
Agenda for the February 17, 2005 CAA Meeting

Items approved: None.

Items Pending: 05-11, Discussion of General Education
05-12, Discussion of Technology-Delivered Courses

Council on Academic Affairs Minutes February 17, 2005

The February 17, 2005 meeting of the Council on Academic Affairs was held at 2:05 p.m. in Seminar Room 3202 at Booth Library.

Members present: Dr. Dietz, Ms. Dilworth, Dr. Fewell, Dr. Methven, Ms. Miller, Dr. Reid, Ms. Sterling, Dr. Tidwell, and Dr. Upadhyay.

Members absent: Dr. Carwell, Mr. Collier, Dr. French, and Mr. Muffler.

Staff present: Dr. Lord and Ms. Fopay.

Guests present: Ms. Collins, School of Continuing Education; Dr. Michael Hoadley, Center for Academic Technology & Support (CATS); Dr. Izadi, School of Technology; Dr. Woodley, School of Technology; and Ms. Zeigler, Academic Advising.

I. February 10, 2005 Minutes:

The minutes of February 10, 2005 were approved as written.

II. Communications:

1. Minutes from the January 24, 2005 College of Education & Professional Studies Curriculum Committee meeting.
2. Minutes from the January 28, 2005 College of Sciences Curriculum Committee meeting.
3. Minutes from the February 9, 2005 College of Arts & Humanities Curriculum Committee meeting.

III. Committee Reports:

1. Dr. Tidwell explained that he and Dr. Reid met with the Campus Advisory Network today to discuss and answer questions about general education.
2. Dr. Tidwell reported that he and Dr. Reid met with an individual from the NCA Accreditation Team. He explained that one of the things they discussed at that meeting was assessment at EIU. As a result of that discussion he said CAA might suggest to CASL that each department assess its general education offerings to determine whether or not all of those courses meet the four general education goals.
3. Dr. Tidwell indicated that the college curriculum committees should submit general education resolutions to CAA in the next few weeks. CAA's General Education Subcommittee could meet to review and add information from those resolutions to CAA's draft document on general education (agenda item # 05-11). He said it may be possible for the council members to discuss the draft document and general education sometime after spring break.
4. Provost Lord reported the outcome of the NCA Accreditation Team visit. He said EIU received a positive review and there were no serious concerns about this institution from the team.

Dr. Tidwell complimented Dr. Mary Herrington-Perry, Dean Robert Augustine, Dr. Jill Owen, and Eastern's NCA subcommittee for their work with NCA.

IV. Items Added to the Agenda:

None.

V. Presentations:**1. 05-12, Discussion of Technology-Delivered Courses (Presentation by Dr. Michael Hoadley, CATS, regarding an alternative approach to the Policy for Approval of Technology-Delivered Sections of Previously Approved Courses.)**

Last year CAA and CGS established a policy for the approval of technology-delivered sections of previously approved courses (agenda item 04-23). At the December 9, 2004 CAA meeting council members discussed concerns that CAA and CGS had not received paperwork required by the policy from faculty. The policy effective date was extended to allow courses to be added to the Fall 2005 Class Schedule. Also, Dr. Tidwell and Dr. Herrington-Perry explained that the CATS Office was creating learning modules based on the questions in the policy. It was suggested that CAA consider using the modules as an alternative to the requirements established in the policy. In order for the council members to make an informed decision, Dr. Hoadley was invited to CAA to explain the modules.

Today Dr. Hoadley explained the reason for and the focus of the modules, timeline for completion, and an idea for using the modules as a substitute for the policy. Also, he indicated that he had met with CGS but had not received an official response yet.

He answered the various questions that the council members had. Discussion followed. The council members came up with a few distinct questions that they felt needed to be answered before making a formal decision on whether or not to use the modules as a substitute to the policy. Those questions were:

1. Should CAA and CGS continue to require departments to follow the requirements outlined in the policy and leave things alone?
2. Should faculty members be required to either complete the requirements established in the policy or complete the CATS module?
3. Should there be a mandatory requirement or have the faculty members do it if they want to?

Dr. Tidwell will arrange a meeting between the CAA and CGS executive committees to discuss these questions and draft a formal proposal to submit to the councils for action. Dr. Tidwell noted that a decision would need to be made by the councils before the Spring 2006 Class Schedule deadline.

2. B.S. in Career & Organizational Studies Program Review.

Dr. Woodley distributed a handout that she created to address each question listed on the CAA's Guide to IBHE Program Review Discussions. She gave an overview of the Career & Organizational Studies Program and of the program review. Also, she answered various questions that the council members had.

Dr. Dietz and Ms. Miller left the meeting at 2:55 p.m.

VI. Pending

1. 05-11, Discussion of General Education

The February 24, 2005 meeting was canceled. The next meeting will be held Thursday, March 3, 2005.

The meeting adjourned at 3:04 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, send an email to majordomo@eiu.edu. In the text of your email, enter the following two lines:

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***** ANNOUNCEMENT OF NEXT MEETING *****
Thursday, March 3, 2005
Conference Room 4440 – Booth Library @ 2:00 p.m.

Agenda

None at this time.

Pending:

1. 05-11, Discussion of General Education
2. 05-12, Discussion of Technology-Delivered Courses

Approved Executive Actions:

COS

1. A Technology-Delivered Sections of Previously Approved Courses Questionnaire (**See Attachment A**) for PLS 1153G, American Government and the Constitution.
2. A Technology-Delivered Sections of Previously Approved Courses Questionnaire (**See Attachment B**) for PLS 2253G, Introduction to International Relations.

Pending Executive Actions:

None.

Attachment A

Please provide to CAA and/or CGS, as applicable:

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

The course proposal for PLS 1153, "American Government and the Constitution," was approved by CAA on 4/7/00. The approved proposal is attached. (See <http://www.eiu.edu/~eiucaa/elibrary/pls1153g.pdf>)

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

The Internet is increasingly being used as an avenue for the delivery of educational materials to students. Web-based instruction allows students to learn at their own pace, provides access to students who might not otherwise be able to attend classes (such as students in remote areas or working professionals), and creates a learning environment where many students are more comfortable sharing ideas – thus allowing normally shy or reluctant students to "find their voice." While I was initially apprehensive about internet-delivered courses, I have found that the class discussions are generally more productive and thoughtful than traditional on-site classes because the students have the opportunity to gather their thoughts and draw on materials before contributing.

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

PLS 1153 is an Internet course based on three content modules that are subdivided into fifteen smaller topics. The course relies exclusively on WebCT which is used for on-line discussions, faculty-student interaction, and the submission of written work. The learning objectives for this course are identical to those for the regular course and the assessment varies in that there is more written work and individual participation required of each student. While the assessment varies from the on-site course, I feel the additional emphasis on writing cannot be viewed as a negative. Moreover, the additional emphasis on participation in the weekly discussions requires that students read, synthesize, and apply the material in a meaningful way.

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

Rather than placing tremendous weight on one or two exams which I feel may be problematic in this particular setting, students are evaluated on weekly written assignments and discussion board postings. With the number of postings required, coupled with my regular interaction on the board, I am able to get a feel for a student's writing style. Once a particular voice has been established, it is fairly easy to match a student with the written assignment they turn in. In addition, any work that is suspected of plagiarism is subjected to an electronic search (such as Google or Turnitin) in the same manner that I check work of students in a traditional on-site setting.

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 discussion, computer conferences, etc.)

See questions three and four above. WebCT will be used as the vehicle for both student-student interaction and instructor-student interaction. Students are required to submit a minimum of three substantive postings to the discussion board each week which incorporate class readings, current events, and the comments of other students. I regularly monitor the board and interject when the discussion is getting off track, if there are problems with understanding concepts or with misinterpreting information, and when the discussion is getting overly heated and is about to become personal. In addition, instructor-student interaction occurs through comment on written assignments.

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.

See questions three and five above. There is perhaps more time devoted to this course in the on-line setting for both students and the instructor.

Attachment B**Proposal for Technology-Delivered Course
PLS 2253G Introduction to International Relations****Steven D. Roper
Department of Political Science****1. A copy of the most recent course proposal approved by CAA/CGS or a copy of the most recent course syllabus.**

The in-class course proposal for PLS 2253G, "Introduction to International Relations," has been approved and is available on the EIU website at: <http://www.eiu.edu/~eiucaa/elibrary/pls2253g.pdf>. I have attached the most recent online version of this course.

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

I have offered PLS 2253G on four separate occasions (Fall '02, Summer '03, Spring '04 and Summer '04). The enrollment profile for these courses is fundamentally different than the in-class course. Because this is an introductory-level course, students enrolled at other universities as well as those in continuing education programs enroll in the on-line version of the course. Therefore, this course reaches a student body population which is not served by the in-class course, and therefore does not duplicate activity and increases total student enrollment. This course allows EIU to provide an educational experience to students at other universities as well as those in foreign countries.

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

While this is an online course, the material and assignments have been developed based on the fact that this is an introductory course rather than online. In other words, the online course is in most respects identical to the in-class course. This course includes nine learning modules that include reading and writing assignments, peer interaction and examinations. The course lectures are delivered via RealPresenter which synchs audio and PowerPoint presentations of lecture material. The written assignments are submitted through the course textbook home page and examinations are completed through WebCT. All assignments, lectures and examinations are available through the course home page. Students complete six written assignments and three examinations.

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

The written assignments are submitted via the textbook home page, and I read the assignments as I would for any in-class assignment for possible plagiarism or group work. This ensures academic integrity in the written work. The examinations can only be accessed once and are timed to ensure that students do not use their written notes or the book. It would be very difficult to use material while completing the exams. I also include an academic integrity statement in the course syllabus.

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.).

At the beginning of a course, I establish a class listserv that serves as a basis for communicating with the entire class. In addition, I establish eoffice hours to respond to individual concerns. I also create a WebCT discussion forum so that students and I can communicate in real time. In addition, I am also available via the telephone.

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.

See the response to item three, above. The course material that is covered in the online course is identical to the in-class course. The courses also share the same textbook.

Other Pertinent Information:

Students that enroll in the course are sent an introductory email that outlines the technology that will be used for the course as well as links to free plug-ins. Support for WebCT and for computer technology in general as well as plug-ins are available online and include:

WebCT
RealPresenter PowerPoint Reader
Acrobat Reader
Real Player
Quicktime

COURSE SYLLABUS

**Political Science
(PLS 2253) Introduction to International Relations Online**

Summer 2004

Steven D. Roper
Office: 2321 Coleman Hall
Electronic Office Hours: By appointment
Office Phone: 581-6221
E-mail: cfsdr@eiu.edu
Internet: www.ux1.eiu.edu/~cfsdr

Course Description:

This is an introductory online course to international relations. We will examine the theoretical and the practical dimensions of international relations. We will discuss the evolution of the international system and explore the current relationship between states and international organizations. Some of the topics that we will address include diplomacy, uses of foreign policy, international political economy and international development aid. While we will examine competing theories of international relations, we will also explore the practical application of these theories to current events.

While this is an online course, the material and assignments have been developed based on the fact that this is an introductory course rather than online. In other words, the online course is in most respects identical to the in-class course. However, there are some important differences. You will be responsible for finishing each section in an appropriate period of time. For each section of the course, I have an end date. You must complete the assignment or exam for that section on the end date. After that date, I will not accept assignments.

If you have any questions or concerns about your grade, please email me directly. It is not appropriate to post on discussion board questions about your grade. This is a private matter between faculty and student. Our chatroom is linked to our course home page using WebCT. Also, the three course exams will be posted on WebCT. In addition, six assignments will be completed using the Goldstein textbook home page. Finally, I have linked various video and audio files to the course sections. These video and audio files enhance the educational experience but will not be part of your examinations.

I have attempted to create an online course that does not require extremely fast Internet connection. While there is a welcome video, the course lectures have been designed with a power point and audio presentation. On the course home page, the software requirements are posted. Make sure that you have the appropriate software before starting the course. I will not be able to solve any hardware and software problems. It is your responsibility to ensure that you have the correct software and that it is functioning properly. You will receive a CD with the welcome video as well as all of the power point and audio presentations. This should ensure that you will have no problem listening to the lectures and taking notes.

Finally, I will be in Asia from 9 May through 10 June. I will have very intermittent Internet access so if I am not be able to respond to your email before the semester begins. In addition, I will be a Visiting Associate Professor at the Air Force War College starting in July. Therefore, the office phone and address that I have listed above will change during the summer session. I will email you are my relevant contact information after I relocate. The location of the course homepage and WebCT information will NOT change.

Learning Objectives:

In this course, you can expect to develop or to improve your:

- Understanding of the impact of international events on domestic politics
- General knowledge of international political economy
- Basic understanding of the concepts used in international relations
- Understanding of the importance of theories in international relations

Requirements:

There are two requirements for this course. First, there are three examinations. All three examinations consist of multiple choice questions. At the end of the semester, I will double a student's best examination. The final examination is not cumulative. Material for the examinations is drawn from both the lectures and the readings. The examinations will be available on WebCT. I have designated a specific date for all three examinations. On that date, I will make the examination available from approximately 12:00am to 12:00am. After this time, I will remove the examination. Therefore, the examination must be completed on this date or else a zero will be given. I only give make-up examinations upon prior approval. Any student who misses an examination without prior approval receives a zero for that examination. Grades for the examinations and the course are not curved.

Second, there are six assignments from the Goldstein textbook home page. These assignments can be completed at any time before the end period of the section. Each assignment is composed of three short answer questions. Once you have completed the assignment, you email me the assignment (the page with the assignment has a button "grade submission" that you click and will give you various email options). The assignment is to be emailed to me as part of the body of the email in text format (you do not need to send it to me as an attachment or in html format). Because there is not a specific date in which the assignment is made available, you may email me the completed assignment at any point. However, the assignment must be completed by the last date of the section before 12:00am. Any student who misses an assignment without prior approval receives a zero for that assignment.

Points:

The distribution of points is as follows:

Examination 1 100 points
Examination 2 100 points
Examination 3 100 points
(One examination will be doubled)
Assignment 1 30 points

Assignment 2	30 points
Assignment 3	30 points
Assignment 4	30 points
Assignment 5	30 points
Assignment 6	30 points
<u>Total</u>	<u>580 points</u>

Grades:

Final grades for the course will be based on the following:

A	90-100%	(522-580 points)
B	80-89%	(464-521 points)
C	70-79%	(406-463 points)
D	60-69%	(348-405 points)
F	0-59%	(0-347 points)

Academic Dishonesty:

Academic dishonesty includes, but is not necessarily limited to the following: Cheating, or knowingly assisting another student in committing an act of cheating or other academic dishonesty. Plagiarism which includes but is not necessarily limited to, submitting material as one's own work when such work has been prepared by another person or copied from another person. Any student who commits an act of academic dishonesty is subject to disciplinary action. Academic dishonesty will result in an "F" for this course.

Student Disabilities:

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify me during the first week of class.

Readings:

The following reading is required for this course:

Joshua S. Goldstein. 2003. *International Relations*, 5th ed. New York: HarperCollins.

Course Outline:

Introduction: Chapter 1

Assignment 1 (Due 20 June)

International Relations Theories: Chapters 2 & 3

Assignment 2 (Due 27 June)

Purposes of Foreign Policy: Chapter 4

Assignment 3 (Due 3 July)

International Conflict: Chapters 5 & 6

Examination 1 (10 July)

International Organizations and Law: Chapter 7

Assignment 4 (Due 15 July)

Trade and Money: Chapters 8 & 9
Examination 2 (22 July)

Integration Theory and Practice: Chapter 10
Assignment 5 (Due 27 July)

North-South Gap: Chapter 12
Assignment 6 (Due 1 August)

International Development: Chapter 13
Examination 3 (4 August)