

Academic Affairs Council Report, 2006-07

2006-2007 Academic Affairs Council

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During 2006-07, Academic Affairs Council reviewed and recommended catalog changes for 2007-09. The council approved several new educational programs, including the first undergraduate certificate, in Latin American Studies, the first Ph. D. programs in the College of Business, in Business and Technology with areas of specialization: Customer Relationship Management, Management of Information Technology, and Supply Chain Management, and an undergraduate B. S. program in Bioinformatics and Computational Biology.

The council reviewed and supported name changes from the Department of Health and Human Performance to the Department of Kinesiology, the Interdepartmental Plant Physiology Major to Plant Biology Major, and the College of Agriculture to the College of Agriculture and Life Sciences. Name changes of majors in Health Human Performance to B. S. in Kinesiology and Health, and M. S. and Ph. D. in Kinesiology were also approved.

The council approved the discontinuation of the Minor in Portuguese, the M. S. in Enterprise Computing, and the graduate minor in Agricultural Systems Technology.

The council approved two changes in academic policies, recommending that the practice of tracking students with high school unmet after admission be discontinued, effective immediately, and that 3 levels of graduation with distinction be instituted (Summa cum Laude, Magna cum Laude and cum Laude).

As a result of consultation with student government representatives, the Provost's Office and university legal counsel, the council also recommended that existing university guidelines for accommodations of students for religious observances be linked to the Faculty Handbook and catalog to enhance the visibility and awareness of these guidelines.

A discussion of procedures to review courses to be approved to meet U. S. diversity requirements is ongoing, as is discussion of approaches and possible policy changes to improve educational program quality at ISU. These approaches include modification of course evaluation processes to focus more on student learning, increasing faculty interaction with the Center for Excellence in Learning and Teaching, further increasing faculty competence in outcomes assessment, and enhancing the importance of teaching in annual performance reviews and salary decisions for faculty.