

4-29-2010

April 29, 2010

Council on Academic Affairs

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Recommended Citation

Council on Academic Affairs, "April 29, 2010" (2010). *Minutes*. 30.
http://thekeep.eiu.edu/caa_minutes/30

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Agenda for the April 29, 2010 CAA Meeting

Items approved: 10-68, HON 4555, Honors Research (New Course)
10-69, HON 4644, Honors Thesis (New Course)
10-78, AET 3414, Selection and Management of Applied Engineering Projects (New Course)

Items Pending: None.

**Council on Academic Affairs
Minutes**

April 29, 2010

The April 29, 2010 meeting of the Council on Academic Affairs was held at 2:02 p.m. in Room 4440, Booth Library.

Members Present: Dr. Bower, Dr. Campbell, Ms. Green, Dr. Hendrickson, Mr. Lambert, Dr. Mitchell, Dr. Reid, Ms. Ruholl, Dr. Sterling, and Dr. White.

Members Absent: Mr. Pickham and Dr. Shelton.

Staff Present: Dr. Herrington-Perry and Ms. Fopay.

Guests Present: Mr. Ayt, Academic Advising Center; Dr. Coit, History and Faculty Senate; Dean Hine, School of Continuing Education; Dean Irwin, Honors College; Dr. McDonald, School of Technology; Dr. Woodley, School of Technology; and Dr. Woodward, General Studies Degree Program.

I. Approval of the April 22, 2010 CAA Meeting Minutes.

The minutes of April 22, 2010 were approved as written.

II. Communications:

a. Curriculum Committee Meeting Minutes:

1. Minutes from the April 23, 2010 College of Sciences Curriculum Committee meeting.

III. Committee Reports:

1. Report on the Ad Hoc Committee on Integrative Learning

A copy of the Ad Hoc Committee on Integrative Learning Report (**See Attachment A**) was distributed to council members at the meeting. Dr. Sterling provided details and answered questions of the council.

Mr. Lambert moved and Ms. Green seconded the motion to accept the report. The report (**See Attachment A**) was accepted.

IV. Items to be Added to the Agenda:

None.

V. Items Acted Upon:

1. **10-68, HON 4555, Honors Research (New Course)**

Dean Irwin presented the proposal and answered questions of the council.

Dr. Reid moved and Dr. Bower seconded the motion to approve the proposal. The motion passed unanimously

The proposal was approved, effective Fall 2010.

4555 HON. Honors Research. (Arr.-Arr.-1 to 3) On Demand. In consultation with a faculty mentor, the student designs, executes, and writes the results of an original piece of research using primary data. Any research methodology may be employed. The student must submit a detailed study proposal to be approved by the faculty supervisor and a Departmental Honors Coordinator or Dean of the Honors College prior to registration. Prerequisite: Admission to a departmental honors program or permission of the Dean of the Honors College. Course may be repeated to a maximum of 6 hours. WI

2. 10-69, HON 4644, Honors Thesis (New Course)

Dean Irwin presented the proposal and answered questions of the council. The council requested revisions to Part IV, 4 of the course proposal.

Dr. Sterling moved and Dr. White seconded the motion to approve the proposal. The motion passed unanimously

The proposal, with revisions, was approved, effective Spring 2011.

4644 HON. Honors Thesis. (Arr.-Arr.-3) On Demand. Preparation of a written thesis on a topic approved by a faculty supervisor and a Departmental Honors Coordinator or Dean of the Honors College prior to registration. Prerequisite: Admission to a Departmental Honors program or permission of the Dean of the Honors College, and completion of HON 4555. Course may be repeated to a maximum of 6 hours or 2 times. WI

After presenting the two Honors course proposals, Dean Irwin distributed to the council members a report of the Honors College external review (**See Attachment B**) and provided a brief explanation of it. She will post the document to the Honors Council Website.

3. 10-78, AET 3414, Selection and Management of Applied Engineering Projects (New Course)

Dr. McDonald presented the proposal and answered questions of the council. Revisions were requested to Part IV, 2, Part IV, 4, and Part V, 1 of the course proposal.

Dr. White moved and Ms. Ruholl seconded the motion to approve the proposal. The motion passed unanimously

The proposal, with revisions, was approved, effective Spring 2011.

3414 AET. Selection and Management of Applied Engineering Projects. (4-0-4) F, S. Mgt of App Engineer Projects. This course is designed to prepare students to analyze and evaluate the worth of products, systems, structures, and services in relation to their costs; develop and utilize network techniques such as PERT/CPM; schedule activities; develop project budgets; allocate resources; and control progress and costs of technical projects. Prerequisites: MAT 2120G and AET 1323.

VI. Program Review Presentation**1. B.A. in General Studies**

Dr. Woodward gave a Power Point presentation of the B.A. in General Studies Program addressing questions listed on the document "Questions to Guide CAA's IBHE Program Review Discussion." In addition, she answered questions of the council. Dean Hine also provided input during the presentation and indicated that the Higher Learning Commission visit went well that looked at off-campus sites.

VII. Other Business:

1. Election of 2010-11 CAA Officers.

Chair: Dr. Larry White was selected the 2010-11 CAA Chair by acclamation.

Vice Chair: Dr. Grant Sterling was selected the 2010-11 CAA Vice Chair by acclamation.

2. At last week's CAA meeting, Dr. Hendrickson distributed copies of a draft document he had updated for the CAA Website showing an explanation for completing and examples of the assurance of student learning section of the course proposal. Today, the council members provided input and suggested revisions to the document. Dr. Hendrickson will update the document and then it will be posted to the CAA Website.
3. On behalf of Provost Lord, Dr. Herrington-Perry gave Dr. Hendrickson a plaque and thanked him for his service as the 2009-10 CAA Chair.

4. Dr. Hendrickson thanked council members for their work on the council.

The next meeting will be held Thursday, August 26, 2010.

The meeting adjourned at 2:55 p.m. *–Minutes prepared by Ms. Janet Fopay, Recording Secretary*

The current agenda and all CAA council minutes are available on the Web at <http://www.eiu.edu/~eiucaa/>. In addition, an electronic course library is available at <http://www.eiu.edu/~eiucaa/elibrary/>.

***** ANNOUNCEMENT OF NEXT MEETING *****
August 26, 2010
Conference Room 4440 – Booth Library @ 2:00 p.m.

Agenda:

To be announced.

Approved Executive Actions:

CAH

Effective Fall 2010

1. Add the writing-intensive designation to ENG 3970.

3970 ENG. Study Abroad. (Arr.-Arr.-1-15) See STA 3970, Study Abroad: Faculty-Led. **WI**

COS

Effective Spring 2011

1. Revise the prerequisites for BIO 3624.

3624 BIO. Histology. (1-4-3) The structure and function of tissues, primarily human. Laboratory study is combined with discussion of normal tissue structures. Prerequisite: **BIO 2001G or equivalent and** BIO 2200 or equivalent, or permission of the instructor.

2. Change the prerequisites for ECN 4689.

4689 ECN. Theory and Research. (3-0-3) F, S. A capstone course to apply theory in undergraduate research. A written report, oral presentation, and external field examination are required. Prerequisites: **ECN 3972, 4801, and ECN 4802, or permission of instructor.** This capstone course is intended for Economics majors to be taken in the last semester before graduation **and requires permission of the instructor.** **WI**

Pending Executive Actions:

None.

Attachment A**Report of the CAA ad hoc Committee on Integrative Learning
Presented to CAA: April 29th, 2010****Composition and Charge of the Committee:**

In light of President Perry's goal of making Eastern Illinois University a leader in Integrative Learning (IL), the CAA ad hoc Committee on Integrative Learning was charged with discovering what departments, curriculum committees, and colleges at EIU are currently doing with respect to integrative learning, and receiving feedback regarding their views on what role CAA should play in encouraging IL at Eastern. The Committee was chaired by Dr. Grant Sterling (College of Arts and Humanities), and consisted of Mr. Greg Aydt (Academic Advising), Dr. Darren Hendrickson (College of Sciences), Mr. Matt Pickham (student member), Ms. Stacey Ruholl (College of Education and Professional Studies), and Dr. Larry White (Lumpkin College of Business and Applied Sciences).

Committee Procedures:

The colleges were contacted, with the assistance of Provost Blair Lord, through their Deans and College Curriculum Committee Chairs. They were invited to meet with us and discuss the IL projects with which they were currently engaged, their policies regarding IL as part of the curriculum, and any recommendations they might have for CAA's role in these matters. We held discussions in some form or other with all the Colleges, with the unfortunate exception of the Honors College. After considering their ideas and suggestions, as well as information and ideas gleaned from workshops and other meetings, we have reached a consensus on a set of findings.

Findings:

- 1) We reaffirm the value of Integrative Learning as part of the curriculum at EIU. We were impressed by the number and variety of innovative ways in which IL is currently being undertaken in the various departments—portfolios, capstone courses, partnerships with external agencies and RSOs, internships, Study Abroad programs in a variety of countries, team-taught courses, etc. This variety and quality is especially gratifying considering that EIU is still in the early stages of discovering what IL really means and what opportunities it presents.
- 2) We find that the EIU curriculum as a whole does not display clear integration, though several departments and specific programs are integrated vertically within their programs and in some cases with other departments and programs as well. The integration that does exist, unfortunately, is rarely clearly explained to students—students often do not know why various courses are required as part of a major or minor, why one course is a prerequisite for another, etc.
- 3) However, we find that the best model of IL is not a top-down model where faculty members or departments are compelled to incorporate IL elements in their courses, but rather one where IL ideas are developed by departments and individual faculty members on their own initiative. College Curriculum Committees, and CAA, can certainly encourage submissions to include IL elements, and can discuss with faculty and Chairs ways in which courses and programs might add integrative features, but the colleges that met with us were unanimous that CAA should not make IL elements mandatory.

- 4) An argument can and has been made that General Education is the ideal setting for IL, and that the current GenEd curriculum does not make good use of this opportunity. However, we as a committee felt that we were in no position to undertake the massive and controversial project of reviewing and overhauling GenEd. We are not convinced that the time is right for CAA as a whole to undertake this project. Perhaps later, when the campus community better understands and accepts IL this could be a worthy project (especially if it can be done while avoiding the pitfalls that led to the collapse of the old Integrated Core), but we are not recommending it at this time.

With this report the committee considers its mission to be fulfilled. We are not making any recommendations that require CAA action.

Attachment B

Executive Summary

On March 8-9, 2010, Dr. Samuel Schuman, Chancellor Emeritus, The University of Minnesota, Morris and Dr. Greg Lanier, Associate Dean, College of Arts and Sciences and Director of the Honors Program, The University of West Florida, visited Eastern Illinois University at the invitation of Dr. Bonnie Irwin, Dean of the Honors College. Dr. Schuman is a former President of the National Collegiate Honors Council (NCHC) and author of Beginning in Honors, the most widely read and influential monograph in Honors. Dr. Lanier is the current Vice President of the NCHC, the co-Chair of the NCHC Assessment and Evaluation Committee, and a co-author of the NCHC monograph, Assessing and Evaluating Honors Programs and Honors Colleges, 2nd Edition. The contents of this report reflect the findings of two days of meetings with administrators, faculty and students, augmented by the information contained in an extensive and complete self-study prepared by Dean Irwin.

Primary Findings

Distinctive features of the Honors College

- Excellent Honors students working with committed and superb Honors faculty.
- Superior leadership exhibited by Dean Irwin.
- Broadly based support for the mission of Honors at EIU.
- A representative, balanced, and very effective council of Honors faculty.
- A capable, caring and supportive Honors staff who are regarded with respect and affection by the honors students.
- Strong support from a well-informed upper administration.

Challenges for the Next Honors Dean

- The pressing need to bring the University Honors and Departmental Honors together into a single and seamless Honors experience for all honors students.
- The need to extend the Honors educational experience across the full four years, ending in a capstone experience for all, not a few, honors students.
- The need to gain appropriate control over all facets of the Honors curriculum.
- The current lack of financial resources to support Honors teaching.
- The need to integrate active learning strategies and interdisciplinarity into the Honors curriculum.
- The need to include honors students in Honors governance.
- The obvious need to relocate Honors into better quarters.
- The need to create an Assessment Plan for Honors from scratch.

[Note from Dean Irwin: The recommendations on the following page are suggestive only, based on a set of standards established by the National Collegiate Honors Council

(<http://www.nchchonors.org/basicchonorsprogramcharacteristics.shtml> and

<http://www.nchchonors.org/basicchonorscollegecharacteristics.shtml>). The Honors Council has been discussing which are most needed and most appropriate for Eastern to address.]

Recommendations

1. Establish common pedagogical goals for Honors that would foster a convergence of the University Honors requirements and the Departmental Honors requirements.
2. Reconsider and restructure the Honors curriculum so that the honors experience extends meaningfully across the full four years.
3. Establish a mechanism by which all of the students who are formally recognized as having completed the curriculum of the Honors College undertake a significant culminating undergraduate honors project – a thesis, research project, or creative endeavor.
4. Introduce meaningful and appropriate interdisciplinary content and active learning strategies (service, inquiry-based, or site-based learning) into the honors curriculum.
5. Create a culture that encourages and rewards the development of new honors courses and new teaching methodologies and provide as well financial incentives for faculty willing to experiment.
6. Explore ways to yoke significant work in the major with honors courses and opportunities, either through honors sections of discipline-specific classes (an option specifically requested by numerous students), interdisciplinary honors offerings that would satisfy requirements in one or more majors (i.e. *The History of Economics* which might count toward both a History and an Economics degree, or *The Psychology of Communication* which might count toward both a Psychology and a Communication Arts degree), or an Honors by Contract option for 3000 and 4000 level courses.
7. Establish a mechanism by which the Honors Dean has more control over the selection of honors faculty and the scheduling of honors courses.
8. Provide sufficient resources so that the Honors Dean can “buy” or hire honors faculty so that departments are not stretched thin or penalized by supporting Honors.
9. Revisit the honors admissions criteria to see if those criteria attract the qualities desired in honors students (i.e. risk friendly, not risk averse).
10. Include honors students in all significant honors curriculum and honors policy decisions. This might be achieved by including a number (perhaps four) of students on the Honors Council.
11. Look for ways to combine the responsibilities of the Association of Honors Students and the Honors Student Advisory Board into a single unit. Significant leadership opportunities might emerge from such a melding.
12. Move the Honors College into newer, better, more centrally located, and more prestigious quarters.
13. Significantly alter the mechanism for the review of honors scholarships to free precious time for the Honors Council so that they can focus on curricular and vision matters.
14. Re-examine the range of job duties currently discharged by the Honors Dean so that the Dean has sufficient time to concentrate on the two duties central to an Honors College: curricular design and faculty development.
15. Establish more opportunities for the development of honors pedagogy by the faculty (attendance at NCHC, bringing widely recognized honors teaching experts to campus, etc.).
16. Create an assessment plan with clear goals, student learning outcomes, and data collection methods for the Honors College.
17. Investigate the desirability for an Honors Living/Learning complex on the EIU campus, perhaps restricted to the incoming freshman class. The gains in retention, achievement, and leadership activity that often emerge from such situations have been reported across the nation to be substantial.
18. Establish a means to formally recognize completion of the Honors College curriculum conspicuously on the diploma.