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MINUTES OF THE COUNCIL ON ACADEMIC AFFAIRS
May 4, 1989

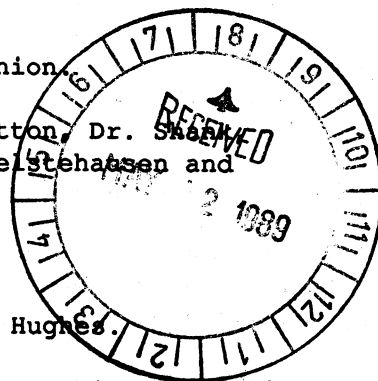
The meeting was held at 2:00 p.m. on May 4, in 1895 Room, MLK Union.

Members present: Dr. Bates, Dr. Buchanan, Dr. Nilsen, Dr. Sutton, Dr. Weidner, Mr. Moushon, Dr. McGown, Dr. Feistehausen and Ms. Durham.

Staff present: Dr. Whitley, Academic Affairs.

Members absent: Vice President Kindrick, Dr. Downs, and Ms. Hughes.

Visitors: Dean Laible, Dr. Bourne, Dr. Pencek, Dr. J. Krehbiel, Mr. J. Johnson, Dr. Guidotti, Dr. J. Eisenhour, Dean Jaenike, Dr. Messer, Dr. Baumgardner and Ms. M. Kadjenovich.



I. Minutes.

The minutes of April 27, 1989 were approved as published.

II. Communications.

1. College of Education Curriculum Committee Minutes, 4/26/89.
2. Minutes of the Council on Graduate Studies, 4/18/89.
3. College of Applied Sciences Curriculum Committee Minutes, 4/18/89.
4. Memo from J. Quivey, English, regarding A,B,C/NC in English 1001, 1002.

III. Proposed Revision of University Policies, (89-18).

The Council discussed the proposal. Mr. Moushon made a motion, seconded by Dr. Bates, to approve editorial changes in the policy. The motion passed unanimously.

IV. New Course Proposal, Finance 4100, Advanced Financial Management, (89-19).

Dr. Bourne and Dr. Pencek answered questions of the Council. The motion passed unanimously.

This action approves the following to become effective Spring 1990.

Finance 4100, Advanced Financial Management (3-0-3). FS

A continuation of Business Financial Management. Applications of Financial Management are extended to include in depth analysis of capital budgeting and capital structure theory. Spreadsheet analysis of cases will be used. Prerequisites: BED 2510 or DAP 2175, FIN 3710, FIN 3720.

V. Proposal for Formulation of the SUE Report - Dr. Whitley, (89-9).

The Council addressed the Cultural Experience section of Dr. Buchanan's proposal as amended by Dr. Sutton (CAA Minutes of April 27). Dr. Krehbiel, Mr. Johnson, Dr. Guidotti, Dr. Eisenhour, Dean Jaenike and Dr. Baumgardner addressed the section of the Buchanan Document. Discussion will continue at the next meeting.

It is intended that the following material will be discussed during the Summer Term.

Human Social Behavior, Health and Well Being. This section should enable students to understand, through empirical investigations and theoretical

interpretations, the behavior of individuals and groups in societies and cultures. The experience should also provide students with knowledge and perspective on interpersonal relationships, the interactions of human groups and institutions, and the human presence in the socio-cultural environment.

Students should have the opportunity to learn the interrelatedness of the physical, emotional, and environmental factors that contribute to human well-being. From this they may acquire knowledge and practices that enable them to make informed decisions affecting personal, community and environmental welfare.

Through all these experiences students should become more sensitive to national and international social, cultural, and health-related issues.

Foundations of Civilization. This element of the Integrated Core should provide a historical perspective on the development of western and non-western cultures. The relationship of the past to the present in all areas of culture should be stressed and should be taught from the "philosophy of history" viewpoint. A broad-based understanding of how the US Constitution shapes and was shaped by our national history should be provided. Material and experiences should also develop an understanding of the diversity of cultures that characterize the modern world and the many forms of expression of that diversity. Primary texts should also be used and students should come to understand how these texts have affected human events.

Foreign Language. This element of the Integrated Core contributes in a number of ways to General Education. Through this experience students learn not only the written and spoken language of another people, but through the language begin to experience the culture and history of another society. It is important, but not central to the experience, that this cultural component of Foreign Language study be maintained. Through the offering of a variety of languages, including important non-European languages, this portion of the Integrated Core will also serve to internationalize the undergraduate curriculum. Foreign Language study also provides students with an increased awareness and sensitivity to how language structure can be both barrier and bridge in a multi-cultural world.

Scientific Awareness. This component should provide experience and understanding of what science is and is not plus an appreciation that scientific knowledge is based upon experimentation and observation. Illustrations of how scientists actually work should be included to emphasize that scientific theories are open to proof or disproof by independent observers.

These experiences should be a combination of active participation in experimentation plus development of an understanding of a minimum set of basic facts, principles and theories. From a knowledge of fundamental facts, principles and theories, students should be introduced to experimental design, hypothesis design and testing, data analysis, and drawing of valid conclusions. Significant discussions and writing about

the philosophy, history, and ethical implications of science should be included. The impact of science upon human thought, history, and culture should be stressed along with the limitations and mis-use of scientific knowledge.

Senior Seminar. This element should serve as the capstone of the Integrated Core. The courses should continue to be cross-disciplinary, culminating experiences that provide students with an opportunity to apply concepts and use skills developed during their undergraduate years. Under the tutelage of outstanding faculty from outside the student's major department, small groups of students from several disciplines will come together to read, discuss and write about issues of major intellectual, social, and cultural importance. Students in these seminars should critique ideas from readings, speakers, and other sources through short papers and class discussions. A key ingredient in the process should be the experience students get in analysis, synthesis, and refinement of ideas and concepts and practice in oral and written communication. This experience is an obvious opportunity for assessment of the effect of General Education on students.

VI. Election of Officers.

Dr. Weidner called for nominations for Chairperson. Dr. Shank nominated Dr. Weidner. Dr. Weidner was elected by acclamation. He then called for nominations for Vice Chair. Dr. Shank nominated Dr. Sutton and Dr. Felstehausen nominated Dr. Bates. Dr. Bates was elected by secret ballot.

The meeting adjourned at 3:40 Suzanne Reis - Acting Recording Secretary

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ANNOUNCEMENT OF MEETING

June 15, 1989

1985 Room - MLK Union

Agenda:

- *88-99 Undergraduate Education Study of Eastern Illinois University.
- *89-9 Proposal for Formulation of the SUE Report - Dr. Whitley.
- *89-20 Revised Course Proposal, MSC 3001, Principles of Military Leadership.
- *89-21 Revised Course Proposal, MSC 4001, Military Law and Administrative Management.
- *89-22 Revised Course Proposal, MSC 4004, Leadership Assessment.
- *89-23 Proposal on A, B, C, N/C Grading for courses in the Language Component.

* Motion on floor.