Agenda for the April 14, 2005 CAA Meeting

Items approved: 05-12a, CAA/CGS Policy for Technology-Delivered Courses
05-17, BIO 4960, Wetland and Aquatic Plants (Revised Course)
05-18, Biological Sciences (Program Revision)

Items Pending: 05-19, IGP #50, Certification for Graduation for Undergraduate and Graduate
Students (Revised IGP)
05-20, Family & Consumer Sciences Business Option, Hospitality Management
Concentration (Option/Concentration Revision)

Council on Academic Affairs
Minutes
April 14, 2005

The April 14, 2005 meeting of the Council on Academic Affairs was held at 2:03 p.m. in Booth Library
Conference Room 4440.

Members present: Dr. Carwell, Dr. Dietz, Ms. Dilworth, Dr. Fewell, Dr. French, Dr. Methven,
Mr. Muffler, Dr. Reid, Ms. Sterling, and Dr. Tidwell.

Members absent: Mr. Collier, Ms. Miller, and Dr. Upadhyay.

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

Guests present: Mr. Ryan Gibson, Center for Academic Technology Support; and Ms. Rachal
Roach, Center for Academic Technology Support.

I.   March 31, 2005 Minutes:
The minutes of March 31, 2005 were approved as amended.

1.   Correction to the LCBAS Executive Actions on page two and three of the minutes.
Ms. Fopay indicated that LCBAS intended to have the course prerequisites for INT 4800
revised. And, although the courses are cross-listed, changes should have been made only to
the INT 4800 prerequisites, not to the MGT 4800 prerequisites. Therefore, the revisions to
MGT 4800 in the March 31 minutes are incorrect. Corrections are reflected on page five of
these minutes.

Mr. Muffler entered the meeting at 2:05 p.m.

II.   Communications:
1.   Minutes from the March 25, 2005 College of Sciences Curriculum Committee meeting.
2.   Minutes from the March 28, 2005 Lumpkin College of Business & Applied Sciences
Curriculum Committee meeting.
3.   Academic Waiver Reports for March 2005 from the Lumpkin College of Business & Applied
Sciences, College of Arts & Humanities, College of Education & Professional Studies, and
College of Sciences.
4.   March 30, 2005 memorandum from Dean Hoadley, LCBAS, requesting executive action for
the completed technology-delivered questionnaire for COS 4810, Principles of Career
Development.
5.   March 31, 2005 memorandum from Provost Lord regarding the Achievement and
Contribution Awards Selection Committee.
*Ms. Jean Dilworth and Dr. Julie Dietz volunteered to serve on the Achievement and
Contribution Awards (ACA) Selection Committee.*

*Dr. Fewell moved and Dr. French seconded the motion to nominate Ms. Dilworth and
Dr. Dietz to the ACA Awards Selection Committee. The motion passed unanimously.*

6.   April 7, 2005 memorandum from Dean Augustine, Graduate School, requesting executive
action to revise the procedures and course description for STA 3960/3961 effective Spring
2005.
7.   Minutes from the April 5-8, 2005 Lumpkin College of Business & Applied Sciences
Curriculum Committee electronic meeting.

8. Dr. Tidwell mentioned that he received a communication from Provost Lord regarding the Enrollment Management Advisory Committee (EMAC). Last year CAA appointed Dr. Thomas Hawkins to serve on the committee for academic year 2004-05. Provost Lord wanted to know if the council wished to extend Dr. Hawkins' appointment for another year or appoint someone new. A brief discussion occurred.

   Dr. Fewell moved and Dr. French seconded the motion to nominate Dr. Thomas Hawkins to serve on the Enrollment Management Advisory Committee for the Academic Year 2005-06. The motion passed unanimously.

9. Dr. Tidwell indicated that he was contacted by some students working on a project for an English class. The project concerned school spirit and the students were proposing to make University Foundations a required course for all students. Dr. Reid noted that she had received a memo from students regarding the same subject. Dr. Tidwell explained that he had responded to the students by explaining to them that CAA was the body to deal with their issue and that the council was currently in the process of tweaking general education. However, he told the students, it's possible that their request for the University Foundation requirement may not happen due to staffing, political, and financial situations. Dr. Tidwell noted that this issue may be something CAA will deal with next year.

III. Committee Reports:
1. Results of the Faculty Senate Elections:
The following individuals were elected to CAA:
- Dr. Kathleen Bower, Geology-Geography Department
- Dr. Christie Roszkowski, School of Business
- Dr. Jeffrey Stowell, Psychology Department

They will fill the positions of Dr. Fewell, Dr. Methven, and Dr. Tidwell whose terms end at the conclusion of the summer semester.

2. Dr. Reid reported on a Textbook Rental Service Advisory Committee meeting that she and Dr. French attended. In addition, Dr. Reid indicated that her term on the committee will be ending and a replacement is needed. She explained that Ms. Carol Miller, Textbook Rental Service, would like CAA to appoint a replacement. Instead of submitting a memorandum to the council, Ms. Miller requested that Dr. French and Dr. Reid bring this matter to the council members' attention. An appointment was not made today; however, Dr. Tidwell indicated that it will be addressed at next week's CAA meeting.

3. Dr. Herrington-Perry pointed out that the deadline to submit Professor Laureate nominations is tomorrow, Friday, April 15. So far no nominations have been submitted. Dr. Reid questioned whether a Professor Laureate could be selected from the ACA awards Discussion followed. No action was taken. (Subsequent to the meeting the deadline to submit Professor Laureate nominations was extended to Monday, April 25, 2005.)

4. Dr. Fewell informed the council that her position on the Academic Technology Advisory Committee will be ending.

IV. Items Added to the Agenda:
1. 05-19, IGP #50, Certification for Graduation for Undergraduate and Graduate Students (Revised IGP)
2. 05-20, Family & Consumer Sciences Business Option, Hospitality Management Concentration (Option/Concentration Revision)

Dr. Dietz moved and Dr. French seconded the motion to add these items to the agenda.

V.   Items Acted Upon:
(Note: The agenda order was adjusted.)

1. **05-17, BIO 4960, Wetland and Aquatic Plants (Revised Course)**
    Dr. Methven presented the proposal. The council members had no questions. The motion passed unanimously.

    The proposal was approved, effective Fall 2005, *pending CGS approval*.
    *(**Note: BIO 4960 replaces BIO 5364.)**

      BIO 4960. Wetland and Aquatic Vascular Plants. (2-3-3) F-odd-numbered years. Wetland Plants. The study of the taxonomy and ecology of wetland and aquatic plants, emphasizing those occurring in the Midwest. Field trips required. Prerequisites: BIO 1200G and either BIO 3322 or BIO 3612

2. **05-18, Biological Sciences (Program Revision)**
    Dr. Methven presented the proposal and answered questions of the council. The motion passed unanimously.

    The proposal **(See Attachment A)** was approved, effective Fall 2005.

Dr. Dietz left the meeting at 2:35 p.m.

3. **05-12, Discussion of Technology-Delivered Courses**
    At the February 17, 2005 CAA meeting Dr. Mike Hoadley, CATS, proposed a possible alternative to the Policy for Approval of Technology-Delivered Sections of Previously Approved Courses. At that meeting he explained that the CATS Office was working on creating training modules based on the policy. The council members considered whether or not to allow those modules to be used as a substitute to the requirements listed in the technology-delivered courses policy. The group had several questions that they wanted to have answered before making a formal decision.

    In order to find answers to those questions, the CAA and CGS Executive Committee members met. (Note: Dr. Reid was not available to attend this meeting.) A policy for incorporating both the existing policy and the teaching modules was drafted based on discussions held at that meeting (Agenda Item # 05-12a).

    Today, Mr. Ryan Gibson, CATS Office, explained the training modules, gave a demonstration on the two modules that have been created so far, and explained the certification process. (Note: There will be a total of six modules. However, at this point only two modules have been created.)

    Following the presentation, some council members expressed concerns about the certification process, the lack of a test to show what individuals learn from each module, and whether the modules would be a better learning tool than the questionnaire that is already required. Discussion occurred. Also, Dr. Herrington-Perry explained that she spoke with Dr. Mike Hoadley earlier. She said he had expressed concerns that to include tests within the modules could be a deterrent to faculty as opposed to any encouragement and he wants faculty to get involved in the project. In addition, there would be a certain amount of integrity that the faculty members will have to demonstrate as a result of the current certification process. Mr. Gibson clarified that technology would allow for a different tracking mechanism than the current setup for monitoring the completion of modules.

4. **05-12a, CAA/CGS Policy for Technology-Delivered Courses**
   As noted above, the CAA and CGS Executive Committee members drafted this policy as a possible alternative to the policy for approval of technology-delivered sections of previously approved courses (agenda item #04-23). Since this item was a continuation of agenda item 05-12, the council members acted upon this agenda item today. Initially, Drs. Carwell and Reid abstained from voting. However, after further discussion and clarification of items they both voted yes.

   The motion passed with the following vote:

   Yes: Carwell, Fewell, French, Methven, Reid, Tidwell.
   No: None.
   Abstain: Dilworth, Muffler.

   The proposal **(See Attachment B)** was approved, effective Fall 2005.

The next meeting will be held Thursday, April 21, 2005.

The meeting adjourned at 3:00 p.m.   *--Minutes prepared by 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.edu.edu/~eiucaa/elibrary/.

The CAA minutes, agendas, and summaries of CAA actions are distributed via a listserv, caa-list. To subscribe, go to the following web site: http://lists.eiu.edu/mailman/listinfo/caa-list. Locate the section "Subscribing to caa-list" and enter your email address and create a password. Next, click on the subscribe box. An email will be sent to you requesting confirmation. Once confirmation is received, your request will be held for approval by the list administrator. You will be notified of the administrator's decision by email.

********** ANNOUNCEMENT OF NEXT MEETING ***********
Thursday, April 21, 2005
Conference Room 4440 – Booth Library @ 2:00 p.m.

Agenda
   1. 05-19, IGP #50, Certification for Graduation for Undergraduate and Graduate Students (Revised IGP)
   2. 05-20, Family & Consumer Sciences Business Option, Hospitality Management Concentration (Option/Concentration Revision)

Approved Executive Actions:
      LCBAS
      Effective Fall 2005

*********CORRECTION*********

The executive action item for MGT 4800 listed on the 3/31/05 minutes is incorrect.
The following is a correction to those minutes.

    1. Revise the prerequisites for INT 4800.

INT 4800 - Management of Innovation and Technology.
(3-0-3) As needed. Study of the development, adoption and implementation of new technology in industry. The focus is on the integration of business and technology strategies. Cross-listed with MGT 4800.
Prerequisites and Course Notes Senior standing ~~and admission to the School of Business or permission of the Associate Chair~~ **and permission of the instructor**.
Credits: 3

> **NOTE: No changes should be made to the MGT 4800 prerequisites even though it is cross-listed with INT 4800. The course description should appear as follows.**

MGT 4800 - Management of Innovation and Technology.
(3-0-3) As needed. Study of the development, adoption and implementation of new technology in industry. The focus is on the integration of business and technology strategies. Cross-listed with MGT 4800.
Prerequisites and Course Notes Senior standing and admission to the School of Business or permission of the Associate Chair.
Credits: 3

Pending Executive Actions:
      LCBAS
      Effective Immediately

      1. A Technology-Delivered Sections of Previously Approved Courses Questionnaire **(See Attachment C)** for COS 4810, Principles of Career Development.

Graduate School & International Programs
Effective Spring 2005
      1. Revise the procedures for STA 3960/3961.

        FROM: **2004 Procedures:** STA 3960/3961 will be used as a placeholder course while students study abroad. Once the study abroad course work has been completed by the student, the STA 3960/3961 will be removed from the student's transcript and replaced with the name of the institution the course work was completed at, the course title(s), and the credit received for the course(s).

        TO: **2005 Procedures:** STA 3960/3961 will be used as a placeholder on the student's course schedule until the course of study is completed. At the conclusion of the course of study, the name of the institution where the courses were completed, the course title(s), and the credit received will be posted to the student's transcript.

2. Revise the course description for STA 3960/3960.

FROM: **2004 Catalog Text:** STA 3960/3961. Study Abroad Exchange (Arr.-Arr.3-15) Credit/No Credit. F, S, Su. Study Abd. Exch. Study Abroad Exchange is a mandated enrollment requirement for students participating in all-semester or year-long EIU or externally arranged exchange programs. Students may repeat the course for additional study abroad exchange participation if desired. Prerequisite: Permission of the Education Abroad Coordinator.

TO: **2005 Catalog Text:** STA 3960/3961. Study Abroad Exchange (Arr.-Arr 3-15) Credit/No Credit. F, S, Su. Study Abd. Exch. STA 3960/3961 is a placeholder designation assigned by the Director of Study Abroad to course schedules for students participating in all semester- or year-long EIU or externally arranged study abroad programs. Upon completion of the study abroad curriculum, the name of the institution where the study abroad courses were completed and the course work including the course title(s) and credit received will appear on the student's transcript. The Director of Study Abroad assigns the STA 3960/3961 placeholder to the student's course schedule following required advisement sessions and authorizes posting of the institutional name, course titles and credit to the student's transcripts upon completion of the study abroad curriculum. The STA 3960/3961 placeholder is mandated for all students studying abroad. Students may repeat this process if additional study abroad exchange participation is desired.

Attachment A

Biological Sciences

(BS)

Major

Biological Sciences majors must complete a core which includes the following courses as well as a 30-hour concentration selected from the list of concentrations below.

- BIO 1100 - General Biology. Credits: 4
- BIO 1200G - General Botany. Credits: 4
- BIO 1300G - Animal Diversity. Credits: 4
- BIO 3200 - Genetics. Credits: 4
- BIO 3800 - Ecology. Credits: 4
- BIO 4984 - Organic Evolution. Credits: 3
- CHM 1310G - General Chemistry I. Credits: 3
- CHM 1315G - General Chemistry Laboratory I. Credits: 1
- CHM 1410 - General Chemistry II. Credits: 3
- CHM 1415 - General Chemistry Laboratory II. Credits: 1
- CHM 2430 - Survey of Organic Chemistry. Credits: 3
- CHM 2435 - Survey of Organic Chemistry Laboratory. Credits: 1
- MAT 1441G - Calculus and Analytic Geometry I. Credits: 5
  (See footnote 1)
- PHY 1151G - Principles of Physics I. Credits: 3
- PHY 1152G - Principles of Physics I Laboratory. Credits: 1
- PHY 1161 - Principles of Physics II. Credits: 3
- PHY 1162 - Principles of Physics II Laboratory. Credits: 1

AND

- BIO 4750 - Biometrics. Credits: 3
  or
- MAT 2250G - Elementary Statistics. Credits: 4

Footnote:

[1]Students not prepared for this course will be required to take additional prerequisite math classes.

Biological Sciences Concentrations:

1. Biology

Course work in the following areas:
26 sh of course work in the Biological Sciences (with the exception of BIO 3400, BIO 4275, workshops, and courses designed for General Education except BIO 3002G) or Mathematics or Physical Sciences courses above 2000 (with the exception of general education and CHM 2310). A minimum of 20 sh must be taken in the Biological Sciences.

AND
- BIO 3510 - Plant Physiology. Credits: 4
  or
- BIO 3520 - Animal Physiology. Credits: 4

2. Botanical Sciences

Course work in the following areas:
- BIO 3300 - General Microbiology. Credits: 4
- BIO 3510 - Plant Physiology. Credits: 4
- BIO 3610 - Survey of Algae and Fungi. Credits: 3
- BIO 3612 - Plant Morphology. Credits: 3
- BIO 3614 - Plant Anatomy. Credits: 3
- BIO 4948 - Plant Taxonomy. Credits: 3

And 10 semester hours of course work from the following:

(Excluding BIO 4275)
- BIO 2320 - Economic Botany. Credits: 2
- BIO 2322 - Survey of Local Flora. Credits: 2
- **BIO 3100 - Molecular and Cell Biology. Credits: 3**
- **BIO 3101 - Molecular and Cell Biology Laboratory. Credits: 1**
- BIO 3312 - Horticulture. Credits: 3
- BIO 3322 - Dendrology. Credits: 3
- BIO 3450 - Independent Study. Credits: 1 to 3
- BIO 3451 - Undergraduate Research. Credits: 1 to 3
- BIO 4400 - Teaching in the Lab. Credits: 1
- BIO 4800 - Research Techniques. Credits: 2
- BIO 4810 - Plant Ecology. Credits: 3
- BIO 4892 - Introduction to Paleobotany. Credits: 4
- BIO 4940 - Phycology. Credits: 3
- BIO 4942 - Mycology. Credits: 3
- BIO 4944 - Lichens. Credits: 3
- BIO 4946 - Bryology. Credits: 3
- **BIO 4960 - Wetland and Aquatic Vascular Plants. Credits: 3**

3. Ecology & Systematics

Course work in the following areas:
- BIO 3510 - Plant Physiology. Credits: 4
  or
- BIO 3520 - Animal Physiology. Credits: 4

And 26 semester hours of course work from the following:

(Excluding BIO 4275)
- **BIO 3100 - Molecular and Cell Biology. Credits: 3**
- **BIO 3101 - Molecular and Cell Biology Laboratory. Credits: 1**
- BIO 3300 - General Microbiology. Credits: 4
- BIO 3322 - Dendrology. Credits: 3
- BIO 3450 - Independent Study. Credits: 1 to 3
- BIO 3451 - Undergraduate Research. Credits: 1 to 3
- BIO 3700 - Parasitology. Credits: 3
- BIO 3720 - Entomology. Credits: 4
- BIO 3810 - Freshwater Ecology. Credits: 3
- BIO 3950 - Vertebrate Natural History. Credits: 3
- BIO 3952 - Invertebrate Natural History. Credits: 3
- BIO 4400 - Teaching in the Lab. Credits: 1
- BIO 4800 - Research Techniques. Credits: 2
- 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 4832 - Animal Behavior. Credits: 4
- 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 4960 - Wetlands and Aquatic Vascular Plants. Credits: 3**

4. Cell and Functional Biology

Course work in the following areas:
- BIO 3100 - Molecular and Cell Biology. Credits: 3
- ~~BIO 3101 - Molecular and Cell Biology Laboratory. Credits: 1~~
- BIO 3300 - General Microbiology. Credits: 4

AND

- BIO 2200 - Human Anatomy. Credits: 4
  OR
  (See footnote 3)
- BIO 3614 - Plant Anatomy. Credits: 3
  OR
  (See footnote 3)
- BIO 3620 - Functional Comparative Anatomy. Credits: 4
  OR
  (See footnote 3)
- BIO 3622 - Embryology. Credits: 4
  (See footnote 3)

AND

- BIO 3510 - Plant Physiology. Credits: 4
  (See footnote 2)
  OR
- BIO 3520 - Animal Physiology. Credits: 4
  (See footnote 2)

AND

- CHM 3300 - Survey of Biochemistry. Credits: 3
  OR
- CHM 3450 - Biochemistry I. Credits: 3

And 12 semester hours of course work from the following:

(Excluding BIO 4275)
- BIO 2200 - Human Anatomy. Credits: 4
- **BIO 3101 - Molecular and Cell Biology Laboratory. Credits: 1**
- BIO 3210 - Immunology. Credits: 3
- BIO 3450 - Independent Study. Credits: 1 to 3
- BIO 3451 - Undergraduate Research. Credits: 1 to 3
- BIO 3510 - Plant Physiology. Credits: 4
- BIO 3520 - Animal Physiology. Credits: 4
- BIO 3614 - Plant Anatomy. Credits: 3
- BIO 3620 - Functional Comparative Anatomy. Credits: 4
- BIO 3622 - Embryology. Credits: 4
- BIO 3624 - Histology. Credits: 3
- BIO 4400 - Teaching in the Lab. Credits: 1
- BIO 4751 - Advanced Molecular Cell Biology. Credits: 3
- BIO 4800 - Research Techniques. Credits: 2
- BIO 4830 - Comparative Vertebrate Physiology. Credits: 3
- BIO 4832 - Animal Behavior. Credits: 4
- BIO 4834 - Neurobiology. Credits: 3
- BIO 4836 - Pathogenic Microbiology. Credits: 4
- CHM 3455 - Biochemistry Laboratory. Credits: 2
- CHM 3460 - Biochemistry II. Credits: 3
- CHM 4790 - Medicinal Chemistry. Credits: 3
- CHM 4860 - Biochemistry III. Credits: 3

Footnotes:

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

[2]One course is required in concentration; the other may be used as an elective.
[3]One course is required in concentration; the others may be used as an elective.

Biological Sciences: Environmental Biology Option

An option in the Biological Sciences (B.S.) offerings.

Core Requirements

Biological Sciences majors with an Environmental Biology Option must complete a core which includes the following courses and a 15-semester hours of electives selected from the Option Electives list below.

- BIO 1100 - General Biology. Credits: 4
- BIO 1200G - General Botany. Credits: 4
- BIO 1300G - Animal Diversity. Credits: 4
- BIO 3002G - Environmental Life Science. Credits: 3
- BIO 3200 - Genetics. Credits: 4
- BIO 3510 - Plant Physiology. Credits: 4
  or
- BIO 3520 - Animal Physiology. Credits: 4
- BIO 3800 - Ecology. Credits: 4
- BIO 4275 - Internship.
- BIO 4984 - Organic Evolution. Credits: 3
- CHM 1310G - General Chemistry I. Credits: 3
- CHM 1315G - General Chemistry Laboratory I. Credits: 1
- CHM 1410 - General Chemistry II. Credits: 3
- CHM 1415 - General Chemistry Laboratory II. Credits: 1
- CHM 2430 - Survey of Organic Chemistry. Credits: 3
- CHM 2435 - Survey of Organic Chemistry Laboratory. Credits: 1
- ECN 2800G - Economics of Social Issues. Credits: 3
- ESC 1300G - Introduction to Earth Sciences. Credits: 4
  or
- ESC 1400G - Weather and Climate. Credits: 4
- MAT 1441G - Calculus and Analytic Geometry I. Credits: 5
  (See footnote 1)
- PLS 3763 - Environmental Politics and Policy. Credits: 3

   AND

- BIO 4750 - Biometrics. Credits: 3
  or
- MAT 2250G - Elementary Statistics. Credits: 4

Option Electives

Option electives to choose from (15 semester hours required):
- **BIO 3100 - Molecular and Cell Biology. Credits: 3**
- **BIO 3101 - Molecular and Cell Biology Laboratory. Credits: 1**
- BIO 3300 - General Microbiology. Credits: 4
- BIO 3322 - Dendrology. Credits: 3
- BIO 3450 - Independent Study. Credits: 1 to 3
- BIO 3451 - Undergraduate Research. Credits: 1 to 3
- BIO 3700 - Parasitology. Credits: 3
- BIO 3720 - Entomology. Credits: 4

- BIO 3810 - Freshwater Ecology. Credits: 3
- BIO 3950 - Vertebrate Natural History. Credits: 3
- BIO 3952 - Invertebrate Natural History. Credits: 3
- BIO 4400 - Teaching in the Lab. Credits: 1
- BIO 4800 - Research Techniques. Credits: 2
- 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 4832 - Animal Behavior. Credits: 4
- 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 4960 - Wetlands and Aquatic Vascular Plants. Credits: 3**
- 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 4890 - Geographic Information Systems. Credits: 3
- GEL 4335 - 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

Footnotes:

(Major GPA based on all biological sciences courses taken at EIU)

[1] Students not prepared for this course will be required to take additional prerequisite math classes.

Attachment B

CAA/CGS Policy for Technology-Delivered Courses

To ensure the integrity of technology-delivered courses and of Eastern's overall curriculum, the CAA and CGS executive committees jointly propose the following:

1. Previously approved courses that already have been offered in a technology-delivered format:

Faculty members teaching these courses have the option of

  a. Completing the six questions in the "Approval of Technology-Delivered Sections of Previously Approved Courses" policy available on the CAA website (http://www.eiu.edu/~eiucaa/).

  OR

  b. Completing the Online Learning Modules available at http://cats.eiu.edu/newCATSwww/online/overview.php.

The form (option a) or the certificate awarded at the completion of training (option b) should be forwarded to CAA and/or CGS from the appropriate college curriculum committee along with a request for executive action to approve the technology-delivery of the course.

2. Previously approved courses faculty members are *planning* to offer in a technology-delivered format:

  - Faculty planning to teach these courses must complete the Online Learning Modules *and* attach the Online Learning Modules certification document to a revised course proposal format. (Questions regarding technology-delivered courses are embedded in the course proposal format. See http://www.eiu.edu/~eiucaa/CourseProposalFormat.doc.)

The revised course proposal format (and the certification document) should be submitted by the appropriate college curriculum committee to CAA and/or CGS as a regular agenda item.

3. New courses that may be offered in a technology-delivered format:

  - Faculty planning to teach these courses must complete the Online Learning Modules *and* attach the Online Learning Modules certification document to a new course proposal format.

NOTES:

  - The VPAA Office is preparing a list of courses that already have been offered in a technology-delivered format. This list will help determine who must seek the approval described above.
  - Whoever is teaching/will teach a particular class must provide documentation that he/she has completed the Online Learning Modules. If more than one person teaches the class, multiple certifications may have to be provided; however, only one revised course outline is required.
  - Faculty teaching technology-delivered (regular) courses off campus also must comply with these policies.
  - The last of the six learning modules will be available May 26. Faculty planning to schedule online courses for Spring 2006 must have completed their training/received their course approvals by September 1 in order to meet the Spring schedule deadline.
  - The certification component of the Online Learning Modules is still under development. Anyone who already is completing training will be retroactively added to the system so that his/her participation can be recorded and acknowledged.

Attachment C

Proposal for Technology-Delivered Section of a Previously Approved Course
COS4810 *Principles of Career Development*

Thomas R. Hawkins
School of Technology

1. **A copy of the most recent course proposal approved by CAA/CGS or a copy of the most recent course syllabus.**

COS 4810 *Principles of Career Development* has been in the course catalog for many years. It is a required course in the Career and Organizational Studies Program. A copy of the most recent syllabus for the technology-delivered section is attached.

2. **A rationale for offering a technology-delivered section of the course.**

The Career and Organizational Studies program was established in 1975 to enable full-time working adults to finish their bachelor's degrees at off-campus locations. Most learners are in the Champaign-Urbana-Rantoul or the Danville regions. Offering a technology-delivered section of a required course is a natural extension of the COS program's basic mission, which is to serve working adults in our region who cannot return to a full-time, residential setting.

3. **A description of how the format/technology will be used to support and assess students' achievements of the specified learning objectives.**

The materials used in the technology-delivered version of COS 4810 are identical to those used in the face-to-face version. The course consists of 15 modules that include textbook assignments, written assignments, peer interaction, group projects, and examinations. The course textbooks are mailed to students by the Textbook Rental Center. WebCT is used for peer interaction on discussion boards and for monitoring group project discussions. Students use the WebCT assignment dropbox to submit weekly written assignments. The examination is administered through WebCT. Some modules include materials supplemental to the textbooks. These materials are posted within WebCT. The instructor also uses a listserv to facilitate communication among learners.

4. **A description of how the integrity of student work will be assured.**

Weekly written assignments are submitted through the WebCT assignment dropbox. Each assignment requires learners to make specific applications to their own workplace situations. This specificity makes it unlikely someone else could submit the work without it becoming evident to the instructor. The instructor reads all assignments for possible plagiarism or group work. The instructor also regularly communicates with students about their class discussion comments, which also discourages cheating. Project groups must communicate within the discussion areas established for them. This procedure allows the instructor to monitor each student's participation and involvement in group work. When the examination is administered, students can only access one question at a time and cannot return to a previous question. WebCT randomizes the questions. Thus, students at adjacent computers never simultaneously have identical questions. The examination is also timed. Students therefore cannot complete the examination within the allotted time if they use the textbook or other written material.

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. email, web-based discussions, computer conferences, etc.)**

The instructor establishes a listserv at the beginning of the course. This listserv is used to communicate regularly with students about approaching deadlines, announcements, and other course reminders. The instructor also uses the listserv to send summaries of general observations and feedback about submitted written assignments or class discussions. The instructor establishes e-office hours during which students may enter a chatroom to discuss course questions with the instructor. Telephone conversations can also be scheduled. The instructor sends an individualized email message to each student summarizing comments and grading of the weekly written assignment.

Student-to-student interaction is required throughout the course. The learner's grade calculation includes points for class discussion. Each student must make at least two written responses or comments in the class discussion area each week. This requires reading other learners' comments and responding directly to at least one other student. Student-to-student interaction also occurs in the group projects. Each project team has an assigned discussion area where all team meetings must occur. The instructor can monitor these discussion areas to observe patterns of participation.

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.**

Learning objectives, course activities, assessment tools, and evaluation processes for the technology-delivered section of COS4810 are identical to those in face-to-face sections. The instructor communicates that student comments in the class discussion area will be evaluated with the expectation that learners in the technology-delivered version will devote considerable time to compose, revise, and edit their observations before posting them in a discussion area. A high level of generalization, synthesis, and application is expected in all written comments and assignments. Learners in the technology-delivered version are expected to spend the same amount of time completing personal, reflective exercises and assessment tools such as Holland's SDS as students in the face-to-face classroom.

Other pertinent information

All learners receive a "getting started" email at the beginning of the semester. This email reviews the skills needed to be successful in a technology-delivered course. Students are asked to assess their own readiness for this learning environment. The same "getting started" email outlines the hardware and software that students must have on their computers in order to participate.

Syllabus

Instructor Information

Name:	Thomas R. Hawkins
Email:	thawkins@eiu.edu
Office location:	4020 Klehm Hall
Office hours:	If you email or phone me, I will respond within 48 hours (except on weekends and spring break). I am also available in the "office hours" chatroom each Wednesday from 8 a.m. - 9 a.m.
Phone:	217-581-7426

Course Information

Course Title:	Principles of Career Development
Course number:	COS4810
Course discipline	Other
Course description:	The nature, purpose, and philosophy of career education as it relates to the career development of individuals. Includes an overview of various levels of career development and the contributions various career development theories make to a total program of career development. Contemporary problems and issues in career development.
Course date:	Monday, January 10, 2005 through Friday, May 6, 2005

Course Goals

Course goals:	During this course, participants will: 1. Analyze the various components of the career planning process 2. Compare and assess eight widely held theories of career development 3. Apply personally and critique the various tools and procedures of adult career planning.

4. Identify major approaches to implementing career development programs in organizations and discuss the advantages and disadvantages of each approach

Textbooks

Required reading:	*We are all self-employed*, Hakim, Cliff, Berrett-Koehler, 1994, 1-881052-47-8
Required reading:	*Career patterns: A kaleidoscope of possibilities*, Harris, Tuck, L., A. Price, & M. Robertson, Pearson/Prentice-Hall, 2004, 0-13-110965-0

Course Requirements

Introduction   Course grades will be determined on the basis of the following:

Requirements

CLASS DISCUSSION
60 points (12 Discussions x 5 pts/each)

POSTCARD ASSIGNMENTS
90 points (9 x 10 pts/each)

CAREER PLANNING PAPER
90 points

GROUP PROJECT
50 points

FINAL EXAM
60 points

GRADUATE PAPER
75 points.
Graduate students will prepare a research paper on a topic related to career development theories or issues. See the course policies section below for more information.

TOTAL
undergraduate students - 350 points

graduate students - 425 pts.

GRADING SCALE
A = 92%

B = 84%

C = 76%

D = 68%

F = less 67%

DISCUSSION CRITERIA

Criteria for discussion points will be:

A. Initial response to the discussion question will be 4-6 sentences long.
B. made no later than Wednesday of the week the question is posted
C. include one reference to the reading assignment and one supporting viewpoint that cites a personal experience. To write, "I agree with what everyone else wrote" is not an acceptable response.
D. Between Wednesday and Sunday of the week the question is posted, at least one response to another student's response will need to follow this format: 4-6 sentences long; include one reference to the reading assignment and one supporting viewpoint that cites a personal experience.

WRITTEN REFLECTION CRITERIA

Focus of the Message (4 Points)

The message is addressed clearly to a particular person. The message is signed by you as its author. The message clearly focused on the postcard instructions. The message demonstrates an understanding of the concept and how it applies personally

Development of Ideas (4 points)

Ideas were developed in appropriate depth and supported by pertinent details

Mechanics and Style (2 points)

Sentence and paragraph structure enhanced readability There were no grammar, punctuation, or spelling errors

CAREER PLANNING PAPER CRITERIA

Each student will submit a written career planning paper. This paper will demonstrate the application of career planning models and principles to their own career planning process. Criteria include

Understanding of one's own career pattern and behavior. 15 pts.

Ability to locate, evaluate, and use sources of career and occupational information. 20 pts.

Use of specific career development models and theories to interpret, synthesis, and describe career decision-making. 40 pts.

Correct grammar and spelling. 15 pts.

GROUP PROJECT CRITERIA

Individual contribution to project (assessed by number and quality of posts to team discussion area) 15 pts.

Accuracy of information presented about career planning model or issue. 10 pts.

Ability to assess career planning model's strengths, limitations. 15 pts.

Quality of discussion questions posed to whole class. 5 pts.

Grammar and spelling. 5 pts.

Policies	
Introduction	STUDENTS WITH DISABILITIES Students with documented disabilities must contact the instructor no later than the second class session to discuss any needed accommodations so that success in the class can be attained. The Office of Disabilities is an available resource. GRADUATE STUDENT REQUIREMENTS In addition to the above requirements, graduate students will be required to submit a research paper on a topic related to career development. This paper will demonstrate graduate-level abilities to conduct research, engage in analysis and synthesis of theories and data, and write clearly and concisely. The paper must include at least 6 references from professional journals. It should be approximately 8-10 pages in length and use APA style. If you are a graduate student, please email the instructor to schedule a time when we can discuss your topic. This appointment must be scheduled within the first three weeks of class. Please expect to confirm with the instructor at least three times as you research and prepare your paper.

COURSE FEE
An additional fee is charged for this course in order to cover the cost of John Holland's Self-Directed Search, which all students will complete as a required course assignment

SYLLABUS CHANGES
The instructor reserves the right to alter the assignments, grading, or schedule of topics based upon expressed needs of students or unforeseen events.

Schedule of Topics

August 26
Introductions
Course overview
Plotting your career journey

September 2
The changing context of work
Readings: Harris-Tuck, Price, & Robertson, Chapter 1
Hakim, Introduction & Chapter 1
Assignments due – Postcard #1 "My Career Journey"

September 9
Adult life stages and career development
Readings: Levinson article, Super article
Assignments due – Postcard #2 "Shifting My Paradigms"

September 16
Career motivation
Readings: London & Mone article
Hakim, Chapters 2 & 3
Assignments due – Postcard #3 "Life Stages and Transitions"

September 23
Work values and career choice
Readings: Harris-Tuck, Price & Robertson, Chapter 3
Assignments due – Postcard #4 "Who's Driving the Bus?"

September 30
Personality type and career choice
Readings: Harris-Tuck, Price, & Robertson, Chapter 4
Assignments due – Postcard #5 "What is Value-Ful Work?"

October 7
Skill, ability, and career choice
Readings: Hakim, Chapters 5 & 6
Assignments due – Postcard #6 "Does My Job Match My Personality Type?"

October 14
Sources of occupational information
Formation of presentation groups
Readings: Harris-Tuck, Price, & Robertson, Chapter 5
Assignments due – Postcard #7 "Following My Map"

October 21
Occupational constraints and their impact on career choice

October 28
      Career decision making
      Assignments due – Postcard #8 "Can I Manage My Constraints?"

November 4
      Getting Noticed
      Readings: Harris-Tuck, Price & Robertson, Chapter 8
      Assignments due – Postcard #9 "Am I A Satisficing Decision Maker?"

November 11
      Building Your Career
      Readings: Harris-Tuck, Price & Robertson, Chapters 7 & 9

November 18
      Theoretical models of career choice and development
      Assignments due -- Career Planning Paper

November 25
      Thanksgiving Break – No Class

December 2
      Group Presentations

December 9
      Group Presentations
      Graduate Paper Due

December 16
      Final Examination