

Academic Planning Council
October 8, 2004
Meeting Notes

Present. Lee, Jones, Storch, Christie, Moore, Kohrman, Hageman, Riordan, Mark, Rawls, Vetter, Shapiro

Absent. Eke, Haddad, Holmes, Howell, Lary, Martin, Roscoe, Smith

Guests. Tim Brannan, Renay Scott, Mary Tecklenburg

Announcements. Deadline for submission of documents is the Friday before scheduled meeting. All documents will be posted no later than the Monday immediately prior to the meeting. Agenda will be built and posted when the documents are received.

Reminder – Please take time to complete the Vision Planning Survey. This is a way to influence institution's next set of priorities.

Program Review Subcommittees. Are continuing to move forward.

Proposals.

Biochemistry – Kohrman and Mary Tecklenburg presented program.

Background: Department has talked about need for such a program and subject area is becoming more important in the field of science. Resources will be reallocated from within department/college.

Discussion: Strong Program. Great job on assessment plan. Addition of this program gives us a wider range of programs and more options for students. Students will engage with faculty in research (projects). The department can use some faculty from med/tech program that was deleted, and passage of this program will cause department to look favorably on applicants for new faculty positions who can contribute to this program. Program to be accredited by ACS which does not accredit all programs. Program is in line with similar programs nationally. Recommend department talk to bibliographer to determine what publications are needed to support this program. Current library holdings for chemistry and biochemistry are very good.

Ballots: 5 Approve/0 Revise and Resubmit/0 Deny

Educational Technology – Tim Brannon and Renay Scott presented program.

Background: The College, as a whole, feels strong about this certificate program, and it will not cause a strain on the department. The department looked at the fact that technology is quickly changing and there is a need to meet demands of teachers as they increase their knowledge. The seventh standard is on education technology and this program will let teachers earn a certificate to meet requirement. No new courses are needed. Program will help teachers in current profession, and could eventually lead them back (to CMU) to earn Master's.

Discussion: Designed for classroom teachers. Many teachers come back to update their skills. Feedback received from teachers wanting to update their skills and asking for courses to update their skills. Courses already offered with 15-20 students, could efficiently enroll more students. Funds for laboratory updates are available through student technology fee, and these are funds we apply during the regular replacement cycle.

Ballots: 7 Approve/0 Revise and Resubmit/0 Deny

Vision Planning. Focusing on three components of the survey. Developed tentative definitions of what integrity is. Integrity – doing what we saying we are doing. What are expectations of internal/external bodies? Integrity is one of the items the Higher Learning Commission (HLC) looks at. This definition is not set in stone. APC discussed the following questions: If we are attaining national prominence in the area of integrity, what would that be like? When have we felt that this was an institution with integrity – committed to its mission?

Working in small groups, the APC then shared answers to the following question: We have seen integrity at CMU...

...when we are treated with respect, when we are treated fairly and equitably, when the communication is reciprocal, and when those with whom we interact are competent.

...in governance structures that have checks and balances, and which allow for dissension and conflict, all in the service of sound deliberations and decisions.

...when policies are enacted that are truly supportive of the institution's mission, even when the policies present challenges of their own. In this way CMU demonstrates the institution is truly committed to its mission.

...when students learn the importance of integrity because it is an integral part of their classes, it is modeled by their professors and they see it in the behavior of the institution.

...when people are willing to advocate for integrity as when a faculty member confronts a student suspected of academic dishonesty and is willing to follow through with appropriate actions

...when faculty address intellectual topics with rigor and the highest standards of their fields and professions