COUNCIL ON CURRICULAR PROGRAMS AND INSTRUCTION

Thursday, 27 October 2016

**Horrabin Hall 1 - 3:30 p.m.**

# M I N U T E S

MEMBERS PRESENT: M. Doh, J. Engel, D. Gravitt, A. Hardeman, A. Hyde (via teleconference), P. McGinty, K. Myers, T. Walters, J. Wells (SGA)

**Ex-officio:** D. Williams

MEMBERS ABSENT: J. Lin, A. Valeva, N. Parsons (ex-officio)

GUESTS: Sean Cordes, Dennis DeVolder, Ray Diez, Eric Gurzell, Bob Intrieri, Kishor Kapale, Sue Martinelli-Fernandez, Rose McConnell, Jim McQuillan, Mary Mhango, Lea Monahan, Richard Musser, Ron Pettigrew, Bill Pratt (via teleconference), Linda Prosise, Jeremy Robinett, Jim Schmidt, Aimee Shouse, Erskine Smith, Norma Suvak, Dan Yoder

1. Consideration of Minutes

	1. 13 October 2016

**MINUTES APPROVED AS DISTRIBUTED**

1. Announcements – None
2. Old Business – None
3. New Business
	1. Curricular Requests from University Libraries
		1. Request for New Course
			1. LIB 360, Research Methods for General and Professional Studies, 3 s.h.

**Motion:** To approve LIB 360 (Gravitt/Walters)

Dr. Hyde stated that her understanding of the Relationship to Courses in Other Departments question on the form was that this was to be a section to discuss whether the proposal overlaps with existing courses at the University, but the LIB 360 form lists a number of existing research methods courses but does not include a letter of support from any of them. Chairperson Hardeman responded that the practice has been to list courses with possible overlap and in some cases to provide a letter of support where overlap is not clear. She said that University Libraries appears to have done its homework identifying other research methods courses, and CCPI can request letters of support if needed before the course goes forward.

Chairperson Hardeman observed that a letter is provided from a General Studies advisor and asked why the director of the program did not provide a letter. General Studies advisor Ron Pettigrew responded that Rick Carter, who served as Director of the School of Distance Learning, International Studies, and Outreach, recently retired and a new director has not yet been chosen. He added that General Studies advisors have a unique and special relationship with their students; for instance, advisors hand out diplomas on the stage as General Studies students graduate. Chairperson Hardeman asked if the advisors are involved in developing curriculum for the program. Mr. Pettigrew responded that normally they are not. University Libraries professor Sean Cordes explained that, in the absence of a director, General Studies advisors were in the best position to determine whether the course was needed and could fill.

Dr. Engel observed that the other research methods courses are focused in a specific discipline. He asked how students will decide on an area for their research when LIB 360 operates under a more general umbrella of study. Dr. Cordes replied that there are a number of general research courses in existence and provided specific examples of research tied to students’ specific interests.

Dr. McGinty remarked that if a general research/social science approach is what is needed, he wonders why the course should be housed in the Library rather than one of the other academic departments already engaged in applied social science. Mr. Pettigrew pointed out that University Libraries teaches a LIB 201 research course, so he reached out to them on behalf of General Studies advisors to see if the Library could do something at the upper level for General Studies students. He explained that half of General Studies students have over 120 s.h. when they apply to the degree program, and 60 percent of them have over 90 hours completed at various institutions, so it is very easy for General Studies advisors, who work closely with University Libraries, to help their students select a specific area of research. He stated that General Studies students come from many different schools and places and cannot necessarily meet all the requirements for a major, but graduates of the degree program have reported that not having taken an upper-level research course is a hindrance to them in their careers. Dr. McGinty stated that he is not questioning whether there should be an upper-level research course but whether it should be housed somewhere else at the University. Dr. Cordes stated that when University Libraries was approached to develop the course, there was no other way for General Studies students to take an upper-level research methods course. He noted that General Studies students may not necessarily be focused on Sociology or Psychology but will still need to develop the skills to research and use data to solve problems in their careers. He pointed out that LIB 360 is non-field specific and, as an extension of LIB 201, will help General Studies students to find and analyze data.

Dr. Gravitt pointed out that the course will potentially have a large audience and will also need to be developed as an online course. She asked how that will fit into the workload of Library faculty. Dr. Cordes replied that half of his ACE load is intended for him to develop courses for perceived curriculum changes, so he will be in charge of the initial development of the course. He stated that he has been developing online courses since 2003 and believes he can put together LIB 360 very quickly. He stated that development and instruction of the course can be accomplished under his duties as curriculum coordinator for the Library. Ms. Myers pointed out that the Redistribution of Teaching Load section states “No changes required.” She suggested that it would be helpful to add this explanation to this section.

Ms. Prosise asked if ENG 180 and 280 should be added to the prerequisites since students are expected to write a substantial research paper in other IAI-equivalent research methods courses. Dr. Cordes agreed that this would be a good addition.

**Changes:**

* Change abbreviated title to RES MTH GEN PRO
* Change prerequisites to “ENG 180 and 280, or permission of instructor, and junior standing.”
* Add information on instructor’s coordination of duties to Redistribution of Teaching Load section.
* Remove instructions in italics.
* Add course information in gray bar at top of form.

**MOTION APPROVED WITH CHANGES 8 YES – 0 NO – 0 AB**

* 1. Curricular Requests from the School of Engineering
		1. Request for Change in Prerequisites
1. ENGR 490, Engineering Senior Design 2 s.h., repeatable to 4 s.h.

**Current:** C or above in all Engineering core courses (except ENGR 491) and senior standing.

**Proposed:** For Engineering and Mechanical Engineering Degrees, C or above in all required Math, Science, Engineering core courses (except for ENGR 491); for Engineering, complete 21 s.h. in Emphasis of Study with a C or above

**Motion:** To approve ENGR 490 (Gravitt/Myers)

Dr. Engel pointed out that if students are to get a C or above in 21 of the 30 s.h. in the Emphasis of Study for Engineering, this represents two-thirds of their classes. School of Engineering Director Bill Pratt explained the intention was to make the prerequisites similar to the older catalog, which required students to complete all but 9 s.h. with a C or above. He added that students are already required to obtain a C or above in all Math, Science, and Engineering core courses in order to be enrolled in Senior Design. Dr. Engel asked if students could get less than a C in the other 9 s.h. of the 30 s.h. Emphasis of Study. Dr. Pratt explained that if students fail or get less than a C in three courses but have 21 of the 30 Emphasis courses completed with a C or above, they will get into Senior Design provided they have completed the Engineering core, Math, and Science with a C or above.

Ms. Williams pointed out that in order to graduate student will need to have a C or above in all classes, but that is not what the prerequisite is saying. Dr. Pratt stated that the intention is for students to master the material in order to be successful in Senior Design. Chairperson Hardeman asked what would happen if a student took 30 s.h. of study but only got a C in 21 s.h.; Dr. Pratt replied that this would be okay. CCPI discussed whether it was necessary to include “of 30 s.h.” in the proposed prerequisites but decided after discussion to leave it in.

**MOTION APPROVED 9 YES – 0 NO – 0 AB**

* 1. Curricular Requests from the Department of Engineering Technology
		1. Requests for Changes in Prerequisites and Course Descriptions
			1. CSTM 455, Construction Management Seminar, 1 s.h., repeatable to 3 s.h.

**Current:** Each offering provides students with an opportunity for intensive study in specialty topics reflective of the variety in Construction Management. *May be repeated with different topics for a maximum of 3 s.h.*

Prereq: Pre- or Co-requisite CSTM 430

**Proposed:** Each offering provides students with an opportunity for intensive study in specialty topics reflective of the variety in Construction Management. *May be repeated with different topics for a maximum of 3 s.h. Graded S/U only.*

Prereq: Junior Standing or permission of instructor

* + - 1. ET 455, Engineering Technology Seminar, 1 s.h., repeatable to 3 s.h.

**Current:** Each offering provides students with an opportunity for intensive study in specialty topics reflective of the variety in Engineering Technology. *May be repeated with different topics for a maximum of 3 s.h.*

Prereq: Senior Standing

**Proposed:** Each offering provides students with an opportunity for intensive study in specialty topics reflective of the variety in Engineering Technology. *May be repeated with different topics for a maximum of 3 s.h. Graded S/U only.*

Prereq: Junior standing or permission of instructor

* + - 1. GCOM 455, Graphic Communication Seminar, 1 s.h., repeatable to 3 s.h.

**Current:** Each offering provides students with an opportunity for intensive study in specialty topics reflective of the variety in Graphic Communication. *May be repeated with different topics for a maximum of 3 s.h.*

Prereq: Pre- or Co-requisite GCOM 412

**Proposed:** Each offering provides students with an opportunity for intensive study in specialty topics reflective of the variety in Graphic Communication. *May be repeated with different topics for a maximum of 3 s.h. Graded S/U only.*

Prereq: Junior standing or permission of instructor

**Motion:** To approve requests for changes for Engineering Technology courses (Gravitt/Myers)

Ms. Hamm announced that the S/U requests were approved by CAGAS this afternoon.

**Change:** Change Effective Date of CSTM 455 to Spring 2017

**MOTION APPROVED WITH CHANGE 9 YES – 0 NO – 0 AB**

* + 1. Request for Change of Minor
			1. Industrial Technology

**Motion:** To approve change of minor (Gravitt/Myers)

Chairperson Hardeman asked what the areas of specialization are that are referenced in the request. Engineering Technology Chair Ray Diez replied that they include drafting/design, manufacturing/machining, electronics, robotics, continuous improvement, safety, and rapid prototyping. He added that there are 15 courses that encompass those specific areas. Dr. Diez explained the major was formerly broken up into three different areas; the change to areas of specialization for the minor was made to adapt to CAD drafting/design. He added the change to the minor currently proposed will make it broader and easier to use, particularly for students in the Bachelor of General Studies program.

**MOTION APPROVED 9 YES – 0 NO – 0 AB**

* 1. Curricular Requests from the School of Computer Sciences
		1. Request for New Minor
			1. Cyber Security

**Motion:** To approve new minor (Gravitt/Doh)

Ms. Prosise pointed out that there should not be a choice of courses in the core. She suggested that the sections which have “or” choices be moved into subsections of the Directed Electives. She will also add a note that students in the Cyber Security emphasis are not allowed to take the Cyber Security minor.

Chairperson Hardeman stated that she understands there is a similar interdisciplinary minor being developed under Law Enforcement and Justice Administration (LEJA). She asked if Computer Sciences has consulted with LEJA. School of Computer Sciences Director Dennis DeVolder responded that he sent the proposal to the Director of the School of Law Enforcement and Justice Administration, Jill Myers, a week ago but has not received a response. He added that he also informed Dr. Myers that the proposal would be on today’s CCPI agenda.

College of Arts and Sciences Dean Sue Martinelli-Fernandez told CCPI she has been working with the other academic deans on an interdisciplinary minor to concentrate on cyber issues, but it bears no resemblance to the minor being proposed by the School of Computer Sciences. She stated that the Computer Science minor is targeted toward a specific group of students, and she does not see any overlap. She expressed her support for the proposal.

Dr. DeVolder stated that the interdisciplinary minor is not focused on cyber security whereas the Computer Sciences minor is completely focused on this, adding that the term cyber security is often misused but only refers to computer security and the protection of digital data. Dr. Gravitt asked if the interdisciplinary minor in development will have to refer to the proposal by terminology different than cyber security. Dr. McQuillan observed that Computer Sciences is already using this term for three emphases as well as the proposed new minor.

Dean Martinelli-Ferandez stated that she looks at the student populations that are served by the proposals, and a student outside of Computer Sciences would not take this proposed minor because the student would not have the prerequisites. She added that the interdisciplinary minor will target other kinds of student populations, particularly those that would be interested in transferring to WIU. Dean Martinelli-Fernandez added that those developing the interdisciplinary minor have been struggling with whether to call it something other than cyber security.

Dr. DeVolder stated that any cyber security minor, by definition, would have to have a foundation in computer security. He added that the Computer Sciences Cyber Security minor does have room in Directed Electives to add some courses if there are specific ones that individuals wish to have included. Ms. Williams observed that the Computer Sciences Cyber Security proposal seems to be a self-contained unit; a student could complete a Cyber Security minor without having a Computer Science minor.

**Changes:** Move CS 114/214 and CS 455/395 to Directed Electives as new a. and b. The remaining core will be comprised of NET 321 and CS 305.

**NEW MINOR APPROVED WITH CHANGES 9 YES – 0 NO – 0 AB**

* 1. Curriculum Requests from the Department of Foreign Languages and Literatures
		1. Request for Cross-Listing
			1. FL/GER/WS 480, Sexuality in German and Austrian Culture, 3 s.h.

**Motion:** To approve FL/GER/WS 480 (Gravitt/Engel)

Currently FL 480 is cross-listed with GER 480. Interim Chair of the Department of Foreign Languages and Literatures Jim Schmidt explained that the GER 480 course should really be taught in the German language, but FL 480 is taught primarily in English. The department decided it would be more appropriate to cross-list FL 480 with Women’s Studies and to drop the German cross-listing so that it will become FL/WS 480. CCPI discussed possible ways to make clear that the existing GER prefix will be replaced by the WS prefix and decided to ask the department to strike through GER where it appears on the form rather than to remove it entirely. CCPI also recommended that a section called Courses to be Deleted in Conjunction with This Request be added, and that GER 480 be specified as being deleted.

**Changes:**

* Strike through GER where it appears on the course prefixes in order to make clear that this prefix will be dropped.
* Add Courses to be Deleted in Conjunction with This Request section and specify that GER 480 will be deleted.
* Change first sentence under “Why cross list rather than teach in one unit” to “This course naturally lends itself to spanning disciplinary lines; for instance, the field of German Studies has a strong subfield…”
* Under “Why and how is this course pertinent to more than one unit,” change the second sentence to, “…there is a lot of overlap between ~~German Studies~~ **the studies of foreign language at WIU** and Women, Gender and Sexuality Studies (WGS)~~. In fact,~~**; for instance,** WSG is a major subfield…”
* In catalog description, strike through references to GER, GER 326 (in prerequisite), and the statement that “Students requiring German credit must enroll in GER 480; all others in FL 480. Not open to students with credit for GER 480.”

**MOTION APPROVED WITH CHANGES 9 YES – 0 NO – 0 AB**

* 1. Curricular Requests from the Department of Psychology
		1. Request for Cross-Listing
			1. AGE/RPTA/SOC/ANTH 202, Introduction to Gerontology, 3 s.h.

**Motion:** To approve AGE/RPTA/SOC/ANTH 202 (Gravitt/Walters)

Psychology professor Bob Intrieri explained that currently AGE 202 is cross-listed with RPTA. He stated that the Department of Sociology and Anthropology suggested cross-listing with SOC/ANTH as well because Aging Studies is an interdisciplinary area, and there is a good deal of content related to sociology and anthropology as well as to leisure studies.

**Change:** At the top of p. 2, change Age 202 to AGE 202.

**MOTION APPROVED WITH CHANGE 9 YES – 0 NO – 0 AB**

* 1. Curricular Requests from the Department of Recreation, Park and Tourism Administration
		1. Request for Change of Major
			1. Recreation, Park and Tourism Administration

**Motion:** To approve change of major (Gravitt/Walters)

Recreation, Park and Tourism Administration (RPTA) professor Jeremy Robinett explained that the major existed prior to the formal CCPI definitions of terms, so it was allowed to be grandfathered in as a non-comprehensive major even though it has enough hours to be considered comprehensive. He reported that in discussions with faculty the decision was made to reduce the departmental electives from 21 to 15 s.h., which would allow the major to comply with current definitions.

CCPI members explained that if the change is approved and RPTA becomes a non-comprehensive major, it will require a minor. The current proposal specifies “departmental electives or approved university minor,” but the definition of a non-comprehensive major is that it “requires completion of a minor as part of the degree program.”

Dr. Robinett explained that RPTA wishes to keep the choice of directed electives or a university minor because they have a number of specialty programs, such as forestry, and those employers need to see certain courses reflected on students’ transcripts. He explained that if the choice of directed electives or a minor is removed, the department would need to create a number of different minors to address the needs of its many specialty programs and, because RPTA is so interdisciplinary, those types of situations occur quite frequently. Ms. Myers responded that other departments are multi-disciplinary and have had to address this problem as well. She added that if an exception is made in the case of RPTA, other departments with these same issues may wish to also offer this choice, which Dr. Gravitt pointed out could set a precedent.

Dr. McGinty stated that he would recommend RPTA make no changes to its existing major, which would allow it to remain grandfathered in as a comprehensive major and not require a minor. CCPI’s understanding of the grandfathering that occurred when the definitions were adopted was that any change to the major would require compliance with the existing definitions. Since Associate Provost Parsons was closely involved in the process to create the original definitions, at which time the grandfathering rules were discussed, CCPI members felt that further discussion should be tabled until she can be present. (Associate Provost Parsons had to miss the CCPI meeting to attend a special meeting of the Council on General Education.)

**Motion:** To table the request for change of major (Myers/Gravitt)

**MOTION TO TABLE APPROVED 8 YES – 1 NO – 0 AB**

* 1. Curricular Requests from the Department of Dietetics, Fashion Merchandising, and Hospitality
		1. Request for New Course
			1. NUTR 410, Medical Nutrition Therapy II, 3 s.h.

**Motion:** To approve NUTR 410 (Gravitt/Walters)

Ms. Prosise asked if NUTR 406, Medical Nutrition Therapy I, should be a prerequisite for Medical Nutrition Therapy II. The request specifies only NUTR 404 as a prereq. Dietetics, Fashion Merchandising, and Hospitality professor Eric Gurzell responded that NUTR 406 is not necessary as a prereq. He explained that 4 s.h. of Medical Nutrition Therapy I has not been found to be viable, so a request is being submitted to reduce that course to 3 s.h. He added that nationwide more credits are being required for medical nutrition therapy in general, so the material has been broadened into two courses. The department thinks that NUTR 404 is a sufficient prerequisite for both NUTR 410 and 406. Dr. Gravitt asked if students can take both NUTR 406 and 410 simultaneously; Dr. Gurzell responded that they can. Ms. Myers asked if there is another way of distinguishing between the two courses other than calling them “I” and “II.” Dr. Gurzell explained that both courses cover a number of diseases treated by medical nutrition therapy, and the department could not think of a clear way of distinguishing the content of the two courses other than using “I” and “II.” He added that pedagogically the courses cover the same type of material but different systems and functions of the body, which is why students can take the two courses simultaneously.

Dr. Hyde suggested it would be helpful to explain in the Courses to be Deleted in Conjunction with This Request section why NUTR 400 and 467 are being deleted. Ms. Prosise pointed out that this information is included on the change of major form, so it would not seem to be necessary to duplicate it. Dr. Gurzell explained that the content from the two courses is not being deleted entirely; course content from NUTR 400 is being moved into NUTR 304, which will be increased from 2 s.h. to 3 s.h., while course content from NUR 467 is being consolidated into other courses that Dietetics students already take, such as HM 253, which will see its credit hours increased from 2 to 3 and title changed. CCPI may consider adding information regarding why courses are being deleted to this section when the request form is next updated.

**Changes:**

* Under Student Needs to be Served, change the second sentence to, “Therefore, we are ~~deleting~~ **removing** the Child Nutrition course **as a required course from the Dietetics major** and using those hours for a second MNT course.”

**MOTION APPROVED WITH CHANGES 9 YES – 0 NO – 0 AB**

* + 1. Requests for Changes of Credit Hours, Division, Course Descriptions, and Titles
			1. HM 253, Systems Procurement, 2 s.h.

**Current:** Systems Procurement, 2 s.h.

**Proposed:** Foodservice Procurement, 3 s.h.

**Motion:** To approve HM 253 (Gravitt/Engel)

**MOTION APPROVED 9 YES – 0 NO – 0 AB**

* + - 1. NUTR 303, Child Nutrition, 3 s.h.

**Current:** NUTR 303, 3 s.h.

**Proposed:** NUTR 203, 2 s.h.

**Motion:** To approve NUTR 303 (Gravitt/Engel)

**Change:** Under Rationale for Change, indicated that NUTR 303 will be removed, not deleted, as a required course for dietetics majors.

**MOTION APPROVED WITH CHANGE 9 YES – 0 NO – 0 AB**

* + - 1. NUTR 304, Nutrition Informatics, 2 s.h.

**Current:** 2 s.h.

An analysis of the scientific basis of the dietetics professional with emphasis on the use of technology for locating professional literature to make ethical evidence-based decisions for treatment.

**Proposed:** 3 s.h.

An introduction to nutrition research as the basis for evidence-based practice in dietetics; includes additional focus on locating professional literature and evaluating research on nutrition and dietary supplements.

**Motion:** To approve NUTR 304 (Gravitt/Engel)

Ms. Myers observed that upper-level courses are usually not described as introductory.

**Changes:** In course description, remove “An introduction to,” at the beginning; change the semi-colon to a comma, and change “includes” to “including.”

**MOTION APPROVED WITH CHANGES 9 YES – 0 NO – 0 AB**

* + - 1. NUTR 406, Medical Nutrition Therapy I, 4 s.h.

**Current:** 4 s.h.

A study of the physiological and biochemical basis for using therapeutic diets.

**Proposed:** 3 s.h.

A study of the physiological and biochemical basis for using therapeutic diets for cardiovascular disease, diabetes, and renal conditions among others.

 **Motion:** To approve NUTR 406 (Gravitt/Engel)

**MOTION APPROVED 9 YES – 0 NO – 0 AB**

* + 1. Requests for Changes of Majors
			1. Dietetics

**Motion:** To approve Dietetics change of major (Gravitt/Engel)

**Changes:**

* For Changes, only indicate what has been changed, such as semester hours, in bold and remove the word “add.”
* Indicate by hashtag (#) that MICR 200 is a Gen Ed course.
* Make sure that courses listed are in numerical order.
* Change SOC 232 to SOC 324.
* Add section at bottom of chart indicating that total hours are 145 (existing) and 144 (proposed); 22 hours will count toward both Gen Ed and another category; and the hours to complete the program are 123 (existing) and 122 (proposed).

**MOTION APPROVED WITH CHANGES 8 YES – 0 NO – 0 AB**

* + - 1. Nutrition and Foodservice Management

**Motion:** To approve Dietetics change of major (Gravitt/Engel)

**Changes:**

* For Changes, only indicate what has been changed, such as semester hours, in bold and remove the word “add.”
* Indicate by hashtag (#) that MICR 200 is a Gen Ed course.
* Make sure that courses listed are in numerical order.
* Change #3. Other Required Courses to Core Courses in chart; retain #5 Other Required Courses and change to #4.
* Add section at bottom of chart indicating that total hours are 139 (existing and proposed); 22 (existing) and 19 (proposed) hours will count toward both Gen Ed and another category; and the hours to complete the program are 120 (existing and proposed).
* In narrative, indicate that NUTR 400 and 467 will be removed, not deleted, from directed elective options.

**MOTION APPROVED WITH CHANGES 8 YES – 0 NO – 0 AB**

* 1. Continued Discussion of Comprehensive Majors and Definitions of Academic Terms

Chairperson Hardeman explained that Faculty Senate has asked CCPI to review academic terms and look at definitions of comprehensive majors to help craft and possibly revise the current definition. She stated that CCPI has asked representatives across campus to talk about what is involved in their programs, elements that shaped those programs, requirements that would make a comprehensive major necessary for their students, and to address issues of depth and breadth. Arts and Sciences comprehensive majors was the topic for today’s CCPI discussion.

Interim Chair of Biological Sciences Richard Musser explained that the Clinical Laboratory Science comprehensive major is a 3+1 program, similar to pre-med in that the program is completed outside of WIU. Students complete a Chemistry minor and general courses at WIU leading to a gateway class like Immunology, then complete their senior year at an affiliated school of medical technology. Dr. Musser stated that it is quite competitive to be accepted into a school of medical technology; only one or two WIU students are accepted out of every ten that apply. He added that those students who are not accepted can complete their Biology major at WIU and can then apply again to a school of medical technology, if they wish to do so. Dr. Musser stated that the senior year at one of these hospitals involves very intense 8-12 hour days with job training and coursework, but the chance of getting a job in the field after graduation is almost 100 percent anywhere in the nation.

Chairperson Hardeman asked if the Chemistry minor is transcripted since a minor is not required for a comprehensive major; Dr. Musser replied that it is. Ms. Williams explained that the major is 66 s.h. so while students do not need a minor they take enough coursework for them to obtain one.

Dr. Musser told CCPI that accreditation is provided by the institutions that students attend for their senior years. Students must ultimately pass exams in order to become licensed clinical laboratory scientists. Dr. Musser stated that the curriculum provided during the three years students attend WIU – courses in Biochemistry, Botony, Inorganic Chemistry, Animal Physiology, Immunology, and a foreign language – are the preferred curriculum recommended by Hines V.A. Hospital, St. John’s Hospital, and St. Francis Medical Center, with which WIU closely works to place students.

Physics professor Kishor Kapale told CCPI that the Physics major is advised by the American Institution of Physics, but they are not an accrediting group. He stated that the group keeps statistics on physics programs across the nation. The engineering portion of the Engineering Physics option within the Physics major is accredited under the Accreditation Board for Engineering and Technology. Dr. Kapale stated that all students who graduate through WIU’s Engineering Physics program and complete an Engineering degree at an ABET-accredited institution will receive ABET accreditation, but WIU’s Physics Department is not directly involved in that process. WIU’s Engineering program in the Quad Cites is ABET accredited, but Dr. Kapale stated that Engineering Physics students often go to the University of Illinois-Urbana/Champaign or the University of Iowa to complete their discipline-specific Engineering degrees. Engineering Physics is a 3+2 program; students complete their Chemistry, Physics, and Math at WIU and do their Engineering and Computer Science elsewhere. Dr. Kapale stated that students have three years to meet the prerequisites for their last two years at another institution. He added that because Engineering Physics is a 3+2 program, WIU students receive in-depth training in Physics that is not offered in the regular Engineering major. There are currently nine students majoring in Engineering Physics at WIU.

Dr. Kapale told CCPI that the job market prefers more training for graduates. He compared WIU’s Engineering Physics program to the only benchmark institution offering a similar program, Truman State, and found that the requirements are very similar. Eastern Illinois University is the only state institution besides WIU that offers Engineering Physics. Dr. Kapale stated that EIU allows students to select one or two courses from a group of 300- and 400-level courses. He added that the number of semester hours required at WIU from 300- and 400-level courses is 19-20, and the number required at Truman State is 18-22. He added that the levels of introductory calculus required at WIU are similar to the number of semester hours and how the topics are ordered at the University of Illinois-Urbana/Champaign.

Regarding internships or experiential requirements, WIU does not require an internship for Physics majors, but many students do complete one depending upon if they choose to complete the Engineering degree. Dr. Kapale stated students would complete internships in the +2 part of their education. He added that 8 s.h. of required WIU classes include experiential learning, such as research.

Although not required for comprehensive majors, Dr. Kapale told CCPI that all nine of the Engineering Physics majors also have chosen to complete Math minors. Over the past seven years, all but one student in the program have completed Math minors; this other student completed a Computer Science minor. Dr. Kapale added that a few Engineering Physics majors have completed a double major in Mathematics or Biology.

Regarding depth and breadth of the program, Dr. Kapale stated that WIU’s Engineering Physics has slightly less depth than the standard Physics major because students are at WIU one less year. He added, however, that it is by necessity a broader program; students will graduate with a breadth of knowledge in both research and design because Engineering Physics majors are increasingly being offered jobs as both scientists and as engineers, which makes them very marketable. Additionally, students will study both Physics and their discipline-specific area of Engineering, such as electrical engineering or chemical engineering.

Chairperson Hardeman asked if accreditation requirements, such as ABET, must be taken into account when designing courses for this major or whether guidelines are available to help design the program. Dr. Kapale responded that the department is aware of guidelines from ABET and the American Institute of Physics, and students are required to take Physics courses that adhere to the ABET guidelines. He added that 3+2 students normally know which discipline-specific Engineering area they wish to pursue and take courses that advance their knowledge in those areas – advanced electronics classes for electrical engineering and more chemistry for chemical engineering – and advisors take that into account.

Chemistry Chair Rose McConnell told CCPI members that there are 100 majors in the Forensic Chemistry program. Accreditation comes through the Forensic Education Programs Accreditation Commission (FEPAC), a commission of the American Academy of Forensic Sciences that establishes standards and reviews forensic educational programs for accreditation purposes. An external forensic advisory board composed of individuals who work with forensic science laboratories, such as the Morton Crime Lab and the Illinois State Police Crime Labs in Springfield and Chicago provides advice on courses that they would like to see WIU Forensic Chemistry students be exposed to prior to graduation.

Dr. McConnell told CCPI that none of WIU’s peer institutions currently offer a B.S. in Forensic Chemistry. The University of Central Missouri is developing a B.S. in Forensic Chemistry in their School of Environmental Sciences, but they do not have a four-year curriculum in place yet. Appalachian State has a B.S. in Chemistry with a Forensic Chemistry option which requires 42 s.h. in Chemistry, 10 s.h. of Physics, 11 s.h. of Math, 11 s.h. of criminal justice courses, and no minor requirement. Southern Illinois University-Edwardsville has a B.S. in Chemistry with a Forensic Chemistry specialty comprised of 46 s.h. of chemistry, 13 s.h. of math and science courses, 16 s.h. of biology/forensic chemistry/forensic biology courses, and no required minor.

Dr. McConnell stated that there is no way to require a minor and meet the course requirements of FEPAC. She explained that FEPAC dictates a minimum of 30 s.h. of Chemistry, with 20 s.h. upper division, plus Calculus II, Stats, and 15 s.h. of forensic science courses of which 9 s.h. are in labs, so there is quite a bit of specific course requirements, and WIU’s program was built with these requirements in mind. Dr. McConnell stated that WIU’s program requires 11 s.h. of math, 10 s.h. of physics, 8 s.h. of biology, 6 s.h. of LEJA courses, and anthropology, geology, and computer science choices. Chairperson Hardeman asked if Forensic Chemistry students tended to take minors even though they are not required to do so. Dr. McConnell responded that of the current 100 Forensic Chemistry majors, 33 are also completing a minor. Of that number 19 are minoring in LEJA, five in Forensic Psychology, four in a foreign language, and the rest are minoring in Anthropology, Military Science, or Biology.

Ms. Prosise asked if 100 students are all majoring just in Forensic Chemistry; Dr. McConnell responded affirmatively, adding that there are about 80 students majoring in the B.S. in Chemistry with all of its options. Dr. McConnell stated that the B.S. in Chemistry is accredited through the American Chemical Society, and many Forensic Chemistry students pursue certification in either Chemistry or Biochemistry through them.

Ms. Prosise asked if the Forensic Chemistry program is accredited; Dr. McConnell responded that it is not accredited yet but it is being pursued. Dr. Gravitt asked how close the department is to attaining accreditation for the Forensic Chemistry degree. Dr. McConnell responded that in order to be accredited the department would have to hire a Forensic Specialist and a dedicated faculty/staff-to-student ratio, and with 100 students they are unable to do that. Dr. Gravitt asked if the department could obtain conditional accreditation. Dr. McConnell responded that FEPAC does not offer conditional accreditation; there are only six accredited Forensic Chemistry (as opposed to Forensic Science) programs in the U.S., and they are mostly large institutions with Ph.D. programs and lots of faculty, so it is difficult to compete. Dr. McConnell stated that WIU’s Forensic Chemistry advisory board says that Forensic Science is not worthwhile because it is too broad and does not offer students sufficient depth. She added that in order to become accredited, there must be a separate budget for Forensic Chemistry that is not a line item in another program or college, but obtaining accreditation for the program remains WIU’s long-term plan.

School of Nursing Director Lea Monahan told CCPI that Nursing is a 65 s.h. upper-division major; students come to WIU for two years and can go elsewhere if desired for two years to meet Gen Ed and pre-nursing requirements. Dr. Monahan explained that WIU uses the same central nationwide application system used by medical and pharmacy schools. There are 63 students enrolled in the upper-division pre-licensure program, and another 15-20 in the RN-to-BSN program.

Dr. Monahan explained that the program must comply with Illinois State Statutes under the Nursing Practices Act, which defines which subject areas must be taught for all basic nursing programs in Illinois. She stated that each state has its own state Nursing Practices Act, and they are all similarly written because all students take the same licensing exam given by the Council on Nursing. Dr. Monahan added that although WIU is told which subject areas must be covered, they are not told which specific courses to use to cover this material. The faculty-to-student ratio in each critical area is also defined. Dr. Monahan stated that WIU caps its program based on the availability of clinical access.

The bachelor’s degree program is under the American Association of Colleges of Nursing, which specifies the nine essentials of a bachelor’s education that must be included in the Nursing curriculum; it covers all of the extra coursework that the two-year Associate Diploma Nursing program does not. Dr. Monahan told CCPI that WIU’s program is accredited by the Commission on Collegiate Nursing Education; the School of Nursing just received its 10-year accreditation two years ago. New programs are accredited for five years, so this was WIU’s second accreditation visit. The program must additionally meet the mandates of the American Nursing Association for Students of Practice. Also, an advisory group comprised of local health care agencies meets with the School of Nursing about the program at least once a year to discuss how the program might do things differently. Dr. Monahan told CCPI that Nursing is very controlled by outside entities; WIU does not control the program. She stated that all WIU does is make sure that standards are met so that students can successfully take the licensing exam.

Regarding benchmark institutions, Dr. Monahan said all Nursing programs are set up so that if students transfer from one institution to another they have to start the program over. This is because every program is set up differently in the way the programs come together when meeting the standards. Dr. Monahan stated that WIU has accepted transfers and looks at what they can be given credit for completing, but it’s usually not very much. She added that if the student is very far along, WIU advises them to remain in their current program because transferring is very difficult.

Regarding internships, Dr. Monahan stated that over 750 hours of supervised, clinical experience is mandated by the state of Illinois, and the way this is accomplished is also mandated by the state; students learn theory followed by a year’s internship. She stated that when students take their first clinical course, they must have the clinical hours to match that clinical course, which is why scheduling is an issue and why it is difficult for Nursing to set up 2+2 programs. She added that trying to schedule Nursing courses with the rest of the University’s courses can become a nightmare.

Supervision is mandated by the state; the state tells the University what degrees and levels of experience instructors must have in order to take students into a clinical area. Dr. Monahan stated that she would not be allowed to teach most clinical courses because she does not have the required experience in those areas. She added that most Nursing faculty do not have experience outside of their specific areas because of these stringent state mandates.

Dr. Monahan stated that Nursing does not require a minor, and students generally do not have time to add one. Dr. Monahan explained that Nursing students are in clinicals three days a week for eight hours each day, and they take Nursing classes from 8 a.m. to 5 p.m. on the other two days. Ms. Williams pointed out that one current Nursing student has a Psychology minor. Dr. Monahan stated that the School of Nursing would like for students to be able to complete a Spanish minor but there is just no way with their course load to ask that of them. Dr. Gravitt asked if it takes more than four years for students to complete the degree. Dr. Monahan responded that students can get done in four years, and most of them do.

Addressing depth and breadth, Dr. Monahan stated that there is only so much that can be conveyed with a bachelor’s degree, and the program is educating nursing generalists, not critical care, intensive care, or emergency room specialists, which would come at the master’s level.

Chairperson Hardeman told CCPI that representatives from the College of Fine Arts and Communication will talk about their comprehensive majors at the next CCPI meeting, and perhaps representatives from the College of Education and Human Services if there is time.

V. Provost’s Report – None

**Motion:** To adjourn (Walters)

The Council adjourned at 6:05 p.m.

 Patrick McGinty, CCPI Secretary

 Annette Hamm, Faculty Senate Office Manager and Recording Secretary