
Agenda for the April 25, 2013 CAA Meeting

Items Approved: 13-65, REC 4710, Therapeutic Recreation Seminar (New Course)
13-66, Recreation Administration: Therapeutic Recreation Option (Revised Option)
13-79, GEG 3025, Geography of United States and Canada (Revised Course; Technology Delivery)
13-80, GEG 3775, Urban Geography (Revised Course; Technology Delivery)
13-81, GEG 3780, Land Use Planning (Revised Course; Technology Delivery)
13-82, EIU 4114G, Senior Seminar: Advanced Interdisciplinary Studies in Matters of Culture (New Course)
13-83, CAA Learning Goals Committee's Recommendations and Resolution

Items Pending: 11-117, Review of Integration, Instructional Practices, and Effectiveness of EIU's four University Learning Goals (Ongoing)
11-132R, Course Proposal Format Form (Revised Form)
13-67, ACE 2000, Introduction to Adult & Community Education (New Course)
13-68, ACE/CSD 2200, Learning Principles in Adult & Community Education (New Course)
13-69, ACE 2400, Instructional Technology in Adult & Community Education (New Course)
13-70, ACE 3000, Instructional Strategies in Adult & Community Education (New Course)
13-71, ACE 3200, Curriculum and Program Design in Adult & Community Education (New Course)
13-72, ACE 3400, Assessment of Learning in Adult & Community Education (New Course)
13-73, ACE 3600, Practicum in Adult & Community Education (New Course)
13-74, ACE 4000, Organization and Leadership in Adult & Community Education (New Course)
13-75, ACE 4200, Needs Assessment, Grant Writing, and Program Evaluation in Adult & Community Education (New Course)
13-76, ACE 4400, Internship in Adult & Community Education I – Education Focus (New Course)
13-77, ACE 4450, Internship in Adult & Community Education II – Leadership Focus (New Course)
13-78, B.S. in Adult & Community Education (New Program)
13-84, JOU 3970, Race, Gender, and the Media (New Course)
13-85, BGS 4001, Self-Directed Leadership (Revised Course)
13-86, General Studies (Revised Program)

**Council on Academic Affairs
Minutes
April 25, 2013**

The April 25, 2013 meeting of the Council on Academic Affairs was held at 3:00 p.m. in Room 4440, Booth Library.

Members Present: Ms. English, Ms. Eskew, Ms. Green, Dr. Gronnvoll, Dr. Klarup, Dr. Lucas, Dr. Reid, Dr. Ruholl, Dr. Steinke, Dr. Throneburg, and Dr. White.

Members Absent: Dr. Rhoads and Mr. Thedford.

Staff Present: Provost Lord and Ms. Fopay.

Guests Present: Dr. DePetro, Philosophy; Dr. Eckert, Music; Dr. Higelmire, Recreation Administration; Dr. Holmes Layman, Recreation Administration; Mr. Hopkins, *Daily Eastern News*; Dean Jackman, College of Education & Professional Studies; Dr. Laingen, Geology/Geography; Dr. Marquardt, Center for the Humanities/Art; Dr. Nora Pat Small, History; Dr. Betty Smith, Geology/Geography; and Dr. Sterling, Philosophy.

I. Approval of the April 18, 2013 CAA Meeting Minutes.

The minutes of April 18, 2013 were approved as written.

II. Communications:

a. Curriculum Committee Minutes:

1. Minutes of the April 4, 2013 College of Arts & Humanities Curriculum Committee electronic meeting.
2. Minutes of the April 10, 2013 College of Arts & Humanities Curriculum Committee meeting.

III. Items Added to the Agenda:

1. 13-84, JOU 3970, Race, Gender, and the Media (New Course)
2. 13-85, BGS 4001, Self-Directed Leadership (Revised Course)
3. 13-86, General Studies (Revised Program)

Dr. Ruholl moved and Dr. Gronnvoll seconded the motion to add these items to the agenda.

IV. Items to be Acted Upon:

1. 13-83, CAA Learning Goals Committee's Recommendations and Resolution.

Dr. Lucas presented the recommendations and resolution. There were no questions.

Dr. Reid moved and Ms. Green seconded the motion to approve the proposal. The motion passed unanimously.

The recommendations and resolution (**See Attachment A**) were approved.

2. 13-65, REC 4710, Therapeutic Recreation Seminar (New Course).

Dr. Holmes Layman and Dr. Higelmire presented the proposal and answered questions of the council. The council requested revisions to the proposal.

Dr. Steinke moved and Dr. Reid seconded the motion to approve the proposal. The motion passed unanimously.

The proposal, with revisions, was approved, effective Spring 2014.

REC 4710. Therapeutic Recreation Seminar. (1-0-1) S. This capstone course reviews issues needed for internship and entry into the field. The issues include medical terminology, an agency targeted diagnosis and typical interventions. Also covered will be topics essential to success on the National Council for Therapeutic Recreation Certification (NCTRC) exam, and a review of the Therapeutic Recreation Portfolio. The course is restricted to Therapeutic Recreation students. Prerequisites: REC 3000, 3111, 3250, 3360, and 4355. REC 3111, 3360 and 4355 can be taken concurrently with REC 4710.

3. 13-66, Recreation Administration: Therapeutic Recreation Option (Revised Option).

Dr. Higelmire and Dr. Holmes Layman presented the proposal and answered questions of the council. The council requested one revision to the proposal.

Ms. Green moved and Dr. Ruholl seconded the motion to approve the proposal. The motion passed unanimously.

The proposal (**See Attachment B**), with revision, was approved, effective Fall 2013.

4. 13-79, GEG 3025, Geography of United States and Canada (Revised Course; Technology Delivery).

Dr. Laingen presented the proposal and answered questions of the council.

Dr. Gronnvoll moved and Dr. Steinke seconded the motion to approve the proposal. The motion passed unanimously.

The proposal was approved, effective Summer 2013.

GEG 3025. Geography of United States and Canada. (3-0-3) F, Su. Geography of U.S. and Canada. This course is designed as a regional geographic approach of the North American realm. The course begins with an overview of the physical and human characteristics of the U.S. and Canada followed by in-depth analysis of major themes and trends of assigned regions. Students will evaluate North America's regions and critically analyze how they function as components of national, continental, and worldwide systems.

Note: Later in the meeting the council requested that a statement be added to Part 4.a. of this proposal explaining that online sections of the course will be taught by faculty members meeting the technology-delivery policy requirements.

5. **13-80, GEG 3775, Urban Geography (Revised Course; Technology Delivery).**

Dr. Smith presented the proposal and answered questions of the council. The council requested a revision to the proposal.

Dr. Klarup moved and Dr. Steinke seconded the motion to approve the proposal. The motion passed unanimously.

The proposal, with revision, was approved, effective Spring 2014.

GEG 3775. Urban Geography. (3-0-3) S, Su. Examines from a geographic perspective the origin, location, function, internal structure, growth and interaction of urban areas in the United States and other regions of the world; considers problems of modern cities and the role of city planning in Western and non-Western contexts.

6. **13-81, GEG 3780, Land Use Planning (Revised Course; Technology Delivery).**

Dr. Smith presented the proposal and answered questions of the council. The council requested revisions to the proposal.

Dr. Reid moved and Ms. Green seconded the motion to approve the proposal. The motion passed unanimously.

The proposal, with revisions, was approved, effective Spring 2014.

GEG 3780. Land Use Planning. (3-0-3) S, Su. An introduction to land use planning in the United States, focusing on the geographic and institutional dimensions; a survey of the policy and legislative basis for land use controls at the urban, regional, and federal level, including controlled growth, zoning, development agreements, and environmental legislation.

7. **13-82, EIU 4114G, Senior Seminar: Advanced Interdisciplinary Studies in Matters of Culture (New Course).**

Note: Agenda item 13-82 replaced agenda item 12-66 which was withdrawn (See communication II, c, 2, on the April 18, 2013 CAA minutes.)

Dr. Eckert and Dr. Marquardt presented the proposal and answered questions of the council.

Dr. Reid moved and Dr. Klarup seconded the motion to approve the proposal. The motion passed unanimously.

The proposal was approved, effective Spring 2014. *NOTE: EIU 4114G will be placed under the Senior Seminar segment of General Education.*

EIU 4114G. Senior Seminar: Advanced Interdisciplinary Studies in Matters of Culture. (3-0-3) On Demand. Culture Matters. EIU 4114G asks students to employ the knowledge and approaches of their own disciplines in an interdisciplinary investigation of a single theme. It provides students with background literature on the theme, humanities methods, and theories relative to the theme. The course culminates in a student-designed public integrative learning project. A student may not take this course with an instructor of or topic in her/his major. Prerequisites: "C" or better in ENG 1001G and 1002G; completion of 75 semester hours. WI

V. Committee Reports:

1. Dr. Throneburg reported that the Faculty Laureate Selection Committee recommends Dr. Michael Mulvaney for the 2013 Faculty Laureate Award.

Dr. Ruholl moved and Dr. Klarup seconded the motion to accept the committee's recommendation of Michael Mulvaney. The motion passed by acclamation.

Dr. Michael Mulvaney was selected the 2013 Faculty Laureate.

VI. Other:

1. Ms. Eskew reported that Ms. Kathryn English was elected as the 2013-14 Student Vice President for Academic Affairs and will serve on CAA next year.

VII. Pending:

1. 11-117, Review of Integration, Instructional Practices, and Effectiveness of EIU's Four University Learning Goals (Ongoing)
2. 11-132R, Course Proposal Format Form (Revised Form)
3. 13-67, ACE 2000, Introduction to Adult & Community Education (New Course)
4. 13-68, ACE/CSD 2200, Learning Principles in Adult & Community Education (New Course)
5. 13-69, ACE 2400, Instructional Technology in Adult & Community Education (New Course)
6. 13-70, ACE 3000, Instructional Strategies in Adult & Community Education (New Course)
7. 13-71, ACE 3200, Curriculum and Program Design in Adult & Community Education (New Course)
8. 13-72, ACE 3400, Assessment of Learning in Adult & Community Education (New Course)
9. 13-73, ACE 3600, Practicum in Adult & Community Education (New Course)
10. 13-74, ACE 4000, Organization and Leadership in Adult & Community Education (New Course)
11. 13-75, ACE 4200, Needs Assessment, Grant Writing, and Program Evaluation in Adult & Community Education (New Course)
12. 13-76, ACE 4400, Internship in Adult & Community Education I – Education Focus (New Course)
13. 13-77, ACE 4450, Internship in Adult & Community Education II – Leadership Focus (New Course)
14. 13-78, B.S. in Adult & Community Education (New Program)

VIII. Meeting Adjournment:

The meeting adjourned at 3:50 p.m.

The next meeting will be held at 10:15 a.m. on Thursday, May 2, 2013.

–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 <http://www.eiu.edu/~eiucaa/elibrary/>.

***** ANNOUNCEMENT OF NEXT MEETING *****
May 2, 2013
3108 Blair Hall @ 10:15 a.m.

Agenda:

1. 13-67, ACE 2000, Introduction to Adult & Community Education (New Course)
2. 13-68, ACE/CSD 2200, Learning Principles in Adult & Community Education (New Course)
3. 13-69, ACE 2400, Instructional Technology in Adult & Community Education (New Course)
4. 13-70, ACE 3000, Instructional Strategies in Adult & Community Education (New Course)
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12. 13-78, B.S. in Adult & Community Education (New Program)
13. 13-85, BGS 4001, Self-Directed Leadership (Revised Course)
14. 13-86, General Studies (Revised Program)

Pending:

1. 11-117, Review of Integration, Instructional Practices, and Effectiveness of EIU's Four University Learning Goals (Ongoing)
2. 11-132R, Course Proposal Format Form (Revised Form)
3. 13-84, JOU 3970, Race, Gender, and the Media (New Course)

Approved Executive Actions:**BAS****Effective Spring 2014**

1. Revise the course description and prerequisites for BUS 3950.

BUS 3950 - Operations Management. (3-0-3) F, S. Management of manufacturing and service organizations. Topics include decision making, forecasting, product and service design, location planning, process selection and capacity planning, layout, inventory management (IM), Just-in-time systems (JIT), material requirements planning (MRP), scheduling, project management and quality. Includes application of computer software solution techniques. **Management of manufacturing and service organizations. Among the topics are: forecasting; product and service operation design; process selection; capacity planning; layout; inventory management; aggregate planning; master scheduling; material requirements planning; lean operations; supply chain management; project management and quality. Includes application of computer software solution techniques.** Prerequisites and Notes: BUS 2810 and BUS 3010 and admission to the School of Business or to a minor offered by the School of Business or permission of the Associate Chair. Credits: 3

CAH**Effective Fall 2013**

1. Change the number of hours in Journalism a major can take from 40 to 80 and eliminate the following language from the catalog description of the Journalism major: "At least 65 of the remaining 80 credit hours must be taken in liberal arts and sciences."

Journalism (B.A.)**Major**

Journalism majors may apply no more than 12 transfer credit hours, nor more than 40 48 total credit hours in journalism courses, toward the 120-hour graduation requirement. At least 65 of the remaining 80 credit hours must be taken in liberal arts and sciences. Journalism majors must successfully complete HIS 3940 and either PLS 1153G or HIS 3600G. A minimum grade of C is required for all Journalism courses. A minimum GPA of 2.5 is required for all Journalism coursework.

COS**Effective Fall 2013**

1. Change the course title and description for ANT 3606.

ANT 3606 - Magic and Religion in Proliterate Societies. The Anthropology of Religion. (3-0-3) S. A world-wide survey of ideas and beliefs regarding supernatural beings and agents. Special attention will be given to totemism, ancestor worship, reverence for impersonal powers, witchcraft, sorcery, spirit possession and magic. **An introduction to anthropological theory and ethnography of religious beliefs and practices world-wide. Special attention will be given to altered states of consciousness, healing, ritual, shamanism, sorcery, witchcraft, and material and performative aspects of religious practice across human societies.** Prerequisites and Notes: ANT 2200G or permission of the instructor. Credits: 3

2. Add two courses to the list of electives for the Biological Sciences: Environmental Biology Option.

Biological Sciences: Environmental Biology Option (B.S.)**Option Electives**

Option electives to choose from (15 semester hours required):

- BIO 3300 - General Microbiology. Credits: 4
- BIO 3322 - Dendrology. Credits: 3
- BIO 3450A - Independent Study I. Credits: 1 to 3
or BIO 3450B

- BIO 3451A - Undergraduate Research I. Credits: 1 to 3
or BIO 3451B
- BIO 3710 - Plant – Animal Interactions. Credits: 3
- BIO 3810 - Freshwater Ecology. Credits: 3
- BIO 3950 - Vertebrate Natural History. Credits: 3
- BIO 3952 - Invertebrate Natural History. Credits: 3
- BIO 4400A - Teaching in the Lab I. Credits: 1
or BIO 4400B
- BIO 4810 - Plant Ecology. Credits: 3
- BIO 4812 - Fisheries Ecology and Management. Credits: 3
- BIO 4814 - Conservation Biology. Credits: 3
- BIO 4816 - Study of Biotic Communities. Credits: 3
- BIO 4818 - Environmental Microbiology. Credits: 4
- BIO 4820 - Spatial Analysis for Environmental Sciences. Credits: 4
- BIO 4832 - Animal Behavior. Credits: 4
- BIO 4840 - Resource Management and Environmental Assessment Credits: 3
- BIO 4940 - Phycology. Credits: 3
- BIO 4942 - Mycology. Credits: 3
- BIO 4944 - Lichens. Credits: 3
- BIO 4946 - Bryology. Credits: 3
- BIO 4948 - Plant Taxonomy. Credits: 3
- BIO 4950 - Ichthyology. Credits: 3
- BIO 4952 - Herpetology. Credits: 3
- BIO 4954 - Ornithology. Credits: 3
- BIO 4956 - Mammalogy. Credits: 3
- BIO 4958 - Parasitology. Credits: 4
- BIO 4960 - Wetland and Aquatic Vascular Plants. Credits: 3
- BIO 4964 - Entomology. Credits: 4
- ECN 3810 - Economics of Natural Resources. Credits: 3
- ESC 3300 - Soils. Credits: 3
- ESC 3550 - Surface Water Processes and Resources. Credits: 3
- GEG 3780 - Land Use Planning. Credits: 3
- GEG 3810 - Geographic Information Systems I. Credits: 3
- **GEG 3820 – Remote Sensing I Credits: 3.**
- **GEG 3870 – Remote Sensing II. Credits: 3.**
- GEG 3860 - Geographic Information Systems II. Credits: 3
- GEL 4850 - Environmental Geology. Credits: 3
- REC 3860 - Environmental Interpretation. Credits: 2
- REC 3900 - Operation of Leisure Facilities. Credits: 3
- REC 4600 - Planning and Design of Leisure Facilities. Credits: 4

AND

- CMN 3920 - Public Relations in Society Credits: 3
- or
- JOU 3920 - Public Relations in Society. Credits: 3

Pending Executive Actions:

CEPS

Effective Fall 2013

1. **Note: The following executive action request is pending additional revisions (See page one of the April 11, 2013 CAA minutes.)**

Request to revise the prerequisites/concurrent enrollment requirements for ELE 3100, ELE 3280, ELE 3281, ELE 3290, ELE 3340, MLE 3110, MLE 3150, and MLE 40001.

Attachment A**Learning Goals Committee Recommendations to Council on Academic Affairs****Background**

In response to longstanding concerns about student learning outcome data relative to the university's learning goals, and in concert with the Provost's 2010-2011 priorities for improvement, the Council approved Proposal 11-116R on November 10, 2011, establishing a Council on Academic Affairs University Learning Goals Committee for the purpose of gathering information and data in order to review integration, instructional practices, and the effectiveness of EIU's undergraduate university learning goals. The Committee has been comprised of Council members as well as CASL members, college curriculum committee members, and other campus faculty with expertise or interest in the university's undergraduate learning goals. A time frame of November 2011 through April 2013 was established for achieving the Committee's purpose.

Since its establishment, the Committee and its four subcommittees (Writing, Speaking, Critical Thinking, and Global Citizenship) have:

1. Reviewed learning goal assessment data provided by the Committee for the Assessment of Student Learning;
2. Surveyed the relevant research and practitioner literature;
3. Examined practices of peer and non-peer institutions;
4. Conducted a university-wide faculty survey;
5. Reviewed representative general education and major program syllabi;
6. Studied other relevant data, e.g., from the National Survey of Student Engagement and the Collegiate Learning Assessment within the Voluntary System of Accountability;
7. Presented preliminary findings and sought feedback from seventeen campus councils and committees, including: the Faculty Senate; the Council of Deans; the administrative councils and curriculum committees of the four academic colleges; the Honors Council, the Continuing Education Advisory Council; the Academic Advising Committee; the Council for the Assessment of Student Learning; the Faculty Development Advisory Council; the Council on Graduate Studies, and the Council on Teacher Education.

The information and data gathered in this work have been recorded in the *Council on Academic Affairs Learning Goals Review Report*, as well as supporting documents with detailed results of the faculty survey, the syllabus review, and data from the Committee for the Assessment of Student Learning.

The Committee's time frame stipulated that it present finalized recommendations to the Council on Academic Affairs for adoption by April 2013, with implementation of recommendations to commence in the Fall 2013 semester. As the work of the Committee has progressed, it has become evident that the possible causes of disappointing student achievement in the university's learning goals are both complex and systemic, and that solutions to improve student learning outcomes will need to include curricular, instructional, assessment, faculty development, and administrative facets. Such work will require a great deal of thought, effort, cooperation, and good will from faculty, administration, and staff.

The recommendations described below were developed for the primary purpose of increasing students' communication and critical thinking skills to function in a diverse global society. The recommendations are consistent with:

1. EIU's mission statement, which asserts that the university "offers superior, accessible undergraduate...education. Students learn the methods and results of free and rigorous inquiry in the arts, humanities, sciences, and professions, guided by a faculty known for its excellence in teaching....Throughout their education, students refine their abilities to reason and to communicate clearly so as to become responsible citizens and leaders."
2. The university's recently completed strategic plan in which increasing critical thinking skills and academic rigor were themes within academic excellence.

3. The NCA Higher Learning Commission's accreditation criteria (effective January 2013), which EIU must meet, including that:
 - a. the general education imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess;
 - b. every degree program offered by the institution engages students in collecting, analyzing, and communicating information; mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments;
 - c. education offered by the institution recognizes the human and cultural diversity of the world;
 - d. the institution maintains and exercises authority over the prerequisites for courses, rigor of courses, and expectations for student learning;
 - e. the institution demonstrates a commitment to educational improvement through ongoing assessment of student learning; and
 - f. assumed practices of the HLC include that faculty participate substantially in the assurance of consistency in the level and quality of instruction and in the expectations of student performance; also that instructors communicate course requirements through syllabi.

Resolution

WHEREAS, the Council on Academic Affairs has the responsibility and authority for making recommendations to the President relative to academic regulations (Article II) and general education requirements for all undergraduate degrees (Article VII.A.2.a.2); and

WHEREAS, the Council is also concerned with the maintenance of desirable standards in the university's curriculum (Article VII.A.1.c.3); and

WHEREAS, the Council's bylaws specify that the Council may have standing committees, subcommittees, ad hoc committees, and any other committees deemed necessary by the Council (Article VI);

THEREFORE, the Committee proposes to the Council that it adopt the following recommendations and forward them to the President:

1. That the Council on Academic Affairs, in accordance with Article VI of its bylaws, establish a standing Committee on General Education and University Learning Goals, the composition of which will be determined by the Council to ensure participation by all CAA members, as well as representatives from campus curricular councils, faculty learning goal experts, general education instructors, other units (e.g., CASL, Faculty Development, etc.), and undergraduate students. The specific tasks to be accomplished as listed below are to be conducted under the aegis and with the final approval of the Council.
2. That this committee be charged initially with the implementation of the following plan, which is focused on improving student learning outcomes at the university through systemic increase in academic rigor and improvement of curricular, instructional, and assessment practices in both the general education and major programs.

A. Year One (2013-14)—Reinvigorating the University's Learning Goals

1. Fall 2013
 - a. Finalize and adopt, after circulation to the university's curricular bodies, proposed changes and/or additions to the undergraduate learning goals.
 - b. Revise CAA Course Proposal Form to support systematic inclusion of the university learning goals in all new and revised undergraduate courses.
 - c. Examine higher education syllabus best practices; then review and revise the existing CAA syllabus policy.

d. Study and possibly revise university program review process and format to emphasize the importance of curricular, instructional, and assessment practices supportive of higher student achievement of the learning goals.

e. Develop resources supportive of a Spring 2014 series of workshops on:

- 1) Academic rigor
- 2) Writing and reading
- 3) Speaking and listening
- 4) Critical thinking
- 5) Global citizenship
- 6) Quantitative literacy
- 7) University learning goals in the majors

2. Spring 2014

- a. Present workshop series listed above; sharing resources with faculty through website and physical distribution
- b. Study general education approaches to facilitate systematic support of learning goal achievement, including the freshman year experience; curricular revision of key, foundational general education courses; and more systematic inclusion of learning goals throughout general education segments

B. Year Two (2014-15)—Aligning the General Education Curriculum

1. Fall 2014

- a. Revise curriculum of key, foundational general education courses to ensure introductory competence in learning goals during freshman year.
- b. Develop common, consistent expectations for course rigor and student achievement of learning goals within segments of general education program.
- c. Partner with CASL to develop plan for assessment within general education courses.

2. Spring 2015

- a. Present workshops on revision of general education courses and expectations for general education segments.
- b. Study models for discipline-based capstone and assessment practices supportive of learning goals.
- c. Study current adoption of learning goals within majors and discipline-based capstone and assessment practices at EIU.
- d. Develop framework for more systematic extension of learning goals into upper division courses and program assessment practices within major programs.

C. Year Three (2015-16)—Extending the Learning Goals into the Majors

1. Fall 2015 and Spring 2016

- a. Implementation of general education changes developed in Year Two.
- b. Design continuous General Education review system.
- c. Work with departments to implement framework for extension of learning goals within major programs.

D. Year Four (2016-17)—Institutionalizing Learning Goal Improvement

1. Fall 2016 and Spring 2017
 - a. Implement department plans for extending learning goals in major programs.
 - b. Implement monitoring, assessment, and refinement of general education practices.
2. Spring 2017
 - a. Plan for five-year (Fall 2017) follow-up study (faculty survey, syllabi review, NSSE, VSA, etc.).

E. Year Five (2017-18)—Assessing Impact

1. Replicate CAA Learning Goals study of 2012-13.

Attachment B

Recreation Administration: Therapeutic Recreation Option (B.S.)

The Therapeutic Recreation Option Comprises:

(~~69~~ 70 hours)

- BIO 1001G - Biological Principles and Issues. Credits: 3
(See Footnote ***)
or
- BIO 1100 - General Biology. Credits: 4

- BIO 2001G - Human Physiology. Credits: 4
(See Footnote ***)
- BIO 2200 - Human Anatomy. Credits: 4
- FCS 1800 - Life Span Human Development. Credits: 3
- HST 2000 - Principles of Human Health. Credits: 3
- HST 2320 - First Aid and Emergency Care (including Basic CPR Skills). Credits: 3
- KSS 2440 - Structural Kinesiology. Credits: 3
- PSY 1879G - Introductory Psychology. Credits: 3
(See Footnote ***)
- PSY 3780 - Abnormal Psychology. Credits: 3
- REC 1320 - Leadership in Recreation. Credits: 3
- REC 1780 - Introduction to Leisure Service Agencies. Credits: 3
- REC 2250 - Recreation Services for People with Disabilities. Credits: 3
- REC 2290 - Programming for Leisure Agencies. Credits: 3
- REC 3000 - Foundations of Therapeutic Recreation. Credits: 3
- REC 3111 - Therapeutic Recreation Modalities and Facilitation Techniques. Credits: 3
- REC 3250 - Evidence Based Intervention Planning in Therapeutic Recreation. Credits: 3
- REC 3360 - Advanced Therapeutic Recreation Processes. Credits: 3

- REC 3550 - Fieldwork in Recreation I. Credits: 3
or
- REC 3551 - Fieldwork in Recreation II. Credits: 3

- REC 4274 - Pre-Internship. Credits: 1
- REC 4275 - Internship. Credits: 6
(6 sem. hrs.)
- REC 4355 - Assessment and Administration in Therapeutic Recreation. Credits: 3
- REC 4600 - Planning and Design of Leisure Facilities. Credits: 4
- **REC 4710 – Therapeutic Recreation Seminar. Credits: 1**
- REC 4740 - Research and Evaluation in Leisure Studies. Credits: 3
- REC 4830 - Administration of Leisure Services. Credits: 3

4 Semester Hours of REC Electives Chosen From:

- REC 2500 - The Challenge of Leisure. Credits: 3
- REC 3300 - Commercial and Employee Recreation. Credits: 3
- REC 3310 - Travel and Tourism. Credits: 3
- REC 3320 - Festivals and Special Events. Credits: 3
- REC 3510 - Camp Administration and Leadership. Credits: 2
- REC 3560 - Outdoor Living Skills. Credits: 2
- REC 3860 - Environmental Interpretation. Credits: 2
- REC 3900 - Operation of Leisure Facilities. Credits: 3
- REC 3910 - Microcomputers in Leisure Agencies. Credits: 3
- REC 3960A - Special Topics: Consortium. Credits: 3
or REC 3960B-M

- REC 47411 - Independent Study. Credits: 1
or REC 47412 or REC 47413
- REC 4850 - Financial Practices for Leisure Service Agencies. Credits: 3
- REC 4950 - Leisure and Aging. Credits: 3

3 Hours of Electives for NCTRC Certification Approved by Advisor and Department Chair**

Footnotes:

Prerequisite for Internship in Recreation – must have completed all other core courses in the Recreation Administration major or permission of the Chair or Internship Coordinator, and have at least a 2.0 cumulative and major GPA.

Fieldwork (REC 3551) requires 15 hours per week of practical experience at a field based site along with a one hour weekly class session. Enrollment is limited as sites in the immediate area are limited.

* Internship (Recreation Administration 4275) must be served in a clinical, residential or community-based therapeutic program under the supervision of a Certified Therapeutic Recreation Specialist (CTRS) by the National Council for Therapeutic Recreation Certification.

** In order to seek certification by the National Council for Therapeutic Recreation Certification (NCTRC), the student must select one or more courses from the following five departments: family and consumer sciences, health studies, kinesiology, psychology, or sociology.

***Also meets the general education requirements.

(Major GPA based on all recreation courses taken at EIU.)