Agenda for the March 4, 2004 CAA Meeting

Items approved: 04-17, Format for the IBHE Program Review
                    04-22, NCA Self-Study Steering Committee Questionnaire
                    04-23, CAA/CGS Policy for Approval of Technology-Delivered Sections of Previously
                         Approved Courses
Items Pending: 04-25, Sociology Minor (Program Revision)
                    04-26, Proposed Name Change for the Department of Speech Communication

Council on Academic Affairs
Minutes
March 4, 2004

The March 4, 2004 meeting of the Council on Academic Affairs was held at 2:00 p.m. in Booth Library Conference Room 4440.

Members present: Dr. Bock, Dr. Dietz, Mr. Donash, Dr. Fewell, Dr. Helsel, Dr. Methven, Dr. Reid, Ms. Samuels, Ms. Sartore, Ms. Sterling, and Dr. Tidwell.

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

Guests present: Dr. Lanham, Dean, Library Services; Ms. Peryam, *Daily Eastern News;* and Ms. Sipes, Academic Advising Intern

I. Other
  1.   Dean Lanham invited council members to attend the Elizabeth I exhibition that the library is hosting. Events will be held March 4 through April 16, 2004. He distributed a brochure detailing the exhibition.

II. Minutes
  The minutes of February 19, 2004 were approved as written.

III. Communications:
  1.   Minutes from the February 20, 2004 College of Sciences Curriculum Committee meeting.
  2.   Minutes from the February 25, 2004 College of Arts & Humanities Curriculum Committee meeting.

IV. Committee Reports:
  1.   Dr. Bock reported that with the help of Ms. Julie McDivitt, Academic Affairs Office, the Faculty Laureate Award had been announced and publicized. So far he has not received any replies. The deadline is March 30, 2004.
  2.   Dr. Tidwell mentioned that the Faculty Senate minutes reflected the CAA election changes. Dr. Methven confirmed that he submitted to Faculty Senate the election transition plan recently approved by CAA.

V. Item Added to the Agenda:
  1.   04-25, Sociology Minor (Program Revision)
  2.   04-26, Proposed Name Change for the Department of Speech Communication

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

  Dr. Tidwell asked whether the acronym, SPC, would need to be changed if the proposed name change for the Speech Communication department was approved. Dr. Herrington-Perry stated that the acronym would need to change if the proposal is approved. She is willing to assist Dr. Borzi, Chair, Speech Communication, with the creation of a new acronym. This discussion will be continued when the proposal is presented to the Council.

Ms. Samuels entered the meeting at 2:10 p.m.

VI. Items Acted Upon.
1. **04-17, Format for the IBHE Program Review (The subcommittee's draft of questions to guide CAA's IBHE Program Review discussions.)**

    Dr. Methven explained that the list of questions was created by the subcommittee consisting of Dr. Herrington-Perry, Dr. Reid, and himself. The list was designed to provide a set of questions for the council members to ask during IBHE Program Review discussions. After a discussion of the format for the IBHE Program Review, the motion passed unanimously.

    The list of questions was approved *(See Attachment A)*.

3. **04-22, NCA Self-Study Steering Committee Questionnaire (Draft of CAA's response to the steering committee.)**

    Dr. Methven presented the response to the NCA Self-Study Committee questionnaire that he created from input he received from the council members. The motion passed unanimously.

    The response was approved *(See Attachment B)*. Dr. Methven will forward it to the NCA Self-Study Committee.

3. **04-23, CAA/CGS Policy for Approval of Technology-Delivered Sections of Previously Approved Courses**

    Dr. Tidwell presented the proposal and answered questions of the council. The council members requested a few minor revisions to the proposal. Also, during the discussion of the proposal a few of the council members mentioned that this topic had been previously discussed by CAA. They believed Dr. Marlow, former CAA Chair, had collected information from each instructor teaching technology-delivered courses. The council members felt that it would be a good idea to obtain this information. The motion passed unanimously.

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

The meeting adjourned 2:25 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/.

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********** ANNOUNCEMENT OF NEXT MEETING ***********
Thursday, March 11, 2004
Conference Room 4440 – Booth Library @ 2:00 p.m.
Agenda
1. 04-25, Sociology Minor (Program Revision)
2. 04-26, Proposed Name Change for the Department of Speech Communication

Approved Executive Actions:
None.

Pending Executive Actions:
None.

Attachment A

Questions to Guide CAA's IBHE Program Review Discussions

1. How has the program changed since the department completed its last IBHE review? (Consider items that have affected the curriculum and/or its delivery—feedback from students, alumni, employers, or other external groups; student demand for the program; employment projections; student performance; staffing; physical facilities; technology; changes in the discipline; etc.)

2. How does the program prepare students "to reason and to communicate clearly so as to become responsible citizens in a diverse world"—that is, how does it ensure that students meet the educational goals established in Eastern's mission statement?

3. What are the program's learning goals and objectives—that is, what should students know and be able to do as a result of completing it? How does the curriculum ensure that students accomplish these goals and objectives?

4. For what future roles does the program prepare students?

5. How does the program model good practice in undergraduate education? (For example, good practice, according to Chickering and Gamson, encourages contact between students and faculty; develops reciprocity and cooperation among students; encourages active learning; gives prompt feedback; emphasizes time on task; communicates high expectations; and respects diverse talents and ways of learning.)

6. What plans or processes ensure that regular review and continuous improvement occur throughout the eight-year IBHE review cycle?

Attachment B

Council on Academic Affairs
Eastern Illinois University

Based on the actions that the Council has taken since the1995 Self Study, the Steering Committee is seeking the Council's input on the following questions by March 1, 2004. We ask that the Council provide guidance to the Steering Committee on patterns of evidence that address the areas outlined below. Please consult the NCA web site or one of the Council's representatives on the subcommittees for details related to the criteria.

1) How do undergraduate academic regulations and requirements relate to Eastern Illinois University's mission and vision?

> *Undergraduate academic regulations and requirements are the means of implementing the University's mission and vision. Undergraduate academic regulations are the underpinnings that help formulate and regulate the policies and procedures of the University.*

2) The Council identified three goals that define the mission of general education at Eastern. These include enhancing literacy and oral communication, encouraging critical and reflective thinking, and introducing knowledge central to responsible and global citizenship.

    a) How were these three goals for general education derived?

> *Two open forums were held to gather input from faculty, students, and staff. A subcommittee of CAA (Bock, Brinkmeyer, Hanner, Wohlstein) was subsequently formed to establish 1) the goals of general education; and 2) the subcomponents of general education*

    b) Describe the procedures that you use to determine which courses will be included in the general education program.

> *A survey of other state universities for common courses and course differences was completed.   A subcommittee of CAA (Bock, Brinkmeyer, Methven, Wohlstein) was formed to review courses submitted for each of the subcomponents of general education and to make recommendations on the acceptance of these courses for general education. A consideration in decisions for acceptance of general education courses included alignment with the Illinois Articulation Initiative for ease of transferability between institutions.*

    c) How are these general education goals applied or embedded across the curriculum?

> *General education goals are embedded in every course proposal (see CAA course proposal format: http://www.eiu.edu/~eiucaa/CourseProposalFormat.doc). Course proposals are required to list student learning objectives, and if a general education course, indicate which objectives are designed to help students achieve one or more of the goals of general education and university-wide assessment: the ability to write and speak effectively, the ability to think critically, and to function as responsible citizens.*

    d) What is the relationship between these goals and the University mission?

> *The goals of general education were designed to fit the University's mission.   In CAA's opinion, they do.*

    e)   What is the Council's plan for assessing the effectiveness of the general education program at meeting its established mission once the moratorium has been lifted?

> *Assessment is required in all course proposals (see CAA course proposal format: http://www.eiu.edu/~eiucaa/CourseProposalFormat.doc). In addition, course proposals are required to include evaluation and assessment data. CASL reports to CAA on progress of the assessment of general education through the Electronic Writing Portfolio (ability to write effectively), Speaking Activities in SPC 1310G and Senior Seminars (ability to speak effectively), Watson-Glaser test (ability to think critically), and Global Citizenship Survey (function as responsible citizens).*

3)   Describe the role of the Council in policy development and program/curriculum review.

> *The Council on Academic Affairs has the responsibility and authority for making recommendations to the President relative to: 1) Changes in undergraduate degrees or degree requirements other than for teacher preparation; 2) addition, deletion, or revision of all undergraduate programs other than teacher preparation programs which fall under the jurisdiction of the Council on Teacher Education; and, 3) addition, deletion, or revision of courses numbered below 5000. The recommendations may include content, credit value, descriptions, titles and related aspects. Periodically the Council reviews undergraduate courses and programs, other than teacher preparation programs, and, if deemed necessary, makes appropriate recommendations. Concerns of the Council on Academic Affairs include: 1) Proliferation of courses; 2) duplication of content involving courses; and, 3) maintenance of desirable standards.*

4)   How does CAA ensure the integrity of undergraduate programs?

> *Concerns of the Council on Academic Affairs include: 1) Proliferation of courses; 2) duplication of content involving courses; and, 3) maintenance of desirable standards. CAA ensures the integrity of undergraduate programs through a standard course proposal format (see CAA course proposal format http://www.eiu.edu/~eiucaa/CourseProposalFormat.doc), IBHE undergraduate program reviews that are presented to CAA, and external accreditation.*

5)   How does the Council ensure that curriculum or program revisions are based on the assessment of learning outcomes? Please provide a recent example.

> *CAA deduces that proposed curriculum and program revisions are based on assessment of learning outcomes, external accreditation, or changes in mandates from the Illinois Board of Higher Education. Recent examples of curriculum and program revisions include: Finance major revision (January 15, 2004); Accounting major revision (January 15, 2004); History program revision (October 30, 2003); Physical Education, Athletic Training Option program revision (October 23, 2003); Recreational Administration "Generalist" and Therapeutic Recreation program revisions (September 4, 2003). Additional examples can be found in the CAA archives and CAA minutes at: http://www.eiu.edu/~eiucaa/*

Attachment C

CAA/CGS
Policy for approval of technology-delivered sections of previously approved courses
(February 2004 Draft)

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

1. A copy of the ~~original~~ most recent course proposal approved by CAA/CGS or a copy of the most recent course syllabus.
2. A rationale for offering a technology-delivered section of the course.
3. A description of how the format/technology will be used to support and assess students' achievements of the specified learning objectives
4. A description of how the integrity of student work will be assured.
5. A description of provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.)
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.

*This policy is applicable only to a course section that is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

This policy becomes effective ~~for courses offered beginning~~ fall ~~semester~~ 2005.