

**INDIANA STATE UNIVERSITY FACULTY SENATE
CURRICULUM AND ACADEMIC AFFAIRS COMMITTEE
2011-2012 ANNUAL REPORT**

**Submitted by
Alma Mary Anderson, Chairperson**

The Curriculum and Academic Affairs Committee (CAAC) met 25 times during the academic year.

CAAC Membership: Fall 2011

Officers and Executive Committee

Chair: Alma Mary (SAMy) Anderson

Vice Chair: Larry Rosenhein

Scribe Extraordinaire: David Malooley

Members

Phillip Cochrane, AETM, Assistant Professor

Lindsey Eberman, Applied Medicine & Rehabilitation, Assistant Professor

Susan Kiger, CIMT, Associate Professor

Susan Latta, English, Associate Professor

Marion Schafer, AETM, Professor

Ethan Strigas, Kinesiology Recreation & Sport, Associate Professor

Liaison from the Executive Committee to CAAC

Thomas Sawyer, Kinesiology Recreation & Sport, Professor

Ex Officio Members

Brad Balch, Bayh College of Education

Denise Collins, Bayh College of Education

Robert English, College of Technology

Bob Guell, NCA

Kara Harris, College of Technology

April Hay, Registrar's Office

Harriet Hudson, College of Arts and Sciences

Linda Maule, Foundational Studies

Bruce McLaren, Scott College of Business

Marcia Miller, College of Nursing, Health, Human Services

Cindy Otts, Registrar's Office

Susan Powers, Academic Affairs

Program Review

CAAC reviewed and acted on modifications of 59 programs, including elimination of one program. See appendix A

Charges from the Executive Committee and Actions Taken on Each Charge

- Continue with regular annual reports to the Faculty Senate on Curricular proposals and

Foundational Studies

See appendix A

- Work with the Provost's Office and the Colleges to explore alternative means to graduation for students who are within a year of graduation but (for whatever reason) find the conventional route impossible. Ensure that such programs do no harm to existing programs. Ensure that such programs have appropriate integrity.
CAAC invited Susan Powers and Steve McCaskey (ACE Program) to discuss with CAAC degree completion and barrier to graduation. CAAC recommends that a task force be formed to address the many questions which arose, particularly toward development of a degree program in Liberal Studies which could accommodate these specific issues.
- Work with Colleges and the Foundational Studies Council to ensure that programmatic assessment is continuing at an appropriate pace to allow the University Assessment Council to write the required accreditation report on program assessment for to the Higher Learning Commission to the North Central Association.
 - **Ongoing with Assessment, Foundational Studies and Colleges**
 - **Ruth Cain discussed University-wide assessment [plan] with CAAC. CAAC recommended that Academic Affairs inform Colleges that no new program proposals will be accepted if the department's assessment plan is not complete and in Academic Affairs. S. Powers said she would (and she did) send that out. Ruth also reported that a group has been identified to provide assessment of the Foundational Studies Program**
- Respond to last year's joint charge to CAAC and GC to establish processes and procedures for regular program review. Review the enrollment of all programs established since Fall 2009 and compare the enrollment results with those anticipated at the time of their approval . • Consider revising protocol and documentation required for NEW programs to include submitting the Commission report with the proposal to be considered.
CAAC reviewed programs newly created since 2009. It determined that most of these are just beginning to graduate students. Therefor the data does not provide sufficient information to make valid determinations at this time. CAAC should maintain due diligence in tracking enrollment and graduation rates of new programs. CAAC recommends that the Executive Committee also send this charge to the Graduate Council. –See data sheet at end of report, following appendicies
- Read, comment, and make recommendations as appropriate with regard to the Distance Education Taskforce Report.
CAAC invited Ken Brauchle to present the Distance Education Task Force Report. CAAC moved to endorse, and recommend implementation of, the Report (Passed 7-0-0) and the recommendation was forwarded to the Executive Committee.
- Establish criteria and a process by which an academic unit can be judged to be “not conventionally governable” understanding that this could be used to allow the administration to appoint leadership for that unit from personnel outside that unit.
CAAC recommends that the CAS “Procedures for Administrative Restructuring” be modified for University-wide use, with considerations including viability of a unit, regardless of its size.

- Establish guidance for departments so they can review all courses in their inventory and eliminate courses no longer used as well as those on the backed inventory.

The Registrar's Office, and Academic Affairs, routinely send to Colleges/departments a list of course which have been banked, and offer assistance for the process of elimination of such courses.

**Additional Charges to CAAC from Senate Executive Committee, March 21, 2012
See Appendix B for full text of charges**

Academic Restructuring-CAAC response

DEFINITION AND COMPOSITION OF A DEPARTMENT

An academic department is the basic administrative unit within Indiana State University created and maintained to carry on and develop the instructional and research activities of its faculty in a specific field or body of knowledge. The faculty of an academic department shall include all those members of the University faculty who have been appointed to the department through procedures approved by the department faculty.

The academic department shall have the fullest measure of autonomy consistent with its function and responsibility within the college and the University. The faculty may enact bylaws to carry out the mission of the department.

By definition, an academic department must have sufficient Faculty to carry out the missions of a department including, but not limited to:

- curriculum review and revision
- evaluation of curriculum
- evaluation of faculty
- faculty selection and searches
- promotion/tenure/leave evaluations
- assure course availability to meet the needs of the students
- assure timely advisement of students
- provide for assessment of all programs offered

Institutional Credit Hours

MOTION 1:

CAAC opposes the arbitrary establishment of credit limits for a major. The determination of curriculum is the purview of the Faculty. It is recommended that all programs do a rigorous review of required credits while considering the needs of the students for proper preparation in their field of study.

MOTION 2:

CAAC concurs with the recommendation for the Upper Division Requirements that it be reduced from the current 50 credits to 45 credits of 300/400 level courses for graduation.

MOTION 3:

CAAC recommends the development of an accessible on-line means for students to request acceptance into a minor or certificate.

University College

Following the final discussion on the University College to clarify language, the following motion was made and passed, 8-0-0, (Kiger/Eberman).

CAAC recognizes the creation of a University College, as a new academic unit, following the general guidelines set forth in the TAFFY Report. This unit should provide for the consolidation of areas that focus on student success including academic services, advisement, first year and Foundational Studies curriculum. The goal should be to create a center where students are provided fully integrated services in a proactive environment.

The University College should not prevent eligible students from enrolling in introductory courses in their intended majors.

CAAC strongly opposes the placement of responsibility for pedagogy outside of the academic department.

The structure will be created by a Senate appointed Task Force on the University College with membership from each College and primary unit on campus. This Task Force shall provide monthly reports to CAAC on its direction and progress. A final recommendation to CAAC will be completed no later than February 15, 2013, and CAAC will then forward its recommendations to the Senate. The implementation is to be for the Fall 2013 incoming class.

Once the College is established, a UC Advisory Council will be created to provide continuous guidance and evaluation. The position of the Dean of the University College is to be one of collaboration with all Academic Deans of the Colleges. When impediments to student success are discovered, whether due to curriculum, personnel, or other cause, the Dean may interact directly with the Academic Dean of the college involved. If such impediments cannot be resolved, then the problem may be brought to the attention of the Provost.

CAAC expects that those responsible for developing the infrastructure will carefully weigh the concerns of this Committee and the faculty at large including costs, logistics, Locus of Control, etc. A full review and assessment of the effectiveness of the UC must be provided to CAAC at the end of each academic year.

Additional Issues Addressed by CAAC

Non-department-specific courses and programs

- Following discussion about the possibility of upcoming proposals for non-department-specific courses and programs, a Task Force of CAAC members Marion Schafer and Lindsey Eberman, and Harriet Hudson, developed the following, which was approved by CAAC, 5-0-0

CAAC policy on proposals for non-department-specific courses and programs

Courses or programs proposed by units or individuals at an organizational level other than that of an academic department or equivalent faculty unit within a college must be approved by CAAC. In order to insure that faculty maintain their primary authority over the university's curriculum, such proposals must originate with an advisory group composed of no less than 75% tenured/tenure-track faculty, established in the proposing unit. (Participating faculty in these cases may come from any college or discipline on campus.) The vote and approval by the group's leader (not the unit head) are recorded to indicate faculty support of the proposed course. The unit head approves as department chair, or dean if appropriate.

CAAC will inform itself of the composition of the relevant advisory group when such a proposal comes forward.

Proposals for such courses or programs must include, as part of their rationale, an explanation of the circumstances that require their creation at a level other than academic department or equivalent unit. The rationale must also indicate how the course and/or program will be staffed (who will teach it or supervise students enrolled in its activities) and how the SCH and FTE it generates will be accounted. Below is a recommendation for this accounting:

To help better track the activities and effort expended on the non-department-specific courses and programs, faculty effort would be divided for those that are receiving load credit for this work. Example: A faculty member is carrying 12 credits, and only 9 are in the home department. That load would be a 0.75 for the home department, and 0.25 in the unit that is "hosting" the courses. Both units can then track SCH and FTE on the work done and be held to the same accountability measures.

CAPS Manual Language for certain specific curriculum revisions affecting only single departments

The following types of Proposals may follow the 10 step process below.

- Elimination or suspension of a program that is taught only within the initiating Department and has no courses included from any other unit.
- Elimination or suspension of a major/minor code(s) when there is more than one program for a CIP code and degree level.

- Modification to a program changing overall credit requirements by 6 or less credits provided those course changes are wholly contained within the Department and do not affect any other Program or Unit.
- This applies only to programs of 70 credits or less.
- Editorial changes to a program not changing requirements.
- Modifications to minors to match changes already made and approved in a major.

Minor Modifications to existing programs affecting only one Department and Program

1. Program change will be initiated and approved by program Faculty.
2. Approval by Department Chair.
3. Registrar and DARS consultation.
4. Proposal completed by Department.
5. Program change approved by College.
6. Dean approval. Send to Academic Affairs for publication and action.
7. Publication as “Proposed” in *Academic Notes*, for Campus information.
8. CAAC or Grad Council will receive a report from the appropriate Associate Dean.
9. If no objections are raised, by 7 or 8 above, within 14 working days, it may be sent to Academic Affairs for signature.
10. Publish as “Approved” in *Academic Notes*.

Note: Working days are defined as days during which regularly scheduled classes meet in the Fall and Spring semesters.

APPENDIX A–Summary of Actions Taken

Fast Track Review

Approve proposal from Foundational Studies for ELED 457 as a Foundational Studies course for Upper Division Integrative Elective Array. Passed 7-0-0

Approve proposal from Chemistry for change of title and description of CHEM 100. Passed 7-0-0

Approve proposal from College of Technology for repositioning of the PhD in Technology Management within the College. Passed 7-0-0

Approve proposal from Psychology for change of prerequisites of SOC 465. Passed 7-0-0

Approve proposal from Physical Education for modification of the BS/BA Physical Education All Grade major. Passed 7-0-0

Approve proposal from Economics for revision of the BA/BS Economics program. Passed 7-0-0

Approve proposal from EESE for revision of the Elementary Education Major. Passed 7-0-0

Approve proposal from EESE for revision of the Special Education-Mild Intervention Major. Passed 8-0-0

Approve proposal from LLL for revision of the Language Specialist Honors Certificate. Passed 8-0-0

Approve proposal from LLL for revision of the Language Studies BA Degree. Passed 8-0-0

Approve proposal from LLL for revision of the Language Studies Teaching Major BA Degree. Passed 8-0-0

Approve proposal from Built Environment for revision of the Construction Management BS Degree. Passed 6-0-1

Approve proposal from Economics for change in prerequisites for ECON 446. Passed 8-0-1

Approve proposal from Economics for clarification of catalog copy for ECON 100. Passed 8-0-0

Approve proposal from Economics for clarification of catalog copy for ECON 101.
Passed 8-0-0

Approve proposal from Chemistry and Physics for revision of the Physics Major with concentrations in Professional Physics, Chemical Physics, and Engineering Physics.
Passed 8-0-0

Approve proposal from Chemistry and Physics for revision of the Physics Minor. Passed 8-0-0

Approve proposal from Psychology for revision of the Psychology BA/BS Major. Passed 8-0-0

Approve proposal from Interdisciplinary Programs for revision of WS 301, Global Perspectives and Cultural Diversity, changing title and prerequisites. Passed 8-0-0

Approve proposal from Marketing and Operations for revision and new title of the BS in Operations Management and Analysis Degree program. Passed 5-0-0

Approve proposal from Kinesiology, Recreation and Sport for revision of the PE-Exercise Science Major (removal of a one credit course). Passed 5-0-0

Approve proposal from Kinesiology, Recreation and Sport for revision of the Strength and Conditioning Minor (removed a three credit course, replaced with a 2 credit course). Passed 5-0-0

Approve proposal from Music for a revision of the Music Minor. Passed 5-0-0

Approve proposal for UNIV 150, 200 300 courses. Passed 6-0-0

Approve proposal from Art for revision of the Art History Minor. Passed 7-0-1

Approve proposal from Art for revision of the Studio Art Minor. Passed 7-0-1

Approve proposal from Marketing and Operations for revision of the Insurance Sales Certificate. Passed 7-0-1

Approve proposal from Marketing and Operations for revision of the Sales and Negotiation Minor. Passed 7-0-1

Approve proposal from Marketing and Operations for revision of the Marketing Major. Passed 7-0-1

Approve proposal from Applied Health Sciences for revision of the Health Sciences Major–School Health. Passed 7-0-1

Approve proposal from Marketing and Operations for revision and new title of the Operations Management and Analysis Minor. Passed 7-0-1

Approve proposal from Chemistry and Physics for revision of the BA/BS Chemistry Major. Passed 7-0-1

Approve proposal from Electronics and Computer Engineering Technology for revision of the Automation and Control Engineering Technology BS Degree. Passed 6-0-0

Approve proposal from Applied Health Sciences for revision of the Human Development and Family Studies Major. Passed 6-0-0

Approve proposal from Applied Health Sciences for revision of the Human Development and Family Studies Minor. Passed 6-0-0

Approve proposal from the Scott College of Business for revision of the SCOB Academic Standards for Business Majors. Passed 6-0-0

Approve proposal from Applied Medicine and Rehabilitation for revision of the Athletic Training BS, and two new concentrations: Applied Medicine Concentrations and Clinical Concentration. Passed 5-0-1

Approve proposal from Applied Health Sciences for revision of the Occupational Family and Consumer Sciences Education Major, including title change to Family and Consumer Sciences Education. Passed 6-0-0

Approve proposal from Math and Computer Science for creation of MATH 015 and MATH 035. Passed 7-1-0

Approve proposal from Applied Health Sciences for revision of the Food and Nutrition Major. Passed 8-0-0

Approve proposal from Economics for revision of description of ECON 103 to “not count for ECOM major or minor”. Passed 8-0-0

Approve proposal from Economics for ECON 346, a new FS-SBS course. Passed 8-0-1

Approve proposal from Political Science for revision of PSCI 305 as a new FS-SBS course. Passed 8-0-1

Approve proposal from Political Science for revision of the Political Science Major, add PSCI to list of electives. Passed 8-0-0

Full Review–new programs

Approve proposal from Applied Medicine and Rehabilitation for a new minor in Massage Therapy. Passed 8-0-0

Approve proposal from Applied Health Sciences for a new concentration in Health Psychology. Passed 8-0-0

Approve proposal from Applied Health Sciences for a new Certificate in Gerontology. Passed 8-0-0

Approve proposal from AETM for a new Certificate in Lean Six Sigma. Passed 8-0-0

Elimination/Suspension

Approve proposal from Interdisciplinary Studies to eliminate the Latin American-Latino Studies Minor. Passed 5-0-1

APPENDIX B

Academic Restructuring

- Recommend a minimum size of the number of regular faculty for all academic departments.
- Develop an evaluation process that includes advantages and disadvantages for department's that fall below the minimum number must engage in to determine whether they are independently viable. Possibly determine approaches (other

than combining departments), whereby small departments could achieve the efficiencies of larger departments, such as sharing secretaries, reducing stipends given to chairs, and/or a smaller number of hours of release time for assuming chair duties.

- Also consider the desirability of adding a required evaluation of a department's status as an independent academic unit to its accreditation/program evaluation dossier as an ongoing procedure.
- In this discussion give considerable weight to those College departmental restructuring processes that exist while developing a university departmental restructuring process that respects college autonomy.

Institutional Credit Hours

- Evaluate the wisdom of reducing the number of required 300/400 level credit hours to 45. If this proposal is considered appropriate, quickly move this recommendation through the academic approval process.
- If the proposal is not considered appropriate, develop an alternative that accounts for the reduction in overall hours to 120, recognizes that the current standard of 50 is not divisible by 3, and maintains academic integrity.
- Evaluate the wisdom of on establishing a maximum number of hours that can be required for an undergraduate major and, if found appropriate, recommend a maximum which would reduce barriers to graduation while maintain academic integrity.
- Also, develop a process by which programs may appeal if in excess of the maximum number of hours.
- Evaluate the wisdom of centralizing the evaluation of transfer credit. In so doing, consult the academic advising coordinators to develop a broader understanding of transfer credit challenges and consider those cases where centralization may harm some students and where flexibility is advisable. Recommend processes that will allow for maximum consistency in transfer credit application while providing sufficient flexibility to allow optimal allocation of credits to requirements.

New Program Data
Fall 2009 - Spring 2012

Date Approved in Academic Notes	Program Name	Effective Term	Fall 2009		Spring 2010		Summer 2010		Fall 2010		Spring 2011		Summer 2011		Fall 2011		Spring 2012																																																																			
			Enroll	Award	Enroll	Award	Enroll	Award	Enroll	Award	Enroll	Award	Enroll	Award	Enroll	Award	Enroll	Award																																																																		
September 21, 2009	Environmental Sciences Minor	Fall 2009	0	0	0	0	0	0	0	0	1	0	1	0	4	0	5																																																																			
September 28, 2009	Geochemistry Minor	Fall 2010							2	0	1	0	1	0	1	0	2																																																																			
November 23, 2009	MA/MS in Recreation and Sport Management to be delivered at a distance	Fall 2010							*Currently we don't distinguish between on-campus vs. distance.																																																																											
February 22, 2010	MS in Physician Assistant Studies	Spring 2011															30	0	29	0	29	0	31																																																													
March 1, 2010	Non-Degree Certificate of Graduate Study in Instructional Design	Fall 2010																			1	1	0	0	1	0	0	0	0																																																							
March 15, 2010	Post-Master's Non-Degree License Program – Director of Curriculum and Instruction Initial License-Director of Curriculum and Instruction	Fall 2010																									0	0	0	0	0	0	0	0	0																																																	
March 22, 2010	Doctor of Physical Therapy	Summer 2011**																																					0	0	0	0	0																																									
March 22, 2010	Doctor of Nursing Practice	Fall 2010																																					10	0	10	0	6	0	11	0	11																																					
April 12, 2010	Certificate in Curriculum, Instruction, and Media Technology for Higher Education and Industry	Fall 2010																																											0	0	0	0	0	0	1	1	0																															
April 26, 2010	Insurance Sales Certificate	Fall 2010																																																	1	1	0	0	1	0	3	1	2																									
April 26, 2010	Medical Sales Certificate	Fall 2010																																																							0	0	0	0	0	0	1	1	0																			
April 26, 2010	Post-Secondary Facilitator Certificate	Fall 2010																																																													0	0	4	1	1	0	8	1	7													
April 26, 2010	Reading Teacher Licensure-- We do not track completion	Fall 2010																																																																			0		0		0		0		0							
September 7, 2010	Sales and Negotiations Minor	Fall 2010																																																																									3	0	1	0	1	0	3	0	3	

