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## Agenda for the September 22, 2016 CAA Meeting

**Items Approved:** None

**Items Pending:** 15-146, CTE 3000G, Consumers in the Marketplace (Revised Course)  
Executive Action: October 19, 2015 memorandum from Dean Izadi, LCBAS, requesting executive action to decouple FCS 3300 and CTE 3000, and delete CTE 3000 from the catalog.  
16-75, ANT 3712, World Archaeology (Revised Course)

**Ongoing:** Multi-year plan regarding the University Learning Goals (For details concerning the plan, see agenda Item 13-83, CAA Learning Goals Committee's Recommendations & Resolution, which was approved by CAA at its 4/25/13 meeting)

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### Council on Academic Affairs Minutes September 22, 2016

The September 22, 2016 meeting of the Council on Academic Affairs was held at 2:02 p.m. in the Room 4440 at Booth Library.

**Members Present:** Mr. Aydt, Dr. Bruehler, Mr. Durant\*, Dr. Gronnvoll, Dr. Paulson, Dr. Reid, Dr. Rhoads, Dr. Ruholl, Dr. Throneburg, and Dr. Wilkinson.

**Members Absent:** None.

**Staff Present:** Provost Lord and Ms. Fopay.

**Guests Present:** Dr. Karla Sanders, CASA; Dr. Bonnie Laughlin-Schultz, History/Social Science Teaching; and Mr. Samuel Nusbaum, *Daily Eastern News*.

\*Mr. Tarvea Durant will serve as a student representative on the council. Introductions were made at the meeting.

#### I. Approval of the September 1, 2016 CAA Meeting Minutes.

Dr. Ruholl moved and Dr. Rhoads seconded the motion to approve the minutes. The minutes of September 1, 2016, were approved as written.

#### II. Communications:

##### a. College Curriculum Committee Minutes:

1. Minutes of the September 9, 2016 College of Sciences Curriculum Committee meeting.
2. Minutes of the September 12, 2016 College of Education & Professional Studies Curriculum Committee meeting.

##### b. Executive Actions:

1. September 13, 2016 email from Interim Dean Klarup, COS, requesting executive action to revise the course prerequisites for MAT 3701, MAT 3702, CSM 4370, MAT 3271, and MAT 3272.
2. September 16, 2016 memorandum from Interim Associate Dean Mitchell, CAH, requesting executive action to revised the course description for JOU 3920.
3. September 16, 2016 memorandum from Interim Associate Dean Mitchell, CAH, requesting executive action to increase the range of credits for variable credit courses MUS 4600A, B, and D from 1-3 credits to 1-4 credits.
4. September 16, 2016 memorandum from Interim Associate Dean Mitchell, CAH, requesting executive action to add an "F" section for the following courses: MUS 0200, 0201, 0203, 0211, 0220, 0221, 0230, 0231, 0233, and 0240.
5. September 16, 2016 memorandum from Interim Associate Dean Mitchell, CAH, requesting executive action to remove the "no History major" restrictions from the 152x series of World History Courses (1521G, 1522G, 1523G, 1524G, 1525G, 1526G) and their 159x Honors equivalents (1593G, 1594G, 1595G, 1596G, 1597G, 1598G).

6. September 16, 2016 memorandum from Interim Associate Dean Mitchell, CAH, requesting executive action to change the start date of SOS 2400 from Fall 2017 to Spring 2017.

(Note: The SOS 2400 course proposal was approved by CAA at its [April 21, 2016 meeting](#). See agenda item #16-53: <https://castle.eiu.edu/eiucaa/2015-16CAA/SP16/04-21-16/Agenda-Items/SOS2400.pdf>.)

**c. Waiver Reports:**

1. Academic Waiver Reports for August 2016 from the Lumpkin College of Business & Applied Sciences, College of Arts & Humanities, College of Education & Professional Studies, and College of Sciences.

**d. Committee Appointment:**

1. September 7, 2016 email from Ms. Billie Rawlings, Academic Affairs Office, requesting a CAA appointment to the Enrollment Management Advisory Committee (EMAC).  
*Dr. Dawn Paulson indicated she is already serving on the committee in another capacity. She asked if she could also represent CAA. Dr. Gronnvoll will contact Ms. Rawlings to see if that's a possibility.*

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

None.

**IV. Items Acted Upon:**

None.

**V. Dr. Karla Sanders and Provost Lord – Follow up on the University Learning Goals**

Note: At the beginning of the Fall 2015 semester work on the learning goals and general education was slowed down due to challenges facing the university at that time (See item VIII. 1 on page 3 of the 8/27/15 CAA meeting minutes: <https://castle.eiu.edu/eiucaa/2015-16CAA/FA15/08-27-15/Minutes/08-27-15Minutes.pdf>.)

Recently, Dr. Karla Sanders met with Provost Lord and Dr. Rebecca Throneburg to discuss what to do next. An outcome of that meeting was the development of a progress report (**See Attachment A**). Dr. Sanders distributed copies of it at today's meeting which replaced an earlier version that was shared with the council members earlier in the day.

There are three pieces to the report:

- An overview and history of what has taken place so far
- A summary of the plan in process where it was left off
- Options for what to do next.

Dr. Sanders provided details and the council discussed it. In addition, she presented the following possible options for the council members to consider.

- **Option 1:** Work with a couple departments on infusing the goals into GE courses to use as models for the larger project. We had started revising courses in SP15 with faculty on the ad hoc committee. Postpone the full plan approval until AY18. CMN 1310G, for example, would only need a few changes to be ready for approval. A couple of courses in the Humanities and Social and Behavioral Sciences had already started the revision process as mentioned above.
- **Option 2:** Work with a small group of faculty (CAA and CASL representatives, primarily) on the plan and bring plan to CAA late FA16 with an eye toward beginning work with departments in SP17. Potentially form GE Committee and Learning Goal Committee to begin work in FA17.
- **Option 3:** Work with a small group on senior seminar questions/revision. (Move to sophomore seminar?) Besides ENG 1001G, ENG 1002G, and CMN 1310G, senior seminar is the only other required course that everyone completes and is often the only one taken by transfer students.

The council took the options under consideration. In the end, the council chose to proceed with **options 1 and 2**. The work for those options will be divided up:

- **Option 1** will be assigned to the small groups which began meeting Summer 2015 to review course syllabus
- **Option 2** will be assigned to the CAA Learnings Goals and General Education Committee.

It was decided that the CAA Learning Goals and General Education Committee will start meeting again this semester. The meetings will be held on the first and third Thursdays of each month at 2:00 p.m. in the library conference room (Room 4440). The first meeting will be held on Thursday, October 6, 2016. Note: If necessary, a meeting may be cancelled if a CAA meeting is needed on any of those dates.

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

None at this time.

**VII. Items to be Acted Upon:**

None at this time.

**VIII. Committee Reports:**

None at this time.

**IX. Pending:**

1. 16-75, ANT 3712, World Archaeology (Revised Course)
2. 15-146, CTE 3000G, Consumers in the Marketplace (Revised Course)
3. Executive Action: October 19, 2015 memorandum from Dean Izadi, LCBAS, requesting executive action to decouple FCS 3300 and CTE 3000, and delete CTE 3000 from the catalog.

**X. Ongoing:**

1. Multi-year plan regarding the University Learning Goals (For details concerning the plan, see agenda Item 13-83, CAA Learning Goals Committee's Recommendations & Resolution, which was approved by CAA at its 4/25/13 Meeting)

**XI. Meeting Adjournment:**

1. Dr. Rhoads moved and Dr. Bruehler seconded the motion to adjourn the meeting. The motion was approved by acclamation.

The meeting adjourned 2:35 p.m.

The next meeting will be held at 2:00 p.m. on Thursday, October 6, 2016.

*–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** \*\*\*\*\*  
**October 6, 2016**  
**Room 4440, Booth Library @ 2:00 p.m.**

**Agenda:**

None at this time.

Pending:

1. 15-146, CTE 3000G, Consumers in the Marketplace (Revised Course)
2. Executive Action: October 19, 2015 memorandum from Dean Izadi, LCBAS, requesting executive action to decouple FCS 3300 and CTE 3000, and delete CTE 3000 from the catalog.
3. 16-75, ANT 3712, World Archaeology (Revised Course)

**Approved Executive Actions:**

None.

**Pending Executive Actions:****COS****Effective Fall 2017**

1. Revise the course prerequisites for CSM 4370.

**CSM 4370 - Topics in Computer Science.**

(3-0-3) On Demand. Selected topics in advanced computer science. Topics may vary depending on student and faculty interests. May be repeated for credit, with change of topic, for a maximum of six credits. Prerequisites and Notes: **MAT 2345 and completion of or concurrent enrollment in CSM 3870.** ~~Permission of the instructor.~~ Credits: 3

2. Revise the course prerequisites for MAT 3701.

**MAT 3701 - Probability and Statistics I.**

(3-0-3) F. Basic concepts of probability and statistics. Prerequisites and Notes: **MAT 2442** ~~MAT 2443~~. Credits: 3

3. Revise the course prerequisites for MAT 3702.

**MAT 3702 - Probability and Statistics II.**

(3-0-3) S. Basic concepts of probability and statistics. Prerequisites and Notes: **MAT 2443 and MAT 3701.** ~~C or better in MAT 3701.~~ Credits: 3

4. Revise the course prerequisites for MAT 3271.

**MAT 3271 - College Geometry I.**

(3-0-3) F. The study of geometry including a review of elementary geometry. Euclidean and transformation geometries. Prerequisites and Notes: **Completion of or concurrent enrollment in MAT 2800** ~~C or better in MAT 2800~~. Credits: 3

5. Revise the course prerequisites for MAT 3272.

**MAT 3272 - College Geometry II.**

(3-0-3) S. The study of selected topics in advanced Euclidean geometry, non-Euclidean, projective and inversion geometries. Prerequisites and Notes: C or better in **both MAT 2800 and** MAT 3271. Credits: 3

**CAH****Effective Fall 2016**

1. Change the course description for JOU 3920.

**JOU 3920 - Public Relations in Society. (3-0-3)** A study of the impact public relations has in society with major emphasis on providing information to the media (publicity); establishing mutually beneficial relations (employee, consumer, and community relations); and serving as the organization's conscience (counseling). Credit will not be given for both ~~CMN 2920 and JOU 3920 or for~~ CMN 3920 and JOU 3920. WI Credits: 3

2. Add an "F" section to the following courses: MUS 0200, 0201, 0203, 0211, 0220, 0221, 0230, 0231, 0233, and 0240. Descriptions for the catalog:

**MUS 0200F - Wind Symphony V.**

(0-4-1) F, S. Level four study in music performance in a select ensemble designed for in-depth study of major literature for winds and percussion. Open to all university students who qualify through audition. May be repeated once for credit. Credits: 1

**MUS 0201F - Concert Band V.**

(0-4-1) F, S. Level four study in a performance ensemble designed for in-depth study of all types of standard band literature. Open to all university students. May be repeated once for credit. Credits: 1

**MUS 0203F - Eastern Symphonic Band V.**

(0-2-1) F, S. Level four music performance in a non-auditioned ensemble for students and community members who wish to continue in music performance. The ESB also provides music majors a large ensemble experience on a secondary instrument. The ensemble performs varied literature and presents at least one concert per semester. Open to music majors and non-music majors. May be repeated once for credit. Prerequisites and Notes: Previous instrumental experience. Credits: 1

**MUS 0211F - Orchestra V.**

(0-4-1) F, S. Level four music performance. Students study, rehearse, and perform core symphonic repertoire from all style periods. May be repeated once for credit. Credits: 1

**MUS 0220F - Jazz Ensemble V.**

(0-4-1) F, S. Level four music performance. . This ensemble offers students the opportunity to play the finest in jazz band music. The jazz ensemble rehearses four days each week. Various programs including tours and festivals are performed each year. May be repeated once for credit. Credits: 1

**MUS 0221F - Jazz Lab Band V.**

(0-2-1) F, S. Level four music performance in an ensemble that offers students the opportunity to play the finest in jazz band music. The Jazz Lab Band rehearses two evenings each week. Various programs including tours and festivals are performed each year. May be repeated once for credit. Credits: 1

**MUS 0230F - Concert Choir V.**

(0-3-1) F, S. Level four music performance in an auditioned, select choir of 45 voices that performs a wide variety of short and medium-length choral compositions by significant composers. May be repeated once for credit. Credits: 1

**MUS 0231F - University Mixed Chorus V.**

(0-4-1) F, S. Level four music performance in an ensemble of mixed voices that studies and performs choral literature of various styles. Open to all university students interested in singing. May be repeated once for credit. Credits: 1

**MUS 0233F - Camerata V.**

(0-2-1) Level four music performance in a select choral ensemble that performs madrigals and other choral literature appropriate for a chamber choir. May be repeated once for credit. Prerequisites and Notes: Audition or permission of the instructor. Credits: 1

**MUS 0240F - Percussion Ensemble V.**

(0-3-1) F, S. The study and performance of percussion literature from 1930 to the present. May be repeated once for credit. Prerequisites and Notes: Permission of the instructor. Credits: 1

3. Revise the credit hours for MUS 4600A.

**MUS 4600A - Independent Study I.**

(Arr.-Arr.-1-4 3) Independent pursuit of a study or research project. Outline for student's plan of work must be submitted to chairperson, Department of Music, for approval and instructor assignment. May be repeated once for credit. A maximum of six credits of Independent Study is allowed. Credits: 1 to 3

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4. Update the credit hours for MUS 4600B.

**MUS 4600B - Independent Study II.**

(Arr.-Arr.-1-4 ~~3~~) Independent pursuit of a study or research project. Outline for student's plan of work must be submitted to chairperson, Department of Music, for approval and instructor assignment. May be repeated once for credit. A maximum of six credits of Independent Study is allowed. Credits: 1 to ~~3~~ 4

5. Amend the credit hours for MUS 4600D.

**MUS 4600D - Independent Study III.**

(Arr.-Arr.-1-4 ~~3~~) Independent pursuit of a study or research project. Outline for student's plan of work must be submitted to chairperson, Department of Music, for approval and instructor assignment. May be repeated once for credit. A maximum of six credits of Independent Study is allowed. Credits: 1 to ~~3~~ 4

**CAH****Effective Spring 2017**

1. Revise the course restrictions for HIS 1521G.

**HIS 1521G - World History: Human Rights in History.**

(3-0-3) On Demand. This course examines how since the sixteenth century human rights have become a dominant but widely contested set of principles in international politics and global culture. The course will explore the philosophical origins and historical consequences of human rights in Europe and the Atlantic World, Africa, and Asia. ~~This course is intended for non-history majors. It does not count toward the history or social science major.~~ Equivalent course: HIS 1597G. Credits: 3

2. Amend the course restrictions for HIS 1522G.

**HIS 1522G - World History: Slavery and Freedom.**

(3-0-3) On Demand. Between 1520 and 1870, some 11 million Africans were transported to the Americas, largely on European ships, to serve as slaves. What is slavery? How did this horrible "human traffic" occur? And what was the experience of life on a slave plantation? This course will look at practices of slavery from across the globe. ~~This course is intended for non-history majors. It does not count toward the history or social science major.~~ Equivalent Courses: HIS 1598G. Credits: 3

3. Change the course restrictions for HIS 1523G.

**HIS 1523G - World History: From Monarchies to Mass Democracies.**

(3-0-3) On Demand. The course will study the transition from monarchies to mass democracies since the 18th century. It will discuss the role of the Enlightenment in building the idea of mass democracies, the Latin American and European revolutions, the rise of totalitarianism in Europe and Asia, and decolonization in Asia and Africa. ~~This course is intended for non-history majors. It does not count toward the history or social science major.~~ Equivalent course: HIS 1593G. Credits: 3

4. Update the course restrictions for HIS 1524G.

**HIS 1524G - World History: The Age of Sail.**

(3-0-3) On Demand. Between the 14th and 19th centuries, global history was marked by the use of sailing ships for war, trade, exploration, and piracy. This course examines how seas acted as bridges and barriers between civilizations. It focuses on the motivations and experiences of common individuals from across the globe who traveled long distances and periods and seeks in these global lives the roots of the modern world. ~~This course is intended for non-history majors. It does not count toward the history or social science major.~~ Equivalent course: HIS 1594G. Credits: 3

5. Modify the course restrictions for HIS 1525G.

**HIS 1525G - World History: Empires in Global History.**

(3-0-3) On Demand. This course examines the history of empires that shaped and influenced global politics, economy, and culture. How did the empires such as the Mongol, Ottoman, Spanish, British, Russian, Japanese, and American Empires rise and fall? Students will consider the legacies of these empires in today's global interactions. ~~This course is intended for non-history majors. It does not count toward the history or social science major.~~ Equivalent Course: HIS 1595G. Credits: 3

6. Change the course restrictions for HIS 1526G.

**HIS 1526G - World History: The Twentieth-Century World.**

(3-0-3) F, S. This course focuses on peoples and events from the Great War to the Cold War's end that continue to affect our world today, such as colonialism, the Great Depression, the world wars, the Holocaust, liberation movements and terrorism, technology, the environment, and civil rights. People discussed will include Gandhi, Mao Zedong, Lenin, the Dalai Lama, Nelson Mandela, Hitler, and Stalin. ~~This course is intended for non-history majors. It does not count toward the history or social science major.~~ Equivalent Course: HIS 1596G. Credits: 3

7. Update the course restrictions for HIS 1593G.

**HIS 1593G - World History: From Monarchies to Mass Democracies, Honors.**

(3-0-3) On Demand. The course will study the transition from monarchies to mass democracies since the 18th century. It will discuss the role of the Enlightenment in building the idea of mass democracies, the Latin American and European revolutions, the rise of totalitarianism in Europe and Asia, and decolonization in Asia and Africa. ~~This course is intended for non-history majors. It does not count toward the history or social science major.~~ Equivalent course: HIS 1523G. WI Credits: 3

8. Adjust the course restrictions for HIS 1594G.

**HIS 1594G - World History: The Age of Sail, Honors.**

(3-0-3) F, S. Between the 14th and 19th centuries, global history was marked by the use of sailing ships for war, trade, exploration, and piracy. This course examines how seas acted as bridges and barriers between civilizations. It focuses on the motivations and experiences of common individuals from across the globe who traveled long distances and periods and seeks in these global lives the roots of the modern world. ~~This course is intended for non-history majors. It does not count toward the history or social science major.~~ Equivalent Course: HIS 1524G. WI Credits: 3

9. Amend the course restrictions for HIS 1595G.

**HIS 1595G - World History: Empires in Global History, Honors.**

(3-0-3) On Demand. This course examines the history of empires that shaped and influenced global politics, economy, and culture. How did the empires such as the Mongol, Ottoman, Spanish, British, Russian, Japanese, and American Empires rise and fall? Students will consider the legacies of these empires in today's global interactions. ~~This course is intended for non-history majors. It does not count toward the history or social science major.~~ Equivalent Course: HIS 1525G. WI Credits: 3

10. Revise the course restrictions for HIS 1596G.

**HIS 1596G - World History: The Twentieth-Century World, Honors.**

(3-0-3) On Demand. This course focuses on peoples and events from the Great War to the Cold War's end that continue to affect our world today, such as colonialism, the Great Depression, the world wars, the Holocaust, liberation movements and terrorism, technology, the environment, and civil rights. People discussed will include Gandhi, Mao Zedong, Lenin, the Dalai Lama, Nelson Mandela, Hitler, and Stalin. ~~This course is intended for non-history majors. It does not count toward the history or social science major.~~ Equivalent Course: HIS 1526G. WI Credits: 3

11. Change the course restrictions for HIS 1597G.

**HIS 1597G - World History: Human Rights in History, Honors.**

(3-0-3) On Demand. This course examines how since the sixteenth century human rights have become a dominant but widely contested set of principles in international politics and global culture. The course will explore the philosophical origins and historical consequences of human rights in Europe and the Atlantic World, Africa, and Asia. ~~This course is intended for non-history majors. It does not count toward the history or social science major.~~ Equivalent Courses: HIS 1521G. WI Credits: 3

12. Modify the course restrictions for HIS 1598G.

**HIS 1598G - World History: Slavery and Freedom, Honors.**

(3-0-3) On Demand. Between 1520 and 1870, some 11 million Africans were transported to the Americas, largely on European ships, to serve as slaves. What is slavery? How did this horrible "human traffic" occur? And what was the experience of life on a slave plantation? This course will look at practices of slavery from across the globe. ~~This course is intended for non-history majors. It does not count toward the history or social science major.~~ Equivalent Courses: HIS 1522G. WI Credits: 3

13. Change the start date for SOS 2400 from **Fall 2017** to **Spring 2017**.

**SOS 2400 – Introduction to Teaching Social Studies.**

(3-1-3) On Demand. This course provides an introduction to social science education research/theory; the various disciplinary perspectives of all social sciences; edTPA and reflective teaching; and the secondary classroom setting. This course is designed to meet the needs of students who will receive Social Science Teaching Licensure. It is restricted to History Teacher Licensure and Social Science Teaching majors. Prerequisites and Notes: SED 2000 or permission of the Social Science Teaching Coordinator. Co-requisite: EDP 2330.

**COS****Effective Fall 2017**

1. Revise the course prerequisites for CSM 4370.

**CSM 4370 - Topics in Computer Science.**

(3-0-3) On Demand. Selected topics in advanced computer science. Topics may vary depending on student and faculty interests. May be repeated for credit, with change of topic, for a maximum of six credits. Prerequisites and Notes: **MAT 2345 and completion of or concurrent enrollment in CSM 3870.** ~~Permission of the instructor.~~ Credits: 3

2. Update the course prerequisites for MAT 3701.

**MAT 3701 - Probability and Statistics I.**

(3-0-3) F. Basic concepts of probability and statistics. Prerequisites and Notes: **MAT 2442** ~~MAT 2443~~. Credits: 3

3. Change the course prerequisites for MAT 3702.

**MAT 3702 - Probability and Statistics II.**

(3-0-3) S. Basic concepts of probability and statistics. Prerequisites and Notes: C or better in **MAT 2443 and** MAT 3701. Credits: 3

4. Amend the course prerequisites for MAT 3271.

**MAT 3271 - College Geometry I.**

(3-0-3) F. The study of geometry including a review of elementary geometry. Euclidean and transformation geometries. Prerequisites and Notes: **Completion of or concurrent enrollment in MAT 2800.** ~~C or better in MAT 2800.~~ Credits: 3



5. Revise the course prerequisites for MAT 3272.

**MAT 3272 - College Geometry II.**

(3-0-3) S. The study of selected topics in advanced Euclidean geometry, non-Euclidean, projective and inversion geometries. Prerequisites and Notes: C or better in **both MAT 2800 and** MAT 3271. Credits: 3

**Pending Executive Actions:**

**NOTE: The following changes are contingent upon the approval of the CTE 3000G course proposal (agenda item 15-146) which is currently pending.**

**BAS**

**Effective Fall 2016**

1. Delete CTE 3000 from the catalog.

~~**CTE 3000 – Consumers in the Marketplace. (3-0-3) F, S.** Factors affecting personal and family financial management, including investments and savings, use of credit, insurance and taxes. Credit will not be granted for both CTE 3000 and FCS 3300. Credits: 3~~

2. Decouple FCS 3300 and CTE 3000.

**FCS 3300 - Personal and Family Finance. (3-0-3) F, S.** A study of factors affecting the buymanship of food, clothing, housing, transportation, credit, and insurance. **Credit not granted for both FCS 3300 and CTE 3000.** Credits: 3

**Attachment A****EASTERN ILLINOIS UNIVERSITY  
LEARNING GOAL AND GENERAL EDUCATION REVISION  
PROGRESS REPORT, SEPTEMBER 2016****Overview and History:**

EIU is currently in year four of a plan for revising the University Undergraduate Learning Goals (UULGs) and infusing them into general education and major courses.

Years one (Fall 2013-Spring 2014) and two (Summer 2014-Spring 2015):

- Proceeded according to the original timeline.
- Year one consisted of background research, data collection and analysis of current practices, campus education about the plan, and the adoption of a resolution by CAA to proceed with the plan.
- Year two focused on aligning the general education curriculum with the newly adopted UULGs.
  - Specific tasks included a summer symposium on general education revision during the summer of 2014 in which 25 faculty members participated, bi-weekly meetings of the general education ad hoc committee, continued campus education, and gaining the official approval of CAA for the formation of the General Education Committee and the Learning Goals Committee.

After our October 2014 HLC/NCA site team visit, the NCA site evaluation team recommended that EIU focus on implementation of CAA's multi-year plan for infusing learning goals into degree and general education programs (p. 19). The team went further to state that "EIU's general education program raised some concerns among team members. The program needs clear vision, strong leadership, and closer collaboration between faculty and administration in order to continuously improve its quality and ensure that learning in the program remains pertinent to student success. The team recommends that this be considered as a possible quality initiative in whatever pathway it follows" (p. 24-25). Eastern has taken this suggestion seriously and has indicated that the learning goal/general education revision will be the Quality Initiative that we will work on for our pathway project in preparation for our re-accreditation.

Year three (Summer 2015-Spring 2016):

- Presented challenges that interfered with the project and slowed the progress.
- Key general education faculty and already-identified learning goal leaders participated in a summer symposium to discuss plans going forward – specifically, the creation of several model course proposals that aligned with the new expectations for general education courses.
- Over the summer, it became clear that department resources and faculty time were going to be strained due to budget issues and impending losses in staff and faculty members due to layoffs.
- At that time, it seemed unreasonable and unrealistic to convene the two newly approved committees, which would require approximately 40 faculty members.
- The project leaders, in consultation with the CAA chair and the VPAA, decided to delay the original plan to begin general education course revisions in Spring of 2016.
- During the fall semester, learning goal leaders met and continued drafting a Faculty Handbook for General Education.

- During the spring semester, the ENG 1001G and ENG 1002G writing centered course proposals passed through councils with revisions to explicitly address the critical thinking learning goal as and to a lesser degree other learning goals of reading, quantitative reasoning, and citizenship.
- During the fall semester, the curriculum for CMN 1310G – Introduction to Speech Communication, was revised to more explicitly address the critical thinking learning goal.
- During the spring semester, the university adopted the learning goal project as its “Quality Initiative” project for reaccreditation by the Higher Learning Commission.
- During the spring semester, learning goal leaders began conversations with the VPAA about pursuing more opportunities for dual credit enrollment.

As indicated in the above review of accomplishments, in AY15, a large group of faculty worked on ideas to move the learning goals work forward. A plan was drafted, but has not yet been completed or approved by CAA. This would need to occur before we move on to the next phase of revising courses and teaching faculty how to infuse general education courses with the learning goals assigned to the various segments.

#### **Summary of Plan (still in development):**

All GE courses will target critical thinking as a learning goal and will include instruction on critical thinking as well as assignments that ask students to think critically.

Each GE segment is assigned one learning goal that must be taught and assessed, and departments choose one learning goal to target for each course.

GE courses will be tagged with learning goals for assessment of student learning outcomes.

<b>Essential Learning Outcomes Across the Curriculum</b>				
<b>All GE Courses Teach Critical Thinking—13 courses</b>				
<b>Segment</b>	<b>Writing &amp; Critical Reading</b>	<b>Speaking &amp; Listening</b>	<b>Quantitative Reasoning</b>	<b>Responsible Citizenship</b>
<b>Foundational</b>	ENG 1001G ENG 1002G	CMN 1310G	GE Math	
<b>Communication in the Arts &amp; Humanities</b>	3 courses (will need to determine if each class will do both or can choose writing or speaking)			
<b>Responsible Citizenship in Social and Behavioral Sciences</b>				3 courses—may choose one or more subtopic: civics, ethics, or diversity
<b>Quantitative Reasoning in the Sciences</b>			2 courses	
<b>Senior Seminar</b>	yes	yes	yes	yes

## Where Are We Now?

While we are still feeling the strain of extra duties brought on by the budget impasse, what can we reasonably do to move this project forward in AY17? Several faculty members who had worked on the project in the past are currently also working on the dual credit project, and we cannot ask them to juggle both of these large and important projects simultaneously.

**Option 1:** Work with a couple departments on infusing the goals into GE courses to use as models for the larger project. We had started revising courses in SP15 with faculty on the ad hoc committee. Postpone the full plan approval until AY18. CMN 1310G, for example, would only need a few changes to be ready for approval. A couple of courses in the Humanities and Social and Behavioral Sciences had already started the revision process as mentioned above.

**Option 2:** Work with a small group of faculty (CAA and CASL representatives, primarily) on the plan and bring plan to CAA late FA16 with an eye toward beginning work with departments in SP17. Potentially form GE Committee and Learning Goal Committee to begin work in FA17.

**Option 3:** Work with a small group on senior seminar questions/revision. (Move to sophomore seminar?) Besides ENG 1001G, ENG 1002G, and CMN 1310G, senior seminar is the only other required course that everyone completes and is often the only one taken by transfer students.

## AY18 and Beyond

Re-constitute the learning goals larger committee to continue to move forward in anticipation of the Quality Initiative proposal for HLC due in 2019.

### Tasks Yet to Be Completed:

- Create guidelines for infusing the various learning goals into courses (in progress in draft of gen ed handbook)
- Provide sample syllabi, assignments, and assessment instruments for learning goal infusion (in progress- much have been gathered by learning goal groups, 3 sample syllabi)
- Revise course proposals
- Establish timeline for revising general education courses and cycle for re-approval and assessment
- Determine to what extent the third goal (choice goal) is taught and assessed
- Create a general education committee to oversee GE (passed CAA, need to convene)
- Develop assessment for student learning outcomes (CASL)
- Systematic infusion of learning goals into the major

Key people involved in the learning goal project: Rebecca Throneburg, Karla Sanders, Jeff Stowell, Rich Jones, Tim Taylor, Fern Kory.