Credits: 3

Political Theory
  PLS 4903 - Classic Political Theory. Credits: 3
  PLS 4913 - Contemporary Political Theory. Credits: 3
  PLS 4923 - African American Political Thought. Credits: 3
  PLS 4933 - Ideologies of the Third World Nations. Credits: 3
  PLS 4943 - American Political Thought. Credits: 3

B.A. in Political Science: International Studies Option
Core Requirements
This option comprises:
  PLS 1003 - Introduction to Comparative Politics. Credits: 3
  PLS 1153G - American Government and Constitution. Credits: 3
  OR
  PLS 1193G - American Government and Constitution, Honors. Credits: 3
  PLS 2001 - Introduction to Research Methods in Political Science. Credits: 1
  PLS 2033 - Research Methods in Political Science. Credits: 3
  PLS 2103 - Introduction to Political Theory. Credits: 3
  PLS 2253G - Introduction to International Relations. Credits: 3
  OR
  PLS 2293G - Introduction to International Relations, Honors. Credits: 3

International Relations & Comparative Politics
Four courses from:
  PLS 3203 - American Foreign Policy. Credits: 3
  PLS 3223 - International Organizations. Credits: 3
  PLS 3233 - International Terrorism. Credits: 3
  PLS 3303 - European Politics and Governments Credits: 3
  PLS 3323 - Post-Communist Politics and Governments. Credits: 3
  PLS 3333 - Politics of Latin America and the Caribbean. Credits: 3
  PLS 3343 - Government and Politics of the Middle East. Credits: 3
  PLS 3353 - Politics of Sub-Saharan Africa. Credits: 3
  PLS 3363 - Government and Politics in Asia-Pacific Rim. Credits: 3
  PLS 3373 - International Political Economy. Credits: 3
  PLS 4823 - International Policy Issues. Credits: 3

American Politics
One course from:
  PLS 3643 - Comparative State Politics. Credits: 3
  PLS 3703 - African American Politics. Credits: 3
  PLS 3713 - Political Parties and Elections. Credits: 3
  PLS 3723 - Public Opinion and Political Participation. Credits: 3
  PLS 3733 - Interest Groups. Credits: 3
  PLS 3743 - The Legislative Process. Credits: 3
  PLS 3753 - The American Presidency. Credits: 3
  PLS 3763 - Environmental Politics and Policy. Credits: 3

Public Administration
One course from:
  PLS 3413 - Introduction to Public Administration. Credits: 3
  PLS 4793 - Public Organization Theory. Credits: 3
  PLS 4873 - Human Resource Management in Government. Credits: 3
  PLS 4893 - Government Budgeting and Politics. Credits: 3

Political Theory
One course from:
  PLS 4903 - Classic Political Theory. Credits: 3
  PLS 4913 - Contemporary Political Theory. Credits: 3
  PLS 4923 - African American Political Thought. Credits: 3
  PLS 4933 - Ideologies of the Third World Nations. Credits: 3
  PLS 4943 - American Political Thought. Credits: 3

History
Two courses from:
  HIS 2560 - Early Modern World History. Credits: 3
  HIS 3210 - History of the Modern Middle East. Credits: 3
  HIS 3250 - African History. Credits: 3
  HIS 3260 - Modern Latin America. Credits: 3
  HIS 3320 - History of Modern China. Credits: 3
  HIS 3350 - Twentieth Century Russia. Credits: 3
  HIS 3555 - Modern World History. Credits: 3
  HIS 3800 - U.S. Diplomatic History. Credits: 3

Economics
  ECN 2801G - Principles of Macroeconomics. Credits: 3
  ECN 2802G - Principles of Microeconomics. Credits: 3

Upper Division Courses
Although not required, students with an interest in taking upper division courses in Economics are encouraged to select from the following:
  ECN 3833 - Economic Development of Modern Europe. Credits: 3
  ECN 3860 - International Economics. Credits: 3
  ECN 4511 - Comparative Economic Systems. Credits: 3
  ECN 4570 - Economic Problems of the Developing Countries. Credits: 3
  ECN 4813 - Transition Economies. Credits: 3
  ECN 4861 - International Economic Problems. Credits: 3

Foreign Language
Students must show proficiency in a foreign language (of their choosing) at the intermediate level or completion of foreign language courses at the intermediate level.

Study Abroad
In addition to stated graduation requirements, students in the International Studies Option are encouraged to explore study abroad opportunities to enhance their overall education experience. With the approval of the department, students may substitute courses taken through Study Abroad for requirements of the International Studies Option of the B.A. in Political Science.

Footnote:
(Major GPA based on all political science courses taken at EIU.)

Attachment H

Political Science Honors Program

Prerequisites

Admission to the Political Science Departmental Honors Program is open to students who have at least a 3.50 grade-point average on a 4.0 point scale and have completed the courses listed below. Permission of the Dean of the Honors College and the Departmental Honors Coordinator is also required. Students in the Political Science Honors Program must maintain an overall GPA of 3.50. Students who have been dismissed from the program because their overall GPA has fallen below 3.50 may petition for readmission. Students must raise their grade-point average to 3.50 and submit their petition to the Dean of the Honors College and Departmental Honors Coordinator.

  PLS 1003 - Introduction to Comparative Politics. Credits: 3
  PLS 1153G - American Government and Constitution. Credits: 3
  OR
  PLS 1193G - American Government and Constitution, Honors. Credits: 3
  PLS 2001 - Introduction to Research Methods in Political Science. Credits: 1
  PLS 2033 - Research Methods in Political Science. Credits: 3
  PLS 2103 - Introduction to Political Theory. Credits: 3
  PLS 2253G - Introduction to International Relations. Credits: 3
  OR
  PLS 2293G - Introduction to International Relations, Honors. Credits: 3
  PLS 2603 - State and Local Government. Credits: 3

Departmental Honors Requirements
  PLS 4444 - Honors Independent Study. Credits: 3
  PLS 4555 - Honors Research. Credits: 3
  PLS 4644 - Honors Thesis. Credits: 3

And Political Science 5000 through 5499 Graduate Seminar.
Credits: 3

The graduate seminar required of honors students may substitute for one of the distribution requirements in the major with the prior approval of the Departmental Chairperson and the Departmental Honors Coordinator.

Attachment I

B.S.B. in Accounting

Major
A dynamic, rewarding, and highly respected profession, accountancy operates at the heart of business decision-making and financial information services. In addition to providing services in the traditional areas of preparation and analysis of financial statements, auditing, and tax planning and compliance, accountants serve as valuable members of management teams, as highly respected consultants to top management, and as trusted advisers to professionals, business owners, and government leaders. For a person who wants to have a successful career in business, a degree in accounting is an excellent choice.

Accounting Program's Mission Statement
The primary mission of the EIU Accountancy Program is to build a better future for our students, transforming their lives through excellence in relationship-driven instruction of accounting principles and practices needed for entry into and success in the accounting profession.
Our secondary purposes are to advance accounting knowledge through academic inquiry and research and to perform service activities to benefit the School of Business, the College of Business and Applied Sciences, the University, the accounting profession, and the community.

Admission Requirements
Students who seek to major in accounting must satisfy the requirements for admission to the School of Business. Students with the GPA of 2.75 or higher at the time they request admission to the accounting program will be admitted to the accounting program.

Admission by Exception: A student with a GPA lower than 2.75 may apply for admission to the accounting program by exception. A committee of faculty will review the student's academic records and other relevant information submitted by the student. The committee may also interview the student. The committee may approve the student's application subject to certain performance standards, as prescribed by the committee. The committee will communicate its decision to the Chair of the School of Business, and will monitor the student's progress in meeting the performance standards. If the student fails to meet the performance standards, the student will be dismissed from the accounting program.

Continuation Requirement: A student majoring in accounting must maintain a cumulative EIU GPA of 2.50 or higher in order to enroll in senior-level (4000-level) accounting courses.

Important Notice: Candidates who wish to sit for the Certified Public Accountant (CPA) Examination in Illinois are required to have earned 150 hours of college credit, including an undergraduate degree. Of the 150 hours, at least 24 hours must be in accounting. Courses that are in progress cannot be counted to meet the 150-hour requirement.

Course Requirements
The BSB in Accounting comprises:

1. 43 semester hours in general education
2. 35 semester hours in the business core
3. 27 semester hours in major courses; and
4. 15 semester hours in electives.

Major Courses
   ACC 3200 - Financial Accounting Theory I. Credits: 3*
   ACC 3250 - Financial Accounting Theory II. Credits: 3*
   ACC 3300 - Management and Cost Accounting. Credits: 3*
   ~~ACC 3750 - Governmental and Not-for-Profit Accounting. Credits: 3*~~
   ACC 3900 - Accounting Information Systems. Credits: 3*
   ACC 4400 - Federal Income Taxation I. Credits: 3*
   ACC 4500 - Advanced Accounting Theory. Credits: 3*
   ACC 4700 - Auditing and Assurance Services. Credits: 3*
   ACC 4800 - Federal Income Taxation II. Credits: 3*

Plus one course selected from the following:
   ACC 3750 - Governmental and Not-for-Profit Accounting. Credits: 3
   ACC 4275 - Internship in Accounting. Credits: 1-12

<u>**Footnotes:**</u>
*A grade of "C" or better is required in all required ACC courses.
Calculation of the major GPA is based on courses taken at EIU with the prefix BUS and ACC.

Attachment J

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:

- Review the current general education courses designated as cultural diversity courses including the adequacy of the number of courses and frequency of offerings;
- 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;
- 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;
- Consult with the Committee on the Assessment of Student Learning (CASL) as to assessment of student learning of cultural diversity;
- 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;
- Analyze the impact – both positive and negative – of modifying the current cultural diversity requirement; and
- 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:

- one undergraduate student
- one faculty representative from each of the academic colleges;
- one advisor from Academic Advising;
- one member of CASL and
- one dean, assistant dean, chair, or assistant chair

Attachment K

Proposal for technology-delivered section of PSY 3690

Before a technology-delivered section of a course* previously approved as a traditional face-to-face course can be offered a department must seek approval from its College Curriculum Committee, the Council on Academic Affairs and/or the Council on Graduate Studies. The following information must be submitted to the curriculum bodies:

1. A copy of the most recent course proposal approved by CAA/CGS or a copy of the most recent course syllabus.
   See attached syllabus of Psy 3690 "Controversial Topics in Psychology".

2. A rationale for offering a technology-delivered section of the course.
   The Psychology Department offers several other online courses. However, there is a growing demand for online courses, especially for upper-division psychology courses that students in the School of Continuing Education can use towards their degree or towards a minor in psychology. Furthermore, native students are also starting to take advantage of the flexibility in scheduling that online courses allow.

3. A description of how the format/technology will be used to support and assess students' achievements of the specified learning objectives
   The technology used in the course allows student to communicate with each other through e-mail, discussion boards, and chat. The writing assignments will be submitted and graded in WebCT or Blackboard. Online tests will be administered in WebCT. For the online version of the course, debates will be done through writing rather than oral presentations. However, they may be presented orally in the future using web conferencing software such as Elluminate.

4. A description of how the integrity of student work will be assured.
   The course syllabus includes a statement about academic dishonesty. The tests can only be taken once and are time-constrained. Many of the test questions require comparing and contrasting of ideas and higher level critical thinking skills, which can not be directly found in the textbook. Student work can only be submitted through WebCT, where the identity of the sender is known to the instructor.

5. A description of 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.)
   Instructor-student and student-student interaction may be facilitated by e-mail, discussion boards, chat, and synchronous web conferencing software.

6. An explanation of how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described in the original course proposal approved by CAA/CGS.
   The same text and supplementary materials that are being used in the face to face section will be used for the online section. The test questions, research paper requirement, and grading criteria are similar as well. The amount of work for this 3 credit course is comparable to that done for the course taught on campus.

Date approved by College of Sciences Curriculum Committee: April 18, 2008

Attachment L

PROPOSAL FOR APPROVAL OF TECHNOLOGY-DELIVERED SECTION OF PREVIOUSLY APPROVED COURSE

COS 4800 – Strategies and Processes of Teaching and Training

Syllabus
See attachment

Rationale
The Career and Organizational Studies (COS) major serves off-campus, working adults. Nearly all students in the program work full-time and live in Champaign, Danville, Decatur, and other locations. Alternative forms of delivery are important for these students. Technology-delivered sections serve students who work evenings, weekends, or who are employed in occupations (such as law enforcement, firefighting, and some factories) where they may be regularly rotated between first, second, and third shifts. These rotations make it difficult for them to attend a regularly scheduled evening or weekend course.

Description of how the technology will be used to support and asses students' achievements of the specified learning objectives.
The technology-delivered section of COS 4800 includes 15 learning modules that include reading and writing assignments on a weekly basis, weekly peer interaction through discussion topic areas, project assignments, and examinations. All these modules and activities are available through WebCT. The learning objectives for the technology-delivered section are identical to those in face-to-face sections. Podcasts and other media are used to deliver lecture content. A technology-delivered section is particularly valuable since the course description includes the use of instructional technologies, simulation, and computerized instruction.

Description of how the integrity of student work will be assured
Student work is submitted using a series of small, sequential, individualized tasks and student-centered personal responses. Multiple, individualized tasks are harder to counterfeit because of the necessary coordination and planning involved for the student to arrange for someone else to do work in the appropriately specified manner. Some assignments include a degree of cooperation and coordination among students. These too make it difficult for a student to find consistent help throughout a cooperative project of some duration and complexity. Discussion and reflection assignments also insure frequent student-instructor contact that familiarize the instructor with each particular students writing style and ability. Examinations include mastery-type question which require the student to relate the subject matter to their own personal, professional, and work-related experiences.

Description of provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction
Instructor-student interaction will be facilitated using the email function within WebCT, through the use of the WebCT chat function, and through WebCT discussion topic areas. The instructor also schedules regular office hours for the technology-delivered section when she or he is available in one of the chat rooms for conversation or via telephone. Student-student interaction is required multiple times each week through the structure of assignments for discussion. Group based projects also require intensive and ongoing interaction between students.

Explanation of how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described in the original course proposal approved by CAA/CGS
When this course is taught in a technology-delivered format, students will be expected to interact with each other and the instructor for at least 2 ½ hours of contact for each of the 15 weekly modules. This contact time consists of regularly scheduled chat sessions, participation in discussion topic areas on WebCT, where students are to respond to an initial question, read the responses of all other students, then make a second response and third response to other students' comments at set times during the week. Students are required to listen and respond to a podcast from the instructor's lecture that is identical to the face-to-face lecture and is delivered as part of each module. Each weekly module includes a written assignment that is expected to synthesize and analyze the readings, podcasts, and class discussions.

Date Approved by the Department or School: _____March 25, 2008_____
Date Approved by the College Curriculum Committee: April 23, 2008

Attachment M

PROPOSAL FOR APPROVAL OF TECHNOLOGY-DELIVERED SECTION OF PREVIOUSLY APPROVED COURSE

COS 4880 – Productive Work Teams

Syllabus

See attached CAA archive copy

Rationale
The Career and Organizational Studies (COS) major serves off-campus, working adults. Nearly all students in the program work full-time and live in Champaign, Danville, Decatur, and other locations. Alternative forms of delivery are important for these students. Technology-delivered sections serve students who work evenings, weekends, or who are employed in occupations (such as law enforcement, firefighting, and some factories) where they may be regularly rotated between first, second, and third shifts. These rotations make it difficult for them to attend a regularly scheduled evening or weekend course.

Description of how the technology will be used to support and asses students' achievements of the specified learning objectives.
The technology-delivered section of COS 4880 includes 15 learning modules that include reading and writing assignments on a weekly basis, weekly peer interaction through discussion topic areas, project assignments, and examinations. All these modules and activities are available through WebCT. The learning objectives for the technology-delivered section are identical to those in face-to-face sections. Podcasts and other media are used to deliver lecture content.

Description of how the integrity of student work will be assured
Student work is submitted using a series of small, sequential, individualized tasks and student-centered personal responses. Multiple, individualized tasks are harder to counterfeit because of the necessary coordination and planning involved for the student to arrange for someone else to do work in the appropriately specified manner. Some assignments include a degree of cooperation and coordination among students. These too make it difficult for a student to find consistent help throughout a cooperative project of some duration and complexity. Discussion and reflection assignments also insure frequent student-instructor contact that familiarize the instructor with each particular students writing style and ability. Examinations include mastery-type question which require the student to relate the subject matter to their own personal, professional, and work-related experiences.

Description of provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction
Instructor-student interaction will be facilitated using the email function within WebCT, through the use of the WebCT chat function, and through WebCT discussion topic areas. The instructor also schedules regular office hours for the technology-delivered section when she or he is available in one of the chat rooms for conversation or via telephone. Student-student interaction is required multiple times each week through the structure of assignments for discussion. Group based projects also require intensive and ongoing interaction between students.

Explanation of how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described in the original course proposal approved by CAA/CGS
When this course is taught in a technology-delivered format, students will be expected to interact with each other and the instructor for at least 2 ½ hours of contact for each of the 15 weekly modules. This contact time consists of regularly scheduled chat sessions, participation in discussion topic areas on WebCT, where students are to respond to an initial question, read the responses of all other students, then make a second response and third response to other students' comments at set times during the week. Students are required to listen and respond to a podcast of the instructor's face-to-face lecture that is delivered as part of each module. Each weekly module also includes a written assignment that is expected to synthesize and analyze the readings, podcasts, and class discussions.

Date Approved by Department or School: ___March 25, 2008
Date Approved by College Curriculum Committee: April 23, 2008